

The Rapport Teen Leadership Breakthrough Report



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Rapport Leadership Research Project

Abstract

Leadership skills are not only necessary for the 21st Century but essential for individuals to be successful academically and be positive contributors to society (<http://www.21stcenturyskills.org/>). A plethora of theoretical and empirical data indicate that leadership development in teens is connected to interpersonal skills and emotional intelligence (see literature review). The Rapport Teen Leadership Breakthrough program claims to provide long-term changes in youth using experiential activities, direct instruction, and concentrated feedback. The researchers conducted an experiment using two different high schools with experimental and control groups, utilizing both quantitative (Bar-On EQ-i, Multidimensional Self-Concept Scale, and a *Self-Perception Outcomes Survey*) and qualitative data collection (interviews and focus groups) as both pre, post, and post-post assessments. The purpose of this research was to evaluate the effectiveness of the Rapport Teen Leadership Breakthrough (RTLB) training program. Using the research question of “What is the effect of Rapport Teen Leadership Breakthrough training?” as a guide, the results indicated that RTLB created positive changes in the students. While there does not appear to be a direct effect on academic improvements, data indicate that the RTLB training appears to have a positive effect on the students self perception, emotional intelligence (stress, tolerance, problem-solving, and happiness) and in the areas of Social, Affect, Academic, and Total score for the students self concept. The results are encouraging, but limited due to the number of participants.

Background

The 21st Century Partnership purports to be research-based curriculum of the next century (<http://www.21stcenturyskills.org/>). Two of the main outcomes listed in the research-based

program are leadership and responsibility. Development of leadership in youth is not a new initiative and has been the focus of research for years. The ability to lead others, use interpersonal and problem-solving skills to work with others to achieve a common goal and leverage strength of others are all skills needed in society. Dickmann and Stanford-Blair (2002) advanced a new leadership paradigm by translating breakthrough research about six dimensions of human intelligence into practical strategies that can be immediately applied to how leaders influence growth and achievement. Research indicates that leadership development, as well as academic achievement, are linked to physiological, social nature, and the emotional nature of learning. Moreover, adolescence is already a difficult time given the pressures of school, family, home, society, peers and so forth, so the skills of leadership and emotional intelligence are even more important.

The majority of high schools today do not integrate leadership and/or personal development for teens into their curriculum. Therefore, a multiplicity of youth leadership development programs have surfaced. Rapport Leadership International is one program that provides leadership training focusing on increased emotional intelligence, improved self-awareness, better interpersonal skills and increased competence for youth.

Rapport Leadership

Mike and JoAnn Knapp founded Rapport Leadership International in 1985. Michael and Christine Saletta, and Joe and Jenifer Tate purchased the company in 2005 (www.RapportEducation.com). Rapport Leadership offers a variety of programs designed for teens and adults in order to develop “confident, motivated, and focused leaders”. The company works with individuals, schools, and community organizations offering programs with the focus

of advancing “educational performance by providing experiential, performance-based training to develop leadership competencies that empower the individual to create sustainable change” (<http://www.rapporteducation.com/mission-a-focus.html>).

The company reports that it has worked with “more than 10,000 organizations and has directly impacted more than 250,000 students in its 24-year history” (<http://www.rapportleadership.com/about/ourhistory.php>). In 2006, Rapport Leadership International started a partnership the Werklund Foundation of Calgary, Canada, with a joint vision of proactively advancing the social, emotional and ethical development of youth. The company is headquartered in Las Vegas, Nevada. Its stated approach to leadership development is performance-based involving interactive and experiential processes that are proven to improve performance, immediately and for the long-term. The company’s website states that through intensive leadership classes, custom workshops and coaching programs, clients reap the rewards of greater productivity, growth, and profitability (<http://www.rapportleadership.com/about/ourhistory.php>).

Rapport Leadership Teen Breakthrough

Rapport’s Teen Leadership Breakthrough (RTLB) is a three-day training program with 24 hours of actual in-class instruction containing approximately 50 processes. The program is designed for high school students between the ages of 14 and 18 with the main goals of improved self-confidence and emotional intelligence in order to practice real leadership behaviors through simulated processes. The training is typically conducted “off-site” at a local meeting center and involves intense instruction with learning reinforced through repetition, practice, and reflection. Specifically, the main goals of the program are listed below:

Accountability: To commit to their word; participants discover the value of holding themselves and others accountable (www.RapportEducation.com).

Character: To identify their core values and beliefs; participants understand the characteristics of successful leaders and determine who they choose to be.

Communication: To share their thoughts and feelings and build trusting relationships; participants learn the importance of listening, asking questions, and powerfully conveying their ideas.

Focus: To concentrate on and prioritize their efforts and leave knowing they (teen-aged students) can achieve their goals.

Self-Confidence: To unleash their personal power by facing their fears and moving forward; participants understand that accomplishment comes from persistently taking action.

Purpose

The purpose of this study was to conduct an objective evaluation of the effectiveness of the Rapport Teen Leadership Breakthrough program (RTLB). By using two different high schools, each containing diverse populations of students, with different missions, the rationale for the study was to measure the short term and intermediate effects of RTLB on the emotional intelligence and behavioral aspects of teenage students between the ages of 16 and 18 in an attempt to be able to generalize, to a limited extent, the effect of the training on a similar population of students.

Literature Review

Leadership and Emotional Intelligence

Leadership is a key concept in education today. Even as far back as 1974, Stogdill remarked that “there are almost as many definitions of leadership development as there are persons who have attempted to define the concept” (p. 259), e.g. Dickmann & Stanford-Blair, 2002; Kouzes & Posner, 2002; Maxwell, 1999; Starratt, 2004; Wheatley, 1999; Marzano et al., 2005. Recently, emotional intelligence and social behavior have been tied directly to successful leadership (Bryant, 2000; Goleman et al., 2002; Holt & Jones, 2005).

Emotional intelligence has rapidly become a well-researched topic, especially regarding its effect on leadership, education, and adolescence. In 1983, Harvard professor Howard Gardner described the concepts of intrapersonal and interpersonal intelligences as a forerunner to what later came to be known as emotional intelligence. Mayer and Salovey (1993) followed the work of Gardner as they defined emotional intelligence as a separate intelligence with links connecting it to social intelligence.

Nevertheless, Goleman et al. (2002) have produced what seems to be the most generally accepted definition of emotional intelligence within the following four domains: 1) self-awareness, 2) self-management, 3) social awareness, and 4) relationship management.

Developing Emotional Intelligence

There is a plethora of research indicating that emotional intelligence can not only be learned but can be strengthened in individuals and groups (Cooper, 1997; Dearborn, 2002; Kunnanatt, 2004; Lynn, 2005; Scarfe, 2000; Taylor & Bagby, 2000). For example, O’Neil, 1996 and Scarfe, 2000,

agree that emotional intelligence begins to develop early in life and should be taught to individuals as they grow-up in order to help guide them in the social world. Goleman et al. (2002) report that individuals are not born with a high degree of emotional intelligence competencies—they are learned abilities. Therefore, many researchers believe that individuals who participate in training and development programs on the topic can develop greater levels of emotional intelligence (Rozell, Pettijohn, & Parker, 2001).

Not all training programs aimed at increasing emotional intelligence are effective. Many researchers emphasize that effective training programs need to be conducted in a safe and proper environment, they need to be coached, provided feedback, and develop continuing follow-up plans (Cherniss, 1998, 2000; Dearborn, 2002; Kunnanatt, 2004). Nevertheless, emotional intelligence and abilities that are learned can be related to many academic skills. For example, in 2005, Lopes, Salovey, Cote, and Beers studied 76 undergraduate students and found that emotion regulation abilities, as measured on tests of emotional intelligence, were related to several indicators of the quality of individuals' social interactions with peers. Moreover, Parker et al., (2004) used the EQ-i to conduct research on more than 600 high school students and found that academic success was strongly associated with several dimensions of emotional intelligence.

Teen Training Programs

Leadership training can entail a multiplicity of activities and areas of concentration. Nevertheless, training programs that focus on intra-personal communication, emotional intelligence, social skills, teamwork, the social condition, and personal control appear to address the knowledge, skills, and dispositions needed for adolescence. In 2002, Ricketts and Rudd conducted an extensive literature review regarding youth career and technical educational

leadership development programs. The second purpose of their study was to produce a formal leadership development curriculum. Through their research they suggest five dimensions: “1) Leadership Knowledge and Information, 2) Leadership Attitude, Will, and Desire, 3) Decision Making, Reasoning, and Critical Thinking, 4) Oral and Written Communication Skills, and 5) Intra and Interpersonal Relations” (p. 7).

Roth and Brooks-Gunn (2003) conducted an extensive literature review and compared the results to a survey of successful youth development programs, with the goal of determining what makes these programs successful. After soliciting the names of successful youth development programs from a panel of experts, the authors received completed surveys from 71 organizations, about one third of the organizations to whom they sent surveys. Their research concluded that effective youth training programs contained the following criteria: 1) well-defined program goals; 2) positive environment; and 3) well-defined activities connected to the program goals. The research also concluded that life skills, social skills, and leadership skills were instrumental for success. Moreover, Barry Boyd reported in his 2001 research that many studies support service learning (with many of the same criteria) as an effective method for teaching and promoting leadership skills. Furthermore, Zarrett and Lerner (2008) report that many national youth organizations like National 4-H Council, Big Brothers Big Sisters of America, and Girls Scouts have successfully identified elements of social contexts that are important for positive youth development. All of the organizations have found that a positive and active environment help with the social development of adolescence (e.g., emotional intelligence and self-perception.)

Because emotional intelligence is such an instrumental aspect of youth leadership programs, several other researchers completed empirical studies in the area (Chapman, 2004; Bayshaw, 2000). Swinburn developed an Emotional Intelligence Program in Australia which was designed to enhance personal management skills. However, Allio (2005) notes that very few youth leadership training initiatives actually produce leaders. The majority of leadership programs may emphasize theory, concepts, and principles but leadership needs to be practiced to be learned, and this typically does not happen. Allio recommends that in order for individuals to reinforce values and purpose, develop a vision, build community, and compassion, requires “character, creativity, and compassion, core traits that cannot be acquired cognitively” (p. 1071).

Methodology and Research Design

Overview

The researchers conducted a quasi-experimental study with two urban high schools located in Milwaukee, WI, during 2009. A total of 158 students comprised two experimental groups (one at each high school) and two control groups (one at each high school). At CEO Leadership Academy all male and female students from Freshman to Junior level classes were deemed eligible for the study. St. Joan Antida High is a female only high school and the administrators determined that only freshmen would participate.

The researchers requested that administrators from the two schools eliminate from the study any students that had severe intelligence or behavioral issues; however, the groups did contain students from the general population with special needs and a wide range of academic skills. The schools used in the study were selected because of an established relationship with Rapport Leadership personnel. Administrators, faculty, and students agreed to participate in Rapport Teen

Breakthrough Leadership program, and the researchers received approval of the research design through the IRB at Cardinal Stritch University. A key component to the research design was that even though a small number of students in each school received RTLB training in Spring 2009, all students in the participating groups eventually received similar training from Rapport Leadership after completion of the research project; therefore, not withholding potentially valuable information from the students.

Two Sites

CEO Leadership Academy

In order to add to the generalizability of the study, the researchers worked with two different and diverse urban high schools in Milwaukee: CEO Leadership Academy and St. Joan Antida High School. CEO Leadership Academy is a charter school that opened in fall 2004. The Mission of the school is to nurture scholars, capable of transforming their world, by sending them to, and through, college. CEO Leadership Academy aims to produce responsible Christian leaders through academic mastery, community focused education, and the fostering of lifelong learning in any environment (<http://ceoleadershipacd.org/>).

In 2007-2008, 199 students enrolled in CEO Leadership Academy, 100% being African-American. In 2008, there were 20 faculty and staff. The school's curriculum is aligned with the ACT standards. Students have a 92.2% attendance rate and in 2007, 100% applied, and were accepted to college. In 2008, 85% of the seniors were accepted to college (http://www.mmac.org/ImageLibrary/User/cdavis/Presentations/012808_Board_Meeting_Presentation.pdf).

St. Joan Antida

St. Joan Antida High School is a Catholic high school sponsored by the Sisters of Charity of St. Joan Antida. Located in downtown Milwaukee, it serves a culturally and economically diverse student population, shaping and challenging the minds of today's young women. Its mission consists of the following: “In the spirit of St. Joan Antida Thouret, we prepare young women to lead and serve in a global society through a values based Catholic education”

(http://www.saintjoanantida.org/ABOUT_US_-c1302-wp3921.htm)

Table 1: *Ethnicity for Total Population at St. Joan Antida High School*

Total for School (N=331)	
Hispanic	43.8%
African American	35.0%
Caucasian	4.8%
Asian	3.0%
Bi-Racial	1.0%
Middle Eastern	4.3%

Table 2: *Ethnicity for 9th Graders at St. Joan Antida High School*

Ethnicity for 9th Grade Students (N=98)	
Hispanic	42.0%
African American	46.0%
Caucasian	.02%
Asian	.02%
Bi-Racial	.02%
Middle Eastern	.02%

In 2008-2009, 331 students attended St. Joan Antida High School with 98 freshmen. The ethnicity of the school is predominantly Hispanic and African-American as noted in the tables listed above.

Teaching methods offer a strong emphasis on project and presentation work in which students actively demonstrate what they learn and know. Students not only receive traditional grades, they also receive assessments which tell them how they are doing and emphasizes which intelligences are their strongest. Students are consistently required to reflect on their own learning processes and how they are affected by them. In addition to Integrated Abilities, the faculty and staff are committed to using Gardner's Theory of Multiple Intelligences as a frame work for teaching and learning across curriculum areas (Retrieved 5/13/09 from <http://www.saintjoanantida.org/>).

Schedule for CEO Leadership Academy

February 25 2009: Control group and experimental group completed three pre-assessments:

Multidimensional Self-Concept Scale (MSCS) (Bracken, 1992); EQ-i 125; and the Self-Perception Outcomes Survey (developed by external evaluators).

March 3-5, 2009: Students in the experimental group completed training in Rapport Teen Leadership Breakthrough Program.

March 18, 2009: Researchers interviewed ten randomly selected students in experimental group.

June 1, 2009: The control group and experimental group completed three post-assessments:

Multidimensional Self-Concept Scale (MSCS) (Bracken, 1992); EQ-i 125; and the Self-Perception Outcomes Survey (developed by external evaluators), approximately 13 weeks after RTLB program training.

June 3, 2009: The researchers interviewed ten randomly selected students from the experimental group.

September, 2009: The control group and experimental group completed three post, post-assessments: Multidimensional Self-Concept Scale (MSCS) (Bracken, 1992); EQ-i 125; and the Self-Perception Outcomes Survey (developed by external evaluators), approximately 27 weeks after RTLB program training.

Schedule for St. Joan Antida High School

January 21, 2009: Twenty-eight participants in RTLB training completed pre-assessment Self-Perception Outcomes survey.

January 21-23, 2009: Thirty-one students in the experimental group completed training in Rapport Teen Leadership Breakthrough Program.

January 23, 2009: Twenty-eight participants in the experimental group who participated in the RTLB training, completed post-assessment Self-Perception Outcomes survey.

May 11, 2009: All freshmen students (experimental and control groups) at St. Joan Antida completed post, post-assessment Self-Perception Outcomes survey.

Participants

A total of 158 students from two Milwaukee area high schools participated in the research study. At the CEO Leadership Academy, 30 students comprised the experimental group (11 males and 19 females) between the ages of 16 and 17, with one 18 year old. The control group consisted of 30 students (7 males and 23 females) between the ages of 16 and 17, with one 18 year old. Administrators at CEO Leadership Academy selected the 60 individuals to participate in the study, but the independent evaluator used a statistical number generator program to randomly select the students for each of the control and experimental groups.

Ninety-eight freshmen students at St. Joan Antida participated in the research study.

Administrators at the school randomly selected 31 students from the freshman class to participate in the first training sessions of RTLB and serve in the experimental group, with ages ranging from 15 to 16. There were 67 students from St. Joan Antida in the control group, which comprised the remainder of the freshmen class.

Assessment Instruments

Bar-On Emotional Quotient Inventory

Mayer, Caruso, & Salovey, 2000 indicate that emotional intelligence can be measured with three main approaches: 1) self-report measures yield information direct from the individual; 2) the

second approach involves measurements regarding how others perceive an individual; and 3) involves ability or performance measures (Mayer et al., 2000).

The Emotional Quotient Inventory (EQ-i), designed by Dr. Reuven Bar-On, measures emotional intelligence as an array of non-cognitive skills on five composite scales and 15 sub-scales. The five composite scales and corresponding sub-scales are as follows: 1) intrapersonal (self-regard, emotional self-awareness, assertiveness, independence, self-actualization), 2) interpersonal (empathy, social responsibility, interpersonal relationship), 3) adaptability (reality testing, flexibility, problem solving), 4) stress management (stress tolerance, impulse control), and 5) general mood (optimism, happiness).

The EQ-i is comprised of 133 items with a five-point Likert response and takes approximately 30 minutes to complete, with no time limit. However, the EQ-i 125 was used in this research study, which simply eliminates the negative impression items taking the total down to 125 questions and is designed for students 16 years and older. The reading level has been estimated to be sixth grade and the assessment has been measured to be suitable for youth 16 years of age and older. The assessment was administered online with raw scores converted to standardized scores based on a mean of 100 with a standard deviation of 15—similar to IQ scores. The EQ-i has a normative database of more than 4,000 participants with 17 years of research. Reliability of the assessment was established through internal consistency and retest reliability. The average Cronbach alpha coefficients for the EQ-i subscales are high, ranging from a low of .69 to a high of .86. The retest reliability also demonstrated appropriate coefficients for one and four month intervals (Bar-On, 2004). The authors established validity of the assessment through the use of

nine studies, including: content, face, factor, construct, convergent, divergent, criterion-group, discriminant, and predictive validity (Bar-On, 2004, pp. 89-142). The Technical Manual states that, “The enormous number of research findings presented in this chapter convincingly demonstrate that the EQ-i is clearly a *valid* and *reliable* instrument, which means that it is quite capable of doing what it was designed to do (i.e., to measure emotional intelligence and its factorial components)” (Bar-On, 2004, p. 142).

Multidimensional Self-Concept Scale

The Multidimensional Self-Concept Scale (MSCS) is a well-researched and respected, standardized clinical instrument.

It assesses global self-concept and six context-dependent self-concept domains that are functionally and theoretically important in the social-emotional adjustment of youth and adolescents. The six domains assessed by the MSCS include the six most important areas of psycho-social functioning for youth and adolescents: Social, Competence, Affect, Academic, Family, and Physical. Each MSCS subscale evidences very high reliability (coefficient alpha > .90), and the Total Scale Score reliability exceeds .97 for the total sample. The MSCS correlates very strongly with other measures of self-concept and self-esteem and has been shown empirically to identify clients previously identified as being low in self-concept. Several concurrent validity studies were conducted during the MSCS development and are presented in the manual.

(<http://www.proedinc.com/customer/productView.aspx?ID=685>, ¶, 1)

The mean score for the MSCS is 100, with a standard deviation of 15 or T-scores of M = 50, SD =10. The MSCS takes approximately 20 minutes and contains a relatively simple scale for interpretation which allows for both norm-referenced and inter-child comparisons in reference to

all six scales. Scores are reported as standard scores

(<http://www.proedinc.com/customer/productView.aspx?ID=685>, ¶, 1).

The MSCS is both a reliable and valid instrument as demonstrated by numerous psychometric measures established over a number of years. For example, the six MSCS scales were developed through an extensive literature review (Bracken, 1992, p. 13) and through direct observation and field testing of approximately 500 children. The MSCS demonstrates internal consistency well above the .90 plateau and the .95 stringent standard established by Nunnally's in 1978. At each grade level the total scale coefficient alphas are .97 or higher, with an alpha of .98 for a test sample of 2,501 students. The MSCS also has moderately strong test-retest correlations for each of the subscales and total scores, (Bracken, 1992, pp. 45-46). The assessment also has strong content, concurrent, and divergent validity, with validation through contrasted groups. The MSCS has "technically sound psychometric characteristics; and considerable empirical and logical support for the instrument as it has been theoretically conceived and modeled" (Bracken, 1992, p. 54).

Self-Perception Outcomes Survey

The lead researcher examined the stated outcomes of the RTLB youth training program, completing a detailed literature review, to develop a short, 30 question survey. The first 26 questions of the survey relate directly to the main outcomes associated with the youth training program: communication skills, teamwork, enthusiasm, passion, self-confidence, courage, care values, character, self-awareness, focus, and personal accountability. A factor analysis of all data from participants in the study revealed five main constructs or factors (e.g., eigenvalues 1.0 or higher): Focus; Communication; Self-Confidence; Character; and Accountability. Students were

asked to respond to each question using a ten-point Likert scale. The final four questions were open-ended and were changed slightly for the pre and post survey; relating to either the constructs of leadership, personal character, and the structure of the Rapport Leadership Teen training program.

Using a literature review for the construction of the initial questions, the researcher developed construct validity of the instrument. The survey was then administered to two sets of ten total students with similar characteristics of the students in the study, not participating in the research project, but representing the main characteristics of the participants. After several feedback sessions and revisions, the survey represents strong face and content validity: Alpha for Self-Perception Outcomes survey for the St. Joan Antida (SJA) Control group = .935; Alpha for survey for the CEO on Experimental group = .941; Alpha for survey for CEO Control group = .939; Alpha for survey for SJA on Experimental group = .965

Triangulation

With the combination of three separate, valid assessment instruments, two different sites, interviews, and document analysis, all administered at various times throughout the research project, the researchers believe that strong triangulation of data was achieved. Thereby, verifying the research results.

Results: Data *St. Joan Antida High School*

Listed below are the academic data for St. Joan Antida in 2008-2009 comparing information from the experimental group (31 students) and the control group (67 students). The data are disaggregated by the four academic quarters in the school year, with the Rapport Teen Leadership Breakthrough training coming at the end of the second quarter.

Table 3: *Academic Information for St. Joan Antida: 2008-2009 for Experimental and Control Groups*

	<u>Experimental Group</u>		<u>Control Group</u>	
	N	Mean	N	Mean
GPA Q1	31	2.77	67	2.50
GPA Q2	31	2.73	67	2.58
GPA Q3	31	2.77	67	2.46
GPA Q4	31	2.63	67	2.43
Attendance Q1	31	2.18	67	2.40
Attendance Q2	31	3.06	67	5.52
Attendance Q3	31	3.05	67	4.94
Attendance Q4	31	4.60	67	6.39
Tardy Q1	31	4.97	67	4.05
Tardy Q2	31	5.35	67	4.54
Tardy Q3	31	4.55	67	5.15
Tardy Q4	31	5.39	67	3.79
Suspensions Q1	31	0	67	0
Suspensions Q2	31	0	67	2
Suspensions Q3	31	1	67	8
Suspensions Q4	31	0	67	4

(Shaded area indicates data prior to Rapport Teen Leadership Training; un-shaded area indicates data after training. Attendance is the mean for the number of days missed; tardy is the mean for number of times late to school; and suspensions is the mean for all students suspended from school.)

Data analysis indicate no statistically significant differences in the academic information between the control group, and the experimental group while analyzing the data before and after the Rapport training. However, it should be noted that the suspensions for the control group dramatically increased in the 2nd half of the academic year, but remained constant for the experimental group.

Table 4 includes information from the Self-Perception Outcomes survey which measures the student’s perceptions of: Focus; Communication; Self-Confidence; Character; and Accountability. Data indicate statistically significant differences between the experimental group

and the control group. The measured increases for the 5/11/09 post-post-assessment remained higher than the control group for all five constructs but lower than the initial mean scores from the 1/23/09 post-assessment. For details of the statistics for each group see tables 5 to 7.

Table 4: *Data for St. Joan Antida High School for Self-Perception Outcomes Survey for both Experimental and Control Groups*

	Experimental Group			Control Group
	Exp: 1/21/09	Exp: 1/23/09	Exp: 5/11/09	Control: 5/11/09
Communication	5.4	8.6	7.3	6.2
Listen	7.5	9.0	8.1	7.8
Share thoughts	7.0	8.4	7.6	6.9
Productivity	6.5	8.5	7.9	6.8
Consensus	5.8	7.7	7.3	5.9
Confident	7.7	8.8	8.0	7.3
Conviction	5.3	8.0	7.4	6.3
Optimistic	6.7	9.0	8.0	7.4
Self-confident	6.5	8.8	8.1	7.5
Self-esteem	6.6	8.5	8.0	7.9
Realize Potential	7.6	9.2	8.7	8.7
Trustworthy	8.6	9.0	8.8	9.2
Self-motivated	7.3	8.6	8.0	7.8
Take Risks	7.1	8.7	8.1	7.8
Appreciate Feedback	8.0	8.6	8.2	8.0
Handle Adversity	5.8	8.5	8.0	7.1
Identify Values	7.6	8.9	8.4	8.6
Do Best Work	8.0	9.3	8.4	8.4
Positive Attitude	6.7	9.1	8.3	7.7
Tell Truth	7.0	9.0	8.4	7.0
Develop Talent	8.1	9.3	8.8	8.1
Honest	7.6	9.2	8.8	8.4
Focused	6.9	8.5	8.1	7.0
Concentrate	6.2	8.2	7.0	6.2
Responsible	7.6	9.0	8.3	8.0
Rate Rapport	6.8	9.5	9.0	6.3
Mean	7.0	8.8	8.1	7.5
	N=27			N=61

All of the students from St. Joan Antida High School completing the Rapport Teen Leadership Breakthrough training program were asked to respond to the Self-Perception Outcomes survey, just prior to the training and immediately after the training. While 31 individuals completed the training, only 26 students completed both the pre-assessment on 1/21/09 and the post-assessment on 1/23/09. Data for only the matched-paired groups were analyzed with the p-values (shaded in gray) indicating statistically significant differences between the pre-assessment to the post-assessment for the experimental group, with a .875 effect size. [Effect size is a measure of the strength of the relationship between two variables.]

Table 5: *t-test Results Comparing Results of Experimental Group: January pre-assessment vs January post-assessment for SJA school on Self-Perception Outcomes Survey*

	Exp. Group Pre-Assessment 1/21/2009	Exp. Group Post-Assessment 1/23/2009
Mean	7.00	8.76
Variance	0.71	0.17
Observations	26.00	26.00
Pearson Correlation	0.67	
Df	25.00	
t Stat	-13.75	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.71	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.06	

[p-values .05 indicate statistically significant differences]

Table 6 depicts results of the t-tests between the post-assessment of the experimental and control groups completed on 5/11/09. The p-value indicates statistically significant differences between the two groups, thereby indicating that the Rapport Teen Leadership Breakthrough program is associated with the changes in the constructs assessed.

Table 6: *t-test Results Comparing Results for St. Joan Antida School: Post Assessment of Control Group vs Post-Assessment for Experimental Group on Self-Perception Outcomes Survey*

	Post-Post Assessment Experimental 5/11/2009	Post-Assessment Control Group 5/11/2009
Mean	8.12	7.46
Variance	0.25	0.74
Observations	26.00	26.00
Pooled Variance	0.49	
Df	50.00	
t Stat	3.37	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.68	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.01	

Table 7 depicts the results of the t-test between the pre-assessment data of the experimental group and the post-post assessment of the experimental group noting statistically significant differences. The effect size from 1/23/09 decreased from .875 to .328 in 5/11/09.

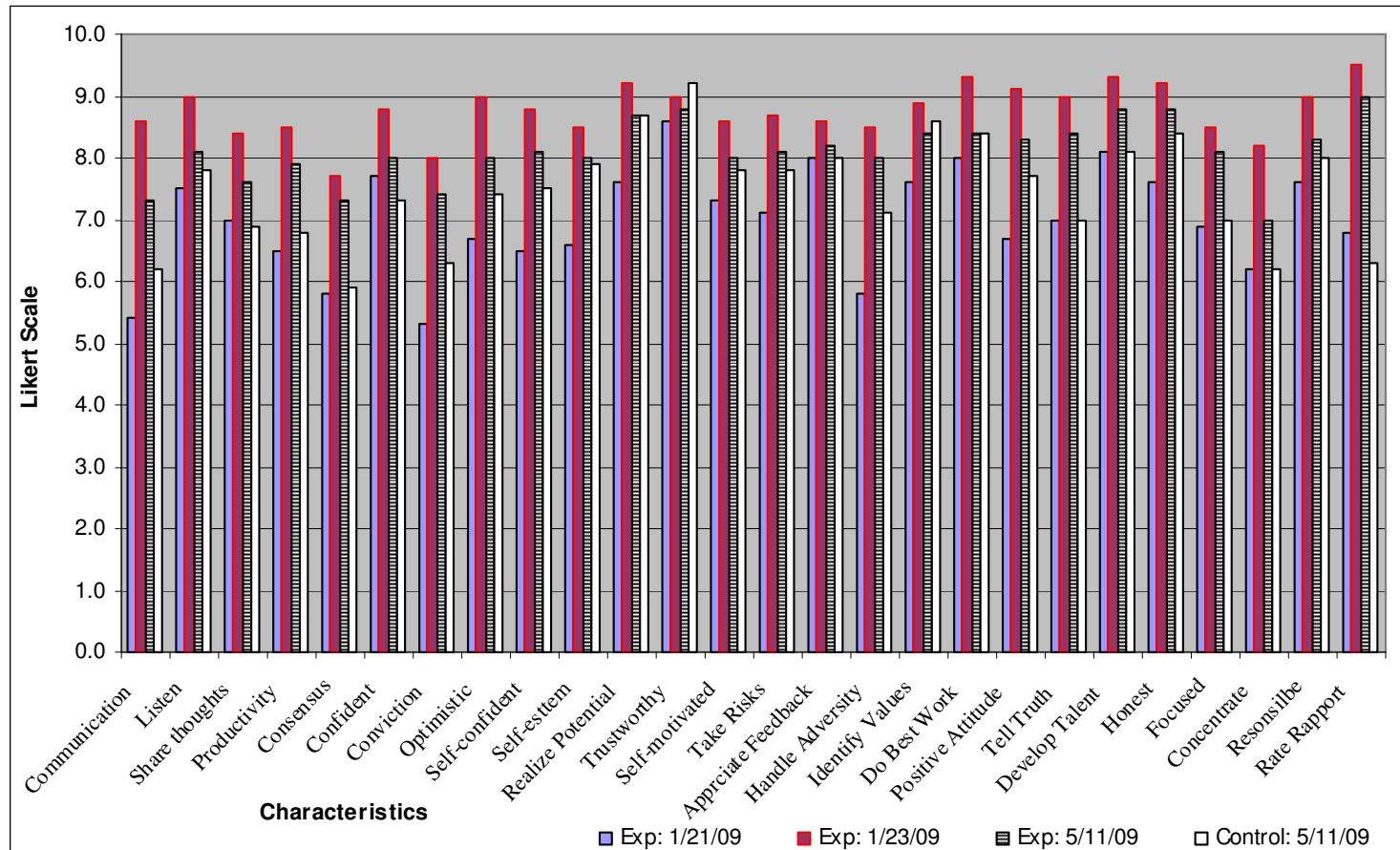
Table 7: *t-test Results Comparing Results for St. Joan Antida School: Pre Assessment of Experimental Group vs Post-Assessment for Experimental Group on Self-Perception Outcomes Survey for Paired Samples*

	Exp. Group Pre-Assessment 1/21/2009	Post-Post Assessment Experimental 5/11/2009
Mean	7.00	8.12
Variance	0.71	0.25
Observations	26.00	26.00
Pearson Correlation	0.74	
Hypothesized Mean Difference	0.00	
Df	25.00	
t Stat	-9.81	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.71	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.06	

A significance level of .95 was set for all data, therefore, when comparing data between the experimental and control group, a p-value of less than .05 indicates that the difference in the data was due to the intervention, i.e., Rapport training.

Figure 1 displays all data from the Self-Perception Outcomes survey at St. Joan Antida High School in spring 2009. The pre-assessment for the experimental group was completed on 1/21/09 with Rapport training taking place from 1/21/09 to 1/23/09. Post-assessment testing was completed immediately after the training and post-post assessment was completed approximately four months later with both the experimental and control groups.

Figure 1: *Self-Perception Outcomes Survey: St. Joan Antida High School*



As noted by the data in the figure above, the experimental group demonstrated significant gains from the pre-assessment to the post-assessment and then slightly decreased on the post-post-assessment. However, both the post and post-post-assessments for the experimental group scored statistically significantly higher than the control group, thereby indicating that the Rapport Leadership training had a positive effect on the improved scores for the students.

CEO Leadership Academy Information

Table 8 depicts the academic data for CEO Leadership Academy in 2008-2009 comparing information from the experimental group (30 students) and the control group (27 students).

The data are disaggregated by the four academic quarters in the school year, with the Rapport Teen Leadership Breakthrough training coming near the start of the third quarter. No statistical differences are noted between the experimental and control groups.

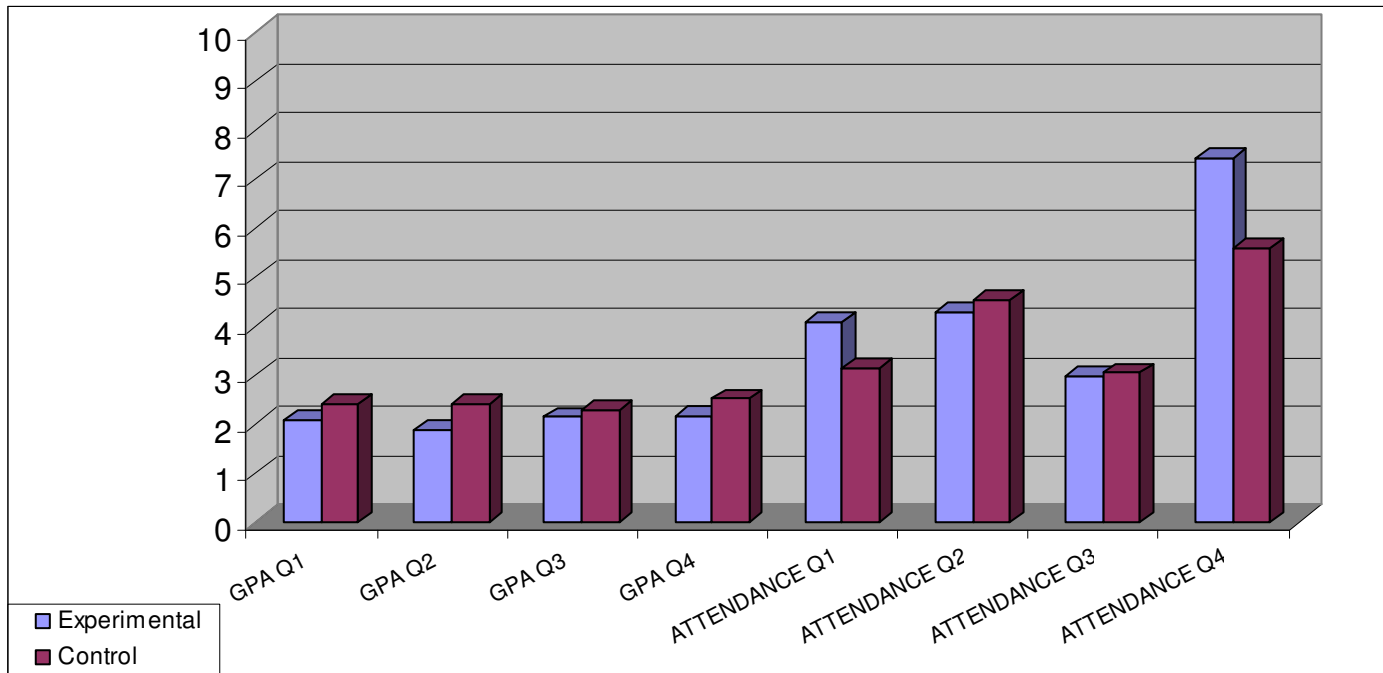
Table 8: *CEO Leadership Academy Academic Performance for 2008-2009 Academic Year*

	Experimental Group			Control Group		
	N	Mean	SD	N	Mean	SD
GPA Q1	29	2.09	0.9	27	2.42	0.9
GPA Q2	30	1.89	0.9	25	2.41	0.9
GPA Q3	30	2.14	0.8	26	2.29	1.0
GPA Q4	30	2.15	0.8	27	2.51	0.9
Attendance Q1	30	4.07	4.2	27	3.15	2.7
Attendance Q2	30	4.27	2.4	27	4.52	2.5
Attendance Q3	30	2.97	2.7	27	3.04	3.6
Attendance Q4	30	7.43	7.3	27	5.59	3.4
Tardy Q1	30	1.9	3.1	27	0.00	0.0
Tardy Q2	30	3.8	5.1	27	0.00	0.0
Tardy Q3	30	6.5	7.8	27	0.00	0.0
Tardy Q4	30	5.3	5.2	27	5.78	4.5
Suspensions Q1	30	0.10	0.6	27	0.00	0.0
Suspensions Q2	30	0.07	0.4	27	0.00	0.0
Suspensions Q3	30	0.45	1.3	27	0.00	0.0
Suspensions Q4	30	0.37	0.9	27	0.20	0.7

Shaded area indicates data prior to Rapport Teen Leadership Training; un-shaded area indicates data after training.

The figure listed below provides a visual representation of academic data for CEO Leadership Academy comparing GPA and Attendance data for the experimental and control groups in 2008-2009.

Figure 2: CEO Leadership Academy Academic Data for 2008-2009 by Quarter (GPA and Attendance highlight)



As noted previously, there was no statistically significant difference in the academic data between the experimental group and control group for GPA, attendance, tardiness, and suspensions.

EQ-i Results: CEO Leadership Academy

Table 9 details all of the mean scores and associated p-values for the EQ-i 125 assessments comparing the experimental group with the control group. There is no statistically significant difference in any of the subcategories for each of the groups of students, which means that the experimental group and control group were starting at the same point in terms of emotional intelligence prior to the Rapport Teen Leadership Breakthrough training on February 25, 2009.

Table 9: *Data Comparing Averages and t-tests (p values) for Experimental Group and Control Group at CEO Leadership Academy on EQ-i 125 Assessment (2/25/09)*

EQ-i Subcategory	Pre-Assessment (Mean Scores)		Exp vs Control p values
	Exp Group	Control Group	
Inconsistency_Index	9.1	7.9	0.23
Positive_Impression	95.2	96.5	0.76
Total_EQ-i	89.1	88.8	0.95
Intrapersonal	94.6	96.4	0.66
Self_Regard	98.2	99.9	0.70
Emotional_Self_Awareness	89.4	93.3	0.23
Assertiveness	96.8	97.6	0.82
Independence	99.6	100.8	0.76
Self_Actualization	95.8	94.9	0.86
Interpersonal	92.4	86.8	0.27
Empathy	91.1	85.1	0.23
Social_Responsibility	93.6	85.8	0.12
Interpersonal_Relationship	94.5	92.6	0.69
Stress_Management	89.2	87.6	0.70
Stress_Tolerance	89.8	92.1	0.52
Impulse_Control	92	86.8	0.30
Adaptability	86.9	88.9	0.56
Reality_Testing	85.7	88.7	0.39
Flexibility	95	94.7	0.93
Problem_Solving	88.2	90	0.63
General_Mood	88.9	90	0.81
Optimism	89.3	90.7	0.75
Happiness	90.2	90.9	0.88

Data in Table 10 lists the mean scores in each of the subcategories for both the experimental and control groups on the EQ-i 125 post-assessment completed on 6/1/09, approximately three months after the Rapport Leadership training. Because data in Table 9 denotes that the data were not significantly different prior to the training, differences in the post-assessment can associated to the Rapport Teen Leadership Breakthrough training—given all other variables to be equal. The only subcategory with a p-value of less than .05 was problem-solving, thereby providing data that Rapport Teen Leadership Breakthrough training had a positive effect on problem-solving for the experimental group.

Table 10: *Data Comparing Averages and t-tests (p values) for Experimental Group and Control Group at CEO Leadership Academy on Post-Assessment EQ-i 125 Instrument*

Inconsistency_Index	8.5	7.1	0.32
Positive_Impression	95.1	94.7	0.83
Total_EQ-i	92.4	85.3	0.43
Intrapersonal	98.3	93.3	0.73
Self_Regard	102.2	96.8	0.63
Emotional_Self_Awareness	93	88.4	0.69
Assertiveness	97.5	95	0.85
Independence	102.6	98.7	0.90
Self_Actualization	97.9	91.1	0.51
Interpersonal	91.5	83.6	0.38
Empathy	90.9	83.6	0.43
Social_Responsibility	90.2	82.8	0.45
Interpersonal_Relationship	95.1	87.7	0.40
Stress_Management	90.6	84.1	0.43
Stress_Tolerance	93.7	89.5	0.75
Impulse_Control	90.2	82.5	0.32
Adaptability	91.6	85.6	0.48
Reality_Testing	87.6	85.4	0.94
Flexibility	96.7	92.2	0.68
Problem_Solving	98.7	85.4	0.03
General_Mood	92.9	86.7	0.52
Optimism	89.8	86.8	0.91
Happiness	96.4	88.4	0.34

Analysis of the means for all of the sub-scores demonstrates that the experimental group outperformed the control group. Just as a point of comparison, the study at the University of Calgary, found significant differences in the total EQ, intrapersonal EQ, interpersonal EQ, and adaptability, but not problem-solving.

In addition to the data in Table 10, Table 11 lists the p-values for the experimental and control groups separately, comparing the pre-assessment to the post-assessment on the EQ-i 125. There were no statistically significant differences in any of the subcategories for the control group from the pre-assessment to the post-assessment, indicating no changes in the emotional intelligence in these areas. However, the p-values comparing pre to post-assessments for the experimental group indicate statistically significant differences for the following areas: Stress Tolerance, Problem-solving, and Happiness—thereby indicating possible changes for the students completing the Rapport Teen Leadership Breakthrough training, although more specific testing may be necessary.

Table 11: *Data Comparing Averages and t-tests (p values) for Experimental Group and Control Group at CEO Leadership Academy on EQ-i 125 Assessment: Pre (2/25/09) to Post (6/1/09) Assessment Scores*

	Experimental Group	Control Group
	p values for Pre vs Post-Assessment	p values for Pre vs Post-Assessment
Inconsistency_Index	0.17	0.36
Positive_Impression	0.47	0.30
Total_EQ-i	0.11	0.18
Intrapersonal	0.08	0.26
Self_Regard	0.12	0.31
Emotional_Self_Awareness	0.15	0.10
Assertiveness	0.27	0.43
Independence	0.05	0.35
Self_Actualization	0.18	0.31
Interpersonal	0.43	0.20
Empathy	0.42	0.28
Social_Responsibility	0.19	0.26
Interpersonal_Relationship	0.41	0.13
Stress_Management	0.15	0.27
Stress_Tolerance	0.05	0.42
Impulse_Control	0.35	0.24
Adaptability	0.06	0.13
Reality_Testing	0.18	0.20
Flexibility	0.27	0.37
Problem_Solving	0.03	0.11
General_Mood	0.10	0.26
Optimism	0.32	0.19
Happiness	0.04	0.35

Multidimensional Self-Concept Scale Results: CEO Leadership Academy

Table 12 provides details of the data for both the experimental and control groups for the Multidimensional Self-Concept Scale regarding the pre and post assessment for each of the six sub-scales and total score.

Table 12: *Average Sub-scores on the Multidimensional Self-Concept Scale (MSCS) Assessment for the Experimental Group and Control Group for both the Pre-assessment (February 25, 2009) and Post Assessment (June 1, 2009) at CEO Leadership Academy*

Experimental Group							
<u>Pre-MSCS</u>							
	<u>Social</u>	<u>Competence</u>	<u>Affect</u>	<u>Academic</u>	<u>Family</u>	<u>Physical</u>	<u>Total</u>
N	32	32	32	32	32	32	32
Mean	105.2	102.5	98.7	98.7	98.2	105.8	100.6
SD	19.2	17.1	18.7	15.8	19.0	19.3	18.1
<u>Post-MSCS</u>							
N	0	0	0	0	0	0	0
Mean	113.0	108.7	107.6	105.8	104.9	108.2	109.0
SD	14.3	15.1	15.1	13.3	17.2	17.2	14.2
Control Group							
<u>Pre-MSCS</u>							
	<u>Social</u>	<u>Competence</u>	<u>Affect</u>	<u>Academic</u>	<u>Family</u>	<u>Physical</u>	<u>Total</u>
N	28	28	28	28	28	28	28
Mean	105.1	104.0	99.2	104.9	93.6	106.8	102.5
SD	13.2	14.9	17.5	15.3	14.7	16.1	15.3
<u>Post-MSCS</u>							
N	27	27	27	27	27	27	27
Mean	106.3	105.7	102.9	107.2	94.7	109.1	104.7
SD	15.1	15.7	15.7	13.9	13.6	14.8	17.0

As noted in Table 12, data in all six sub-categories, and the total mean score, increased from the pre-assessment to the post-assessment for both the experimental and control groups.

Table 13 lists the p-values for each of the experimental group and control group in various scenarios of the pre and post-assessment of the Multidimensional Self-Concept Scale for CEO Leadership Academy. Section 1 data indicate no statistically significant difference between the experimental and control groups for the pre-assessment, e.g., the two groups were starting at the same level for the participants self-concept before the Rapport training. Section 2 indicates a statistically significant difference in the student's perceptions on the Social and Family constructs for the post-assessment, indicating that the Rapport training may have had a positive effect on the experimental group in the Social and Family Self-Concepts. Section 3 data indicate statistically significant differences in the pre to post-assessments for the experimental group in Social, Affect, Academic, Family, and Total score, possibly indicating that the Rapport training had a positive effect on these four areas. Section 4 indicates no statistically significant differences in any of the subcategories for the control group comparing pre to post-assessment data, indicating no significant increases for the group on the MCSS assessment for students who did not receive Rapport training.

In comparison, the University of Calgary used the MSCS in its research project and found significant differences in the context of competence self-concept. However, there were significant main effects of time for total self-concept [Wilk's Lambda = $p < .001$]; competence self-concept [Wilk's Lambda = $p < .001$]; affect self-concept [Wilk's Lambda = $p < .001$]; social self-concept [Wilk's Lambda = $p < .001$]; academic self-concept [Wilk's Lambda = $p < .001$]; and physical self-concept [Wilk's Lambda = $p < .001$].

Table 13: CEO Leadership Academy: Multidimensional Self-Concept Scale Reports

Section 1: T-test Data for Pre-MSCS Assessment Comparing Control Group and Experimental Group

p-values						
<u>Social</u>	<u>Competence</u>	<u>Affect</u>	<u>Academic</u>	<u>Family</u>	<u>Physical</u>	<u>Total</u>
0.984	0.715	0.917	0.129	0.310	0.833	0.658

[There was no statistical difference between the two groups prior to Rapport Teen Leadership Breakthrough training.]

Section 2: T-test Data for Post-MSCS Assessment Comparing Control Group and Experimental Group

p-values						
<u>Social</u>	<u>Competence</u>	<u>Affect</u>	<u>Academic</u>	<u>Family</u>	<u>Physical</u>	<u>Total</u>
0.048	0.241	0.109	0.355	0.009	0.411	0.156

[Shaded areas denote significant differences in Social and Family self-concept comparing the experimental and control groups on the post-assessment data.]

Section 3: T-test Data for Pre-MSCS Assessment to Post-Assessment for Experimental Group

p-values						
<u>Social</u>	<u>Competence</u>	<u>Affect</u>	<u>Academic</u>	<u>Family</u>	<u>Physical</u>	<u>Total</u>
0.04	0.078	0.008	0	0.017	0.363	0.004

[Shaded areas denote significant differences in Social, Affect, Academic, and Total self-concept, comparing the pre-assessment to post-assessment on the MSCS for the experimental group. Post-assessment data were higher than pre-assessment data.]

Section 4: T-test Data for Pre-MSCS Assessment to Post-Assessment for Control Group

p-values						
<u>Social</u>	<u>Competence</u>	<u>Affect</u>	<u>Academic</u>	<u>Family</u>	<u>Physical</u>	<u>Total</u>
0.449	0.283	0.193	0.149	0.433	0.378	0.442

[Section 4 indicates no changes from the pre to post-assessments for the control group.]

As noted above, the shaded areas indicate statistically significant differences between experimental and control groups, e.g., the Rapport Teen Leadership Breakthrough program may have an effect on the participants.

Table 14: Paired Samples T-test data Comparing pre and post-assessments for MSCS

Group	Pair	Paired Differences	Paired Differences		T	df	Sig. (2-tailed)			
			Mean	SD						
			Lower	Upper						
Experimental	Pair 1	Pre-Social / Post-Social	-7.97	13.77	2.56	-13.21	-2.73	-3.11	28	0.00
	Pair 2	Pre-Competence / Post-Competence	-5.90	17.38	3.23	-12.51	0.71	-1.83	28	0.08
	Pair 3	Pre-Affect / Post-Affect	-9.34	17.49	3.25	-16.00	-2.69	-2.88	28	0.01
	Pair 4	Pre-Academic / Post-Academic	-7.24	9.17	1.70	-10.73	-3.75	-4.25	28	0.00
	Pair 5	Pre-Family / Post-Family	-6.21	13.11	2.43	-11.19	-1.22	-2.55	28	0.02
	Pair 6	Pre-Physical / Post-Physical	-2.72	15.87	2.95	-8.76	3.31	-0.93	28	0.36
	Pair 7	Pre-Total / Post-Total	-8.48	14.56	2.70	-14.02	-2.94	-3.14	28	0.00
Control	Pair 1	Pre-Social / Post-Social	-1.54	10.20	2.00	-5.66	2.58	-0.77	25	0.45
	Pair 2	Pre-Competence / Post-Competence	-1.69	7.87	1.54	-4.87	1.49	-1.10	25	0.28
	Pair 3	Pre-Affect / Post--Affect	-2.50	9.53	1.87	-6.35	1.35	-1.34	25	0.19
	Pair 4	Pre-Academic / Post-Academic	-1.88	6.45	1.27	-4.49	0.72	-1.49	25	0.15
	Pair 5	Pre-Family -/Post-Family	-1.27	8.12	1.59	-4.55	2.01	-0.80	25	0.43
	Pair 6	Pre-Physical / Post-Physical	-2.08	11.80	2.31	-6.84	2.69	-0.90	25	0.38
	Pair 7	Pre-Total / Post-Total	-1.73	11.30	2.22	-6.30	2.83	-0.78	25	0.44

The data in Table 15 provides the Count (number of responses), mean and standard deviation (SD) for both the experimental and control groups on the pre and post-assessment of the Self-Perception Outcomes survey.

Table 15: *CEO Leadership Academy Data on Self-Perception Outcomes Survey*

Self-Perception Outcomes Survey Pre-assessment: Experimental Group, April 25, 2009

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Count	24	24	24	24	24	24	22	24	24	24	24	24	24	24	24	23	24	24	24	24	24	24	24	23	24
Mean	6.2	7.4	7.0	7.6	6.6	7.4	6.3	7.3	6.8	7.0	8.2	8.9	6.9	7.8	8.1	6.6	8.1	7.8	7.0	7.5	8.2	8.0	6.8	5.6	8.3
SD	2.6	2.4	2.8	2.0	2.2	1.9	2.3	2.1	2.7	2.8	2.1	1.6	2.5	2.2	2.3	1.7	1.9	2.2	1.8	2.4	1.9	2.0	2.2	2.7	1.8

Self-Perception Outcomes Survey Pre-assessment: Control Group, April 25, 2009

Count	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Mean	5.8	7.1	6.6	6.8	5.6	6.5	6.1	7.3	6.5	6.7	7.7	8.4	7.4	7.4	6.8	6.4	7.7	8.0	7.5	7.0	6.9	7.9	6.6	6.0	8.1
SD	2.6	1.8	2.8	2.0	2.5	2.3	2.5	2.2	2.4	2.3	2.0	1.9	2.3	2.5	2.0	1.7	2.0	2.3	2.0	2.3	2.3	2.0	2.1	2.5	2.1

Self-Perception Outcomes Survey Post-assessment: Experimental Group, June 1, 2009

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Count	24	24	24	23	23	25	21	24	24	24	24	24	24	24	24	23	24	24	24	24	24	24	24	23	24
Mean	7.1	7.8	7.7	8.5	7.3	8.0	7.7	8.3	8.4	8.2	8.9	9.4	7.7	8.2	8.5	7.8	8.4	7.9	8.6	8.2	8.3	8.9	7.4	6.7	9.0
SD	2.1	1.9	2.4	1.4	2.1	1.7	1.5	1.9	2.0	1.9	1.6	1.1	2.2	2.0	2.2	1.5	1.6	2.0	1.5	2.1	1.7	1.5	2.5	2.3	1.2

Self-Perception Outcomes Survey Post-assessment: Control Group, June 1, 2009

Count	26	26	26	26	26	26	25	26	26	26	26	26	26	26	26	26	26	25	26	26	26	26	26	26	26
Mean	5.8	7.0	6.6	6.8	5.9	6.6	6.0	7.3	6.9	6.8	8.0	8.2	7.8	7.1	7.0	6.9	7.5	7.7	7.5	7.0	7.0	7.8	6.9	6.0	8.4
SD	2.6	2.2	2.9	2.3	2.6	2.3	2.4	2.4	2.5	2.3	2.1	2.0	2.0	2.3	2.2	1.8	2.0	2.2	1.9	2.4	2.4	1.7	2.0	2.5	1.7

As noted in Table 15, the mean scores for each of the questions on the Self-Perception outcomes survey increased from the pre to post-assessment for the experimental group.

Tables 16 through 19 depict comparison data between the experimental group and control group for the Self-Perception Outcomes survey.

All of the students in the experimental group and control group from CEO Leadership Academy were asked to complete the Self-Perception Outcomes survey, just prior to the Rapport Teen Leadership Breakthrough training and then approximately three months later. While 31 individuals participated in the Rapport training, only 25 students completed both assessments for the experimental group. In addition, 25 students in the control group completed both assessments on 2/25/09 and 6/1/09. Data for the p-values (shaded in gray) indicate no significant differences on the pre-assessments for the experimental and control groups between the experimental group and control group in terms of self-perception prior to the Rapport Teen Leadership Breakthrough training.

Table 16: *Comparison of Pre-assessment Data for Experimental Group and Control Group on Self-Perception Outcomes Survey t-Test: Two-Sample Assuming Equal Variances*

	<i>Exp. Group</i>	<i>Control Group</i>
Mean	7.34	6.99
Variance	0.61	0.55
Observations	25.00	25.00
Pooled Variance	0.58	
Hypothesized Mean Difference	0.00	
Df	48.00	
t Stat	1.60	
P(T<=t) one-tail	0.06	
t Critical one-tail	1.68	
P(T<=t) two-tail	0.12	
t Critical two-tail	2.01	

Table 17: Comparison of Post-assessment Data for Experimental Group and Control Group on Self-Perception Outcomes Survey t-Test: Two-Sample Assuming Equal Variances

	<i>Exp. Group</i>	<i>Control Group</i>
Mean	8.12	7.06
Variance	0.39	0.49
Observations	25.00	25.00
Pooled Variance	0.44	
Hypothesized Mean Difference	0.00	
Df	48.00	
t Stat	5.62	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.68	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.01	

Table 17 compares post-assessment data for the experimental group and the control group on Self-Perception Outcomes Survey. T-tests show statistically significant differences on mean scores. Assuming all other factors being equal, the Rapport Teen Leadership Breakthrough training had a positive effect on the constructs of: Focus; Communication; Self-Confidence; Character; and Accountability, for the students who received Rapport training. Tables 18 and 19 verify this information because there were statistically significant differences on the mean scores from the pre to post-assessment for the experimental group (Table 18) and none from the pre to post-assessment for the control group (Table 19), indicating no significant changes for the control group over time.

Table 18: *Comparison of Pre to Post-assessment Data for Experimental Group on Self-Perception Outcomes Survey t-Test: Two-Sample Assuming Equal Variances*

	<i>Pre- assessment</i>	<i>Post- assessment.</i>
Mean	7.34	8.12
Variance	0.61	0.39
Observations	25.00	25.00
Pooled Variance	0.50	
Hypothesized Mean Difference	0.00	
Df	48.00	
t Stat	-3.90	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.68	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.01	

Table 19: *Comparison of Pre to Post-assessment Data for Control Group on Self-Perception Outcomes Survey t-Test: Two-Sample Assuming Equal Variances*

	<i>Pre- assessment</i>	<i>Post- assessment</i>
Mean	6.99	7.06
Variance	0.55	0.49
Observations	25.00	25.00
Pooled Variance	0.52	
Hypothesized Mean Difference	0.00	
Df	48.00	
t Stat	-0.33	
P(T<=t) one-tail	0.37	
t Critical one-tail	1.68	
P(T<=t) two-tail	0.74	
t Critical two-tail	2.01	

Interviews at CEO Leadership Academy

Listed below is a summary of the interviews with CEO Leadership Academy students. Ten CEO students who completed the training were interviewed in early March by the external evaluators, and then five different students were interviewed with the same set of questions in June, 2009.

CEO Leadership Academy Interviews: March 2009—Three Weeks after Rapport Training

Ten students from CEO Leadership Academy self-selected to be interviewed by two different researchers approximately three weeks after they all participated in the Rapport Teen

Breakthrough training program. One researcher interviewed five students in a focus group and one researcher interviewed five different students separately using the same questions. All ten of the students responded to following questions:

1. What were your overall impressions of the Teen Leadership Breakthrough training?
2. Do you think the workshop helped to improve your communication skills?
3. Do you think the workshop helped you to work as a member of a team?
4. Has the workshop helped you feel enthusiastic about things?
5. Do you feel more passionate (committed), or less passionate, to anything since the workshop?
6. Do you think the workshop helped you gain self-confidence in yourself?
7. Did the workshop help you to be more courageous?
8. Identify core values and character: Do you believe that the workshop had a negative, positive, or no effect on life after the training?
9. Since the workshop, do you believe that you feel more aware of your feelings and the impact they have on others?
10. Do you feel more able to set goals and focus on achieving them because of the workshop?
11. Do you believe that you accept more, less, or the same amount of responsibility for your actions since the workshop?
12. Is there anything you would like to change about the workshop?
13. Is there anything else you would like to tell us about the program?

Qualitative Data Overview

Many of the participants (less than 50%) were unsure of what to expect of the Rapport Leadership training sessions. In fact, several students wanted to leave after one day, but decided to stay because they did not want to let down their team. Interestingly, many students thought initially that this would be a mini vacation from school. The overwhelming response from the participants (more than 90%) was that the training session did improve their communication skills, teamwork, enthusiasm, passion, and courage. One student noted that: "I feel that I can speak out for myself now and speak in front of a group." Another student stated, "It really helped build character. Helped identify weaknesses. I also learned how to speak in public and meet new friends."

The majority of students in the interviews indicated increased strength, and a greater sense of self-awareness. Participants talked about getting in touch with their feelings. However, some students (approximately 20%) said that they had mixed emotions about the training because of the greater expectations now put on them by teachers at school and from their parents. The majority of students also commented that the workshop helped them become better focused both at home and at school, although the students provided only specific examples from school. Students were also split on their perceptions if the training increased their self-confidence and personal accountability.

CEO Leadership Academy Interviews: June 2009—Three months after Training

In June 2009, the external evaluator interviewed five different students who completed the Rapport Teen Leadership Breakthrough training. The researcher used the same protocol and questions from the March interviews.

Key Findings from June Interviews

- All students interviewed would recommend Rapport Teen Breakthrough Training.
- As a group, the students agreed that they learned the following from the training: Self-confidence; how to make presentations and talk in class; team-work; and how to be a student leader.

Key Quotes

- “I think that I have more self confidence and can do more things. I know I can be successful—I can handle my problems better.”
- “My advice from other students is to never give up. I tell my friends all the time to never stop, never give up, you can do it.”

- “I talk more with my parents about life, school, grades, and my career.”
- “We were chosen because someone saw something in us and Rapport helped bring this out.”
- “Before, I never showed enthusiasm, but now I love to participate in school. I am also always happy now. I don’t know why, but I am very enthusiastic in school. In class, I participate more. I help other students in class that need it.”

Interestingly, the written comments from the open-ended questions on the Self-Perception Outcomes coincided with the responses from the interviews.

Analysis of Qualitative Data

Individually all of the students interviewed indicated positive improvement in their attitudes and behaviors because of the Rapport Leadership Training Program. The data indicated that this program may be responsible for improving the culture of CEO Leadership Academy. Test scores and interviews indicate that students who completed the Rapport training have a positive effect on the other students. They encourage students, help others with teamwork, provide leadership, and serve as role models. In addition, teachers that have completed Rapport Training provide support and teach many of the concepts learned from the training, as well as serving as role models.

Prior to the March 2009 Rapport training, at least 14 students and numerous teachers completed similar training from Rapport International. Many of the students (more than 70%) interviewed indicated that teachers constantly say in the class (to Rapport graduates) that they should raise their expectations, and remind students that they completed training so they should be better in school, better behaved, etc. Students who completed the Rapport training talked to other students about the program and give them tips on how to be better classmates and how to act. These

comments and behaviors have raised expectations for everyone and may have affected the results of the tests on the various groups.

Results: Overview (Spring to Summer 2009)

St. Joan Antida

1. There was no statistically significant difference in academic records (GPA, tardiness, attendance, and suspensions) between the students completing Rapport Teen Leadership Breakthrough Training (experimental group) and students not completing the training (control group). Results seem to indicate that the Rapport Teen Leadership Program did not have an effect on the academic characteristics (GPA, attendance, tardiness, or suspensions) of the participants.
2. Data indicate that there was statistically significant increases in the self-perception of participants at both St. Joan Antida High School and CEO Leadership Academy as measured by the Self-Perception Outcomes Survey. The average scores per each question, and the five constructs of Focus; Communication; Self-Confidence; Character; and Accountability, increased for the experimental group from the pre to post-assessments. Similar comparison of the results for the control group do not demonstrate the same gains.

CEO Leadership Academy

1. There was no statistically significant difference in academic records (GPA, tardiness, attendance, and suspensions) between the students completing Rapport Teen Leadership Breakthrough Training (experimental group) and students not completing the training (control group). Results seem to indicate that the Rapport Teen Leadership Program did

not have an effect on the academic characteristics (GPA, attendance, tardiness, or suspensions) of the participants.

2. EQ-i: Emotional Intelligence

Data indicate that there were statistically significant increases in student's perception problem-solving on the EQ-i 125 for the experimental group as compared to the control group. In addition, data indicate that the participants of the Rapport Teen Leadership Program scored statistically significantly higher than the control group in the following areas on the EQ-i 125: Stress Tolerance, Problem Solving, and Happiness. It should be noted that while the following sub-scores were not statistically significant, they were close to the .05 level and would have been considered significant at the $p = .10$ level: Intrapersonal, Independence, and Adaptability.

As a point of comparison, the study at the University of Calgary, found significant differences in the total EQ, intrapersonal EQ, interpersonal EQ, and adaptability.

3. Multidimensional Self-Concept Scale

Data indicate that there were statistically significant increases in student's perception of: Social and Family Constructs on the Multidimensional Self-Concept Scale assessment. In addition, data indicate that the participants of the Rapport Teen Leadership Program scored significantly higher than the control group in the following areas: Social, Affect, Academic, Family, and Total score for self-concept.

In comparison, the University of Calgary used the MSCS in its research project significant differences in Competence self-concept. However, there were significant main effects of time for

Total self-concept; Competence self-concept; Affect self-concept; Social self-concept; Academic self-concept; and Physical self-concept.

4. Self-Perception Outcomes Survey

Data indicate that there were statistically significant increases in means from pre to post-testing on the Self-Perception Outcomes survey, which includes areas of: Focus; Communication; Self-Confidence; Character; and Accountability, but increases diminished throughout semester. Effect size started at .875 in March and measured .328 in June.

5. The results of the student interviews indicate that all 20 students interviewed would recommend Rapport Teen Breakthrough Training to their peers.

An analysis of all the qualitative data (interviews and written responses on the Self-Perception Outcomes survey) indicate that there were significant increases after the Rapport Teen Leadership Program of student's perception in the following areas:

- a. Self-confidence
- b. How to make presentations and talk in class, e.g., communication
- c. Team-work
- d. How to be a student leader

Student interviews indicate that the perceived increases for students were stronger immediately following the training and then decreased slightly throughout the semester. Similar results were demonstrated by the written responses from the Self-Perception Outcomes survey.

One other possible result from the Rapport Teen Breakthrough Training was that it has an effect on the culture of the school. For example, at CEO Leadership Academy many of the teachers and students had previously received training in Rapport—in addition to the 30 students in March.

The teachers consistently reminded students of the aspects of the training and students completing the program talk about it with other students. The residual effect is that the concepts learned in the Rapport training are constantly integrated into the classroom, thereby possibly affecting all students. This is positive in the values taught and a challenge for students to constantly being reminded of higher expectations, especially if they have not received the training. However, the individuals previously receiving training may also bias the results at the school.

Table 20 compares the results from the Wisconsin Study (CEO Leadership Academy and St. Joan Antida) with the study completed by the University of Calgary by Hinds, Thorne, Schwean, and McKeough in 2008. Both studies utilized the EQ-i and MSCS assessments. As noted below, there are areas of overlap and other areas that are not similar. Only statistically significant data are included—while this study uses a 95% level of confidence, data indicating $p < .10$ is included in the table.

Table 20: *Comparison of Results between the University of Calgary Study and Wisconsin Study (CEO Leadership Academy and St. Joan Antida)*

<u>EQ-i</u>		<u>MSCS</u>	
<u>Calgary Study</u>	<u>WI Study</u>	<u>Calgary Study</u>	<u>WI Study</u>
Total EQ		Total self-concept	Total self-concept
Intrapersonal	Intrapersonal	Competence self-concept	
Interpersonal		Affect self-concept	Affect self-concept
Adaptability	Adaptability	Social self-concept	
	Stress tolerance	Academic self-concept	Academic self-concept
	Problem solving	Physical self-concept	
	Happiness		Family self-concept
	Independence		

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