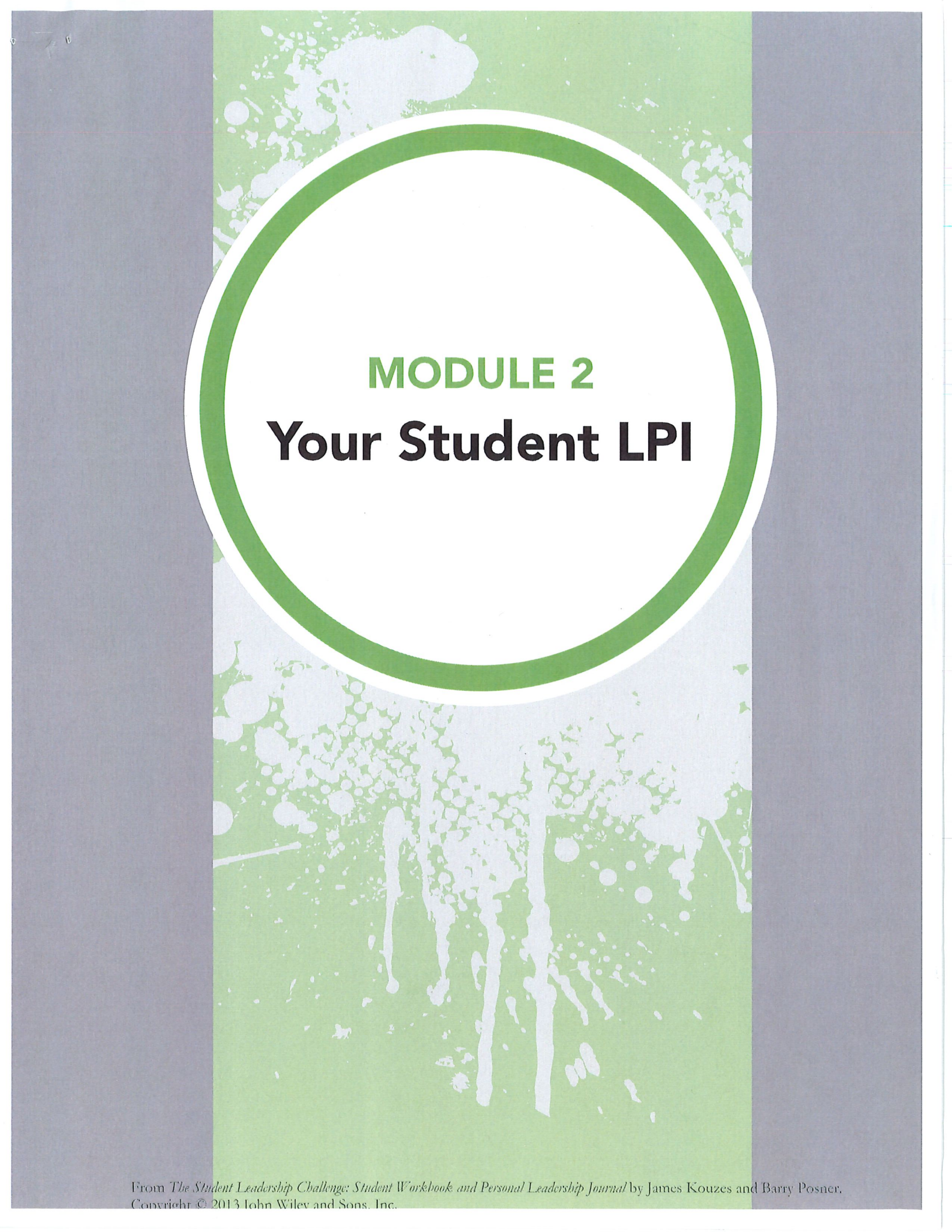




MODULE 2

Your Student LPI

WHAT IS THE STUDENT LPI?

The Student Leadership Practices Inventory is a comprehensive leadership development tool designed to help you measure your leadership behaviors and enable you to take action to improve your effectiveness as a leader. The assessment is made up of the Student LPI Self Assessment (which you complete) and the Student LPI Observer (anonymously completed by others chosen by either you or the person administering your Student LPI), making it a comprehensive look at the frequency with which you engage in The Five Practices of Exemplary Leadership.

Student LPI Self Assessment

This thirty-item self-assessment measures the frequency of specific leadership behaviors on a five-point scale. It takes approximately ten to fifteen minutes to complete.

Student LPI Observer Assessment

This assessment provides 360-degree feedback on the frequency of specific leadership behaviors on a five-point frequency scale. Completed by individuals selected by you or the person administering your assessment, it takes approximately ten to fifteen minutes to complete.

While this assessment provides for self-measurement, the greater value in the assessment is using the Student LPI Observer feature. This unique measurement tool collects valuable feedback for you from teachers, coaches, student advisors, teammates, fellow club members, coworkers, or others who have direct experience in observing you in a leadership role or any leadership capacity.

Who Is the Student LPI Designed For?

Even if you don't identify yourself as a leader, the research behind The Student Leadership Challenge indicates that everyone has the potential to lead. The Student LPI tool is designed for students with little to no formal professional experience, and it is appropriate in high school and college classrooms, student government, campus clubs, fraternities, sororities, first-year-experience programs, community service and service-learning organizations, athletic teams, and youth organizations. If you are looking to enhance your leadership role in your school or community, you will benefit from using the Student LPI to learn how you use The Five Practices framework and consider how you could make more use of the model as you encounter real-life challenges and opportunities.

How Many Observers Should I Have, and Whom Should I Choose?

We recommend at least five observers, which may mean asking eight or more people in case there are some who do not complete the assessment. Choose teachers, coaches, student advisors, teammates, fellow club members, coworkers, or others who have direct experience in observing you in a leadership role or any leadership capacity. It's a great idea to send an e-mail in advance requesting that they do this, reminding them that their feedback is anonymous, and articulating what you hope to get out of the experience.

UNDERSTANDING YOUR STUDENT LPI RESULTS

It is important to understand your results and think about them appropriately. The Student LPI is not about attitudes or intentions but about actual behaviors. The assessment contains thirty behavior-based statements. Each one asks you about a specific leadership behavior and the extent to which you engage in that behavior.

The Student LPI uses a five-point scale to measure the frequency with which you demonstrate (Self) or others (Observers) observe you demonstrating the behavior.

Score	Meaning
1	You rarely or seldom engage in the behavior. For your observers, this score indicates they rarely or seldom see you engage in the behavior.
2	You engage in the behavior once in a while. For your observers, this score indicates they see you engage in the behavior once in a while.
3	You sometimes engage in the behavior. For your observers, this score indicates they see you engage in the behavior sometimes.
4	You engage in the behavior often. For your observers, this score indicates they see you engage in the behavior often.
5	You engage in the behavior very frequently or almost always. For your observers, this score indicates they see you engage in the behavior very frequently or almost always.

A common question is, "Why isn't there a designation of N/A or 'Does not apply'?" Because the response calls for a measure of frequency, a "does not apply" designation is not relevant. If you believe you are not in a position to demonstrate a behavior, perhaps you believe opportunities are available only in positions of leadership. The Student Leadership Challenge approach indicates that is not the case. When an observer wants to say "does

not apply” because “I don’t see this person doing this” or “I’m not in a position to know if the person does this,” it is entirely appropriate for him or her to simply use response 1: the person seldom or rarely engages in this behavior from my vantage point. Certainly the goal is to select observers who have seen you in action and have data to draw on when responding to the instrument.

Each of the thirty behaviors from the Student LPI Self and Student LPI Observer instruments aligns with one of The Five Practices of Exemplary Leadership. Model the Way aligns to statements 1, 6, 11, 16, 21, and 26. These are the statements that relate to behaviors involved in Model the Way, such as clarifying values and setting an example. Statements 2, 7, 12, 17, 22, and 27 align with Inspire a Shared Vision, which involves envisioning the future and enlisting the support of others. Statements 3, 8, 13, 18, 23, and 28 align with Challenge the Process, which involves searching for opportunities, experimenting, and learning from mistakes. Enable Others to Act links to statements 4, 9, 14, 19, 24, and 29. This practice involves fostering collaboration and strengthening others. And Encourage the Heart pertains to statements 5, 10, 15, 20, 25, and 30, which involve recognizing contributions and celebrating values and victories.

The Student LPI provides feedback generated from you and others about how frequently you engage in these behaviors and actions that the research indicates are the practices and behaviors people demonstrate when they are leading effectively and making a difference.

How to Think about Your Student LPI Results

It’s important to recognize that the Student LPI report is not a judgment of how well you do these practices, but a collection of observations about how often you do them and are seen doing them. Your opportunity is to explore the report in order to better understand yourself and find opportunities to increase the frequency with which you engage in the leadership behaviors. What behaviors can you do more often that could help you be more successful as a leader? How can you best demonstrate those behaviors? Many people have a tendency to be very hard on themselves and are quick to judge.

Keep in mind that this report is intended to be a development tool, not a test score; it is about frequency of observed behavior, not a judgment of your abilities. You might think of it as a snapshot in time, and like any other snapshot, there is some truth in it, but much more that is unclear or out of the picture. You’ve most likely seen a snapshot of yourself and thought “OMG, I look awful!” or, “Wow, I look great!” Remember that it’s not the picture that matters; it’s what you do as a result of seeing it.

We anticipate that most people will see significant changes in their Student LPI scores over time. As you learn new behaviors, experiment with different techniques, and hone specific skills, your skills are likely to increase in one or more practices. Of course, it’s also possible for scores to fall over time as well. The Five Practices of Exemplary Leadership

model affords you an easy-to-recall model to help you keep all thirty of these research-proved leadership behaviors in mind and in your daily leadership practice.

Another common response people have when receiving this feedback is to focus on the messenger, not the overall message. Instead of spending your time and energy trying to figure out who said what, work to understand the larger message from the feedback and take ownership of it. The responsibility to change lies with you and you alone.

Here are some questions that people commonly ask about their feedback:

What are the right answers?

There are no universal right answers when it comes to leadership. Still, the research indicates that the more frequently you are perceived as engaging in the behavior and actions identified in the Student LPI, the more likely it is that you will be an effective leader.

Should my perceptions be consistent with the ratings other people give me?

The general answer to this question is yes, although there may be understandable exceptions, which we discuss when we look at the actual data. People are generally more effective when their self-perceptions match the perceptions of them provided by other people.

Can I change my leadership behavior?

The answer to this question is categorically yes. Leadership is a skill like any other skill, which means that your motivation and dedication to improve, along with feedback, practice, and good coaching, can bring about improvements. However, remember that few people improve any skill dramatically overnight or in a single attempt.

USING YOUR STUDENT LPI FOR YOUR DEVELOPMENT AS A LEADER

The responsibility to change lies with you alone. The Student LPI provides a framework for you to develop routine practice opportunities. If you wanted to become good at a sport or accomplished at playing a certain instrument, you would spend time practicing. The same is true of leadership, and the Student LPI gives you the information you need to focus your practice. One option is to tie your individual report to the Personal Leadership Journal in Module 8 in this workbook. After you review your report, identify one of the practices and a specific behavior within it. Use that to start your plan and define what you will do to demonstrate that specific behavior soon.

Take any opportunity to connect with others to share your thoughts and intentions around your Student LPI results. You might schedule a regular conversation peer to peer, or perhaps you can identify a mentor. Sharing this information can help you effectively plan for your personal leadership development and be accountable for the actions you identify and commit to. The Personal Leadership Journal provides the format for reflecting on the action you took as well and the results it produced. Over time, you can track the results of the actions, record your thinking, and go back to the Student LPI for another target. This approach aligns solidly with the premise that leadership is a skill, and you get better at it with deliberate practice.