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The Leadership Practices Inventory (LPI) assesses the extent to which leaders use the five practices outlined by Kouzes and Posner (1987). An LPI-self questionnaire is completed and then other people complete the LPI-observer questionnaire which includes rating scales and open-ended questions.

(a) Outline one of the five leader practices from Kouzes and Posner (1987). [2]

One would be to 'Model the way', an ideal leader should set an example to followers what they are expected of by doing the same thing action themselves as a leader. **2/2**

Commented [1]: Both the necessary features are present in this answer-
-Clearly naming the leader practice
-Defining it

Also, it well organised by naming the practice first and then explaining it.

Full marks achieved

(b) Give one strength and one weakness of using open-ended questions. [4]

One strength is that it would provide qualitative data about why exactly certain phenomenon happen. This makes the findings more valid compared to if only the effects are studied, which occurs in quantitative close ended questions.

Commented [2]: Which 'phenomena' and 'effects' are being addressed is not clear.

This is why, even though not made necessary in the markscheme, it is always better to contextualise answers - for clarity.

This point would be better made as, "Qualitative data could explain why and how some phenomenon occurs, increasing validity of findings. For example, it could investigate which activities the leader engages in to model the way, what they think about the effectiveness of modelling the way, etc."

One weakness is that it requires interpretations from researchers. Researchers may interpret this subjectively which can be prone to biases, harming validity of the study findings as it is not being analysed in a matter of fact/objective manner. **3/4**

Commented [3]: Though not absolutely necessary, I recommend contextualising again.

"... e.g. when a leader shares taking a crucial decision for the team with a researcher, they might misinterpret it as meaning that autocratic leadership is important in modelling the way, without taking into account the nature of the crisis and the way the leader has adapted themselves to it."

Commented [4]: One mark is deducted for lack of clarity in the strength

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(c) Suggest one way in which leadership could be measured, other than using a questionnaire.

[4]

One other way would be through observations, a behavioural checklist could be made detailing certain actions such as giving orders and leadership style are assessed through how much of each actions are shown in leaders adopting different styles. 2/4

Commented [5]: The question is for 4 marks and the answer certainly does not justify all the marks.

When a behavioural checklist is suggested, it is CRITICAL to give concrete examples of behaviours that would be observed. This is the case for 10-marker observational design-a-study answers as well.

At least 3 examples of behaviours must be presented in an observational study.

So some examples here would be:

'getting on the balcony':
-delegating responsibilities to followers to free up time for thinking themselves;
-consulting experts in the field, asking for their perspectives on management issues

'modelling the way':

-transparently sharing information with followers;
-acknowledging mistakes in front of followers, etc.

It could also be suggested that these behaviours could be observed by watching the leader and recording their behaviours for a few days during their office hours, especially during meetings

Commented [6]: 2 marks are deducted for not elaborating enough - particularly for not describing how the observation will be done and exactly which behaviours will be observed

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(d) There are advantages and disadvantages to using both an LPI-self questionnaire and an LPI observer questionnaire.

Discuss one strength and one weakness of validity by having both questionnaires of the LPI.

[4]

One strength is that it can provide more conclusive data, this is because of triangulation. Self-questionnaire can be prone to biases but observations does not provide reasons as to why something is done so by combining them, data will be more conclusive which boosts validity.

One weakness is that they can be contradictory, self questionnaires can show that democratic leaders are perceived better by employees but workers may not show that in observations. This makes the study have limited application to everyday life as readers may not know which finding is definitely true. 0/4

Commented [7]: The student has assumed LPI-observer to be an observation technique rather than a self-report questionnaire to be answered by parties other than the leader such as subordinates or senior managers, etc.

This is a good example of how lack of descriptive knowledge from the syllabus can result in difficult answering evaluative questions in the paper.

An accurate answer here would be that the LPI-self and LPI-observer serve to cross-validate the scores on each other. For example, if a leader attains a high score on both, they most probably are a good leader. If they attain a higher on the LPI-self rather than the LPI-observer, they are most probably overestimating their leadership ability and vice-versa. This cross-validation helps increase validity

Commented [8]: Again, the same confusion and also the use of the term 'workers' and 'employees' in place of 'subordinates' or 'followers' in the context of leadership shows poor use of psychological terminology.

A better point of weakness would be to suggest that construct validity is at stake if there is high discrepancy between the scores on LPI-self and LPI-observer. Such discrepancy might bring to question the validity of either one or both measures of leadership.

Commented [9]: The question has been completely misunderstood making the response completely incorrect.

Lesson prepared by:

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