



Social Influence Survey (SIS)

Instructions

IMPORTANT: If possible, please use the free, online version of this assessment. Parents then receive automated results and a key of their SIS and KidLead staff will not need to re-key the data, plus it reduces the chance of losing the SIS.

The purpose of the Social Influence Survey (SIS) is to identify observable leadership behaviors in children and youth, in order to develop these latent aptitudes for present and future effectiveness. While the SIS does predict a lack of leadership potential, it is designed to help identify children & youth who have natural gifting, indicators that might otherwise be overlooked or wrongly assessed. We've found this significantly beneficial for concentrated training, specifically ages 10 and older.

This is an instrument that adults fill out about a child/preteen/youth. There are 25 questions with multiple choice responses. The SIS works best if the person completing it has seen the child in various social settings and can respond anonymously. These might include parents, teachers, coaches, religious instructors, after school program directors, family friends and neighbors.

There are no right or wrong, good or bad answers. Circle the response that seems to fit best from your experience in observing the child. If you do not feel you can adequately answer any question, feel free to mark "unsure."

Final Note to Teachers & Parents: We've found that sometimes educators 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). Parents, we've found that sometimes we like to project our wishes onto our children, so as much as possible, work to be objective in terms of actual behaviors witnessed in social settings.

For LeadNow/LeadWell Training Applicants Only: The SIS is used as a part of the application for KidLead training program applicants. Those applying will need to submit an application along with 2 SIS forms, but only 1 can be from a parent. Again, you can save time and effort by recommending that others use the online version of this assessment on our website: www.kidlead.com. If you need to use the hardcopy, mail it to KidLead, Box 2302, Monterey, CA 93942 or fax it to 831.886.1527 or scan and e-mail it to info@kidlead.com. No need to return this instruction page in your submittal.

Thanks so much for your interest in developing this child's leadership potential.



Social Influence Survey (SIS)

(We'll use the words student/child/youth/subject interchangeably in this survey. Please print/type.)

This SIS assessment is about _____
(student's full name)

Name of training organization & its location (if being submitted as part of an application):

City & state/province of student _____

How long you've seen this child/youth in social settings _____ Student's age _____

Student's parent's name(s) _____

In what capacity do you know this child/youth _____

What is your relationship to the child/youth _____

INSTRUCTIONS: Circle or underline the answer that best describes your observations of the child/youth noted above.

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

- 1 Nearly always influenced by others
- 2 Usually more persuaded by others
- 3 Sometimes is persuaded; sometimes persuades others
- 4 Commonly persuades others
- 5 Frequently persuades 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 compliant
- 2 Is compliant
- 3 Has opinions when asked
- 4 Offers unsolicited opinions
- 5 Is very strong-willed/opinionated
- 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 Just normal kid stuff
- 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

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

9. How independent does this child seem to be

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

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

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

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

15. Demonstrates ambition / 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 leadership among younger children socially

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

18. Use of humor and sometimes the “class clown”

- 1 Peers tend to ignore or find humor irritating
- 2 Peers notice, but tend to dismiss
- 3 Peer acknowledge, occasionally respond to
- 4 Distracts attention from other peers
- 5 Distracts attention from adults
- 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, 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; unfairness

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

25. Organizational leadership: The ability to influence others as a group, toward accomplishing common goals. Based on the above definition of organizational leadership, how would you rate the observed organizational leadership qualities of the child?

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



(The following questions are for those submitting this SIS for KidLead training programs, but others may find them of interest as well.)

Name 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/teen leadership development program?

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

