A Mixed Methods Study on Leadership, Communication, Cooperation and Collaboration in Children Enrolled in the Learning Leadership Academy

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Abstract

This study examined leadership, communication, cooperation, and collaboration (3C’s) when students in grades 1st-8th are instructed on these behaviors in a summer program utilizing cooperative learning teams. Social learning theory and leadership theory comprise the theoretical framework used to examine leadership, and the 3C’s when students work in cooperative learning teams. A literature review on cooperative learning and transformational leadership informed the study. A mixed method evaluation consisted of the empirical analysis of students’ differing behaviors related to leadership, and the 3C’s on a cooperative team activity prior to and after participation in the Learning Leadership Academy (LLA). The mixed method study also included a qualitative analysis of student interviews regarding these ideas prior to and after participation in the LLA. The research questions are as follows: 1) How did a summer school program with a focus on leadership impact students' perspectives of leadership, communication, cooperation, and collaboration in the context of teamwork? 2) How did students' observed leadership, communication, cooperation, and collaboration behaviors differ in a team project after attendance in summer leadership academy? This practice-based research method allowed the researcher to (1) determine whether there was a statistically significant difference in the observed behaviors of students on cooperative group task prior to participation in the LLA and after participation in the LLA, as well as (2) identify differences in perspectives regarding the core expectations of learning through the LLA. The results of the study indicate students have an increased capacity for leadership, and the 3C’s when working in cooperative learning teams and the LLA had a significant impact on students learning in the LLA.

Keywords: cooperative learning, leadership, communication, cooperation, collaboration
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Chapter I: Introduction

Problem of Practice

Society and how we live and work is shifting from a focus on individualism to a focus on the team, together everyone achieves more, four heads are better than one (Hirsh & Killion, 2009; Kagan, 2003). As proposed by Burpo and Wheeler (1994), “In the 21st century…those who have experienced cooperative learning will have an advantage when they become employed” (p.77). Burpo and Wheeler (1994) supports the notion that if students at an early age are engaged in cooperative learning, we will have more able adults who understand and are skilled at working collaboratively in the world.

The purpose of this study is to examine what leadership skills emerge when students in grades 1st-8th are instructed on how to work in cooperative learning teams at the Learning Leadership Academy (LLA). The problem of practice is that students in grades one through eight lack leadership, communication, cooperation, and collaboration skills. These skills seem to influence social skill awareness and self-esteem. The lack of awareness social skills has an impact on how students problem solve when working in small teams, and directly influences student’s ability to communicate, cooperate and collaborate (3C’s) with their peers. Students need these skills in order to have quality of life in the world of work, school, and the community.

Students spend much of their socialization time in physical isolation, watching TV or videos, utilizing technology such as text messages on cell phones and online computer chats. The time spent in this virtual world has replaced quality time spent in genuine face-to-face communication, making eye contact, listening, collaborating and utilizing cooperative efforts.

The problem of practice can also be linked to our school curricula, which has become increasingly content-based and intensely paced in order to meet state-mandated tests. This
leaves little time in the school day to nurture students’ self-awareness and social skills through cooperative learning teams and opportunities to explicitly practice leadership skills and the 3 C’s in classrooms and educational systems.

According to Li, Anderson, Jahiel, Dong, Archodidou & Kim (2007) “There has been limited research on children’s leadership, especially leadership in small groups” (p.76). Li et al. (2007) supports the idea that students have limited opportunities to practice working together in small groups, which may affect their lack of underdeveloped leadership skills and social skills that include the ability to communicate, cooperate, and collaborate.

**Significance of the Problem**

The focus of the problem of practice is the lack of leadership, social skills and structured opportunities for students to learn how to work together in teams utilizing the 3C’s. Cooperative learning is a way to promote underdeveloped social and leadership skills. Kagan (1989) supports this idea of not only team work but individual accountability, a structured spontaneity that could lead to a pathway to reinforce the opportunity for social and leadership skills to emerge.

Many students are learning in isolation, with limited time to nurture leadership and social skills through cooperative learning and this is denying them the skills and confidence to deal with real life situations. Research on the proposed problem of practice will give students an opportunity to engage in real work rather than fake real work in a supervised learning environment (Littky, 2004). Students work in structured teams explicitly practicing leadership skills and the 3 C's, which is believed to influence and define social skills and self-awareness in this study. Scheer and Safrit (2001) support utilizing age-appropriate curriculum to nurture children’s self-awareness. As educators, we want to nurture students in the area of social awareness and leadership skills, empowering the students to become flexible well-adjusted
citizens. Skills learned in a cooperative learning team can be transferred to a larger community setting. In a society marked by rapid change and expanding technology, it is incumbent on the world of education to promote awareness of social and leadership skills in order to produce well-rounded students that have the ability to be leaders and critical thinkers. Students with social skill awareness and leadership skills will be assets to their communities by building relationships, making positive contributions, and making the world at large a better place to live and learn. It is important in the changing landscape of today’s society and educational systems for students to have strong social and leadership skills. Students who have solid social skills will be able to self-advocate and build relationships, as leaders who dare to be different and celebrate diversity and change.

**Intellectual and Practical Goals**

**Intellectual goals.** The intellectual goals and purpose of the study was for the researcher to understand and investigate the leadership skills that can emerge in children under specific circumstances. The researcher explored how participation in the curriculum of the LLA affects students’ perceptions of leadership, communication, cooperation and collaboration. The researcher also examined how the students evaluated their own learning of leadership skills, as a way to evaluate and/or modify the curriculum of the LLA for improved effectiveness.

**Practical goals.** The practical goal of using LLA as the setting for this study is that the researcher has direct access to all the stakeholders (teachers, parents and students) involved in the study. Another major practical goal of this research study is to understand through a collaborative process how to evaluate and/or modify the curriculum of the LLA.

The knowledge acquired from the intellectual goals is directly linked to the practical goals. Interdependence exists between the goals and the knowledge that was gained from both
the intellectual goals and practical goals crystallize within the study. The knowledge and findings from both the intellectual goals and practical goals had a symbiotic effect on the success of the entire study.

**Summary of Research Questions**

The overarching research question that guided the study is as follows: How did a summer school program with a focus on leadership impact students' perceptive of leadership, communication, cooperation, and collaboration? The research questions are:

1. How did a summer school program with a focus on leadership impact students' perspectives of leadership, communication, cooperation, and collaboration in the context of teamwork?
2. How did students' observed leadership, communication, cooperation, and collaboration behaviors differ in a team project after attendance in the summer leadership academy?

**Document Organization**

The rest of this document presents the theoretical framework that informs the design and analysis of this study, comprised of social learning theory and leadership theory. Chapter II presents the literature review in relation to the topic of this study. Chapter III presents the research design, including the research questions, research methodology, and plan for coding the data of the study. Chapter IV presents the findings of the study, both quantitative and qualitative. And Chapter V presents a summary of the key findings and the relationship of these findings to the theoretical framework and review of the literature. It also provides commentary by the research regarding the significance of the study to the field.
Theoretical Framework

Students’ lack of social and leadership skills were examined through the lens of two theories: Social Learning Theory and Leadership Theory. These theories best inform the investigation of how leadership skills emerge when students work in cooperative learning teams.

Social learning theory. Social Learning Theory is focused on change over time in areas such as behavior, thoughts or language. Miller (2002) refers to three tasks a social and developmental theorist is concerned about: 1) describe change within behavior (2) describe change in relation to and among several behaviors and (3) explain what happened and developed (p. 8). The value these three tasks bring to Social Learning Theory and the proposed educational problem is they give meaning to facts and guide further and future research.

Theorists that fall within the framework of Social Learning Theory are Bandura, Jean Piaget and Lev Vygotsky. These Theorists’ work informed and generated a better global understanding of the research and provided the researcher deeper meaning and solutions for the proposed educational problem.

Social Learning Theory proposed by Albert Bandura is an influential theory of learning and development. He expanded the basic concepts of traditional learning theory, and believed that direct reinforcement could not account for all types of learning. According to Manz & Neck (1991) “Albert Bandura and many other psychologist have written extensively about social learning theory, viewing it as a process of interaction between behavior, the environment, and the person (especially the cognitive aspects of each unique individual)” (p.87).

Social Learning Theory includes the following three core concepts:

1. People can learn through observation.

2. Internal mental states are an essential part of this process.
3. Just because something has been learned, it does not mean that it will result in a change in behavior (Miller, 2002, p.177-179).

Bandura’s theory added a social component, stating that people can learn new information and behavior by observing other people. In the mid-1980s, Bandura's research took a holistic turn, and his analyses went towards a more comprehensive overview of human cognition in the context of social learning (Bandura, 1988). He expanded social learning theory, and it became known as social cognitive theory. Social Cognitive Theory (SCT) describes learning in terms of the interrelationship between behavior, environmental factors, and personal factors. It provides the theoretical framework for interactive learning used to develop cooperative learning.

Piaget believes that a person understands information that fits into his or her lens of the world. When information is different he or she will re-examine and adjust their thinking to adapt to the new information. Piaget believed that human inquiry is integrated within the individual child, and assigned various stages of developmental benchmarks. These benchmarks (chronological settings) would enable one to build and link knowledge via actions on the environment. According to Miller (2002) Piaget's stages of development are as follows:

**Sensory motor stage:** (Birth - Two years). Infants understand the world in terms of their physical actions on the world. They move from simple reflexes to several steps in an organized set of schemes.

**Preoperational Period:** (Two through Seven Years). Children are able to use symbols (mental images, words, & gestures) to represent objects and events. Symbols are used in an increasingly organized and logical fashion.
Concrete Operational Period: (Seven through Eleven years). Children acquire logical structures that allow them to perform mental operations which are internalized actions that can be reversed.

Formal Operational Period: (Eleven through Fifteen). Mental operations are no longer limited to concrete objects. They are applied to purely verbal or logical statements, to the possible, real, development is a process and change occurs in each stage or when one equilibration model is off balance or rocks one of his stages. This formula is very interesting and when the researcher reflects on the semantics it makes her think of another theorist, Lev Vygotsky.

According to Vygotsky, development follows a dialectical process, idea- opposing idea-synthesis-resolution, which would produce higher levels of concepts and more advanced thinking. Development is a lifelong process. Conflict provides an opportunity to learn how to resolve issues, which can be a major learning tool, able to bring about successful development. Another interesting concept Miller (2002) notes is how Vygotsky defines the ZPD as the distance between a child’s “actual developmental level as determined by independent problem solving” and higher level of “potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p.377).

Leadership theory. Transformational Leadership Theory was the lens utilized to better understand leadership processes for this study. A vital team process is leadership. Leadership and leadership styles have an impact on the way teams perform tasks and how they develop team processes. According to Ruggieri (2009), “Among the various approaches to the study of leadership, one of the best known is the transformational/transactional framework (Bass, 1985)” (p.1018). Transactional leaders are more traditional leaders who approach leadership of teams as
an exchange process and reward for accomplished goals and punish when errors are made or failures occurs (Ruggieri, 2009, p.1018). On the other hand transformational leaders lead by building relationships, creating an interest in team players to increase task productivity. They lead from behind, empowering the intellect, reinforcing team players strengths and nurturing team player’s needs. According to Ruggieri (2009), “Transformational leadership is based on four principals: idealized influence (or “charisma”), inspirational motivation, intellectual stimulation, and individual consideration (Bass & Avolio, 1993)” (p. 1018). Transformational leadership looks like shared leadership in teams.

It is a collaborative process, bottom up, rather than top down when decision-making and team tasks are implemented. The special characteristic of transformational leadership, as one approach to leading teams, is that the team works together on tasks and decides how the team will process their working habits as a team. Leaders who chose to lead teams by transformational leadership lead by example, putting people first and focusing on how people share their strengths and needs to accomplish given team tasks and processes.

Many studies have addressed leadership and leadership styles that impact team performance. Bass (1999a) found the following: It has been 20 years since Burns (1978) published his seminal work introducing the concepts of transformational and transactional leadership. Whereas transformational leaders uplift the morale, motivation, and morals of their followers, transactional leaders cater to their followers’ immediate self-interests. The transformational leader emphasizes what you can do for your country; the transactional leader, on what your country can do for you (p.9). Bass (1999) supports transformational leadership and transactional leadership to be effective ways of leading teams; however more research is needed to understand the context in which style of leadership occurs. Transformational leaders may act
as transactional leaders adding sensitivity in the various ways they choose to communicate, collaborate and cooperate. According to Bass (1999b), “Those leaders who are more satisfying to their followers and who are more effective as leaders are more transformational and less transactional (Avolio & Bass, 1991)” (p.20).

Theorists that fall within the framework of Leadership Theory are Froebel, Dewey, and Addams. Each of these great thinkers were leaders in their own right. They shared a passion and had ideas that mattered for how life and school should be ethical and empowering for the people of American society.

Friedrich Froebel is best known as the founder of the “kindergarten movement”. Froebel from Europe studied with Pestalozzi and introduced the “German Kindergarten”. As the name implies Froebel believed early childhood education should be designed as a garden, where children’s needs were nurtured. According to Aylor (2007) “In the kindergarten, children were to grow in love and in knowledge of themselves and the world around them as they worked with Froebel’s gifts (manipulative material) and engaged in his occupations (tasks such as cutting and lacing etc.)” (p.1). Froebel’s philosophy is framed around the beliefs of the unity of creation, respect for children as individuals, and the importance of play in education. Manning (2005), states That John Dewey found fault with the Froebelians’ emphasis on early 19th century metaphysics and philosophy rather than psychology” (p.375). However Manning (2005) illustrates a shared belief system between Dewey and Froebel with this quote from Shapiro, (1983, p.156) “Dewey praised Froebel himself for viewing the child’s mind as an instrument of knowing; and for “the design of the gifts and occupations that allowed the child to develop in a social environment by introducing concepts that were later modified and enriched
by experiences” (Manning, 2005). This quote exemplifies what happens to students as they become active members enrolled in the LLA.

Froebel’s selections from his writing speak of the purpose of play as giving contentment and stability to a child. How play must be done according to Froebel (1967) “It must be done in order to establish unity in his life; it must be done in union and agreement with the medium of employment; it must be done so that a higher level of union with the whole of life may be established and proclaimed” (p.106). This is reinforced by the way Froebel denotes the third play thing, how play is done. Children need to be lead from behind, yet the child knows and feels the unity and in return the child loves and respects the parent. As a scholar practitioner, the researcher especially likes the part that children like to know the parent is present and those parents need to foster this unity because it is this unity with family that builds the unity that comes from all life. As an educational leader, and the director/founder of the LLA, the researcher knows that leading from behind builds mutual respect and allow both children and adults to learn and grow both personal and intellectual.

John Dewey is known as the “father of progressive education”. John Dewey had a passion, he believed all students should be schooled and cared about the facility, management structure, teacher training, and the curriculum of developing American schools. Dewey was a radical reformer, a change agent. He planted the seeds and foundation for current challenges in leadership and best practices in pedagogy. In the 20th century he was looking for revolutionary change in a society that still felt comfortable with the three R’s. In the researchers opinion Dewey wanted a “complete education” for American students and the facilitators of learning. He believed in integrating the students’ world of home, work, school, play, and the community as a better way to expand a child’s intellectual and social development.
As a researcher, Dewey was known to be cutting edge. He had a vision and was the initiator of some of the hottest challenges we still face today in our American schools, as we try to meet the needs of 21st century skills and no child left behind. According to Dewey (2001) “Voluntary’ is treated as meaning the reluctant and disagreeable instead of the free, the self-directed, through personal interest, insight, and power” (p.95). As a scholar practitioner, the researcher believes as we develop into transformational leaders and prepared to make revolutionary change we need to empower and facilitate the interest. As a “scholar-practitioner” completing this research it is hoped the development of the LLA will expand and be a part of the movement that creates the best opportunities for American students.

Jane Addams believed that education was a lifelong process because it was rooted from experiences. Addams believes in interdependence and we all are called to have a moral and ethical obligation to seek various experiences and opinions within our communities and the world at large. Addams beliefs and ambitions are supported by Hansen (2007) when he states she is “Eager to make a difference in a world that offered women few opportunities, she and Ellen Gates Starr founded Hull House (1889), one of the first American settlement houses, in a poor, ethnically diverse, immigrant working-class district of Chicago during the tumultuous years of the Industrial Revolution” (p. 83). The development of Hull House attracted many extraordinary women, who contributed to reforming social and civic institutions. Some examples of the contributions to American society from these women are they founded kindergartens and public playgrounds in Chicago and the first juvenile court. According to Whipps (2004) “Addams is very clear that Hull House was intended to engage in reciprocal assistance-the upper-class educated women and the working class industrial workers would learn from each other, hopefully alleviating some of their handicaps through interaction”(p.120).
These theorists’ work informed and generated a better historical and global understanding of the research that was conducted and provided the researcher deeper meaning and solutions for the educational problem in this study.

The theories are complementary and enriched the depth of understanding of the core concepts of the LLA and provided a deeper understanding of program development, leadership, child development and social learning that can lead to leadership capacity when students engage in cooperative learning teams.

**Chapter II: Literature Review**

The bodies of literature the researcher explored for the proposed problem are part of the following constructs: cooperative learning, leadership, social skills and child development. The researcher examined these bodies of literature through the lens of social and developmental theory and leadership theories, examining the patterns and variety of attributes that can bring a better understanding of child social and leadership skill development.

**History of Cooperative Learning**

The concept of working in groups, the collaborative process and cooperative learning has existed for centuries (Dewey, 1933; D. Johnson & R. Johnson, 1975; Maller, 1929; Pass, 2007, Slavin, 1980). Educators and theorists have tried to link best practices to theory for centuries (Antil, 1998; Manning, 2005, Pass, 2007). Cooperative learning has links to social and cognitive development theory, leadership, self-esteem, student achievement, school culture, and climate. The idea of cooperative learning is an old idea that has developed over the years into an effective delivery system of instruction for both educational facilitators and students in various tiers of educational arenas as well in the worlds of work and community (Burpo & Wheeler 1994; Hillman & Smith 1981; Kagan, 1989; Millis, 2009; Joyce &Showers, 1991; Slavin, 1986).
The art of studying cooperative learning as an effective delivery method of instruction and learning began in the sixties and seventies. In the mid-1960’s David Johnson and Roger Johnson began training teachers to use cooperative learning at the University of Minnesota. The cooperative learning center was a result from their efforts to synthesize existing knowledge concerning cooperation, competition, and individual efforts to formalize research on cooperative learning (Johnson & Johnson, 1983; Johnson & Johnson, 1989; Johnson, D. Johnson, R., & Holubec, 1984-1993). In the early 1970’s David DeVries and Keith Edwards at Johns Hopkins University developed Teams-Games-Tournaments (TGT). In the late 1970’s Robert Slavin extended DeVries and Edwards’ work at Johns Hopkins University by modifying TGT into Student Teams-Achievement Divisions (STAD) and modifying computer-assisted instruction into Team-assisted Instruction (TAI). At the same time, Spencer Kagan developed the Co-op co-op procedure and various cooperative learning structures (Kagan, 1989).

**Cooperative Learning Structures**

The structure of cooperative learning and how to implement cooperative learning methods has been a hot topic since the seventies and continues to warrant research today and impact both teachers and students (DeVries, Edwards, Slavin 1978; Millis 2009; Slavin, 1980). Johnson and Johnson, Slavin and Kagan are key researchers and developers of cooperative learning. Each researcher believes in the group process, student teams and individual accountability. Cooperative learning can be defined as working together to accomplish shared goals. In cooperative activities individuals seek outcomes that are beneficial to them and to the other members of the group.

The major difference between the key researchers is that Johnson and Johnson and Slavin place students in groups of three to five people, Kagan uses the term team instead of group, and

**Cooperative Learning Outcomes**

Hundreds of studies have been conducted examining cooperative learning as an effective instructional strategy that supports student achievement in academics and social skills across the various tiers of school from preschool to college and graduate studies (S. Fukada, H. Fukada, & Hicks, 1994; D. Johnson & R. Johnson, 1987; Kocak, 2008; Scharf & Mayseless, 2009; Slavin, 1980).

Cooperative learning outcomes indicate that students from all backgrounds academically and culturally achieve greater retention levels participating in cooperative learning structures than they do in individual learning experiences (Stevens & Slavin, 1995). Limitations in most cooperative learning studies vary due to variations of the utilization of specific elements in cooperative learning structures and lack of teacher training on how to utilize cooperative learning effectively. One clear and consistent finding in the research surrounding cooperative learning is active student engagement is present within group learning (Maheady, Pendel, Harper & Mallette, 2006).

**Research on Cooperative Learning**

Research indicates that cooperative learning supports higher rates of academic achievement, social skills, social awareness, and self-esteem and leadership development in
students who participate in cooperative learning teaching experiences. Lampe & Rooze (1996) did a quantitative study that examined the differences between achievement and self-esteem of Hispanic fourth graders who received instruction using cooperative learning or traditional instruction. According to Lamp and Rooze (1996) “There is a close affinity between the goals of citizenship education and social skills promoted by cooperative learning” (p.187). The results indicated higher achievement with cooperative learning. However, self-esteem was apparently higher for boys than for girls, regardless of treatment, this result was inconclusive.

Scheer and Safrit (2001) conducted ethnographic research in the examination of a developmentally age appropriate curriculum that nurtures self-awareness, the building blocks for leadership skills, in five to eight year olds. This study focused on the curriculum and cooperative activities that would nurture self-awareness and leadership skills. It was found that in cooperative activities and by helping build self-awareness and other life skills in children, it can enable them to lay a firm foundation for being future leaders as adolescents and adults. In analysis and examining these studies instruction using cooperative learning and an age appropriate curriculum can influence student’s self-esteem, ability to be self-aware and that students can make connections to goals of developing good citizenship and leadership skills that they can use in the world of work and the community.

French et al. (1986) reinforce the idea that in cooperative activities students can build self-awareness. In their mixed method study, mixed age groups of students have a setting and an opportunity to learn and practice leadership skills. Students of the same age seemed to share decisions, thus no one person emerged as a leader. Older students assumed a leadership role with younger students.
Cooperative learning can empower students to become “specialist” and allow them to facilitate their own learning and others in their group. Social skills and leadership capacity is a possibility if students are facilitated in cooperative learning structures by teachers who also models and engage in the cooperative learning process with his or her students (Burpo & Wheeler, 1994; Hillman & Smith, 1981; Johnson & Johnson, 1989-90; Kagan, 1989; Millis, 2009; Slavin, 1980). Burpo & Wheeler (1994) tell the story of how a fourth grade class became “specialist” and took charge of their own education in cooperative learning teams. According to Burpo & Wheeler (1994) “When children work together to discover, create, solve problems, observe and record data, they also learn how to communicate and cooperate with each other” (p75).

Mandel (1991) conducted a qualitative research study that examined the response processes among elementary-age students and the inner components of cooperative learning methodologies. The data indicated a positive correlation between the levels of questions that a teacher asked of the students in cooperative learning groups and the effect on students’ critical thinking. Data also indicated that students showed much consistency in their leadership roles and communication patterns. Students with leadership tendencies showed the same personality traits in both cooperative learning groups and in non-cooperative learning situations. This same consistency was also true for students who were followers or preferred to work alone. Maheady et al, (2006) completed a quantitative study that revealed similar results that students respond effectively when teaches pose effective questions. Maheady et al., (2006) utilized Kagan (1996) Number Heads Together with and without an incentive package to promote student achievement. Both strategies suggest that more students are actively engaged in the cooperative learning
process over traditional methods and teacher facilitation of questioning and monitoring effect student performance.

A teacher’s knowledge and training in cooperative learning can anticipate the effectiveness of the delivery system of cooperative learning and student achievement, social skills and classroom climate. Johnson & Johnson (1989-90) share a narrative of how a fourth grade teacher tries out learning groups. The teacher thinks “this is a mess”, students lack focus, argue and are off task, talking about football. The message in this story is that placing students in groups that have no structure is not cooperative learning. Students need to be taught social skills with in their cooperative group (Johnson & Johnson, 1987; Kagan, 1989; Slavin, 1980). Kagan (1989) calls cooperative learning structured spontaneity or structured chaos; assigns roles to students in teams of four, and adds a reward and behavior management system. The teacher assumes the role of learning facilitator rather than direct instructor. Kagan, Johnson and Johnson, and Slavin all believe these following conditions need to be present to make cooperative learning work: positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing. The teacher needs to focus and frame lessons that incorporate these conditions so opportunities to learn how to deal and practice the art of cooperation, communication and collaboration can be actualized.

**Leadership Research**

Educational leaders have the ability and power to nurture communication, cooperation and collaboration (3C’s). Hillman and Smith (1981) state that “the teacher can be a powerful intervening force who knowingly can influence the development of positive forms of leadership in children” (p. 61). Educational leaders who choose to implement cooperative learning in their curricula make a commitment to give students an opportunity to make social and leadership
skills a part of their repertoire. Teaching and learning does not happen in isolation. Children need to learn how to be independent but also need to know when and how to be interdependent. In today’s changing educational institutions and with the type of students inhabiting these places of learning, it is becoming very important in the worlds of school, community and work for people to know how to use the 3C’s, and be self-reflective and evaluative. The review of the literature revealed limited written peer-reviewed research about child leadership skills. The literature has a significant amount of documentation on cooperative learning, social skills and indicates that there is a need for further empirical research in the area of child leadership development.

**Leadership development in teams and groups.** A study conducted by Ruggieri (2009) supports Bass’ (1999) findings that transformational leadership of teams can yield a more satisfactory experience for team players than transactional leadership. Ruggieri’s (2009) study examines both face-to-face teams and virtual teams. Findings reveal that transformational leadership is valued more in virtual teams than in face-to-face teams, and transformational leaders are judged to be better team leaders.

Another study of transformational leadership in context, face-to-face and virtual teams, validates similar findings. This experimental study by Purvanova & Bono (2009) indicates that face-to-face communication and virtual communication in teams is similar. Leaders of teams and team players revealed that when the level of transformational leadership is higher in the virtual team the leader was more effective. According to Purvanova & Bono (2009), “Our data suggest that transformational leadership behaviors are especially instrumental to team performance under the more ambiguous communication conditions created by electronic media” (p.352).
A study conducted by Bass, Waldman and Avolio (1987), titled “Transformational Leadership and the Falling Dominoes Effect,” supports this concept of modeling of effective behaviors from one person to another or leader to follower. Transformational leadership implies that these types of leaders have the ability to influence attitudes, behaviors and the abilities of followers or team players. In this study they investigate the practice of transformational leadership at two levels of management. The findings of Bass et al., (1987) indicated that, “a cascading effect of transformational leadership emerged in this investigation” (p.83). The degree of transformational leadership behavior at one level of management was also revealed to influence other lower levels of management. The leadership patterns molded at the higher level of management were duplicated at the lower levels of management.

**Culture and climate of teams influenced by leadership.** Being aware of team climate, moderating and creating effective team climate and culture are part of being a transformational team leader. Teams need to be dynamic and innovative, creating a positive team climate leads to innovation. Eisenbeiss, Boerner and Knippenberg (2008) conducted a study that examined the connection of transformational leadership and team innovation. Organizations need to facilitate support for innovations by creating a cultural climate of excellence. This is created by the team leader adopting the characteristics of transformational leadership. Support and high expectations play a critical role as a way to introduce new and improved ways to work together and problem solve together. According to Eisenbeiss et al. (2008):

Climate for excellence consists of shared group norms about ‘excellence of quality of task performance’ (West, 1990, p.313) and may be evidenced by each team member’s commitment to high quality standards, critical appraisals, monitoring, and clear performance criteria within the team (p.1438).
Results of this study validate that transformational leadership works with support of innovation and when team climate for excellence is high. When team players feel a sense of support and permission to use their intellect and their emotional needs are comfortable, this environment can empower higher levels of productivity that can develop into amazing innovations.

Leaders can set the tone or mood of the cultural climate of a team. Chi, Chung and Tasi (2011) reinforce research on the mediating role of transformational leadership and how these types of leaders can affect tone and team processes. A leader’s mood can be contagious to his or her team members and can impact team processes in a positive or negative way. Results of the Chi et al. (2011) study indicates that leader’s positive moods could influence team performance directly. The mediating roles of a transformational leadership and positive group tone have a direct link to team processes and performance (Chi et al., 2011, p.1446).

**Trust in teams and groups influenced by leadership.** Most transformational leaders are trustworthy and are versatile in sharing knowledge and building trust among teams and team players. Lee, Gillespie, Mann & Wearing (2010) utilized surveys to determine the links between the leader as a knowledge builder, trust in the leaders, and trust within the team and their performance. According to the results of the Lee et al. (2010) study, it is interesting that the leader in a knowledge builder role does not improve team knowledge by gaining. It seems more beneficial for leaders to build trust among and between team members, rather than focusing on building trust in the leader (p. 485). It is important for team leaders to understand that cultivating trust for best performance is of utmost importance. Finally, according to Lee et al. (2010), “The results suggest that trust in the team is a better predictor of team knowledge sharing than trust in the leaders” (p.485). Once a team has established trust and effective knowledge
sharing, they may be empowered to work harder and become more productive at team tasks. Transformational leaders influence team processes and followers behavior.

Barroso, Castro & Carmen’s (2008) study looks at the emotional attachment between leaders and their followers. The emotional attachment seems to help shape team values, work habits and vision. Most of the research studies in the area of transformational leadership examine links between the relationship of leaders to follower outcomes and the team’s productivity. Barroso et al. (2008) note, “Bass (1999) emphasized psychological empowerment as a potential mediator of transformational leadership effects, since transformational leadership acts through empowerment in influencing work outcomes” (p.1843). Empowerment is a key factor between transformational leadership and attitudes of followers about general job satisfaction and effective commitment to the organization (Barroso et al., 2008, p.1855).

**Outcomes based on leadership.** Researchers are still expanding on how teams work together and what the direct links are make leading teams by transformational leadership effective. Shelley, Yammarino, Atwater, & Spangler (2004) discuss how transformational leadership theory can provide one way to understand team performance. However more research is needed to understand highly effective team performance when lead by transformational leadership.

Oreg & Berson (2011) conducted a study that examined the role of leaders’ personal attributes and transformational leadership behaviors in why employees were resistant to organizational change. This study focuses was on how teachers were resistant to change based on their principal’s openness to change values and transformational leadership behavior. According to Oreg & Berson (2011) “Our focus in this study was on leaders and their employees’ reactions to a large-scale organizational change. Findings support our claims that
leaders’ traits, values, and behaviors are reflected in their followers “reactions to an organizational change” (p.646). Training programs were recommended in this study to help principals and teachers develop joint visions and to work collaboratively with colleagues making the change process more inclusive. These programs may help train leaders to coach followers and help them to embrace reforms efforts by providing emotional support and personal guidance.

Teachers are in a natural setting to be leaders, practice leadership and model effective leadership for students. A teacher’s job is to monitor student outcomes and to lead their student on a journey of discovery and learning. Bolkan & Goodboy (2009) conducted a study on transformational leadership and its relationship with more traditional student learning outcomes and classroom communication. This study attempts to examine the link between transformational leadership and student learning outcomes (i.e., cognitive learning, affective learning, state motivation, communication satisfaction), student participation, and perceptions of teacher credibility Bolkan & Goodboy (2009, p.297). According to Bolkan & Goodboy (2009) “The results from this study support the idea that transformational leadership is positively related to student learning outcomes, student participation, and perceptions of teacher credibility”(p.301). These results indicate that transformational leadership in the classroom may have a large impact on the leaders we are training in the future. Outcome measurement is an effective way to assess various programs through data collection for program improvements, utilizing the data to design, implement and evaluate various programs.

Leading program design teams utilizing the approach of transformational leadership was discussed in Fisher (2005) work with social workers. According to Fisher (2005) “Transformational leadership clearly takes more time and is more challenging than other more passive forms of leadership” (p.47). Transformational leadership is one approach to leading
teams through tasks, challenges and change. Team work and team processes are increasingly important in professions and businesses. Transformational leadership is the style of leadership that is utilized at the LLA. The Staff at the LLA tries to model transformational leadership as a way to instruct students on how to embrace challenges and build relationships that do not accept the status quo and where mediocrity is unthinkable. The LLA provides students with the experience of people working with people, working smarter and creating a better place to live and learn together.

**Implications for Further Research**

There is limited research surrounding instructional programs on leadership skill capacity for students in grades 1st-8th. It is apparent from this review of literature that the potential impact of utilizing cooperative learning teams as a way to teach leadership, communication, cooperation and collaboration may develop better leaders in our future. The literature and research reviewed thus far warrants further investigation of why schools and teachers have a difficult time with cooperative learning? If America is shifting from a focus on individualism to a focus on the team work; collaboration, communication, and cooperation then maybe schools need to address the hidden curriculum and content areas with cooperative learning methods rather than teaching students how to take test.

**Chapter III: Research Design**

**Research Question**

The research questions that guided this study are as follows:

1. How did a summer school program with a focus on leadership impact students' perspectives of leadership, communication, cooperation, and collaboration in the context of teamwork?
2. How did students' observed leadership, communication, cooperation, and collaboration behaviors differ in a group project after attendance in summer leadership academy?

**Methodology**

A mixed method qualitative and quantitative research approach was used to investigate the topic of this study. Practice-based research allows the researcher to choose the research method which best meets the needs of the study. In this case, a mixed method approach was used to allow for a complementary qualitative and quantitative collection and analysis of data to inform the research questions. The quantitative component of the study helped to give insight to the quantitative analysis, and the quantitative analysis helped to determine significance to the findings of the qualitative findings (Jacobs et al., 1999). The use of video also allowed for both a quantitative and qualitative analysis informing the research questions.

The inductive practices model and a collaborative approach of the program under investigation are in alignment with the mission of the LLA. Just as transformational leadership of teams focuses on “relationships and working together” to solve problems and create mutual support systems, inductive research facilitates the opportunity for the researcher to work together with participants from the bottom up in assigning collective meanings and generating frameworks for understanding the problem (Thomas, 2006). The research format supports a collaborative study in which the participant of LLA program can actively engage in the inquiry, analysis, and interpretation of issues identified (Thomas, 2006). The purposes for using an inductive approach is, “to condense extensive and varied raw text data into a brief, summary format; to establish clear links between the research objectives and the summary findings derived from the raw data, and to develop a model or theory about the underlying structure of
experiences or processes which are evident (Thomas, 2006, p. 2).” As a means of building
collective understandings about the LLA program and children’s leadership capacity, this
process also provided both LLA staff and participants with the opportunity to consider next step
options for improving future practice and applications to other settings.

**Site and Participants.** The research site was Saint Francis Xavier School in Acushnet.
The participants were 32 students entering grades one through eight and comprised of both boys
and girls across all grade levels (see Table 1).

Table 1

*Participants in the Study*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2</td>
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<tr>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

The LLA is a one-week summer program that addresses the hidden curriculum utilizing
cooperative learning structures as an opportunity for students to practice the 3C’s. According to
Li, Anderson, Jahiel, Dong, Archodidou, Kim (2007), “There has been limited research on
children’s leadership, especially leadership in small groups” (p.76). Li et al. (2007) supports the
idea that students have limited opportunities to practice working together in small groups, which
may affect their lack of social skills and underdeveloped leadership skills.
**Data Collection.** Each student was interviewed prior to and after participation in the LLA (see Appendix A for the pre and post interview protocol). The pre and post interview was comprised of the same ten questions. The first few questions were basic get to know the student by name and grade. The other questions asked students what they considered leadership, communication, cooperation and collaboration to mean. While the questions were predetermined and asked sequentially, the structure of the interview allowed for flexibility and the opportunity for the researcher to ask clarifying and follow-up questions.

Multi-age teams of four students were also asked to carry out a team activity prior to and after participation in the LLA (see Appendix B for a description of each activity), and each team’s efforts was videotaped for later scoring. The team tasks were designed using basic materials for the project so that the material would not be considered a confounding variable. The purpose of the task was to be able observe the behavior of each student and their team’s efforts completing the task before and after participation in the LLA. Memo taking by the researcher and staff, still photography, and random mini-video clips were used to complement the analysis of the researcher regarding students’ observed behavior. Student self-evaluations and permanent products from various team and individual student activities were also reviewed to further inform the researchers’ analysis.

**Data Analysis.** A qualitative and quantitative mixed method research design was the best fit for the practical and intellectual goals of this study. The mixed methods study was used to generate themes from an analysis of the individual student interviews both prior to and after participation in the LLA. And a coding rubric was constructed to identify observed differences in individuals’ group behaviors on a team task prior to and after participating in the LLA. Half of the groups were given one version of the team task (for example, Version A) and the other
half a structurally similar task to the first task (in this case, Version B). After participation in the LLA, each group was then asked to complete the complementary task, ensuring that the task was novel in content each time but that any differences that could be attributed to the content of the task would be ameliorated by flipping the versions pre and post across groups (Appendix B). In addition, student observations, staff memos, the *power of one book*, video clips of team activities including team name posters and handshakes were also reviewed to complement the analysis.

**Coding student behaviors.** Eight teams were videotaped completing a simple task of building a tower with various given materials (Appendix B). Each team had different materials for pre and post participation in the LLA. Any difference in team activity scores pre- vs. post were ameliorated by flip flopping the materials used pre- and post-LLA for each team. Eventually, only seven team videos used in the evaluation process because one team’s videotapes incurred damage while viewing the video.

A coding instrument (Appendix C) was developed to allow for independent coders to code for the targeted behaviors of individuals across groups. To ensure validity of the instrument and resulting coding, two coders independently coded two videos and then discussed any differences in identified behaviors, making adjustments to the coding instrument for greater reliability. Four other tapes were then coded independently by both coders and inter-rater agreement was over 95%. Based on this high degree of inter-rater reliability, the two coders subsequently coded the rest of the videos.

The rubric was then used to score individual team member’s observed leadership, communication, cooperation and collaboration behaviors as a team member. The observed behaviors as identified in the scoring of each participant both prior to and after participation in the LLA is provided in Appendix D.
Appendix C

Rubric used to Score Observed Student Behaviors of Leadership, Communication, Cooperation, and Collaboration on a Team Activity prior to and after Participation in the LLA

<table>
<thead>
<tr>
<th>Construct</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership:</strong> Works towards the achievement of team goals</td>
<td>Actively, initiates, and consistently understands and works toward team goals</td>
<td>Consistently understands and works toward group goals</td>
<td>Sporadically understands and works toward team goals</td>
<td>Never understands and works toward team goals</td>
</tr>
<tr>
<td><strong>Communication: Quality of comments</strong></td>
<td>Timely and appropriate comments, Thoughtful and reflective, responds respectfully to other student's remarks, Provokes questions and comments from the team</td>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, Leads to other questions or remarks from student and/or others</td>
<td>Volunteers comments but lacks depth, May or may not lead to other questions from students</td>
<td>Does not participate and/or only makes negative or disruptive remarks, Comments are inappropriate or off topic</td>
</tr>
<tr>
<td><strong>Communication: Awareness/Active listening</strong></td>
<td>Actively listens to others, Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others</td>
<td>Listens to others most of the time, Consistency in responding to the comments of others</td>
<td>Listens to others some of the time, Does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion, Shows minimal respect and consistency in responding to the comments of others</td>
<td>Disrespectful of others when they are speaking, Behavior indicates total non-involvement with group or discussion</td>
</tr>
<tr>
<td><strong>Cooperation: Contributes to team maintenance</strong></td>
<td>Actively and consistently helps the group identify changes or modifications necessary in team processes, Works toward carrying out those changes</td>
<td>Consistently implements changes or modifications necessary in team processes</td>
<td>Sporadically tries to help implement changes or modifications necessary in team processes</td>
<td>Never helps implement changes or modifications necessary in team processes</td>
</tr>
<tr>
<td><strong>Collaboration: Demonstrates effective interpersonal skills</strong></td>
<td>Actively and consistently helps promote effective team interaction and expresses ideas and opinions in ways that are sensitive to the feelings or knowledge base of others</td>
<td>Consistently participates in team interaction without prompting and expresses ideas and opinions in ways that are sensitive to the feelings and knowledge base of others</td>
<td>Consistently participates and sporadically expresses ideas and opinions in ways that are sometimes sensitive to the feelings and knowledge base of others</td>
<td>Never participates in team interaction without prompting and expresses ideas and opinions in ways that not sensitive to the feelings and knowledge base of others</td>
</tr>
</tbody>
</table>
To evaluate whether there were any statistically significant differences in participants’ observed behaviors on the group task prior to and after participation in LLA, a Wilcoxon Signed Ranks test was employed. The Wilcoxon Signed Rank test is a non-parametric test of significance, where differences in individual observed behavior on the team tasks before and after participation in the LLA could be identified as either significant or not significant.

**Identifying themes in the interviews.** The interviews prior to and after the participation in the LLA allowed for the identification of student’s perceptions of leadership, communication, cooperation and collaboration both prior to and after participation in LLA. Themes were coded in relationship to the research questions. First cycle coding included “In Vivo” coding and Value Coding. In Vivo coding was used to capture “participant language, perspectives, and worldviews” (Saldana, 2009, p. 48). Value Coding was used to identify participant statements and behaviors significant to their knowledge base, age and experience as related to the problem under investigation and experiences at the LLA as a participant (Saldana, 2009). In the second cycle coding processes, the researcher attempted to build broader meanings and themes from the data using Axial and Theoretical Coding (Saldana, 2009).

Themes were developed through a careful review and analysis of both pre and post-interviews, looking to identify themes as they may have been present similarly or different before and after students’ participation in the LLA. The thematic analysis was carried out by two independent raters that categorized question responses and sorted out themes for each construct.

**Observations.** Regular memo taking and field notes were completed by staff and the researcher, who is the program director. The researcher/program director recorded reflective observational memos after each of the key activities of the program and interactions with student
and staff teams. Observations were crosschecked using observer agreement by the director and assistant director as they watched mini video clips of various team activities. These observations were also shared at staff meetings to ensure student progress and the opportunity to address instructional needs and strengths of the LLA curriculum.

Validity & Credibility

The triangulation of data collection, a crosscheck through different modes of inquiry (Maxwell, 2005, Weiss, 1998) will help to ensure validity of the study's findings. The fact that the researcher is the director/founder of the design of the LLA raises many issues regarding validity and credibility. Issues of bias was crosschecked with other staff members and the advisor of the study. Independent evaluators will work together, training and scoring the video activities until 95% rater agreement was met.

Protection of Human Subjects

According to Weiss (1998), a program evaluator, especially one who is embedded within the program in some way, must realize that “candor is essential” (p. 266). I must be entirely clear with my participants about my role as the researcher in the study, to protect both them and also the study, from potential bias. Also, as the researcher, I must ensure the participants complete anonymity and was sure to provide them with a detailed overview of the study itself in inviting them to participate, in accordance with the expectations of the Institutional Review Board at Northeastern University.

Limitations

Limitations include the small sample of students involved in the study of mixed ages and grades with a focus on all students’ participation in a program developed by the researcher. This may affect the transferability of this study. While there is no way to remove researcher bias and
subjectivity from the study, the researcher attempted to account for any potential biases that could jeopardize the integrity of the study (Maxwell, 2005).

Chapter IV: Report of Research Findings

This chapter will present the findings from the data collected prior to and at the conclusion of students’ participation in the LLA. The data was collected through interviews that were conducted before and after participation in the program, pre- and post-videos of team activities, direct observations and mini video clips, as well as a review of field notes and memos collected throughout the implementation of the LLA. The first section provides a brief overview of the study’s context, followed by a description of both the video and pre and post-interview coding, and sections highlighting the emerging themes relative to the research questions.

Study Context

The LLA is a one-week summer program with an interactive, student-driven curriculum that immerses students in learning skills of communication, cooperation, and collaboration to develop individual leadership potential. Children in grades K-8th experience opportunities for personal growth, success, friendship, and fun by working in teams to support leadership development skills. The activities are for both heterogeneous groups by age, sex, grade, and same-age groups for specific age-appropriate needs and activities. The intent of the academy is to support the development of life skills to empower students to:

- Become natural leaders and accept responsibility
- Resist peer pressure through good decision-making skills
- Think creatively, set goals, and solve problems
- Communicate and resolve conflicts more effectively
- Unlock their personal leadership potential
As educators, we nurture students to become self-aware and skilled in the art of the 3C’s. Scheer and Safrit (2001) support utilizing age-appropriate curriculum to nurture children’s self-awareness. It is the researcher’s hope that the curriculum in the setting of the LLA provided a pathway to leadership development, preparing children who will be our future leaders and give them a passion for life-long learning.

Student voice and input was the major driver of the study and was elicited both formally and informally during the LLA team activities and discussions, whole group instruction, and personal reflections. The study took place over the course of one week and involved the immersion of students in cooperative learning teams, self-reflection, self-awareness, and team building and problem solving activities.

**Findings and Analysis**

Three sources of data were examined to identify students’ perceptions and behaviors prior and after their participation in the LLA.

The first source of data was the pre and post program interviews. The pre and post program interviews were designed specifically to analyze how students talk and interpret leadership, communication, cooperation and collaboration in the context of teamwork. This data was used to answer the first research question: How did a summer school program with a focus on leadership impact students' perspectives of leadership, communication, cooperation, and collaboration in the context of teamwork?

The second source of data was pre and post observations of individual student behaviors while they were engaging in a group task. The purpose of the videotaped observation was to analyze how students’ behaviors when working in a team align to leadership, communication, cooperation and collaboration prior and after participating in the LLA. Student behavior data
was coded to allow statistical analysis of the difference in observed individual behaviors on a
team task prior to and after participation in the LLA. This analysis was conducted primarily to
answer the second research question: How did students’ observed leadership, communication,
cooperation, and collaboration behaviors differ in a team project after attendance in summer
leadership academy?

The third source of data entailed the collection and review of artifacts (work samples)
generated during the students’ participation in LLA. Artifacts that were examined included:
team posters and cheers, entries that students made in their Power of One Book, LLA participant
evaluations, and staff memos. This review was completed as a way to triangulate the data
building credibility and validity to the study and supporting the findings of each research
question.

**Pre and Post Interview Themes and Results**

On Day One of LLA, all participants in grade 1st-8th engaged in an audio recorded pre-
interview (see Appendix A). The purpose of the pre interview was to pose open-ended questions
and document students’ knowledge regarding the following constructs: leadership,
communication, cooperation and collaboration. The following tables represent the Themes as
identified in both the pre and post interviews regarding students’ self-reported knowledge in
leadership, communication, cooperation and collaboration prior and after participating in the
curriculum of the LLA.

The major themes are presented in the tables below along with the percentage of students
stating that theme. The same 31 students were interviewed prior and after the LLA experience
utilizing the same interview questions. The identification of themes occurred in the follow four
areas: leadership, communication, cooperation, and collaboration.
Pre and post interview themes in leadership. As indicated in Table 2, five themes emerged when students were asked what leadership means to them. On the pre interview question when students were asked to define leadership 35% of the students used the term leadership to define leader. Students were not sure of how to define the term leadership utilizing multiple words and referring to various contexts. In the post interview 81% of the students used the term leadership to define leader but added an example.

Table 2

<table>
<thead>
<tr>
<th>Percent</th>
<th>Pre Leadership</th>
<th>Percent</th>
<th>Post Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>Students use the word leader to define leadership</td>
<td>81%</td>
<td>Students use the word leader to define leadership with an example</td>
</tr>
<tr>
<td>39%</td>
<td>Students used the words helping and working together (meaning cooperation and collaboration) to define leadership.</td>
<td>58%</td>
<td>Students define leadership as being a better person, setting an example-personal growth.</td>
</tr>
<tr>
<td>13%</td>
<td>Students define leadership as being a better person, kind, doing what you can do, setting an example.</td>
<td>42%</td>
<td>Students used words taught at the LLA or actualized from their week experience at the LLA such as: compassion, communication, cooperation, mutual respect, and team work to define leadership.</td>
</tr>
<tr>
<td>10%</td>
<td>Students used the term “bossy” and you have to listen to authority to define leader.</td>
<td>0%</td>
<td>Students used the term “bossy” and you have to listen to authority to define leader.</td>
</tr>
<tr>
<td>6%</td>
<td>Very random statements were used to define leader for example: fun, to lead a team to victory.</td>
<td>23%</td>
<td>Students used the words helping and working together (kind and compassionate to others) to define leadership.</td>
</tr>
</tbody>
</table>

Students use the word leadership to define leadership with examples. The data from the leadership construct of the post interview indicates that 81% of the student participants used the
term leadership to define leader but added an example of what leadership meant to them. Student’s examples of leadership ranged from simple to complex. Grade placement did not seem to impact the message participants received about leadership in their training at the LLA. The following examples illustrate student gains in their understanding of leadership after the weeklong training at the LLA, regardless of grade level:

Jacob grade 2, “You need to be compassionate to be a leader.”
Rebecca grade 5, “You need have courage to work as a team leader, you need to think of the teams needs and share the work load.”
Laurenne grade 3, “Leadership means good things to me, you can help a lot of people using teamwork.”
Nick F. grade 6, “You have to try to get the best effort out of everyone.”
Drew grade 7, “It means more than friendship, if you use leadership and respect at the same time you can do a project and it will become more than it is meant to be.”
Sophia grade 2, “You have to compromise, talk to friends, have to have compassion, quality, and solve conflicts together.”

Students used the words helping and working together, being kind and compassionate to others to define a leader. The data reveals that, after one week, 42% of the students associated leadership with helping others and working together as a team, as compared 39% prior to the LLA experience. It can be discerned from the data that more students have a broader understanding of what it means to be a leader after participating in the curriculum of the LLA. Sample responses include:

Kyanna grade 6, “To lead by working together.”
Jarod, grade 5, “It means being like good, compassionate, being a kind person.”
Morgan, grade 1, “It means helping people, usually doing things that are right, not wrong.”

_Students define leadership as being a better person, setting an example-personal growth._ Students seem to link leadership with personal growth. The experience of mixed aged teams may have influenced student’s perception that being a leader means setting an example, 58% of the students articulated this message in their post interview. In the pre interview only 13% of the students associated leadership with setting an example or linked the meaning to personal growth. Student responses included:

Jaedyn, grade 6, “You should set an example for others.”

Olivia, grade 2, “You should listen, be nice to teammates, and be cooperative.”

Tim, grade 4, “You need to be kind, respectful and listen to others ideas.”

_Students used words taught at the LLA or actualized from their week experience at the LLA such as: compassion, communication, cooperation, mutual respect and teamwork._

Students articulated language used in direct instruction before team building activities about what it means to be a leader. This was an additional theme that emerged as part of the post interview process. Forty-two percent of students articulated terms and language to define what a leader or leadership means to them as experienced or introduced as part of the lessons and activities presented at the LLA. In the pre interview 6% of the students utilized random statements to define leadership as fun, lead to victory. Student responses included:

Rebecca, grade 5, “Listen and follow directions, so you can cooperate and collaborate together.”

Emma P., grade 3, “To be nice, caring, respecting others and to communicate”.

Mitchell, grade 1, “Teamwork, get them to do it, and have fun.”
Students used the term “bossy” and you have to listen to authority to define leader.

Not one student – zero – used this kind of language to define leadership in the post interview. In the pre interview 10% of the students used the term “bossy” and you have to listen to authority to define leader. This data suggest and reinforces that all the students who participated in the curriculum presented at the LLA seem to have a better understanding of what it means to be a leader or what it does not mean to be a leader. Student responses included:

   Gabriel, grade 3, “To be leaders, but not to boss everyone around.”

   Kolby, grade 5, “Telling people what to do.”

   Nicole, grade 5, “It means to work with other people and to get to know other people good.”

Pre and post interview themes in communication. As indicated in Table 3, three themes emerged from students understanding what communication means and a greater percentage of students referred to these themes after participation in the LLA.

Table 3
Pre and Post Interview Themes for Communication

<table>
<thead>
<tr>
<th>Percent</th>
<th>Pre Communication</th>
<th>Percent</th>
<th>Post Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>68%</td>
<td>Student used talking, sharing ideas, working together as words to define what happens for communication.</td>
<td>94%</td>
<td>Student used talking, listening, thinking, sharing ideas, working together as words to define what happens for communication.</td>
</tr>
<tr>
<td>26%</td>
<td>Students used listening or thinking about ideas to define what happens for communication</td>
<td>45%</td>
<td>Students defined various ways to communicate using body language and eye contact as introduced in their training experience at the LLA.</td>
</tr>
<tr>
<td>10%</td>
<td>Students said they do not know to define what happens for communication</td>
<td>3%</td>
<td>Students said they forgot how to define what happens for communication.</td>
</tr>
</tbody>
</table>
Student used talking, listening, thinking, sharing ideas, working together as words to define what happens for communication. In the pre-interview 68% of the students shared that communication means: talking and sharing ideas and 26% of the students said that to communicate you have to listen and think. After participating in the curriculum of the LLA, 94% of the students shared in their post interview that for communication to happen you have to be talking, listening, and sharing ideas, as a team member when working together on a team.

Examples of student’s response are as follows:

Emma P., grade 3, “You need to listen, need to talk, my team got better at the end of the week at it.”

Noah, grade 6, “Talking, listening, build on ideas, and looking at people.”

Taylor G., grade 2, “Pay attention to others, sharing ideas.”

Students said they did not know or forgot how to define what happens for communication. In the pre interview 10% of the students did not know how to define what needs to happen to communicate. On the post interview 3% of the student said they forgot what needs to happen to communicate. Examples of student’s response are as follows:

Nick D., grade 4, “I really don’t know, split up into groups, to make sure everything works out, I can’t think of anything.”

Mitchell, grade 1, “Don’t know.”

Brayden, grade 1, “I know but I forgot.”

Students defined various ways to communicate using body language and eye contact as introduced in their training experience at the LLA. After being instructed on various forms of communication as a participant enrolled in the LLA, 45% of the students understood that body language and eye contact are additional ways to communicate. This was not a theme that
emerged in the pre interviews. Some students used multiple terms to define what happens in communication. Students added listening and thinking as a way to communicate when sharing ideas and working together in their post comments. The data indicates an increase in their overall understanding of the process of communication. Examples of student’s response are as follows:

Elizabeth, grade 3, “Use body language, talk before we do stuff, listening and have respect.”

Jarod, grade 5, “You need to be talking, use body language, and use facial expressions.”

Jacob, grade 2, “Talking, listening and looking at the person.”

**Pre and post interview themes in cooperation.** As indicated in Table 4, three themes emerged from students understanding what communication means and a greater percentage of students referred to these themes after participation in the LLA.

**Table 4**

*Pre and Post Interview Themes in Cooperation*

<table>
<thead>
<tr>
<th>Percent</th>
<th>Pre Cooperation</th>
<th>Percent</th>
<th>Post Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>71%</td>
<td>Students define cooperation as working together as a team.</td>
<td>100%</td>
<td>Students define cooperation as working together as a team; to compromise, paying attention, participating, helping each other, talking and listening.</td>
</tr>
<tr>
<td>35%</td>
<td>Students define cooperation as being nice, not arguing, to be flexible, compromise, shares ideas and talking.</td>
<td>52%</td>
<td>Students define cooperation as being nice, not arguing, to be flexible, compromise, shares ideas and talking.</td>
</tr>
<tr>
<td>10%</td>
<td>Students do not know how to define cooperation.</td>
<td>0</td>
<td>Students do not know how to define cooperation.</td>
</tr>
</tbody>
</table>
As indicated on Table 4 three themes for cooperation were shared by students. The themes are as follows:

**Students define cooperation as working together as a team; to compromise, paying attention, participating, helping each other, talking and listening.** Students worked all week in cooperative teams. After working in their cooperative teams and practicing cooperation all 100% of the students defined cooperation to mean working together as a team; to compromise, paying attention, participating, helping each other, talking and listening. In the pre interview before the training occurred 71% of the students had a more simplistic understanding of cooperation and defined cooperation as just working as a team using limited descriptors. Examples of student’s response are as follows:

Nick D., grade 4, “Talk it out, listening, talk about what you are doing to solve problems.”

Aaron, grade 3, “When you speak you need to speak clear, make sure everyone is paying attention.”

Emma L., “Communicating and cooperating so you can do all you can, working together.”

**Students define cooperation as being nice, not arguing, to be flexible, compromise, shares ideas, and talking.** This theme presented in both pre and post interviews. In the pre interview 35% of the students defined cooperation as being nice, not arguing, to be flexible, compromise, shares ideas, and talking. In the post interview 52% students agreed with this definition of cooperation. Examples of student’s response are as follows:

Kyanna, grade 6, “Participating by working together, sharing ideas and never just being the boss.”
Laureene, grade 3, “Like you are working together, no one is arguing hard to put in words, everything is going well.”

Brayden, grade 1, “Helping someone, working together.”

**Students do not know how to define cooperation.** As indicated in Table 5 three themes emerged in collaboration. In the post interview all of the students had an understanding of how to define cooperation. In the pre interview 10% student did not know how to define cooperation. None of the students said they did not know how to define cooperation. Students shared multiple words to define cooperation. Other themes that can be discerned include: interdependence, awareness of self and others. Examples of student’s response are as follows:

Jaedyn, grade 6, “Staying on task, working together, I try to be a leaders by setting an example communicating, cooperating, collaborating and listening to everyone on my team.”

Gabriel, grade 3, “Help teammates to listen.”

Luke, grade 4, “Doing something nice, working with the team, sharing, taking turns and to be kind.”

**Pre and post interview themes about collaboration.** As indicated in Table 5, three themes emerged from students understanding what collaboration means and a greater percentage of students referred to these themes after participation in the LLA.
Table 5

Pre and Post Interview Themes in Collaboration:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Pre Collaboration</th>
<th>Percent</th>
<th>Post Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>77%</td>
<td>Students define collaboration as: participation, working together</td>
<td>100%</td>
<td>Students define collaboration as: participation, working together communication and cooperating to share ideas.</td>
</tr>
<tr>
<td>10%</td>
<td>Students could list three things all team members should do to work well together as a team and give examples.</td>
<td>100%</td>
<td>Students could list three things all team members should do to work well together as a team and give examples.</td>
</tr>
<tr>
<td>74%</td>
<td>Students define collaboration in terms of interpersonal relationship: helping others, be kind, build consensus and be aware of others.</td>
<td>100%</td>
<td>Students define collaboration in terms of interpersonal relationship: helping others, be kind, build consensus and be aware of others.</td>
</tr>
</tbody>
</table>

_Students define collaboration as: participation, working together communication and cooperating to share ideas._ In the pre interview 77% of the students define collaboration more simplistically, meaning participating and working together. After participating in the curriculum and activities of the LLA 100% students expanded this theme to include communication, cooperating, and sharing ideas. Examples of student’s response are as follows:

Sophia, grade 2, “Doing all together, having fun, and sharing”

Elizabeth, grade 3, “Collaborate, take turns, communicate and compromise.”

Kolby, grade 5, “Working together.”

_Students could list three things all team members should do to work well together as a team and give examples._ In the pre interview 10% of the students could only list and give examples of three things that all team members should do to work well together as a team. In the post interview 100% of the students could list and give examples of three things that all team
members should do to work well together as a team. Some of the examples students shared in the post interview are as follows:

*Emma, grade 3:* “Communication, sharing answers, respecting others ideas like if you don’t like someone’s ideas don’t be mean about it: when our team was making the pudding, I thought we communicated well.”

*Nicole, grade 5:* “Get to know each other, become friends, be nice to each other, you know when we did the team building activities.”

*Mitchell, grade 1:* “Teamwork, get them to do it, have fun like when we did the cookie thing we worked together and it was fun.”

*Jaedyn, grade 6:* “Cooperating, staying on task, work together as a team, listening to each other, talking to each other, try not to be shy, let it all out and be a good example.”

*Elizabeth, grade 3:* “Take turns, share ideas, cooperating, compromise: when we did our team names, someone said glue and someone said berry muffins, so we put it together and we made our team name ‘Glueberry Muffins’ and when we were tied together making the pudding everyone was helping each other.”

**Students define collaboration in terms of interpersonal relationship: helping others, be kind, build consensus and be aware of others.** In the pre interview 74% of the students shared that collaboration was connected to interpersonal relationships. Students shared multiple words to define collaboration and used simple and various examples. After experiencing all of the team building activities and team projects at the LLA in the post interview 100% of the student’s defined collaboration in terms of interpersonal relationship: helping others, be kind, build consensus and be aware of others. Students shared multiple words to define collaboration and used rich descriptive examples that they experienced as participants in the LLA and in this
research study. It can be discerned that all the participants have a level of understanding of the 3C’s needed to work on a team. Examples of student’s response are as follows:

Jacob, grade 2, “Helping and you take turns.”

Nick F., grade 6, “Listening to one another, not arguing, participates, cooperate, listen, not get mad.”

Laurenne, grade 3, “Share, try others ideas, see if they work, work together.”

Pre and post interview themes: What can happen when a team is missing leadership, communication, cooperation, and collaboration. As indicated in Table 6, two themes emerged from students’ responses to the question of what can happen if any or all of these components are missing in teamwork. A greater percentage of students referred to these themes after participation in the LLA than prior to their participation.

Table 6

<table>
<thead>
<tr>
<th>Percent</th>
<th>Pre Communication, Cooperation and Collaboration</th>
<th>Percent</th>
<th>Post Communication, Cooperation and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>Students state that the job or goal will not be met.</td>
<td>81%</td>
<td>Students state the job or goal will not be met.</td>
</tr>
<tr>
<td>65%</td>
<td>Students state that fighting or arguing, not cooperating, one person doing all work, working randomly, no leadership would happen in the team</td>
<td>77%</td>
<td>Students state that fighting or arguing, not cooperating, one person doing all work, working randomly, no leadership would happen in the team.</td>
</tr>
</tbody>
</table>

Students state the job or goal will not be met. In the pre interview 35% of the students felt the goal or task of team would not happen if the team was missing, leadership, communication, cooperation and collaboration. In the post interview more than 81% of the students, agreed with the above statement. Examples of student’s response are as follows:
Emma L., grade 2, “It won’t work because you are fighting all the time, and we cooperated mostly.”

Emma P., grade 3, “It goes flat and does not work well.”

Drew, grade 7, “Nothing works, everything becomes a problem, and sometimes people go out of their way to create conflict because they are so mad. But if you start off right people will go out of their way to show kindness that is why leadership and friendship is important.”

*Students state that fighting or arguing, not cooperating, one person doing all work, working randomly, no leadership would happen in the team.* In the pre interview 65% of the students reveal that fighting or arguing, not cooperating, one person doing all work, working randomly, no leadership would happen in the team if leadership, communication, cooperation or collaboration were missing. In the post interview 77% agreed with the above statement and added that team members would not be cooperating, one person would be doing all the work, and team members would be working randomly. The team would have no leadership. Examples of student’s response are as follows:

Amanda, grade 5, “Not listening, won’t get their job done or task, waiting for someone to do it for you, not a leader.”

Luke, grade 4, “Fighting, arguing about something, project will not work out as well.”

Morgan, grade 2, “Loud, not happy, yelling and arguing.”

Students were all informed that their participation would help to inform the researcher and themselves as active learners in the area of leadership, communication, cooperation and collaboration. They all were aware that we were participating in this study as a way to improve teaching and learning as well as make the LLA experience better for all. Students were excited
to share their experiences during the post interview. The post interview themes reflect the students understanding of the themes after being active participants that were instructed in communication, cooperation, and collaboration at the LLA.

Assessment of Participants’ Leadership, Communication, and Collaboration Behaviors on a Team Project Prior to and After Participation in the LLA

To determine whether participants’ behaviors in teamwork according to leadership, communication, and collaboration could be identified as different from those same observed behaviors prior to participation in the LLA, students were videotaped engaged in a parallel team project prior to and after their participation in the LLA. After videotaping both pre-LLA and post-LLA team activities, the rubric below (Table XX) was developed to evaluate the observed behaviors of each student by two independent observers who agreed on observable behavior indicators for each construct on the rubric.

To arrive at a distillation of the coding rubric, the two raters first worked collaboratively viewing a video and discussing the behavior indicators that would indicate a numerical score. The two raters began by viewing the whole team video activity, observing all team members. Then the raters watched the video four more times, watching each individual team member and discussing the coding values and articulating the criteria that they would use for each rubric criterion. Upon completion of this task using 12 videos, the two raters independently scored 4 more videos to ascertain the degree of interrater reliability. After the rating agreement exceeded 90% of the items scored, the two coders coded the remaining videos independently without knowledge of each team activity being undertaken either prior to participation in the LLA or after.
After all of the videos were coded, a Wilcoxon Signed-Ranks Test was used to determine whether there was a statistically significant difference between student behaviors as scored by the raters prior to and after students’ participation in the LLA. The Wilcoxon Signed-Ranks test was used because it could be used as a non-parametric test for assessing the difference in scored behaviors of the matched sample of students who participated in a team activity both before and after participation in the LLA.

The results are presented below in a series of tables along with the results of the Wilcoxon Signed-Ranks test.

**Observed leadership behaviors.** A one-tailed Wilcoxon signed-rank test was conducted to determine whether students scored higher in Leadership behaviors in the group problem-solving activity after participation in the LLA than prior to participation in the LLA. As can be seen in Table 7, 14 scored higher vs. 3 scoring lower after participation, with 10 students scoring the same pre and post. Taking into account the degree of change as well, e.g., moving from a score of 2 to a score of 4, these results are significant \((z = -2.62, p<.05)\).
Table 7

*Pre and Post Scoring of Leadership Behaviors*

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Pre Interv</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>4</td>
<td>–</td>
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<td>–</td>
<td>5</td>
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<td>3</td>
<td>–</td>
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<td>4</td>
<td>6</td>
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<tr>
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<td>1</td>
<td>3</td>
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<tr>
<td>1</td>
<td>–</td>
<td>1</td>
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</tr>
</tbody>
</table>

*Pre and post observations of the video activity in the construct of leadership.* The 14 students who scored higher in the leadership construct on the video activity behaviors indicate that these students actively and consistently worked towards the team goal of building the tower with awareness to other teammates’ needs. A major driver of the LLA curriculum is to inspire children to be aware of self and others and the 14 students who scored higher after their participation in the LLA curriculum indicates strength of the program design. The three students who scored lower on the leadership construct indicate that these students’ behaviors were working more towards an independent goal rather than a team goal. The 10 students who scored the same pre and post indicate they were consistent in their individual style of leadership and were cooperative for the most part.

*Observed communication: quality.* A one-tailed Wilcoxon signed-rank test was conducted to determine whether students scored higher in Communication Quality behaviors in
the group problem-solving activity after participation in the LLA than prior to participation in the LLA. As can be seen in Table 8, 17 scored higher vs. 1 scoring lower after participation, with 9 students scoring the same pre and post. Taking into account the degree of change these results are significant ($z = -3.53, p < .05$).

Table 8

*Pre and Post Scoring of Communication Quality*

<table>
<thead>
<tr>
<th>Pre Intervention</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>–</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>–</td>
<td>–</td>
<td>6</td>
<td>7</td>
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<tr>
<td>2</td>
<td>–</td>
<td>2</td>
<td>3</td>
<td>5</td>
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<tr>
<td>1</td>
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<td>1</td>
<td>–</td>
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</tbody>
</table>

*Pre and post observations of the video activity in the construct of communication quality.* In the case of 27 the students’ communication quality 17 of these students scored higher in their quality of communication. The following behavioral indicators were observed: students made timely and appropriate comments; student’s comments were thoughtful and reflected the concern for a team process. Student’s comments provoked questions and comments from other team members. The one student who scored lower after the participation in the LLA was lacking depth in comments. The nine students who scored the same on the pre and post communication
awareness construct were consistently engaged in conversation but the quality of comments and thoughtfulness was intermitted.

**Observed communication: awareness.** A one-tailed Wilcoxon signed-rank test was conducted to determine whether students scored higher in Communication Awareness behaviors in the group problem-solving activity after participation in the LLA than prior to participation in the LLA. As can be seen in Table 9, eighteen scored higher vs. three scoring lower after participation, with 6 students scoring the same pre and post. Taking into account the degree of change these results are significant ($z = -3.02$, $p < .05$).

Table 9

*Pre and Post Scoring of Communication Awareness*

<table>
<thead>
<tr>
<th></th>
<th>Pre-Intervention</th>
<th>Post-Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>3</td>
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<td>1</td>
<td>–</td>
<td>1</td>
</tr>
</tbody>
</table>

*Pre and post observations of the video activity in the construct of communication awareness.* In the case of 27 the student’s communication quality eighteen of these students scored higher in their awareness of communication. The following behavioral indicators were observed: students actively listened to others and body posture demonstrated respect and
attentiveness to other team mates most of the time if not all of the time. The three students who scored lower after participating in the pre and post video activities behaviors indicates a degree of disrespect of others while speaking and the student being more concerned about formulating their own ideas. The six students scoring the same on the pre and post behaviors indicate a consistently active listening style and responding comments to other team mates.

**Observed cooperation behaviors.** A one-tailed Wilcoxon signed-rank test was conducted to determine whether students scored higher in cooperation behaviors in the group problem-solving activity after participation in the LLA than prior to participation in the LLA. As can be seen in Table 10, thirteen scored higher vs. three scoring lower after participation, with 11 students scoring the same pre and post. Taking into account the degree of change these results are significant (z = -2.62, p < .05).

Table 10

*Pre and Post Scoring of Cooperation*

<table>
<thead>
<tr>
<th>Pre Intervention</th>
<th>Post-Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>–</td>
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<tr>
<td>2</td>
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</tbody>
</table>
Pre and post observations of the video activity in the construct of cooperation. In the case of 27 the student’s cooperation 13 of these students scored higher in their cooperation. The following behavioral indicators were observed: students actively contributing to group maintenance by helping the group make changes or modifications to group processes and working toward carrying out changes. The three students who scored lower after participating in the pre and post video activities behaviors indicates in cooperation reflect behaviors that were sporadic when trying to implement change in the team process. The eleven students scoring the same on the pre and post behaviors indicate consistently that the students tried to implement change in team processes.

Observed Collaboration behaviors. A one-tailed Wilcoxon signed-rank test was conducted to determine whether students scored higher in Collaboration behaviors in the group problem-solving activity after participation in the LLA than prior to participation in the LLA. As can be seen in Table 11, sixteen scored higher vs. zero scoring lower after participation, with eleven students scoring the same pre and post. Taking into account the degree of change these results are significant (z = -3.5, p< .05).
Table 11

*Pre and Post Scoring of Collaboration*

<table>
<thead>
<tr>
<th>Pre-Intervention</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>1</td>
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<tr>
<td>3</td>
<td>–</td>
<td>–</td>
<td>7</td>
<td>6</td>
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<tr>
<td>2</td>
<td>–</td>
<td>2</td>
<td>4</td>
<td>6</td>
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<tr>
<td>1</td>
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</tr>
</tbody>
</table>

*Pre and post observations of the video activity in the construct of collaboration.* In the case of students’ observed collaboration behaviors, sixteen of the 27 students scored higher in collaboration after participation in LLA than before participation in LLA. The following behavioral indicators were observed: students actively and consistently helped to promote effective team interactions. Students expressed ideas and opinions in ways that were sensitive to the feelings or knowledge base of others. Zero students scored lower after participating in the pre and post video activities. The eleven students scoring the same on the pre and post behaviors indicate consistently that the students help to promote effective team interactions. Students express ideas and opinions in ways that are mostly sensitive to the feelings or knowledge base of others.

*Summary of observed behaviors.* The use of video data provided a means to evaluate the research questions in a quantitative and qualitative manner that added reliability and validity
to this study. (Appendix D for Team Rubric Raw scores). Further discussion of the results of the pre and post video activities focusing on individual and team performance are as follows.

**Team one.** Team One only had one boy on the team, all but the boy seemed cooperative in this team in the pre video activity. The boy seemed not as engaged as other teammates because he spoke little to teammates and his pulling away body posture from the group. The two older girls seemed to emerge as leaders before the training occurred. After this student team went through the training of the LLA all students in the team seemed to have improved scores on various constructs on the rubric. Age may have been a variable that seemed to discern more growth from pre to post scores on this team.

**Team two.** The two boys gave orders while doing only their own part. The girls seemed attentive but were not engaged in the work. Noah was busy doing most of the work and the girls followed his lead, more like just watching and accepting him doing the work in the pre video activity. This team seemed fun and friendly but not very engaged by the activity,.. Luke had good ideas, was patient while the group ignored his suggestions during the pre-video activity. During the post video activity Luke’s suggestion were accepted and the team was more cooperative and accepting of more ideas.

**Team three.** Team Three had Mitchell a first grader on the team; he seemed to get distracted during the pre-video activity. The other team members seem to try and refocus him. Mitchell improved on all areas of the rubric and was much more focused in the post video activity. Nicole was very consistent in both the pre and post video activity; she was positive and worked well with all team members. Emma behaviors on all constructs of the rubric were consistent and strong in both the pre and post video activities. Her style of leadership was directing and somewhat controlling, like a top down style of leadership.
Team four. Taylor was not sensitive to her teammates while collaboration during the pre and post video activity. She was one of the oldest team members. Taylor used a more top down style of leadership. Jacob was the youngest member on the team and tried but was overpowered by Taylor in the pre video activity. In the post video activity Jacob was very aware of his behavior; he said crap because his team tower was going to fall. When he realized it and he was on video he was very apologetic and said he was sorry to the camera, it was in the appropriate context. He worked hard and his behaviors indicated much growth. Victoria and Jarod were cooperative team members in both the pre and post video activities.

Team five. All team members were eager to participate. Sophia seemed eager but did not talk during the pre-task, video activity. Her body language expressed she wanted to be part of the team but she was nonverbal. Sophia really engaged in the post video activity, she talked and checked for understanding with her teammates, she was very actively engaged the whole time. Laureene was a bit over powering in the pre video activity, but the other team members work alongside of her. On the post video activity Laureene was able to self-monitor and she was not as over powering. Gabriel was steadfast, even when his ideas were voted down in both the pre and post video activity. He made consistent growth on the post activity rubric in all the constructs.

Team Six. Rebecca and Tim seemed to emerge as leaders in the pre video activity. This team had difficulty agreeing on a way to perform the tasks and how to use the materials in both the pre and post video activity. In the post video activity Tim got frustrated because the team did not agree with his ideas, he removed himself from the team and then rejoined them and did much better. He was very self-aware and acted in an appropriate context. In the post activity Rebecca was negative to others and bossy. Kolby sporadically engaged in the pre video activity. In the
post video activity Kolby worked well with his team mates, was persistent and joined the
discussion. Morgan was the youngest member of the team, in the pre video activity she tried
with prompts from the other team members. In the post activity Morgan worked well with her
team without any prompts.

**Team eight.** Olivia was extremely rude in her collaboration efforts in the pre video
activity. Olivia was off task, distracting others, hitting team mates with the activities materials.
In the post video activity Olivia she was not rude but her attention span was sporadic. Nick tried
very hard to encourage and help in the pre and post video activity. Abby tires but is distracted by
Olivia and follows her lead in both the pre and post video activity. Drew never stopped
working, pulled activity together with a smile even when the other three teammates were off task
in both the pre and post video activity.

The post team video activities have a score record sheet based on the video rubric that
was created for the video activities documenting pre and post-performance of each team member
(Appendix D). Working in cooperative teams is an interdependent act, as it requires students’
ability to communicate, cooperate and collaborate. The LLA actively gives participants the
opportunity to engage and practice the 3C’s in various team projects throughout the academy.
The data indicates that student teams can transform with team building activities and team
projects. The researcher felt it was important to show overall average team performance before
and after the students were instructed on how the 3C’s look and what they mean when you are a
team member. Cooperative teams that are informed and practice the 3 C’s can create
relationships, function productively, and work well together as a team.

Figures 1-7 in Appendix E are graphs that display the average team growth for the pre
and post video activities. Five of the seven teams showed overall average growth in all areas of
the rubric construct: leadership, communication quality, communication awareness, cooperation, and collaboration. Team One, and Team Two showed growth in four out the five areas of the rubric construct: leadership, communication quality, and cooperation. A slight decline in this team’s performance is indicated in the rubric construct area of communication awareness. In the area of cooperation this team scored the same. Another team, Team Eight showed growth in 3 out of the 5 rubric constructs: communication quality, communication awareness, and collaboration. A slight decline was indicated in the areas of leadership and cooperation.

**Document Review**

Artifacts that were examined included: team posters and cheers, book page for the *Power of One* Book, LLA participant evaluations, and staff memos. All student teams were required to make a team poster, cheer, and handshake. The team poster requirement was that all team members had to agree on the team name. The requirement for the poster was that all team members had to help participate in the making of the poster. The team cheers and handshakes required that all members participate actively and include a coordinated verbal and body language communication styles. Documentation of meeting these requirements was through the use of observation, staff memos and video samples. All teams accomplished the task of creating a team name poster, cheer and handshake. The following themes were practiced by each team during this activity: Taking turns, sharing ideas, sharing materials, awareness of others like and dislikes, and mutual respect.

The *Power of One* Book was a book written by the participants to reinforce the concepts and skills of leadership, communication, cooperation, and collaboration that were taught, practiced and reinforced all week in their cooperative teams at the LLA. It is a work product that provides evidence of the participant’s individual and team’s learning. Each student wrote one
page and decorated it. Then the pages were put together to make a book about how they each have the power to be a leader. The students presented this book by each reading the page they wrote at the end of the week at the closing celebration ceremony in front of their parents. For a sample of pages of the book see (Appendix F).

The LLA participant evaluation provided students with an opportunity to evaluate the program (Appendix G). All evaluations were positive. The student’s enjoyed the program and like the design of doing team activities in the mornings, whole academy activities, and you choose activities in the afternoon.

The share around group processing introduced two more C’s to add to the 3 C’s. The students expanded the concept of C’s to include 5C’s. The staff was told that to be a leader you have to use 1) Communication, 2) Cooperation, 3) Collaboration, 4) Have Courage, and 5) Do all of the C’s with Compassion. This was documented in a staff memo (Appendix H).

**Summary of Findings**

This study was designed to explore the following research questions:

1. How did a summer school program with a focus on leadership impact students' perspectives of leadership, communication, cooperation, and collaboration in the context of teamwork?

2. How did students' observed leadership, communication, cooperation, and collaboration behaviors differ in a team project after attendance in summer leadership academy?

The design of the LLA with mixed age student teams, gives all students an opportunity to take on leadership roles. Through the use of collaborative inquiry and the context provided in the LLA setting the staff and participants examined what leadership means and practiced the
themes that were uncovered in the pre and post interview and video rubric constructs. The data collected from these tools indicate that students in grades one through eight have the capacity for leadership and can work well when instructed in how to work in cooperative learning teams.

**Research Question #1: How did a summer school program with a focus on leadership impact students' perspectives of leadership, communication, cooperation, and collaboration in the context of teamwork?** This question is documented by the findings determined through multiple data sources such as the pre and post interviews and video activities, the document reviews, observations and mini video clips as well as staff memos. All data sources indicate that the majority of participants in the LLA had broaden their concept of what leadership means, has the capacity to be leaders and has gained a more complex understanding of the 3 C’s.

**Research Question #2: How did students' observed leadership, communication, cooperation, and collaboration behaviors differ in a team project after attendance in summer leadership academy?** This question addresses the drivers and goals of the LLA that students who work in cooperative learning teams have the opportunity to unlock leadership capacity. Through the documentation of the formal pre and post interviews and video activities students do have the ability to increase their leadership capacity when given instruction on the 3 C’s and opportunities to apply and practice them in cooperative learning teams.

These finding suggest that the use of cooperative learning teams can nurture children’s ability to communicate, cooperate and collaborate with the emergence of leadership skills. When students are instructed and given opportunities to practice: communication, cooperation, and collaboration student teams engage in relationships and can develop courage to be who they are and have more compassion for others. Examples shared during the pre and post interviews,
pre and post video activities, observations, and staff memos revealed positive outcomes for the participants, staff, and the LLA program involved in this study.

Chapter V: Discussion of Research Findings

Revisiting the Problem of Practice

There has been significant discussion in educational communities about the importance of leadership, teamwork and preparing students for a rapidly changing 21st century world. Educational systems still struggle to adapt instructional strategies to our more connected, collaborative world that is a result of the technology and utilizing higher level individual and team thinking skills. Our educational systems continue to employ traditionally teacher direct instructional strategies as a primary instructional delivery system. Teaching and learning happens in isolation on more occasions than less and lessons are taught to enable students to pass a test. This seems to be the major drivers of our educational system, rather than aiming for innovation and developing partnerships and interdependence among educational facilitators and learners.

This study considers the problems that stem from the lack of educational opportunities for elementary and middle school students to work collaboratively in cooperative learning teams. The experience of elementary and middle school students in our traditional educational system is teacher-facilitated instruction with intermittent direct lectures that include minimal teamwork, and very few opportunities for students to engage in meaningful communication, cooperation and collaboration. Structured time in cooperative learning teams is limited and some students’ social, emotional, behavioral and academic needs seem not to be met in our traditional educational system and classrooms. The LLA on the other hand is a summer program that’s major driver is structured teamwork spontaneity giving students numerous opportunities to
engage in cooperative learning teams that can empower students to learn and practice the 3Cs nurturing leadership, social, emotional, behavioral, and academic strengths and needs.

Developmental and Social learning theory supports the idea that children are resilient, can gain new cognitive and behavioral skills throughout life in a supportive learning environment such as the LLA. Teaching and learning is impacted by the social and constructivist environment in which it takes place. It is argued that the opportunity to work in cooperative learning teams is a means to support an individual’s social development and well-being. Transformational leadership theory is focused on building relationships and teamwork. The setting of the LLA with its dynamic curriculum (Appendix I) and delivery system of utilizing cooperative learning teams as a way to facilitate instruction in leadership, communication, cooperation and collaboration has the potential to increase leadership capacity in children. With this as a backdrop for the rationale and purpose of this research, this study was designed to specially address the following research questions:

1. How did a summer school program with a focus on leadership impact students' perspectives of leadership, communication, cooperation, and collaboration in the context of teamwork?

2. How did students’ observed leadership, communication, cooperation, and collaboration behaviors differ in a team project after attendance in a summer leadership academy?

This chapter is presented in the following ten sections: a review of the methodology, a summary of the major findings, a discussion of the major findings in relation to the theoretical framework and then the literature review, the significance of the study, limitation, conclusion, future research, next steps, and the researcher’s final commentary.
Discussion of Major Findings

Through a careful analysis of three sources of data major themes emerged about students’ perceptions and behaviors in alignment to leadership, communication, cooperation and collaboration prior and after their participation in the LLA. The first source of data was the pre and post interviews. The second source of data was the pre and post video activity and the third source of data was a document review. Working together in cooperative teams the LLA participants and staff identified the following themes as the major finding of this study and believe that these themes need to be part of the curriculum of the LLA to develop student leadership capacity:

- Leadership is about relationships
- Leader’s need to know how to communicate, cooperate, collaborate, have compassion and courage
- Students need to be taught the hidden curriculum and given opportunities to practice communication, cooperate, collaborate, compassion and courage
- The use of cooperative learning is an effective model of teaching to build leadership capacity in children

**Leadership is about relationships.** It is documented by the data collected in the pre and post interviews and video activities that students in cooperative teams develop relationships. Many of the student participants before and after participating in the LLA verbalized and showed behaviors that align leadership to how you treat others and how you can set an example for others. The individual team building activities and whole academy building activities that are part of the LLA curriculum foster relationship cultivation.
Leaders need to know how to communicate, cooperate, collaborate, and have **compassion and courage**. The staff was prepared to teach leadership, communication, cooperation and collaboration, but the students taught the staff about compassion and courage. During a whole academy think tank student add 2 more C’s to the academy’s original 3C’s. Thus the 5 C’s of leadership was developed. To be leaders you need to understand and use the 5C’s: Communication, Cooperation, Collaboration, Compassion, and Courage.

**Students need to be taught the hidden curriculum and given opportunities to practice communication, cooperate, collaborate, compassion and courage.** The LLA and its curriculum are driven by addressing the hidden curriculum that is getting lost in our educational systems. The hidden curriculum is not hidden at the LLA. The participants and staff work together, creating partnerships learning about the art of teaching and learning. The pre and post interview and video activities data collected before and after participation in the LLA are evidence that support given the opportunity to practice leadership, communication cooperation, collaboration, compassion and courage in cooperative learning teams students behavior and perceptions of leadership, communication, cooperation, collaboration, compassion and courage are influenced and their ability in these areas improve and increase leadership capacity in children.

**The use of cooperative learning is an effective model of teaching.** The major delivery system of instruction at the LLA is cooperative learning. Effective implementation and facilitation of cooperative learning is a way to build accountability, interdependence and independence as students learn to work together in teams to problem solve and create solutions.

**Summary.** These findings suggest that the use of cooperative learning teams can nurture children’s ability to communicate, cooperate and collaborate with the emergence of leadership
When students are instructed and given opportunities to practice: communication, cooperation, and collaboration student teams engage in relationships and can develop courage to be who they are and have more compassion for others. Examples shared during the pre and post interviews, pre and post video activities, observations, and staff memos revealed positive outcomes for the participants, staff, and the LLA program involved in this study.

**Discussion of Major Findings in Relation to the Theoretical Framework**

The findings from this will be examined through the lens of social learning theory, developmental theory, and transformational leadership theory, examining the patterns and various attributes that can bring a better understanding of child social and leadership skill development in the context of LLA’s [purpose and activities] and the findings of this mixed-method study. In the sections below, the activities of LLA and the findings of this study will be reviewed through each of the three theories first presented in Chapter 1, social learning theory, developmental theory, and transformational leadership theory.

**Social learning theory.** The LLA is a one-week summer program with a, student-driven curriculum that immerses students in learning skills of communication, cooperation and collaboration (3C’s) to develop individual social skills and leadership potential. The findings in this study support that children in mixed age groups can influence each other’s behaviors and perceptions before and after participation in the LLA. The data collected in the pre and post interviews and video activities support increase leadership, communication, cooperation and collaboration when students work in cooperative learning teams.

All staff at the LLA understands and tries to implement Nieto’s (1999) work. According to Nieto (1999) “It is especially significant that teachers grasp the influence that social and political context may have on learning because this realization can alter how they perceive their
students and, consequently, what and how they teach them” (p.11). At the LLA everyone is accepted and respected, and age and grade do not determine the mutual respect the participants are expected to practice in their mixed age and grade cooperative learning teams. It is a shared belief at the LLA that all participants are capable of age appropriate communication, cooperation and collaboration. The results and finding of this study indicate that the transition of this belief system was accepted by the student participants after their participation in the activities of the LLA as documented by this studies finding in the review of documents and the power of one book pages created by the students.

The LLA embraces Brint’s (2006) dimensions of socialization in its curriculum and pedagogy. Examples of how socialization shapes behavior is embedded in the cooperative learning teams as each student fulfills a role such as readers, encourager, task master, recorder, and team questions as observed in the video activities before and after participation in the LLA. Participants are expected to problem solve together before asking for guidance from the LLA staff. Moral values are reinforced by whole group and individual team building activities that create interdependence as well as reinforce mutual respect and individual accountability. Cultural styles at the LLA reflect the democratic values of the United States and reinforce citizenship and justice preparing student to be effective communicators, collaborators and able to cooperate with others making the world a better place.

Leading from behind builds mutual respect and allows both children and adults to grow personally and intellectually. In teams, it seems like together everyone achieves more. The way team is spelled above is a sample of an activity of how students would work together in a team to figure out the pattern code of the word team. Many teambuilding activities are embedded in the LLA’s hidden curriculum, fostering unity. The student participant’s team posters data indicates
the development of the unity the participants experienced at the LLA. Developing unity reinforces the ability to shape behavior, morals and values celebrating cultural differences and mutual respect for one's fellow peers (Nieto, 1999).

The LLA attempts to socialize students behaviorally to promote communication, cooperation, and collaboration (3C’s) empowering them to transfer these skills to other situations as they participate in society. Students are taught how to make eye contact, wait time, manners, and how to be consumers and producers as a team member. \(^1\) The findings in the video data of the team pre and post activities and videos of various academy activities support the following and the strengths of the curriculum impact on students behaviors and perceptions of leadership, communication, cooperation and collaboration: Moral values are shaped at the LLA as teams investigate and problems solve case scenarios that have a moral dilemma (Mulla, Zubin, Krishnan, & Venkat, 2011). Students have the opportunity to role play at times and sometimes play socialization games such as telephone or pass it on. The LLA is an environment that builds a culture of caring and celebrates diversity. Students practice mutual respect in mixed ages teams nurturing each other strengths and needs to be successful in team projects. The concept of the mixed age teams, structures the learning activity so students have to respect individual strengths and needs because of the mixed age design. For example a first grader would not be as good at the role as recorder as a fifth grader. However the first grader would be good at being the time keeper or encourager. Mixed age is no stranger to school staffs and corporate America. It is essential for people to learn and be able to work in a mixed age team environment, respecting all ages, strengths and needs (Hirsh & Killion, 2009). In the finding of this study it can be discerned that the mixed aged teams had a positive effect on student’s behavior and

\(^1\) The LLA program designed to acculturate students to norms for constructive communication, cooperation and collaboration practices in group and social processes within the United States. These same norms may be construed different across cultures.
perceptions of leadership, communication, cooperation and collaboration as documented by the data collected in the pre and post interviews and video activities prior and after participation in the LLA. At the LLA the hidden curriculum is not hidden, students know they are practicing leadership, communication, cooperation, and collaboration that will empower them to be leaders who are better able to work with others and to contribute to their individual communities and society this is evident by the student work samples in the power of one book.

The LLA attempts to teach children how to be independent, but also interdependent. Teaching and learning is a social activity. In the cooperative learning teams student became more effective at utilizing the 3C’s. They understand how to be self-reflective and evaluative after participating in LLA curriculum as documented in the video pre and post activities and the pre and post interview themes. The social processes within the LLA reinforce Brint (2006) three dimensions of socialization and address the hidden curriculum in an effort to shape behavior, practice moral values, and building mutual respect and tolerance of fellow peers and the society at large.

**Developmental theory.** Learning is a process and children enrolled in the LLA naturally adapt to the curriculum and the setting the academy provides. Piaget supports this process with his beliefs that a person understands information that fits into his or her lens of the world. This is supported in the video actives observations of student’s behavior before and after participation in the LLA. When information is different he or she will re-examine and adjust their thinking to adapt to the new information. This was an observation of the growth many of the participants in this study experienced when working in cooperative learning teams. The pre and post video activities are an excellent example of how students’ behaviors transformed from pre to post
video activities and interviews in the construct areas of leadership, communication, cooperation and collaboration after they completed the training opportunities in the LLA.

Piaget’s four factor formula is: Development = Physical Maturation + Experience with the physical environment + Social experience + Equilibration. Piaget drew on the fact that development is a process and change occurs in each stage or when one equilibration model is off balance or stimulates one of his stages. The curriculum of the LLA integrates Piaget’s four factor formula as children are given the opportunity to work with others and become self-actualized. Thus, each child moves through the learning process discovering new skill sets within themselves, others and the environment. This is documented in the average team and individual performance of the participant in the video activities (Tables 7-11) and (Appendix E).

Miller (2002) states “The child actively constructs new knowledge and skills with the help of more skilled others. Children actively contribute in that, motivated to learn, they “invite” the adult to participate and gradually take on more responsibility for carrying out the activity. And adults adjust their guidance according to the child’s response. Thus, they collaborate” (p.380). This quote is a direct example of what happens in the setting of the LLA; it is also an example of how students are taught the art of communication, cooperation, and collaboration as part of the curriculum of the LLA.

According to Vygotsky (1896-1934), development follows a dialectical process, idea-opposing idea-synthesis-resolution, which would produce higher levels of concepts and more advanced thinking. Development is a life-long process. Conflict provides an opportunity to learn how to resolve issues, which can be a major learning tool, able to bring about successful development. The task of solving conflict is part of the team and individual experience for students enrolled in the LLA. According to Miller (2002), Vygotsky defines the ZPD as the
distance between a child’s “actual developmental level as determined by independent problem solving” and higher level of “potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Miller, 2002, p.377). The data collected from the team video activities support the finding that students working in cooperative learning teams can increase individual development while working alongside peers who may be more capable, older or younger. This is exemplified in the structure of individual teams at the LLA. Students are from different communities, schools, and different ages. Students are assigned to cooperative teams with four members that are mixed-age, ability level, and from various backgrounds. Vygotsky focused on human inquiry, the philosophy of learning as embedded within culture. He influenced and is similar to Sonia Nieto’s (1999) work today such as “The Light In Their Eyes and Profoundly Multicultural Questions”. Vygotsky and Nieto do not see the child as separate from the environment. Vygotsky insisted that the child developed within his cultural setting with the help of adults and more capable peers. The researcher believes Nieto would agree. This is a mirror-like reflection of the mission and the setting of the LLA and the way the curriculum is designed, implemented, and evaluated. Vygotsky’s and Nieto’s work has a definite influence on the design of the curriculum, the setting, the way it is delivered, and support the findings of the emergence of leadership, communication, cooperation, and collaboration in mixed-aged students.

A major part of the LLA experience for students is hands on and action based. The various team building activities that build mutual respect and joint problem solving are good examples of the hands on action based activities. Both theorists were hands-on researchers, one could say action based, which aligns perfectly with the mixed methods used to investigate this study.
Transformational leadership theory. A vital team process is leadership. Leadership and leadership styles have an impact on the way teams perform tasks and how they develop team processes. Transformational leadership is the style of leadership practiced and used for instructional purposes at the LLA. The LLA is designed on a transformational leadership model. Transformational leadership is about working together and building relationships. The finding of this study support that student’s behavior and perceptions of leadership is that leadership is about relationships; this is documented in both the qualitative and quantitates data collected in this study. This is exampled in the way the participants in the LLA work in cooperative learning teams and complete cooperative activities. A study conducted by Ruggieri (2009) supports Bass’ (1999) findings that transformational leadership of teams can yield a more satisfactory experience for team players than transactional leadership. The LLA student participants’ evaluations (Appendix G) in this study support Ruggieri (2009) and Bass (1999) findings that transformational leadership was a satisfactory experience for the students enrolled in the LLA.

Friedrich Froebel (1782-1852) and John Dewey (1859-1952) were transformational leaders. These critical thinkers’ ideas and their influence on early progressive education have best inform the researcher on why the LLA curriculum and pedagogy was designed and effective in this study. They shared a passion and had ideas that mattered for how life and school should be ethical and empowering for the people of American society. Froebel’s philosophy is framed around the beliefs of the unity of creation, respect for children as individuals, and the importance of play in education. The LLA is a place where these beliefs are congruent and human respect and dignity is practiced. The LLA curriculum activities are fun and meaningful but also intellectually and socially challenging, as observed in the video activities. Dewey had a vision and identified some of the greatest challenges we still face today in our educational systems, as
we try to meet the needs of 21st century skills and no child left behind. Our current school systems struggle with meeting the technological and social needs of the culture of our young people today. Students in our current school systems have minimal time to engage in social team processes because of the demands of meeting state standards. The LLA instructs students in cooperative teams using the skills of leadership, communication, cooperation, and collaboration creating an interest in building relationships that are face to face; rather than reinforcing their socialization time in physical isolation that stems from today’s youth culture of engaging in social networks and being consumed with video games and the online social virtual world. The findings of this study indicate that students do enjoy working together using the skill of leadership, communication, cooperation and collaboration in cooperative learning teams as documented by the student evaluations. According to Dewey (2001) “‘Voluntary’ is treated as meaning the reluctant and disagreeable instead of the free, the self-directed, through personal interest, insight, and power” (p.95). As we develop into transformational leaders and prepared to make revolutionary change we need to empower and facilitate the interest. The student participants embraced the face-to-face team building and problem solving activities. The results of this study indicate that the LLA curriculum and the way it is delivered in the research context, creates positive opportunities for students to practice, voluntarily, the 3C’s and increase their capacity of leadership, communication, cooperation and collaboration increasing leadership capacity in children.

The researcher shares these critical thinkers’ ideas. As a result of their early work in progressive education, this researcher as a scholar practitioner believes that the LLA curriculum and pedagogy is grounded and supported in good theory, and has the potential to contribute to future empirical research. This researcher believes that the LLA curriculum and pedagogy
constitutes powerful teaching and learning in the 21st century. Examples of the outcomes of powerful teaching and learning are the results from the pre and post interviews and video activities and other data collected listed in chapter 4 of this study.

Educational leaders at the LLA have the ability and power to nurture the (3C’s). Hillman and Smith (1981) state “the teacher can be a powerful intervening force who knowingly can influence the development of positive forms of leadership in children” (p. 61). This is exactly what happened in this study. The LLA educational leaders choose to implement cooperative learning in their curricula and made a commitment to give students an opportunity to engage and practice leadership, communication, cooperation and collaboration while in cooperative learning teams.

Froebel, Dewey, Vygotsky, Addams, Nieto and the LLA staff share a vision of a more democratic and human way to educate the diverse needs of the student who would inhabit our educational systems. They are all radical reformers that share nontraditional styles of teaching and learning for all learners. The setting of the LLA may be considered nontraditional because it is a summer program. According to Reese (2005) “Citizens with different views of school and society clashed: some wanted to make school more democratic and humane, others to better reflect business efficiency and scientific management” (p. 121). This was the major debate in the first half of the twentieth century and still impacts our educational leaders and the curriculum design of the LLA today.

Rogers (2003) states, “Diffusion is the process in which an innovation is communicated through certain channels over time among the members of a social system. It is a special type of communication, in that the messages are concerned with new ideas” (p.5). Froebel, Dewey, Vygotsky, Addams and Nieto did just that with their intellectual knowledge and their artful way
of utilizing the 3 C’s and so did the researcher when creating and actualizing the LLA and this study.

These extraordinary thinkers had the passion to nurture the 3C’s to make the world a better place. The founder shares that passion and a goal of the LLA is to empower all students to be able to use the art of the 3 C’s. The findings of this study, as evidenced by the Wilcoxon Signed-Rank Test and pre- post- video observations, (Tables 6-10) indicates statistically significant improvement in students’ capabilities in the areas of leadership, communication, cooperation, and collaboration. The development of student passion for the 3 C’s is part of the LLA culture and has a domino effect with all the participants, staff and students (Bass, Waldman and Avolio 1987).

**Discussion of the Findings in Relation to the Literature Review**

The literature review in this study examined cooperative learning and transformational leadership as a delivery system of instruction to nurture leadership, communication, cooperation, and collaboration capacity in children in grades one through eight who attended a summer leadership program. The findings from this study have a relevant connection to the work presented in chapter two. The following section will summarize the data in this study in relation the curriculum presented to the participants at the LLA.

The LLA curriculum and pedagogy offers participants opportunities to practice effective problem solving within various cooperative learning structures and inductive models of teaching. Students are engaged in team activities that require individual accountability and shared problem solving. They have to utilize their collective intellects and social skills in order to meet with team and individual success (Kagan, 2003) as documented by the data collected in this study. Teaching and learning does not happen in isolation. Children need to learn how to be
independent but also need to know when and how to be interdependent. In today’s changing educational institutions and with the type of students inhabiting these places of learning, it is becoming very important in the world of school, community and work for people to know how to use the 3C’s, and be self-reflective and evaluative. The art of being self-reflective and evaluative is part of the natural process implemented in the design of cooperative learning teams at the LLA. Participants in the LLA were guided through this circular process when they were asked to reevaluate the same questions from the pre interview with the additional comment added to the post interview questions; now that you have experienced the curriculum and activities in the LLA how do you define or what does leader or leadership, communication, cooperation and collaboration mean to you. Results of this post interview suggest this study in this context had positive outcomes. The pre and post interview themes are evidence of this support (Tables 2-6).

Educational leaders have the ability and power to nurture communication, cooperation and collaboration (3C’s). Hillman and Smith (1981) support the influence teachers can have on leadership capacity in children. Fullan (2007), Block (1990) and Burk (2008) are influential leaders in the literature that discuss leadership for adults and organizations. The LLA’s curriculum adapts the literature on leadership skills to children’s needs, applying developmental theory expectations of social skills and levels of leadership development to students in K thru eighth grades. The curriculum contains dynamic activities that are delivered utilizing cooperative learning structures and a multisensory approach to teaching and learning. According to Burpo and Wheeler (1994), “In the 21st century…those who have experienced cooperative learning will have an advantage when they become employed” (p.77). This supports the notion that if students at an early age are engaged in cooperative learning, we will have more able adults
who understand and are skilled at working collaboratively in the world of work. This study results and finding indicated that students in grades K to eight do have the capacity to be leaders and know how to use the art of communication, cooperation and collaboration when instructed in these areas utilizing cooperative learning teams in a summer leadership academy.

**Significance of the Study**

This study is important to the field of education because it reports the benefits of cooperative learning teams used as a means to teach leadership, communication, cooperation and collaboration which may be considered as part of the hidden curriculum and missing in many of our traditional educational classrooms and systems.

The LLA is an opportunity to teach staff and participants to make communication, cooperation and collaboration part of their repertoire, celebrating the diversity of individuals’ strengths and talents in a climate of mutual respect. Effective communication humanizes our students, empowering them to be cooperative and collaborative, actualizing the 3C’s. Therefore meeting the needs of global education and making the world a better place to live and learn.

As our country has grown, people have seen education as an opportunity to help cultivate the “American dream.” The curriculum of the LLA is designed so all students will be given the opportunity to cultivate the idea of the “American Dream” in a culturally diverse supportive environment. However, how we design, implement and evaluate our American schools still seems to present challenges for educational leaders, parents and students (Littky, 2004, Darling-Hammond, 2010). Reese (2005) writes about citizens with various views on school and society and how they clashed: some wanted to make school reflect a business model and others supported a more democratic, dynamic, humane model (Reese 2005, p.121). This debate was present in the first half of the twentieth century and still impacts our educational leaders today.
Examination of this issue, spurs thoughts that maybe it is because our world is caught up in technology, lacking spirituality, and family values have change. The role of the parent has shifted greatly from the time of the Western European intellectual era and the historic American public education to the present. As educational leaders, we need to create partnerships/relationships between parents, administrators, teachers and students, if we want to generate educational arenas of excellence, where we all choose to belong. Educational arenas need to work on the concept of creating partnerships with all the stakeholders. The LLA is reinforcing this idea by instructing students in leadership, communication, cooperation, and collaboration in cooperative learning teams. The LLA creates an environment of mutual respect and cultural caring by instructing students and having them practice the 3 C’s effectively.

The research examined thus far, along with all the doctoral class experiences, crystallizes the belief for the need of communication, cooperation, collaboration and leadership skill development. The art of mastering communication, cooperation and collaboration at the beginning of a person’s educational career (grades 1-8) to create more productive citizens is what the LLA curriculum emphasizes and the finding of this study suggest it is possible.

In today’s rapidly changing world the purpose of school needs to be investigated. The way we live has changed but the way we educated are young children in grades K through eight has basically stayed the same. According to Ravitch (2010) “Schools were called upon to teach the skills and knowledge needed for participation in a democratic industrial society to a rapidly growing and diverse population” (p.63). The focus of the curriculum and pedagogy of the LLA stems from the scholar practitioner’s firsthand knowledge that it is not as easy as expected to work in group scenario planning, with seasoned educators. Teaching and learning does not happen in isolation. Yet, teachers seem to be isolated and continue to have a difficult time with
peer planning, team teaching and cooperative learning. This is why the scholar practitioner is so passionate about the need for more curricula or programs like the LLA which give children the opportunity to master social and leadership skills early on in their educational experiences. It can reasonable be discerned that the findings in this study support the need and warrant further research in the area of cooperative learning and children’s leadership.

**Limitations**

The small sample size presented a major limitation to this study and its results. The researcher as a participant in the study also posed potential threats of researcher bias during the data collection and analysis phases (Maxwell, 2005). As the outcomes generated from inductive qualitative and quantitative research can only be applied to the particular people and contexts included in the study, the transferability of these results are further limited (Thomas, 2006).

In correcting for some of the threats to the validity of this study, the researcher attempted to strengthen the trustworthiness and credibility of participant feedback by cross-checking and reflecting back to participant’s responses on the pre and post interviews, reviewing participants’ behavior on video activities, student documents and staff memos (Maxwell, 2005). These strategies were also utilized during the data analysis phases to help rule out possible alternative explanations for the relationships, connections and themes identified. Triangulation was employed to strengthen the reliability of the findings by collecting data from multiple sources and methods (Thomas, 2006). The development of the rubric, coding schemes, and process for assuring inter-rater reliability resulted in a 95% agreement in the analysis of data. This was done to ensure the validity of the coding making the rubric a reliable measurement tool.
Conclusion

Educational leaders have the ability and power to nurture communication, cooperation and collaboration (the 3C’s). Hillman and Smith (1981) support the influence teachers can have on leadership capacity in children. Fullan (2007), Block (1990) and Burk (2008) are influential leaders in the literature that discuss leadership for adults and organizations. The LLA’s curriculum adapts the literature on leadership skills to children’s needs, applying developmental theory expectations of social skills and levels of leadership development to students in grades one thru eighth. The curriculum contains dynamic activities that are delivered utilizing cooperative learning structures and a multisensory approach to teaching and learning.

The two research questions that directed this study are as follows:

1. How did a summer school program with a focus on leadership impact students' perspectives of leadership, communication, cooperation, and collaboration in the context of teamwork?

2. How did students' observed leadership, communication, cooperation, and collaboration behaviors differ in a group project after attendance in a summer leadership academy?

The student responses and the teacher observations provide a good snap shot into a possible future embracing cooperative learning teams and inductive models of teaching as an effective delivery system of instruction to teach leadership, communication, cooperation, and collaboration.

The findings from this study demonstrate the impact on students' observed leadership, communication, cooperation, and collaboration behaviors differ in a group project after attendance in a summer leadership academy. The positive implications open the possibility of
future studies to continue to examine the benefits of using cooperative learning teams to teach leadership, communication, cooperation and collaboration to children in grades one through eight. This study supports Burpo and Wheeler (1994) claims that, “In the 21\textsuperscript{st} century…those who have experienced cooperative learning will have an advantage when they become employed” (p.77). Burpo and Wheeler (1994) supported the suggested findings in this study that if students at an early age are engaged in cooperative learning, we will have more able adults who understand and are skilled at working collaboratively in the world of work. Furthermore, the results support our changing society that has shifted from an individual focus to a team work focus and it can be deemed appropriate that our educational systems should embrace this shift as well (Hirsh & Killion, 2009).

Future Studies

The following recommendations for further study that would begin to address the universality of the findings and the scalability of the implementation of cooperative learning teams as a way to nurture leadership, communication, cooperation and, collaboration will be discussed below.

Educational “best practices” need to be reformed and transformed into a culture of caring. The idea of a multicultural week or special projects is a start, but the heart of the matter needs to address the bigger “educational experience” for all learners. The LLA attempts to do this in the curricula and its delivery methods; giving students an opportunity to have a voice. As educational leaders we need to “dig deeper” investing in the whole child, curriculum, pedagogy, design of school programs and administrative leadership. This is exactly what the LLA founder is invested in accomplishing with the design of the LLA program.
As educational leaders of various educational programs there is a need to understand and train staff in the influence of the social and political context on learning. According to Nieto (1999) “It is especially significant that teachers grasp the influence that social and political context may have on learning because this realization can alter how they perceive their students and, consequently, what and how they teach them” (p.11). It is this researcher’s vision that one day maybe the curriculum and pedagogy of the LLA will expand from a summer program to a program embedded in the content areas in all schools making the hidden curriculum of leadership, communication, cooperation and collaboration more visible.

The one day came sooner than later. An opportunity to apply the finding of the 5C’s: communication, cooperation, collaboration, compassion, and courage form this study was practiced and actualized in one of the researchers NEU classes. The researcher as a scholar practitioner shared the results of this study with her peers. Together working on a team in the NEU class the researcher introduced the importance of the 5C’s to her team. The team bonded, utilized the 5 C’s as they worked on various class assignments sharing their strengths and needs to accomplish class expectations and goals. As the team discussed how important the 5 C’s were to their success, they realized that two more C’s were part of their process and effectiveness as a team. The two additional C’s of 1) conflict and 2) commitment were added to the researcher’s theory of the 5’C’s. Thus the 7C’s of Transformational leadership was born (Appendix J).

Next Steps

The next step for the researcher is to expand upon the model of the 7C’s of Transformational Leadership and to further examine practical applications of this model to other settings and populations. The eminent entrepreneurial innovator Peter Drucker (1909 – 2005) summarized, “We now accept the fact that learning is a lifelong process of keeping abreast of
change and the most pressing task is to teach people how to learn” (Leadership Now, 2005). The 7’C’s seems very simplistic but the symbolism of just the letter C and each individual C is complex when applied to team processes, relationships and how a person chooses to interact with their environment (Appendix J). As a researcher and scholar practitioner it is my desire to teach people how to learn to use this model of the 7C’s to inspire and empower better relationships and affective ways of dealing with the changing needs in our environment and society. An example of this application was in December 2012. The researcher was hired as a transition teacher for two weeks in a fifth grade class that was in crisis. This class had to prepare for a new teacher after Christmas vacation. The teacher was leaving due to medical reasons. This fifth grade class was part of a Catholic school and had various social and class culture issues. The class consisted of 5 boys and 17 girls. The class earned a label of having much drama. As the class transition teacher, I instructed this class utilizing the LLA curriculum and introduced the 7’C. I adapted the 7’C’s and made an eighth C. the eight C’ was for Christ. The theme for the two weeks was that there was nothing Christ and they could not handle together as they practiced the other C’s. In short, as a class, we practiced communication, cooperation, collaboration, courage, compassion, commitment and solved conflicts allowing Christ (8C’s) to be our compass. This adaptation of the findings from this study empowered this class to believe that they could work together without any drama and be prepared for a new teacher. This is one example of an application of the research findings I would like to further investigate as a Catholic school consultant. Future efforts could include:

- Investigating hte lasting impact of participation in the LLA.
- Design of a better graphic of the meaning of the 7C’s.
- Teaching a class on leadership and team processes.
• Writing a book that examines each C’s in the context of how effective people soar
towards excellence when they chose leadership

• The symbolism of this simple letter C and how if a person is open like the letter C and
willing to choose to embrace and integrate the behaviors of communication, cooperation,
collaboration, courage, compassion, commitment and conflict they may be happier and
have better relationships in the world of school, work, and the community.

Final Researcher Commentary

The students spoke often of the cultural caring environment of the LLA. They liked
being part of a team and the responsibility of the team’s success or struggle to turn a problem
into a solution together. Students shared that they felt they were having fun and learning real life
skills. The following are written accounts of students, and staff that participated in the Learning
Leadership Academy (LLA summer, 2010):

Fifth Grade Student: “Don’t brag just eat some toast, a sense of humor always helps.
You don’t always have to be the leader of big things. You can also be the leader of the
little things.”

This fifth grade student was able to synthesize that when working in a team that humor
helps when trying to build consensus with others. He was on a team that struggled when
first deciding on a team name. The students’ teams have to engage in the process of
taking turns, having tolerance and learn how to compromise when working on activities
at the LLA.

First Grade Student: “I like the activities and water fights. LLA makes me happy and
safe.”
This first grade student felt safe and accepted in a mixed age team. From this students comment it can be discerned that the LLA curriculum provided enough structured spontaneity to meet the developmental and social needs of the participants.

*Seventh Grade Student:* I like the Learning Leadership Academy because you get to learn all about how to be a leader. We get to use these skills in reality rather than learning them when you are older or not learning them at all. The LLA is also a place to have a good time and help out! I love the leadership academy!” This sentiment is echoed in the student evaluations (Appendix G) of the LLA. Further documentation of positive excitement of students was observed in the mini videos of various activities the students participated in and the end of program slide show that was shared at the closing ceremony for students and parents.

*LLA Staff:* “I enjoy watching the LLA students grow. I get to watch an amazing transformation happen to each one of them, in their own way!”

Staff at the LLA enjoy their work and are committed to the curriculum and visions of the LLA. This study was an opportunity to document the transformation of students in their ability to create relationships and learn how to work together in a team using leadership and the 3C’s.

*LLA Staff:* “You don’t have to be an adult to be a leader. It’s a skill that should be taught to children. We learn math, English and Science. Why not teach them to be leaders now. Learning to deal with conflict and learning to communicate at a young age is key.”

The findings in this study supports this staff’s comment and will add to the limited breath of research on leadership for children.
All of these accounts from participants of the LLA reflect a student centered collaborative program experience. The LLA curriculum empowers all the stake holders to have an opportunity to practice the 3C’s. Real lifelong learning skills are experienced and practiced because that is what matter in one’s life in the world of school, work and the community (Littky, 2004).

There were some unexpected results from the study, including the students’ willingness to be active participants in the art of studying teaching and learning. The most impressive results that indicate student’s willingness to evaluate the program was their recommendations the last day when we engaged in a think tank to process the week learning’s and outcomes. The student’s recommendations are as follows:

We would like to have the academy be longer. All of the C’s are connected and if you use them effectively you can be a better person and leader. As the discussion unfolded about the 3C’s students added two more C’s 1) Courage and 2) Compassion that team members need to practice and understand to be a good leader.

The study has provided me, the director and founder, insight on how powerful transformational leadership can be when facilitating programs and curriculum that need to be innovative and meet the needs of mixed aged participants. The study has provided me, as a researcher, with a number of possible studies that could benefit the field of education, specifically in the areas of building cultural climates, transformational leadership and team processes, and improving instructional practice that awakens the hidden curriculum and leadership capacity in children.
**Personal Reflection**

Teaching and learning is a social activity and does not happen in isolation. Originally trained as special education teacher, my philosophy is one that all people can learn. For every need an individual has they must have a strength. It is my obligation to figure out how to adapt to various learning styles, inspiring and empowering intellectual and personal growth for both the students and adults that I engage in the learning process. In essence, it is about deep intellectual and personal learning, empowering others to give back to society, making our world a better place to live and learn.

I believe that cooperative learning is a powerful tool for learning, it is not just group work (Kagan, 1989). Cooperative learning has the potential to meet all students’ needs if implemented correctly and develop the social and emotional needs of all. It can humanize the educational process, making the content areas exciting and come alive for many students. The findings from this mixed methods study reinforced this belief. As I reflect on my research questions the qualitative and quantitative data supported my belief that the LLA curriculum could support students learning about leadership, communication, cooperation and collaboration. The quantitative data supported my belief that the LLA helped our students to learn about the power of leadership, collaboration, cooperation, and communication. And the qualitative data collected from the interviews depicted how the students of the LLA talked about leadership and the 3C’s before and after their participation in the LLA.

As the founder and director of the LLA I was prepared and expected students and staff participants in this study to engage in a better understanding of leadership and the 3C’s. However, the students of the program suggested adding the next 2 C’s: (1) Compassion, and (2) Courage. I loved this suggestion. The new 5 C’s fueled my passion and belief in the program.
As I engaged in my coursework to fulfill my doctoral degree, I shared the new 5C’s when working with my peers on team projects. I used the 5C’s the participants in this study informed me I should use if I was going to be an effective leader. My peers embraced this simple yet complex model of the 5 C’s and informed me that I should add 2 more C’s to my model of leadership: Commitment and Conflict. Thus the 7C’s of transformational leadership was born: (1) Communication, (2) Cooperation, (3) Collaboration, (4) Compassion, (5) Courage, (6) Commitment, and (7) Conflict (Appendix J).

Lastly, as a scholar practitioner I see this new model of the 7 C’s as a potentially transformational leadership model that could serve as a compass for deep intellectual and personal learning for individuals who choose to reflect and evaluate authentically how they choose to live and learn in their worlds of home, school and the community. My hope is that other researchers and individuals will consider the 7C’s part of how they live and learn. Maybe they will share their individual stories of how they used the 7C’s to juggle the journey of their practice, be it a personal, intellectual or professional experience.


Appendix A

Pre Interview Questions

The use of this pre and post project interview was used to determine students' background in cooperative teams, their use of leadership skills, and their knowledge of communication, cooperation and collaboration before and after their participation in the LLA.

Subject:

Interviewer: Lynn or Maribeth

Date:

Audio file:

Pre and Post-LLA interview

What's your name?

What grade are you going into?

How old are you?

Thinking about all that you've learned this week about leadership, what does leadership mean to you now?

Can you give an example?

When a team works on an activity, what are three things that you think everyone on the team should do to be sure they're working together well?

What does cooperation look like in a team?

What does it look like when a team is not cooperating well?

Can you give an example of one of those?
Can you name some things that have to happen to communicate in a team?

Can you give an example of good communication?

What can happen if any of those things are missing?

Thanks.
Post Interview Questions

The use of this post study interview was used to determine if students' knowledge changed after participation in the LLA activities in cooperative teams, their use of leadership skills, and their knowledge of communication, cooperation and collaboration before and after their participation in the LLA.

SUBJECT:
INTERVIEWER: LYNN MARIBETH
DATE:
AUDIO FILE:

POST-LLA INTERVIEW

WHAT's YOUR NAME?

WHAT GRADE ARE YOU GOING INTO?

HOW OLD ARE YOU?

THINKING ABOUT ALL THAT YOU'VE LEARNED THIS WEEK ABOUT LEADERSHIP, WHAT DOES LEADERSHIP MEAN TO YOU NOW?

CAN YOU GIVE AN EXAMPLE?

WHEN A TEAM WORKS ON AN ACTIVITY, WHAT ARE THREE THINGS THAT YOU THINK EVERYONE ON THE TEAM SHOULD DO TO BE SURE THEY'RE WORKING TOGETHER WELL?
WHAT DOES COOPERATION LOOK LIKE IN A TEAM?

WHAT DOES IT LOOK LIKE WHEN A TEAM IS NOT COOPERATING WELL?

CAN YOU GIVE AN EXAMPLE OF ONE OF THOSE?

CAN YOU NAME SOME THINGS THAT HAVE TO HAPPEN TO COMMUNICATE IN A TEAM?

CAN YOU GIVE AN EXAMPLE OF GOOD COMMUNICATION?

WHAT CAN HAPPEN IF ANY OF THOSE THINGS ARE MISSING?

THANKS.

====================================
Appendix B


Students had ten minutes to build a tower as high as they could with the materials listed below. The directions were to work together and use the material to make the tower as tall as possible and the tower should stand on its own. Each team used a different set of material for pre and post activities.

Materials Used For Video Activity A: The following material were used by each team to build a tower: masking tape, and sheets of newspaper.

Materials Used For Video Activity B: The following material were used by each team to build a tower: Straws, index cards, sticky labels, 8 x12 paper sheets, round piece of styrofoam, and 3 paper towel tubes.

<table>
<thead>
<tr>
<th>Team</th>
<th>Pre Video Activity</th>
<th>Post Video Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Two</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Three</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Four</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Five</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Six</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Eight</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>
### Rubric for Video Activities

<table>
<thead>
<tr>
<th>Construct</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Actively, initiates, and consistently understands and works toward team goals</td>
<td>Consistently understands and works toward group goals</td>
<td>Sporadically understands and works toward team goals</td>
<td>Never understands and works toward team goals</td>
</tr>
<tr>
<td><strong>Works towards the achievement of team goals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Timely and appropriate comments, Thoughtful and reflective, responds respectfully to other student's remarks, Provokes questions and comments from the team</td>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, Leads to other questions or remarks from student and/or others</td>
<td>Volunteers comments but lacks depth, May or may not lead to other questions from students</td>
<td>Does not participate and/or only makes negative or disruptive remarks, Comments are inappropriate or off topic</td>
</tr>
<tr>
<td><strong>Quality of comments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Actively listens to others, Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others</td>
<td>Listens to others most of the time Consistency in responding to the comments of others</td>
<td>Listens to others some of the time, Does not stay focused on other’s comments (too busy formulating own) or loses continuity of discussion. Shows minimal respect and consistency in responding to the comments of others</td>
<td>Disrespectful of others when they are speaking. Behavior indicates total non-involvement with group or discussion</td>
</tr>
<tr>
<td><strong>Awareness/Active listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
<td>Actively and consistently helps the group identify changes or modifications necessary in team processes, Works toward carrying out those changes</td>
<td>Consistently implements changes or modifications necessary in team processes</td>
<td>Sporadically tries to help implement changes or modifications necessary in team processes</td>
<td>Never helps implement changes or modifications necessary in team processes</td>
</tr>
<tr>
<td><strong>Contributes to team maintenance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Actively and consistently helps promote effective team interaction and expresses ideas and opinions in ways that are sensitive to the feelings or knowledge base of others</td>
<td>Consistently participates in team interaction without prompting and expresses ideas and opinions in ways that are sensitive to the feelings and knowledge base of others</td>
<td>Consistently participates and sporadically expresses ideas and opinions in ways that are sometimes sensitive to the feelings and knowledge base of others</td>
<td>Never participates in team interaction without prompting and expresses ideas and opinions in ways that are sometimes sensitive to the feelings and knowledge base of others</td>
</tr>
<tr>
<td><strong>Demonstrates effective interpersonal skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Score Record for Video Rubric of Student Team One Activity

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Leadership</th>
<th>Communication</th>
<th>Communication</th>
<th>Cooperation</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Works towards the achievement of team goals</td>
<td>Quality of comments</td>
<td>Awareness active listening</td>
<td>Contributes to team maintenance</td>
<td>Demonstrates effective interpersonal skills</td>
</tr>
<tr>
<td>Jayden Team 1</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
</tr>
<tr>
<td></td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
</tr>
<tr>
<td>Amanda Team 1</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
</tr>
<tr>
<td></td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
</tr>
<tr>
<td>Aaron Team 1</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
</tr>
<tr>
<td></td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
</tr>
<tr>
<td>Taylor G. Team 1</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
<td>Pre Score:</td>
</tr>
<tr>
<td></td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
<td>Post Score:</td>
</tr>
</tbody>
</table>
Appendix E

Pre and Post Average Scores on the Rubric for the Video Activity

Team One Pre and Post Average Scores on the Rubric for the Video Activity

Figure 1
Figure 2

Team Two Pre and Post Average Scores on the Rubric for the Video Activity

Figure 3

Team Three Pre and Post Average Scores on the Rubric for the Video Activity
Team Four Pre and Post Average Scores on the Rubric for the Video Activity

Figure 4

Team Five Pre and Post Average Scores on the Rubric for the Video Activity

Figure 5
Figure 6

Team Six Pre and Post Average Scores on the Rubric for the Video Activity

Figure 7

Team Eight Pre and Post Average Scores on the Rubric for the Video Activity
Appendix F

Power of One Student Samples

I have the power to lead others by helping one another. Sharing compassion and cooperating.

I have the power to work with others by being creative and compassionate.

I have the power to stand alone when I make my own choices and have self-control.

I am Victoria Haliss, and

I have the power of ONE!
I have the power to lead others by encouraging them to try their hardest and lead others through leadership and heart.

I have the power to work with others by communicating, cooperating, collaborating, and working together to solve problems that may occur to not only produce friendship, but also to let leadership begin with me.

I have the power to stand alone when I am faced with challenges and difficulties that I must overcome, and I must make the right choice when others do not.

I am Dawn Wilkinson, and

I have the POWER of ONE!
I have the power to lead others by communicating.
I have the power to work with others by listening to others' ideas and cooperating.
I have the power to stand alone when listening, observing, believing in myself, and making my own choices.

I am Emma Liarikos, and I have the POWER of ONE!
## Student Evaluations

### I EXPECTED...
> just another summer camp that covered the basic topics of leadership.

### BUT INSTEAD...

### I GOT...
> But instead I learned and got so much more than I could have asked for, dealing with leadership, love, and friendship.

### I VALUE...
> The friends I have made at the Learning Leadership Academy and the teachers at this Academy that have just taught me so much.

### I WANT...
> The Learning Leadership Academy to continue to continue to teach and inspire leaders of love and compassion to stop and make our world a better place.
<table>
<thead>
<tr>
<th>I EXPECTED...</th>
<th>I GOT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I expected we became leaders.</td>
<td>I Got to have fun.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I VALUE...</th>
<th>I WANT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I value becoming a leader.</td>
<td>I want to be a leader.</td>
</tr>
<tr>
<td><strong>I EXPECTED...</strong></td>
<td><strong>I GOT...</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>I expected at the end of the week we would all be leaders</td>
<td>I got to meet new people and learn about them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I VALUE...</strong></th>
<th><strong>I WANT...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I valued that being a leader is important</td>
<td>No thing else, this was fun.</td>
</tr>
</tbody>
</table>
Appendix H

Staff Memo

Monday: Students settled in and the getting to know you process went well. Interviews went well and all students were cooperative.

Tuesday and Wednesday: communication, cooperation and collaboration are interdependant and all activities need to practice these skills. Curriculum check and student progress review.

Thursday: Reinforcing the 3C’s. The staff was prepared to teach leadership, communication, cooperation and collaboration, but the students taught the staff about compassion and courage. During a whole academy think tank student add 2 more C’s to the academy’s original 3C’s. Thus the 5 C’s of leadership was developed. To be leaders you need to understand and use the 5C’s: 1) Communication, 2) Cooperation, 3) Collaboration, 4) Compassion and 5) Courage.

Prepare the Power of One Book and get ready for end of academy presentation.

Friday: Continue reinforcing the 5C’s and preparing for awards and end of academy celebration.
## Curriculum Outline For The Learning Leadership Academy Summer 2010

<table>
<thead>
<tr>
<th>Day 1- Mon. 6/28</th>
<th>Day 2- Tues. 6/29</th>
<th>Day 3- Wed. 6/30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for the Choice: Getting to Know Me &amp; My Team</td>
<td>Where are We Going, and Who Has the Map? Communication</td>
<td>Everyone Carries a Pack: Working Together to Reach a Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>AM Extended Care/Set Up:</th>
<th>AM Extended Care/Set Up:</th>
<th>AM Extended Care/Set Up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Maribeth, Lynn, Melanie</td>
<td>Melanie</td>
<td>Melanie</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15</td>
<td>Arrive &amp; Greet</td>
<td>Arrive &amp; Greet</td>
<td>Arrive &amp; Greet</td>
</tr>
<tr>
<td></td>
<td>Small Focus Activity:</td>
<td></td>
<td>Decorate photo frames.</td>
</tr>
<tr>
<td>Time</td>
<td>Leadership Circle:</td>
<td>Leadership Circle:</td>
<td>Leadership Circle:</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>9:15-</td>
<td>Staff &amp; Student</td>
<td>Group Ritual/Opening</td>
<td>Group Ritual/Opening</td>
</tr>
<tr>
<td>9:30</td>
<td>Introductions</td>
<td>Prayer</td>
<td>Prayer</td>
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<tr>
<td></td>
<td>Group Ritual/Opening</td>
<td></td>
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<tr>
<td></td>
<td>Prayer intentions chart</td>
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<tr>
<td></td>
<td>Today’s Focus: Team</td>
<td>Today’s Focus:</td>
<td>Today’s Focus:</td>
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<td></td>
<td></td>
<td>Communication</td>
<td>Cooperation</td>
</tr>
<tr>
<td>9:30-</td>
<td>PRE-ASSESSMENT:</td>
<td>Line-up: hair length</td>
<td>Line-up: grade</td>
</tr>
<tr>
<td>10:15</td>
<td>Videotape teams performing task.</td>
<td>Corners: Summer, Fall, Winter, Spring, like/dislike</td>
<td>Corners: favorite sport-</td>
</tr>
<tr>
<td></td>
<td>4 teams do task #1: Create a tower from the morning paper. Build a structure as tall as possible using</td>
<td>Process: Did teams choose by birthday? Favorite season? Why? (could instructions/purpose have</td>
<td>baseball or hockey</td>
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<td></td>
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<td></td>
<td>Tie-Ups: make pudding.</td>
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<tr>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Newspaper &amp; masking tape provided.</td>
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<tr>
<td>4 teams do task #2: Build a tower as tall as possible using the materials provided.</td>
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<tr>
<td>View other teams’ work.</td>
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<tr>
<td>Process: what worked, what didn’t, each team member’s contribution, different approaches/thinking out of the box may mean keeping an open mind about ALL team ideas!</td>
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<tr>
<td>Line-up: height</td>
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<tr>
<td>Corners: Sibs-none, bro, sis, both</td>
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<tr>
<td>What do you like/dislike</td>
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<tr>
<td>been clearer?)</td>
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<td></td>
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<tr>
<td>Blind Caterpillar</td>
<td></td>
<td></td>
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<tr>
<td>Process: How did it feel to be led? To lead? What was important? (trust, communication, listening, clear directions…)</td>
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<tr>
<td>It’s a Draw- Rely on teammates’ instructions to recreate a picture you can’t see.</td>
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<tr>
<td>Process: What do you notice about the drawings?</td>
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<td>What can the people giving directions do to make that better? What can the person drawing do to make</td>
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<td>Process: What did you find most difficult? What skills did team members bring to the task? Where did you see leadership?</td>
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<td>Towels Travel</td>
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<td>Trust Falls</td>
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<td>Process: Easier or harder than Blind Caterpillar? Why? What was important for the person falling? What was important for the people catching?</td>
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<td>Time</td>
<td>Activity</td>
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<tr>
<td>10:30</td>
<td><strong>SNACK</strong></td>
<td><strong>SNACK</strong></td>
<td><strong>SNACK</strong>(pudding)</td>
</tr>
<tr>
<td>10:30-</td>
<td>Group Kickball w/Melanie &amp; Rachel</td>
<td>Communication Corridor-</td>
<td>Power of One: Video Clip</td>
</tr>
<tr>
<td>11:15</td>
<td>Individual pre-surveys: pull-out audiotaped</td>
<td>Rely on a teammate to relay information to help the</td>
<td>Process: What did each person bring to the problem?</td>
</tr>
<tr>
<td></td>
<td>interviews w/ Maribeth &amp; Lynn</td>
<td>group complete a task, or relate a list of all items</td>
<td>think “the Power of One” means when thinking about teamwork?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in a bag.</td>
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<td></td>
<td></td>
<td>Process: What did you notice about the way your</td>
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<td></td>
<td>team worked? What skills do you think were</td>
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<td></td>
<td></td>
<td><strong>What do I bring to my team?</strong></td>
<td></td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
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</tbody>
</table>
| 11:15-12:00 | **U-CHOOSE:**  
Indoors: Lego, Crafts  
(painting rocks, bracelets), Card Games, Board Games  
or  
Outdoors: Sports & Games  
Water Play | important to this task?  
(communication, listening, feedback, good memory, speed…)  
Telephone  
Process: What happened?  
Why? How can we be sure that our message is understood? (Repeat it back, speak clearly, listen actively…) | Quality Initials on “1’s” to add to Power of One display.  
Parachute-teamwork in small groups, then in larger group.  
Process: What did you notice? What worked well? What didn’t go so well? Why? |
| 12:00-12:30 | **LUNCH** | **LUNCH** | **LUNCH** |
| 12:30-1:30 | **Group Identity:** Use input from teammates to build a team identity: Name, Poster, Handshake/Cheer.  
Regroup: Share team name, etc. | **U-CHOOSE:**  
Indoors: Lego, Crafts  
(painting rocks, bracelets), Card Games, Board Games  
or | **U-CHOOSE:**  
Indoors: Lego, Crafts  
(painting rocks, bracelets), Card Games, Board Games  
or |
<table>
<thead>
<tr>
<th>Time</th>
<th>Process: Did the previous building activity affect how you worked together on this? How?</th>
<th>Outdoors: Sports &amp; Games</th>
<th>Outdoors: Sports &amp; Games</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduce concept of Group Identity Item/Action (each day?)</td>
<td>PULL-OUT FORTEAM PHOTOS during the day.</td>
<td>Take to be developed at end of day, pick up Wednesday.</td>
</tr>
<tr>
<td></td>
<td>DRIP, DRIP, DROP</td>
<td></td>
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</tr>
<tr>
<td>1:30-1:45</td>
<td>CLEAN UP</td>
<td>CLEAN UP</td>
<td>CLEAN UP</td>
</tr>
<tr>
<td>1:45-2:00</td>
<td>Leadership Circle: Review Today’s Focus: Team Feedback/T-shirts Closing Ritual/Prayer Intentions Dismiss</td>
<td>Leadership Circle: Review Today’s Focus Feedback: Add any new ideas for Power of One Closing Ritual/Prayer Intentions Dismiss</td>
<td>Leadership Circle: Review Today’s Focus Feedback: Add any new ideas for Power of One Closing Ritual/Prayer Intentions Dismiss</td>
</tr>
<tr>
<td>Time</td>
<td>Extended Care</td>
<td>Extended Care</td>
<td>Extended Care</td>
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<tr>
<td>2:00-3:00</td>
<td>Melanie Abigail Reardon</td>
<td>Melanie Abigail Reardon</td>
<td>Melanie Abigail Reardon</td>
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<tr>
<td>3:00-4:00</td>
<td>Melanie Abigail Reardon</td>
<td>Melanie Abigail Reardon</td>
<td>Melanie Abigail Reardon</td>
</tr>
</tbody>
</table>

**MATERIALS NEEDED:**
- Research consent forms ready, banner (Terri),
- crayons & markers, Lego,
- candle display & lighter,
- video clip Power of One,
- 7x20 (140) sheets of newspaper, 7 rolls of masking tape,
- folders/pencils/markers,
- cups, LLA T-shirts

**MATERIALS NEEDED:**
- Tracers, paper and pencils for 1’s, blindfolds & cones,
- 7 clipboards, paper and pencils, pictures of items to draw, Communication Corridor game set up(7 identical Lego structures, 14 screens/boxes, loose Legos +3 extras).

**MATERIALS NEEDED:**
- Photo frames, video clip Power of One, tie-ups
- (hand ties/masking tape, 7 boxes pudding mix, milk, 7 measuring cups, 14 plastic forks to stir, cups/spoons/cool whip), parachutes, balls
<table>
<thead>
<tr>
<th>Day 4- Thurs.  7/1</th>
<th>Day 5- Fri.  7/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bumps Along the Way:</td>
<td>I have the Power!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday NOTES:</th>
<th>Tuesday NOTES:</th>
<th>Wednesday NOTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameras: Charge batteries, empty cards, wind tapes...</td>
<td>Drop photos at developer after session.</td>
<td>Pick up photos from developer after session.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Take Home:</th>
<th>Take Home:</th>
<th>Take Home:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Problem Solving and Conflict Resolution</td>
<td>Now Where Do I Go From Here?</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
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<tr>
<td>8:00-9:00</td>
<td>AM Extended Care/Set Up: Melan</td>
<td>AM Extended Care/Set Up: Melan</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Arrive &amp; Greet</td>
<td>Arrive &amp; Greet</td>
</tr>
<tr>
<td></td>
<td>Today’s Focus: Solving Problems/Resolving Conflicts</td>
<td>Today’s Focus: Looking Forward</td>
</tr>
<tr>
<td>9:30-10:15</td>
<td>Lineup: age</td>
<td>POST-ASSESSMENT:</td>
</tr>
<tr>
<td></td>
<td>Corners: Music- Train, Black-Eyed Peas, Taylor Swift, Justin Bieber <strong>Review strategies for conflict resolution, solving problems, using resources.</strong></td>
<td>Videotape teams performing task.</td>
</tr>
<tr>
<td></td>
<td>Grade 1-5 (22 students) Kids on the Block: Anti-bullying puppet program (Rachel &amp; Melanie)</td>
<td>Reverse tasks from Monday:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 teams do task #1: Create a tower from the morning paper. Build a structure as tall as possible using newspaper &amp; masking tape provided.</td>
</tr>
<tr>
<td></td>
<td>Grade 6-8 (8 students) What to do with this group while waiting? Video chat about bullying issues in middle school age group?</td>
<td>4 teams do task #2: Build a tower as tall as possible using the materials provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>View other teams’ work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process: what worked, what didn’t, each team member’s contribution, different approaches/thinking out of the box may mean keeping an open mind about ALL team ideas!</td>
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<tr>
<td></td>
<td></td>
<td>Line-up: shoe size</td>
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<td></td>
<td></td>
<td>Corners: vanilla, chocolate, strawberry, coffee</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>10:15-10:30</td>
<td>SNACK</td>
<td>SNACK</td>
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<tr>
<td></td>
<td>Write “Power of One” book</td>
<td>Overflow: Do activities we missed, or re-do favorite ones, maybe with a twist?</td>
</tr>
<tr>
<td></td>
<td>Use brainstorming lists and template for writing.</td>
<td>Continue taped interviews OR U-CHOOSE:</td>
</tr>
<tr>
<td></td>
<td>Centipede Race (3 legged plus!)</td>
<td>Lego, Crafts (rocks, bracelets, painting), Fire Pit, Board Games or Sports &amp; Games</td>
</tr>
<tr>
<td></td>
<td><strong>U-CHOOSE:</strong></td>
<td>Set up and test video equipment for parent presentation.</td>
</tr>
<tr>
<td>10:30-11:15</td>
<td><strong>Indoors:</strong> Lego, Crafts (painting rocks, bracelets), Card Games, Board Games</td>
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<tr>
<td></td>
<td><strong>or</strong></td>
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<td></td>
<td><strong>Outdoors:</strong> Sports &amp; Games</td>
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<td></td>
<td>(Continue Power of One pages if not dome)</td>
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<tr>
<td></td>
<td>Begin individual post-surveys: pull-out audiotaped interviews w/ Maribeth &amp; Lynn</td>
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<tr>
<td>11:15-12:00</td>
<td>LUNCH</td>
<td>LUNCH &amp; CLEANUP GYM</td>
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<tr>
<td></td>
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<td>Prepare for parents.</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>12:30-1:30</td>
<td><strong>WET &amp; WILD OBSTACLE COURSE!!</strong></td>
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<td>Work together</td>
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<td>Support and praise every effort</td>
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<td></td>
<td>Use skills of each member</td>
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<td>Don’t give up!</td>
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<td></td>
<td><strong>Process:</strong> How did you and your team use communication, collaboration and cooperation in this activity?</td>
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<tr>
<td>1:30-1:45</td>
<td><strong>CLEAN UP</strong></td>
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<td>Bring children for last time to</td>
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<td></td>
<td><strong>Leadership Circle:</strong></td>
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<td></td>
<td><strong>Closing Ritual</strong></td>
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<td></td>
<td><strong>Greet Parents</strong></td>
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<td></td>
<td>Students read <em>The Power of One: Leadership Begins with Me</em></td>
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<tr>
<td></td>
<td>5 min. slide show</td>
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<td></td>
<td>Certificates and goodbyes.</td>
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<tr>
<td>1:45-2:00</td>
<td><strong>Leadership Circle:</strong></td>
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<tr>
<td></td>
<td><strong>Review Today’s Focus</strong></td>
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<td></td>
<td><strong>Closing Ritual/Prayer Intentions Dismiss</strong></td>
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<tr>
<td>2:00-3:00</td>
<td><strong>Extended Care</strong></td>
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<td>Melanie</td>
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<td>Abigail Reardon</td>
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<td><strong>Extended Care</strong></td>
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<td>Melanie</td>
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<td>Abigail Reardon</td>
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<tr>
<td>Time</td>
<td>Extended Care</td>
<td>Extended Care</td>
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<tr>
<td>3:00-4:00</td>
<td><strong>Melanie</strong></td>
<td><strong>Melanie</strong></td>
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<tr>
<td></td>
<td>Abigail Reardon</td>
<td>Abigail Reardon</td>
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</tbody>
</table>

**MATERIALS NEEDED:**

- Power of One book page templates, Kids on the Block Puppets (Rachel), leg ties for centipede, obstacle course ideas & items—wet and wild.

**Thursday NOTES:**

- Matt- prep mini slide show

**Friday NOTES:**

- Debrief for next year.
- Pack supplies and label boxes.
- Celebrate!

**Take Home:**

**Take Home:**
The Seven C’s

Communication
Cooperation
Collaboration
Courage
Compassion
Commitment
Conflict

Transforming The Way We Choose To Lead

A new Model of Transformational Leadership which empowers people to create a relationship with people in the world being open like the letter C to choose a world where they are leaders. Because leadership is a choice!