Key Drivers for Successful Outcomes

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Document Overview

This document outlines the six essential principles that underpin the Personal Leadership Program, serving as the core drivers for consistently achieving high-quality outcomes. Each key driver is explained within the framework of 'best-practice' implementation guidance, together with the psychological evidence that supports each of the key drivers.

Understanding these drivers assists in adherence to implementation fidelity and in comprehending the impact of the various program options provided by Marshman Foundation. Whilst we recognise the need to provide flexibility in implementation to meet individual circumstances, the closer the program comes to meeting the key drivers, the better the outcomes achieved.

The best practice implementation guidelines should serve to enable those implementing programs to identify opportunities to leverage the key drivers within their chosen program option. For example, where a program needs to be delivered within a school, there are still opportunities to create an adult learning environment. When a key driver cannot be met, such as individual coaching, it must be recognised that this will come at some cost to the outcomes achieved.

Meeting all key drivers at the highest level will deliver the strongest outcomes.

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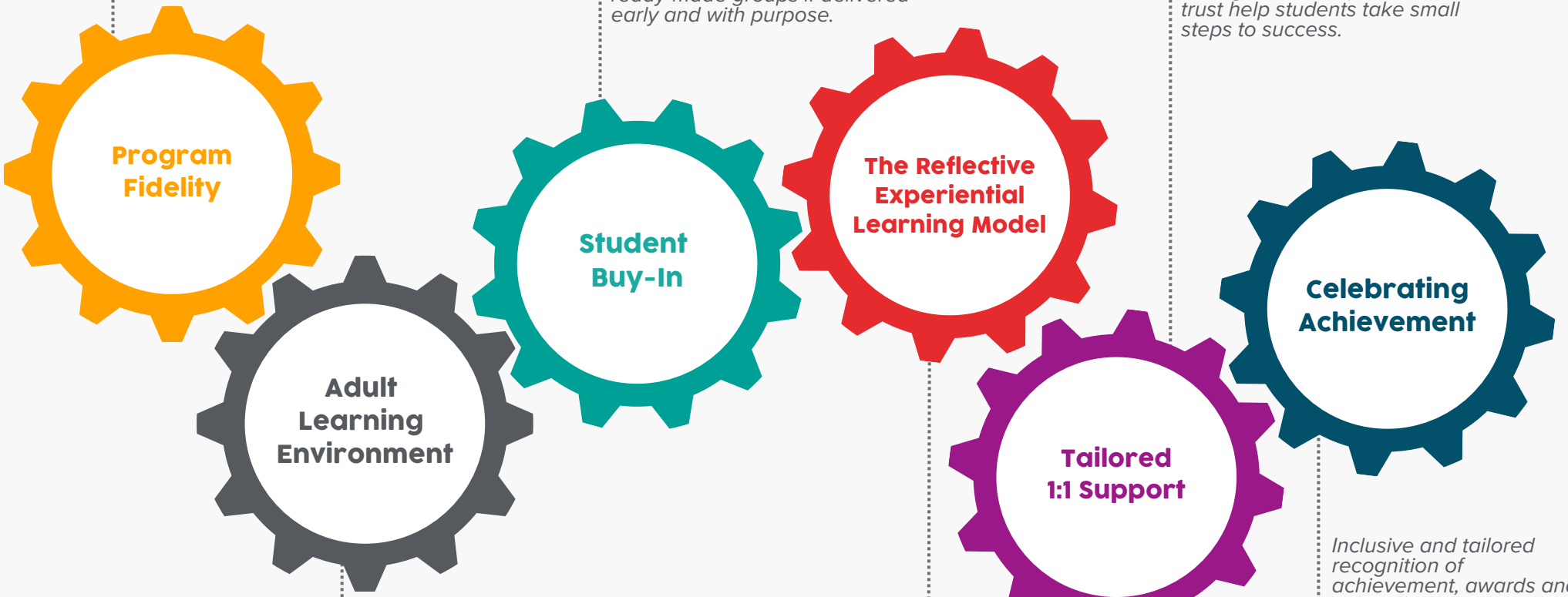
PERSONAL LEADERSHIP PROGRAM

Key Drivers for Successful Outcomes



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Program Fidelity | Best Practice

Consistency in Implementation: Research consistently shows that fidelity to program components is positively associated with successful outcomes. When interventions are faithfully implemented, they are more likely to achieve desired results. This includes the overarching methodology, such as cohort selection and coaching methods, and specific content, such as lesson plans, videos, and activities.

Dose-Response Relationship: Studies indicate a dose-response relationship between fidelity and outcomes, meaning that outcomes tend to improve as fidelity increases. This underscores the importance of closely adhering to program protocols.

Adaptations and Modifications: While fidelity is crucial, some flexibility for adaptations or modifications may be necessary to accommodate diverse contexts. However, research suggests that fidelity should be maintained to the core components of the intervention to ensure effectiveness. Thus contextualisation of content to the needs of a specific audience, rather than altering core principles, is key.

Monitoring and Evaluation: Regular monitoring and evaluation of fidelity throughout the implementation process are critical. This allows for early identification of fidelity deviations, enabling timely corrective actions to preserve outcomes. It also ensures impact of variations for contextual and cultural purposes are measured for outcome variances.

Sustainability and Scalability: Fidelity is not only important during the initial implementation but also for sustaining outcomes over time. Research highlights the need for strategies to support fidelity beyond the initial implementation phase to ensure long-term success. This can be achieved through training manuals, program guidelines, scripts, video content and prescribed plans for implementation.

Training and Support: Providing adequate training and ongoing support to implementers is essential for maintaining fidelity. Evidence suggests that ongoing coaching and feedback can enhance fidelity and, consequently, outcomes. Fidelity can be enhanced through accreditation of trainers and regular review and observation of practice.

Psychological underpinnings

Program fidelity refers to the extent to which an intervention is implemented as intended by its developers. Preserving outcomes relies heavily on maintaining fidelity throughout the implementation process. Consistent implementation (Durlak & DuPre, 2008), adherence to core components (Dane & Schneider, 1998), adequate training and support (Schoenwald et al, 2009), monitoring (Hogue et al, 2018), and sustainability (Fixsen et al, 2005) are key factors supported by research for maintaining fidelity and maximising intervention effectiveness. A key takeaway from the evidence-base is that without proper fidelity, even well-designed programs can fail to produce desired outcomes, underscoring the necessity of systematic monitoring and evaluation of implementation fidelity

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Adult Learning Environment | Best Practice

Physical and Psychological Safety: The physical space should be free from hazards. Learners should feel emotionally and psychologically safe to express their thoughts, opinions, and concerns without fear of judgment or reprisal.
Participation: Where appropriate, participants are actively involved in setting the behavioural expectations and rules of engagement.
Respectful Interaction: Mutual respect among learners, instructors, and staff fosters an atmosphere of inclusivity and collaboration, where diverse perspectives are valued.
Supportive Relationships: Establishing supportive relationships among peers and with instructors promotes a sense of belonging and encourages learners to take risks and explore new ideas. A coaching methodology is used throughout progam delivery.
Clear Expectations: Clearly communicated expectations regarding behaviour, participation, coursework, and learning objectives help learners understand what is required of them and reduces uncertainty and anxiety.

Open Communication: Open channels of communication, both formal and informal, enable learners to seek assistance, provide feedback, and engage in dialogue with instructors and peers.
Inclusive Practices: Implementing inclusive teaching methods and materials ensures that all learners have equitable access to learning opportunities regardless of background or ability.
Feedback and Reflection: Providing constructive feedback and opportunities for reflection allows learners to assess their progress, identify areas for improvement, and develop metacognitive skills.
Flexibility: Offering flexibility in scheduling, pacing, and learning modalities accommodates diverse learner needs and promotes autonomy and self-direction.
Continuous Improvement: Commitment to ongoing evaluation and improvement of the learning environment ensures that it remains responsive to the evolving needs of learners and reflective of best practices in adult education.

Psychological underpinnings

A safe adult learning environment for young people fosters agency and commitment and has numerous other benefits. Research indicates that such environments promote higher academic achievement (Gibbs, 2012), enhanced socio-emotional development (Taylor et al., 2017), and increased engagement in lifelong learning (European Commission, 2018). Additionally, findings from a study by OECD (2019) underscore the development of essential life skills and enhanced social cohesion within safe learning spaces. These settings empower youth to take ownership of their learning journey, cultivate a sense of belonging, and develop the resilience needed to navigate challenges both within and beyond educational contexts.

Student Buy-in | Best Practice

Trust and Acceptance: Creating a supportive environment where learners feel understood is crucial. Addressing stigma and misconceptions promotes collaboration and alliance.
Purpose-Aligned: Supporting learners to identify goals that are intrinsically motivating and aligned with their experiences encourages self-determined progress.
Choice and Autonomy: Giving learners control over their participation and decisions fosters a sense of agency and active engagement.
Promoting Individual Ownership: Empowering learners to take an active role in their journey enhances control, buy-in, engagement, and commitment.
Incentives and Celebrating Progress: Offering rewards and recognition for attendance and progress boosts motivation and engagement through positive reinforcement.
Relevant and Engaging Design: Aligning content with adolescents' interests and developmental stage, incorporating technology and interactive elements increases engagement and buy-in.

Confidentiality: Upholding privacy and confidentiality builds trust and encourages participation, especially on sensitive issues.
Trainer Support: Trainers build trust and help learners focus on goals by reinforcing change-talk and promoting engagement, fostering commitment and buy-in.
Self-Expression: Using creative outlets like art, games, and writing allows adolescents to express themselves, making the program more enjoyable and meaningful.
Tailoring to Individual Needs/Interests: Personalising the approach to acknowledge learners' unique experiences and goals enhances relevance and motivation.
Clear Rationale and Goals: Clearly explaining the program's purpose and involving students in decision-making boosts motivation and buy-in.
Cohort Selection: Selecting participants with genuine motivation to join and engage through a structured information session and interview process. Ensuring diversity in individual capacity and risk levels, resembling a bell curve, promotes balanced dynamics, optimal group functioning, and peer learning.

Psychological underpinnings

Buy-in involves a range of cognitive and behavioural activities reflecting an individual's commitment to change (Matthews & Crocker, 2016). Higher motivation and buy-in among adolescents lead to better outcomes across interventions. Addressing motivational factors to enhance buy-in improves treatment attendance and completion rates (Engle et al., 2012), enhances intrinsic motivation and personal responsibility (Deci & Ryan, 2000; Majnemer, 2010), strengthens therapeutic alliances and collaborations (Martin, 2013; Michel et al. 2020), increases self-regulation and goal attainment (Zimmerman & Kitsantas, 2005). Fostering buy-in is critical as it facilitates engagement and leads to better outcomes (Yaeger, Dahl & Dweck, 2018). Trainers support learners to develop greater levels of buy-in, where the individual takes ownership and becomes deeply invested in their success, taking personal responsibility for driving change.

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Reflective Experiential Learning Model | Best Practice

Cognitive Learning: Lesson plans are well scaffolded, and concepts are delivered in sequence. Effective pedagogy involves clear thinking about longer-term learning outcomes and short-term goals. Techniques include whole-class and structured group work, guided learning, and individual activity. They are inclusive and consider the diverse needs of a range of learners, including alternative means of learning and assessment. Handwriting assists the neuronal connectivity patterns that provide optimal conditions for learning.
Experiential Learning: Learners engage in concrete experiences and active experimentation. Moving from cognitive learning to experiential learning involves applying conceptual knowledge in real-world situations. Group and individual challenges can be set via homework through Action and Reflection worksheets. Challenges and actions may happen within the group environment, at school, at home, at work and in the community. Challenges need to be motivating (not too easy and not too hard) and should follow the principle of graded exposure so that students can take progressive steps that are appropriate to their individual needs.

Reflective Learning: serves as a catalyst for transformative learning, enabling students to re-establish goals, overcome barriers, and develop critical thinking skills. By incorporating reflective practices, students are empowered to become self-directed learners capable of navigating their learning journey effectively. Effective reflection can be facilitated via journaling, group discussion and Socratic questioning.
Feedback Sessions: Educators provide concise, constructive feedback on student reflections to enhance self-awareness and deep learning. Studies in educational psychology show that brief verbal feedback sessions maintain motivation, improve focus, and reduce anxiety. Prioritising quality over quantity, these sessions focus on specific improvement areas and actionable recommendations, fostering a culture of continuous learning and growth.
Peer Sharing: Incorporating peer sharing into educational practices can significantly enhance students' academic and personal development. It can foster a sense of community and belonging, reducing feelings of isolation and anxiety as well as increased understanding, confidence and motivation, The **Coaching Model** is the underlying methodolgy used throughout.

Psychological underpinnings

Cognitive learning enables students to recognise and recall information to demonstrate comprehension of what has been learned (Anderson et al, 2001). Moving on to experiential learning involves applying conceptual knowledge in real-world situations (Kolb, 1984). Reflective learning involves critically analysing experiences to gain deeper insights. This process allows learners to evaluate their actions, thoughts, and emotions (Schön, 1983). Peer sharing and learning are integral components of social learning theory (Bandura, 1977), as individuals learn through observing, imitating, and modelling behaviours of others. The highest level of Bloom's taxonomy sees learners forming ideas by utilising the skills and knowledge they have obtained to generate creative, original ideas. Ultimately learners challenge their assumptions and beliefs through critical reflection and discourse, leading to transformative change (Mezirow, 1991).

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Tailored 1:1 Support | Best Practice

Uses Coaching Model: The Model offers a simple and effective process to work through a sequence of connection, goal congruence, action, reflection and review. It is highly collaborative and capitalises on the power of commitment, rather than directing or rescuing the young person.
Uses thinking framework & 4 Big Decisions: The Framework is holistic, cohesive, universally applicable and can be contextualised to meet the needs of the audience. As the brain processes information in groups, the 4 Big Decisions offer schema that attract other supportive cognitive processes for habit change.
Builds Personal Leadership: Personal Leaders = an internal Locus of Control : a strong sense of self-responsibility and belief that they have the ability to change their lives. Benefits include higher academic and work achievement, less anxiety or stress and better physical and mental health.
Future Focused: The coach always has a goal of moving forward. Roadblocks to success is explored and overcome or managed. Where complex barriers exist, the role of the coach is to support access to specialist services or to support a decision to do so.
Strong Relationships of Mutual Trust: The relationship is a strong predictor of outcomes. The time it takes depends on the individual. A skilled coach shows empathy, authenticity, warmth and candour and uses their influence to motivate and empower.

Progressive Challenge Setting: Coaching is about eliciting a solution from the participant as you lead them toward actions to big goals using a graded exposure approach. Safe, small challenges and wins build early hope and increasing challenge achieves growth. Support is tapered to increase self-reliance over time.
Adaptive to Context and Individual Need: Each participant doing the program will have different motivation and goals so will engage with the tools and concepts in different ways. Successful coaching is flexible and adapts by contextualising existing frameworks, concepts and strategies to individual need.

What it is not

Counselling: Over-exploring issues is staying in the problem and he past. It risks causing harm by undermining formal therapy.
Piece-Meal: Introducing concepts that are inconsistent with program integrity risks undermining the broader purpose and outcomes.
Rescuing: It can foster learned helplessness and create victims who believe that others or chance determine their future.
Over-Prescriptive: There is no one-size approach and specific solutions in a formulaic way are unlikely to meet individual need.
Coach-Focused: To impose ideas or needing to be a hero expolits a power imbalance, will not benefit (or cause harm to) the participant.

Psychological underpinnings

Individual coaching for young people has garnered significant support in the global evidence base for its efficacy in facilitating habit change and improving life outcomes. Research by Losch et al. (2016) demonstrates that personalised coaching interventions are associated with substantial improvements in goal attainment and self-regulation skills. Moreover, the study by Grant et al. (2020) underscores the positive impact of coaching on enhancing academic performance and promoting positive development. A recent study by Phaekwamdee et al. (2022) highlights the benefits of coaching for habit formation and overall well-being among young individuals affected by digital technology use. Effective coaching moves young people to take personal responsibility to identify what is important to them, what change they want and what success looks like for them. It is about agreeing what goals will help them achieve that success and, incrementally, what needs to be done to reach those goals. Successful coaching is regular, brief, time-limited, collaborative and solution focused.

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Celebration of Achievement | Best Practice

A culture of recognition and reward **promotes a positive and supportive learning environment**. Students feel valued and connected to their peers, which **enhances their well-being and sense of belonging**. Recognising student achievements **reinforces the link between effort and success** to encourage the pursuit of goals. It also **boosts students' confidence, self-image and self-efficacy** as students begin to believe in their own abilities, **develop a growth mindset** and feel empowered to take on new challenges, thus **fostering intrinsic motivation and perseverance** as students who feel valued and appreciated are more likely to remain committed to their goals, even in the face of obstacles. When students' achievements are celebrated, it i**nspires their peers to set and pursue their own goals** to create a cycle of positive encouragement within the group. Star rounds are a useful tool for peers to personalise recognition of others and to promote the culture of celebrating achievements.

Personal recognition is a meaningful way to celebrate student achievements. Acknowledging specific accomplishments tailored to each individual demonstrates understanding and value of their contributions. The recognition must be proportionate to the achievement, as over-congratulating can diminish the impact. **Certificates and awards** provide tangible recognition of students' accomplishments. This can be for quality of work, attitudes, social capabilities or leadership qualities where the award symbolises the significance of their success. Regular peer led Merit Award ceremonies that promote effort and character are encouraged as they are motivating for students and enhance belonging.

Public acknowledgment can be a powerful motivator for students. Celebrating achievements in front of peers, parents, and the school community not only boosts the student's confidence but also inspires others to strive for success. Our program promotes a formal graduation as a platform for students to share their achievements and inspire others through their journey that has been well articulated during the reflection process.

I**nclusive recognition** ensures that unique accomplishments are celebrated, regardless of ability or background. Recognising diverse achievements may mean that individuals receive praise incrementally, starting with very small achievements, depending on their current capabilities, to shape desired attitudes and behaviours.

Psychological underpinnings

The principle of positive reinforcement through operant conditioning is long known (Skinner, 1953) and acknowledging and celebrating students' achievements is a fundamental aspect of fostering a thriving and supportive learning environment (Hawkins, 2023). Recognising and celebrating student achievements can significantly enhance motivation and engagement (Eccles & Wigfield, 2002), improve self-image, confidence (Ryan & Deci, 2000) and self-efficacy (Bandura. 1997), reinforce desired behaviours (Ward, 2023), and strengthen a sense of community and belonging (Baumeister & Leary, 1995). Acknowledgment validates students' efforts and dedication, affirming that their efforts and achievements have been noticed and appreciated. Graduations and other formal recognition ceremonies provide a powerful platform for these benefits by celebrating students' hard work and milestones in the presence of their support networks, thus amplifying the positive impact.

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Program Fidelity

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