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Personal Leadership Developmetn Toolkit

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SUCCESS
IS PEACE OF MIND
ATTAINED ONLY THROUGH
SELF-SATISFACTION
AND KNOWING
YOU'VE MADE THE EFFORT,
DO THE BEST
OF WHAT YOU'RE CAPABLE.

John Wooden

PERSONAL
LEADERSHIP
DEVELOPMENT
TOOLKIT

A Toolkit for discovering and activating the leader in you.

Dr. Martha A. Reavley, Ph.D.
71-240

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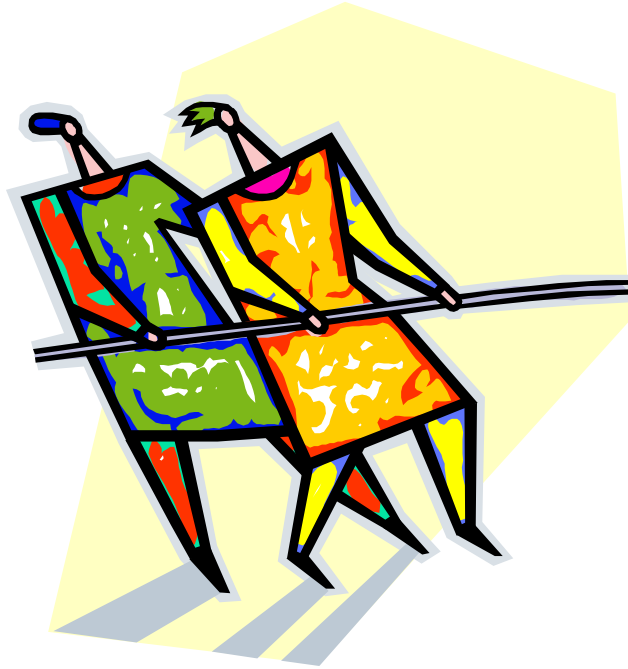
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Establishing My Leadership Values





The Journey Begins

In this course, you will complete your personal leadership development plan (PLDP). The plan and the planning process are two of the most important ingredients for your personal success. The insights you gain, the plans that you make and the actions that you take this semester and in the future to work toward successfully achieving your leadership development goals will help shape you as a successful student, community member and an effective leader. How you craft and work your plan will determine how effectively you create and grow your capacity for personal and professional success in the future.

Why Change?

No one is perfect. None of us is all that we could be. At the core of any successful change process is a compelling need to create something different – to move toward something desirable. Through your work in this class this semester, you will discover your own compelling need for change.

You will begin to know more about your strengths and how to build capacity in those areas. You will become more comfortable telling others about your strengths and structuring assignments and projects to build on your strengths. You will become more conversant in seeing the strengths in others and in sharing your perceptions of others' strengths. You will become more effective in structuring activities that leverage team strengths. You will begin to learn and practice the focus and discipline required to commit to actions and to actually take actions to develop as a leader and to develop the leadership abilities of others.

A Few Words on Change

Some of us embrace change. Others fear it. Still others show complete ambivalence. Real and lasting change is hard. We have to deeply desire the end results to be willing to stick to the process. We have to be passionate about the potential to create something better – for ourselves, our teams, our organizations, and our communities.

We have to be able to clearly envision that future. We have to be passionate about wanting to achieve it. We have to be aware of what is needed to progress through the change process. We have to understand the change process itself. We have to understand the pace of change – sometimes it will be slow – sometimes fast – sometimes it seems stall. We have to understand when we are actually being successful in the change process, how to recognize and reinforce that success and how to move to the next level required in the process.

Where am I now in my thinking about change?

We can have a range of attitudes and behaviours related to change. We can be relatively positive or negative in our attitude. We can be relatively active or passive in behaviours related change. We could have a positive attitude and be very active in our expression of this attitude in reflecting on the need to change. For example, we could look for the opportunity to try new things and seek out different people and listen to their opinions. In this case, we would be actively expressing a positive attitude toward change.

Think of someone you know – maybe even yourself, who has a very positive attitude toward change and expresses this in their behaviour.

Describe that person: think of their body language – what they look like and what they sound like.

What does it feel like to be around that person? How do they make others feel?

What do you suppose makes this person actively positive about change?

In contrast, we could actively express a negative attitude toward change if we refused to try new things, meet new people or reflect on how we could do things differently or do different things. Why do you think someone might be actively negative about change? Write down three reason:

1
2
3

What would be your own personal reasons for actively having a negative response to change?

1
2
3

What does it feel like to interact with someone who is actively negative about change?

A third perspective toward change might be to be positive about change but to do nothing about it – to remain passive even when you think change would be beneficial, fun, exciting or worthwhile.

Why do you suppose a person might be positive yet passive about change?

1
2
3

What does it feel like to interact with this person?

As a leader, a friend or a teammate, what do you suppose you could do to help this person become active in making change?

A final approach to change involves being negative and passive toward change. People in this quadrant, who are conscious of their behaviour, are sometimes characterized as being “passive aggressive”. In their negativity and their refusal to alter their thinking and/or behaviour they “get their way” by slowing down or stopping any positive change. Yet, there are some who are not aware that their passivity does reflect a negative attitude toward change. These people may not be future or forward looking.

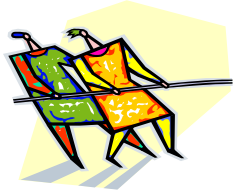
Why do you suppose a person might be negative yet passive about change?

1
2
3

What does it feel like to interact with this person?

As a leader, a friend or a teammate, what do you suppose you could do to help this person become active and positive in making change?

Emotional intelligence and self-efficacy play crucial roles in one's attitudes and behaviours in reference to change. You will complete assessments on these in later assignments. See the measure of self-confidence and the assessment of personal motivation in assignment 4. Feel free to jump ahead and complete these at any time. The sooner you start you thinking about these aspects of your leadership, the sooner you can make plans and take actions to build your leadership competence and confidence.



The Leadership Development Process: Values and Vision

The goal of your Personal Leadership Development Plan (PLDP) is to further develop your leadership capacity and competencies, to increase your intrapersonal awareness and augment your interpersonal effectiveness. Overall, you are seeking to become an effective, engaged, energetic, passionate and **authentic** leader.

What is Authenticity?

According to Bill George¹:

[L]eadership begins and ends with authenticity. It's being yourself; being the person you were created to be...[a]uthentic leaders genuinely desire to serve others through their leadership. They are more interested in empowering the people they lead to make a difference than they are in power, money, or prestige for themselves. They are as guided by qualities of the heart, by passion and compassion, as they are by qualities of the mind (pp. 11-12). Figure 1 illustrates some of the essential attributes of the authentic leader.



¹ George, Bill. *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*. (2003). Jossey-Bass. San Francisco.

Finding the Leader in You

Passion Capital

One of our alumni, Mr. Paul Alofs² wrote a book entitled “Passion Capital.” Paul describes passion capital as the most important asset of any organization and the basis on which all other assets are acquired. His formula for passion capital is this:

$$\textit{Passion Capital} = \textit{energy} + \textit{intensity} + \textit{sustainability}$$

Consider your own “passion capital” as you build your leadership development plan. How much energy are you willing to invest and how hard are you willing to work to become the leader you are fully capable of being? How sustainable are your efforts? Development is a life-long process – can you or will you keep your leadership vision and values in the forefront of everything you do for life time?

Authentically Passionate

Finding the leader in you is a process. It begins by identifying your leadership values and vision. What is really important to you? What do you really want to accomplish as a leader? What is the essence of your character? How will you express your leadership your purpose, mission and values? Leadership is a team sport. How do you or will you build enduring relationships? How will you develop a reflective practice that allows you to be consistently dedicated to developing yourself and whereby you practice self-discipline and never compromise on your principles? How will you lead with passion – from your heart?

Having determined this, you measure your current knowledge, skills, abilities and competency levels. You uncover your strengths and preferences and identify the gap between where you are now and where your vision suggests you want to be. This is “what needs to change”.

You then set goals to leverage your strengths and to increase your capacity, competence and confidence in your weaker areas in order to make that vision a reality and to ensure that you do so by working through your values. From there, you will create a plan. Finally, you will begin to “work the plan” and manage the plan by constantly monitoring your progress and making adjustments as required.

²<http://www.goodreads.com/book/show/13139924-passion-capital>

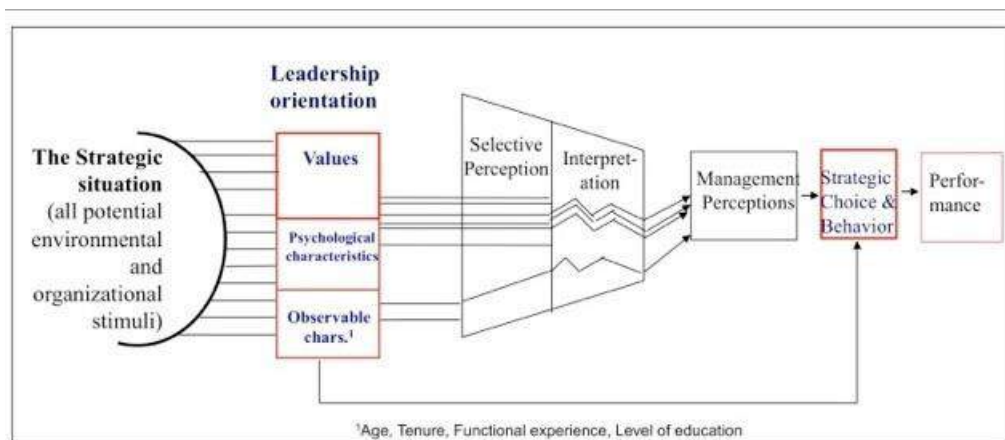
Who Am I and What Do I Value?

Begin by reading Chapter 3 of the text book.

What are values?

Personal values represent a belief in what is right and what is wrong. It has been argued that personal values are fully formed by about the time we are 21 years of age. Values have both a content (what we believe is right or wrong or important) and a strength element (how strongly we hold to the principles underlying a value – how intensely to we guard that value – how important the value is to us).

Values impact our performance. They shape and focus our perception. They determine what we see as important and worth working toward or fighting for and, equally as important what we see as unimportant and worthy of ignoring. The following figure illustrates the relationship between values and performance³.



Source: Adapted from Hambrick and Mason (1984), Finkelstein and Hambrick (1996)

Our Approach to Values in this Course

Effective leadership is rooted in values. You need to understand your values, those of your team and those of your organization. Below are some examples of values within an organizational and leadership context.

Values are the foundation on which cultures are built. This is as true for organizational and work cultures as it is for national cultures. You will investigate your values as part of creating your Personal Leadership Development Plan (PLDP).

The Rokeach Values Survey

Rokeach defined values as “enduring beliefs that a specific mode of conduct or end-state of existence is personally or socially preferable” (1971, p. 5). The Rokeach Values Survey identifies terminal and instrumental values. Terminal values are desired end states. They reflect goals that you would like to

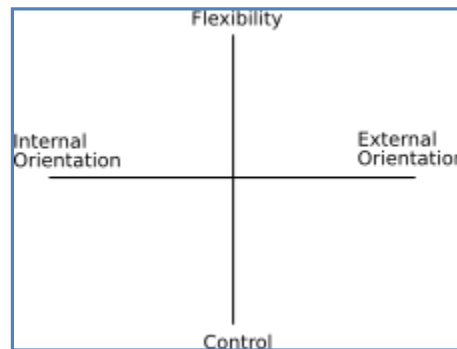
³ <http://integralleadershipreview.com/6176-the-role-of-values-in-leadership-how-leaders-values-shape-value-creation/>

achieve over a life time. Instrumental values refer to preferable modes of behaviour. The behaviours represented in the instrumental values form the means for achieving terminal values. Awareness of your values and focus on acting from those values, define you as an authentic leader.

The Competing Values Framework (CVF)

Now we move from personal values to managerial and organizational values. Make no mistake though, the two are intertwined and how you, as a leader, resolve the tensions described in this model has everything to do with your personal values.

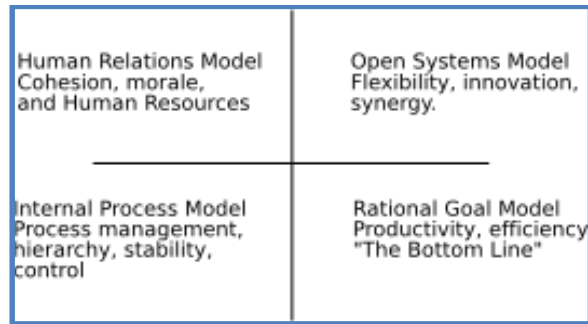
Organizations face tensions between the need to be internally focused versus externally focused. Further, tension also exists between the need for flexibility and the need for control.



An internal focus represents concern for what is going on inside the firm – with people, processes and systems, for example. An external focus represents concern for factors outside the firm in its external environment and includes concerns for sources of real or potential change – social, political or technological change, for example.

The flexibility versus control dimension distinguishes the organizational preference for structure. Flexibility requires looser structuring whereas control calls for more elaborate approaches to structuring relationships and activities.

“Quinn later went on to define each of the quadrants created by this model and called it the Competing Values Framework.



You can see from the orientation on the graphic that these values pull in different directions. It is difficult to Innovate and be open to new ideas (Open Systems) while at the same time trying to maintain stability and control (Internal Process). It also can difficult to focus on the bottom line and drive productivity (Rational Goals) while at the same time keeping your workforce happy and fulfilled (Human Relations). The Competing Values Framework illustrates how these drives and goals conflict with one another. The most difficult part of being a manager is recognizing that **all** of these values are important for an organization and must be balanced.

Quinn later expanded this model by dividing each quadrant into two roles.⁴

In this course, we will use the CVF to gain intrapersonal insight into our leadership strength and managerial role preferences. The word "Preference" is a key here. You can learn to act in different quadrants when organizational effectiveness requires emphasis on a different set of behaviours from your preferred style. Further, you must understand the preferences of others in order to be able to work together effectively in all aspects of organizational behaviour including motivation, decision making, communication and conflict resolution.

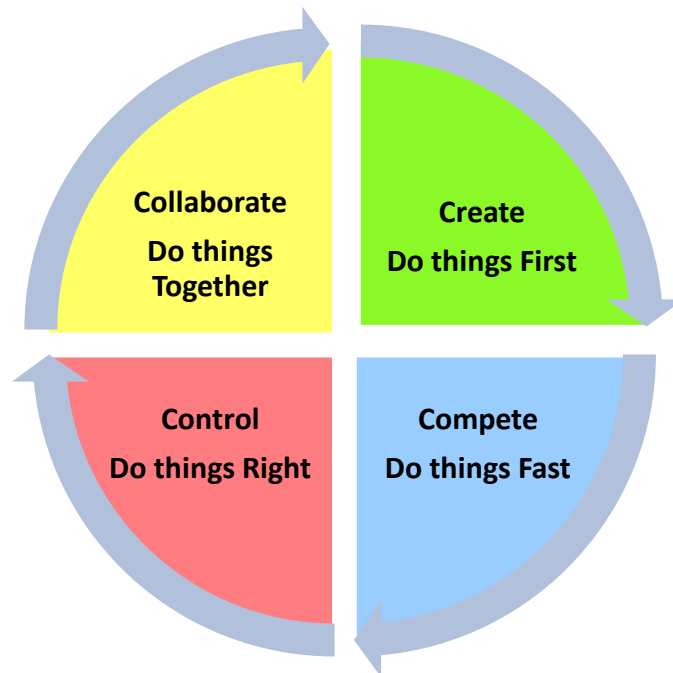
Effective leaders can change the situation (transformational leaders, for example) or adapt to situations to ensure success. There is no "one best style". In fact, over the life cycle of a firm, a leader may have to change from doing things first (create values) to doing things fast (compete values). Very often, as one strives to do things fast (compete values) tension emerges with the requirement to do things right (control values). In very few cases, can one act completely without others (collaborate values). "A key message of the CVF is that despite the different ways for defining organizational effectiveness, it is important that companies are appropriately aligned in their respective definition of effectiveness."⁵

The CVF can be used at both the individual and team level and we will use it in this course for both of these purposes.

⁴ <http://www.octogram.net/quinn-model/>

⁵ Competing Values Framework – Overview, p. 2

Quinn's Competing Values Framework Distinguishing Leadership/Managerial Roles⁶



Description of the Leadership/Managerial Roles⁷

- In the **human relations** model: The “**facilitator**” encourages teamwork and cohesiveness, and manages interpersonal conflict. The “**mentor**” is helpful and approachable, and engages in the development of people through a caring, empathetic orientation.
- In the **open systems** model: The “**innovator**” is creative and facilitates adaptation and change. The “**broker**” is politically astute, persuasive, influential, and powerful, and is particularly concerned with maintaining the organization's external legitimacy and obtaining external resources.
- In the **rational goal** model: The “**producer**” is task-oriented and work-focused, and motivates members to increase production and to accomplish stated goals. The “**director**” engages in planning and goal setting, sets objectives and establishes clear expectations.
- In the **internal process** model: The “**coordinator**” maintains structure, schedules, organizes and coordinates staff efforts, and attends to logistical and housekeeping issues. The “**monitor**” checks on performance and handles paperwork (Quinn, 1988).

Don't overplay a role

Adaptability is essential. While our preference may lie in one quadrant of the model and our Leadership/managerial role strengths may reflect this, if we are to stay in these behaviour patterns as circumstances change or if we play these roles to extremes, something is likely to fall out of balance.

⁶ <http://www.octogram.net/quinn-model/>

⁷ IBID

Practiced to extremes, a singular orientation in any one quadrant and over-emphasis on the leadership/managerial roles within that quadrant will cause ineffectiveness at best and chaos at worst (Quinn, 2004). The table below depicts this process.

Competing Values Model of Leadership⁸

Leadership/Managerial role	Key to Effectiveness	Effective Leader Behaviours	Extreme and Ineffective Behaviours
Mentor	People focus	Compassion; Concern; Spontaneous; Expressive	Indulgent; Permissive; Undisciplined; Irresponsible
Facilitator	Authenticity	Reflective; Mindful; Integrated; Principled	Stagnant; Inactive; Self-righteous; Indignant
Monitor	Practicality	Factual; Realistic; Grounded; Questioning	Pessimistic; Destructive; Visionless; Hopeless
Coordinator	Stability	Strong; Confident; Secure; Independent	Arrogant; Closed; Rigid; Inflexible
Director	Task focus	Bold; Assertive; Responsible; Self-disciplined	Unresponsive; Guarded; Oppressive; Overbearing
Producer	Energy	Active; Involved; Engaged; Energetic	Mindless; Unreflective; Compromised; Unprincipled
Broker	Vision	Constructive; Visionary; Optimistic; Hopeful	Unrealistic; Unquestioning; Ungrounded; Deluded
Innovator	Adaptability	Adaptive; Flexible; Open; Humble	Dependent; Weak; Uncertain; Insecure

⁸ Quinn, Robert, E. (2004), *Building the Bridge As You Walk On It*, Jossey-Bass, San Francisco.

Values in Action

Martin Seligman has developed an assessment instrument called “Values in Action”. You can use this tool to identify your character strengths. Knowing your character strengths will supplement the knowledge you have in defining your values as a leader. Many argue that character is vastly more important than reputation. Seligman’s VIA (values in action) survey can be found at:

<http://www.authentic happiness.sas.upenn.edu/Default.aspx>

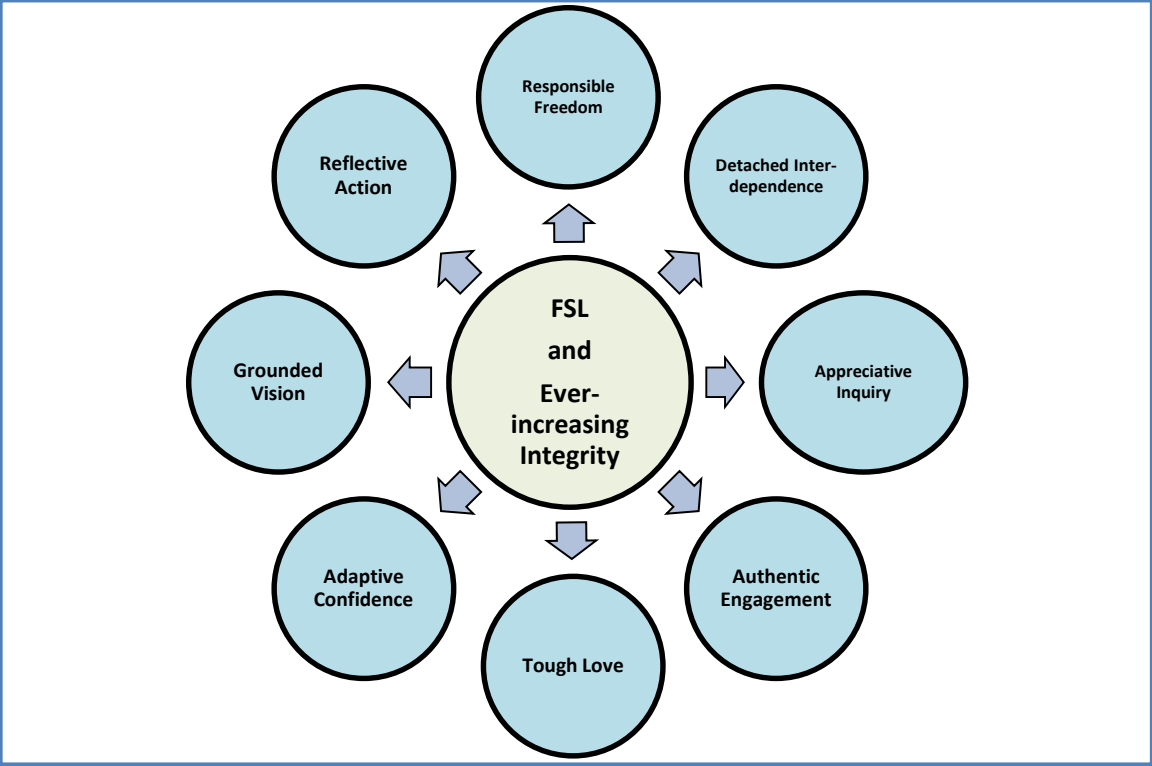
A Fundamental State of Leadership

The fundamental state of leadership is the movement toward ever-increasing levels of personal and collective integrity. Ever-increasing integrity is the source of life for individuals and groups. Ever increasing integrity is the alpha and omega of leadership.

Robert Quinn

In “Building the Bridge as You Walk on It”, Quinn (2004), describes the goal of leadership development as the attainment of a “fundamental state of leadership” in which the best and most effective aspects of each of the 8 leadership/managerial roles are integrated. The movement is then from eight states of leadership (leadership/managerial roles) to eight practices embodied by all those who achieve a “fundamental state of leadership”. Deeply embedded in these practices are a leader’s personal values. You are introduced to the idea of FSL here. Throughout the course and throughout your life, keep this idea upfront in your thinking. The eight practices articulated by Quinn in the FSL will help ensure that you consistently and consciously operate from your values and your character strengths.

Eight Practices Reflecting a Fundamental State of Leadership (FSL)⁹



⁹Quinn, 2004, p. 90.



Assignment 1

My Values

My Values: Terminal, Instrumental and Competing

Instructions:

This assignment asks you to consider your personal and managerial values. You will need to complete two things: the Rokeach values survey and the Competing Values assessments to identify your preferred quadrant and your strong and weak managerial roles according to the Competing Values Framework.

While you must complete these assessments to answer the reflective learning questions, you do not post or otherwise submit the survey results. Keep these in your toolkit. You will want to refer to these results later in this course and in subsequent courses, as well.

Assignment 1 Values – Part 1

Rokeach Values Survey – Terminal and Instrumental Values

On the following two pages are two lists of values, each in alphabetical order. Each value is accompanied by a short description and a blank space. Your goal is to rank each value in its order of importance to you for each of the two lists. Study each list carefully and separately and think of how much each value may act as a guiding principle in your life.

To begin, select the value that is of most importance to you. Write the number 1 in the blank space next to that value. Next, choose the value that is of second in importance to you and write the number 2 in the blank next to it. Work your way through the list until you have ranked all 18 values on this page. The value that is of least importance to you should appear as number 18.

When you have finished ranking all 18 values, turn the page and rank the next 18 values in the same way. **Please do each page separately.**

When ranking, take your time and think carefully. Feel free to go back and change your order should you have second thoughts about any of your answers. When you have completed the ranking of both sets of values, the result should represent an accurate picture of how you really feel about what's important in your life.

Terminal Value	Ranking: rank 1 (most important) through 18 (least important) –use each number only once
A Comfortable Life: a prosperous life	
Equality: brotherhood and equal opportunity for all	
An Exciting Life: a stimulating, active life	
Family Security: taking care of loved ones	
Freedom: independence and free choice	
Health: physical and mental well-being	
Inner Harmony: freedom from inner conflict	
Mature love: sexual and spiritual intimacy	
National Security: protection from attack	
Pleasure: an enjoyable, leisurely life	
Salvation: eternal life; saved	
Self-respect: self-esteem	
Sense of accomplishment: a lasting contribution	
Social recognition: respect and admiration	
True friendship: close companionship	
Wisdom: a mature understanding of life	
World at Peace: a world free of war and conflict	
World of Beauty: beauty of nature and the arts	

Instrumental Value	Ranking: rank 1 (most important) through 18 (least important) –use each number only once
Ambitious: hard working and aspiring	
Broad-minded: open-minded	
Capable: competent; effective	
Clean: neat and tidy	
Courageous: standing up for your beliefs	
Forgiving: willing to pardon others	
Helpful: working for the welfare of others	
Honest: sincere and truthful	
Imaginative: daring and creative	
Independent: self-reliant; self-sufficient	
Intellectual: intelligent and reflective	
Logical: consistent; rational	
Loving: affectionate and tender	
Loyal: faithful to friends or the group	
Obedient: dutiful; respectful	
Polite: courteous and well-mannered	
Responsible: dependable and reliable	
Self-controlled: restrained; self-disciplined	

Assignment 1 Values Part 2

Competing Values Preferences Assessment

Instructions:

Consider your personal leadership style and preferences when interacting with others. In the first two columns, a word appears. For each pair of words, you must select one word that best describes you or would most apply to you. Place a check mark in the column corresponding to the colour of the word or phrase you have selected. Do not leave any blanks.

Item #	Column 1	Column 2	Yellow (1)	Red (2)	Green (3)	Blue (4)
1	Create (3)	Collaborate (1)				
2	Create (3)	Control (2)				
3	Create (3)	Compete (4)				
4	Collaborate (1)	Control (2)				
5	Collaborate (1)	Compete (4)				
6	Control (2)	Compete (4)				
7	Mentor (1)	Monitor (2)				
8	Mentor (1)	Coordinator (2)				
9	Mentor (1)	Director (4)				
10	Mentor (1)	Producer (4)				
11	Mentor (1)	Broker (3)				
12	Mentor (1)	Innovator (3)				
13	Facilitator (1)	Monitor (2)				
14	Facilitator (1)	Coordinator (2)				
15	Facilitator (1)	Director (4)				
16	Facilitator (1)	Producer (4)				
17	Facilitator (1)	Broker (3)				
18	Facilitator (1)	Innovator (3)				
19	Monitor (2)	Director (4)				
20	Monitor (2)	Producer (4)				
21	Monitor (2)	Broker (3)				
22	Monitor (2)	Innovator (3)				
23	Coordinator (2)	Director (4)				
24	Coordinator (2)	Producer (4)				
25	Coordinator (2)	Broker (3)				
26	Coordinator (2)	Innovator (3)				

Analysis of the Competing Values framework assessment of managerial role strengths and preferences

Place the total number from each column in the table below – the total should add to 26.

YELLOW (1)	RED (2)	GREEN (3)	BLUE (4)	TOTAL
				26

Values Assignment

ePost Instructions:

In your first reflective learning assignment on Personal Leadership Development, you will answer the following 2 questions. This is your **first** wordpress ePortfolio entry. Always use the title that you have been given. Feel free to add pictures and graphics but do stick to the word count.

Use the title: Reflecting on My Personal Leadership Values

Reflect on what you have learned about values, personal (Rokeach) and managerial strengths (CVF). How will you use these results for your personal leadership development? (200 words)

PLD Assignment 1 – Values (20 points): RUBRIC

Summing it all up – (20 marks)

Reflect on what you have learned about values, personal (Rokech) and managerial strengths (CVF).

How will you use these results for your personal leadership development? (200 words)

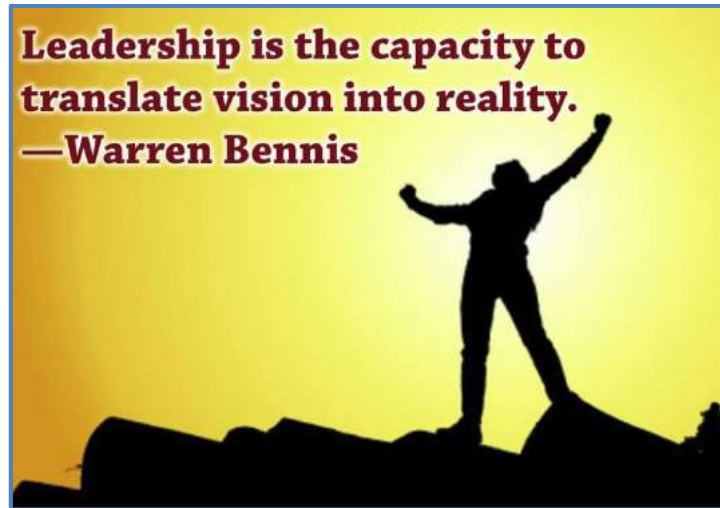
0 - 10	Describes and reiterates results from the assessments – does not present a cogent strategy for using the results for PLD or the presentation is too general – does not integrate terminology effectively - does not offer specifics on how they will confront and contend with their own negative tendencies– multiple grammatical and/or spelling errors – writing needs improvement –
11 - 14	Analyses results from the assessments –presents a cogent strategy for using the results for PLD or the presentation – the strategy integrates specific results –integrates terminology accurately and effectively - offers specifics on personal leadership growth and development based on the assessment results – shows how they will confront and contend with their own negative tendencies– minimal – (1 to 3) spelling and/or grammar errors
15 - 20	Shows high level of competence in analysis - gives specific attention to some results that are of particular importance or interest to them presents a cogent strategy for using the results for PLD or the presentation – the strategy integrates specific results –integrates terminology accurately and effectively - offers specifics on personal leadership growth and development based on the assessment results – shows how they will confront and contend with their own negative tendencies. Provides interesting and/or creative analysis by finding new meaning in the material - moves toward synthesis – <u>writing is error free and engaging</u>



Assignment 2

My Personal Leadership Vision

In assignment 2, you will create your personal leadership vision and select a symbol as a visual and motivational representation of that vision. Exciting stuff!



Introduction

Your personal leadership vision will focus your attention and your energy. It is far more than “what you want to be when you grow up”. It is a driving force. It’s a future picture of you that you are *passionate* about. It is a compelling portrait. It’s what will make you the best possible person, boss, friend, colleague, teammate and citizen. Your vision gives you motivation and direction. It is a driving force that gives meaning to everything you do. It helps you choose what to do and what not to do. It is elevating. It is inspirational. It is future-oriented. It is all of this and it is also, very importantly, achievable.

What is a Leadership Vision?

So what is a vision? It is the future that you strive to accomplish. It gives you purpose and direction. It puts your unique strengths and your values and beliefs into action. It inspires you. It challenges you. It is compelling. You can picture the future and you like what you see – you are proud of what you see. It is memorable and it can be readily communicated.

Your leadership vision is a statement of the impact you will have on the world. In sharing your leadership vision and living according to that vision, you will inspire others.

Assignment 2 Visioning – Part 1

Leadership Vision Exercise: Thank you cards

How to proceed:

Be prepared to spend at least two to three hours in this exercise. You need a quiet space without interruptions. You need to work alone.

Picture yourself 15 to 20 years from now in your dream job. You have great friends and family. There are several thank you cards on your desk, each marked personal and confidential. You are excited and intrigued. You think to yourself, “What have I done to deserve this?” You recognize the handwriting on each card. They are from people that you really care about. Their opinions matter to you - deeply. Each card is part of a summary of the person you have become. Each highlights the impact that you have had on the writer.

What would you want each card to say? What do you want these people to think of you and what you have accomplished? How do you want to have impacted their lives? Briefly write the content of the Thank You card you would want to receive from each of the following people:

1. A work colleague from same organizational level
2. A team member or key subordinate
3. Your boss/key shareholder
4. Your administrative assistant/secretary
5. Your partner or spouse
6. Your child or a child who lives in your neighbourhood
7. Your best friend
8. A leader in your community
9. Someone with whom you have been in conflict
10. Choose one additional person

Ensure that you describe specific behaviours (at least one) and attitudes (at least one) in each card.
Here are some examples:

From a Leader in
the Community

- I am grateful for your energy and enthusiasm. It was always a pleasure to work with you.
- You were always very well prepared for meetings and excited to help us build a better organization.
- Your planning skills were truly valued by all of us.

Best Friend

- You believed in my dreams and were always there to help me accomplish them.
- You challenged me to be the best I could be.
- I could always depend on you.

Someone with
Whom you have
had conflict

- I will always appreciate your willingness to listen.
- You taught me how to build understanding and to maintain respect.

Write the ten cards carefully and thoughtfully. Fill in the chart provided on the next pages. Remember that this is how you want to be viewed by each of these important people in the future. We're getting at who you really want to be – a work – at home and in your community. We want to capture your personal approach to achieving a "fundamental state of leadership".

Work colleague from same organizational level	
Team member or key subordinate	
Your boss/key shareholder	
Your administrative assistant/secretary	
Your partner/spouse	
Your child or a child who lives in your neighbourhood	
Your best friend	
A leader in your community	
Someone with whom you have been in conflict	
Your choice	

Assignment 2 Visioning – part 2

Sit back and reflect on elements of my personal leadership vision.

Look at each card carefully.

1. How would you describe the leader depicted in the cards? Use the “fundamental state of leadership language”. For example, from the three sample cards shown above, that leader could describe themselves as “engaging in appreciative inquiry by respectfully challenging others”; and “showing authentic engagement through her energy and enthusiasm”. Who is reflected in your cards? How do you see yourself achieving that fundamental state of leadership?

Example:

Statement from Card	Competing Values Roles	Fundamental State of Leadership
<p>I am grateful for your energy and enthusiasm. It was always a pleasure to work with you.</p> <p>You were always very well prepared for meetings and excited to help us build a better organization.</p> <p>Your planning skills were truly valued by all of us.</p>	<p>Producer</p> <p>Monitor</p> <p>Coordinator</p>	<p>Authentic engagement</p> <p>Adaptive confidence</p>

An Effective Vision Connects the Head and the Heart

Your vision has to “have life”. It has to impact your heart as well as your head. It has to be inspirational and it has to be something that you can be proud of and passionate about. Remember that you are painting a picture of you in the future. You want to be passionate about this.

Kotter¹⁰ identifies the following additional characteristics of an effective vision. Keep these in mind as you build your personal leadership development vision.

1. **Imaginable** - The vision conveys a picture of what the future will look like
2. **Desirable** - Appeals to your long-term interests
3. **Feasible** - Comprises realistic, attainable goals
4. **Focused** - Is clear enough to provide guidance in decision making
5. **Flexible** - Is general enough to allow individual initiative and alternative responses in light of changing conditions
6. **Communicable** - Is easy to communicate; can be successfully explained within five minutes or less

Think about this when writing your vision– if you were taking the elevator in the Odette building to the 5th floor, could you tell someone your vision and make them excited about it? Does your vision “spread the passion”?

Think about this when creating your leadership vision symbol – if that symbol was the very first thing you saw every morning, would it energize you and remind you of the leader you want to be? Would it ignite your passion and focus you attention?

¹⁰ Kotter, John, P (1996), Leading Change

My Personal Leadership Vision and My Leadership Symbol

ePost Instructions:

In this second reflective learning assignment on Personal Leadership Development, you will create your personal leadership vision, based on your reflections following the Thank You card exercise. You will then create a symbolic representation of your vision – something that will consistently remind you of your vision and will continually energize you to pursue the authentic leader in you. This is your SECOND wordpress ePortfolio entry.

Assignment 2 Use the title: Picturing My Personal Leadership Vision

1. Write your Personal Leadership Vision.
 - a. Ensure that you integrate your values from the preceding exercises and the desirable behaviours and attitudes that were described in the thank you card exercise.
 - b. Ensure that you consider the aspects of the Fundamental State of Leadership.
 - c. Keep the characteristics of an effective vision in mind.
 - d. Craft the vision carefully.
 - e. Do not exceed 25 words.
 - f. Make is memorable and motivational for you!

EXAMPLE:

Here's a personal leadership vision built on the inputs from our sample person. From other assessments this person has completed, we know she is a "yellow" on the CVF. She prefers to act in the mentor and facilitator roles. Her Rokeach values results indicate that her top three terminal values are freedom, self-respect and, wisdom. Her top three instrumental values are ambitious, intellectual and responsible. Below is the first draft of her leadership vision:

"I am authentically engaged. Integrity and learning matter - always. I want to grow and grow others. I will make a difference."

2. Create a symbol that represents your personal leadership vision.

Symbols can be a powerful means of representing complex ideas. A symbolic representation of your personal leadership vision will be a reminder of the future state you want to achieve. At the same time, it will hint at what you have to do to achieve the future. It can simultaneously work on your head and you heart. Placing the symbol in prominent places – like the screen saver for your computer or on your bathroom mirror – will remind you of your commitment to leadership development and what you must be doing.

Our sample person has chosen this symbol:



It reflects the striving aspect of her vision. It reminds her that she is dedicated to collaboration and working with others and that she is not afraid of hard work. She wants to “pull together” to achieve something.

Place your symbol in your ePost and write a brief description of how it relates to your personal leadership vision.

PLD Assignment 2 - Visioning (20 points): RUBRIC

Part 1 (10 points)

Write your Personal Leadership Vision.

0 to 5	Does not adhere to the 50 word max length or does not integrate values and results of exercises from this assignment or does not integrate FSL language effectively – or does not meet the Kotter criteria for an effective vision - multiple grammatical and/or spelling errors – writing needs improvement –
6 to 7	Adheres to the 50 word max length; integrates values and results of exercises from this assignment; integrates FSL language effectively – meets at least some of the Kotter criteria for an effective vision - minimal errors (1 to 3) in grammar or spelling
8 to 10	Adheres to the 50 word max length; integrates values and results of exercises from this assignment; integrates FSL language effectively – meets all of the Kotter criteria for an effective vision – indicates advanced ability to synthesize material and find personal meaning - vision is very exciting to read – writing is error free and engaging – the writer truly sounds very passionate about this vision and it excites the reader

Part 2 (10 points)

Create a symbol that represents your personal leadership vision.

0 to 5	Symbol missing or seems irrelevant to somewhat irrelevant to vision statement
6 to 7	Symbol is relevant to vision statement but not creative
8 to 10	Symbol is relevant to vision statement and creative



Assignment 3

My Personality

You need to know yourself to know how to work effectively with others.

Success requires the acquisition and consistent use and practice of a specific set of leadership competencies. The most effective leaders can learn from their mistakes, have high levels of well-developed interpersonal skills and competencies, are open to new ideas and take accountability and show initiative¹¹. Many careers derail or fail not because of technical incompetence but as a consequence of intrapersonal illiteracy and interpersonal ineptitude. If we don't know ourselves and know how to work with others effectively, little gets done and personal success remains elusive. We crash and burn. We stagnate and the world moves on without us. In failure, many of us will blame others or circumstances.

Rarely do we take a long hard look at our own contributions to career or interpersonal catastrophe. This may be natural – after all - the truth, especially regarding one's own limitations, can hurt deeply. Yet, from intrapersonal awareness and the commitment to become more effective and mature in our interpersonal relations spring growth and authentic leadership. That is, if you are willing to do the hard work that change takes.

Personality

Myers Briggs

In this assignment, you are introduced to the Myers Briggs personality preferences (the Jungian typology) model and will begin to understand more about yourself. The Myers Briggs type Indicator has four aspects – extroversion versus Introversion (E v I); sensing versus intuition (S v N); thinking versus feeling (T v F) and judging versus perceiving (J v P).

First, is your preference **for focusing your attention**. Extraverts (E) focus on the outer world of people and things. Introverts (I) focus on the inner world of ideas and impressions.

Second, is your preference for **gathering data** and the **way you like to look for things**. Sensors (S) tend to focus on the present and on concrete information gained from their senses. Intuiters (N) tend to focus on the future, with a view toward patterns and possibilities. Intuiters may be more comfortable working on gut feelings whereas sensors want the fact.

Third is the preference in terms of **processing information**. Thinkers (T) go about deciding things primarily by using logic and objective analysis of cause and effect while Feelers (F) depend more on values and on subjective evaluation of person-centred concerns when making decisions.

Fourth and finally is **one's way with the outer world**. Judgers (J) take a planned and organized approach to life and to have things settled. Perceivers (P) are flexible and spontaneous and prefer to keep their options open.

¹¹ Robinson, Carl. "Five Fatal Flaws – How to derail you career." Retrieved August 30, 2011. <http://www.leadershipconsulting.com/five-fatal-flaws-how-to-derail-your-career.htm>

Take the Test

<http://www.humanmetrics.com/#Jung%20Briggs%20Myers%20Types>

The Big 5 (+ 1) Personality Dimensions

There is a significant body of research that indicates that 6 personality dimensions form the foundation for all other personality factors and account for most of the significant variation in human personality. The dimensions we will discuss here include the classic “Big 5” plus one additional personality building block – self-monitoring. The 6 essential personality dimensions and a brief description of each are given in the table below.

The Essential 6 Personality Dimensions	Description
Extraversion ¹²	Sociability, gregariousness, assertiveness, talkativeness
Agreeableness	Friendliness, cooperativeness, courteousness, warmth, empathy, trust
Conscientiousness	Responsibility, organized, dependability, persistence
Emotional stability	Self-confidence, secure, optimistic
Openness to experience	Creativity, flexibility, curiosity
Self-monitoring	Observant and controls how they are perceived by others

We know that these 6 factors are related to job performance. Individuals who are dependable, organized, hardworking and persistent have higher job performance. Conscientiousness is associated with greater job knowledge. Emotional stability is strongly related to life satisfaction, job satisfaction and low stress. Openness is associated with better learning and more creativity as well as to better adaptation to change – a critical factor in business. Agreeableness means that you will be better liked and have higher performance in teams. Interestingly, people who are higher in conscientiousness tend to live longer. Perhaps they just refuse to die!

Indra Nooyi is the CEO of PepsiCo. At age 55, she was ranked as the 4th most powerful woman in the world! She leads a company with annual revenues of over \$60 Billion and more than 300,000 employees. She is liked and admired throughout the world. She is described as being high in all 6 of the

¹² The first 5 – shaded in purple are the Big 5 – self-monitoring is the “plus 1” (in blue)

core personality dimensions. She leads from strongly held values and is the creator of a program for PepsiCo called “Performance with Purpose”. Let’s take a look at her in action.

See: Indra Nooyi – Performance with a purpose

<http://www.youtube.com/watch?v=AM-TduYdJas>

More on Indra Nooyi: <http://www.youtube.com/watch?v=-msw7mJPF6A>

How would you compare yourself to Indra Nooyi? What can you learn about leadership from her? What are her leadership strengths?

Think of a leader who you admire. Use the big 5 to describe their personality. What do you suppose is their Myers-Briggs?

Emotional Intelligence

More and more research is indicating that success is closely tied to emotional intelligence. It has been argued that one’s EQ is more important than their IQ. EQ has five components:

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skills

You can build strength in each of these areas. What is your plan to do this?

Take the Test

For the 240 course – you can complete the version of this assessment from the Robbins book.

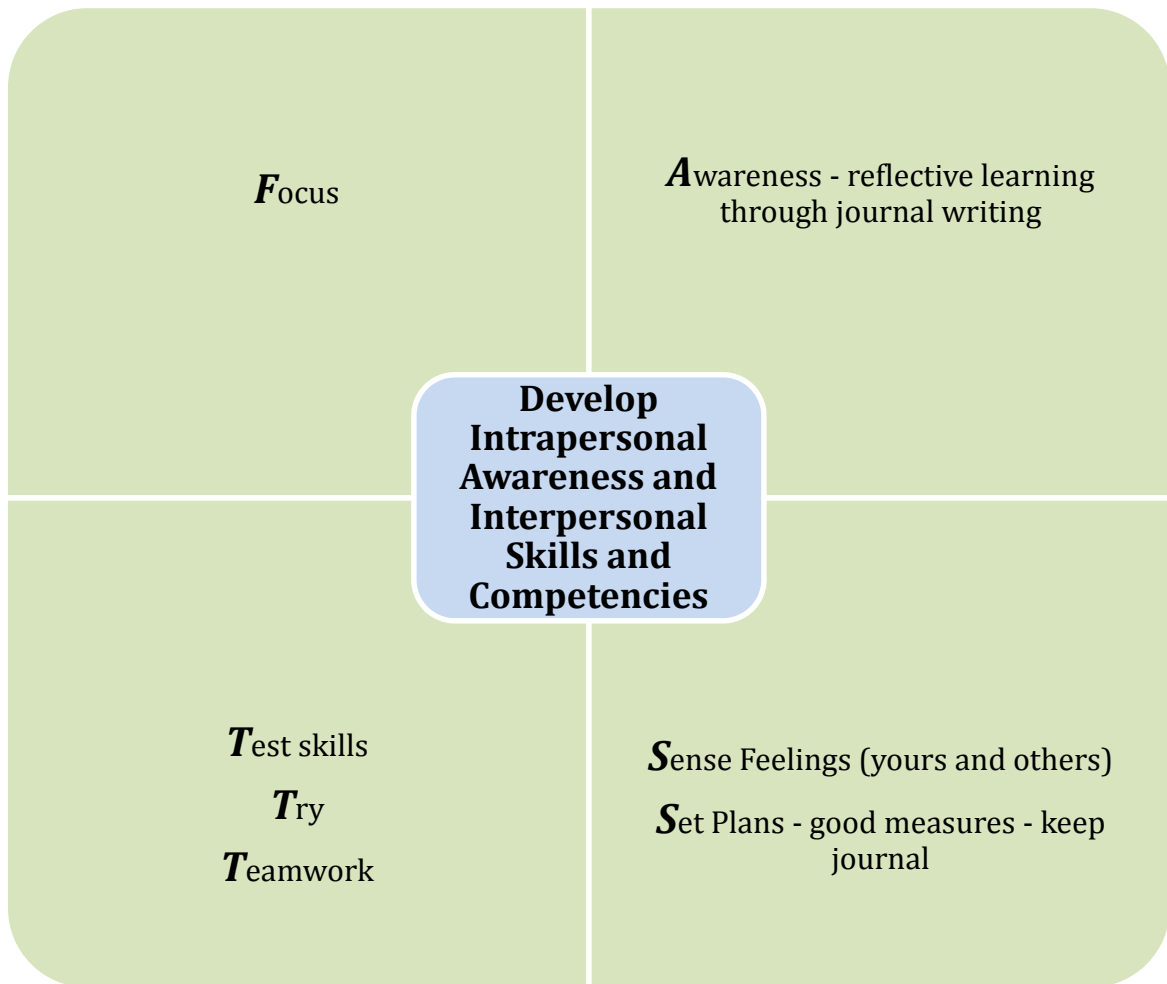
http://psychology.about.com/library/quiz/bl_eq_quiz.htm

Is my EQ fixed or can I change it?

We argue that you can change. You can become more sociable, conscientious, more open to new experiences, more emotionally stable and more agreeable, in particular. You can use self-monitoring not be chameleon-like but to better gauge your impact on others and, empathetic self-monitoring, may, in fact, make you a far better team member. Building intrapersonal awareness, overall, can help you interact with others more effectively. Understanding yourself – your preferences for how to interact, for gathering and managing information and to relating to time all can make you a more effective leadership. This growth in self-awareness is essential for personal leadership development.

See what needs to be improved. **F**ocus by creating a plan; get **F**eedback; **A**ssess where you stand now by measuring your performance, **S**et goals; **T**ry new approaches.

Fast skills to Develop Intrapersonal Awareness, Skills and Competencies



Assignment 3

Assessing My Personality

1. Complete the first two assessments and at least two others from the list below. To do this, you will have to create an account on the authentic happiness test site. You will find this site very interesting and will want to return to it many times.

Name of Exercise		URL
1	What is My Basic Personality? – Big 5	http://personality-testing.info/tests/BIG5.php
2	What's My Jungian 16-Type Personality?	http://www.humanmetrics.com/cgi-win/jtypes2.asp
3	Grit	https://www.authentichappiness.sas.upenn.edu/testcenter
4	PERMA	https://www.authentichappiness.sas.upenn.edu/testcenter
5	Optimism	https://www.authentichappiness.sas.upenn.edu/testcenter
6	VIA Character Strengths	https://www.authentichappiness.sas.upenn.edu/testcenter

2. Report your results for each assessment in the table below:

Name of Exercise	Self Assessment Results			
What is My Basic Personality?	Big 5 Attribute		Score	
	extraversion			
	agreeableness			
	conscientiousness			
	emotional stability			
	Openness-to-experience			
What's My Jungian 16-Type Personality?	Report your 4 letter score here			
	E or I	S or N	T or F	P or J
Your Choice				
Your Choice				

Assignment 3: My Personality

ePost Instructions:

In this reflective learning assignment on your personality, will answer the following 2 questions. This is your **third** wordpress ePortfolio entry.

Use the title: **My Personality and My Authentic Leadership**

1. Reflect on everything you have learned in this assignment. How can you plan to use these personality insights and strengths to make yourself a more effective, authentic leader? (500 words maximum)

PLD Assignment 3 - Assessing My Personality (10 Marks): RUBRIC

Reflect on everything you have learned in this assignment. How can you plan to use these personality insights and strengths to make yourself a more effective, authentic leader? (500 words maximum)

0 to 5	Describes and reiterates results from the assessments – does not present a cogent strategy for using the results for PLD or the presentation is too general – does not integrate terminology effectively - – multiple grammatical and/or spelling errors – writing needs improvement – significantly below or above the word count limit
6 to 7	Analyses results from the assessments –presents a cogent strategy for using the results for PLD or the presentation – the strategy integrates specific results –integrates terminology accurately and effectively - offers specifics on personal leadership growth and development based on the assessment results – shows how they will confront and contend with their own negative tendencies– minimal – (1 to 3) spelling and/or grammar errors
8 to 10	Shows high level of competence in analysis – gives specific attention to some results that are of particular importance or interest to them presents a cogent strategy for using the results for PLD or the presentation – the strategy integrates specific results –integrates terminology accurately and effectively - offers specifics on personal leadership growth and development based on the assessment results – shows how they will confront and contend with their own negative tendencies. Provides interesting and/or creative analysis by finding new meaning in the material – moves toward synthesis – writing is error free and engaging



Assignment 4

Assessing My Current State of Leadership

Before you begin this assignment, read chapter 4 of your text book.

Motivation and My Current State of Leadership

The PLDP flows from your Leadership Values and Vision. In writing the development plan, you will consider the following:

- *In order to become the person described in my personal leadership vision, what needs to happen?*
- *How can I consistently work from my values?*
- *What skills and competencies do you need to develop further?*
- *What strengths do you need to put into action?*
- *What do you need to start, stop and continue doing?*
- *How do you get from poor to good and from good to great?*
- *How will you acquire a completely new skill or competency, if needed?*

To attain your leadership vision, you will need to do the following:

- Learn from mistakes and adjust for more effective performance;
- Understand yourself and how to effectively relate to others;
- Be open to new ideas;
- Be accountable;
- Take initiative;
- Celebrate and reinforce the successes that you have;
- Raise your sense of awareness – of your own behavior and its impact – on you and on others.

How Do I Know Where I Stand Now?

What is My Current State of Leadership (CSL)?

Here are four techniques that you will use to determine your Current State of Leadership (CSL) and to create leadership development goals that will enhance your leadership/managerial role strengths and move you toward the acquisition of the 8 attributes of the Fundamental State of Leadership (FSL).

1. Use the Results of the Competing Values Assessment to find your Natural Leadership Style. Is your preference for Compete, Control, Collaborate or Create?
2. Use Assessment Instruments – analyze your results from the assessments in the previous assignment and complete and analyze other assessments that seem relevant to you at this stage in your leadership development.

You likely already have a sense of what you need to do to achieve your leadership vision. You may have identified your values and certain aptitudes that you believe are essential to actually becoming the leader you have described in your vision. You can identify assessments that will give you feedback on where you stand in these areas. Ask your instructor for help or search the internet for assessments.

For this course, you have been assigned a set of assessments. You will complete some of these during the semester and reflect on and write about your results. This will require that you answer specific questions on each assessment and consider how your results relate to your leadership development vision. Is more change necessary given your results? Yet that cannot be the end of it. If you don't create plans to incorporate the insights from the assessments into your leadership plan, you will not progress.

You have already completed the Competing Values framework assessment. Consider these results as well as the eight attributes inherent in the Fundamental State of Leadership as you craft your leadership development goals.

Passion meets Persistence and Belief in oneself – how motivated are you to lead?

Are you motivated mostly by growth needs, relatedness needs or existence needs? Try to define and describe your personal mix of motivational needs. Have these changed over time? What do you suppose has determined your own personal mix of motivational needs? How are your motivational needs different from your friends and family?

Investigate your motivation by analyzing the results of the following assessments:

- a. **What Motivates Me? P. 21 of the self-assessment library (on reserve at Leddy) or take the test at one of the following links:
<http://www.seemypersonality.com/personality.asp?p=Motivation-Test#q1>**
- b. **How confident am I in my ability to succeed? P. 29 (self-assessment library) or try the test below**

Building Self-Confidence

The following article comes from www.mindtools.com.

How Self-Confident Are You?

Improving Self-Confidence by Building Self-Efficacy¹³



How self-confident do you feel? Are you full of it, or do you wish you had more of it?

Whether someone demonstrates self-confidence by being decisive, trying new things, or staying in control when things get difficult, a person with high self-confidence seems to live life with passion and enthusiasm. Other people tend to trust and respect these confident individuals, which helps them build even more self-confidence – and so the cycle continues.

However, it's not always easy to initiate that cycle. So, where do you begin?

A good place to start is to look at how effective you believe you are in handling and performing specific tasks. This is termed 'self-efficacy,' and it plays an important part in determining your general levels of self-confidence.

Albert Bandura is one of the leading researchers into self-efficacy. His self-efficacy theory explains the relationship between the belief in one's abilities and how well a person actually performs a task or a range of actions. Bandura says that 'self-efficacy' and 'confidence' are not quite the same thing. Confidence is a general, not a specific, strength of belief. On the other hand, self-efficacy is the belief in one's capabilities to achieve something specific.

If people have high self-efficacy in an area, then they think, feel, and behave in a way that contributes to and reinforces their success, and improves their personal satisfaction. They're more likely to view obstacles as challenges to overcome, so they aren't afraid to face new things. They recover quickly from setbacks, because they view failure more as a result of

¹³ https://www.mindtools.com/pages/article/newTCS_84.htm

external circumstances than internal weaknesses. In general, believing in your abilities affects your motivation, your choices, your toughness, and your determination.

Therefore, self-confidence – by way of self-efficacy – often affects how well you perform, and how satisfied you are with the choices you make. This is why it’s important to understand your current level of self-efficacy, particularly in the context of your belief in your ability to perform in a variety of situations. In so doing, you will be able to identify areas where you can improve, and make a plan to do so.

Does your self-confidence affect your ability to perform? Take this short quiz and find out.

How Self-Confident Are You?

Instructions

For each statement, click the button in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don’t worry if some questions seem to score in the ‘wrong direction’. When you are finished, please click the ‘Calculate My Total’ button at the bottom of the test.

14 Statements to Answer	Not at All	Rarely	Sometimes	Often	Very Often
1 I do what I think is expected of me, rather than what I believe to be “right.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 I handle new situations with relative comfort and ease.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I feel positive and energized about life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 If something looks difficult, I avoid doing it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 I keep trying, even after others have given up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 If I work hard to solve a problem, I’ll find the answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 I achieve the goals I set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 When I face difficulty, I feel hopeless and negative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 I relate to people who work very hard, and still don’t accomplish their goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 People give me positive feedback on my work and achievements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 I need to experience success early in a process, or I won’t continue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 When I overcome an obstacle, I think about the lessons I’ve learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 I believe that if I work hard, I’ll achieve my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 I have contact with people of similar skills and experience who I consider successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score Interpretation

Score	Comment
14-32	You probably wish you had more self-confidence! Take a closer look at all the things you've achieved in your life. You may tend to focus more on what you don't have, and this takes time and attention away from recognizing and using your skills and talents. Read this article for everyday tips on building your self-confidence. (Read below to start.)
33-51	You're doing an OK job of recognizing your skills, and believing in your abilities. But perhaps you're a little too hard on yourself, and this may stop you from getting the full benefit of your mastery experiences. Review our tips to find out how to improve your self-confidence. (Read below to start.)
52-70	Excellent! You're doing a fabulous job of learning from every experience, and not allowing obstacles to affect the way you see yourself. But you need to nurture your self-confidence, so use the tips below to ensure that your life remains full of validation and success. (Read below to start.)

Building Self-Confidence

No matter what your self-confidence level is right now, you can probably improve it. But you need to believe in yourself and your capabilities before anyone else will.

Bandura's theory of self-efficacy is a great place to start looking for ways to improve the way you see your abilities. According to the theory, there are four sources of self-efficacy:

1. Mastery experiences – things you have succeeded at in the past.
2. Vicarious experiences – seeing people who are similar to you succeed.
3. Social persuasion – hearing from others that you're capable.
4. Emotional status – staying positive, and managing stress.

Three of these sources (the first, second, and fourth) are within your control, so we'll look at them more closely. However, while we can't force people to say good things about us (the third source), we can increase the likelihood of receiving positive feedback by being more confident in general.

Developing Mastery Experiences

(Questions 1, 2, 4, 5, 6, 7, 11, 12, 13)

The more success you experience, the more success you're likely to enjoy in the future. But if success comes too easily, it probably won't contribute to your self-confidence. Mastery

experiences are those achievements where you know that it was your hard work and effort that brought about success.

To enjoy these types of experiences, work on motivation, toughness, and determination.

Motivation and self-confidence are connected. When you have more of one, you'll probably have more of the other. You can generally increase your motivation by doing the following:

- [Thinking positively](#) .
- Developing [effective goals](#) .
- Creating a motivating environment.

To examine your motivation level, and learn specific ways to improve your self-motivation, take our quiz [How Self-Motivated Are You?](#) For a great general discussion about resiliency and determination, read [The Breaking Point](#) by our contributing author Bruna Martinuzzi.

Another area to examine is your locus, or central point, of control. To develop mastery, you must believe that your effort led to your success. As such, you need to believe generally that you're responsible for your success – not some outside force, like luck or fate. Learn more about your [locus of control](#) .

To begin to develop mastery experiences, do the following:

- Ask for assignments that will be challenging, but that you can succeed in.
- Assess your skills and abilities. A [personal SWOT analysis](#) is a useful tool.
- Improve your [problem solving](#) and [decision making](#) skills. This will help create a general feeling of confidence in the choices you make.
- Commit to personal and professional development to stay current and informed.

Read [Building Self-Confidence](#) for more tips on developing a strong belief in yourself.

Observe Others

(Questions 9, 10, 14)

An interesting part of Bandura's theory is the idea that seeing other people's success improves your belief in yourself. If you view yourself as similar to someone else, and you see his or her accomplishments, you're likely to apply that to yourself, and believe that you can achieve similar success.

The more alike you think you are, the greater the influence. So, if your boss has a similar education and work background, it can improve your confidence. If you see others working hard and succeeding, that can also motivate you and build your confidence.

The opposite may also be true. If you see people make great efforts and not achieve anything, that can hurt your confidence – especially if you think your talents and abilities are similar to theirs.

Try the following tips:

- [Network](#) , and surround yourself with accomplished, successful people.
- Seek a [mentor](#) who has a background similar to yours.
- Learn from those around you. Note what they do that's successful.
- Choose to work for companies and industries with growth potential.

Manage Stress

(Questions 3, 8)

When stress takes over your life, the results can be harmful. Being good at managing stress, however, can be a source of confidence: if you believe you can handle anything you might reasonably face, this can give you energy and a feeling of power. You can build this kind of positive emotion when you learn how to control the sources of stress in your life.

If you let stress control you, chances are you'll feel very negative. You may interpret the stress as failure, which can lead to more stress and negative thinking.

To be confident, you must be positive. Face stressful situations directly, and learn strategies for managing them.

To manage stress better, try these ideas:

- Learn to be [optimistic](#) .
- Discover whether you're a [positive or negative thinker](#) by taking our quiz. Then make the changes you need.
- Learn key [stress management](#) techniques to understand stress, and protect yourself against it.

Key Points

Self-efficacy is an important part of self-confidence. The theory of self-efficacy says that high levels of it lead, by way of improved effectiveness, to greater success and personal satisfaction.

Some people seem to be naturally confident, but most of us need to improve our confidence – and we have the power to do so.

Focus on the experiences in your life where you were successful. This can give you the ability to see the positive side of your mistakes and setbacks. Choose to believe in yourself, and surround yourself with other positive and confident people. The more you see the success of others whose skills and abilities are similar to yours, the more likely you are to believe that you can also achieve that success. Combine all of this positive energy with great stress management strategies, and you'll soon improve your levels of personal confidence.

This site teaches you the skills you need for a happy and successful career; and this is just one of many tools and resources that you'll find here at Mind Tools. Subscribe to our [free newsletter](#), or [join the Mind Tools Club](#) and really supercharge your career!

See this link:

http://www.mindtools.com/pages/article/newTCS_84.htm

You can also complete additional assessments from the authentic happiness site (<https://www.authentic happiness.sas.upenn.edu/testcenter>). As you scroll down the list of assessments, you will see that there are categories of assessments: emotion, engagement, flourishing, life satisfaction and meaning. Some of these will resonate with you more, depending on your stage of leadership development and your stage of life. Investigate for yourself based on your personal leadership vision.

Self-Efficacy – Having Competence and Confidence

Self-efficacy (SE) influences feelings, thinking, motivation and behaviour and is a person's belief in their ability to produce outcomes (Bandura, 1994). High SE influences motivation to set goals and to persist. When SE is high, the person's perception of coping skills is positive. People with high SE believe they can overcome challenges and have higher commitment to their goals. They are also more resilient in the face of setbacks.

Self-efficacy includes aspects of both confidence – a belief in one's ability and competence – a level of skill or ability to perform a task. You can increase both of these aspects of self-efficacy and in so doing you can increase your level of motivation to achieve your goals.

You will be asked to assess your current level of self-efficacy. What is your score? Do you have a strong belief in your ability to succeed? What do you need to do to increase self-efficacy? If it is confidence that you are lacking, consider getting more feedback – doing more measuring – getting some data that indicate that you can achieve your goals and that you have been successful in the past.

Very few of us accomplish goals completely on their own – it takes a team to build personal leadership success. Who will you look to for support and honest feedback? Who will you turn to “tell it like it is”? Who respects you and wants you to succeed? Who makes you feel confident?

You can help you build the skills necessary for the attainment of your goals? You need to identify your personal leadership success team.

If it is competence that is lacking – you need to plan for acquisition of the skills and abilities that are necessary to accomplish the goals that you have set. In this case, you may need to add steps to your plan and break the goal down even further and increase time lines so that you are able to effectively build the skills that you need to achieve the goals that you have set. Try to meet with them. Tell them about your goal. Ask them what they did.

Here is a test of self-efficacy:

General Self-efficacy assessment		1 = Not at all true;			
		2 = Hardly true;			
		3 = Moderately true;			
		4 = Exactly true			
1	I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
2	If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
3	It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4	I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4
6	I can solve most problems if I invest the necessary effort.	1	2	3	4
7	I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8	When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9	If I am in trouble, I can usually think of a solution.	1	2	3	4
10	I can usually handle whatever comes my way.	1	2	3	4
	Total				
	Higher scores indicate greater self-efficacy				

Consider how you can change your behaviour and attitudes in increase self-efficacy. What new challenges might you take on to test your personal limits?

3. Use the People around You – report on what at least two significant people have to say regarding your current state of leadership, your strengths and your development needs.

Ask others for help. Seek input from those who have lead or supervised you in the past. Ask your co-workers (past or present) to talk to you about your strengths and development needs. Ask your friends and family. Listen to what these people have to say – be OPEN – admit mistakes – **really listen and learn**. Make your team your leadership development laboratory. Since you are working in a team environment, make the giving and receiving of effective feedback on leadership and interpersonal skills part of “how your team does business”. Experiment – take observations – measure behaviours – learn from the results.

Get used to using competing values language and the fundamental state of leadership terms. For example, if someone seems to have passion for efficiency and quality – understand this as an expression of the desire to “do things right”. Know that a person who values control is very motivated to improve things – they are expressing their leadership preferences in the “blue” – monitoring and coordinating quadrant – that is great for your team!

4. Learn From the Best – you will report on one admired leader

Learn from successful leaders around you. Are their values similar to yours? What is their leadership vision? Do they appear to have strengths similar to yours? How would you characterize their interpersonal style? What habits do they have that appear to support leadership effectiveness and excellence? How did they go about developing their leadership? How did they learn from mistakes, remain open to new ideas, take responsibility and show initiative?

CSL Assignment Inputs:

You are asked to write a reflection on your current state of leadership (CSL) for assignment 4. Before you do that, you are given a set of questions to help you think and reflect on the four inputs to determine your CSL. Think very carefully about each of the approaches and the information that you have gained about yourself as a leader by completing activities related to each approach.

Consider the following questions before you write the reflection on your current state of leadership:

Part 1 – Competing Values

1. How do you express your preferred competing values quadrant value in interpersonal relationships? For example, how does this value impact how you communicate with others? How you make decisions? If your preferred quadrant is “compete”, how is this reflected in conversations? Do you find yourself having to “win” points, for example?

Part 2 – Fundamental State of Leadership

2. How can you enter a Fundamental State of Leadership? Consider the practices that you are particularly strong in – use these to build ever increasing integrity.
3. Consider your personality assessment results – what do these suggest about your leadership strengths?

Part 3 – Assessments

4. Interpret the results from the “What motivates me” exercise. How do the relative need strengths relate to your behaviour and interests? How can you use the insight from what motivates you to ensure your success in your academic work?
5. Consider your results from the self-confidence and self-efficacy assessments included in this assignment. What does this score mean for your belief in your own ability to succeed?
6. Consider the other assessments that you completed. How can use the results to describe your current state of leadership? What strengths have you uncovered?
7. What can you do to improve your self-efficacy?

Part 4 - Using the People around You

8. Consider the responses of four people (a boss or supervisor or teacher; a colleague or team mate; a close friend; a family member to following questions:
 - What are my Leadership Strengths?
 - What do I need to improve upon to become a great leader?

Part 5 - Most Admired Leader

9. You will need to do some outside research on this.
 - a. Who is the leader who you admire most?
 - b. What are three of their major accomplishments?
 - c. Use the Fundamental State of Leadership principles to describe two of this leader's strengths.
 - d. What can you do now in terms of developing your knowledge, skills and abilities to emulate your most admired leader?

Reflecting on My Current State of Leadership Assignment

ePost Instructions:

In this reflective learning assignment on your current state of leadership, you will consider where you stand now in terms of your authentic leadership.

Use this title: **My Current State of Leadership**

Reflect and write - What is Your Current State of Leadership? (750 words maximum)

Write a compelling portrait of your current state of leadership (CSL).

Use the insights from the assignment inputs described under parts 1 to 5.

PLD Assignment 4 – Assessing My Current State of Leadership (100 marks): RUBRIC

Use assessments and people around you to determine your current state of leadership. 200 marks in total – 100 for analysis – 100 for quality of writing

What is my CSL? (100 marks)

1. Write a compelling portrait of your current state of leadership (CSL). Use the insights from:
 - a. Your Competing Values Framework results;
 - b. The Fundamental State of Leadership assessment
 - c. “What Motivates Me?” assessment;
 - d. “How Confident Am I in Abilities to Succeed?” assessment;
 - e. Input from the “Asking Others” exercise;
 - f. The analysis of your most admired leader

0 to 29 pts	Some results missing. Results are not accurately interpreted.
30 to 69 pts	Results are not accurately interpreted. Does not refer to gap between CSL and the FSL. Analysis, if present is mostly weakness based.
70 to 79 pts	Results are fully integrated and accurately interpreted. Refers to gap between CSL and the FSL. Analysis, is somewhat strengths based but much focus is given to weaknesses.
80 to 89 pts	Results are fully integrated and accurately interpreted. Refers to gap between CSL and the FSL and how to close it. Analysis is mostly strengths based.
90 to 100 pts	Results are fully integrated and accurately interpreted. Refers to gap between vision, CSL and the FSL and how to close it. Analysis is fully strengths based. The answer is insightful, creative and energizing.

Quality of writing (100 marks)

0 to 29 pts	Numerous (more than 5) grammatical errors and/or incomplete sentences. Style is unprofessional.
30 to 69 pts	Three or fewer grammatical errors and/or incomplete sentences. Style is unprofessional.
70 to 79 pts	No grammatical errors and/or incomplete sentences. Style is professional.
80 to 89 pts	No grammatical errors and/or incomplete sentences. Style is professional. Writing is very engaging and energetic.
90 to 100 pts	No grammatical errors and/or incomplete sentences. Style is professional. Writing is engaging and energetic. The writing grabs the reader and is very persuasive.



Assignment 5

Setting Personal Leadership Development Goals

Setting Goals for Your Personal Leadership Development Plan (PLDP)

From the establishment of your values and vision, and comprehending your current state of leadership (CSL) you will now turn to establishing goals to develop your leadership knowledge, skills and abilities and to move closer to fully actualizing the 8 principles of a fundamental State of Leadership. In this assignment, you will set two goals for your personal leadership development. Remember to relate them to your personal leadership vision and the results of your CSL analysis.

Setting Leadership Development Goals

You now know more about the leader you are and the leader you want to become. This is reflected in your CSL analysis and your leadership vision. You have gained some insight into the requirements of your development plan. Next we turn to planning for the actualization of that vision.

Keep in mind, that your plans will only be as good as your vision and the hard work you have done so far to determine your CSL. Homework really counts here. Commitment to change counts here.

You Must Discover Your Sense of Urgency for Growth, Development and Change

You need to uncover the “burning platform” – why you have to “leap” or progress to new behaviours – why old behaviours just won’t cut it anymore and why new behaviours are desirable. You must articulate your own compelling need for leadership development. The vision has to be very desirable. You must have a very deep reason for wanting to do things differently or wanting to do new things or more of the things that represent your deeply held values. Only then will change have a chance of being lasting.

Reflecting on those reasons for change will help you through the hard times – and there will be hard times. It will make you persistent in achieving your development goals.

What Effective Goals Will Do for You

If well-crafted, your leadership development goals will:

- drive you forward. They will direct your attention – tell you what you should and should not be doing. They will help you identify opportunities for growth and development. They will change your perspective on things;
- regulate your efforts. They will become an easy touchstone to assess personal time management. They will focus your energies;
- increase your persistence. Well-crafted goals that are tightly linked to a compelling leadership vision help you seek ways to overcome obstacles. When they are built around your capabilities and strengths they allow you to effectively overcome setbacks through reinforcing your self-efficacy;
- help you plan effective strategies for achieving your leadership development vision.

Great Goals are SMART – the Greatest Goals are SMARTER

SMART goals are:

- Specific – you need to know exactly what you want to achieve;
- Measurable – you can track and review your goals and your current level of performance on each goal;
- Attainable – the goals are reasonable and attainable. Here though, STRETCH goals matter. If the goals are too easy – they will not motivate. Likewise, if the goals are too hard, they will not motivate either;
- Results-oriented – the goals must support your leadership vision;
- Time-bound – the goals must be achieved within a specific time period.

Make your goals SMARTER by ensuring that you constantly:

- Evaluate – are the goals relevant – do they continue to support the vision – do they need to be more accurately stated?
- Reassess – do need to change my goals because of new information or because my vision is shifting somehow?

In her book “Success: How we can reach our goals.”¹⁴, Heidi Grant Halvorson, describes 9 things that goal achievers do differently from those who set goals but don’t ever realize them. According to Halvorson, successful people:

1. Get specific about their goals;
2. Seize the moment – decide when and where you will take action;
3. Know exactly how far they have left to go;
4. Are realistic optimists – believe in your ability to succeed but don’t underestimate the challenge involved;
5. Focus on getting better rather than being good – they are convinced that they can improve and change;
6. Have grit – they commit to long term goals and they persist in light of difficult;
7. Build their willpower muscle – they have self-control and they grow will power by planning how they will deal with difficulties and following through on those plans;
8. Focus on what they will do – not on what they won’t do – thought suppression – trying to avoid negative behaviour can result in intensifying bad thoughts or negative behaviours. Work in the positive frame as much as possible – focusing on what you will do.
9. Don’t tempt fate – they know the triggers that lead them off target and avoid these. They respect that willpower is limited – they limit their challenges – they don’t try to make too much change all at once. They know not to make reaching a goal harder than it already is.

¹⁴ Halvorson, Heidi Grant (2010). Success: How we can reach our goals. Penguin: London. Pp. 239 – 245.

My personal Leadership Development Goals

ePost Instructions:

Assignment 5

In this reflective learning assignment you will create two personal leadership development goals that will bring you closer to and keep you on the path to achieving your personal leadership vision. This is your **Fifth** wordpress ePortfolio entry.

Use this title: My Personal Leadership Development Goals

My Personal Leadership Development Goals

Instructions:

1. You will identify and articulate 2 leadership development goals that you can begin to act on this semester.
2. Each must allow you to move closer to your personal leadership vision and focus on building strengths in at least one quadrant of the competing values framework.
3. Ensure that these goals are framed in terms of SMARTER goals. It is essential that you determine a reasonable means for measuring your progress on each goal.
4. Use a chart or table format for this assignment or any other creative means that clarifies the two well-formed goals so that they are memorable and actionable. Pictures and videos and voice overs will really enhance your presentation here. Make the goals and the setting of the goals “come alive”!
5. Word count? This is tough one answer to here. It will depend on the format you use. Do remember that you need to integrate the SMART goals principles.

PLD Assignment 5 – Setting Leadership Development Goals (20 marks): RUBRIC

Use SMARTER goal criteria to establish 2 leadership development goals both of which reflect your leadership vision and your summary of your CSL.

Part 1 – SMARTER Goal 1 (10 marks)

0 to 3.9 pts	Most or all of the SMARTER goals criteria not used effectively
4 to 5.9 pts	Some of the SMARTER goals criteria not used effectively
6 to 7 pts	SMARTER goals criteria used effectively a stronger link could be made to vision and CSL is that the goals should focus on the longer term and stretch goals
7.1 to 8.5 pts	SMARTER goals criteria used effectively. A strong link is made CSL. Goals focus on the longer term and stretch goals. Work is analytical.
8.6 to 10 pts	SMARTER goals criteria used effectively. A strong link is made CSL. Goals focus on the longer term and stretch goals. Work is analytical. Goals are compelling, energizing and visionary. Presentation is creative. There is passion in this goal.

Part 2 – SMARTER Goal 2 (10 marks)

0 to 3.9 pts	Most or all of the SMARTER goals criteria not used effectively
4 to 5.9 pts	Some of the SMARTER goals criteria not used effectively
6 to 7 pts	SMARTER goals criteria used effectively a stronger link could be made to vision and CSL is that the goals should focus on the longer term and stretch goals
7.1 to 8.5 pts	SMARTER goals criteria used effectively. A strong link is made CSL. Goals focus on the longer term and stretch goals. Work is analytical.
8.6 to 10 pts	SMARTER goals criteria used effectively. A strong link is made CSL. Goals focus on the longer term and stretch goals. Work is analytical. Goals are compelling, energizing and visionary. Presentation is creative. There is passion in this goal.

Now what?

- ❖ Stay aware and focused on your goals.
- ❖ Make these goals visible –paste them to your mirror – send them to yourself in a daily email.
- ❖ Relate the goals directly to your leadership vision and to the symbolic representation of your vision.
- ❖ Take action today!
- ❖ Think *FAST!*
- ❖ Stay very passionate about the accomplishment of these goals!

Fast Skills for Planning and Executing Personal Leadership Development



Assignment 6

Lessons in Personal Leadership Development: where do I go from here?

Assignment 6

In this reflective learning assignment, you will reflect on what you have learned through the semester's work on Personal Leadership Development and in the team assignments. This is your **Sixth** wordpress ePortfolio entry.

Use this title: Lessons in Personal Leadership Development: where do I go from here?

Assignment 6

Answer the following questions

1. What is the major thing you have learned about yourself and building your own authentic leadership through this personal leadership development process and the creation of your own personal leadership development plan? (150 words max.)
2. Consider yourself:
Write a memo to yourself outlining two of your major strengths as a team member. (50 words maximum)
3. If you were the manager of your team, what feedback would you provide to the team members in order that they can take their performance from good to great? Write a memo to the team. (150 words maximum)

PLD Rubric Assignment 6 – lessons in personal leadership development and in team skills – 20 marks

Assignment 6 Lessons in Personal Leadership Development: where do I go from here?	well below standard 1 pts Level 1	Somewhat below standard 2 pts Level 2	At the Standard/somewhat above 3 pts Level 3	above Standard 4 pts Level 4	well above standard 5 pts Level 5
1. What is the major thing you learned about yourself and building your authentic leadership through this personal leadership development process and the creation of your own personal leadership development plan(150 words max.)	well below standard Offers little to no insight or does not attempt to identify key lessons learned or any real understanding of course materials	Somewhat below standard Offers more or less descriptive and reiteration – shows not analysis of the material or personal usefulness of PLD process	At the Standard/somewhat above reflects insightfully on the PLD process and the impact the process has had on them personally finding coherence, integrating and structuring – is strengths- based – comprehensive while focusing on select key results	above Standard level 3 plus: shows skill at Critiquing, judging, detecting and testing	well above standard level 4 plus: designing, hypothesizing – is very clearly strengths based and leadership development focused focusing on select key results with discussions of implications for leadership development is future oriented, energized and focused
2. Consider yourself: Write a memo to yourself outlining two of your major strengths as a team member. (50 words maximum)	well below standard Offers little to no insight or does not attempt to identify key lessons learned or any real understanding of course materials	Somewhat below standard Offers more or less descriptive and reiteration – shows not analysis of the material or personal usefulness of PLD process	At the Standard/somewhat above reflects insightfully on the PLD process and the impact the process has had on them personally finding coherence, integrating and structuring – is strengths- based – comprehensive while focusing on select key results	above Standard level 3 plus: shows skill at Critiquing, judging, detecting and testing	well above standard level 4 plus: designing, hypothesizing – is very clearly strengths based and leadership development focused focusing on select key results with discussions of implications for leadership development is future oriented, energized and focused
3. If you were the manager of your team, what feedback would you provide to the team members in order that they can take their performance from good to great? Write a memo to the team (150 words maximum)	well below standard Offers little to no insight or does not attempt to identify key lessons learned or any real understanding of course materials	Somewhat below standard Offers more or less descriptive and reiteration – shows not analysis of the material or personal usefulness of PLD process	At the Standard/somewhat above reflects insightfully on the PLD process and the impact the process has had on them personally finding coherence, integrating and structuring – is strengths- based – comprehensive while focusing on select key results	above Standard level 3 plus: shows skill at Critiquing, judging, detecting and testing	well above standard level 4 plus: designing, hypothesizing – is very clearly strengths based and leadership development focused focusing on select key results with discussions of implications for leadership development is future oriented, energized and focused
Quality of Writing	well below standard Numerous (more than 5) grammatical errors and/or incomplete sentences. Style is unprofessional.	Somewhat below standard Three or fewer grammatical errors and/or incomplete sentences. Style is unprofessional.	At the Standard/somewhat above No grammatical errors and/or incomplete sentences. Style is professional.	above Standard No grammatical errors and/or incomplete sentences. Style is professional. Writing is engaging and energetic.	well above standard No grammatical errors and/or incomplete sentences. Style is professional. Writing is engaging and energetic. The writing grabs the reader and is very persuasive.

