

# THE LEADERSHIP CHALLENGE **research**

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THE MOST TRUSTED SOURCE ON BECOMING A BETTER LEADER

<b>TITLE</b>	The Impact of Self-Reflective Storytelling on Student Leadership Practices Development
<b>RESEARCHER</b>	Judy A. April School of Education Kean University (New Jersey) Unpublished master's thesis: April 2004
<b>OBJECTIVE</b>	To investigate whether student leaders who reflect upon their experiences will develop stronger leadership practices than those that do not reflect.

## **METHODOLOGY**

Participants were members of three recognized leadership groups within the Student Life and Leadership Development Office at Kean University: Emerging Leaders (first year students), Established Leaders (second/third year students holding an elected office), and SAGE (Seeking Alternative Growth Experiences) Leaders (part-time, graduate students and returning adult students). From the population of 42, ten volunteered to create a digital story by reflecting on their leadership experiences. Everyone completed the student version of the Leadership Practices Inventory in the Fall and again in the Spring.

## **KEY FINDINGS**

No differences on the LPI were found between the three groups at Time One or Time Two. However, the individual scores for all of the students who had created a digital story changed from Time One to Time Two on four of the five leadership practices: Modeling, Challenging, Enabling and Encouraging. The author's rationale for the lack of change on Inspiring was "because the digital stories were done as individuals not as a collective group" (p. 24).

Concludes the author: "A student leader that examines and reflects on his or her leadership endeavors will build an understanding and begin to apply and engage in leadership practices as it develops" (p. 25).