ASSESSMENT OF CONSTRUCT VALIDITY OF THE LEADERSHIP SKILLS INVENTORY BY COMPARISON OF STUDENT LEADERS AND NONLEADERS

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An Abstract
Presented to the
Graduate and Research Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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by
Crystal L. Methvin
August 1992

Abstract

The identification of concepts and skills necessary for the development of student leadership potential is an area of growing interest. The Leadership Skills Inventory (Karnes & Chauvin, 1985) is one of the few instruments designed specifically for this purpose. In this study the construct validity of the LSI was assessed by comparison of the scores of 90 high school juniors who were identified as leaders or nonleaders. A significant difference ($p<.05$) between leaders and nonleaders was found on only the Written Communications subscale, and females scored significantly higher on the Values Clarification subscale than males, which is consistent with previous research. The inability of the LSI to discriminate between leaders and nonleaders calls into question the construct validity of the instrument and indicates that further research is needed.

ASSESSMENT OF CONSTRUCT VALIDITY OF THE LEADERSHIP SKILLS INVENTORY BY COMPARISON OF STUDENT LEADERS AND NONLEADERS

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by

Crystal L. Methvin

August 1992

To the Graduate and Research Council:

I am submitting herewith a Thesis written by Crystal L. Methvin entitled "Assessment of the Construct Validity of the Leadership Skills Inventory by Comparison of Student Leaders and Nonleaders." I have examined the final copy of this paper for form and content, and I recommend that it be accepted in partial fulfillment of the requirements for the degree Master of Arts with a major in School Psychology.

Susan Kupisch

Major Professor

Jean G Lewis

Second Committee Member

Third Committee Member

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William H Ellis

Dean of the Graduate School

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CHAPTER 1

The Problem and Review of the Literature

Leadership is an area that has stimulated much research in the fields of psychology and business. Many theories have been proposed to explain leadership ability, and assessment instruments have been developed in an effort to identify more effective leaders. The importance of identifying student leaders and providing appropriate training has been expressed by researchers and educators (Karnes & D'Ilio, 1988b), but little research been done in this area.

Several theories have been developed in an attempt to identify leaders from followers. One such theory is the trait theory which focuses on the personality characteristics possessed by leaders. Bass (1981) reviewed the relevant data and concluded that several personality traits are associated with leadership ability, and the degree to which an individual possesses these characteristics can be used to describe the different strata of leaders and followers. Some of the traits that have been linked to leadership include self-confidence, persistence, initiative, resourcefulness, originality, responsibility, and good interpersonal skills.

Another theory of leadership is based on behavioral theory, which focuses on the behaviors that are exhibited by an effective leader. Many studies were conducted to isolate particular behaviors and their relationship to leadership ability (Feidler, 1987). The effective leader behaviors could be grouped into two major categories: interaction-oriented behaviors, those behaviors related to the well-being and esteem of the group members, and task-oriented behaviors, those behaviors related to the structuring and organizing of the task.

A third group of leadership theories follows from the cognitive theories, which attempt to explain leadership ability by analysis of the perceptions and thought processes of an effective leader. The possession of certain cognitive resources appear to be related to leadership (Bass, 1981). Some of the areas that

have been studied and linked to leadership include problem-solving ability, perceptions of follower behavior, and decision-making ability.

Drawing upon these various theories of adult leadership, Karnes and Chauvin (1985) concluded that certain concepts and skills were related to effective leadership and devised an instrument to assess these areas. The Leadership Skills Inventory (LSI) is a self-report inventory, designed for use in grades 4-12, which measures nine areas of leadership skills: Fundamentals of Leadership, the possession of basic leadership knowledge such as defining terms and identification of leadership styles; Written Communication, the possession of skills necessary for outlining, researching reports, and preparing speeches; Speech Communication, possession of skills necessary for delivering speeches, offering constructive criticism, and formulating views on issues; Values Clarification, the possession of skills necessary for identification of values, knowledge of free choice, and affirmation of choices made; Decision Making, the possession of skills necessary for gathering facts, analyzing consequences, and reaching logical conclusions; Group Dynamics, the possession of skills necessary to become a group facilitator, effect compromise, and achieve consensus; Problem Solving, the possession of skills necessary for identification of the problem and the development of problem-solving strategies; Personal Development, the possession of traits such as self-confidence and sensitivity; and Planning, the possession of skills necessary for setting goals, formulating evaluation strategies, and developing timelines.

When the LSI was published in 1985, the manual provided limited data on the construction of the test. Reliability data indicated that the inventory is internally consistent. Split-half reliability coefficients were .81 to .92, Spearman-Brown reliability coefficients were .80 to .93, and Kuder-Richardson Formula 20 reliability coefficients were .78 to .90. However, test-retest reliability data indicated that some of the scales lack stability, particularly Fundamentals of

Leadership, Personal Development, and Planning Skills. The only validity data done at that time involved the use of a panel of adult professionals and youths who participated in youth organizations.

Since then more validity research has been done. Karnes and D'Ilio (1988a) assessed the concurrent validity of the LSI by comparing gifted students' ratings of them selves with teachers' ratings of the students. Provided that the teachers had previously used the LSI at least once and had at least five years of experience teaching gifted students, the means of the two groups were not significantly different. The authors concluded that the instrument is best used as a self-report inventory unless the above conditions are met. Karnes and D'Ilio (1988b) also assessed the criterion-related validity of the LSI by comparing the scores of student leaders to community leaders. They found that the adult leaders scored above the mean on all nine of the subscales and students who had just completed a week-long leadership training program which specifically addressed the skills and concepts on the LSI scored significantly higher than the adults on 7 of the 9 subscales. The authors concluded that the skills and concepts possessed by the students were "similar to those posessed by acknowledged community leaders" (Karnes & D'Ilio, 1988b, p. 267) and that the study supports the criterion-related validity of the LSI. The results of both of these validity studies (Karnes & D'Ilio, 1988a, 1988b) should be interpreted with caution. The methods employed, particularly the statisical procedures used, were not appropriate for the inferences the authors made.

In 1990, Karnes and D'Ilio compared the LSI to the High School Personality Questionnaire (HSPQ) in an effort to ascertain the relationship between the two measures. The HSPQ (Cattell, Cattell, & Johns, 1984) is a self-report personality inventory for children, aged 12 to 18, which measures 14 primary personality characteristics: Warmth, Intelligence, Emotional Stability, Excitability, Dominance, Enthusiasm, Conformity, Boldness, Sensitivity, Withdrawal, Apprehension,

Self-sufficiency, Self-discipline, and Tension. The authors contend that each scale measures a unique personality dimension. In this study, Karnes and D'Ilio found significant positive correlations between several of the HSPQ factors and the LSI subscales. Factor C (Emotional Stability) and Factor H (Boldness) were positively correlated with all of the LSI subscales, and Factor G (Conformity) was correlated with all of the subscales except Problem Solving. With the second-order factors, Control was correlated with all of the subscales, and Leadership Potential was correlated with all of the subscales except Decision-making and Problem Solving. Several significant negative correlations were also found. Factor O (Apprehension) and the second-order factor of Accident Proneness were negatively correlated with all of the LSI subscales except Problem Solving. The second-order factor of Anxiety was negatively correlated with all of the subscales. The significant correlations (positive and negative) ranged from .174 to .419. They also found a significant difference between males and females on the Values Clarification subscale of the LSI, with females scoring significantly higher than males in that area.

The purpose of this study is to compare the performance of leaders and nonleaders on the LSI. To date no research of this nature has been done. If the LSI is actually measuring the skills that differentiate leaders from nonleaders, then scores of leaders should be significantly higher than the scores of nonleaders on each of the nine dimensions.

CHAPTER 2

Method

Subjects

The subjects were 136 juniors attending a public high school in a rural county of middle Tennessee. A random sample was selected by using classes of English, a required subject for all students. Juniors were chosen as the subjects of the study because at this point leaders are more likely to have been chosen based on leadership skills rather than popularity. Participation in the study was voluntary. Written consent was obtained from the principal of the school and the students who participated (see Appendix A).

Prior to administration of the LSI, the subjects were asked to complete data sheets reporting leadership positions held (see Appendix B). For the purpose of this study, leadership positions are defined as elected, appointed, or voluntarily assumed positions in the school, workplace, or community (e.g., president of the science club, crew leader at a fast food restaurant, or coordinator of a food drive). The subjects were ranked according to the number of leadership positions held. The top 45 of the ranked subjects were designated as the "leader" group, and the bottom 45 were designated as the "nonleader" group. The remaining subjects were discarded for statistical analysis.

Instruments

The LSI (Karnes & Chauvin, 1985) consists of 125 questions in the nine areas of leadership skills: Fundamentals of Leadership, Written Communication, Speech Communication, Values Clarification, Decision Making, Group Dynamics, Problem Solving, Personal Development, and Planning. The respondent describes the level at which he/she possesses the knowledge or skill on a scale from 0 to 3, with 0 being "Almost Never" and 3 being "Almost Always" (see Appendix C). Administration time is approximately 45 minutes. The numerical responses are totaled to obtain a raw score for each of the nine areas. The raw

scores are transformed into T scores with a mean of 50 and a standard deviation of 10.

Procedure

The LSI was administered by the researcher in 7 groups, ranging in number from 14 to 34. The booklets were distributed, and the instructions on the front of the inventory were read orally to the subjects. The only identifying information the subjects were asked to complete was his or her gender. The subjects worked indpendently to complete the inventory. Administration was completed in two days.

The data sheets and booklets were numbered to facilitate identification for the purpose of analysis. Any inventory without a data sheet was discarded for statistical comparison.

CHAPTER 3

Results

The data were first analyzed using a t-test for independent samples on each of the nine subscales of the LSI to determine if any of the scores attained by the Leader group were significantly higher than the scores attained by the Nonleader group. The results are presented in Table 1, which shows the means, standard deviations, and the t ratios for the subscale scores for the Leader and Nonleader groups. The only significant finding was that Leaders scored significantly higher on the Written Communication Skills subscale of the LSI ($p<.05$).

TABLE 1

Means, Standard Deviations, and t Ratios for Subscale Scores on the Leadership Skills Inventory for Leaders and Nonleaders

Subscale	Leaders (n=45)		Nonleaders (n=45)		t*
	M	SD	M	SD	
Fundamentals of Leadership	55.13	9.59	55.69	9.40	-.28
Written Communication Skills	55.31	7.26	52.00	7.88	2.07*
Speech Communication Skills	53.67	9.23	51.22	7.98	1.34
Values Clarification	54.22	8.81	53.89	6.31	.21
Decision Making Skills	53.42	8.75	53.09	7.58	.19
Group Dynamic Skills	54.31	8.39	51.44	8.08	1.65
Problem Solving Skills	52.89	8.81	52.93	8.79	-.02
Personal Development Skills	52.09	8.47	53.27	8.49	-.78
Planning Skills	54.60	9.33	53.56	8.26	.56

*$p<.05$

The data were next examined for the presence of gender differences. Table 2 shows the means, standard deviations, and the t ratios for the subscale scores for males and females. The only significant finding was that females scored significantly higher on the Values Clarification subscale of the LSI ($p<.05$). This is consistent with the results found by Karnes and D'Ilio (1990). Further analysis was done to determined if any interaction existed between group membership and gender on the Values Clarification subscale, but no significant interaction was found, $F(1,86)=.065$, $p>.05$.

TABLE 2

Means, Standard Deviations, and t Ratios for Subscale Scores on the Leadership Skills Inventory for Males and Females

Subscale	Males (n=39)		Females (n=51)		t*
	M	SD	M	SD	
Fundamentals of Leadership	54.95	9.61	55.77	9.40	.40
Written Communication Skills	53.62	8.04	53.69	7.53	.04
Speech Communication Skills	53.26	8.77	51.82	8.62	-.78
Values Clarification	51.46	9.92	56.04	4.40	2.69*
Decision Making Skills	53.31	9.28	53.22	7.24	-.05
Group Dynamic Skills	52.46	8.71	53.20	8.08	.41
Problem Solving Skills	51.80	8.80	53.77	8.70	1.06
Personal Development Skills	50.97	8.93	53.98	5.24	1.87
Planning Skills	53.90	9.30	54.98	8.34	1.10

*$p<.05$

An analysis of the leadership positions reported by the Leader group was also performed. The number of leadership positions held ranged from 1 to 8. The mean of the sample was 3 positions held. The types of leadership positions reported were broken down into two categories: Method of Acquisition and Setting. The results are presented in Table 3. The type of position most frequently reported was elected and school-related.

TABLE 3

Distribution of Leadership Positions by Method of Acquisition and Setting

Category	f	%
Method of Acquisition		
Elected	57	49
Appointed	34	29
Voluntarily Assumed	26	22
Setting		
School	79	68
Work	14	12
Community	24	20

CHAPTER 4

Discussion

The LSI was designed as a "diagnostic/prescriptive instrument measuring concepts and skills of leadership" (Karnes & D'Ilio, 1988b, p. 263) which can be used "to improve . . . potential for leadership roles" (Karnes & Chauvin, 1985, p. 4). Some underlying assumptions include that the skills on the LSI are possessed by leaders, and possession of these skills will increase an individual's leadership potential. In order to prove that these assumptions are correct, research should show that the scores attained by leaders are significantly different from the scores attained by nonleaders.

While this study found that the skills on the LSI are possessed by leaders, it did not find that these skills are unique to leaders. The leader group scored above the mean on all of the subscales, which indicates "an above average level of skill development" (Karnes & Chauvin, 1985, p. 9) in these areas, but the lack of a significant difference between the Leader and Nonleader groups on eight of the nine subscales indicates that the LSI lacks discriminatory power.

Possession of the skills on the LSI appears to be necessary, but not sufficent, for the development of leadership. The items have adequate face validity, but this research does not support its construct validity. More research is also needed on the content validity of the LSI so that the items included may be refined. The LSI would be more benefical to individuals seeking to improve their leadership potential if its content included items proven to discriminate between leaders and nonleaders. Then, it could identify those with "true" leadership potential and provide a basis for further skill and concept development.

Defining leadership is a difficult task, and many different definitions exist. The manual for the LSI does not state the definition of leadership the authors used while developing the instrument so that the definition used in this research could be consistent. Therefore, the lack of a significant difference between the Leader and Nonleader groups in this study may have been a result of different

definitions of leadership. Another possible explanation is that the definition employed in this research may have been too broad and encompassed many individuals that exhibited only a minimal degree of leadership.

The majority of the research on leadership centers on the characteristics or skills possessed by adults, and the use of this research as a basis for the development of the LSI may have limited its usefulness with students. Perhaps the skills and concepts that make an individual a leader in the school setting are not necessarily those that make an individual a successful leader in the adult community. A longitudinal study of student leaders asessed with the LSI would provide more data on the validity of the instrument.

More research is needed on the LSI before it can be regarded as an adequate measure of student leadership. The development and addition of items proven to discriminate leaders from nonleaders would make the instrument more effective and more appropriate for its purposes. Studies focusing on age and gender may provide information on the gender difference found in this study and in previous research (Karnes & D'Ilio, 1990). Asessment of the relationship between the possession of the skills and concepts on the LSI and academic achievement could help identify the variables that are related to student leadership ability.

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APPENDIX A

Leadership Project
Department of Psychology
Austin Peay State University

Informed Consent Statement

The purpose of this investigation is to assess the leadership potential of high school students. The information collected will be kept confidential. No one other than the investigator will have access to the responses. Participation in the study is voluntary, and the subjects may choose to terminate participation at any time without penalty. The subjects will be informed of the procedures, and the scope of the project will be explained to them upon completion of the research.

Thank you for your cooperation.

I agree to allow the investigation to be conducted under the supervision of a faculty member of the Department of Psychology at Austin Peay State University. I have been informed of the procedures and the scope of the investigation and understand that the subjects will be likewise informed.

Subjects will be allowed to sign their own consent forms due to their age and the voluntary nature of the study.

TOMMY PARDUE
Name (Please Print)

Signature

PRINCIPAL, CHEATHAM CO. HIGH SCHOOL
Title

May 7/92
Date

Leadership Project
Department of Psychology
Austin Peay State University

Informed Consent Statement

The purpose of this investigation is to assess the leadership potential of high school students. Your responses are confidential. At no time will you be identified nor will anyone other than the investigator have access to your responses. Any data collected will be used only for the purpose of analysis. Your participation is completely voluntary, and you are free to terminate your participation at any time without penalty.

The scope of the project will be explained fully upon completion of the research.

Thank you for your cooperation.

I agree to participate in the present study being conducted under the supervision of a faculty member of the Department of Psychology at Austin Peay State University. I have been informed, either orally or in writing or both, about the procedures to be followed and about any discomforts or risks that may be involved. The investigator has offered to answer any further inquiries I have regarding the procedures. I understand that I am free to terminate my participation at any time without penalty or prejudice and to have all data obtained from me withdrawn from the study and destroyed. I have also been told of any benefits that may result from my participation.

_____

Name (Please Print)

_____

Signature

_____

Date

APPENDIX B

Number _____

Leadership Project
Depatment of Psychology
Austin Peay State University

Data Sheet

Please list below any leadership positions that you currently hold or have held during your high school career. For the purpose of this research, leadership positions are defined as elected, appointed, or voluntarily assumed positions in the school, workplace, or community (e.g., president of the science club, crew leader at a fast food restaurant, or coordinator of a food drive).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX C

LEADERSHIP SKILLS INVENTORY

INDIVIDUAL FORM

_____ Pre-Assessment

_____ Post-Assessment

Name _____ Grade _____ Age _____ Sex _____

School _____

This inventory is made up of statements that focus on the knowledge and skills of leadership. This instrument is an inventory and not a test. Its purpose is to help you learn about your abilities in leadership skills. There are no right or wrong answers. For each statement mark the response that is true for you. Do not skip an item. Read each statement carefully and then check (✓) the one response which best describes your skills.

Check ALMOST ALWAYS if you usually possess this knowledge or skill.

Check ON MANY OCCASIONS if you frequently possess this knowledge or skill.

Check ONCE IN A WHILE if you occasionally possess this knowledge or skill.

Check ALMOST NEVER if you rarely possess this knowledge or skill.

Fundamentals of Leadership

	Almost Always 3	On Many Occasions 2	Once in a While 1	Almost Never 0	Item Value
1. I understand the meaning of the term "leader".	_____	_____	_____	_____	____
2. I understand the meaning of the term "leadership".	_____	_____	_____	_____	____
3. I can tell the difference between the meaning of the terms "leader" and "leadership".	_____	_____	_____	_____	____
4. I am able to identify the various styles of leadership.	_____	_____	_____	_____	____
5. I can describe my own style of leadership.	_____	_____	_____	_____	____
6. I can identify leadership styles of various leaders.	_____	_____	_____	_____	____
7. I can identify various titles of leadership positions.	_____	_____	_____	_____	____
8. I understand the requirements and responsibilities of various leadership positions.	_____	_____	_____	_____	____
9. I can identify the good and bad aspects of being a leader.	_____	_____	_____	_____	____

Total Points_____

Written Communication Skills

	Almost Always 3	On Many Occasions 2	Once in a While 1	Almost Never 0	Item Value
1. I know how to get and use written information.	____	____	____	____	____
2. I can write my ideas so that others can read and understand them.	____	____	____	____	____
3. I can compare and contrast ideas in my writing.	____	____	____	____	____
4. I can distinguish fact from opinion in writing.	____	____	____	____	____
5. I can summarize written information.	____	____	____	____	____
6. I can write an outline.	____	____	____	____	____
7. I can write to persuade others to my point of view.	____	____	____	____	____
8. I can write a business letter.	____	____	____	____	____
9. I can write a social letter.	____	____	____	____	____
10. I can prepare an agenda for a meeting.	____	____	____	____	____
11. I can write a speech.	____	____	____	____	____
12. I can evaluate my writing and the writing of others.	____	____	____	____	____

Total Points_____

Speech Communication Skills

	Almost Always	On Many Occasions	Once in a While	Almost Never	Item Value
1. I can speak in a clear and concise manner.	____	____	____	____	____
2. I can tell others how I feel.	____	____	____	____	____
3. I can participate in group discussions.	____	____	____	____	____
4. I can summarize the ideas of the group and express them.	____	____	____	____	____
5. I can tell both sides of an argument without allowing my own feelings to show.	____	____	____	____	____
6. I can state and defend my viewpoint.	____	____	____	____	____
7. I can offer constructive criticism in a kind manner.	____	____	____	____	____
8. I know the various types of speeches and when each should be used.	____	____	____	____	____
9. I can deliver a prepared speech to a group.	____	____	____	____	____
10. I can deliver an extemporaneous speech to a group.	____	____	____	____	____
11. I can moderate and direct panel discussions.	____	____	____	____	____
12. I listen to others in order to be an effective communicator.	____	____	____	____	____
13. I can use body language effectively as I speak.	____	____	____	____	____
14. I am honest and sincere when speaking.	____	____	____	____	____

Total Points ____

Values Clarification

	Almost Always 3	On Many Occasions 2	Once in a While 1	Almost Never 0	Item Value
1. I understand my own feelings.	____	____	____	____	____
2. I care about others and treat others fairly.	____	____	____	____	____
3. I try to undersand the feelings of others.	____	____	____	____	____
4. I am sensitive to the needs of others.	____	____	____	____	____
5. I am sincere in my interest in other people.	____	____	____	____	____
6. I try to deal honestly with others.	____	____	____	____	____
7. I do what I say I will.	____	____	____	____	____
8. I have strong beliefs and can defend them when necessary.	____	____	____	____	____
9. I am willing to admit my mistakes.	____	____	____	____	____
10. I have a set of personal standards.	____	____	____	____	____
11. I have free choice in establishing my values.	____	____	____	____	____
12. I know the things in my life that are important to me.	____	____	____	____	____
13. I can state my choices publicly.	____	____	____	____	____
14. I can keep my own standards even when others disagree with me.	____	____	____	____	____
15. I can accept other people's ideas and values, even when they are different from mine.	____	____	____	____	____
16. I respect the rights of others.	____	____	____	____	____
17. I am loyal to my superiors and friends.	____	____	____	____	____

Total Points _____

Decision Making Skills

	Almost Always 3	On Many Occasions 2	Once in a While 1	Almost Never 0	Item Value
1. I understand decision making skills.	_____	_____	_____	_____	____
2. I can gather facts for decision making.	_____	_____	_____	_____	____
3. I can accept advice from others.	_____	_____	_____	_____	____
4. I can analyze facts before making a decision.	_____	_____	_____	_____	____
5. I am aware of how my decisions will affect others.	_____	_____	_____	_____	____
6. I know how to reach logical conclusions.	_____	_____	_____	_____	____
7. I can reach decisions on my own.	_____	_____	_____	_____	____
8. I can make a decision quickly and accurately based on facts.	_____	_____	_____	_____	____
9. I can accept the fact that my decisions may not always be popular in my group.	_____	_____	_____	_____	____
10. I can support group decisions even though I do not always agree with them.	_____	_____	_____	_____	____

Total Points_____

Group Dynamic Skills

	Almost Always 3	On Many Occasions 2	Once in a While 1	Almost Never 0	Item Value
1. I can lead a group discussion.	____	____	____	____	____
2. I enjoy group activities.	____	____	____	____	____
3. I know what "brainstorming" is and can lead a group in this exercise.	____	____	____	____	____
4. I can use parliamentary procedure in leading a group.	____	____	____	____	____
5. I use "we" instead of "I" when conducting group sessions on matters that involve the group.	____	____	____	____	____
6. I can lead a group so that people feel safe expressing their opinions.	____	____	____	____	____
7. I usually allow others to express their opinions before I express mine.	____	____	____	____	____
8. I try to understand the point of view of others.	____	____	____	____	____
9. I keep in mind the best interests of the group.	____	____	____	____	____
10. I can resolve conflicts within a group.	____	____	____	____	____
11. I recognize and value differences in individuals.	____	____	____	____	____
12. I can distinguish between influence and manipulation.	____	____	____	____	____
13. I do not take personally disagreement with my ideas.	____	____	____	____	____
14. I can maintain trust within a group.	____	____	____	____	____
15. I can keep a group on task.	____	____	____	____	____
16. I can incorporate the suggestions of others.	____	____	____	____	____
17. I can work effectively for compromise.	____	____	____	____	____
18. I can help the group agree upon a plan of action.	____	____	____	____	____
19. I can give credit and praise to others for work well done.	____	____	____	____	____

Total Points ____

Problem Solving Skills

	Almost Always 3	On Many Occasions 2	Once in a While 1	Almost Never 0	Item Value
I know and use the elements of problem solving.	_____	_____	_____	_____	_____
I know what to do as a leader in problem solving situations.	_____	_____	_____	_____	_____
I can identify problems.	_____	_____	_____	_____	_____
I can develop different ways to solve problems.	_____	_____	_____	_____	_____
I can select the best way to solve a problem.	_____	_____	_____	_____	_____
I can judge how effective my strategy is.	_____	_____	_____	_____	_____

Total Points_____

Personal Skills

	Almost Always 3	On Many Occasions 2	Once in a While 1	Almost Never 0	Item Value
1. I am self-confident.	____	____	____	____	____
2. I feel comfortable in most situations.	____	____	____	____	____
3. I can identify my strengths and weaknesses.	____	____	____	____	____
4. I can acknowledge my mistakes.	____	____	____	____	____
5. I can accept constructive criticism.	____	____	____	____	____
6. I plan self-improvement.	____	____	____	____	____
7. I am persistent.	____	____	____	____	____
8. I try to avoid being overly sensitive.	____	____	____	____	____
9. I am on time.	____	____	____	____	____
10. I am reliable.	____	____	____	____	____
11. I am enthusiastic.	____	____	____	____	____
12. I am ambitious and desire success.	____	____	____	____	____
13. I am a hard worker.	____	____	____	____	____
14. I can deal with abstract concepts.	____	____	____	____	____
15. I am patient with myself and others.	____	____	____	____	____
16. I make friends easily.	____	____	____	____	____
17. I try to be thoughtful about the feelings of others.	____	____	____	____	____
18. I make an effort to remember names and faces.	____	____	____	____	____
19. I can get along with others.	____	____	____	____	____
20. I know how to dress for different occasions.	____	____	____	____	____
21. I am neat in my work and appearance.	____	____	____	____	____

Total Points _____

Planning Skills

	Almost Always 3	On Many Occasions 2	Once in a While 1	Almost Never 0	Item Value
1. I have organizational skills.	_____	_____	_____	_____	_____
2. I set reachable goals for myself.	_____	_____	_____	_____	_____
3. I set reachable goals for groups.	_____	_____	_____	_____	_____
4. I can take the lead in group planning.	_____	_____	_____	_____	_____
5. I accept suggestions from other people.	_____	_____	_____	_____	_____
6. I can direct the efforts of the group.	_____	_____	_____	_____	_____
7. I seek advice when necessary.	_____	_____	_____	_____	_____
8. I can set objectives to help accomplish my goals.	_____	_____	_____	_____	_____
9. I can tell the outcomes of certain actions.	_____	_____	_____	_____	_____
10. I can tell what is needed to accomplish goals.	_____	_____	_____	_____	_____
11. I can develop and keep to a timeline.	_____	_____	_____	_____	_____
12. I can meet deadlines.	_____	_____	_____	_____	_____
13. I can set up ways to measure if my goals are completed.	_____	_____	_____	_____	_____
14. I am not overwhelmed by details.	_____	_____	_____	_____	_____
15. I am flexible and can accept change.	_____	_____	_____	_____	_____
16. I can delegate authority.	_____	_____	_____	_____	_____
17. I review my plans and revise them from time to time.	_____	_____	_____	_____	_____

Total Points_____

LSI PROFILE SHEET

T SCORE	FL	WCS	SCS	VC	DMS	GDS	PSS	PERS	PS	T SCORE
75										75
-										-
-										-
-										-
-										-
70										70
-			42							-
-			41							-
-	27		40						51	-
-		36	39			57	18		50	-
65	26	35				55 56			49	65
-			38		30	54			48	-
-		34	37			53	17	63	47	-
-	25	33	36	51	29	52		62	45 46	-
-		32	35	50	28	51	16	60 61	44	-
60	24	31	34	49	27	49 50		59	43	60
-			33	48		48		58	42	-
-	23	30		47	26	47	15	57	41	-
-		29	32	46		46		55 56	40	-
-		28	31	45	25	45	14	54	39	-
55	22		30	44		43 44		53	38	55
-		27	29	43	24	42		52	37	-
-	21	26	28	42	23	41	13	50 51	36	-
-		25		41		40		49	35	-
-			27	40	22	39	12	48	34	-
50	20	24	26	39	21	37 38		47	33	50
-		23	25	38		36		45 46	32	-
-	19	22	24	37	20	35	11	44	31	-
-			23	36	19	34		43	30	-
-	18	21		35		33		42	29	-
45		20	22	34	18	32	10	40 41	28	45
-		19	21	33		30 31		39	26 27	-
-	17	18	20	32	17	29	9	38	25	-
-			19	31	16	28		37	24	-
-	16	17	18	30		27		35 36	23	-
40		16		29	15	26	8	34	22	40
-	15	15	17	28	14	24 25		33	21	-
-			16	27		23	7	32	20	-
-		14	15	26	13	22		30 31	19	-
-	14	13	14	25	12	21	6	29	18	-
35		12	13	24		20		28	17	35
-	13		12	22 23	11	18 19		27	16	-
-		11		21		17	5	25 26	15	-
-		10	11	20	10	16		24	14	-
-	12	9	10	19	9	15		23	13	-
30		8	9	18		13 14	4	22	12	30
-	11		8	17	8	12		20 21	11	-
-		7	7	16	7	11	3	19	10	-
-	10	6		15		10		18	9	-
-		5	6	14	6	9		17	8	-
25			5	13		8	2	15 16	6 7	25
-	9	4	4	12	5	6 7		14	5	-
-		3	3	11	4	5	1	13	4	-
-	8	2	2	10		4		12	3	-
-				9	3	3		10 11	2	-
20	7	1	1	8	2	2	0	9	1	20
-		0	0	7		0 1		8	0	-
-				6	1			7		-
-	6			5	0			6		-
-				4				4 5		-
15	5			3				3		15
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