



THE OHIO STATE UNIVERSITY
OFFICE OF STUDENT LIFE



LENA

LEADERSHIP EDUCATION
NEEDS ASSESSMENT

Facilitator's Guide



LENA

LEADERSHIP EDUCATION
NEEDS ASSESSMENT

Learning your strengths and areas for growth as a leader are crucial for personal and professional development. The Leadership Education Needs Assessment (LENA), developed by the Center for the Study of Student Life, is a tool created to help all students regardless of their major, year or academic level.

LENA measures students' leadership skills as they relate to four different areas:

- Purpose and Vision
- Accomplishing Tasks
- Building Relationships
- Influence

After taking the five-minute survey, students will receive scores associated with these four areas, as well as tailored information about leadership-related activities, roles and resources available to them at Ohio State. Examples of specific resources provided to the student:

- Information on leadership conferences
- Student organizations
- Leadership-related academic courses
- Peer mentoring program descriptions
- Community activism
- Employment opportunities

By taking the survey multiple times throughout their college career, students can track their leadership skill development over time.

Reasons for *Involvement*

Top Reasons for *Leadership Involvement**

BUILD
RESUME

68%

UNDERGRADUATES

67%

GRAD/PROF STUDENTS

DEVELOP
LEADERSHIP SKILLS

76%

UNDERGRADUATES

83%

GRAD/PROF STUDENTS

ENJOY BEING
A LEADER

65%

UNDERGRADUATES

59%

GRAD/PROF STUDENTS

*According to LENA survey results from 2022-2023.

Students can take the assessment at go.osu.edu/osulena
For questions or comments, please contact cssl@osu.edu

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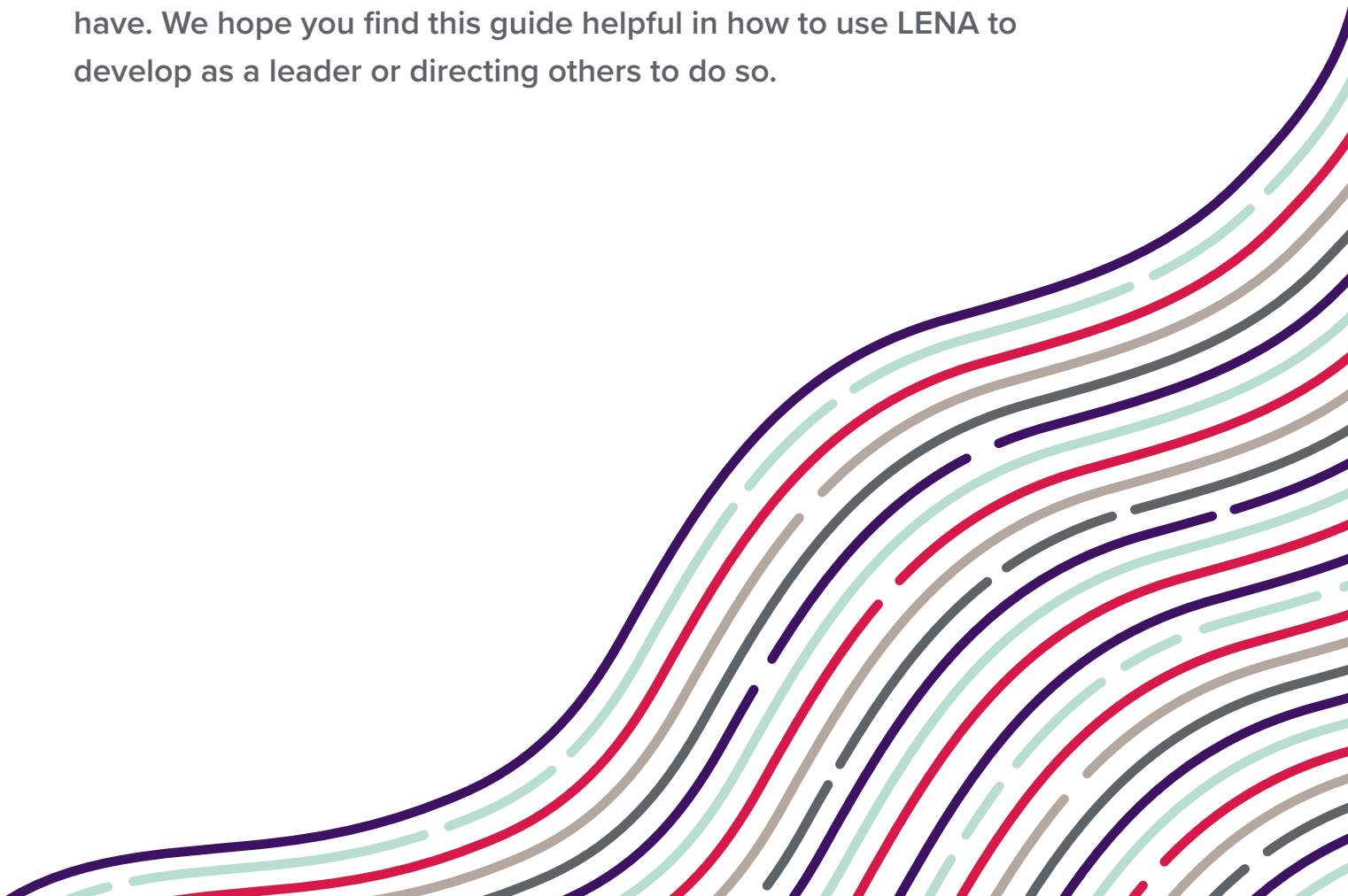
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INTRODUCTION

The goal of this Facilitator's Guide for the Leadership Education Needs Assessment (LENA) is to help students, faculty and staff leverage LENA for leadership development purposes – either for yourself, another individual or a group of students.

In this guide, we detail how to interpret your LENA scores and subsequently set goals and create an action plan based on your interpretation. There are also activities that may help you grow in each of the four leadership areas: Purpose and Vision, Accomplishing Tasks, Building Relationships and Influence.

Inside, we have also included a Frequently Asked Questions (FAQ) section about LENA to cover any other questions you may have. We hope you find this guide helpful in how to use LENA to develop as a leader or directing others to do so.



SCORE INTERPRETATION

Leadership Areas

PURPOSE AND VISION

Your **Purpose and Vision** score refers to your confidence in your ability to create and articulate your mission and/or your group's mission as a leader. This leadership area identifies your confidence in your ability to state your purpose - or why are you working towards your goals, vision and plan for the future. This category reflects your confidence in your initiative, creativity and resourcefulness.

ACCOMPLISHING TASKS

Your **Accomplishing Tasks** score refers to your confidence in your ability to meet the goals you set for yourself and/or your group. In other words, this score is your confidence in your ability to complete your objective or manage your projects effectively. With this skill set, you are not only able to accomplish goals yourself, but you are able to delegate tasks or ask for assistance in meeting goals. Further, you are able to obtain the support and resources you need to accomplish your goals. tasks and goals.

BUILDING RELATIONSHIPS

Your **Building Relationships** score refers to your confidence in your ability to build and maintain close working relationships with others. This leadership area involves interacting and communicating with others. This skill set also involves being able to work well with supervisors and peers in addition to being able to supervise and mentor others (either formally or informally). When you build relationships, you earn the trust of those around you.

INFLUENCE

Your **Influence** score refers to your confidence in your ability to communicate your purpose, vision, skill set and progress in a public setting. This skill set involves presentation skills. Someone who learns this skill can think on their feet, represent themselves, their group or their project well in meetings and can craft and communicate persuasive arguments both in person and on paper.

Your LENA Scores

At the end of LENA, you receive five scores. Your LENA results are scores regarding your Leadership Confidence and your Focus in four areas of leadership (Purpose and Vision, Accomplishing Tasks, Building Relationships and Influence). All of these scores are out of 100%, but are separate scores and will not add up to 100%. The reason these scores are out of 100% is to help make them more meaningful; however, keep in mind that these scores are not grades. A 50% does not mean you have failed in that area. Similarly, an 80% does not mean you have passed. Likewise, LENA is for your own personal and professional development and is not necessarily meant to be used to compare yourself with others, especially because different people will interpret the same score in different ways.

The closer your Leadership Confidence Score is to 100% in any area, the more confident you are regarding your ability to succeed in that area.

The closer your Focus Score is to 100%, the more you indicated wanting to improve upon that skill. The closer any given score is to 0%, the less you feel you need to improve upon that skill.

LENA also provides an Overall Leadership Confidence Score, which is a more general, aggregate score regarding your confidence in your ability to lead a group. It could be used as a reference point when determining how to interpret your score (the following page details how you might interpret your scores.) Your Overall Leadership Confidence Score is not an average of the four skill areas/Leadership Confidence Scores.

NOTE: Your Confidence Score and your Focus Score in a given area will not necessarily sum to 100% (i.e., if you get a score of 80% confidence in one area, you may not necessarily get a Focus Score of 20% in the same area). This is because you might be fairly confident about a skill area, but still feel like you would like to improve in that area. Alternatively, you may not be confident about a skill area, but you do not necessarily see a need for improvement in that area either.

Example Scoring and Interpretation

Here you will find examples from LENA on how you might interpret your score for Building Relationships based on the information outlined previously. What is important to note is that your scores are **open to interpretation**. Although 0% and 100% are the minimum and maximum possible scores for each area, there are no other cut-offs. If a score seems high to you, then it is a high score and that is your interpretation. What is most important is what you decide to do with the score.

Additionally, you might decide to compare your scores from the four different leadership areas to each other (e.g., “My highest confidence score is Purpose and Vision and my lowest confidence score is Building Relationships; I want to take advantage of my strong Purpose and Vision skillset at my next student organization meeting.”) or to previous scores you have received (e.g., “Last time I took LENA, my Building Relationships Focus Score was 95%. This time, it was 75%. I improved in this area! Maybe I should focus on this area again this semester, because I want to improve it even more.”)

Ultimately, how you interpret your scores and the reference point you choose when interpreting your scores is entirely up to you.

The scores below reflect Building Relationships Leadership Confidence and Focus, as well as an Overall Leadership Confidence Score. This overall score is your perception of your ability to lead a group in a general sense. You can view it as a summary score of your leadership confidence. If you were a student who was looking at these three scores, you might read these as:

“My Overall Leadership Confidence Score is pretty high at 95%, but my Building Relationships Confidence Score is much lower at 54%. Also, my Focus Score in Building Relationships is high – 95%! So I probably want to work on improving my Building Relationships skills. That should be my area of focus right now, because it is my highest Focus Score. I need to remember this is not a grade. I don’t necessarily need to get my Building Relationships Confidence score at a 90% or above. Nonetheless, I would clearly like to improve on Building Relationships. Maybe I will work on this over the course of the next year.”

It is important to note that everyone will interpret their scores differently; the way you read this may not necessarily be the same way someone else would read the same set of scores. The goal is to start reflection within yourself. Additionally, try not to feel overwhelmed by all the scores; it is not necessarily the best idea to work on all areas at once. This is partly the point of having a number of scores to sift through; they are supposed to help you decide what areas you might like to improve or focus on first.

Q8.2. Your Overall Leadership Confidence Score is 95.56%

Leadership Confidence Score

Building Relationships - Your **Building Relationships** score refers to your confidence in your ability to build and maintain close working relationships with others. **Building Relationships** involves not only interacting and communicating with others, but also motivating others to help you accomplish tasks and work towards your vision. This skill set involves being able to work well with supervisors and peers in addition to being able to supervise and mentor others (either formally or informally). If you succeed at **Building Relationships**, you earn the trust of those around you.

54%

Focus Score

Building Relationships - Your **Building Relationships** score refers to your desire to build and maintain close working relationships with others.

95%

CREATING AN ACTION PLAN

Next Steps: *Creating an Action Plan*

This worksheet and the accompanying reflection activities are meant to help you set goals related to your leadership skills after you have taken LENA and create a plan to reach those goals. As a reminder, your scores are open to your own interpretation and should be the start of a process of self-reflection; not all questions on this worksheet may be applicable to you. For example, if you do not feel you need to improve in a certain leadership area, then you can choose not to write a goal specific to that area.

Thinking about your Leadership Confidence and Focus Scores in all four areas, do you feel you want to improve any of those scores? Check **up** to two areas that you would like to improve.

- Purpose and Vision
- Building Relationships
- Accomplishing Tasks
- Influence

In the spaces below, write a SMART goal¹ for each area in which you would like to improve.

These goals should be:

Specific *descriptive*

Measurable *there is a clear indicator of success*

Achievable *realistic*

Relevant *the goal aligns with your greater overall plan*

Timely *there is an endpoint or due date for the goal*

Consider where you stand now, where you would like to be and how long you need to get there.

Example SMART Goal:

I want to work on building relationships **by** attending my math professor's **office hours** **three times** **by the end of this semester.**

Note that this goal explicitly states what they want to improve, what they will do to make that improvement and when they want to complete the goal.

SMART Goals

1.

2.

¹Locke, E.A., & Latham, G.P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall.

For each goal written on the previous page, list one to three campus or community resources that would help you reach your goals. Resources could include student groups, classes/workshops, faculty/staff support, etc.

For examples of resources, visit the list provided by LENA at go.osu.edu/LENA-Student-Resources.

EXAMPLE I will need the following resources to attend my professor’s office hours:	GOAL 1	GOAL 2
1. Syllabus		
2. My professor’s office location		
3. Homework questions		

Thinking about the timeline you set for your goals and the resources you listed, use the following spaces to identify your first step(s) to pursuing each of the goals you wrote above.

Example: Check the syllabus to find out when my professor’s office hours are.

- 1.**
- 2.**

Think back to the goals you developed after taking LENA the first time and use your original scores as a baseline (i.e., how you scored when you started). What is the current status of each goal? In the spaces below, write your baseline information, where each goal stands now and the metrics of the completed goal.

	BASELINE	CURRENT STATUS	COMPLETED GOAL
EXAMPLE	<i>Plan to visit office hours three times</i>	<i>Visited office hours two times</i>	<i>My goal is completed when I visit office hours three times</i>
GOAL 1			
GOAL 2			

Looking at the timeline above (Baseline, Current Status, Completed Goal), consider the following questions: do any of your goals need to be adjusted? How might these goals change based on your self-reflection from this exercise? Are there any additional resources you need to reach your goals?

After Taking LENA Again

LENA is a useful tool for tracking your growth over time. Consider taking LENA at least two to four times throughout your college or graduate/professional career. Once you have taken it a second or third time, consider the following questions. Did any of your Focus Scores decrease (meaning you now have less of a desire to focus on that area)? Did any of your Leadership Confidence Scores increase (meaning you now feel more confident in your ability in that area)? Use the space below to reflect on any experiences you have had since taking LENA the last time that you believe contributed to these changes.

Did any of your Focus Scores increase? Did any of your Leadership Confidence Scores decrease? Use the space below to reflect on any factors that you believe contributed to these changes.

Final Reflection

Consider these questions after you have taken LENA for the first time, after the second time or any time when you are thinking about your leadership growth.

1. Were there any scores that surprised you?
2. Are there any areas of leadership in which you excel in, but want to continue improving?
3. Has your perception of your own leadership capabilities changed between taking LENA the first time and the second? If so, how?
4. Is there anyone you look up to as a leader? A teacher, parent, peer or celebrity?
 - a. What about their leadership style is admirable?
5. How will improving your leadership skillset help you achieve your long-term goals?

PURPOSE AND VISION ACTIVITIES

The following activities are meant to help you think about your values and beliefs and then to use that information to develop your own purpose and vision.

To be able to develop a purpose and vision, you must understand the subject matter related to that purpose statement. That subject matter might be a project, an idea or even yourself (to create a mission and vision, you must know yourself).

In the following activities, you will have the opportunity to identify your values and work on writing your mission statement.



WRITING YOUR PERSONAL MISSION STATEMENT

Learning Outcomes

- To determine your individual purpose and values
- To determine your long-term life goals
- To identify how your values contribute to your goals
- To build a refined mission statement

WHAT IS A MISSION STATEMENT?

A mission statement is a succinct paragraph (between two and four sentences) that tells people what you are all about. It can be a guide to help keep you on track for your greater goals and serve as a point of inspiration. Your mission statement articulates how your purpose and vision come together to give you direction in what you hope to accomplish.

SOUND OVERWHELMING?

Although there is no one clear-cut way to write a mission statement, we have created this worksheet to help you brainstorm what your mission statement could be.


Instructions

STEP 1: BRAINSTORM

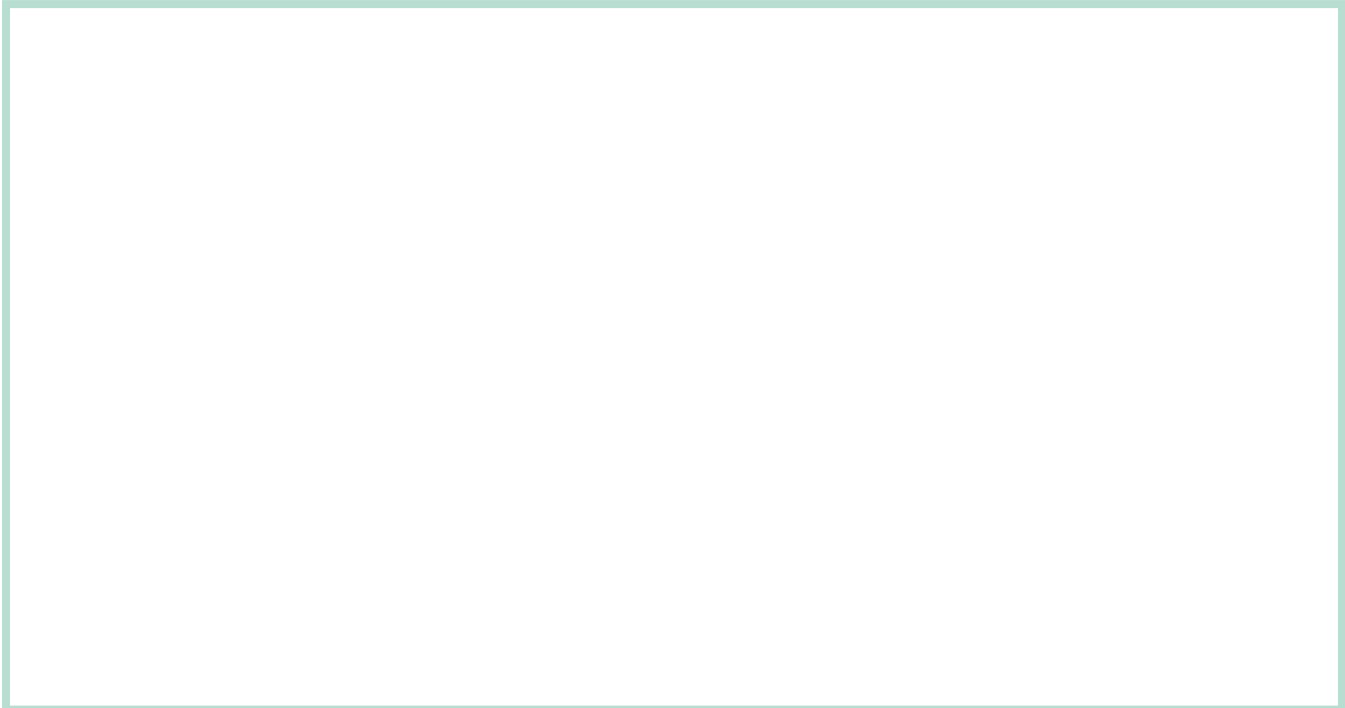
Take some time to write down a few sentences that answer the following questions. Don't worry about your answers being perfect; this is to get your brain thinking about who you are and the impact you want to have on the world.

What am I known for? What do I want to be known for? What are my values?

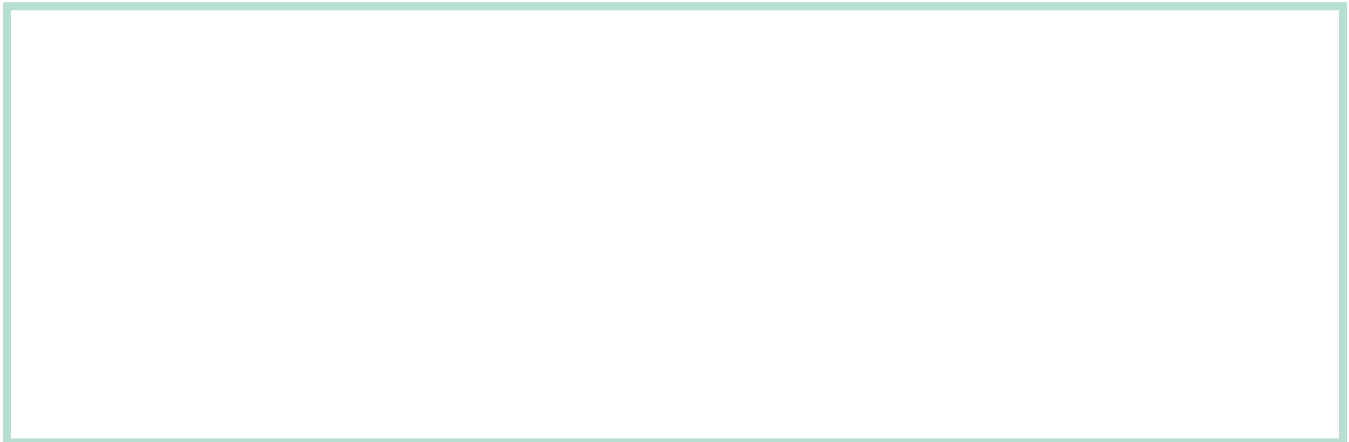
What does success look like for me? How will I know when I have achieved that success?



How do I want to act? How do I want to feel daily? How do I want people to describe me? How do I want people to feel around me?



How, and to whom, do I want to be of service? How do I want to make my impact? Whom do I want to help?



What do I want my legacy to be? How do I want to be remembered? What impact do I want to have?



STEP 2: TRIM IT DOWN

From each of your answers, underline the most important parts or circle specific words that mean the most to you.

STEP 3: TRY IT OUT

Use the space below to draft your mission statement, threading your earlier answers together. This can be your rough draft; cross things out, change words and use this space to workshop your ideas.

My personal mission is to...

STEP 4: EDIT!

Use these extra tips and tricks to refine your mission statement:

- Keep it succinct – the shorter the sweeter
- Use action verbs – they are more motivating
- Use your own words – your mission should sound like you
- Share your mission – talk with friends and family, post it as a reminder, keep it as your guiding light

STEP 5: PUT IT ALL TOGETHER!

Once you have landed on the right combination of your earlier brainstorm, write down your mission statement here. Then, post it up somewhere to remind yourself of your purpose, vision and goals.

My personal mission is to...

EXPLORING YOUR VALUES

Learning Outcomes

- To identify what is most important to you
- To learn that there are no “right” or “wrong” personal values
- To initiate reflection and dialogue around personal values

This exercise aims to help you explore your values. It is intentionally rapid to encourage you to follow your instinct rather than over-thinking and trying to identify the “correct” values.

Materials

- Values List (see page 17)
- Pens or highlighter
- Markers
- Paper

Instructions

STEP 1: Review the list of values and cross off anything that does not resonate with you.

STEP 2: Take five minutes to circle or highlight your top 30 values.

STEP 3: Next, take five minutes to narrow your top 30 values to a top 10.

STEP 4: Take two minutes to narrow that list down to a top five. These are your core values.

STEP 5: Once you have your top five, use the markers and paper to write them out. Consider hanging this paper where you will see it often.

STEP 6: Take 15 minutes to reflect individually, then find a partner to answer the following:

- How do you feel about your top five values? Were you surprised by what you ended up with?
- Where do you think these values might have come from? (*e.g., family, work, major life experiences*)
- How are these values incorporated into your everyday life?
- What actions do you already take to live by these values?
- What actions would you like to take to live by them?

VALUES LIST

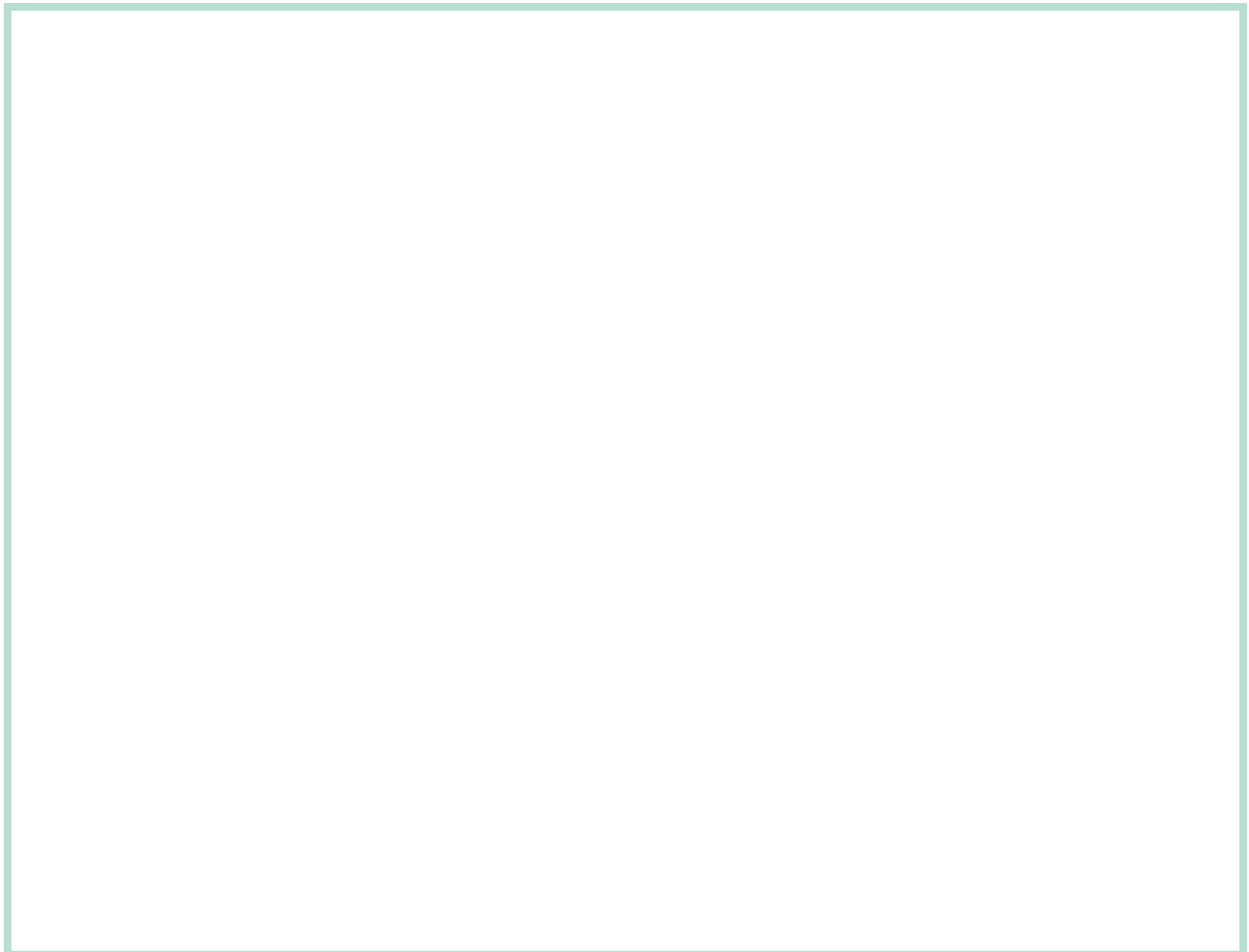
Acceptance	Control	Generosity	Meaning	Sharing
Accomplishment	Conviction	Genius	Moderation	Significance
Accountability	Cooperation	Giving	Motivation	Silence
Accuracy	Courage	Goodness	Openness	Simplicity
Achievement	Creativity	Grace	Optimism	Sincerity
Adaptability	Credibility	Gratitude	Order	Skill
Alertness	Curiosity	Greatness	Organization	Solitude
Altruism	Decisiveness	Growth	Originality	Spirituality
Ambition	Dedication	Happiness	Passion	Spontaneity
Amusement	Dependability	Hard Work	Patience	Stability
Assertiveness	Determination	Harmony	Peace	Status
Awareness	Development	Health	Persistence	Stewardship
Balance	Devotion	Honesty	Playfulness	Strength
Beauty	Dignity	Honor	Poise	Structure
Boldness	Discipline	Hope	Power	Success
Bravery	Drive	Humility	Presence	Support
Brilliance	Efficiency	Improvement	Productivity	Surprise
Candor	Empathy	Independence	Professionalism	Sustainability
Capability	Empowerment	Individuality	Prosperity	Talent
Caution	Endurance	Innovation	Purpose	Teamwork
Certainty	Energy	Insightfulness	Quality	Temperance
Challenge	Enjoyment	Integrity	Realism	Thoughtfulness
Charity	Enthusiasm	Intelligence	Reason	Timeliness
Cleanliness	Equality	Intensity	Recognition	Tolerance
Clarity	Ethics	Intuitiveness	Recreation	Toughness
Cleverness	Excellence	Irreverence	Reflection	Tradition
Comfort	Experience	Joy	Respect	Tranquility
Commitment	Exploration	Justice	Responsibility	Transparency
Common Sense	Expressiveness	Kindness	Restraint	Trust
Communication	Fairness	Knowledge	Reverence	Understanding
Community	Fame	Law	Rigor	Uniqueness
Compassion	Fearless	Leadership	Risk	Unity
Competence	Fidelity	Learning	Satisfaction	Valor
Concentration	Focus	Liberty	Security	Victory
Confidence	Foresight	Logic	Self-Reliance	Vigor
Connection	Fortitude	Love	Selflessness	Vision
Consciousness	Freedom	Loyalty	Sensitivity	Vitality
Consistency	Friendship	Mastery	Serenity	Wealth
Contentment	Fun	Maturity	Service	Wisdom

FINDING INSPIRATION

Learning Outcomes

- To explore and develop a sense of meaning and purpose
- To assist in positive identity development
- To analyze your connection to the broader society

One of the first steps in deciding your own purpose and vision is to allow yourself to be inspired. This activity aims to encourage you to remember personal moments of inspiration. By identifying what inspires you, you are also identifying your values, or what is important to you. In the spaces below, either paste or describe 10 pieces or moments of inspiring media (e.g., images, slogans, commercials, books, posts, speeches, etc.) you have encountered in the past month. Print or write examples and make a collage out of it.



As you examine your collage, do you see any themes or commonalities in what you chose?

Based on the images and themes you identified, what is a passion area for you?
What else might you like to learn about this area (whether newly discovered or not)?

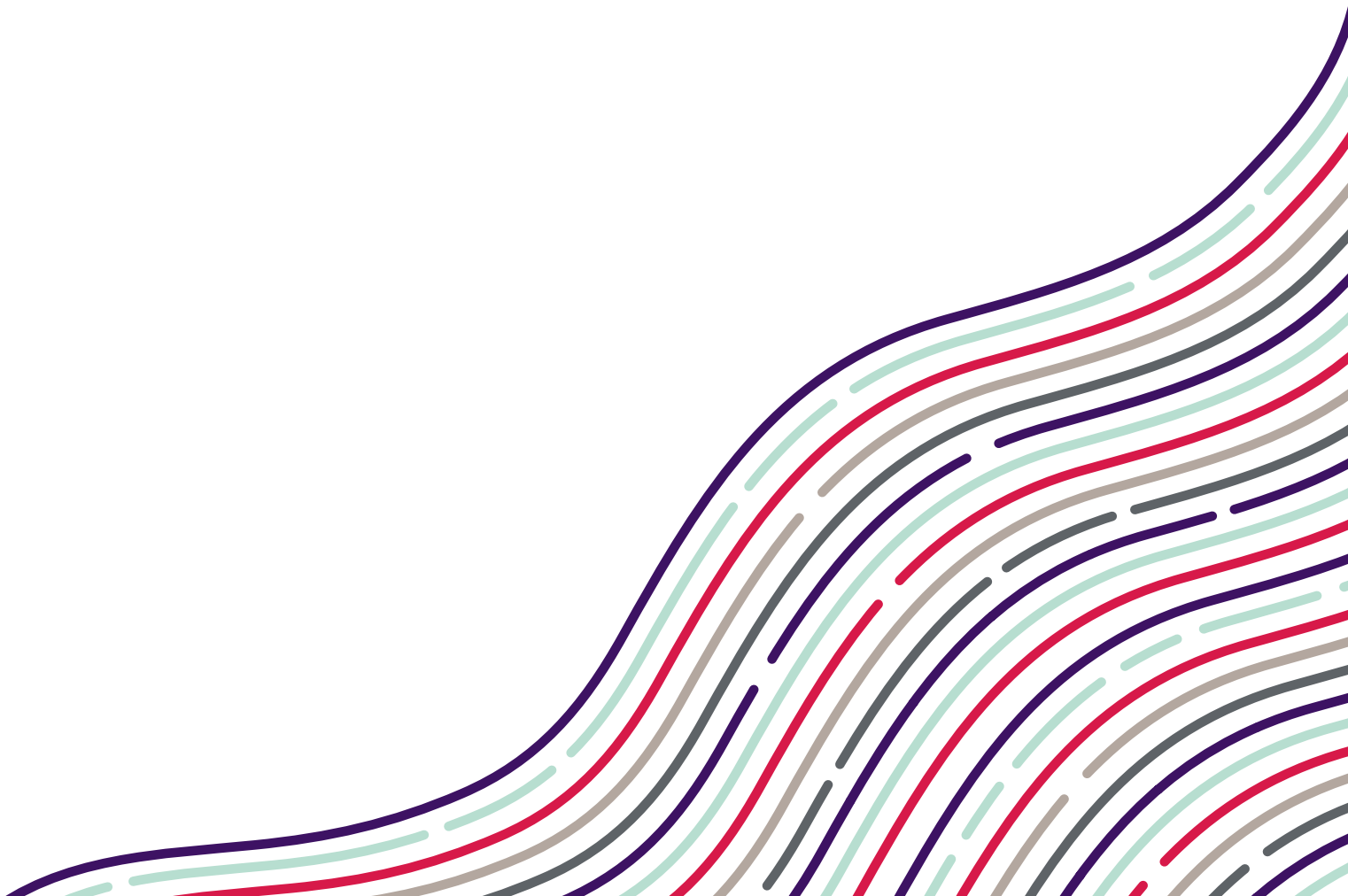
Did you find it easy or difficult to think of 10 inspirational moments that happened recently?
If you found it difficult, why do you think that was?

What else have you learned about yourself based on what you chose?
What have you learned about your values?

ACCOMPLISHING TASKS ACTIVITIES

The following activities are meant to give you tools to learn how to successfully accomplish tasks. When considering your goals, it is important to think about the steps you need to take and the resources you need to get there. In the first activity, you will have an opportunity to reflect on the people in your life and how these individuals may serve as resources for you.

These activities demonstrate that accomplishing tasks means more than checking items off of a to-do list.



BOARD OF DIRECTORS ACTIVITY

Learning Outcomes

- To identify individuals in your life that influence you
- To think about why these individuals have influence over your decisions

Instructions

A Board of Directors is a group of people established to help an organization or company make decisions. The diagram below represents the Board of Directors for your life. It helps to understand who has influence over your personal and professional decisions, and why.

Answer the following questions to determine who sits on your Board of Directors. Then, read through the reflection questions to help you fully understand why you chose the individuals that you did.

- Who sits at this table for your life?
- Who are the people that you consult when you are making a decision?
- Who influences you?



Reflection Questions

- Who is at the table?
- Why are they there?
- Would there be different people for different kinds of decisions? Why?
- Who is NOT at the table, and why?
- Is your table lopsided in some way and why? (several people of the same age/gender/family/non-family/race/religion, etc.)
- Who would you select as the chairperson, or decision-maker, for your board?
- Is there anyone at your table that you are unsure of?
- Is there anyone else you want to be on your Board but you did not have room for them?

Adapted from James Madison University Office of Student Accountability and Restorative Practices

END OF MEETING RECAP

This worksheet will help you outline each members' tasks before your next group meeting and ensure that everyone is aware of each group member's responsibilities during your time apart. This activity could be used in a variety of group settings, including student organization meetings, classroom group project meetings, administrative committee meetings and more.

Learning Outcome

- Learn to organize your thoughts and plan together with a group after a group meeting

Before the next meeting, the following will be accomplished (indicate who is responsible):

These are the resources each of us needs to be productive:

During our time apart, we will think about:

Our group still needs to decide:

BUILDING RELATIONSHIPS ACTIVITIES

The following activities are meant to help you build relationships with other people or members on your team. This could be members of your student organization, classmates, students on your residence hall floor, etc.

Some of these activities are thoughtful and some are fun. Try these activities with different groups in your life. You may be surprised how much you learn about others!



TEAM BUILDING

The following activities are designed for groups to work on team building. The instructions are written to help you lead the participants, but you are also able to participate in the activity.

Learning Outcomes

- Learn to work on a team or in pairs
- Learn to identify and adjust to others' strengths and weaknesses
- Learn to communicate and build trust

Building the Ultimate Team

TIME: 20-30 minutes

NUMBER OF PARTICIPANTS: 4-8 people

MATERIALS: Large sheets of paper, notebook, pens and markers

INSTRUCTIONS: In this exercise, participants are broken up into groups of four to eight people and instructed to share with their group their individual strengths and the positive attributes they feel would lend to the success of their group.

Each group member writes their strengths and attributes on a piece of paper. After their group discussion, each team will be given one large sheet of paper, writing paper, markers and a pen. The groups should then be instructed to make the “ultimate team member” by combining each team member’s strengths and positive attributes into one imaginary person.

This “person” should also receive a name, have a picture drawn of them and have their different attributes labeled.

The group should then write a story about this person, highlighting all of the things their imaginary person can do with their positive characteristics. At the end of the exercise, each group should share their “ultimate team member” with the larger group and read the accompanying story.

This exercise will help group members adapt to weakness they feel they or a team member may have by understanding that as a group, they are capable of having more strengths and positive attributes than they would have working independently.

Mine Field

TIME: 20-30 minutes

NUMBER OF PARTICIPANTS: 10-20 people

MATERIALS: Blind folds and balls, bowling pins, cones (or any item that could represent obstacles)

INSTRUCTIONS: This trust exercise requires some setting up before it can be executed. It also requires a large, open area such as a room without furniture or a field. The leader must distribute “mines,” which they place haphazardly around the area. These “mines” can be balls, bowling pins, cones, etc.

This exercise gives group members a chance to work on their relationships and trust, so pair into teams of two. One team member will be blindfolded and cannot talk and the other can see and talk, but cannot enter the field or touch their blindfolded teammate.

The challenge requires each blind-folded person to walk from one side of the field to the other, avoiding the mines by listening to the verbal instructions of their partners. Penalties can be put in place for each time a blindfolded person hits a mine, but the real idea behind the game is to get the team members to trust their partner’s directions and to teach them to communicate in a more effective way.

Adapted from huddle.com



MEANINGFUL LETTERS

Learning Outcomes

- Identify individuals who had an impact on you or your life
- Learn the components of writing a meaningful and personal letter
- Learn how to turn a meaningful moment into an opportunity to positively affect someone

Technology (emails or text messages) has become the primary way individuals communicate. Although those forms of communication are efficient, they lack the personal interaction, emotion and meaningfulness of talking face-to-face or writing to someone with a pen and paper. Sending someone a handwritten letter tends to have a much greater impact than sending a quick text message or email, thus, allowing you to build your relationship with that person.

Take some time to reflect on the past six months; try to think about a time that someone went out of their way to do something kind for you, inspired you, changed your perspective about a topic or positively affected you in some way. Choose a person you want to build a relationship with and write them a handwritten letter, letting them know about the impact they had on you. This could be a family member, friend, an old boss or co-worker, etc.

A meaningful letter should include some or all of the following components. Use the spaces below to craft each component of your letter.

Introduction

Adding a question or comment about something this person mentioned the last time you spoke lets them know that you were paying attention and care about what is going on in their life.

Example: *I hope your presentation at the Leadership Conference in October went well! or, How is that chemistry class going that you were nervous about?*

Reflection

Let this person know why you are writing to them. Tell them about the time they had an impact on you.

Example: *I have been thinking about our conversation about the fundraiser you are involved in for raising awareness for mental health. I feel that I can relate closely to that topic because I have struggled with anxiety since I was young.*

Impact

Let this person know how this moment or situation positively affected or enlightened you, made you feel, changed your perspective or even your life.

Example: *After talking with you, I was very inspired by all of the work you have put into creating awareness for mental health, and raising money for the cause. I believe that the work you are doing for this fundraiser is very important and will have a significant effect on those who struggle with mental health issues.*

Action

If applicable, tell this person how their actions motivated you to make a change.

Example: *Your efforts were so inspiring that I decided to participate in the fundraiser next year and spread awareness myself.*

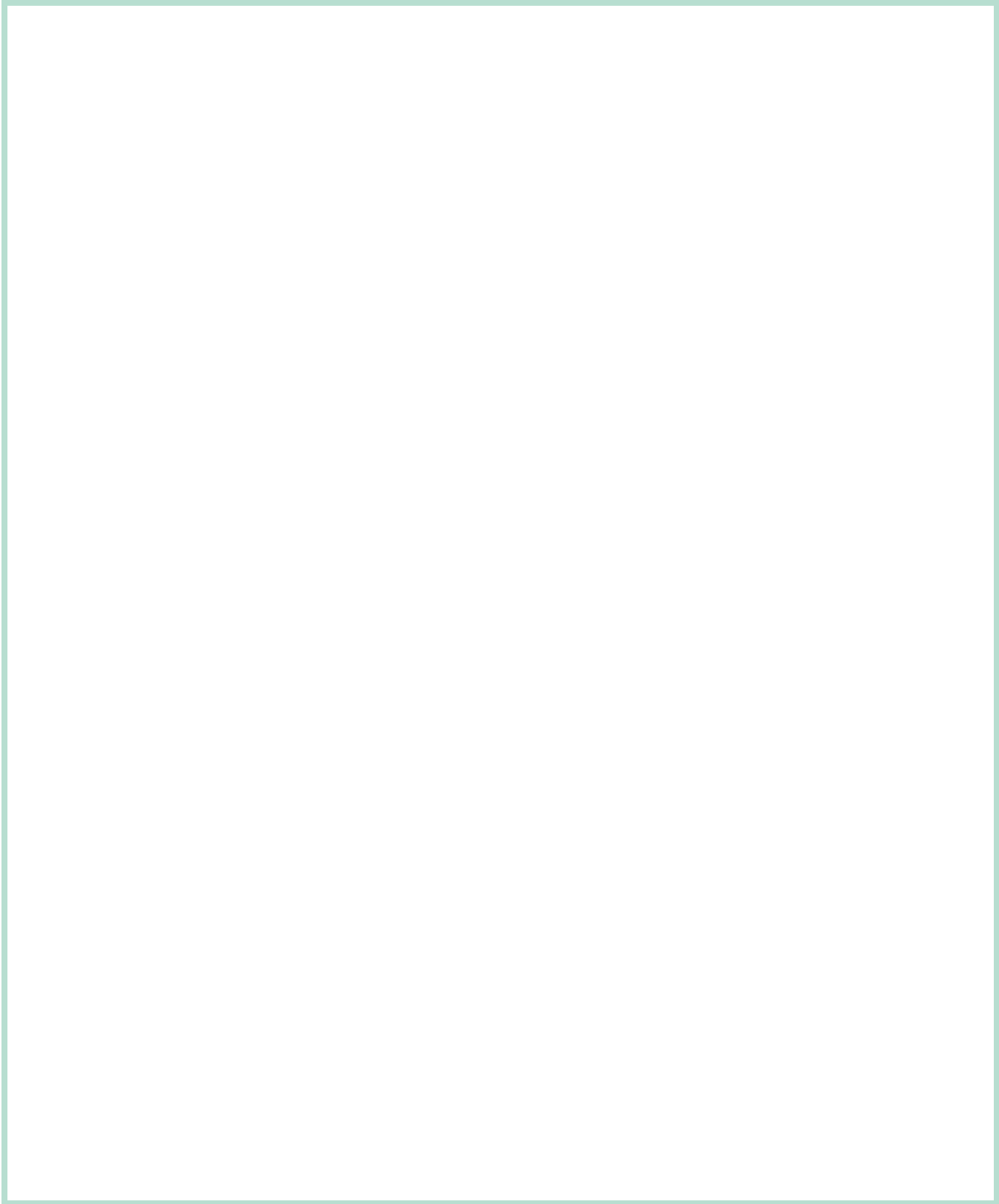
Conclusion

Close out your letter by setting up, or referencing, your next interaction.

Example: *Let's catch up over lunch soon! or, I'm looking forward to seeing you over the holidays!*

Next, combine each of the pieces you wrote above to start drafting your letter. Use the space on the following page to outline or brainstorm your full draft. When addressing this person, don't forget to use their preferred title (e.g., *Dr., Ms., President, etc.*) in your salutation! Once you have perfected your letter, find a pen, some paper, the person's address, an envelope and a stamp to send the letter on its way.

Full Draft of Your Letter



INFLUENCE ACTIVITIES

The following activities are meant to help you learn about and develop your influence. Influence is an important piece of being an effective leader and there are many factors that contribute to this area.

Generally, an individual who practices influence has the ability to speak confidently in public, represent themselves or their ideas in meetings and craft persuasive oral and written arguments. All of these can be learned and practiced. The goal of the following activities is to provide you with ideas on how to develop and practice this skill.



SMALL HABITS: PRACTICING INFLUENCE

Learning Outcomes

- To start small daily habits or behaviors contributing to your influence
- To build confidence in your influence skill

Many people believe that influence is something you are born with. However, just like other leadership skills, influence can be learned and practiced. The purpose of this activity is to start to engage in small daily habits that allow you practice influence, building up your skills and confidence in this area.

Instructions

There are a lot of ways to practice influence!

Below is a list of daily behaviors you can do that are exemplified by people who have high levels of influence. Review the list below and circle new behaviors that you feel like you could practice every day. Use the additional spaces provided to add behaviors that are not included in the list.

- Make eye contact with people you are speaking with
- Practice active listening and ask thoughtful questions
- Put your phone away and out of sight when having a conversation
- Focus on your breath to stay grounded in your own presence
- Wait two seconds before responding to someone to make sure their thought is complete
- Strike a power pose and hold it in the mirror for 30 seconds
- Identify a personal mantra or affirmation and repeat it every day
- Wear clothes that fit you well and make you feel confident
- Initiate a conversation with someone by telling a story or asking them an open-ended question
- Compliment other people in meaningful and genuine ways
- Watch your body language when interacting with others – are you open and engaged? Or shut down and closed off?
- Meditate for five minutes each day
- Choose to take a positive spin on a negative situation
- Brag about other people – share their successes with others
- Smile more at strangers
- Share your flaws in a constructive manner
- Have a sense of humor
- Do something for someone else without expecting anything in return
- _____
- _____
- _____

Narrow It Down

Review what you have circled and identify up to five behaviors you want to practice every day and turn into habits.

- 1.
- 2.
- 3.
- 4.
- 5.

Start Practicing!

Once you have identified one to five behaviors, use this chart below to track your progress and see your habits evolve.

HABIT	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10

Let's Reflect

It is important to consider how these behaviors are starting to become integrated into your everyday life. Take a few minutes to reflect on the following questions:

- How does it feel to intentionally practice these behaviors every day?
- Is it challenging to integrate these behaviors into your daily routine?
- How are you being challenged by practicing these behaviors?
- Are you noticing a difference in how people react to you?
- Are you noticing a difference in how you feel about your developing influence?

Keep Practicing!

Remember that it takes more than two months for a habit to become automatic. Keep practicing your small habits and reflect on how they continue to build your influence. Once those become habit, feel free to pick new behaviors and start practicing all over again!

ASKING OTHERS FOR SUPPORT

Learning Outcomes

- To articulate thoughts and communicate effectively
- To plan out how and when to ask for assistance

Instructions

An individual often needs support from others to achieve a goal. Other people can help locate the best book at the library for a research project, brainstorm or discuss ideas, fix a technological issue or even provide funds. Asking for help is not easy for anyone, but can become less daunting with practice.

The following activity will help you to work on articulating yourself to successfully obtain the support that you need. Maybe the scenarios will feel familiar; you may realize that you already ask for support often. This activity is aimed to create a space for you to become even better at it.

Find a partner and choose one of the following scenarios. Your partner will act as the person from who you are seeking support. Think critically about how you will express your thoughts to this person and how you will articulate your needs. After you have acted out the scenario, reflect with your partner and exchange feedback about how you could improve your articulation and approach to seeking help.

SCENARIO 1:

You have an important interview coming up for a summer internship. You have no interview experience, so you decide to ask your advisor for help practicing interview questions. You know that mock interviews take a lot of time and preparation on the part of the mock interviewer, so you know you are asking your advisor to spend quite a bit of time helping.

SCENARIO 2:

You are the Vice President of your student organization and you have started planning your biggest fundraiser of the year. Your goal for the fundraiser is to double the amount you raised last year, and you are preparing to ask your friends, family and professors for donations. These are individuals who have donated at your request before, so you are nervous about asking for more donations. You know your pitch needs to be different than it has been in the past.

SCENARIO 3:

Your chemistry mid-term exam is approaching and you need to do well to maintain your passing grade in the class. You decide to visit your professor's office hours to ask for advice for studying for the exam. This is the first time you have chatted with this particular professor, so you are not familiar with the professor's personality and teaching style quite yet. You decide to practice a few different methods of approaching your professor.

SCENARIO 4:

Your final project for your Public Speaking class is to give a persuasive presentation on a topic that you are passionate about. The instructions and guidelines you were given are very vague, so you reach out to your friend who took the class in a previous semester to help you brainstorm a topic for your presentation.

FREQUENTLY ASKED QUESTIONS

This section details frequently asked questions about LENA. If you can't find the answer to your question in this section, email your question to cssl@osu.edu.

Who can take LENA?

The Leadership Education Needs Assessment (LENA) was created specifically for students of all levels at The Ohio State University.

If you are an Ohio State staff or faculty member and would like to see what your students would see, please contact cssl@osu.edu, and the Student Life LENA team will send you a test link that is specifically for staff and not to be shared with students.

When should I take LENA for the first time?

There is no “right time” to take LENA; the assessment is open year-round to all students at all stages in their careers. A good time to consider taking LENA for the first time is when you are starting to think about your professional and/or leadership development. Ultimately, when to take it is up to you. It might also be helpful to discuss timing with a mentor, advisor or friend.

Is it one of your goals to get more involved at Ohio State within the span of one year? In that case, it might be useful for you to take LENA at the beginning and end of that year. When you take LENA the second time, you will be able to get a sense of your growth and development.

Should I take LENA more than once? If so, how much time should I wait before I take it again?

Yes! Consider taking LENA more than once and even more than twice. One of the central purposes of the assessment is to track your growth over time. It is important to note that growth and change is usually a slow process, so if you take LENA every month, you might not see much progress on your scores right away. Thus, it is recommended that you do not take LENA more than once a semester.

What should I do if I lost my LENA scores and want to see them again?

Email cssl@osu.edu and the Student Life LENA team will send you a PDF of your score report.

How do I interpret my scores?

Great question! An entire section of this Facilitator's Guide focuses on giving you the most comprehensive interpretation possible. Please see pages 5-7 for information about score interpretation.

Whom can I contact with questions about the survey itself?

Email cssl@osu.edu for any and all questions about the survey. You can expect a response back within two to three business days.

I want to facilitate LENA, but I want to see the survey myself first. Is that possible?

Yes, it is possible to see a copy of the survey. Email cssl@osu.edu for information about this survey preview.

I am a staff member and would like to request a report on my student group. How do I go about requesting one?

Please email your CSSL analyst with your request. Reporting occurs on a first-come, first-serve basis. Please provide enough time for your desired reporting timeline.

Whom else can I talk to about my scores?

We encourage you to talk to someone that might be able to help you connect your scores to your daily life or how you lead. This could be an advisor, mentor, supervisor, Resident Advisor, Assistant Hall Director, Hall Director, faculty or staff member, etc.

What tools are available to facilitate discussion involving LENA and leadership development?

We have this Facilitator's Guide that includes reflection questions, activities and more! You can find it here: go.osu.edu/LENAGuide.



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