

PART TWO

SCRIPT FOR 24 HOURS OF TRAINING

ORIENTEERING

Purpose

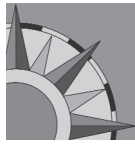
Get the workshop started, explain the process and logistics, and build rapport.

Learning Objectives

- Identify the common actions leaders take to get extraordinary things done in organizations.
- Name and describe The Five Practices of Exemplary Leadership®.
- Use your LPI feedback to identify the leadership behaviors in which you are strong and those in which you are weak
- Explain the meaning of the statement, “Leadership is everyone’s business.”

Activities

1. Welcome
2. Icebreaker
3. Places We Have Never Been



4. Personal-Best Leadership Experience
5. The Five Practices of Exemplary Leadership®
6. The *Leadership Practices Inventory*
7. Reflecting on Your LPI Feedback
8. Module Summary

1. Welcome (5 minutes)

PURPOSE: Greet participants, introduce the program, and set the stage.

NOTE: If there is an opening “greeter” from the sponsoring organization, let that person set the tone and introduce you.



Introduce yourself (unless someone else is introducing you). Say a few words about your relationship with the topic of leadership.

Give participants a little background about the Leadership Challenge® Workshop.



This is a program about leadership. We all face a lot of unknowns in life. As Jim Kouzes and Barry Posner, authors of The Leadership Challenge, say, “There is no paved highway to the future.”

As we will learn, one thing that distinguishes leaders from others is their sense of vision, their ability to see clearly where they are now and where they might go. Leadership is about that journey—from where we are now to a new tomorrow.



Make a transition to the icebreaker.

When you go on a journey, it’s nice to know who you’re traveling with. So let’s begin by getting to know one another.

2. Icebreaker (30–40 minutes)

PURPOSE: Help people get to know one another; get everyone to speak out loud and establish a presence in the room.

NOTE:

- You will find the instructions for this icebreaker activity in the Part Six. It can be helpful to remove the instructions from the Facilitator’s Guide so you have them with you as you guide participants through the activity.
- If possible, conduct this activity outdoors or in a large, open indoor space. If you do not have access to the right space, you will need to adapt the activity to fit the space available in the training room.
- If you prefer to substitute an icebreaker of your own, make sure it accomplishes the objective of helping people get to know one another, feel comfortable in the room, and establish rapport.

Explain that you are all going outside (or to another room) for the opening activity. Take the group to an open space, indoors or out. Then follow the detailed instructions in Part Six for the icebreaker activity.

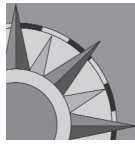


When the activity is over, reconvene the group in the training room. Review the agenda and cover the logistics (the agenda, restrooms, food arrangements, etc.).



Make a transition to the next activity.

Now that we know each other, let’s get to work.



3. *Places We Have Never Been (15–20 minutes)*

PURPOSE: Lay the groundwork for leadership.

NOTE: You need two easels with flip chart pads for this activity. Write “leader” at the top of one flip chart page and “manager” at the top of the other.



*As you can see from the title, the focus of this workshop is on **leadership**. Both leadership and management are necessary and important in getting organizations to function, but in this workshop we’ll concentrate on **leadership** practices and behaviors.*

One important reason for our particular focus is that, in today’s organizational environment, all managers must be leaders, but not all leaders must be managers. That is evident when you notice that not all leaders have managerial titles, and that they don’t have ‘subordinates’ in the hierarchical sense.



Explain the root of the word lead . . .



The root of lead means “go, guide, travel, journey.” Leading is about going places—about guiding people on a journey.

We are all on our way to somewhere else. We are all making the journey into a world called “the future.” But we do not travel alone. We have to work with others to make our dreams become realities. To make this journey successfully, we often have to share the responsibility of making sure we get to our destination. We all have to become leaders.

This program is about how leaders see, inspire, and achieve. It is also about how we can liberate the leader within each of us and how we as leaders can get extraordinary things done in organizations.



This module is called Orienteering, after the sport that’s been called “the thinking person’s cross-country race.” In orienteering, participants use a compass and a map to set the best and fastest course through unfamiliar territory. Leadership is a lot like orienteering. There are no spectators. And everyone follows his or her own path.



Participant Activity: Point out the workshop objectives on **page 5** of the Participant’s Workbook. Briefly review the objectives. Ask participants to check off the one or two key objectives they personally hold for the workshop.

Explain that Jim Kouzes and Barry Posner have been doing serious original research on leadership for over two decades.



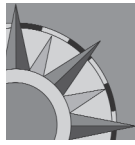
This workshop is based on Jim and Barry’s research and writing. We’ll take an in-depth look at their findings during this program, but there are some messages that are fundamental to the entire process. They are:



- *Leadership is everyone’s business.*
- *Leadership is a relationship.*
- *Leadership development is self-development.*
- *Leadership is learned.*
- *Leadership development is not an event—it’s an ongoing process*

Let’s expand a little on those key messages.

- *First, leadership is everyone’s business. Myth associates leadership with superior position. It assumes that leadership starts with a capital “L,” and that when you’re on top you’re automatically a leader. But leadership isn’t a place or position; it’s a process. It involves skills and abilities that*



are useful whether one is in the executive suite or on the front line, on Wall Street or Main Street.

- *Second, leadership is a relationship between those who aspire to lead and those who choose to follow. Sometimes the relationship is one-to-many. Sometimes it's one-to-one. But regardless of the ratio, it's a relationship.*
- *Third, leadership development is self-development. We human beings are toolmakers. We are developers of technology and techniques that enable us to do our work more productively and live our lives more happily. Engineers have computers; musicians, instruments; painters, canvas and brushes. The instrument of leadership is the self, and mastery of the art of leadership come from mastery of the self—not stuffing in a whole bunch of new information or trying out the latest technique, but liberating the leader within you. It's about setting yourself free.*
- *Fourth, leadership is learned. It's an observable set of skills and abilities. And any skill can be strengthened, honed, and enhanced if we have the motivation and desire, the practice and feedback, the role models and coaching.*
- *Fifth, leadership development is not an event, it's an ongoing process. Workshops and other classes are one effective way to learn, but we know as well as you do that they aren't the only way. Much of your learning will happen after you leave the workshop. While we are going to help you develop your skills and abilities during this workshop, we want to emphasize that leadership development is an ongoing process that you must continue if you are to become the best leader you can be.*



And speaking of how we learn, let's take a moment to look at that process.

How does someone learn to lead? This program is uniquely powerful because it is based on extensive research. In addition, it utilizes a highly effective learning methodology called experiential learning.

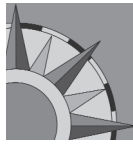


Show **Experiential Learning Model** slide and review the four stages. Explain that after participants get information about a leadership practice, we'll work through the following model:

- **Experience:** We will gather data or knowledge through direct experience.
- **Identify:** We will relate feelings, reactions, and observations to the experience and identify common patterns and themes.
- **Generalize:** We will ask "So what does that mean?" to draw conclusions or make generalizations based on the patterns.
- **Apply:** We will ask "Now what do I do?" to apply the learning to real situations.

The learning cycle begins again at the last stage, 'Now What?' because the application of learning is actually a new experience.

Explain that Jim and Barry's research, as well as studies conducted by Honeywell Corporation and the Center for Creative Leadership of Greensboro, North Carolina, confirm that, for business leaders, experience truly is the best teacher. For those that are interested, these studies are discussed in greater detail in *The Leadership Challenge*, (3rd ed.).



Make a transition to the next activity.

Let's begin with your Personal Best—it's not only a record of success, it's your best experiential lesson in leadership.

4. Personal-Best Leadership Experience (1 hour)

PURPOSE: Establish rough parameters around leadership and show that we already have some experience.



Now you're going to see what you can learn from your experience, and apply the What? So What? Now what? Model to your own past.

Participant Activity: Ask participants to pull out the “Personal Best” worksheet they completed as part of their pre-work. Give them a minute to review their worksheet.



Now that your Personal-Best story is fresh in your mind, we're going to ask you to tell that story to your colleagues.

Participant Activity: Ask participants to turn to **page 6** in their workbooks. Ask participants to work in small groups (four to six people). Review the instructions in their workbooks.

- First, give each person in your group about five minutes to tell a personal story. The storyteller should summarize the story to capture the essence of the situation, the key actions, and the leadership lessons.



As you listen, take notes in your workbook about what behaviors, attitudes, and factors seem to be the keys to the success of each leadership event.

- When you've all told your stories, discuss the notes you've made. Share your observations:

What do the keys to leadership success seem to be?

What common leadership practices run through the stories?



- On a flip chart page, list five to seven key common elements that contribute to personal-best leadership. Post the page where all the other workshop participants can see it.

Monitor the time so that all the participants have enough time to tell their stories.

OPTION: When the groups are finished, ask participants to walk around the room and read the flip chart pages, noting in their workbooks any elements they think are important.

Take a break before the last part of the activity (below).

After participants have had a few minutes to look at the other groups' flip chart pages, reconvene the group and ask these kinds of questions:



- What did you notice when you look at the charts?
- Did any particular elements stand out?

common vision/goals

counting on others

modeling, communication

- Did you see anything on any chart that you question? Anything you want to know more about? If so, let's ask someone from that group to explain it.

After a ten- to twenty-minute discussion, ask participants to return to their seats.



Make a transition to the next activity.

*Now let's look at Jim and Barry's model, **The Five Practices of Exemplary Leadership**[®].*

5. The Five Practices of Exemplary Leadership[®] (30 minutes)

PURPOSE: Provide participants with an introduction to and a brief overview of The Five Practices.

NOTE: As you go through The Five Practices, look for opportunities to tie them back to the participants' Personal-Best stories.



Show slide with Kouzes and Posner quote.

Explain that what participants just did was to repeat Jim and Barry's research.



*Jim and Barry collected stories just like yours from all over the world, from all kinds of organizations. The lists looked quite the same. They pulled all this data together into their book, **The Leadership Challenge**.*



*This workshop is based on their findings and what they call "**The Five Practices of Exemplary Leadership**[®]." The questionnaire you and your observers filled out before the workshop, the Leadership Practices Inventory, or **LPI**, is based on those Five Practices. They are:*

- *Model the Way*
- *Inspire a Shared Vision*
- *Challenge the Process*

- *Enable Others to Act*
- *Encourage the Heart*

We'll go over The Five Practices in much greater detail over the next few days, but you should have an understanding of their meaning when you look at your LPI feedback in a little while.

Participant Activity: Tell participants they can take notes on **pages 10 and 11** of their workbooks while you describe The Five Practices.



Refer to the Model the Way commitments on the slide.



The first practice is Model the Way. Jim and Barry have found in their research that credibility is the foundation of leadership. People will only believe the message if they believe in the messenger.

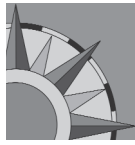
Leaders must stand for something, believe in something, and care about something. They must find their voice by clarifying their personal values and then express those values in their own style. Then they set the example by aligning their personal actions with shared values. When constituents know that leaders have the courage of their convictions, they become willingly engaged in following that example.



To bring this practice alive, we recommend that you tell a story- or give an example of one leader who Models the Way.



Show slide with Model the Way quote.



Refer to the Inspire a Shared Vision commitments on the slide.



Practice Two is Inspire a Shared Vision. Leaders passionately believe that they can make a difference. They envision the future by imagining exciting and ennobling possibilities, and they enlist others in their dreams by appealing to shared aspirations. They breathe life into ideal and unique images of the future and get people to see how their own dreams can be realized through a common vision.



Tell a story or give an example of one leader who Inspires a Shared Vision.



Show slide with a Inspire a Shared Vision story quote.



Now let's look at the third practice, Challenge the Process.



Refer to the Challenge the Process commitments on the slide.



The work of leaders is change. The status quo is unacceptable to them. Leaders search for opportunities by seeking innovative ways to change, grow, and improve. Leaders also experiment and take risks by constantly generating small wins and learning from mistakes. Extraordinary things don't get done in huge leaps forward; they get done one step at a time. Leaders demonstrate the courage to continue the quest despite opposition and setbacks.




Tell a story or give an example of one leader who Challenges the Process.



Show slide with a Challenge the Process story quote.

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 *Leaders not only Model the Way, Inspire a Shared Vision, and Challenge the Process, they also Enable Others to Act.*



Refer to the Enable Others to Act commitments on the slide.



Leaders know they can't do it alone. They foster collaboration by promoting cooperative goals and building trust. They promote a sense of reciprocity and a feeling of 'We're all in this together,' and they understand that mutual respect is what sustains extraordinary efforts. Leaders also strengthen others by sharing power and discretion, making each person feel competent and confident.



Tell a story or give an example of one leader who Enables Others to Act.



Show slide with an Enable Others to Act story quote.



Refer to the Encourage the Heart commitments on the slide.



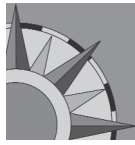
Finally, leaders Encourage the Heart. Accomplishing extraordinary things is hard work. So leaders recognize contributions by showing appreciation for individual excellence. They expect the best of people and create self-fulfilling prophecies about how ordinary people can produce extraordinary results. Then they celebrate the values and victories by creating a spirit of community, because they understand that, on a winning team, the members need to share in the results of their efforts.



Tell a story or give an example of one leader who Encourages the Heart.



Show slide with an Encourage the Heart story quote.



While Encourage the Heart is the final practice in the model and the final practice we'll examine during the workshop, we don't want you to wait to practice Encouraging the Heart. Research tells us that to have a fully engaged workforce, leaders need to recognize each person on the team at least once a week. You can do the math, but for most managers that means between five and ten times a week. Therefore, during this workshop you should be doing some form of recognition each day you are here.

In addition, each of you should set a goal to make at least one of your recognitions public as a way of practicing Encourage the Heart. We'll say more about why that's important later.

Whenever you want to publicly recognize a colleague for something he or she did to contribute to your or the group's learning, or something he or she did to take a risk in his or her own learning process, we will stop and let you have the stage for a moment.

If you have provided a table of toys, gifts, and favors to make recognition fun, explain that participants can use the items on the table to recognize their colleagues in the workshop.

Participant Activity: Ask participants to turn to **pages 12 and 13** in their workbooks, The Leadership Challenge Journey map.



Make a transition to the next segment.

Let's take a look at where are we now and where we are going next.



This is The Leadership Challenge Journey Map. It visually charts our course. Right now we are at the LPI Feedback milestone. You can see that from here we'll soon head to a more intensive look at each of The Five Practices. But first, let's take a look at the LPI Feedback Report.

6. The Leadership Practices Inventory (20–30 minutes)

PURPOSE: Explain how the LPI was developed and what the scores measure, and walk participants through a sample Feedback Report.

Explain that in a few minutes you are going to hand out the participants' LPI Feedback Reports, which summarize the feedback from the questionnaires that they and their observers completed.

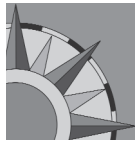


First, let's talk about how the LPI was developed and what the scores measure. We'll also walk through a sample report.

Explain how the LPI was developed. Make these points:

- The LPI was developed to validate Jim and Barry's findings from the Personal-Best Leadership case studies. Their question was how these same behaviors would predict current and future leadership effectiveness.
- The behavioral statements on the LPI that were developed from the case studies were tested across a variety of sample populations to see what sort of difference these behaviors and actions made.
- The research data from literally hundreds of thousands of people consistently show that leaders who engage in the behaviors measured by the LPI are more effective and successful than those who do not.
- Several hundred scholars, in addition to Jim and Barry, have used the LPI in their studies of leadership. Their findings are consistent with Jim and Barry's.

Tell participants that if they would like to learn more about this research, they can find abstracts of dissertations and theses on Jim and Barry's website, www.leadershipchallenge.com.



Explain what the LPI measures and what the scores mean. Make these points:

- The LPI provides information on how you rate your leadership behaviors and how others rate you on those behaviors. It does not evaluate IQ, leadership style, management skill, or personality.
- The LPI has thirty behavioral statements, six statements for each of The Five Practices. You and your observers indicated how frequently you engaged in those behaviors on a scale ranging from “almost never” to “almost always.”
- Jim and Barry’s research demonstrates that increasing the frequency with which you engage in the behaviors measured by the LPI—in other words, The Five Practices—will make you a more effective leader. That’s a key objective for this workshop: Learning what these five leadership practices entail and developing your ability to comfortably engage in them more frequently than you are doing today.

Remind participants that for today, there is no such thing as a “bad” score, or even a “good” score, when they review their feedback. Today’s scores are static, representing one snapshots in time of how people view their leadership behaviors.



The real question is how we move from wherever we are today to some higher (more frequent) level into the future. Each of us becomes an even more effective leader by learning how to engage in these various leadership behaviors and practices more frequently than we are currently doing. That’s the intended take-away from this assessment: to increase our understanding, motivation, and focus on how to be better leaders.

Answer participants’ questions. See the FAQs at the end of this module for responses to common questions about the LPI.

Explain that to help participants understand their own reports, you are going to take a few minutes to review a sample report for a hypothetical leader.

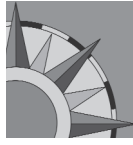
Participant Activity: Ask participants to turn to **page 16** in their workbooks.



Review the Data Summary page. Explain that this page provides an overview of the Self and Observer responses for each of The Five Practices.

Make these points:

- The scores in the “Self” column are the totals of your own ratings for the six statements about each of the practices. The scores in that column can range from 6 to 60. A low of 6 means that you almost never engage in the behaviors associated with that practice, and a high of 60 means you almost always engage in them.
- As you can see from the key above the chart, the scores in the AVG column represent the averages of all your observers’ ratings for each practice. Those scores can also range from a low of 6 to a high of 60.
- As you can also see from the key above the chart, the “M” column shows your manager’s ratings and the columns marked D1, D2, and so on show your direct reports’ ratings. The C columns show your co-workers’ ratings, and the O columns show the ratings from your other observers.
- Your own report might not have columns for every category. For example, if you only identified your observers as “others,” you won’t have columns marked M, D, or C. If you did not request feedback from any direct reports, you won’t have a column marked D. Also, except for your manager, if there was only one observer in a category, those scores would be reported in the O column, to help protect the person’s anonymity.



NOTE: If the participants' reports do not contain bar graphs, skip this part of the review.

22 Review the Bar Graphs page (Workbook **page 17**). Explain that this page provides the same information that is on the Data Summary page, but in graphic form.

Make these points:

- The bars on the graph and the numbers in the column on the right show the self scores and the average scores for each category of observer for each practice.
- One difference between the bar graphs and the pages with numerical scores, is that the bar graphs display the average score for each category. The numbers to the right of each bar are the averages of all rates in that category.
- Again, you might not have bars and scores for all the categories shown here, depending on who completed your LPI-Observer forms and how you specified the observers' relationship to you.

23 Review the Model the Way Data Summary page (Workbook **page 18**). Explain that the data summary pages for each practice all look the same, so you will only review this one.

Explain that this page provides the scores for each of the six leadership behaviors related to the practice. Those behaviors are listed on the left-hand side. They will look familiar because they are an abbreviated form of the statements from the LPI.

Make these points:

- The scores in the Self column are the scores you gave yourself for each of the statements. Because the rating scale ranged from 1 to 10, the scores can range from 1 to 10. A score of 1 means that you almost never engage in that behavior, while a score of 10 means that you almost always engage in that behavior.

- The same is true for the other columns—the AVG, or average observers’ scores, the M, or manager’s scores, and so on.

NOTE: If the participants’ reports include bar graphs, mention that there will also be a bar graph page for each practice, similar to the Model the Way bar graph in the sample report (Workbook **page 19**).



Review the Leadership Behaviors Ranking page (Workbook **page 20**). Explain that this page shows the ratings for each of the thirty behavioral statements on the LPI.

Make these points:

- Like the ratings on the individual practice data summary pages, the scores can range from a high of 10, for behaviors you engage in frequently, to a low of 1, for behaviors you seldom engage in.
- The behaviors are listed in order from the most frequent to the least frequent, according to the ratings from your observers.
- The Practice column shows the practice with which the behavior is associated.
- The horizontal line two-thirds of the way down the page isolates the ten behaviors for which you received the lowest scores, providing a “snapshot” of some of the behaviors that provide greater opportunities for improving your leadership.
- In the right-hand column, an asterisk after an observer score indicates that there is a difference between the Self and Observer scores for that behavior of plus or minus 1.5. It may be useful to note behaviors where your self assessment does not agree with that of others.

Agreement means that your self scores and your average observer score on an item are within a range of $+/-1.5$. If, for example, you gave yourself a score on an item of 8.0 and your observers averaged 6.5, there is “agreement” between you and your observers. On the



other hand, if you gave yourself a 6 and your observers scored you 8.0, there is not agreement.



Review the Percentile Ranking page (Workbook **page 21**).



This page shows how your ratings compare to a statistically reliable sample of others from Jim and Barry's database who have recently taken the LPI. These are folks like those of you in this room.

Make these points:

- The numbers along the left margin represent percentile rankings in increments of ten, divided into three segments. The High, Moderate, and Low segments represent the top, middle, and bottom thirds of the scores.
- A high score is one that is at the seventieth percentile or above; a moderate score falls between the thirty-first and sixty-ninth percentile; and a low score is at the thirtieth percentile or below. These rankings approximate what statisticians call a normal distribution.
- The percentile rankings are benchmarking numbers, determined by the percentage of people who scored at or below a given number. For example, if your Self score for Challenge the Process is at the seventieth percentile line, you score higher in that practice than 70 percent of all those who have taken the LPI—you're in the top 30 percent for that practice.
- The percentile rankings for each of the practices is plotted on the graph and connected with lines. One line represents your "self" scores; each of the others represents a category of observers. Thus, if you have scores for four categories of observers, you'll have five lines.

Point out that the first column is labeled Percentile. The percentiles, as with other standardized tests like the SATs, go from first percentile at the bottom to one-hundredth percentile at the top. To the right of the Percentile column is Model, and then from left to right across the page are the columns for the other practices.

Give participants these instructions:

1. Find the number 48 in each of The Five Practices columns and circle it. The number 48, like all the other numbers in the Practice columns, is the LPI score for that practice.
2. Draw a line connecting each of the circled numbers.
3. Notice that the number 48 is in the middle range of LPI scores in terms of percentiles—between the forty-fifth and sixty-fifth percentile.

Explain that a 48 out of possible high score of 60- or 80 percent—would seem to be a pretty high score—a grade of B or B- in school. But on the LPI, it places you only in the middle of the percentile ranking.

In other words, 80 percent or a B-grade is not high enough to put a leader in the top third of all leaders. In leadership, to reach the top of the class, so to speak, you have to score higher than 80 percent. When it comes to the quality of leadership, we have to increase the frequency with which we engage in each of these behaviors.



No one has ever scored a perfect 60 on all of The Five Practices. That score is an ideal to shoot for, knowing that it will take a lot of dedication and practice to get there.

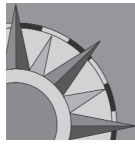


Ask participants whether they have questions about how to interpret the LPI Feedback Report.



Make a transition to the next activity.

Now that you are familiar with the format of the LPI, you'll get a chance to reflect on your own LPI feedback.



7. Reflecting on Your LPI Feedback (45 minutes)

PURPOSE: Give participants time to read and reflect on their own LPI Feedback Reports.

Participant Activity: Ask participants to turn to **page 23 through 27** in their workbooks. Suggest that participants use the questions on these pages to structure their review of their reports.

Before handing out the reports, remind them of the following:

- Keep in mind that there is no such thing as a “bad” score, or even a “good” score. The LPI scores represent a one-moment-in-time view of your leadership behaviors. They are not “grades” but opportunities for you to become more comfortable and skillful as a leader.
- Look for *messages* in the data, not numbers. Ask yourself, “What are people trying to tell me about my leadership behaviors?”
- Remember that the real reason for this assessment is not to see how high you “scored,” but to increase your understanding and focus on how you can become a better leader.

Hand out participants’ reports. Give them thirty minutes to go through them and answer the reflection questions in their workbooks. As they work, remain available to answer any questions individual participants might have. Help participants remain aware of the time so they answer all of the questions.

OPTION: When the thirty minutes is up, give participants another ten to twenty minutes to share their feedback with partners.

When the time for reviewing the LPI Feedback Reports is up, reconvene the group.

OPTION: If you have taken the LPI yourself, you might want to disclose your own LPI scores and then share some of your own reactions and learning. This disclosure can help to create a bond with the participants and set a climate for more open conversation.



Ask the following questions. Elicit a few responses. Keep an eye on the time, and keep this section brief.

If you have taken the LPI yourself, you might want to disclose your own LPI scores and then share some of your own reactions and learning. This disclosure can help to create a bond with the participants and set a climate for more open conversation.

- What was the experience of reviewing the feedback like for you?

Responses might include:

It was hard to hear some of the feedback, but it really helped me understand what I need to do to improve.

The feedback was what I expected.

There were some surprises.

- What are some important lessons you learned about getting the most out of feedback on your leadership behavior?

Stay open and don't get defensive.

Feedback is necessary for growth and change. You have to ask for it to improve.

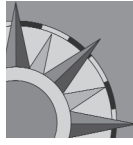
Shut up and listen!

When you get feedback, don't try to explain, just try to understand.



Make a transition to the module summary.

Now let's review the ground we've covered so far in this workshop and what we've learned.



8. Module Summary (5 minutes)

PURPOSE: Close the module and make a transition to “Model the Way.”



Developing yourself as a leader is a journey, not a destination.

We’re going to be spending time in this workshop with each of The Five Practices, and you’ll have several opportunities to revisit your LPI assessment.

For you to benefit the most from the LPI, you will need to share your feedback with others. We’ll describe a process for doing exactly that at the end of the workshop and give you time to prepare for a meeting and/or conversation with your team.



Give participants one minute to reflect on this closing question:
Now that you’ve had this experience of receiving feedback about your leadership behavior, what would you tell people back home is the most significant lesson you learned about yourself?



Make a transition to the next module, Model the Way.

The first of The Five Practices that we will explore in depth is Model the Way. As you will see, Model the Way is the practice that lays the foundation for the leadership legacy you will leave.

LPI: FREQUENTLY ASKED QUESTIONS

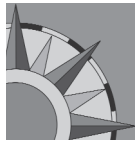
Why Is 360-Degree Feedback Important?

Just as the best companies are concerned about the quality of their relationships with their customers, the best leaders seek feedback—positive and negative—about how they’re doing in their relationships with constituents. Leaders have multiple constituents, including internal and external customers, in addition to managers, co-workers, and direct reports. Only by getting all of these different perspectives can they learn to fully appreciate how they are seen from all angles and all points of view. As a 360-degree instrument, the LPI captures a complete portrait of leaders. With data from multiple perspectives, they can see where there’s consistency and inconsistency, agreement and disagreement, about their strengths and weaknesses. Using this information, they can then determine what and how to improve.

What Do the Scores Mean?

Our research demonstrates that the more frequently you are perceived as doing the behaviors indicated in the *Leadership Practices Inventory*, the more likely you will be identified as an effective leader. Studies have shown that the higher your scores on the LPI-Observer, the more others perceive you as:

- Having a high degree of personal credibility
- Being effective in meeting job-related demands
- Being able to increase others’ motivation levels
- Being successful in representing your group to upper management
- Having a high-performance team
- Fostering loyalty and commitment
- Reducing absenteeism, turnover, and dropout rates



In addition, those working with you feel significantly more satisfied with your practices and strategies, more committed and more powerful and influential.

How Will I Benefit from the LPI?

Anyone can learn new skills—and leadership is a set of skills. The LPI provides you with sound feedback on your present level of leadership skills. In this workshop you will have a chance to observe positive models of these skills, set some goals for yourself, practice the skills, ask for updated feedback, and then set new goals. While we can provide you with the tools to change, only you can provide the *desire* to improve.

How Reliable Is the LPI?

This question can be answered empirically in three ways:

- The LPI is internally reliable. That is, the items are highly correlated within each scale.
- Test-retest reliability is high.
- Results from the LPI have high face validity and predictive validity. The results make sense to people, and they predict high-performing leaders and moderate- and low-performing ones.

Where Can I Find More Information About the Development of the LPI, the Research Database That Supports It, and the Psychometric Properties?

See pages 14 to 16 of the *Leadership Practices Inventory Facilitator's Guide* (3rd ed.). In addition, we continuously update our website (www.leadershipchallenge.com) with the latest data that support the LPI.

Should Self and Observer Scores Be the Same?

Research indicates that some people may see themselves *more* positively than others see them, whereas other people tend to see themselves *less* positively than others see them. It is unlikely that LPI-Self and LPI-Observer scores will be exactly alike.

Why Do My Observer Ratings Vary?

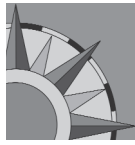
You will not always be perceived in the same way by every person in every situation. Some people may not see you as often as others, and therefore they may rate you differently on the same behavior. Some people may not know you as well as others do. You may behave differently in different situations. Different people may have different expectations of you, and still others may understand the terms used in the LPI (for example, how often is “fairly often”) differently.

Why Isn't There a “Not Applicable” Choice in the LPI Observer?

First, we assume that the leader gave the LPI to someone who has enough information about the person to offer observations. If that is not the case, then the LPI should be given to observers who do know the leader well enough to give a rating.

Second, keep in mind that the 1 to 10 scale is a frequency scale. The observer is being asked how frequently the leader does something. This is not a rating scale about how satisfied he or she is with the leader or how well the leader displays the behavior. It is about how frequently they see the behavior. We use the frequency scale because it permits a rating under most conditions.

Third, given these two factors, a “does not apply” response is not appropriate. Our data tell us that ALL the behaviors do in fact apply to any leader at any level in any organization. The psychometrics of the instrument are such that we know that each item accounts for a



percentage of the variance and that, the more frequent a behavior, the more positive the outcomes. Therefore, all items have been pre-determined to be appropriate as a result of our research.

With these things in mind, if an observer says, “I just don’t have enough information to respond,” it has been our experience that the observer is really saying, “I don’t see that behavior very often, so I can’t rate that person on this item.” In fact, the observer has already offered a rating by virtue of that observation. It means the rating of a “3-seldom” is most likely an appropriate response. It does NOT say the leader is a bad leader, or the leader never does this with anyone else. It simply says, “The leader does not exhibit that behavior around me.”