



Social Influence Survey

EXPLANATION: The purpose of the Social Influence Survey (SIS) is to identify observable leadership behaviors in children for the purpose of developing these latent aptitudes for future effectiveness. While the SIS does not predict the absence of leadership potential, it is designed to help identify children who are “early bloomers,” whose actions might otherwise be overlooked or wrongly assessed.

The SIS is used as part of the **LeadNow** and **LeadWell** training program application, as well as a pre-test for benchmarking growth among those accepted into a program. Each training program applicant needs to submit an application and 2 SIS forms, one of which is from a non-relative.

PLEASE NOTE: ONLY the online format will provide you as a parent with an automated summary and key. The pdf and MSWord formats are only recommended for those responding for an applicant who cannot otherwise use the online format. If you are taking this for another child who is applying for a KidLead training program—then your survey will **NEITHER** be returned to you **NOR** the parent/guardian of the child, so that your anonymity is retained. This provides more accurate feedback for us in considering the fit of the training program.

The SIS depends on the person taking the survey having observed the student in a social setting. This might include parents, relatives, school teachers, coaches, religious teachers, after school program directors, family friends and neighbors. There will be 25, multiple-choice questions.

There are no right or wrong, good or bad answers. Mark the response that seems to best reflect how you have observed the student. If you do not feel you can adequately answer a question, mark “Unsure.” (Please note that surveys with six or more responses marked “Unsure” will not be usable, but that is okay if it best represents your awareness.)

KidLead retains this data for its ongoing research on leadership development, but will not share any personal information with anyone other than a certified trainer. KidLead will not make the contact information available to other organizations.

Special note to school teachers and parents responding to this survey:

Teachers, we’ve found that educators sometimes mix academic skills with leading. Please try to distinguish between these when you respond, thinking in terms of the student’s social skills and ability to influence others toward a common goal (leading). We’ve also found that sometimes parents like to project their wishes onto their children, so as much as possible, strive to be objective in terms of actual behaviors witnessed in social settings.

Student’s first name _____ last name _____

Student’s hometown _____ State _____ (Used to ID multiple SIS entries.)

How long you’ve known this student _____ Current date _____

What best describes how you know the student? I am a... Parent/Guardian ___ Teacher ___

Relative ___ Religious Teacher ___ Family friend ___ Coach ___ Other ___

Age of student in years _____ Your e-mail address _____



INSTRUCTIONS: Mark the answer that best describes your observations of the student noted.

1. The child tends to persuade or be persuaded by peers

- 1 Frequently persuades others
- 2 Commonly persuades others
- 3 Sometimes is persuaded; sometimes persuades others
- 4 Usually more persuaded by others
- 5 Nearly always persuaded by others
- 6 Unsure

2. The child tends to be task oriented and/or goal oriented

- 1 Very little
- 2 Little
- 3 Some
- 4 Often
- 5 Very
- 6 Unsure

3. The child is observed to be opinionated and/or strong-willed

- 1 Is very strong-willed/opinionated
- 2 Offers unsolicited opinions
- 3 Has opinions when asked
- 4 Is compliant
- 5 Is very compliant
- 6 Unsure

4. The child connects well with adults and/or seems to be adult-like in terms of responsibility

- 1 Very little
- 2 A little
- 3 Some
- 4 Quite a bit
- 5 A lot
- 6 Unsure

5. Peers seem to like and follow child (on the playground, in the classroom, in the neighborhood)

- 1 Not to my knowledge
- 2 Rarely
- 3 Occasionally
- 4 Quite a bit
- 5 Very often
- 6 Unsure

6. This child has been disciplined or critiqued for being "bossy"

- 1 Not this child
- 2 Once in a while
- 3 Sometimes
- 4 Certainly
- 5 Most certainly
- 6 Unsure



7. This child sticks to his/her principles, even when peers deviate or disagree.

- 1 Not at all
- 2 Usually not
- 3 Sometimes
- 4 Usually
- 5 Nearly always
- 6 Unsure

8. Child initiates new projects and tasks, and incorporates others

- 1 Frequently
- 2 Quite a bit
- 3 Some
- 4 Very little
- 5 Never
- 6 Unsure

9. How independent does this child seem to be

- 1 Independent
- 2 Mildly independent
- 3 Very independent
- 4 Dependent
- 5 Very dependent
- 6 Unsure

10. If you needed to step away from your class or team for awhile, how likely would you be to put this child in charge while you were away:

- 1 Not likely
- 2 Perhaps
- 3 For a short time
- 4 Likely
- 5 Definitely
- 6 Unsure

11. The child negotiates options, compromises, "deals."

- 1 Negotiates and often succeeds with adults
- 2 Negotiates and succeeds with peers / compromises with adults
- 3 Negotiates, then compromise with peers
- 4 Objects, then gives in
- 5 Compliant / coalesces
- 6 Unsure

12. The child is decisive

- 1 Decision making seems painful / prefers to defer to others
- 2 Takes a long time to decide / may procrastinate
- 3 Decides quickly / may waffle afterward
- 4 Decides well for the most part
- 5 Gathers info & input from others, then decides with confidence
- 6 Unsure



13. When child interrupts a conversation...

- 1 Others tend to ignore / continue with conversation
- 2 Others correct / reprove child for interrupting
- 3 Others partially listen
- 4 Others "give the floor" / listen
- 5 Others listen and often heed child / move to his/her agenda
- 6 Unsure

14. Child exudes confidence in pressure situations

- 1 Confidence is high, but generally realistic
- 2 Overly confident
- 3 Confidence is moderate
- 4 Confidence is low
- 5 Lacks confidence / feels great stress
- 6 Unsure

15. Demonstrates ambition and/or vision

- 1 No recognizable goals
- 2 Few
- 3 Some
- 4 Frequently has goals
- 5 Frequently communicates grand visions for future
- 6 Unsure

16. Child initiates supervision of younger children socially

- 1 Tends to follow younger kids / play as if a peer
- 2 Younger kids tend to ignore or not follow child
- 3 Younger kids inclined to include socially
- 4 Younger kids follow
- 5 Younger kids frequently seek out child and follow
- 6 Unsure

17. Child is optimistic

- 1 Determined and hopeful even when challenged
- 2 Positive
- 3 Even tempered
- 4 Worrisome if challenged with new, big tasks
- 5 Pessimistic / tends to see the downside of situations
- 6 Unsure

18. Use of humor and sometimes the "class clown"

- 1 Able to distract peer's attention from adults
- 2 Able to distract attention from other peers
- 3 Peers acknowledge, occasionally respond to
- 4 Peers notice, but tend to dismiss
- 5 Peers tend to ignore or find humor irritating
- 6 Unsure



19. Exudes a can-do spirit and perseveres

- 1 Resists new challenges / verbalizes reasons to give up before start
- 2 Seems to quietly feel self-doubts / procrastinates often
- 3 Attempts new challenges, but tends to give up when faces difficulties
- 4 Doesn't quit easily / perseveres
- 5 Perseveres doggedly and inspires others with example to do same
- 6 Unsure

20. Child is willing to takes risks and try new things

- 1 Avoids risk taking / seems fearful
- 2 Only takes very safe risks
- 3 Takes moderate risks if encouraged by trusted others
- 4 Overly courageous / needs to be subdued, dissuaded at times
- 5 Pushes the boundaries and takes sensible risks
- 6 Unsure

21. Child challenges rules that don't seem to make sense or seem unfair

- 1 Rarely challenges / very compliant
- 2 Tends to challenge with tantrums, but complies after resisting
- 3 Will verbalize disagreement and seek rationale
- 4 Often goes against rules that do not make sense / at times risking others
- 5 Pushes against rules that do not makes sense and seeks to change them
- 6 Unsure

22. Child is not afraid of healthy conflict, confronting a person/situation

- 1 Seems to want peace at all costs / to suffer injustice
- 2 Tends to want peace and avoids most conflicts
- 3 Is willing to confront, but lets down with minor conflict
- 4 Willing to initiate confrontation and respond to injustice personally
- 5 Willing to confront a situation and gathers others to do same
- 6 Unsure

23. The child is competitive

- 1 Very
- 2 Moderate to high
- 3 Moderate
- 4 Some
- 5 Not at all
- 6 Unsure

24. The child demonstrates strategic thinking skills / solving a problem without a lot of resources or adult intervention

- 1 Seems "stuck" without precise instructions
- 2 Prefers clear direction / tends to complain without it
- 3 Some
- 4 Usually tries to accomplish things
- 5 Frequently demonstrates problem solving without much input
- 6 Unsure



Organizational leadership: The ability to influence others as a group, toward accomplishing common goals.

25. Based on the above definition of organizational leadership, how would you rate the observed organizational leadership qualities of the child?

- 1 Strong
- 2 Quite a bit
- 3 Some
- 4 Little
- 5 Very little
- 6 Unsure

NOTE: This section is ONLY for those responding to this form for a training program applicant:

Give an example of where you've seen this child lead a group of peers or others

What was the goal/project?

How did the child behave?

What went well and what did not?

Why do you think this child should be considered for a preteen leadership development program?

Feel free to add any other comments about what you've observed regarding this child's ability to influence others:

