LeaderinMe®

Global Research Guide

FranklinCovey Education





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ABOUT FRANKLINCOVEY EDUCATION

For nearly three decades, FranklinCovey Education, a division of FranklinCovey, has been one of the world's most prominent and trusted providers of educational leadership programs and transformational processes. Our mission is to enable greatness in students, teachers, and schools everywhere. The FranklinCovey Education team is primarily composed of outstanding former teachers and administrators from various educational levels and entities.

FranklinCovey is a global, public company specializing in performance improvement. We help organizations and individuals achieve results that require a change in human behavior. Our expertise is in seven areas: Leadership, Execution, Productivity, Trust, Sales Performance, Customer Loyalty, and Education.

For more information about Leader in Me or other FranklinCovey Education offerings, please email: educate@franklincovey.com or call: 888-868-1776.

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Introduction

As an educational leader, you are faced with a broad spectrum of improvement tasks that range from caring for the emotional well-being of students and teachers to improving academic outcomes. Oftentimes, the vision for the future is clear, but the solutions to these challenges are not.

Leader in Me is a K–12 whole-school improvement model and process designed to teach **leadership** to every student, create a **culture** of student empowerment, and align systems to drive results in **academics**. Its careful development and wide implementation in thousands of schools in over 50 countries has helped educational leaders, like you, address some of their most critical challenges.

Since 2010, external evidence of Leader in Me effectiveness has been steadily growing. The aim of this guide is to present highlights from the latest available evidence, demonstrating the diverse impacts of Leader in Me on student, teacher, and school outcomes. For a comprehensive list of references, please refer to the reference section at the back of this guide. Additionally, you can find links to full articles on our research website: LeaderinMe.org/blog/category/all-studies

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Leader in Me Research At-a-Glance

At FranklinCovey Education, we don't just strive for credibility—we pursue excellence. We take great pride in our solid research foundation, which is built upon independently conducted studies of Leader in Me.

Strong Research Support

100+

independent studies have been conducted on the Leader in Me process.

Recent and Relevant

96%

of Leader in Me research has been conducted in the last ten years.

Credible and Reliable Results

95%

of Leader in Me studies have undergone rigorous scientific standards and peer or committee review.

Wide Range of Research Methodologies

- 40% Qualitative
- 24% Quantitative
- 19% Mixed Methods
- 10% Action Research

This diverse set of research designs ensures a more robust and well-rounded understanding of the outcomes and benefits of Leader in Me.

Global and Inclusive Impact

Regardless of location, socioeconomic background, ethnicity, or learning needs, independent studies consistently find positive impacts of the Leader in Me process.



Research on Leader in Me has been conducted in more than 25 US states.



Research on Leader in Me has been conducted across 5 continents.

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What Are the Impacts of Leader in Me?

Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement.

Extensive research on Leader in Me has revealed diverse impacts. In this guide, key findings are organized under three main categories: Leadership, Culture, and Academics. The table below outlines the most prevalent outcomes within each category, accompanied by their corresponding impact statements. This research guide follows the same categorization and structure to present the most noteworthy research highlights.

LEADERSHIP

Behavior
Leader in Me positively impacts our students' behavior.

Staff Leadership
Leader in Me develops the personal and professional capacity of teachers and staff, allowing them to confidently teach and model leadership skills.

Student Leadership
Students at Leader in Me Schools are developing the mindsets, behaviors, and skills to be effective lifelong leaders.

Family & Community Engagement
Leader in Me provides students' families with the information, training, and school resources needed to empower them to be supportive partners in the development of their child's leadership competencies.

CULTURE

Attendance
Leader in Me Schools create school cultures where students and staff feel safe and engaged.

Supportive Environment for Students
The environment of Leader in Me Schools fosters student learning and positively supports the development of their leadership skills.

Student Engagement
Leader in Me Schools help students feel emotionally safe, socially supported, and academically engaged.

Staff Satisfaction
Leader in Me works to empower teachers with meaningful leadership opportunities to develop their voice and sense of collective efficacy.

ACADEMICS

Academics
Leader in Me builds the development of students' executive function skills, including cognitive flexibility, working memory, and inhibitory control, resulting in improved academic performance.

Empowering Teachers
Leader in Me enhances educators' personal and professional capacities to create goal-centered, student-led classrooms, leading to stronger academic outcomes through higher-quality instruction.

Empowered Learners
Leader in Me equips our students with the mindsets, skills, and supportive environment they need to lead their academic achievement.

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Behavior

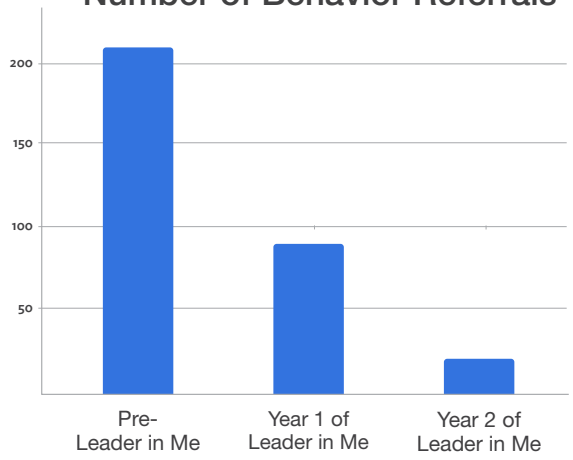
Leader in Me positively impacts our students' behavior. As students embrace personal and interpersonal leadership, their capacity for self-discipline grows and results in decreased negative interactions with peers, outbursts in class, and disrespect toward teachers. Leader in Me heightens students' self-awareness and helps them to better regulate their emotions, contributing to a more positive learning environment that leads to fewer discipline referrals.

23% ↑

Improvement in student behavior was found in a statewide analysis of Florida Leader in Me Schools compared to matched controls.

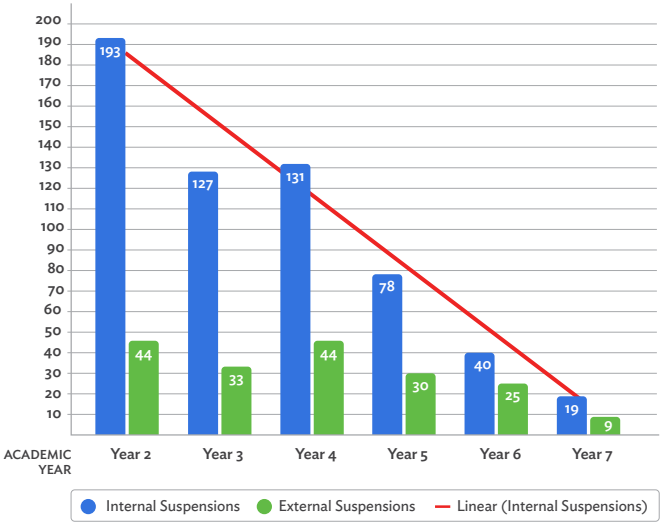
(Schilling, 2018 [USA])

Number of Behavior Referrals



(Bergin et al., 2018 [USA])

Behavioral Incidents in Grades 6–8



88%

Overall decrease in junior high behavior incidents once filled with students who had experienced LiM in elementary school.

(Ishola, 2016 [USA])

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42%

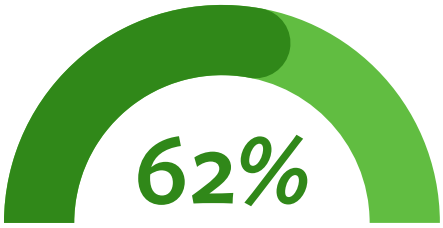
fewer discipline incidents than expected in a statewide sample of Leader in Me Schools based on their pre-Leader in Me trajectory.

(White, 2018 [USA])

100%

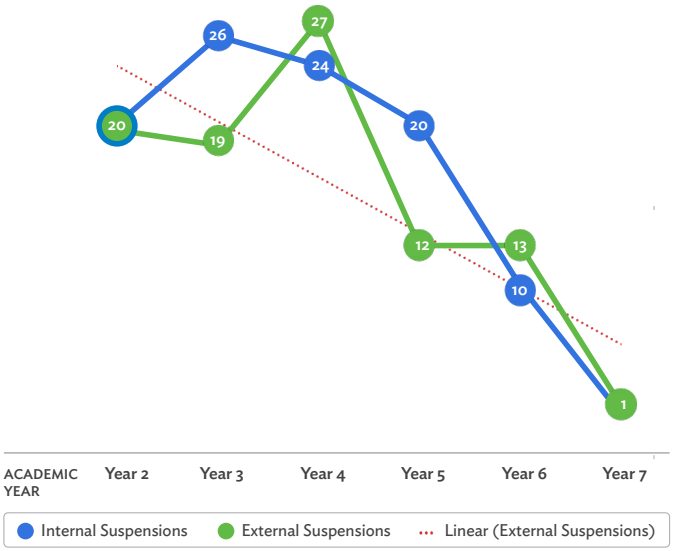
of principals surveyed in a Georgia Title I school indicated that Leader in Me implementation had a **positive impact on student discipline referrals.**

(Bolden, 2019 [USA])



of Leader in Me Teachers believe that **students are getting along better.**

(Tuccinardi, 2018 [USA])



Elementary school in- and out-of-school suspensions

31%

decrease in elementary behavior incidents within the first year of implementing Leader in Me, the positive impact of the process continued over the next two years as behavior incidents continued to decrease.

(Ishola, 2016 [USA])



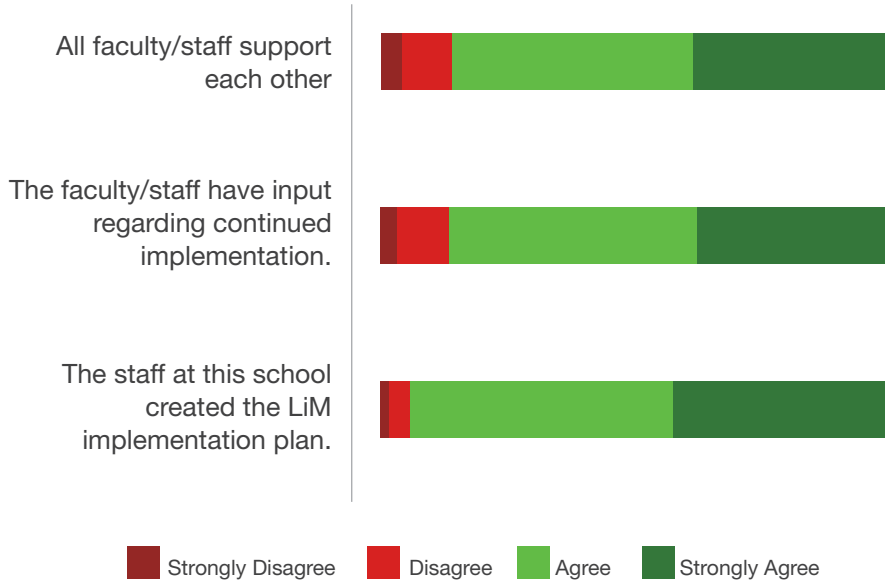
23% overall decrease in disciplinary issues over the first five years implementing Leader in Me.

(Cummins, 2015 [USA])

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Staff Leadership

Leader in Me develops the personal and professional capacity of teachers and staff, allowing them to confidently teach and model leadership skills.



(Cummins, 2015 [USA])

Leader in Me Teachers become more "**prosocial toward each other**," and "**improve as human beings** as they try to live *The 7 Habits*®, such as Seek First to Understand, Then to be Understood®, which helped them listen more empathically to one another."

(Bergin et al., 2018 [USA])

87%

of teachers acquired new skills and knowledge to **empower students**.

(ROI Institute, 2014 [USA])

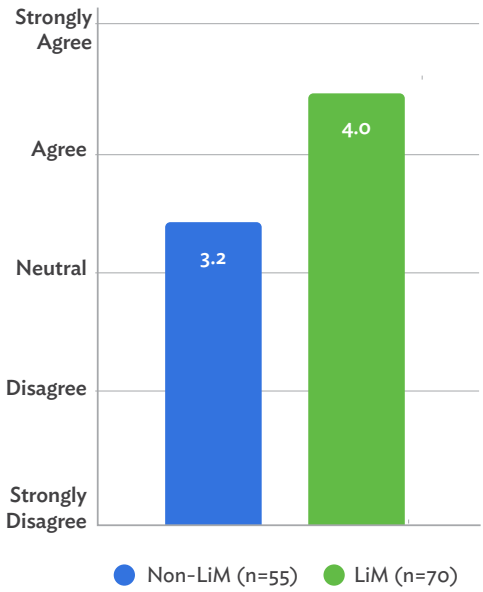
85%

of teachers report they have created and lived by a personal mission statement as a result of their 7 Habits training.

(Sainz, 2021 [USA])

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My Professional Development is Adequately Training Me to Foster Student Leadership



(Dethlefs et al., 2017 [USA])

After implementing Leader in Me, teachers consistently reported "a **great sense of personal responsibility** among the faculty and staff members in the school."

(Bryant, 2017 [USA])



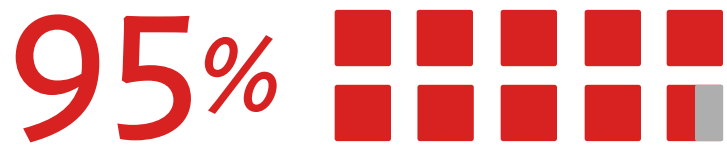
Leader in Me Teachers "**felt stronger and more confident in using their voices for improving curriculum and other school policies**."

(Bennett, 2020 [USA])

Teachers participating in the leader in me process reported feeling "**more in charge of themselves and the outcome of their performance at school.**"

(Swanter, 2016 [USA])

After being trained in *The 7 Habits*®,



of teachers who went through *The 7 Habits* training indicated being more intentional in making principle-centered choices.

(Sainz, 2021 [USA])



Just one month into Leader in Me, staff were **more engaged, respectful, and collaborative** — modeling *The 7 Habits*® in daily interactions.

(Clements, 2021 [Australia])

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Student Leadership

Students at Leader in Me Schools are developing the mindsets, behaviors, and skills to be effective lifelong leaders.

The Leader in Me process made a "**significant positive difference in the self regulation of the students**, which led to a better school climate and academic achievement."

(Gage & Thomas, 2019 [USA])



Leader in Me Students demonstrated **statistically significant growth in leadership values** over the school year ($p < .001$), with notably strong leadership increases in their confidence and personal responsibility.

(Rasos, 2025 [Philippines])

95%

of participants agreed that Leader in Me improved students' abilities to become socially aware, specifically being able to take the perspective of and empathize with others.

(Danielski, 2019 [USA])

100%

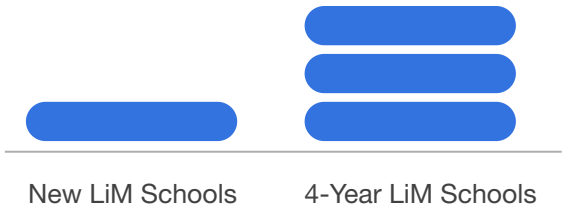
of working-class graduates surveyed indicated that their 7 Habits training had a positive influence on their life choices and future successes.

(Ashley, 2018 [USA])

A study of at-risk students in Louisiana found that students of Leader in Me High Schools **developed the skills and confidence** they need to lead their lives effectively and **succeed in school and beyond**.

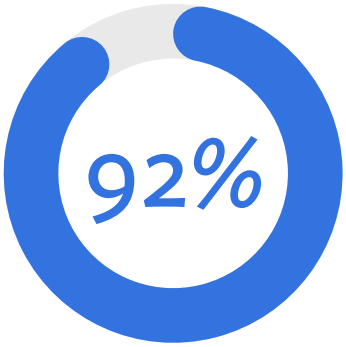
(Steward, 2021 [USA])

Students in Leader in Me Schools for ~4 years showed nearly **3x more reflective listening** than those in new LiM Schools.



(Zákányi et al., 2014 [Hungary])

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of participants agreed that Leader in Me **positively affected students' leadership abilities**.

(Crews, 2022 [USA])

"Teachers and principals identified that LiM's most significant engagement and academic impact was the way in which the program **improved students' ability to set academic goals, plan, and self-regulate their learning**."

(Dethlefs et al., 2017 [USA])

Leader in Me helped **97% of students practice daily greetings.**

(Azani, 2023 [Indonesia])

Students participating in Leader in Me learn to:

- Become Self-Reliant
- Manage Their Emotions
- Take Initiative
- Express Their Viewpoints Persuasively
- Prioritize Their Time
- Value Differences
- Set and Track Goals
- Resolve Conflicts

(Steward, 2021 [USA])

Ninth graders who learned *The 7 Habits*® became **significantly better problem solvers** than those who didn't.

Ninth graders who learned *The 7 Habits*® showed **significant growth in self-leadership** compared to those who didn't.

(Bhojraj, 2021 [India])

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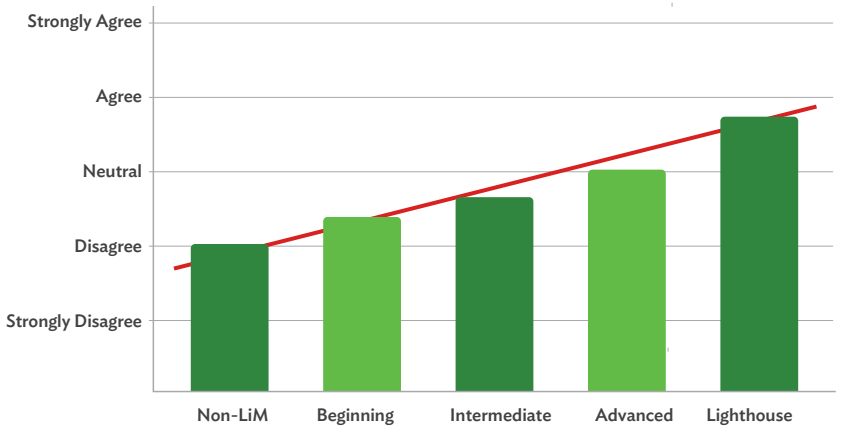
Students graduating from Leader in Me Schools noted that "**setting goals at a young age helped guide their future**" and credited the training course with "giving them skills necessary to meet their goals."

(Ashley, 2018 [USA])

Through Leader in Me, students showed **greater initiative** by cleaning classrooms, picking up litter, and reminding peers of positive habits.

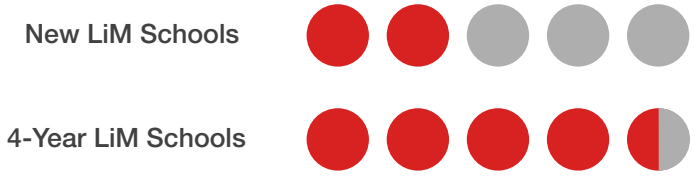
(Azani, 2023 [Indonesia])

"Students in My School Help Each Other Even if They are Not Friends"



(Dethlefs et al., 2017 [USA])

2X Students in Leader in Me Schools for ~4 years were **2X more likely to engage in cooperative behavior**.



(Zákányi et al., 2014 [Hungary])

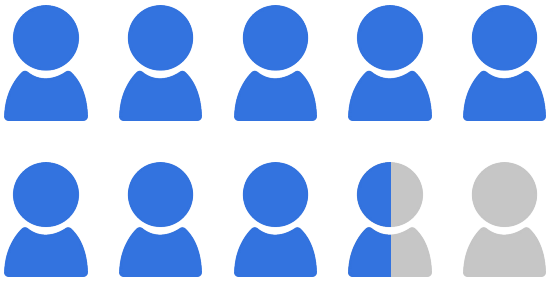
"During open houses, students play a major role in guiding the event, namely as hosts who **collaborate with teachers and parents**."

(Afifah et al., 2023 [Indonesia

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Ninth graders who were taught *The 7 Habits*® got **significantly better at handling their emotions** than those who weren't.

(Bhojraj, 2021 [India])



85% of students agreed that they learn positive habits from the daily examples in Leader in Me lessons.

(Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School, 2024)

Students in Leader in Me Classrooms have "**language to match behavior** and therefore tend to be more eager to **synergize** and **work together**."

(Bryant, 2017 [USA])



of teachers say their students now **take initiative** and **ask questions on their own**.



of teachers report that students are **more open to collaboration**.

(Verbeek et al., 2025 [Netherlands])

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Family & Community Engagement

Leader in Me provides students' families with the information, training, and school resources to empower them to be supportive partners in the development of their child's leadership competencies.

83%

of principals reported a positive impact on attendance, **parent satisfaction, and parent attendance at conferences** after implementing Leader in Me

(Bolden, 2019 [USA])

Schools implementing Leader in Me for at least one year saw an **increase in positive, proactive parental involvement**.

(Bennett, 2020 [USA])

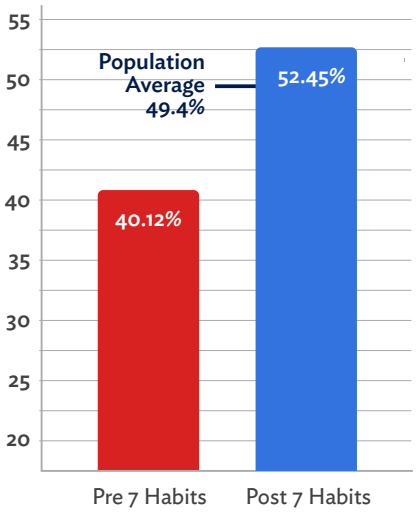


"Training parents in the usage of *The 7 Habits*® ensures that **language** and **expectations** that are associated with the Leader in Me are also used and **reinforced** in other environments outside of the school setting."

(Bryant, 2017 [USA])



31% improvement in parents' mental wellbeing after completing *The 7 Habits*® program, taking them from significantly below average to average wellbeing.



(McCool, 2015 [Scotland])

After attending special parent classes on The 7 Habits of Highly Effective Families® and watching their children participate in Leader in Me, parents indicated that their **level of satisfaction with the school improved**.

(Bolden, 2019 [USA])

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Parents report Leader in Me helps their child become more **proactive, productive, and responsible**—at home, at school, and in their relationships with family.

(Rasos, 2025 [Philippines])

"On completion of the [7 Habits] Families program,

97%

agreed that they held "**a clearer picture of what they wanted their family to be like.**"

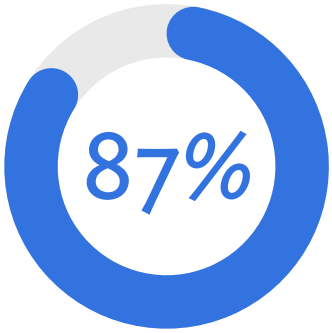
(McCool, 2015 [Scotland])

Leader in Me **increased parent involvement** in migrant communities and teachers shared that migrant families would "make sure they came back to this area just so they could put their children in a LiM School."

(Shepard, 2018 [USA])

"Utilizing a **common language** within the school ensures the community leaders and parents have the necessary **tools** to assist students in bridging the gap between home and school."

(Bryant, 2017 [USA])



of parents surveyed reported being able to see **changes in their child's behavior because of LiM habits**.

(Rasos, 2025 [Philippines])

Parents report that their students are "**more confident, brave, and responsible**" after participating in Leader in Me.

(Munthoi, 2021 [Indonesia])

Since implementing the Leader in Me process, working parents reported **an improvement in written or phone communication** between the school and the parents.

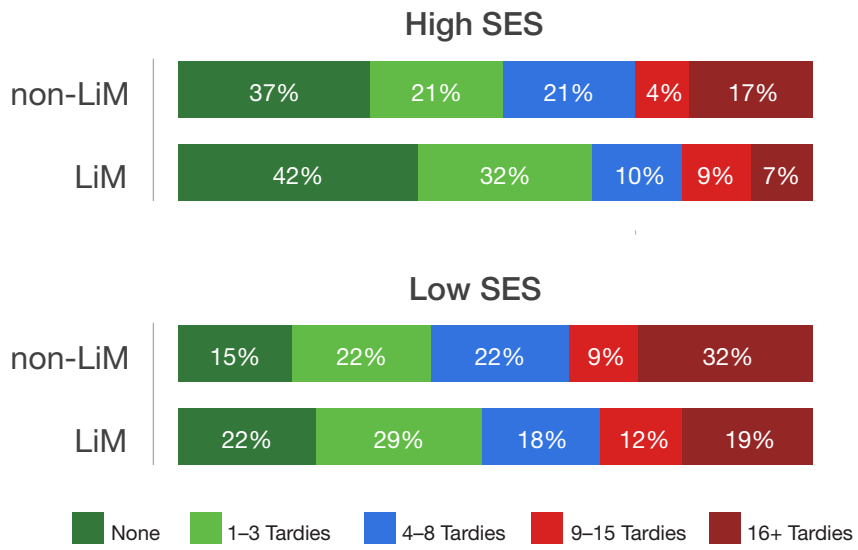
(Bennett, 2020 [USA])

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Attendance

Leader in Me creates school cultures where students and staff feel safe and engaged. Valuing and recognizing students and staff for their unique gifts and talents leads to an increased desire to engage with the people and activities in the school. These increased levels of engagement help students and staff see that it matters to others if they attend school, and that others are counting on them to show up. As a result, attendance rates naturally increase.

Percentage of Tardies for 9th Graders from LiM and non-LiM Middle Schools by Socioeconomic Status (SES)



(Dethlefs et a;., 2017 [USA])



"Administrators report that student absenteeism has decreased. students understand that others are depending on them to be at school to take care of certain tasks and **they do not want to let others down**. they take their responsibility very seriously."

(Tidd, 2016, [USA])

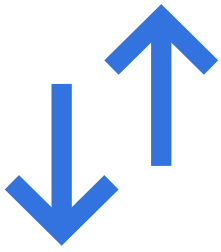


"In the first year of implementation, **student absences** in LiM Schools **decreased 27%**; in year 2, they **decreased 35%**."

(Pascale et al., 2017 [USA])

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A statewide analysis of Missouri elementary schools revealed a significant **decrease in attendance** for schools who left the LiM process compared with LiM Schools still in the process ($p<0.001$).



A statewide analysis of Missouri elementary schools revealed a significant **increase in attendance** in LiM Schools compared with similar non-LiM schools ($p=0.007$).

(White, 2018 [USA])

Students in LiM Schools had

33%

fewer absences throughout the school year than students in non-LiM schools.

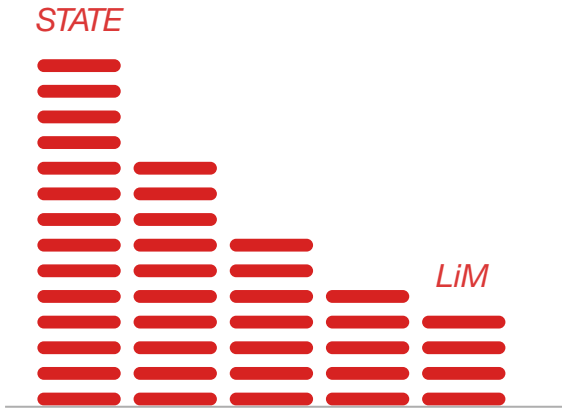
(Newell, 2017 [USA])

"Students who engaged in Leader in Me for three years in middle school were **50% less likely to be chronically tardy** in 9th grade."

(Dethlefs Et Al., 2017, [USA])

45%

fewer students with **excessive absences** compared to the state average in year 2 of Leader in Me implementation.



(Dethlefs et al., 2017 [USA])

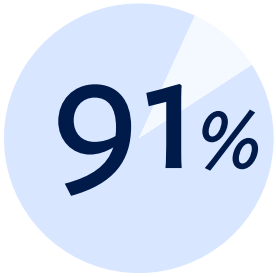
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Supportive Environment for Students

The environment of Leader in Me Schools fosters student learning and positively supports the development of their leadership skills.

Teachers using Leader in Me consistently note that it "provides a common language to **discuss differences and support understanding of diversity** in their classroom."

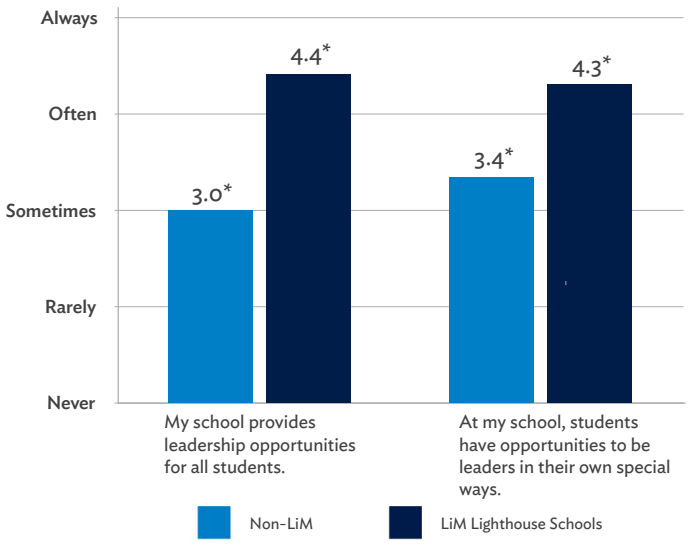
(Laird-Arnold, 2022 [USA])



of staff either agreed with the statement "**all students at this school are leaders**."

(Cummins, 2015 [USA])

Teacher Differences in Perception of Student Leadership Opportunities



*Teacher response to the frequency of student leadership opportunities on a scale from 1—Never to 5—Always.

(Dethlefs et al., 2017 [USA])

89%

of teachers reported their school is **safe and provides a welcoming environment** as a result Leader in Me.

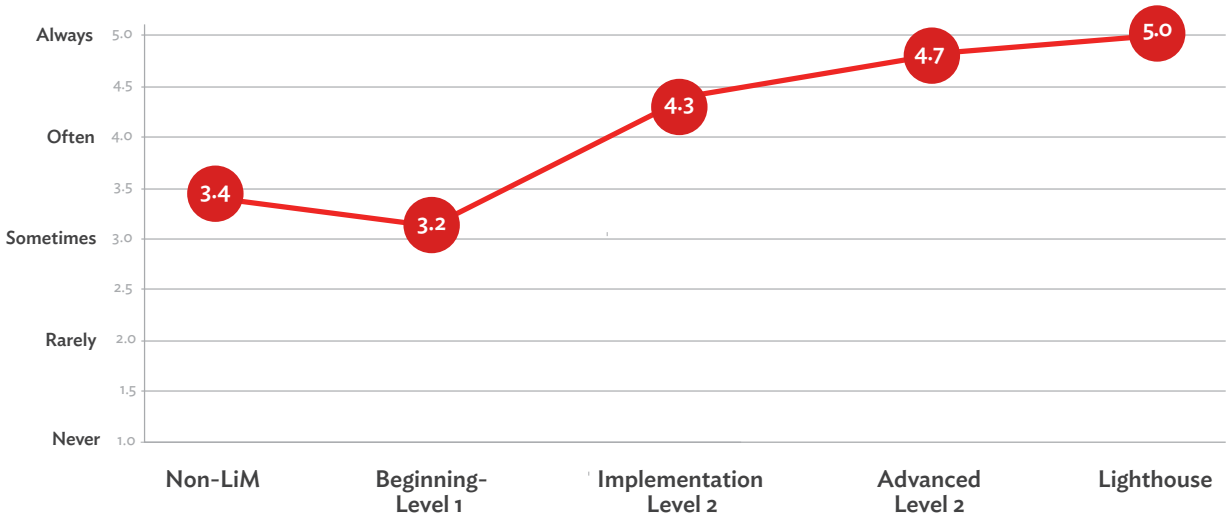
(Sainz, 2021[USA])

A study of a suburban California school indicated that Leader in Me implementation **positively impacted school culture and climate** through improved student-to-student relationships and an increased use of conflict- resolution strategies.

(Tuccinardi, 2018 [USA])

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LiM 4th Graders Average Response to "I Feel Safe at School"



Level of Leader in Me Implementation

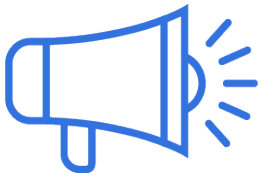
(Dethlefs et al., 2017 [USA])

92% of study participants agreed that Leader in Me has **positively affected the school climate**.

(Crews, 2022 [USA])

Teachers agreed Leader in Me is a consistent factor in developing school-wide leadership roles, including through after-school clubs which allow students and teachers to **increase their awareness of culture and diversity, creating a more inclusive environment**.

(Laird-Arnold, 2022 [USA])



"Creating a **whole school language** within the school and community was pertinent to recognizing the **strengths of the community and school**" and "...fosters respect for all individuals and unifies all individuals."

(Bryant, 2017 [USA])

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Leader in Me "**facilitates high-trust school culture** and lays the foundation for sustained communication and understanding of differences."

(Laird-Arnold,, 2022 [USA])

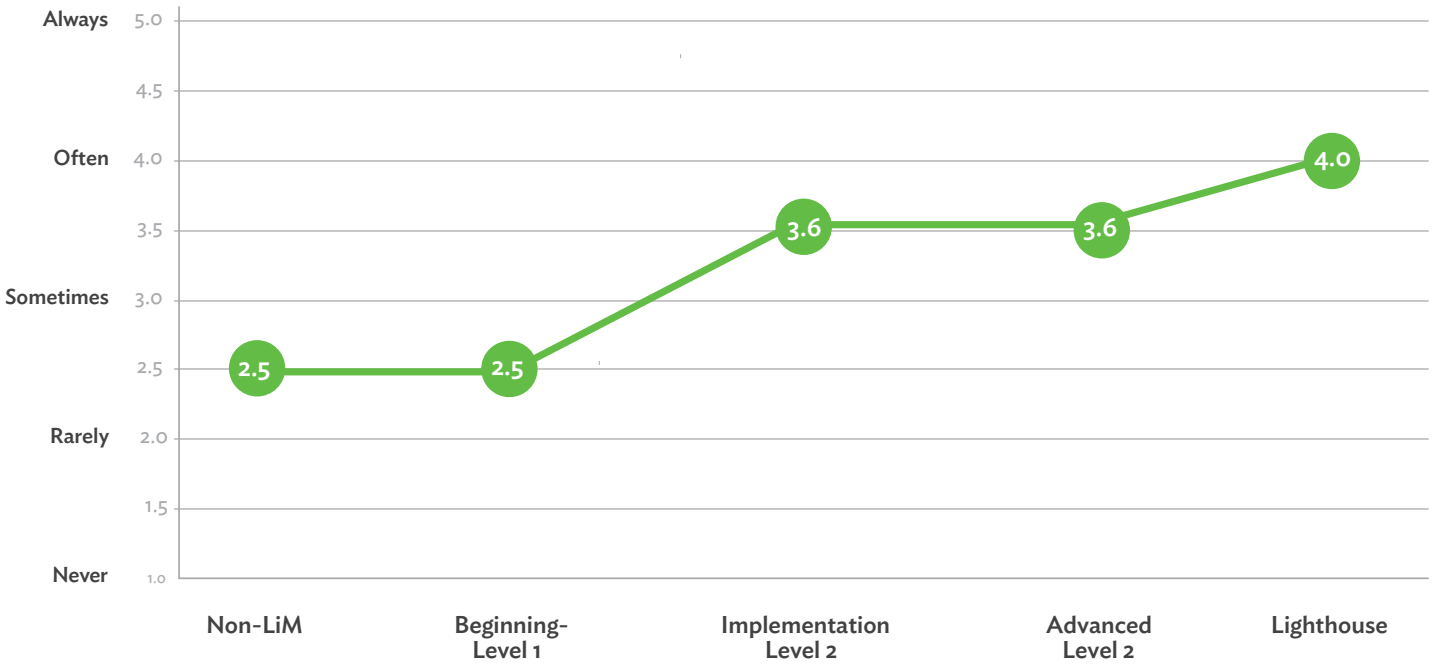
"Students reported **more joy, confidence, and stronger sense of connection to school community**"

(Frizzley, 2017 [Canada])

"Students feel **included** in how the school works."

(Maelina, 2017 [Indonesia])

LiM 4th Graders Average Response to "I Get to Help Make Decisions at My School"



(Dethlefs et al., 2017 [USA])

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Student Engagement

Leader in Me Schools help students feel emotionally safe, socially supported, and academically engaged.

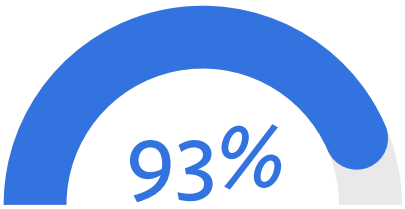
Leader in Me Students taking ownership of their work through data notebooks, leadership days, student-led conferences, student organizations, and numerous examples of celebrations of student success led to "**increases in levels of empowerment and engagement** among the students."

(Pascale et al., 2017 [USA])

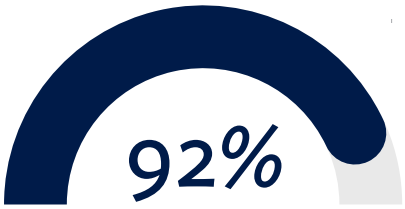
Leader in Me is changing the way school communities think and work together:



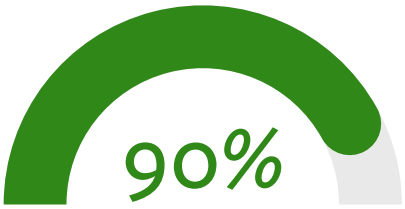
say it builds a **shared sense of possibility**



see **more purposeful, planned work**



notice **more collaboration and peer learning**



say teams **work in synergy toward school goals**

(Verbeek et al., 2025 [Netherlands])

85%

of LiM Students indicated agreement that their teacher cared about them, they **liked going to school**, and they are learning a lot."

(ROI Institute, 2014 [USA])

Students in grades 4–8 attending schools that implemented Leader in Me with fidelity "had students with **higher levels of behavioral and emotional engagement** than schools with relatively lower implementation levels and non-LiM schools."

(Goble et al., 2015 [USA])

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"Closing the gap surrounding student motivation and instilling a sense of enthusiasm for learning at a young age can be **established through the development of a culture of student leadership**."

(Frizzley, 2017 [Canada])

43%

less likely for a Lighthouse LiM Student to say **they don't like school** compared with a non-LiM student.

(Tidd, 2016, [USA])

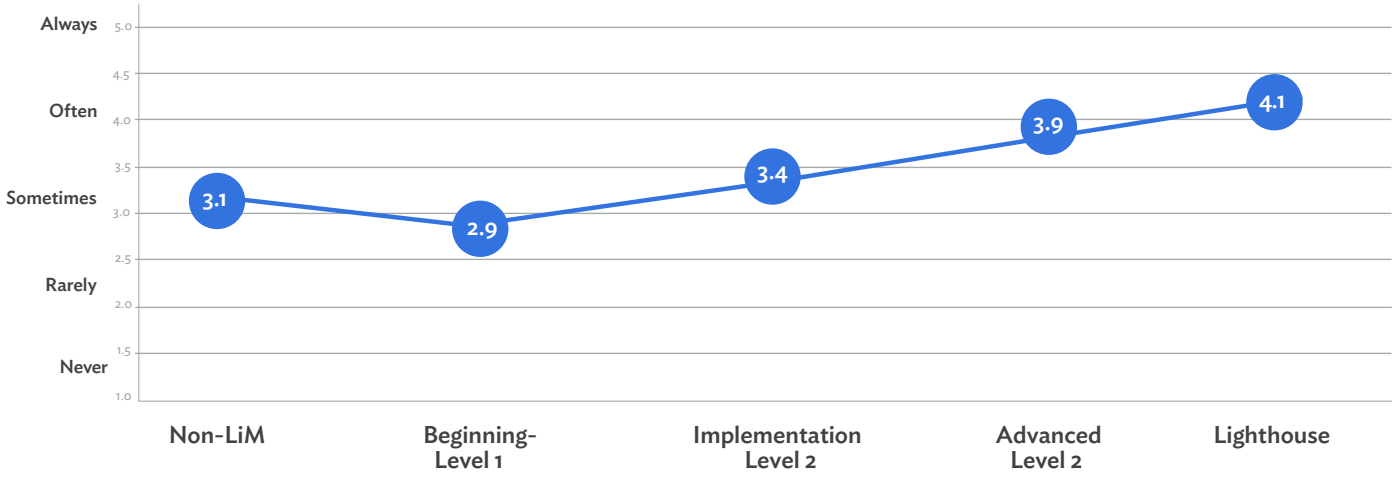
95%

of participating students indicated that Leader in Me played a significant role in **developing their leadership skills**.

(Giraldo-Garcia & Orozco, 2022 [USA])



4th Graders' Estimates of the Frequency that They are "Interested in the Work at School"



Level of Leader in Me Implementation

(Dethlefs et al., 2017 [USA])

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Staff Satisfaction

Leader in Me empowers teachers and staff with meaningful leadership opportunities to develop their voice and sense of collective efficacy.

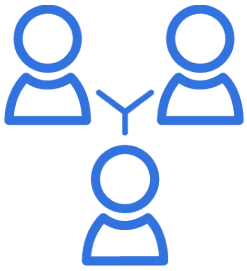


of teachers reported that the implementation of Leader in Me resulted in the school **feeling safe and providing a welcoming environment**.

(Laird-Arnold, 2022 [USA])

"**Teachers rediscover their passion** through Leader in Me, as it directs their attention to a **deeper understanding of student achievement**."

(Yermak, 2021 [Ukraine])



"Participants noted that the training process, although intended to impact the students directly, also created **more connection** and **unity** among the teachers, administrators, and support staff by providing a common mechanism to improve the learning environment. This unity was credited with creating a **more positive and supportive culture**."

(Pascale et al.,2017 [USA])

67%

of principals surveyed felt there was "a **positive impact on teacher satisfaction** and school safety."

(Bolden, 2019 [USA})

"Many teachers reported that **teaching is easier** and **more enjoyable** and they are **more effective** after implementing the Leader in Me."

(Bergin et al., 2018 [USA])

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After one year of implementing Leader in Me, an Australian school reported its culture had clearly improved, helping to drive **meaningful personal and collective change**.

(Clements, 2021 [Australia])

Leader in Me **builds teachers' confidence**, transforms school environments, and makes schools feel comfortable, safe, and fun.

(Boatright, 2016 [USA])



Teacher attrition was **less than 1% over a 5 year period** as a result of Leader in Me implementation.

(Tench et al., 2021 [USA])

71%

of **teachers** surveyed say that working Leader in Me positively influences their decision **to stay or work at their schools**.

Participants from all four schools studied in the 2018 Leader in Me Effectiveness Study robustly asserted that "Leader in Me **creates a more nurturing and positive school climate**."

(Bergin et al., 2018 [USA])

75%

of **school leaders** surveyed say that working with Leader in Me positively influences their decision **to work at or stay at their school**.

(Verbeek et al., 2025 [Netherlands])

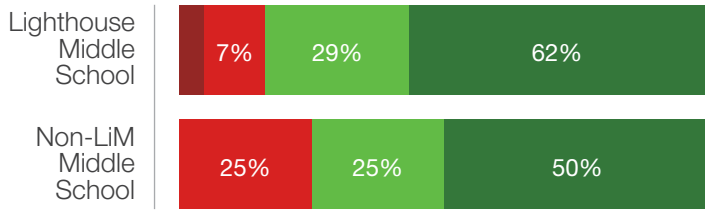
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Academics

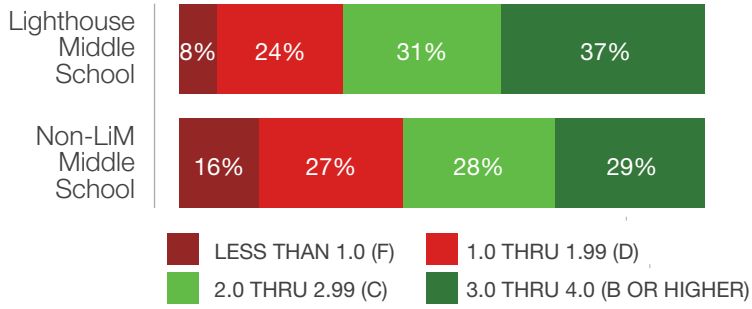
Leader in Me builds the development of students' executive function skills, including cognitive flexibility, working memory, and inhibitory control, resulting in improved academic performance.

"**Fewer** 9th graders who attended a LiM Middle School have **failing grades** at the end of their first semester compared to students who had attended a non-LiM middle school."

GPA for High SES Students in 9th Grade



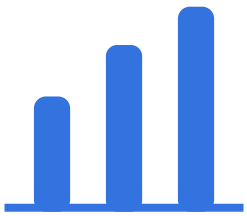
GPA for Low SES Students in 9th Grade



(Dethlefs et al., 2017 [USA])

Schools working with Leader in Me were more likely to outperform their peers in language and arithmetic, with several schools **exceeding expectations at both basic and advanced levels**.

(Verbeek et al., 2025 [Netherlands])



Cohort schools implementing Leader in Me saw between **12–21 percentage point increases** on DIBELS learning benchmarks.

(Dick et al., 2017 [USA])

A 2021 study found a **statistically significant improvement** in achievement among secondary students who participated in Leader in Me instruction (F=67.66, p<.0)

(Shetty & D'Souza, 2021 [India])

Ninth graders who learned *The 7 Habits*® showed **significantly higher academic achievement** than those who didn't.

(Bhojraj, 2021 [India])

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Leader in Me–based instruction led to **statistically significant gains** in achievement across all levels of intelligence ($F(2, 73) = 34.96$, $p < .05$).

(Shetty & D'Souza, 2021 [India])

6.7%

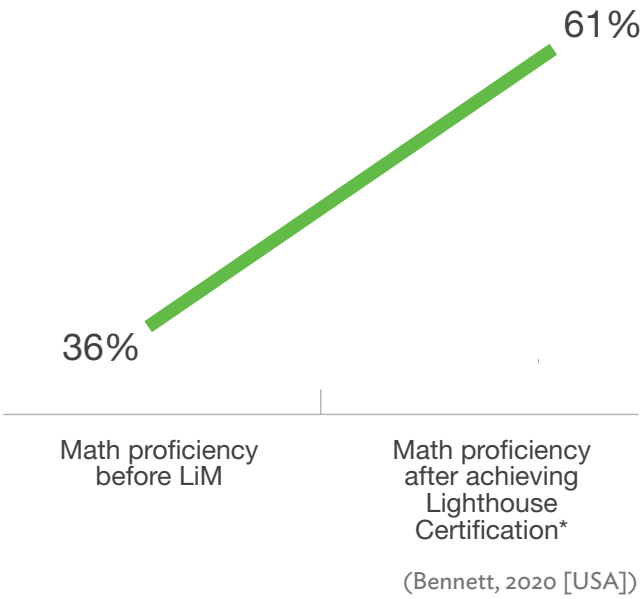
average **increase in 4th grade ELA state test results** compared with their pre-Leader in Me performance.

(Dick et al., 2017 [USA])

One Leader in Me School's math scores rose

25%

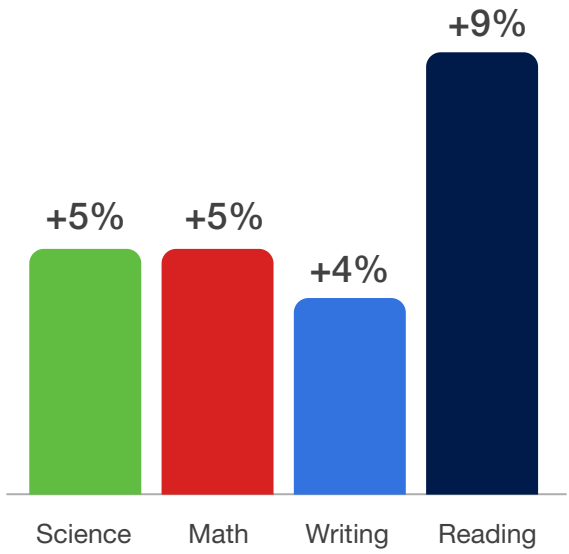
after achieving Lighthouse Certification.



(Bennett, 2020 [USA])

*Lighthouse Certification: natural outcome of high-fidelity implementation of Leader in Me core process; usually achieved within 3–5 years.

Percentage Gains Across Content Areas



LiM Schools had a higher percentage of students scoring Level 3 or above in core content areas. In reading, students outperformed those in non-LiM schools with a 6% higher rate of gains overall and a 3% higher rate of gains among students in the bottom 25%.

(Pascale et al.,2017 [USA])

"With the establishment of a **culture of student leadership**, academic results on Provincial Achievement **exams improved for all students** and particularly for First Nations Metis and Inuit students."

(Frizzley, 2017 [Canada])

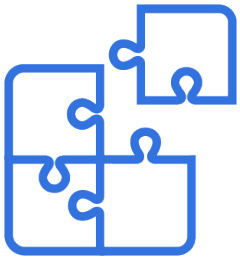
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Leader in Me Schools that “proactively and purposefully empowered all students" were found to have **math scores** that were **statistically significantly higher** than those for students from schools that empowered some students.

(Poteet, 2018 [USA])

After three years of implementation, the case study showed “**radical improvements in literacy and numeracy**” directly tied to a culture of student leadership.

(Frizzley, 2017) [Canada])





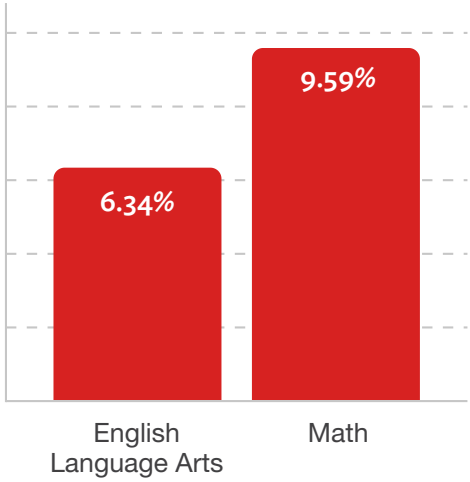
End-of-grade exam reports for Hispanic students attending a Leader in Me School between 2013 and 2017 saw **a mean increase of 9.53 points**.

(Shepard, 2018 [USA])

Leader in Me was found to be “especially effective for students with intellectual disabilities,” citing gains in **personal skills, social skills, and academics**.

(Chobanyan, 2023 [Ukraine])

Percentage Increase in Standardized Test Scores



Leader in Me Implementation, Year 3

(Golman, 2019 [USA])

+3%

“Students at LiM Schools who were in the bottom 25% **made gains** 3% **higher** than those in the bottom 25% at non-LiM schools.”

(Pascale et al.,2017 [USA])

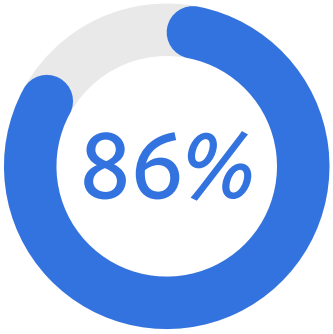
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Empowering Teachers

Leader in Me enhances educators' personal and professional capacities to create goal-centered, student-led classrooms, leading to stronger academic outcomes through higher-quality instruction.



of faculty/staff agreed with the statement "**all faculty/staff share LiM class implementation ideas with one another**."



of faculty/staff either "agreed" or "strongly agreed" with the statement "**all faculty/staff work to support each other at this school**."

(Cummins, 2015 [USA])

In Leader in Me Schools, setting and monitoring goals together gave teachers a **shared mission and sense of purpose**, which created "**a more positive culture among staff**."

(Bergin et al., 2018 [USA])



"Students' **candid feedback** became part of teachers' **reflection and improvement cycles**."

(Maelina, 2017 [Indonesia])

"This approach offers teachers effective methods and tools to:

- **teach every student leadership;**
- **create a culture of empowerment of students;**
- **implement systems to achieve results** in school."

(Yermak, 2021 [Ukraine])

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88%

of teachers changed their instructional approach after learning *The 7 Habits*®.

(Kratochwill, 2014 [Hungary])



Leader in Me helps staff, students, and families "**set common goals and work to achieve them.**"

(Starks, 2022 [USA])

83%

of teachers surveyed agreed that "I always integrate LiM Habits into my lessons and discussions."

(Rasos, 2025 [Philippines])

In reflecting on their participation in the Leader in Me process, many teachers believed they had "**grown personally and professionally from the experience.**"

(Swantner, 2016 [USA])

92%

alignment between the best practices for science classrooms within the Next Generation Science Standards and the Leader in Me process.

(Pascale et al., 2017 [USA])

"He went from being a principal that told us what we needed to do to being a principal that believed in empowerment and **empowered us** to try different things, really showing us that he valued us. He really started working to show appreciation. Our **morale changed** a lot; our **culture changed** a lot."

(Tench et al., 2021 [USA])

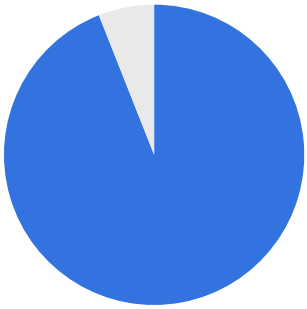
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Empowered Learners

Leader in Me equips students with the mindsets, skills, and supportive environment they need to lead their academic achievement.

The research analysis revealed, "the use and knowledge of **7 Habits language**, pervasively across campus and all stakeholder groups, has made a **huge impact** on students' motivation and ability to take charge of their own learning and behavior."

(Tidd, 2016, [USA])



94%

of students said *The 7 Habits*® were practical and usable in their lives

(Fisas-Hernandez, 2014 [Spain])

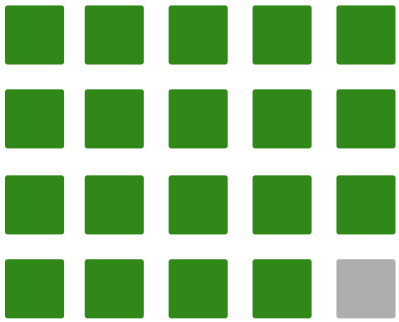


"Students **see the worth within themselves**…and no matter who they are and what their abilities or disabilities are, they have something that they can share with others and **build on their strengths**."

(Bergin et al., 2018 [USA])

95%

of faculty/staff agreed with the statement "all students at this school **maintain and regularly update a leadership notebook.**"



(Cummins, 2015 [USA])

"We use Leader in Me to teach preschool children to **participate as social beings in the whole community**."

(Bos et al., 2019 [Netherlands])

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57.1% of students said they **listen to their classmates' perspectives before sharing their own opinions**— a sign of growing empathy and collaboration.

(Lian et al., 2022 [Malaysia])

89%

of faculty/staff agreed with the statement "**all students at this school will lead a parent conference** this school year."

94%

of faculty/staff agreed with the statement "**all students at this school this school regularly set academic goals** in at least one area."

(Cummins, 2015 [USA])

Leader in Me Teachers were more likely to agree that students at their schools **work well together when solving problems** or completing projects.

(Dethlefs et al., 2017 [USA])

"[S]tudents who live [the first 3] habits, epitomize the statement,

'I AM IN CHARGE OF ME.'

Administrators, classroom teachers, and support personnel all report that this belief by students seems to be at the **heart of what has increased student motivation.**"

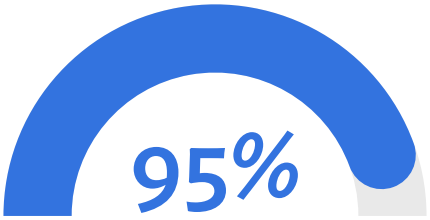
(Tidd, 2016, [USA])



"Through the WIG® steps, students can explain the portfolio they have made to their parents when they are taking their report cards. They are **responsible for what they do and don't do**."

(Afifah et al., 2023 [Indonesia])

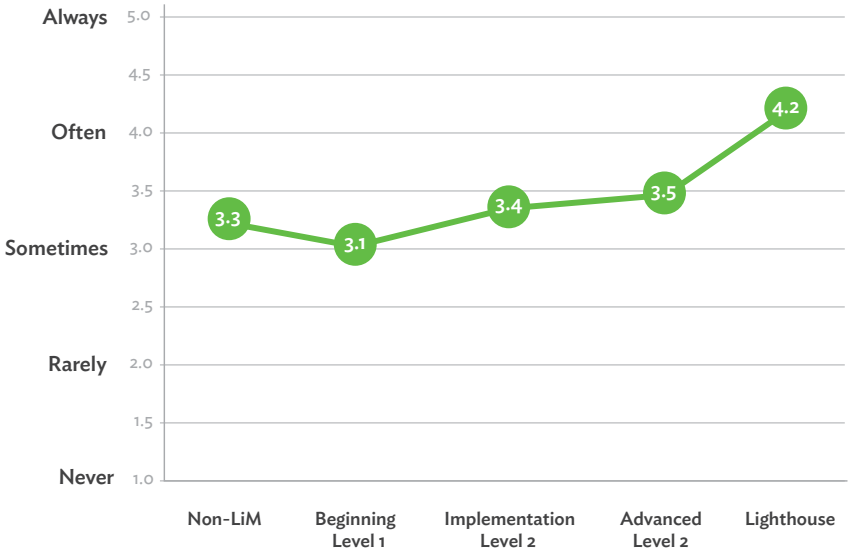
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of participants agreed that students' **relationship skills improved** with respect to establishing and maintaining healthy and rewarding relationships; resisting inappropriate social pressure; **preventing, managing, and resolving interpersonal conflict**; and seeking help when needed.

(Danielski, 2019 [USA])

4th Graders' Estimates of the Frequency that "When I have a lot of Homework and Other Activities, I Create a Plan to Get Things Done"



(Dethlefs et al., 2017 [USA])



The Leader in Me process, by design, gives **every student** in the classroom **a leadership role or classroom job**. The findings of this study revealed that this approach helped individual students to recognize "a strength that he/she may not have previously realized."

(Webre, 2022, [USA])

98% of student participants agreed that their **ability to achieve personal and academic goals increased with Leader in Me** implementation.

(Danielski, 2019 [USA])

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