



## The Stone Soup Leadership Institute's Performance Metrics & Bhutan's Gross Happiness Index

### “How Do We Measure Success?”

The Stone Soup Leadership Institute has designed a set of **Performance Metrics** to measure our students' success and wellbeing, as well as the skills they will need for the 21st century workplace. These metrics are a multifaceted tool that incorporates the **values** taught in our books: *Stone Soup for the World: Life-Changing Stories of Everyday Heroes*, and *Stone Soup for a Sustainable World: Life-Changing Stories of Young Heroes*.

Rather than focusing on academic success, we measure Communication, Teamwork, Conflict Resolution, Problem Solving, Adaptability, Empathy, Critical Thinking, Project Management Skills, Goals, Motivation and Wellbeing, and Education. And in the process of focusing on these skills, students often also increase their academic scores. This tool provides: Structure of values and skills to measure; Opportunity for reflection and growth; Definition of the leadership characteristics that we strive to develop in our young people.

### Performance Metrics as a Measurement Tool

Our Performance Metrics have proven to be impactful; they allow our team to gather data on student growth and to encourage students' self-reflection. The qualities that we measure are **an indicator** of what we value at the Institute. The categories we have developed are continuously analyzed, assessed, and revised. For example, this year, we added the categories of Empathy and Tech Skills, to measure student aptitude and attitude regarding their skills and knowledge. Measuring and recording these skills allows for targeted growth and helps our facilitators lead youth toward programs that can supplement their learning. Recording their improvement has also helped us understand how to find the best programs and mentorship styles for each student, taking into account individual differences.

This approach complements our process of using the **Socratic method**. We ask our students thought-provoking questions that encourage discussion as they critically address the issues facing their world. The Index, originally called the Inquiry Form, provides a way for them to gauge the extent to which they've learned and grown during the program. It also helps faculty track the progress of individual students, taking note of their strengths and weaknesses, to best encourage **growth and improvement**. Initially designed in 2015, the Index was designed to measure the impact of each student's learning from the Institute's BETA Educational Curriculum. Our trained facilitator, a Brown University graduate student in economics and environment from Bhutan, helped us to further develop and expand the program. Students are invited to take a simple survey before and after our programs, as a way for them to self-report their growth. This has become an important tool for our programs and is woven into the design of all of our year-long leadership training programs.

## **Bhutan's Gross National Happiness Index**

In 2018 The Institute compared our Performance Metrics to the Gross National Happiness (GNH) Index of Bhutan. GNH is both a measurement index and the expression of a philosophy of development. The GNH fully embraces the idea that Gross Domestic Product alone is not a satisfactory measure of a country's growth and success. Instead, it focuses on various aspects of wellbeing, balancing these with the economic aspects of development.

Developed in the 1970's by Bhutan's fourth king, Jigme Singye Wangchuck, the GNH is a single number that reflects the collective happiness of Bhutan's people; it is calculated using 33 indicators across nine domains. Inspired by the GNH, we took our Performance Metrics a step further by incorporating elements of intercultural understanding and opening up discussions on global topics. In response to the results we receive, we then aim, during our annual Summit, to strengthen our programs. This is an ongoing process, with us learning from the delegates as they do from us.

The GNH index is highly replicable and adaptable to a variety of situations. As an Institute that prides itself on our global work, and our work with multicultural youth, we are confident that our capacity to adopt best practices from a variety of cultures will allow us to advance the message that Bhutan wishes to send through their policies. We are excited to be able to adopt this innovative measurement tool for use in Bhutan, and hope that our trust in Bhutan's values will be reflected through our work.

## **About the Institute**

The Stone Soup Leadership Institute is a 501c3 international education nonprofit organization founded in 1997. Our mission is to develop educational tools, teacher trainings, and initiatives that empower young people to become effective leaders in their communities. Since its conception, the Institute has worked side by side with those on the front lines of climate change, social justice, and economic equity. It has developed a variety of educational tools and initiatives, that are the building blocks for a blue/green pipeline to a sustainable workforce.

For 28 years, the Institute has boldly pioneered a disruptive education initiative to empower the next generation with the tools they need - from an emphasis on DEI (Diversity, Equity & Inclusion), SEL (Social Emotional Learning) and service learning, to climate education, to the development of sustainable career pathways—so they can become leaders in a more sustainable world. Recognized as a global leader in sustainable workforce development, we have developed partnerships with leaders in business, education, community, and government—and have used our educational tools and trainings to empower young people to pursue sustainable career pathways for the transition to a sustainable economy.

The Institute's primary goal has always been **to listen** to a wide variety of communities and to help them identify their priorities as well as opportunities where we might collaborate to support them. In many cases, this has been a lack of youth representation and resources. Therefore, the Institute has worked with youth from inner cities and rural islands to develop these resources. We've worked with communities in the inner cities of Oakland, Cincinnati, and Baltimore, and on the islands of Vieques, Puerto Rico, Virgin Gorda, the British Virgin Islands, Martha's Vineyard and three of the Hawaiian Islands (Lanai, Hawaii, and Oahu), These initiatives have all inspired young people to take action in their own lives and in their communities. The youth are trained to be local leaders, and are involved in envisioning innovative solutions for their communities, and then working with their communities to develop them.

## **Conclusion**

The fundamental goal of the Institute's Performance Metrics has evolved over the years from a singular use to one that is more complex and is woven into all of our products and materials. Although originally it was designed to simply be a way to track youth growth by combining it with the GNH Index, we now hope to use it to tackle contemporary global issues while protecting important local cultural values.

Having worked in inner cities and developing countries, we have witnessed the devastating impact of the economic divide in the US, and in our world. Too often, the values we hold as a community affect how balanced or unbalanced our economies are--and eventually this affects our collective future. Through our initiatives, we hope to encourage values that show **greater respect** for the environment in order to increase awareness of and support for creating a sustainable world. Even more importantly, our goal is to protect the values that guide communities as they grow.

Our Performance Metrics have acted as a compass, guiding the way for us to develop better programs and plans in order for us to help where help is needed. Our goal is to listen and aid in whatever way we can, and to adopt the available knowledge for the productive development of young people, their communities, and our world.

- Overall, in total, our Performance Metrics scores show an increase of 39 points (5.42 percent)
- This is an increase in the average score by 6.5 points.
- The most dramatic increase showed up in Tech Skills (a 6-point increase)

#### **Student Results**

- **Overall:** A majority of the youth measured reported better results in all categories, and showed an improvement in the second reporting.
- **Eriana** reported the greatest growth, with an increase of 15 points. She reported major improvement in tech skills (4 points) and conflict resolution (2 points)
- **Paige** showed the next-greatest improvement. She reported a 13 point increase and a steady increase in most categories.
- **Maddox** was the only one who reported the same scores before and after.

**Stone Soup Leadership Institute**  
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