

## Self-Leadership Change Project

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*This study employs self-leadership theory applied to developing and implementing a change project involving senior level students at a regional university. Preliminary research found evidence of students' ability to make meaningful changes through the project, and exhibit a subsequent level of influence over those who observe their change process. This is relevant to the current business environment, in that shared leadership, empowerment, and participative management require business graduates to attain some level of leadership ability to function effectively in organizations.*

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A significant stream of research has evolved from the self-leadership concept developed by Charles Manz in the mid-1980's (Manz 1983, 1986). The focus of this stream of literature is on leading oneself in contrast to external leadership or direction (Neck and Houghton 2006; Stewart et al., 2010). Central to the theory are three strategies to assist in leading oneself: behavior-focused, natural reward and constructive thought pattern (Manz and Neck, 2004; Manz and Sims, 2001; Neck and Houghton, 2006; Prussia et al., 1998). Much of the research has employed a questionnaire (Houghton and Neck, 2002) designed to measure the subject's use of the three strategies, and associated sub-strategies in determining their level of self-leadership. Research has found relationships between self-leadership measures and job satisfaction (Houghton and Jinkerson, 2004; Manz and Neck, 2004), self-efficacy (Neck and Manz, 1996; Prussia et al., 1998). In a comprehensive review of self-leadership literature, Neck and Houghton (2006, 285) suggest that "the application of self-leadership strategies may result in a number of predictable outcomes/performance mechanisms, including commitment, independence, creativity, innovation, trust, team potency, positive-affect, job satisfaction, psychological empowerment and self-efficacy."

A complementary concept of self-leadership is presented by Schaetti et al., (2008, p. 4), "Being responsible for ourselves...is the first step in being able to effectively lead others". This expands the concept to address both internal leadership and external leadership, whereas the former provides the foundation of the latter. In essence, self-leadership contributes to achieving personal change and improvement, while simultaneously influencing and "leading" others who observe the individual's change through self-leadership. It is this dual concept of self-leadership that created our interest in the Self-Leadership Change Project, implemented in a university setting with senior-level business students.

This study contributes to the growing research on leadership concepts and, specifically, self-leadership theory in two ways. First, the theory is applied in a learning environment where many of the student-participants have had little opportunity to develop broad leadership skills, and little exposure to self-development techniques. The structure of the self-leadership change project (SLCP) employed in this experiment specifically applies cognitive, behavioral and motivational concepts central to the theory. Second, the study evaluates the level of influence exerted by "self-managed" individuals on those who observe the behavior and changes experienced by these individuals. The idea that self-leadership behavior will influence others (as a form of external leadership) is suggested in the literature, but is not specifically addressed. We specifically propose that successful self-leadership contributes to individuals' ability to lead others through external influence.

The objective of the Self-Leadership Change Project are to introduce students to a learning experience that first, has the potential to enact meaningful change in their lives, second, reveals the power of self-management in influencing ("leading") others, and third, builds a skill and knowledge of self-leadership that can be enacted multiple times in their careers/lives. The objective of the research is to evaluate the

effects of the SLCP on self-leadership results, on external influence of observers of the students' behavior, and on students' intentions to continue to employ self-leadership in the future.

## LITERATURE REVIEW

### Self Leadership

Since Argyris (1957) and McGregor (1960) advanced a humanistic perspective on leadership that emphasized self-actualization and autonomy for individuals in an organization, there has been an increasing emphasis on distributive leadership in scholarly publications. Leadership models that embrace the distributed leadership concept in one form or another have received increasing attention, including empowerment (Pearce and Sims, 2002), authentic leadership (e.g., Luthans and Avolio, 2003; Avolio and Gardner, 2005), servant leadership (e.g., Van Dierendonck, 2011), superleadership (Manz and Sims, 1991), and ethical leadership (Brown et al., 2005). The focus of this study, self-leadership theory (e.g., Manz 1983), shares this focus on inclusion and participation, and is particularly relevant to a learning environment. Self-leadership theory is substantially based on behavioral and cognitive processes, which can be learned and practiced in a university setting. Moreover, an underlying assumption of self-leadership is that individuals can self-select objectives and capitalize on intrinsic motivation. These attributes suggest that self-leadership theory can be applied effectively in a learning environment, thus building a valued set of capabilities to be employed throughout ones business career.

Self-leadership plays an important role in the modern organization. Manz and Sims (1980), in setting the stage for self-leadership theory, discuss the importance of leaders encouraging self-managed subordinates, which "can be instrumental in achieving organizational goals, and that it is a useful and legitimate role of the supervisor to develop and encourage self-management capabilities. "...self-management...can be indeed be a substitute for leadership." Theories of shared leadership and empowered leadership focus on the abilities of multiple individuals to lead themselves or even provide leadership in a team setting. In 2004, Quinn noted that "Understanding that leadership is a temporary dynamic state brings us to a radical redefinition of how we think about, enact and develop leadership. ... anyone can be a leader" (Whetton and Cameron, 2007, p 542).

Self-leadership was initially advanced as a unique theoretical perspective in management literature in 1983 by Charles Manz, building on the concept of self-management and self-control theories (e.g., Manz and Sims, 1980; Cautela, 1969). Self-leadership has been viewed as providing a more comprehensive framework for the enactment and application of individual development, specifically addressing self-awareness, self-regulation, intrinsic motivation, and specific behavioral and cognitive strategies (e.g., Stewart et al., 2011). Self-leadership theory draws on a number of theories and research streams, including self-regulation, self-management, self-control, goal-setting, intrinsic motivation, and social cognitive theory (e.g., Manz, 1983; Neck and Houghton, 2006).

A core definition is offered by Neck and Houghton (2006, page 271): "Self-leadership is a self-influence process through which people achieve the self-direction and self-motivation necessary to perform (Manz, 1986; Manz and Neck, 2004). Self-leadership consists of specific behavioral and cognitive strategies designed to positively influence personal effectiveness. Self-leadership strategies are usually grouped into the three primary categories of behavior-focused strategies, natural reward strategies and constructive thought pattern strategies (Manz and Neck, 2004; Manz and Sims, 2001; Prussia et al., 1998)." The prescriptive nature of the three strategies, and associated discussions of specific techniques act as an important resource in the application of the theory to a learning environment. Consequently, the structure of the SLCP experiment incorporates self-leadership strategies most appropriate for the university setting, particularly behavior-focused strategies and natural reward strategies. Additional information on the origin and details of self-leadership theory can be found in recent articles by Neck and Houghton (2006), Boss and Sims (2008), and Stewart et al., (2011)

### Self-Leadership as Influence

In the modern organization, individuals are often expected to develop leadership skills in order to succeed at virtually all levels of organizations, beginning with managing themselves, and ultimately,

acting as models for others to follow. Dwight Eisenhower (Lyon, 1974)) modeled himself after George Marshal, recognizing that a primary responsibility of leaders was to develop leaders and delegate responsibilities. Peter Drucker (1996) noted that “executives who do not manage themselves for effectiveness cannot possibly expect to manage their associates and subordinates. Management is largely by example.” John Kotter, in “A Force for Change: How Leadership Differs from Management” emphasizes the need for recognizing and rewarding those who develop leaders in their businesses. The concept of authentic leadership (George and Sims, 2007) calls for empowered leaders at all levels of the organization.

Although the importance of influencing others plays a secondary part in self-leadership literature, it is implied as a complementary outcome to self-mastery. Manz and Sims (1980), in an earlier discussion of self-management, note that “if a leader reinforces self-management in one subordinate, a self-management model is available for other subordinates. ...the leader’s own self-management behavior inevitably serves as a model to subordinates.” In 1991, Manz and Sims (p18, 25) built on this logic in proposing a “super leader who can lead others to lead themselves”, and who facilitate “the self-leadership energy within each person” “...if we want to lead others to be self-leaders, we must first practice self-leadership ourselves. If you want to lead somebody, the first critical step is to lead yourself.”

The influencing aspect of self-leadership is based on social cognitive theory, which identifies modeling (Bandura, 1986) as a way in which individuals influence others to successfully engage in personal change. “If knowledge and skills could be acquired only through direct experience, the process of human development would be greatly retarded, not to mention exceedingly tedious, costly and hazardous. Fortunately, people can expand their knowledge and skills on the basis of information conveyed by modeling influences (Wood and Bandura, 1989).” As such, we look to social cognitive theory in providing the “glue” between the personal self-benefits of self-leadership, and the external benefits associated with its positive external influence.

Bandura’s (1986) discussion of self-mastery and influence is directed toward the individual who is involved in learning, whereas she observes the behavior and outcomes of the model, and employs this knowledge gained in practicing his own behavior, which ultimately contributes to the recipient’s self-mastery. The extension of this logic is that an individual who successfully engages in self-leadership strategies, not only develops self-mastery, but also influences others, acting as a model themselves in the process. This resonates with the playwright, Philip Messinger’s assertion, “He that would govern others must first master himself”. This oft quoted statement provides the jumping off point for leadership and development learning in Whetton and Cameron’s “Developing Management Skills” (2007, page 58). This is echoed in popular leadership literature, which supports the idea that leaders must first develop self-control, and is embedded in the logic of emotional intelligence (Goleman, 1998; Sternberg, 1996).

### **Structure of the Self-Leadership Change Project and Hypotheses**

The Self-Leadership Change Project (SLCP) is structured to encourage and support self-motivated action in a learning environment (appendix A). We specifically draw on behavioral and intrinsic reward strategies, which are outlined below and are documented in multiple self-leadership articles (e.g., Boss and Sims, 2008; Neck and Houghton, 2006; Sims and Manz, 1996), and applies to each of the following strategies:

- Self-goal setting: The first and most critical step in the SLCP is to set a personal goal, which is mirrored in the self-leadership behavioral strategy. This sets a direction and desired outcome for the student. In that it is self-assigned it provides personal involvement and commitment. The research on goal setting (Locke and Latham, 2002), provides strong support for this as the most critical aspect of self-leadership (Boss and Sims, 2008).
- Intrinsic reward: The self-goal setting process is reinforced by encouraging students to select anything they choose. Moreover, they are encouraged to select something they really want to do, and one that is well within their control - avoiding difficult or negative objectives. By making the project

desirable and clearly achievable, the doing of the project, and making progress becomes the reward itself. This intrinsic reward strategy is integrated with the first step, self-goal setting.

- Self-observation/Self-evaluation/cueing: Students are required to keep a journal of their activities associated with their change project, and personal observations of the process. They are also required to review outside information relative to the specific project they have chosen. Both provide increased self-awareness and provide a venue for evaluating behavior and results, and acts as a cueing strategy as a reminder that they must not only record their activities and thoughts, but actually complete the activity.
- Self-reward: In concert with social cognitive theory principles, students are coached in developing projects that provide early successes. In essence, following Weick's (1984) notion of a "small wins" strategy. They are encouraged to reward themselves with simple ideas - a special treat or a time to do something that they enjoy. Students are warned to avoid negative feedback and penalties.
- External Feedback: This is not a strategy identified in the literature; however, it is integral to the SLCP. Observers provide feedback and encouragement that reinforces self-observation, self-evaluation, self-cueing combined with intrinsic rewards. Students generally ask for periodic feedback from observers, who not only give them a sense of progress, but are often very positive about students' changes and progress.

The SLCP, in its current structure, does not include cognitive focused strategies (e.g., mental imagery, mental rehearsal, self-talk, and managing beliefs and assumptions). The circumstances involved do not permit sufficient time allocation to train and rehearse in these strategies. The following four hypotheses are surmised appropriate from the observations:

Hypothesis 1: Changes in behavior associated with successful self-leadership change projects will be apparent to others who have observed the change project.

Hypothesis 2: Successful completion of self-leadership change projects will influence the actions and behavior of those observing the change process.

Hypothesis 3: Successful completion of self-leadership change projects will affect student intentions to employ the SLCP approach in the future: a) continue existing project; b) start a new project.

Hypothesis 4: The level of positive feedback from observers will relate positively to student intentions to employ the SLCP approach in the future.

### **Preliminary Responses and Results**

At the end of the project the students complete a written report that has provided substantial benefit from the project for many of the students. They also complete a survey (appendix B), which provides self-reported information on the effect/success of their change project, which leads to the first suggested hypothesis listed above. The Concluding Remarks offered freely by students at the conclusion of the course are listed in Appendix C.

Since this is a preliminary study, a work in progress, the following key indicators are presented in this report to express our encouragement in proceeding further. From the survey instrument, particularly questions six, eight, nine, fourteen, sixteen, and twenty, the researchers determined very positive results, which are discussed here in order and in relation to each class group A and B.

Question 6: What amount of change did you notice in yourself? On a Likert scale of 1 to 5, with 1 being "None" to 5 being "A Great Deal", Class A had a mean score of 3.87 and Class B a mean of 4.03. This reflects the student has seen the results of the project in their own lives. Since Class A had 15 students and Class B had 40 students, it was encouraging to see the increase in mean score as the class size increased in this preliminary sample.

Question 8: To what degree did you notice any change in others around you as a result of your SLCP? Class A presented a mean score of 3.00, while Class B was again higher at 3.08. Again, a very favorable response to a question that requires the student to become aware of the impact their behavior has on her/his environment. More detailed answers can be seen in the student statement in Appendix C.

Question 9: To what degree did your observers notice any change in others around you as a result of your SLCP? Class A had the higher mean of 2.80 with Class B falling slightly to 2.68. This response was lower than student awareness of observer impact, but this query implies the student may not be aware of the impact their change behavior had on others, noted by their chosen observer/observers. See Appendix C for detailed statements by participants.

Question 14: Do you feel that you will continue the change that you began? This was very important feedback in relation to the study being critical to impact on participants. Class A presented a unanimous positive response with 15 of 15 affirming, while Class B affirming a strong 37 of 40 students. This positive response could be affected by the decreasing difficulty of maintaining their change goal, as will be intimated in Question 20.

Question 16: Are you planning on starting a new change project in the near future? Again, Class A offers a strong response with 80% (12 of 15) affirming the desire to continue the change process as a lifestyle, and 70% of Class B seeing value in this leadership behavior.

Question 20 has three parts, which are addressed below: (1) What was your SLCP's perceived difficulty level to you at the very beginning?, (2) What was your SLCP's perceived difficulty level to you halfway through?, and (3) What was your SLCP's perceived difficulty level to you toward the very end? Class A's fifteen student responses displayed a decreasing difficulty in continuing the change behavior with the mean scores of 3.47, 3.13, and 2.27 respectively. Class B responded in kind with diminishing mean values of 3.43, 2.90, and 2.34 in order. The higher mean in response to Question 20 may reflect the difficulty of the challenge the students selected for themselves.

## **Discussion**

Modeling is a core concept of social cognitive theory, and is included in the SLCP in two ways. First, students engage three or more observers who are asked to observe the student as they make their way through the change project. Some observers provide written feedback periodically, while others provide verbal feedback. The observers are often family members, friends or co-workers. It is not unusual that some observers join in the structured behavior chosen by the students (e.g., working out together, or sharing healthier meals).

A second way feedback is provided is in day-to-day contact with co-workers and colleagues, where they have not been asked to observe the change, and notice the change in behavior or attitude, sometimes without realizing it. An example is a student whose objective was to overcome extreme shyness by speaking first to people when she met them. She found that people responded much more positively to her new approach, which encouraged that individual further, and influenced her interpersonal relationships. Another student who focused on spiritual development had such a dramatic change in behavior that co-workers asked what was happening and how her change impacted them and their relationship. The potential for influencing others provided the basis for Hypothesis 2 listed above.

An important element in learning to lead is the likelihood that individuals will employ similar strategies in the future to continue self-development. Students were asked to provide feedback on their intention to utilize self-leadership strategies in the future. Future steps might include the following concepts and actions: addressing "ideal-self concepts", linking applied results to self-leadership measures that currently exist, building more effective learning processes, and/or incorporating testing within different types of learning techniques. Based on student reactions, there are limitations and modest anticipation.

## **Limitations and Conclusion**

The thrust of this paper is to discuss and evaluate a project that applies self-leadership strategies to actual learning environments. Unlike previous studies, the objective is not to evaluate individuals' level of

self-leadership aptitude, but to build that aptitude. Consequently, the survey instrument relies on self-reported results.

Our results should be compatible with the information that students provide in end of project reports, and comments provided by outside observers. This provides some support for the value of the self-reported information. For future studies, additional reporting techniques will be considered.

A second criticism is that the survey and results do not tie to previous studies that measure individuals' level of self-leadership prior to the project. This is a potentially rich research avenue that should be pursued in the future. Moreover, the opportunity to introduce additional self-leadership strategies into the project could provide additional information.

The researchers have determined to continue the data collection process and provide more statistical analysis of the preliminary and larger, future sample populations. Future focus should incorporate critical path training and change affect for the participant. The research, learning, and change exercise all seem to reflect good use of class time and future skills development.

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**Appendix A: Self-Leadership Change Project (SLCP) Instructions © Legion Associates, LLC.****Select and Begin SLCP**

Each participant selects and begins a personal success/achievement program within the first week of the program (choose from many - see below). Then, write a simple sentence or two describing and explaining the SLCP. Also, include how your personal change will benefit someone or something outside of yourself.

**Select and Orient Observers**

In addition, each participant selects observers (3-5). Participant orients observers to record each week anything related to the SLCP that has affected or made a difference in anyway with the participant's family, friends, co-workers, colleagues, any others.

**Journal Each Day**

Each day each participant writes in his/her journal any personal thoughts, analysis and insights as a result of the SLCP.

**Read and Study**

Participants read and study materials related to their SLCP (books, periodicals, online sources). Then, provide a brief summary (brief literature review) of their learning, naming authors and titles used.

**Summary Paper**

Participants write a summary of their SLCP using their observers' notes and including their own personal comments.

**Particulars...**

For the Self-Leadership Change Project (SLCP) we have tried to leave as much as possible open for your own discretion. We don't want to be too controlling due to the vast differences in projects possible. Hence, this should be very personalized. Nonetheless, here are our most specific guidelines...

- > Describe simply what you are changing about yourself.  
You might ask the following questions: "What do I want to begin doing in my life?" "What do I want to stop doing in my life?"  
This could be one line or a paragraph or so. Keep it simple and yet provide enough detail that will help guide you to fruition. Remember to include how your personal change will benefit someone or something outside of yourself.
- > The idea is to actually carry out the Self-Leadership Change Project (SLCP) until the end of the timeframe.
- > Work on personal change. Don't try to change something that you don't have control of. For the most part, only work on yourself.
- > You need to be interested in working on something that you can change immediately, and not think about for the future.
- > Your SLCP need not be complex. It would be better to try something that you are ready to begin and have the confidence to accomplish.
- > Ideas for personal change may include, but are not limited to the following areas:
  - physical fitness
  - healthier eating
  - anger management
  - spiritual improvement methods
  - emotional improvement methods
  - thinking more positively
  - read a specific book or books to learn more about a subject
  - be a better neighbor
  - financial planning
  - budgeting
  - a specific daily, or weekly goal
  - focusing on overcoming a particular weakness
- > Keep a journal each day with thoughts of your progress with your SLCP.
- > You need to set up data collection methods (before you begin). You will need 3-5 observers. They will record changes in you and more particularly, if there are any changes in your environment. Your observers will provide reporting of your success and how your SLCP has affected (in any way) your environment and the others in it. Your observers need to ask: "How has the SLCP affected others in any way?"
- > Your final report or summary paper will include your SLCP, any learning on the topic (see bullet immediately below), your daily journal entries, and a summary and analysis of the data provided by the observers.
- > You probably have already looked at materials and information as you have contemplated and embarked on your SLCP. Just simply provide a short summary of what you have discovered in reading about your SLCP.

**Step-by-Step Self-Leadership Change Project (SLCP) Process**

- 1) Select a project and begin personal change
- 2) Write a simple sentence or two that describes your SLCP
- 3) Select and orient observers
- 4) Record SLCP progress each day
- 5) Provide summary of readings about your SLCP
- 6) At the end of the timeframe write a final report or summary paper that includes summaries from readings, observer notes, and personal observations



**Appendix B: Survey**

The survey (see below) is a completely different item from the class assignment (see above).

Circle One (1-None, 2-Little, 3-Somewhat, 4-Much, 5-A Great Deal)

**Survey Questions**

- 1) What was your SLCP (please be brief)?
- 2) Did you include in your SLCP a purpose to help others? Y/N
- 3) If yes, what was the purpose?
- 4) Why did you choose the project you did for your SLCP?
- 5) To what degree did you achieve your goal? Circle One (1-None, 2-Little, 3-Somewhat, 4-Much, 5-A Great Deal)
- 6) What amount of change did you notice in yourself? Circle One (1-None, 2-Little, 3-Somewhat, 4-Much, 5-A Great Deal)
- 7) To what degree did your observers notice any change in you as a result of your SLCP? Circle One (1-None, 2-Little, 3-Somewhat, 4-Much, 5-A Great Deal)
- 8) To what degree did you notice any change in others around you as a result of your SLCP? Circle One (1-None, 2-Little, 3-Somewhat, 4-Much, 5-A Great Deal)
- 9) To what degree did your observers notice any change in others around you as a result of your SLCP?
- 10) Did non-observers comment on any change in you or others around you? Y/N
- 11) If yes, please explain.
- 12) What method(s) did you use to meet your goal?
- 13) What learning(s) did you have as you experienced the change?
- 14) Do you feel that you will continue the change that you began? Y/N
- 15) Explain your answer to the question above.
- 16) Are you planning on starting a new change project in the near future? Y/N
- 17) If yes, are you planning to make any changes to the SLCP process? Y/N
- 18) Explain your answer to the question above.
- 19) Information about you: age\_\_\_\_, gender M/F\_\_\_\_, years of full time work expected

**Appendix C: Concluding Remarks by Preliminary Participants**

## Class A Statements for SLCP Survey

Question 1: What was your SLCP (Please be brief)?

- A001 To work out more (3-5 times a week)
- A002 To gain more patience in my everyday life
- A003 Being more polite
- A004 To gain 10 pounds of muscle before end of the semester.
- A005 Exercise 4-5 times a week and stop drinking alcohol
- A006 Photo blog - 1 uploaded picture of my son Noah each day for the duration of the semester
- A007 Financial stability -- budget money better
- A008 I was to completely stop chewing tobacco, to help me live longer to support my friends and family
- A009 To read my bible daily
- A010 Read the New Testament of the Bible
- A011 Keeping healthy in mental and physical aspects
- A012 To read more books so in the long run I can become more knowledgeable.
- A013 Pray vocally twice daily
- A014 To get in better shape
- A015 Improve my organization skills and become a well-organized person.

Question 3: If yes, what was the purpose to help others?

- A005 To be held accountable and to get their input on the changes
- A006 To help members of my family share in the milestones and growth of my little boy
- A008 To live longer, healthier, and happier to help support my friends and family for years to come
- A009 By strengthening myself I will be able to help others
- A010 To encourage them to read the Bible, just not the New Testament
- A012 To help other people appreciate how important it is to read and explore a whole new world of books
- A013 To be aware and hold myself accountable of my thoughts, words, and actions to others
- A014 To help others feel better about themselves and become more healthy
- A015 To show others how being well organized can be extremely beneficial.

Question 4: Why did you choose the project you did for your SLCP?

- A001 To become more physically and emotionally better as a person
- A002 So I could have a less stressful life
- A003 To better myself as a person
- A004 Cause I wanted to try and test my limits of my body
- A005 To reduce stress in my life
- A006 I wanted to capture important moments of my son's life and familiarize myself with my camera and the art of photography
- A007 Because I felt it was the most important aspect of my life that needed change
- A008 I felt like it was time to change from my old habits and start with new "fresh" and healthier habits
- A009 It was something that I wanted to improve such as my spiritual growth and Bible knowledge
- A010 It was an area that I was doing regularly already
- A011 Know the relationship between mental and physical health and the physical activity toward mentality
- A012 Because I never read and all success stories read had something with that person reading
- A013 It felt right when it came to me
- A014 Because of my wedding in April
- A015 Something I had wanted to do for years

Question 11: If non-observers commented on any change in you or others around you explain:

- A001 My mom noticed I was for one working out, and was happier with life in general
- A004 People just said I gained a lot of weight and I look thicker
- A006 Non-observers given a link to my blog; commented in the quality of my photos; inspired to start blog
- A008 My fiancé' spoke to the fact, "I look like I had won something all the time."
- A009 How others can begin to strive to do better in themselves and some seek God
- A012 Someone saw me reading a times magazine and made a comment about it
- A013 My relationships with my family is much better
- A014 I like to work-out more and I'm more aware of what I'm eating. Others have lost weight with new exercise

Question 12: What method(s) did you use to meet your goal?

- A001 A set schedule of times and days to go to the gym
- A002 I used meditation, counting techniques, and breathing techniques
- A003 Self-motivation
- A004 I maintained a regular workout schedule and had an all you can eat diet but with protein
- A005 I used self-motivation, will power, and prayer. I used the journal to keep me motivated and accountable
- A006 Posting a photo each day
- A007 Designing a budgeting plan that allowed me to track and regulate my expenses
- A008 Cold turkey, this did not work, so a slow cut-down on amount of tobacco consumed
- A009 I had to live what I preach to be an example. Many times action is louder than words. People see you living right will encourage them more than telling them how to live their lives

- A010 I read one hour to one-and half hour a day
- A011 Go to the physical fitness center at least 3 times a week; Research beneficial information in various media; keep doing
- A012 Just stuck with the SLCP Method; write it down and go step by step
- A013 Kept a journal and mentally held myself accountable
- A014 Working out regularly, eating healthy
- A015 Research-Planning-Small Wins-Reward System- Journal to document

Question 13: What learning(s) did you have as you experienced the change?

- A001 That small things make a difference. And that people are influenced easily by others.
- A002 That I could actually control my patience level no matter what happens
- A003 To never give up
- A004 That you can do anything if you really put the hard work and effort into what you want to accomplish
- A005 A great deal of things about myself and how the changes affect your household.
- A006 I did a lot of research on how to properly use my camera. I spent lots of time reading articles published by photographers.
- A007 I learned that this project required a lot of work and that unknown obstacles could cloud the progress that is trying to be obtained
- A008 I learned that in order to succeed at anything worth doing you must push yourself and be persistent
- A009 Began to see and hear other people's problems what they had been through and realize mine were not as bad so I shouldn't let the small things get to me.
- A010 To read the Bible more
- A011 Keep doing is important; We've very accustomed to do routine works
- A012 Books are educators to those who read them. Every book I read helped out and I gained a little knowledge ever time.
- A013 I can change and small changes do matter.
- A014 That I'm my biggest fan and motivator. I can do and achieve anything that I put my mind to.
- A015 Several ways to not only become well organized, but steps to stay that way

Question 15: Explain if you feel that you will continue the change that you began

- A001 I have noticed the impact of working out, and want to remain this way
- A002 My family seems so much happier since I have changed
- A003 I chose my SLCP because it was something that I could continue long after class
- A004 I love to work out and stay in shape so I will for sure continue this
- A005 I think I learned a great deal and will do it again.
- A006 I plan to continue my blog
- A007 I feel that the SLCP needs more improvement and this project is very beneficial
- A008 I did not completely quit chewing, but have cut down about 70%, and I will continue to cut down, and eventually quit and quit smoking
- A009 Continue to study to show myself improved
- A010 it will help me better understand the history of the church and other major events that happened in the Bible
- A011 It's very beneficial to me.
- A012 Because I have set a goal and plan to continue
- A013 I want to do this always. I have ideas on how to modify this better
- A014 Because my project isn't completed, and after it is it will stick because it is a life style change
- A015 Lifelong commitment to staying well organized

Question 18: Explain if you are planning to make any changes to the SLCP process

- A006 No response even though respondent wants to make changes.
- A008 Stop smoking
- A015 Longer time to achieve goal- keep on track- make routine

#### Class B Statements for SLCP Survey

Question 1: What was your SLCP (Please be brief)?

- B001 To take more control of my life and do a complete make over
- B002 Exercise more, eating healthier and losing about 20 pounds
- B003 Originally to save money for after college; changed to creating more volunteer opportunities on campus
- B004 Physical fitness
- B005 Be more controlling of my budget
- B006 Improve time management skills
- B007 Healthier eating habits for me and my family
- B008 Lose weight and begin exercising more so that I could get physical activity and feel better about myself
- B009 To prepare myself for getting a job after graduation
- B010 to create a healthier lifestyle by eating healthier and starting to exercise and maintain both
- B011 To start saving money for retirement and for future needs
- B012 Getting in shape and eating healthier
- B013 To be a hotel manager
- B014 Develop a regular fitness routine
- B015 Become a vegan and work out more
- B016 To eat healthier and to work out at least 30 min
- B017 Cook more at home and in turn eat healthier
- B018 To live a healthier lifestyle, physically, mentally and spiritually
- B019 To manage time better
- B020 Saving money

- B021 Setting a goal to work out at least three times a week and to stop saying negative things
- B022 To quit stressing about things I had no control over
- B023 Becoming a person who is on time to events, class, work, and church
- B024 Change in exercise habits
- B025 To be more social, build rapport with others, and assist others with problem solving
- B026 Originally write 20 songs then due to time constraints releasing a vinyl
- B027 Eat healthier and work out more often
- B028 Meet someone once a week to get to know them personally and make a difference in their life
- B029 Stop letting sentimentalities disrupt my life
- B030 To do something specific and intentional each day to make someone else's day better
- B031 To play less video games and focus more on my homework
- B032 Become more of a leader in my church
- B033 Paying off my school debt and physical fitness
- B034 Become a less selfish person by volunteering; becoming a better listener and doing kind acts to others
- B035 Procrastination
- B036 To work out
- B037 Read Bible every day
- B038 Changing the way I treat others and understanding their feelings
- B039 Less stressed on the everyday tasks; more emotionally stable; change view of myself, others, and my life
- B040 Create happiness in myself and others on a daily basis while working, internship, and 16 hours

Question 3: If yes, what was the purpose to help others?

- B003 Providing opportunities to volunteer to help people help people
- B004 Be less reliant
- B005 To be able to support them
- B006 To provide more quality time with my kids
- B007 To improve the health of my children
- B008 To get my family to do more physical activity and spend some quality time together
- B015 To be healthier
- B020 To benefit loved ones in the future
- B025 Means to help others; did not state how
- B026 I'll get to that
- B028 To help them feel good about themselves and to feel cared for
- B029 Less stress on my family; Clothes donation
- B032 To help other people with their faith
- B033 I try to accomplish something I couldn't do tomorrow
- B034 To concentrate less on myself and more on others
- B037 The basis of my religious belief is to live to serve God and others
- B038 For others to try SLCP I encouraged many friends and family members to do so
- B040 Create happiness through a positive attitude and passing that on to others

Question 4: Why did you choose the project you did for your SLCP?

- B001 Because I put everyone else before me, then I procrastinate towards the end
- B002 2 years ago I had my gallbladder removed and never started my exercise or weight loss that I needed to
- B003 Because it is something I am passionate about
- B004 Something I've neglected for a while
- B005 Because, I felt it was important
- B006 Because my kids deserve more of my time
- B007 I was concerned about my family's quality of life
- B008 So that I could feel better about myself and be more healthy. It might reduce my stress level
- B009 So that I would take the correct steps in finding a job and be prepared
- B010 To become healthier; Graduate healthier; Get married and be healthier
- B011 I have a problem saving money. I wanted to do something that would help me and become independent
- B012 I got tired of running out of breath going up stairs and just wanted to be a healthier person
- B013 I want to know how to start and where to go
- B014 I wanted to get back in shape and lose some weight
- B015 It's something I thought about doing for a long time and this gave me the final push
- B016 I was tired of being lazy and wasting money on junk food. I felt I needed to self-discipline
- B017 I like to cook and I thought this would motivated me to do it and make myself make time to cook
- B018 Trying to lose weight and be more rested so I can focus on and have time for the important things in life
- B019 Being a last minute person stresses me out; In order to stop I knew I needed to manage my time better
- B020 To help save money and prepare for my future
- B021 Physical fitness is a key to a long and healthy life; Giving up negative thoughts good for mental health
- B022 To help myself learn to focus on me and what is best for myself
- B023 That was an issue I have always had and needed to improve
- B024 Health issues
- B025 Strengthen weak areas of life
- B026 Want to have outlet to release my friend's music. Using vinyl is best method for recording
- B027 I felt that I wasn't as athletic as I used to be
- B028 I meet people all the time but never get the chance to actually get to know them personally

- B029 It was something I wanted to do that I had been putting off.
- B030 I thought it would be enjoyable and rewarding
- B031 I thought I was playing video games too much and I had a lot of homework that needed to be done
- B032 I felt it was necessary for me to be more involved in my church
- B033 Because I needed to change my habits
- B034 I thought it would improve my quality of life and make me a better person
- B035 I'm always waiting to the last minute for everything
- B036 To get in shape
- B037 My relationship with God is important. I am human and cannot honestly say most important
- B038 I felt it was something I needed to work on
- B039 It is an area of my life I want to change and improve to be a better individual
- B040 Because I love and care about the people in my life and want to be a ray of sunshine in their life

Question 11: If non-observers commented on any change in you or others around you explain:

- B001 My husband noticed a change like the way I started to carry myself at home.
- B002 I had people come up to me that I knew and told me that it looked like I had lost weight
- B003 A non-observer noticed my progress and mentioned it in a formal meeting and an awards committee meeting
- B004 They noticed better eating habits
- B007 Lots of friends commented on loss of weight
- B008 My mom and my sister said that I looked better and seemed much healthier and happier
- B009 How I dressed and ways I would take a stand for equal rights or being politically correct
- B010 Parents noticed I was happier and that I had lost weight
- B011 My mother noticed when I didn't ask for money and that I was giving her money to put in my savings
- B016 They noticed I was beginning to look more fit, bringing lunch to work, and not eating out as much
- B017 I lost weight and people noticed
- B018 They would comment on what I would bring to lunch, or joke about my "bedtime"
- B020 Friends and family all noticed I was being much more responsible and not so careless with my money
- B021 I had several individuals comment on my positive attitude of late and better physical shape
- B024 Happier, more energy
- B025 More openness, willingness to be present more in activities and resources that interested others
- B026 They were stoked to know that I wanted to help Tulsa's flourishing music scene.
- B027 Some of my friends that knew my laziness said they liked the new me working out more
- B029 Several members of my family made comments
- B032 They said that I seemed to have more confidence

Question 12: What method(s) did you use to meet your goal?

- B001 I went to the beauty salon and started shopping for myself more
- B002 Keeping track of what needed to be done, of calories, and exercised as much as I could
- B003 Persevering regardless of desired income; set mini-goals in order to reach end goal
- B004 Exercise
- B005 Self control
- B006 I prioritized things better and made better use of my time
- B007 I researched different diets, settled on Atkins, bought the guide and downloaded the AP on my phone
- B008 Walked 1 mile, progressed to 2 miles, implemented small exercises on other days in my routine
- B009 Classes, interviews, professional dress and actions, job searches, and created a backup plan
- B010 Observing, structure of project, rewards, acknowledgement of success
- B011 Really no methods just put it in savings
- B012 Doing lots of research
- B013 I used vision method
- B014 Worked out regularly and ran, played a lot of baseball and golf
- B015 I was positive about it, researched
- B016 Dedication, self-discipline, motivation, time, calendar
- B017 I started to eat healthier and feel better physically, started to exercise about 30 min. daily
- B018 Small steps to change instead of immediate change
- B019 Doing homework ahead of time and at a set scheduled time to prevent procrastination
- B020 Kept project in mind when shopping and only bought necessary things
- B021 The assignment helped me to stay on track, determination, wanted to be successful
- B022 I made myself refocus my attention; Made lists to only concentrate on things in immediate future
- B023 Counting method when dealing w/OCD.
- B024 Excited about project, then forced myself to go, then enjoyed going
- B025 Reading materials, exercise activities, social events, personal follow-up, using business skills
- B026 Change check to fund production of vinyl, record album funds from playing shows
- B027 Being patient and focused
- B028 I used methods such as being more social and more noticing of others
- B029 Focus, emotional growth
- B030 Set time aside each day to plan for the next day's assignment
- B032 I volunteered in different areas of the church and helped lead a Bible study group
- B033 Save I didn't eat out as much and buy useless things I did not need
- B034 Avoid distractions when conversing; Gave feedback to listener; helped others and volunteered
- B035 Started early on things rather than late

- B036 Worked out twice a week and ate healthier
- B037 No method; Tried hard to read as often as I did which was nowhere near where I want to be
- B038 Book, readings, and advice from Dr. Phillips
- B039 Books, articles, accountability partners, better eating habits, creating new habits
- B040 Own ability to control and direct my attitude by believing in myself. I kept with it

Question 13: What learning(s) did you have as you experienced the change?

- B001 I learned that it can be fun to do things for yourself
- B002 I had it in me to lose the weight
- B003 To achieve change one must have the desire and motivation to make the change
- B004 How much better and confident I felt
- B005 It was much harder to give up things, even if you didn't need them
- B006 It was rewarding to make the changes and that my kids did notice that they had more of my time
- B007 How terrible I felt before and how the body processes food
- B008 I could do anything that I set my mind to and that I should continue to do a new project when I find one
- B009 I found myself and a lot of who I was; My mind changed how I thought, I became more professional
- B010 Better to be healthy in the long run; more things work out better; Project good for other things
- B011 Economy is changing and social security won't be there. I can work hard now and have fun later
- B012 It is very hard to get started, but once started and don't give up, the easier it becomes
- B013 I learned to ask the right person for information
- B014 I learned that I could do a lot of things if I put my mind to it
- B015 Lots of nutritional things; I cook way more now and am a better cook
- B016 Understand strengths; use others motivation; practice self-discipline; make small goals
- B017 If I write my goals down it makes them easier to achieve
- B018 I can be very routine about things, it releases stress in not so healthy ways (eating)
- B019 I learned a great deal about myself and noticed more things that I would like to change
- B020 Packing a lunch can save you tons of cash
- B021 Changing things about myself was harder than I thought it would be
- B023 That I need to tackle my OCD quicker and faster
- B024 That you can make changes; It isn't always as difficult as it seems; progress makes others want change
- B025 How difficult change is; Person must desire change; the gap between desired and actual results
- B026 The financial aspect is a hard pill to swallow; Change check paid all of my bills
- B027 I could do anything I want if I'm really dedicated to it
- B028 I learned how to appreciate life and what it has to offer
- B030 I learned that it took time and effort consistently to maintain. I also learned to be less selfish
- B033 That I was able to come out of \$1,500 debt with my income
- B035 That it's hard to change what you are used to but if changing for the good it's worth it in the long run
- B036 I can be diligent in doing this
- B037 I evolved some into a life of service; Project was a catalyst for a serving lifestyle
- B038 I learned to consider others feelings and listen and be more positive to others thoughts and ideas
- B039 Change is gradual; over time it becomes more significant; Must be committed; persevere want to change
- B040 To believe in myself and my power to affect others. We are all connected and must live like that

Question 15: Explain if you feel that you will continue the change that you began

- B001 I will continue to change. I will be a take charge person again
- B002 Keep on exercising
- B003 After graduating I plan on continuing to volunteer and try to instill this desire in others
- B004 It helped me focus on the most important things
- B005 This is a life goal not a short term goal
- B006 I think this is important enough I will continue to focus on it
- B008 Yes, because I do feel better about myself and I am beginning to feel healthier and it feels good
- B009 Because my project is not done
- B010 You cannot just quit my goal and assume it will always stay the same. I will constantly work on it
- B011 I'm going to keep saving and building my retirement
- B012 Yes because it will take some time to get where I want to be
- B013 I will take some courses in hotel management
- B014 I will continue to work out regularly after this class is over
- B015 This is a lifestyle change. The more I learn the more I stand by what I am doing
- B016 I would really like to practice for a marathon
- B017 I will continue to eat healthy and exercise because if I don't I will not feel physically good
- B018 Staying balanced is important to sanity
- B019 This is something I have needed to change; it is something that will help me in the long run
- B020 You don't realize how much you can save; I think I have saved \$800 in 3 months (\$300 not eating out)
- B021 The changes I made were good ones that I will continue in the future
- B022 This change has benefitted me. I want to continue to work on it until it becomes automatic
- B023 I'm tired of my semi OCD issue and I want to go to work and school not rushing and relaxed
- B024 I love the way I feel now. I will continue
- B025 I did not achieve my goal which was more difficult than I thought; I still need to work on it
- B026 I want to have an outlet to put music out and do it on my own terms.
- B028 It feels good to meet people and get to know them

- B029 Ongoing process
- B030 I will continue, but probably not on a daily basis--maybe 2-3 times a week
- B031 Because this is my last semester and don't expect to have more homework
- B033 Because physical fitness is important to me and I will continue to save as much as possible for future
- B034 It felt good to help others, so of course I will continue it
- B035 It's better to start on things early other than dwelling and stressing about it at the last minute
- B036 I feel good, want to keep it up
- B037 This project opened my eyes to the importance of continuously growing and positively changing

Question 18: Explain if you are planning to make any changes to the SLCP process

- B001 There will always be new things that I want to do; I will make changes for that purpose
- B011 I'm going to learn a new language
- B014 I plan on changing my work out routine at the end of May
- B019 Well I won't be writing everyday but I do have one goal that I want to achieve
- B020 No journal entries, just reading the card every morning
- B023 To drink more water and get healthier
- B026 Just the financial aspect; I'd like to front production costs for the bands and have them pay me back
- B035 I don't know; depends

Note: All non-responses are vacant from this form.