INTERPRETING MY SLPI

Grade Level: 6 – 12

Lesson Plan

Timeframe: 1.45-min. class period

Program Topic: Understanding SLPI scores

State:

Chapter/School:

Overview & Purpose
Once students take the Student LPI and review their scores, they may not be clear on what they mean or how they can use this information to grow in their own leadership development. This lesson walks students through the analysis process in order to understand their scores and its implications.

Career Clusters and Pathways
All
| Lesson Plan Goals & Objectives | Analyze and evaluate the Student LPI score report.  
|                               | Determine strategies for developing leadership potential.  
|                               | Connect individual Student LPI scores to roles and responsibilities as a leader. |
| Materials Needed              | **Supplies**  
|                               | Pen/pencil  
|                               | **Handouts**  
|                               | Poem – “Pretty Good” (one per student or just one for the teacher/adviser)  
|                               | Student LPI report (each student’s individual report)  
|                               | Student LPI analysis (one per student)  
|                               | Suggestions for Meeting the Leadership Challenge (one per student)  
| Introduction of Subject      | Read the poem “Pretty Good” by Charles Osgood.  
|                               | Ask for students’ thoughts and reactions. How do they think this connects with TSLC? After students share responses, explain that the Student LPI is a tool to help students get a picture of their leadership attributes – where their strengths are and where areas for improvement are. It is a tool for students to use so they can continue to grow and develop to their full potential and go beyond “pretty good.”  
| Activity 1                   | After students have taken the Student LPI, distribute their score reports. Teachers/advisers may want to have a sample to project for students to follow along with. Walk students through their score reports. Key points to highlight:  
|                               | • There is a summary page and then each practice is broken down individually.  
|                               | • For each practice, there is another summary page and a bar graph.  
|                               | • The self column shows how the student scored him/herself. The average column shows the averages of students’ scores combined with the average observers’ scores, and then each observer score is broken down.  
|                               | • After the summary page, the statements are also provided in case students want to go back and look at a particular score.  
|                               | • Students do not have to show their scores to anyone else. This is private.  
|                               | • It is OK to disagree with an observer’s rating and normal to feel bad, upset, or even mad about a score(s).  
|                               | • Take some time to review your profile and consider how you can use this information to grow and develop  
|                               | Provide time for students to ask questions |
## Activity 2

Distribute the analysis worksheet and have students complete the form individually.

Ask for volunteers to share. Teachers/advisers should be cognizant of students who choose not to share as this is personal and students should have the option.

Provide a brief explanation of these Frequently Asked Questions:

1. **How reliable and valid is the Student LPI?**
   - *This is time tested and proven reliable and valid. Research supports that the more frequently leaders engage in each practice, the more effective they are as leaders.*

2. **What are the right answers?**
   - *There are no “right answers,” but there are some answers that result in a higher score than others. The more frequently these behaviors/actions are practiced, the more they are observed.*

3. **Should my perceptions be consistent with the ratings other people give me?**
   - *You may not be perceived the same way by the same people all the time, and people’s expectations may differ depending on your roles and relationships. Different ratings from different observers will naturally result in a variation of scores. Students tend to see themselves more positively than others do. How consistent or inconsistent your scores are can give you an indication to how you are perceived.*

4. **Can I change my leadership behavior?**
   - *Receiving feedback and learning how to use that feedback for growth can contribute to change. But change will only occur if there is a strong, genuine interest to change and make a difference.*

## Activity 3

Distribute the handout *Suggestions for Meeting the Leadership Challenge*. As a class or in small groups brainstorm additional ways students may meet the leadership challenge. Students may want to reference the questions from the inventory to brainstorm ideas.

## Summary/Evaluation

*(Assign Homework, or Reflect on the Outcomes)*

The SLPI can be a powerful tool in helping students recognize what their strengths are as leaders and their potential for growth. It not only allows us to view our perceptions but also how others perceive us as leaders.

Students can be evaluated on:

- SLPI Analysis

## Other Resources

- The Student LPI Student Workbook
- The Student Leadership Planner

## Additional Notes

**Source**
