



Leadership Development Program

***Protégé's Guide
January, 2007***

Foreword

Back in 1994 the Department of Defense asked TTI to develop a formal program to help women prepare for management. Over the years the program was modified and improved.

Ken Shields, Canadian Olympic Basketball Coach, asked us to develop a system for master coaches in all sports. Their goal was to have the master coaches mentor the younger coaches. Over the years this program was changed to involve leadership development.

Many organizations find themselves in need of developing new leaders. They feel the real need but find it difficult to identify what that really means. If you ask 10 organizations, you will get 10 different approaches.

Based on this, Bill J. Bonnstetter, founder of TTI, set out to do research on people who had been identified as proven leaders. This research identified five soft skills that all these leaders had in common:

- Influencing others.
- Personal accountability.
- Self-management skills.
- Goal achievement.
- Interpersonal skills.

Today, people are willing to follow a person who has a compelling vision and is personally accountable for his/her own behavior. Goal achievement, self-management, along with interpersonal skills create the image of today's leaders.

Along with the leadership research, Bonnstetter found that without a strong relationship between the facilitator and the protégé, the development process would be just marginally successful. Thus, a behavioral assessment was incorporated into the development process.

Program Focus: Developing The Five Essential Leadership Skills.

TTI has based the Leadership Development Program on a solid foundation of research into leadership and their many years of experience in creating successful training programs. This unique approach to leadership development will be a strong foundation for future leadership success.

The program includes:

- A planned program using proven assessment tools and learning techniques.
- On-line access to program components.
- Facilitated matching of leaders based on protégé needs.
- Developmental activities and training for both facilitators and protégés.
- A process that encourages and supports co-learning, co-inquiry and growth for both leaders and protégés.
- A formal tracking and evaluation system.

TTI's Facilitator and Protégé Guides are available to leaders for the Leadership Development Program. As Program Managers, TTI Distributors match protégés and facilitators who have completed the on-line Leadership Development Assessment.

Great leaders are made, not born.

TTI's years of specialized research has shown that all great leaders have in common a mastery of five essential skill sets. Many people have mastered some of these skills without becoming successful leaders. However, once you master all of them, you become a true leader, able to inspire peak performance from everyone around you.

In a leadership development program, anyone can develop these skills and become a leader, but only through hard work and dedication by both facilitator and protégé. The Leadership Development Program is a structured, step-by-step process that provides a road map toward leadership growth.

A leader does not put boundaries around the application of these skills. Instead, they become an integral part of everything the leader does, central to his/her very being. When you reach this level of development, you can achieve outstanding success in every aspect of your life.

As the Program Managers, TTI distributors provide:

- **Implementation and Orientation**
- **Matching Pairs**
- **Tracking Progress**
- **Monitoring**
- **Program Evaluation**

"If you think you're a leader but no one is following, you're just out for a walk."

-Randy Widrick

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SAMPLE VERSION

“An optimist is a person who sees a green light everywhere; the pessimist sees only the red stop light. The truly wise are colorblind.”

-Albert Schweitzer

Section I: Understanding Leadership

Leadership: Making You A More Effective Leader

Your Personal Convictions Are the Foundation of Leadership

To be a courageous and effective leader requires you to have strongly held convictions that you believe in and act upon. If you can define what is most important to you and to your goals, you can take action based on these convictions.

It is your values, beliefs and experience that give you the courage and the wisdom to make the tough decisions and meet challenges.

The Five Essential Leadership Skills

Target Training International's years of research has shown that there are five sets of personal skills common to people who excel as leaders:

- **Interpersonal Skills** - the ability to interact with others in a positive manner.
- **Self-Management Skills** - the ability to prioritize and complete tasks in order to deliver within allotted time frames; the ability to control oneself under stress.
- **Personal Accountability** - the ability to answer for personal actions.
- **Influencing Others** - the ability to personally affect other's actions, decisions, opinions or thinking.
- **Goal Achievement** - the overall ability to set, pursue and attain achievable personal, professional and team goals regardless of obstacles or circumstances.

Everyone has these skills to some degree. Some of these skill sets will develop a good administrator, but a good administrator is not automatically a good leader.

It is the complete mastery of all five skill sets that creates the true leader. Achieving this mastery is the goal of the Leadership Development Program.

Why Are These Skills So Important?

Your leadership effectiveness is measured through the results achieved by your team. To inspire and motivate them in ways that value their contributions while guiding them in a cohesive direction takes strong leadership skills.

Effective leadership at any level demands that you be able to gain the trust of others, both one-on-one and in groups. They depend on you, their leader, to have a vision, see possibilities and work with them to create and achieve mutual goals. This is the cornerstone of the "art" of leadership!

Poor Leadership Skills Can Create Many Difficulties

A leader who has not developed good leadership skills can't solve problems effectively. He/she may not have the empathy, self-confidence or motivation skills necessary to establish and meet goals or communicate them effectively.

When you have poorly developed leadership skills:

- Team members may not understand what is expected of them.
- Team members may not understand team goals or mandates.
- Plans are not developed in collaboration with team members.
- Communication is not effective.
- Team members are unable to work together effectively to achieve a goal.

Good Leadership Is Both What You Do and How You Do It

As you work with others in your leadership role, you will find that they face decisions, challenges and problems as often as you do. A good leader resists solving other people's problems, but rather works alongside them to help them recognize opportunities and resolve difficulties for themselves.

It is critical for a leader to create an open environment that supports experimentation and discovery—key ingredients for both mistakes and successes. An open environment also includes time set aside for reflection, analysis and discussion about what is going well and what needs to be improved.

A true leader:

- Communicates a vision and a belief in its value.
- Inspires others to peak performance.
- Sets appropriate examples for others to follow.
- Instills a sense of order, direction, and focus.
- Responds to adversity without faltering.
- Clearly communicates the “what”, “why”, and “when” behind every “how.”

“I consider it a sacred trust: helping to mold character, instill productive principles and values, and provide a positive example to those under my supervision.

Furthermore, it is a privilege to have that responsibility, opportunity, and obligation, one that should never be taken lightly.”

-John Wooden

Leadership Skills Can Be Developed... They Must Not Be Left To Chance!

An aspiring leader must create a personal development plan and pursue it at all times.

As a leader, you must learn to:

- Lead based on the foundation of your values, beliefs and experience.
- Share information with others; don't hide news, feedback, critiques or praise.
- Support people when they make mistakes and help them learn from the situation.
- Choose your battles wisely.
- Be decisive.
- Not make decisions for others.
- Listen to others' problems and help them define solutions.
- Be persistent.
- Encourage others to take initiative; reward them for independent decisions.
- Not procrastinate.
- Build teams and empower them to address problems.
- Recognize the value of others' contributions.

The Best Leader Is The Most Effective Manager

A good leader inspires his/her team to constant improvement. A good leader recognizes that his/her own ongoing power and influence come from empowering others around them. A good leader nurtures leadership qualities within the team to complement his/her own development.

"I don't know what your destiny will be, but one thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve."

-Albert Schweitzer

Leadership Development: Getting You Where You Want To Be

Through the development process, a less experienced individual—a protégé—is helped and guided by someone with more experience... a facilitator.

Neither facilitator nor protégé should volunteer for this program without a passion to excel. When you have passion, patience and dedication, you can overcome many obstacles. Put those qualities to work to completely master the five essential leadership skills through the Leadership Development Program, and you are on your way to becoming a great leader.

Leadership: The Benefit Of Experience

Today's Leadership Development Is a Formal Process

Leadership development is strongly rooted in building a good relationship between leader and protégé. These relationships can either be an acknowledged partnership or a facilitated partnership. The Leadership Development Program is based on a facilitated partnership. This type of relationship is critical to anyone wanting to increase his/her leadership effectiveness. Successful leaders consistently report that it was the guidance they received from a facilitator that made the difference in their careers.

Informal leadership development: most common, least effective

Informal leadership development is, by far, the most common style of development. A protégé perceives a "kindred spirit" as a role model and simply learns through observation. On discovering that they had been someone's role model, facilitators often wish they had known this because they could have shared much more information with the protégé.

Informal development is limited by lack of structure and/or commitment. As well, women tend to look for female role models, and men look for male role models. This limits exposure and the full knowledge base required to advance an individual's career. Women and men paired together in facilitated partnerships can learn a great deal from each other.

Facilitated Leadership Development: committed and effective

When the facilitator knows and embraces his/her role, leadership effectiveness can increase ten-fold. Facilitated partnerships use proven tools and techniques to match suitable individuals in a formal partnership and build the leader/protégé relationship through a structured and balanced process.

Facilitated leadership development is a coordinated team effort. It requires understanding and commitment from all levels of the organization as well as from leaders, protégés and their supervisors.

Facilitators add value to the leadership development partnership by:

- Offering a neutral sounding board.
- Providing processes to support communication, resolve problems and take advantage of opportunities.
- Keeping the partnership on track.
- Suggesting resources as appropriate.
- Demonstrating active listening behavior.

Benefits to the Partners

The success of any leadership development relationship depends on the level of commitment from all involved. The rewards are commensurate with the effort!

As a protégé, you will gain:

- Assistance in defining realistic career goals, strategies and options;
- Greater self-confidence.
- Increased visibility within the coaching community.
- Leadership growth beyond his/her comfort zone.
- Personalized education geared toward specific needs.
- Increased organizational awareness.
- Preparation for advancement.
- Political savvy.
- Broadened team building skills.
- Risk-taking experiences.

Your facilitator will gain:

- Personal satisfaction of giving back something of personal importance.
- A legacy of personal knowledge, insight and experience.
- A new perspective.
- Higher visibility in your organization and with your peers.
- Renewed energy.
- Renewed commitment to developing leadership.

Your organization will benefit from:

- A growing “seasoned” body of leaders with a network of connections.
- Increased exposure to broader points of view.
- Cost-effective training.
- Increased cross-organizational communication.
- Motivation for those with a passion for coaching.
- Increased strategic planning and goal setting at the community level.
- Individuals with a sense of stability in the midst of change.
- An effective way of integrating new ideas into community project work.
- A greater recruiting pool.
- Access to unique role models outside normal channels.

Leadership is not limited to the office or home. There are great rewards for everyone in the leader's life.

Your Roles & Responsibilities as a Protégé

What is a protégé?

A protégé is someone who has the desire, commitment, and initiative to expand his/her leadership skills by listening to and working with a trusted advisor and learning partner – a facilitator.

What can you expect from your facilitator?

A facilitator is someone who offers guidance, wisdom, experience, encouragement, and loads of meaningful feedback. Your facilitator is your guide, counselor, challenger and a partner in learning, inquiry and personal growth. Your facilitator will give you:

- Vision and insight.
- Advice and counsel.
- Support and encouragement.
- Enhanced self-confidence and self-esteem.
- A supportive environment for taking risks and handling failures.
- Insight into the “games” of the team culture.
- A partner who actively listens to you.
- Understanding and acceptance of your individuality..

What are the qualifications to become a protégé?

You must have:

- The desire to learn and grow as a leader.
- The ambition to expand your career.
- The willingness to take risks.
- Commitment and loyalty to your team.
- A positive perception from peers and colleagues.
- A combination of intelligence and common sense.
- A strong commitment to goals and personal responsibility.
- Willingness to listen and follow the Leadership Development Program directions.

What are your responsibilities as a protégé?

Your responsibilities include:

- A dedication to building the leadership development relationship.
- Assessing your individual needs.
- Completing the TTI on-line Leadership Development Assessment.
- Creating your personal Leadership Development Plan.
- Being proactive in your own skill development.
- Actively participating in the partnership.
- Taking full advantage of the assistance offered.
- Willingness to actively listen to your facilitator's advice, critically reflect on it and take action.
- Maintaining confidentiality.
- Understanding and acceptance of your facilitator's individuality.

Tips For Effectiveness

Tips For the Protégé

Be on time!

Being late for a meeting is inconsiderate and shows a lack of organization and respect. Try to maintain your mutually-agreed schedule. If you do need to change, give your facilitator as much notice as possible.

Accept your facilitator's advice!

If you disagree with your facilitator's advice or counsel, ask questions and let the facilitator know of your hesitation. It may be as simple as not clearly understanding the assignment or a lack of information and background. Communication, honesty and trust are the keys to building the leadership development relationship.

Complete assignments on time!

All the different types of Leadership Development Activities have deadlines and checkpoints. Maintain a schedule that is realistic and yet ambitious. Meetings with your facilitator should be spent moving forward, not playing catch-up.

Be honest!

Share your concerns, fears, joys and successes. Your facilitator needs to understand and support you with all the information available. Your communication is at the very heart of the relationship.

Maintain your Protégé Guide!

It is your ongoing resource and record of all your activities and career growth. It will help to keep all your records in one place, not only for current information but also as a great chronicle of where you've been.

Provide training/employment history!

Your facilitator does not want to waste your time and energy. Providing all the necessary background at the outset is helpful in making decisions about what does and does not work in developing your leadership skills.

Ask questions and listen carefully!

When you don't understand why a suggested activity might be helpful, if you need additional information about how to complete an activity or you have some hesitations about starting an activity—ask for advice! That's why your facilitator is there. Your facilitator has a wealth of knowledge and experience. Let your facilitator know that you are eager to learn.

Both facilitator and protégé are now aware of the five essential leadership skills, the benefits of a facilitated leadership development partnership, and the roles and responsibilities each will have within the partnership.

You are now ready to implement the six-step process of the Leadership Development Program.

“You can’t build a reputation on what you are going to do.”

-Henry Ford

Section II: Understanding the Program - Working the Program

Leadership Development Program Tools

The Leadership Development Program is a six-step process. You will be using a variety of assessment and planning tools as you move from step to step.

Leadership Development Assessment

Both facilitator and protégé must complete TTI’s on-line self-assessment as the first step in the process. Based on your input, the Leadership Development Assessment generates a remarkably accurate profile of your current leadership skills, your strengths and weaknesses, and the environment in which you function most effectively. TTI uses these assessments to “match” facilitator and protégé according to the protégé’s needs and facilitator’s ability to meet them.

Protégé’s Working Paper

The Working Paper is used by the protégé to transform work history and future plans into a plan of action. This working paper provides the information needed to create the Leadership Development Plan in Step 3.

Leadership Development Plan

The Leadership Development Plan is the foundation of the partnership. It is a statement of your vision and direction. The Leadership Development Plan provides a framework to help you focus your energy. You will find yourself returning to it over and over again to keep your partnership on track.

Activity Plans

Activity Plans are the activity assignment plans for each module. Each plan formalizes what skill is being worked on and how that activity will be accomplished. It includes financial investment, time frames and completion dates. The Activity Plans provide a working journal for each module.

Self-Assessments

Each module includes a Self-Assessment for you to rate your development level in each of that module’s skills. The Self-Assessments will be taken pre-module and again post-module to determine actual improvement.

Module Evaluations

Each module contains a formal evaluation and feedback process for assessing your development in that skill area. This process helps to determine if further development is necessary within that module or if the partnership is ready to move to another module.

6 Steps of the Leadership Development Process

A Quick Summary of How it Works

The Basic Foundation of Your Partnership

You and your facilitator are about to embark on an exciting journey that has as its basic foundation three essential ingredients of any relationship:

Trust - Honesty - Respect

You will have many opportunities to learn about each other. However, the process will require respect for each other, an honest process of communication and trust that not only maintains confidentiality but also allows you to take risks.

This is a summary of the objectives, methods, and guideline times needed for each step of the leadership development process. It is up to you and your facilitator to decide how long you want to spend on each step. Each partnership will be different, and some partnerships may take days or weeks and have several meetings before they complete a step.

Step 1: The Initial Meeting

You should make the initial contact, introducing yourself to the facilitator with whom you have been matched.

Objectives: To meet each other and discuss the leadership development process and to begin building this partnership.

Method: You are given dialogue questions to help the partnership start on a solid foundation of trust and commitment.

Materials Needed: Facilitator's Guide, Protégé's Guide, completion by both leader and protégé of the on-line Leadership Development Assessment.

Time Needed: 1 hour.

Outside Activity: Facilitator and protégé will generate the reports from the Leadership Development Assessment and exchange them by email following this meeting.

Step 2: Building the Relationship

Objectives: To strengthen the partnership, to develop strong communication skills, and to discover backgrounds and styles.

Method: The Leadership Development Assessment Reports provide the basis for this meeting. Dialogue Questions are provided to aid discussion.

Materials Needed: Leadership Development Assessment Reports, Leader’s Guide, and Protégé’s Guide.

Time needed: 1-2 hours.

Outside Activity: Leader will offer suggestions as you begin writing your Working Paper. You will prepare the Working Paper for discussion in Step 3.

Step 3: Strategic Planning and Commitment

Objectives: To help you start the process of goal setting through review of past accomplishments and projection of future goals.

Method: Dialogue questions are provided to discuss your protégé’s Working Paper. Together you will formalize this discussion into the Leadership Development Plan.

Materials needed: Facilitator’s Guide and Protégé’s Guide.

Time needed: 1-2 hours.

Development Plan: The purpose of this meeting is to eliminate any adversarial environment from the beginning of the partnership.

Step 4: Understanding the Module Structure and Process

Objective: To help both you and the facilitator understand the “process” of working through the Leadership Development Modules.

Method: Self-study of a 5-stage process to help leaders learn about ways to move the protégé through the Leadership Development Modules.

Time needed: To be determined by the partnership.

Step 5: Working through the Leadership Development Modules

Objective: To become familiar with the modules; to work through any or all of the five Leadership Development Modules, as determined in the Leadership Development Plan.

Method: The method for working through each module is outlined at the beginning of each module. Self-assessments, module evaluations and activity plans will help identify and assign activities that assist with your training.

Time Needed: To be determined by the partnership.

Outside Activities: To be determined by the partnership.

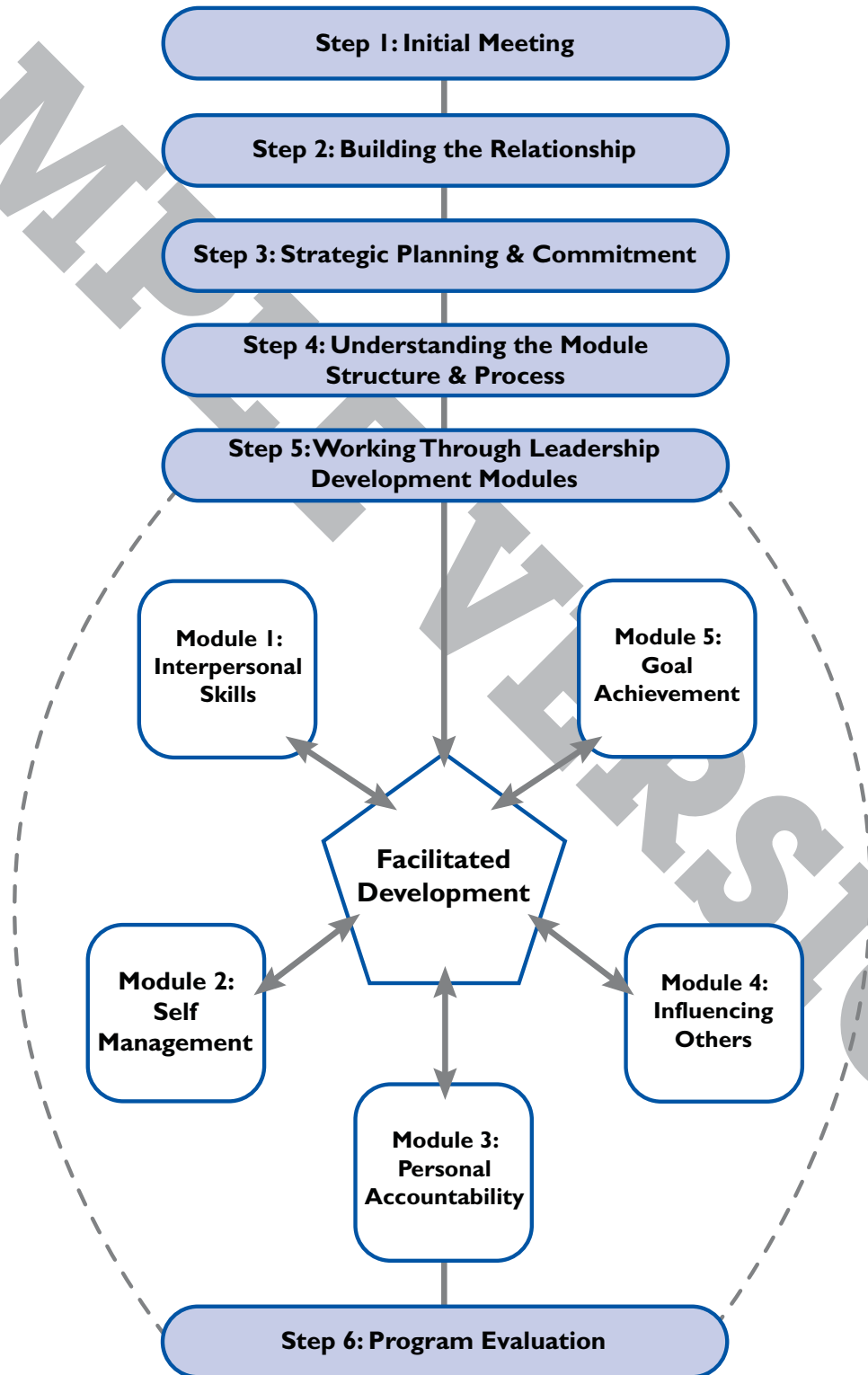
Step 6: Program Evaluation

Objectives: To determine how you can most effectively use the information and skills learned in this program; to conclude the partnership and celebrate accomplishments.

Method: Dialogue questions will help you determine the protégé’s expectations and implementation of skills. A final evaluation will conclude the partnership in a positive and affirming process.

Time needed: 1 hour.

The Leadership Development Process



Step I: The Initial Meeting

A Development Formula: Chemistry = Trust + Honesty + Respect

To Get Started... Get Acquainted!

Break the ice by giving brief information about yourself: family, hobbies, passions, educational background, and positive experiences in leadership. Your facilitator has Dialogue Questions to help open the lines of communication.

You will have many opportunities learn about each other but it will require respect for each other, an honest process of communication, and trust that maintains confidentiality, but also allows you to take risks.

Additional Notes or Comments About Step I

Notes:

Preparation for Next Meeting: *(Decide now when you will meet again).*

Date, Time and Place:

Action Before Next Meeting:

Facilitator and Protégé:

Exchange by email your personalized Leadership Development Assessment Reports.

Other Action Items:

Step 2: Building the Relationship

By now, you and your facilitator should have exchanged your Leadership Development Assessment Reports and be ready to review them together. These reports are a great communication tool, and you will want to refer back to the different elements of the reports as you work through your leadership development partnership activities. At this meeting, go through each section of your reports and discuss similarities, differences and whether or not you agree with the results.

Your facilitator has Dialogue Questions to help you understand each other.

Notes & Comments About the Leadership Development Assessment Report

General Characteristics and Unique Talents:

Value to Your Team:

Checklist for Communicating:

Don'ts on Communicating:

Communication Tips:

Ideal Environment:

Perceptions:

Time Wasters:

Adapted Style:

Natural and Adapted Style:

Keys to Motivating:

Keys to Managing:

Strengths and Weaknesses:

Insights Gained:

Action Plan:

- What three areas do you feel you’d like to work on?
- How can developing skills in these areas make you more effective?

Additional Notes or Comments for Step 2:

Preparation for next meeting: *(Decide now when you will meet again).*

Date, Time and Place:

Activity Required Before Next Meeting:

Protégé:

Complete Working Paper and provide to Facilitator.

Other Action Items:

Step 3: Strategic Planning & Commitment

Creating the Leadership Development Plan

(Complete this document on separate paper and provide a copy to your facilitator before meeting for Step 3.)

The purpose of this Working Paper is to help you begin the process of goal setting by reviewing past accomplishments and encouraging you to dream about the future. In Step 3, you and your facilitator will take the information from this Working Paper and use it to create your Leadership Development Plan.

You also want to be clear with yourself and your facilitator about your commitment to further develop your leadership abilities. It will take time and energy to work through the Leadership Development Activities you will identify in your Plan.

Use your Leadership Development Assessment Report as a reference while writing your Working Paper.

After your discussions, remember to transfer all information to the Leadership Development Plan.

Protégé's Working Paper

Setting Your Goal

- Write down your "Vision /Goal."
- Why is this vision important to you?
- How long have you had that particular dream or vision?
- Write down the steps you think necessary for getting to your goal.
- Why do you feel this is the clearest path to your goal?
- What types of time constraints or other barriers do you perceive in taking those steps to your goal?
- How did you determine the times and the barriers to each of these steps?
- How are you planning to overcome those barriers?
- How do your personal values affect your leadership goals?
- How do you react when your personal values conflict with your leadership goals?
- What other barriers might prohibit you from achieving your vision?

Career Stops And Major Accomplishments

- Describe some of your accomplishments that:
 - a) Felt terrific.
 - b) Had a lot of impact.
 - c) Involved teamwork.
 - d) Taxed your skills.
 - e) Were really fun.
- What did you learn from each of them?
- What did you do especially well?
- What would you do differently next time?

Reaching Your Goal

- How will you know when you have achieved your vision?
- What changes will you see that will allow you to know you have achieved your vision?
- What will you hear from others that will indicate you have achieved your vision?
- How will you feel when you have achieved your vision?

Commitment

- How much time, energy and financial resources are you willing to dedicate to develop your leadership career?
- What is your commitment to the leadership development process?
- What are your expectations of your facilitator?
- What can your facilitator expect from you?
- Do you feel optimistic about this process?

Creating the Leadership Development Plan

In this step, your facilitator will help you use the information from your Working Paper to help you create your Leadership Development Plan.

You have completed your Working Paper, setting goals by reviewing past accomplishments and dreaming about the future. Your facilitator will bring his/her experience and knowledge to your vision of where you would like to go.

Your level of commitment is critical to the leadership development partnership.

Your facilitator will use this opportunity to listen carefully for your level of commitment. He/she wants to be sure that you are truly committed to developing as a leader and will invest the time and energy it will take for the necessary activities.

Learning Agreement: Formalizing Your Commitment

Since your initial meeting, your facilitator has gained additional insight about you. You have increased your own self-awareness about personal characteristics and goals. Your communication should be more trusting and open, and your relationship should now be at a level of honesty and respect.

It is now time to formalize the commitment and responsibilities of the facilitator and the protégé by signing the Learning Agreement in Appendix A of this guide. This helps you come to an agreement about time, objectives and activities and be sure you are clear about these types of commitments before proceeding.

Additional Notes or Comments for Step 3:

SAMPLE VERSION

Preparation for the Next Meeting: *(Decide now when you will meet again).*

Date, Time and Place:

Activity Required Before Next Meeting:

Leader & Protégé:

Step 4 explains the structure and process for working through the Leadership Development Modules. Both leader and protégé should review all the information in Step 4 before proceeding to the modules.

Other Action Items:

Leadership Development Plan

“Vision/Goal”

How do I want people to describe me as a leader?

What do I see myself accomplishing as an emerging leader?

The most effective leaders are those who can weave disparate goals together into a complementary whole.

Career Stops and Major Assignments:

Priority#	Module Name:	Start Date:	Completion Date:
_____	Interpersonal Skills	_____	_____
_____	Self Management	_____	_____
_____	Personal Accountability	_____	_____
_____	Influencing Others	_____	_____
_____	Goal Achievement	_____	_____

Protégé’s Signature

Date

Leader’s Signature

Date

Step 4: Understanding the Module Structure & Process

Step 4 is a “self-study” step for both facilitator and protégé, not a meeting with your facilitator.

Now you must become familiar with the module structure and process before working through the Leadership Development modules that you and your facilitator have prioritized.

It is important to remember that the Leadership Development Plan created in Step 3 is the very heart of the leadership development program. You will want to refer back to it before and after each module. It is your map of where you will go next.

Summary of the Five Leadership Development Modules

Each module is designed to develop one of the five essential leadership skills. The modules are located in your guide on the following pages:

Module	Page
Interpersonal Skills	40
Self-Management Skills	44
Personal Accountability	48
Influencing Others	52
Goal Achievement	56

Interpersonal Skills: The ability to interact with others in a positive manner.

- Initiates and develops relationships in positive ways, often building collaborative relationships and networks.
- Relates easily to and successfully works with a diverse range of people of varying backgrounds, ages, experience and education levels.
- Actively listens to others and communicates in ways that are clear, considerate and understandable.
- Manages conflict and achieves satisfactory resolution.

The days of the authoritarian leader are over. Good interpersonal skills are vital to generate the personal trust and respect needed for leadership effectiveness.

Self Management Skills: The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames; ability to “stay cool under fire”.

- Creates a vision, demonstrates values, and sets priorities to meet responsibilities.
- Maintains focused, efficient activity in pursuit of team objectives in an organized, innovative and independent manner.
- Engages in continual learning and self-improvement, is self-reflective and eliminates time wasters in pursuing high quality work.
- Maintains poise, composure and focus in periods of high stress.

A person who expects to effectively manage others must first be capable of effectively managing him/herself.

Personal Accountability: The ability to answer for personal actions.

- Accepts personal responsibility for the consequences of personal actions.
- Avoids placing inappropriate or unnecessary blame on others.
- Stays committed to objectives regardless of the success or failure of personal decisions.
- Examines “what worked well, what didn't and why” as lessons learned from past experiences to improve upon achieving future successes.

A leader who has mastered personal accountability will inspire his/her protégés and team to exhibit the same behaviors. Personal accountability is leadership by example.

Influencing Others: The ability to personally affect others' actions, decisions, opinions, or thinking.

- Effectively impacts others' actions.
- As a “team builder”: uses collaborative approaches to make decisions, initiate change and gain commitment from others around them to achieve desired results.
- Analyzes others' opinions and helps them understand and act upon the desired alternatives.
- Persuades in a positive manner by listening to and accepting others, being trustworthy and demonstrating ethical behavior.

Today's leader is in a position of influence, rather than power. Your ability to influence others will be your most critical key to leadership success.

Goal Achievement: The overall ability to set, pursue, and attain achievable goals regardless of obstacles or circumstances.

- Establishes a vision, explores possibilities and opportunities and sets goals for self/athlete/team that are relevant, realistic and attainable.
- Identifies and implements required plans and milestones to achieve specific goals.
- Uses teamwork effectively and initiates timely activity toward goals.
- Despite challenges and problems, stays on target to meet goals.

Summary of the Five Stages of Each Leadership Development Module

Stage 1 - Discovery: Definitions and benefits of the specific leadership skills to be learned in the upcoming module

This discussion should take place just before beginning a module. Dialogue Questions help you start thinking about the skills needed in a particular area and will help to focus on those skills.

At the beginning of each module, there is a Protégé Self-Assessment that you will complete about your understanding of what is needed to master a particular skill set. Read it carefully so that you are clear about the meaning of each of the skills.

Stage 2 - Assessment: Which of these skills should the partnership work on?

You will have an opportunity to go through the pre-module Self-Assessment in your own time. Then, meet to discuss the results and strategy.

You will also use this pre-module Self-Assessment to help identify needs and priorities and serve as a benchmark for evaluating the module on completion of all activities.

Stage 3 - Strategy Sessions: Assignments and training

During this session you will be completing Activity Plans with your facilitator. Dialogue Questions help you to identify resources and solutions. The Activity Plan Worksheet includes goals, activities, time frames and results of your pre-module Self-Assessment.

“What Types Of Activities Are Recommended?”

Most assignments fall into one of the following categories, but every organization will have different availability for each type of assignment.

Formal Training is usually in the form of classroom, seminars, schools, colleges/universities, distance learning, technical courses, certification programs, etc.

Reading Materials/Internet includes books, textbooks, magazines, newsletters, periodicals, newspapers, etc. The Internet is a valuable resource with access to many specialist websites.

Audio/Video activities include using extensive libraries of information available in audio or video format.

Shadowing Experience is an opportunity for you to discreetly observe leadership qualities in the real world.

Leadership Observation is another observation activity in which you observe another leader—not necessarily the facilitator—exhibiting leadership.

Challenging Developmental Assignments emphasizes a stretch in your comfort zone to learn and apply new skills. Assignments can entail building relationships with peers, parents or teachers; working with or managing new colleagues; or planning, directing and implementing team programs, projects and policies.

Be creative!

Build on your own experience and don’t limit yourself or your partner to just these activities.

Stage 4 - Implementation: Complete and Commence the Activity Plans

It is time for the facilitator and protégé to discuss and complete the Measurables section at the beginning of each module. These Measurables will use your pre-module Self-Assessment to help focus the development of skills for each module.

Then, complete and update the Activity Plans. The Activity Plans includes checkpoint dates so the facilitator can easily remember to contact you and check on your progress.

Stage 5 - Evaluation: Review results of post-module Self-Assessment

Review the Measurables section that the partnership just completed in Stage 4. After completing the recommended activities, you will complete the post-module Self-Assessment. This second rating will help determine the amount of improvement in each skill area. Now you're ready for another dialogue!

At this time, you and your facilitator must decide to change, add or modify activities to meet the goals you decided on for the current module; or to return to the Leadership Development Plan and move on to the next module.

You have now completed Step 4.

You should have an in-depth understanding of how the Leadership Development Program combines facilitated partnerships, specialized tools, proven techniques and the module structure and process to create a seamless road map to leadership success.

Your partnership is ready to move to Step 5.

“Great leaders are almost always great simplifiers, who can cut through argument, debate and doubt, to offer a solution everybody can understand.”

-Colin Powell

Step 5: Working Through the Leadership Development Modules

Introduction

You have now finished your preliminary planning. You have prioritized the five essential leadership skills modules, and you are now ready to commence specific development activities.

All Activity Plans require:

- Goals
- Time frames
- Action steps/methods
- Evaluation

The following pages list the individual skills for development. A contract has been included to hold you accountable for identifying specific activities and completing them within a specified time frame.

Module I: Interpersonal Skills

This skill set reflects your ability to interact with others in a positive manner. Good interpersonal skills are vital to leadership development success. A leader who is empathetic, compassionate, fair, and encouraging will generate the personal trust and respect needed for leadership effectiveness.

A leader with good interpersonal skills:

- Initiates and develops relationships in positive ways, building collaborative relationships with his/her protégés and others around them.
- Is at ease relating to and successfully works with a diverse range of people of varying backgrounds, ages, experience, and education levels.
- Actively listens to others and communicates with others in ways that are clear, considerate, and understandable.
- Manages conflict and achieves satisfactory resolution.

Using your Leadership Development Assessment Report as a guide, circle the word below indicating the degree of effort you feel that you will have to put forth to master “Interpersonal Skills.”

SIGNIFICANT

MODERATE

PROTÉGÉ MEASURABLES

How am I going to feel when I’ve improved my abilities and mastered “Interpersonal Skills”?

What impact will this mastery have on my professional abilities? On my personal life?

What will I hear others say about me after I master “Interpersonal Skills” with regard to my skill and development?

Development activities could include:

- Formal training: courses, seminars, certifications, schooling, etc.
- Challenging multi-disciplinary assignments.
- Reading, research and Internet.
- Shadowing.
- CDs, Film/Video.

Pre- & Post- Self-Assessment for Module I

To be completed by the Protégé

Date of pre-module Self-Assessment:

Date of post-module Self-Assessment:

Please look at each of the skill sets listed below for this module. On a scale of 1–5, with 1 meaning least skilled and 5 meaning most skilled, circle a rating for each that best describes your level of development. Assess yourself prior to beginning the module and again after completing it. Be prepared to discuss your ratings with your facilitator.

Interpersonal Skills: The ability to interact with others in a positive manner.

Initiates and develops relationships in a positive way, building collaborative relationships with my colleagues and others around them.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Is at ease in relating to and successfully works with a diverse range of people of varying backgrounds, ages, experience and education levels.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Actively listens to others and communicates with others in ways that are clear, considerate and understandable.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Manages conflict and achieves satisfactory resolution.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5

Interpersonal Skills

Activity Plans

Costs	Developmental Activities	Start Date	End Date

Protégé’s Signature

Date

Leader’s Signature

Date

Module II: Self-Management Skills

Self-Management is the ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames. It is also the ability to control one’s emotions in challenging “pressure” situations. It requires self-awareness, valuing feedback, making decisions and being willing to change. A leader who cannot effectively manage him/herself will have great difficulty in managing others. Leaders who have mastered self-management are more effective role models for everyone around them.

A leader with good self-management skills:

- Creates a vision, demonstrates values, and sets priorities to meet responsibilities.
- Maintains focused, efficient activity in pursuit of team objectives in an organized, innovative and independent manner.
- Engages in continual learning and self-improvement, is self-reflective, and eliminates time wasters in pursuing high quality work.
- Maintains poise, composure and focus in periods of high stress.

Using your Leadership Development Assessment Report as a guide, circle the word below indicating the degree of effort you will have to put forth to master “Self Management.”

SIGNIFICANT

MODERATE

PROTÉGÉ MEASURABLES

How am I going to feel when I’ve improved my abilities and mastered “Self Management”?

**What impact will mastery have on my professional abilities?
On my personal life?**

What will I hear others say about me after I master “Self Management” with regard to my skill and development?

Development activities could include:

- Formal training: courses, seminars, certifications, schooling, etc.
- Challenging multi-disciplinary assignments.
- Reading, research and Internet.
- Shadowing.
- CDs, Film/Video.

If you are going to achieve excellence in big things, you develop the habit in little matters. Excellence is not an exception, it is a prevailing attitude.

-Colin Powell

Pre- & Post- Self-Assessment for Module II

To be completed by the Protégé

Date of pre-module Self-Assessment:

Date of post-module Self-Assessment:

Please look at each of the skill sets listed below for this module. On a scale of 1–5, with 1 meaning least skilled and 5 meaning most skilled, circle a rating for each that best describes your level of development. Assess yourself prior to beginning the module and again after completing it. Be prepared to discuss your rating with your facilitator.

Self-Management Skills: The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames; the ability to control oneself under stress.

Creates a vision, demonstrates values and sets priorities to meet responsibilities.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Maintains focused, efficient activity in pursuit of team objectives in an organized, innovative and independent manner.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Engages in continual learning and self-improvement, is self-reflective, and eliminates time wasters in pursuing high quality work.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Maintains poise, composure and focus in periods of high stress.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5

Self-Management Skills

Activity Plans

Costs	Developmental Activities	Start Date	End Date

Protégé’s Signature

Date

Leader’s Signature

Date

Module III: Personal Accountability

This is a measure of your capacity to be answerable for your personal actions. Personal accountability is leadership by example. A leader who has mastered personal accountability will inspire his/her protégé and team to exhibit the same behaviors and encourage leadership development within the team.

A leader who is personally accountable:

- Accepts personal responsibility for the consequences of personal actions.
- Avoids placing inappropriate or unnecessary blame on others.
- Stays committed to objectives regardless of the success or failure of personal decisions.
- Examines “what worked well, what didn’t and why” as lessons learned from past experiences to improve upon achieving future successes.

Using your Leadership Development Assessment Report as a guide, circle the word below indicating the degree of effort you will have to put forth to master “Personal Accountability.”

SIGNIFICANT

MODERATE

PROTÉGÉ MEASURABLES

How am I going to feel when I’ve improved my abilities and mastered “Personal Accountability”?

**What impact will this mastery have on my professional career?
On my personal life?**

What will I hear others say about me after I master “Personal Accountability” with regard to my skill and development?

Development activities could include:

- Formal training: courses, seminars, certifications, schooling, etc.
- Challenging multi-disciplinary assignments.
- Reading, research and Internet.
- Shadowing.
- CDs, Film/Video.

“If you are to be, you must begin by assuming responsibility. You alone are responsible for every moment of your life, for every one of your acts.”

-Antione de Saint-Exupery

Pre- & Post- Self-Assessment for Module III

To be completed by the Protégé

Date of pre-module Self-Assessment:

Date of post-module Self-Assessment:

Please look at each of the skill sets listed below for this module. On a scale of 1–5, with 1 meaning least skilled and 5 meaning most skilled, circle a rating for each that best describes your level of development. Assess yourself prior to beginning the module and again after completing it. Be prepared to discuss your ratings with your facilitator.

Personal Accountability: The ability to answer for personal actions.

Accepts personal responsibility for the consequences of personal actions.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Avoids placing inappropriate or unnecessary blame on others.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Stays committed to objectives regardless of the success or failure of personal decisions.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Examines “what worked well, what didn’t and why” as lessons learned from past experiences to improve upon future success.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5

Personal Accountability

Activity Plans

Costs	Developmental Activities	Start Date	End Date

Protégé’s Signature

Date

Leader’s Signature

Date

Module IV: Influencing Others

The most critical key to leadership success is your ability to personally affect others' actions, decisions, opinions or thinking. Today's leaders are in a position of influence, rather than power. To achieve results, you must be able to influence others to bring out the best in themselves as well as to do what you want them to do.

A leader with the ability to influence others:

- Effectively impacts the actions of his/her protégé, team and others around them.
- Is a "team builder:" Uses collaborative approaches to make decisions, initiate change, and gain commitment from others to achieve desired results.
- Analyzes others' opinions and helps others understand, accept and act upon desired alternatives.
- Persuades others in a positive manner, by listening to and accepting others, being trustworthy and demonstrating ethical behavior.

Utilizing your Leadership Development Assessment Report as a guide, circle the word below indicating the degree of effort you will have to put forth to master "Influencing Others."

SIGNIFICANT

MODERATE

PROTÉGÉ MEASURABLES

How am I going to feel when I've improved my abilities and mastered "Influencing Others"?

**What impact will this mastery have on my professional career?
On my personal life?**

What will I hear others say about me after I master "Influencing Others" with regard to my skill and development?

Development activities could include:

- Formal training: courses, seminars, certifications, schooling, etc.
- Challenging multi-disciplinary assignments.
- Reading, research and Internet.
- Shadowing.
- CDs, Film/Video.

***“Never believe that a few caring people can’t change the world...
For, indeed, that’s all who ever have.”***

-Margaret Mead

Pre- & Post- Self-Assessment for Module IV

To be completed by the Protégé

Date of pre-module Self-Assessment:

Date of post-module Self-Assessment:

Please look at each of the skill sets listed below for this module. On a scale of 1–5, with 1 meaning least skilled and 5 meaning most skilled, circle a rating for each that best describes your level of development. Assess yourself prior to beginning the module and again after completing it. Be prepared to discuss your ratings with your facilitator.

Influencing Others: The ability to personally affect other’s actions, decisions, opinions, or thinking.

Effectively impacts the actions of his/her athletes, team and others around them.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Is a “team builder:” Uses collaborative approaches to make decisions, initiate change and gain commitment from others around them to achieve desired results.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Analyzes others’ opinions and helps others understand, accept and act upon desired alternatives.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Persuades others in a positive manner, by listening to and accepting others, being trustworthy and demonstrating ethical behavior.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5

Influencing Others

Activity Plans

Costs	Developmental Activities	Start Date	End Date

Protégé’s Signature

Date

Leader’s Signature

Date

Module V: Goal Achievement

An effective leader is one with the overall ability to set, pursue and attain achievable goals regardless of obstacles or circumstances. This applies to the leader’s personal goals, as well as the protégé’s individual goals and team goals. Individual and team goals must be complementary to achieve the highest level of success.

A leader who has mastered goal setting and achievement:

- Establishes a vision, explores possibilities and opportunities and sets goals that are relevant, realistic, and attainable.
- Identifies and implements plans and milestones required to achieve specific goals.
- Uses teamwork effectively and initiates activity toward goals.
- Despite challenges and problems, stays on target to complete goals.

Utilizing your Leadership Development Assessment Report as a guide, circle the word below indicating the degree of effort you will have to put forth to master “Goal Achievement.”

SIGNIFICANT

MODERATE

PROTÉGÉ MEASURABLES

How am I going to feel when I’ve improved my abilities and mastered “Goal Achievement”?

**What impact will this mastery have on my professional career?
On my personal life?**

**What will I hear others say about me after I master “Goal Achievement”
with regard to my skill and development?**

Development activities could include:

- Formal training: courses, seminars, certifications, schooling, etc.
- Challenging multi-disciplinary assignments.
- Reading, research and Internet.
- Shadowing.
- CDs, Film/Video.

“To make our way, we must have firm resolve, persistence, tenacity. We must gear ourselves to work hard all the way. We can never let up.”

-Ralph Bunche

Pre- & Post- Self-Assessment for Module V

To be completed by the Protégé

Date of pre-module Self-Assessment:

Date of post-module Self-Assessment:

Please look at each of the skill sets listed below for this module. On a scale of 1–5, with 1 meaning least skilled and 5 meaning most skilled, circle a rating for each that best describes your level of development. Assess yourself prior to beginning the module and again after completing it. Be prepared to discuss your ratings with your facilitator.

Goal Achievement: The overall ability to set, pursue and attain achievable goals regardless of obstacles or circumstances.

Establishes a vision, explores possibilities and opportunities and sets goals that are relevant, realistic and attainable.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Identifies and implements required plans and milestones to achieve specific goals.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Uses teamwork effectively and initiates timely activities toward goals.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Despite challenges and problems, stays on target to meet goals.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5

Goal Achievement

Activity Plans

Costs	Developmental Activities	Start Date	End Date

Protégé’s Signature

Date

Leader’s Signature

Date

Step 6: Program Evaluation

What Comes Next?

Communication between a facilitator and a protégé can continue for a lifetime. Make sure you talk about it so that there is no expectation of communication if either partner would rather not continue to be available.

You will continue to benefit from the program and the process by retaining your Protégé Guide and referring to it on a regular basis.

A Sacred Trust

“A leader, particularly a teacher or coach, has a most powerful influence on those he or she leads, perhaps more than anyone outside of the family. Therefore, it is the obligation of that leader, teacher or coach to treat such responsibility as a grave concern.

I consider it a sacred trust: Helping to mold character, instill productive principles and values and provide a positive example to those under my supervision.

Furthermore, it is a privilege to have that responsibility, opportunity and obligation, one that should never be taken lightly.”

**-John Wooden
Head Coach, UCLA Bruins Basketball Team**

Appendix A: The Learning Agreement

Date:

The facilitator agrees to make every attempt possible to fulfill the following responsibilities to the protégé by offering the protégé:

- Vision and insight.
- Advice and counsel.
- Support and encouragement.
- Preparation for upward mobility.
- A safer environment for taking risks.
- Crisis or failure control plans.
- Insight on the games of the corporate culture.
- A solid role model.
- Constructive feedback and critical analysis.
- Respect for the rules of confidentiality.

Other responsibilities include:

The protégé agrees to make every honest attempt to:

- Be totally dedicated.
- Honestly assess his/her individual needs.
- Construct the Leadership Development Plan.
- Take initiative in skill development.
- Be proactive in his/her own Leadership Development.
- Actively participate in the relationship.
- Take full advantage of the training and assistance offered.
- Be willing to accept and follow through on the facilitator’s advice.
- Employ the rules of confidentiality.
- Develop and utilize the skills for leadership.

Other responsibilities include:

Protégé’s Signature

Date

Leader’s Signature

Date

Appendix B: Suggested Reading

Emotional Intelligence, Why it Can Matter More Than IQ

Daniel Goleman

Bantam Books

ISBN 0-553-37506-7

Organization 2005, Four Steps Organizations Must Take to Succeed in the New Economy

Leslie Bendaly

Park Avenue

ISBN 1-57112-102-1

Jump Start Your Brain

Doug Hall

Warner Books, Inc.

ISBN 0-446-51717-8

The Fifth Discipline Fieldbook

Peter M. Senge, Art Kleiner, Charlotte Roberts, Richard B. Ross, Bryan J. Smith

Doubleday

ISBN 0-385-47256-0

The Fifth Discipline

Peter M. Senge

Doubleday

ISBN 0-385-26095-4

Love 'Em or Lose 'Em, Getting Good People to Stay

Beverly Kaye and Sharon Jordan-Evans

Berrett-Koehler Publishers, Inc.

ISBN 1-57675-073-6

The Leadership Secrets of Colin Powell

Oren Harari

McGraw-Hill

ISBN -10 007141861X

Interpersonal Skills at Work

John Hayes
Routledge
ISBN-10: 0415227763

Interpersonal Skills in Organizations

Suzanne de Janasz, Karen O. Dowd, Beth Schneider
McGraw-Hill/Irwin
ISBN-10: 0072881399

Interpersonal Skills for Leadership (2nd Edition)

Susan M. Fritz, Joyce Povlacs Lunde, William Brown, Elizabeth A. Banset
Prentice Hall
ISBN-10: 013117343X

QBQ! The Question Behind the Question. What to Really Ask Yourself.

Practicing Personal Accountability in Business and Life
John G Miller
Denver Press
ASIN: B0006RTPMQ

Corporate Rise: The X Principles of Extreme Personal Leadership

Curtis J. Crawford
Xceo Inc.
ISBN-10: 0976901900

Accountability

Rob Lebow, Randy Spitzer
Berrett-Koehler Publishers
ISBN-10: 157675183X

The Oz Principle: Getting Results through Individual and Organizational Accountability

Craig Hickman, Tom Smith, Roger Connors
Portfolio Hardcover
ISBN-10: 1591840244

Igniting the Leader Within: Inspiring, Motivating, & Influencing Others

Michael F. Staley

Fire Engineering Books

ISBN-10: 0912212713

The New SuperLeadership: Leading Others to Lead Themselves

Charles C. Manz, Henry P. Sims

Berrett-Koehler Publishers

ISBN-10: 1576751058

Influencing Within Organizations

Andr Huczynski

Routledge

ISBN-10: 0415311632

Principles of Self-Management

PhD John C. Marshall, Bob McHardy

Selection Testing Consultant International Ltd.

ISBN-10: 0968228720

Primal Leadership: The Hidden Driver of Great Performance

Daniel Goleman, Richard Boyatzis, Annie McKee

Harvard Business Review

Mastering Self-Leadership: Empowering Yourself for Personal Excellence

Chris Neck, Charles Manz

Prentice Hall

ISBN-10: 0132213443

Performance Support Solutions: Achieving Business Goals Through Enabling User Performance

William Bezanson

Not Avail

ISBN-10: 1553694678

The Agile Manager's Guide to Goal-Setting and Achievement

Walter J. Wadsworth

Velocity Business Publishing

ISBN-10: 0965919323

Crisp: Goals and Goal Setting, Third Edition: Achieving Measured Objectives

Larrie Rouillard

Crisp Learning

ISBN-10: 1560526777

SAMPLE VERSION

Appendix C: Worksheets

The worksheets on the following pages are included for use with the Leadership Development Modules. Each sheet has page numbers and header/footer tags removed for ease of duplication.

SAMPLE VERSION

Pre- & Post- Self-Assessment for Module I

To be completed by the Protégé

Date of pre-module Self-Assessment:

Date of post-module Self-Assessment:

Please look at each of the skill sets listed below for this module. On a scale of 1–5, with 1 meaning least skilled and 5 meaning most skilled, circle a rating for each that best describes your level of development. Assess yourself prior to beginning the module and again after completing it. Be prepared to discuss your ratings with your facilitator.

Interpersonal Skills: The ability to interact with others in a positive manner

Initiates and develops relationships in a positive way, building collaborative relationships with my colleagues and others around them.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Is at ease in relating to and successfully works with a diverse range of people of varying backgrounds, ages, experience and education levels.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Actively listens to others and communicates with others in ways that are clear, considerate and understandable.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Manages conflict and achieves satisfactory resolution.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5

Interpersonal Skills

Activity Plans

Costs	Developmental Activities	Start Date	End Date

Protégé's Signature

Date

Leader's Signature

Date

Pre- & Post- Self-Assessment for Module II

To be completed by the Protégé

Date of pre-module Self-Assessment:

Date of post-module Self-Assessment:

Please look at each of the skill sets listed below for this module. On a scale of 1–5, with 1 meaning least skilled and 5 meaning most skilled, circle a rating for each that best describes your level of development. Assess yourself prior to beginning the module and again after completing it. Be prepared to discuss your rating with your facilitator.

Self-Management: The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames; the ability to control oneself under stress.

Creates a vision, demonstrates values and sets priorities to meet responsibilities.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Maintains focused, efficient activity in pursuit of team objectives in an organized, innovative and independent manner.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Engages in continual learning and self-improvement, is self-reflective, and eliminates time wasters in pursuing high quality work.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Maintains poise, composure and focus in periods of high stress.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5

Self-Management

Activity Plans

Costs	Developmental Activities	Start Date	End Date

Protégé's Signature

Date

Leader's Signature

Date

Pre- & Post- Self-Assessment for Module III

To be completed by the Protégé

Date of pre-module Self-Assessment:

Date of post-module Self-Assessment:

Please look at each of the skill sets listed below for this module. On a scale of 1–5, with 1 meaning least skilled and 5 meaning most skilled, circle a rating for each that best describes your level of development. Assess yourself prior to beginning the module and again after completing it. Be prepared to discuss your ratings with your facilitator.

Personal Accountability: The capacity to be answerable for personal actions.

Accepts personal responsibility for the consequences of personal actions.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Avoids placing inappropriate or unnecessary blame on others.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Stays committed to objectives regardless of the success or failure of personal decisions.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Examines “what worked well, what didn’t and why” as lessons learned from past experiences to improve upon future success.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5

Personal Accountability

Activity Plans

Costs	Developmental Activities	Start Date	End Date

Protégé's Signature

Date

Leader's Signature

Date

Pre- & Post- Self-Assessment for Module IV

To be completed by the Protégé

Date of pre-module Self-Assessment:

Date of post-module Self-Assessment:

Please look at each of the skill sets listed below for this module. On a scale of 1–5, with 1 meaning least skilled and 5 meaning most skilled, circle a rating for each that best describes your level of development. Assess yourself prior to beginning the module and again after completing it. Be prepared to discuss your ratings with your facilitator.

Influencing Others: The ability to personally affect other’s actions, decisions, opinions, or thinking.

Effectively impacts the actions of his/her athletes, team and others around them.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Is a “team builder”: uses collaborative approaches to make decisions, initiate change and gain commitment from others to achieve desired results.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Analyzes others’ opinions and helps others understand, accept and act upon desired alternatives.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Persuades others in a positive manner, by listening to and accepting others, being trustworthy and demonstrating ethical behavior.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5

Influencing Others

Activity Plans

Costs	Developmental Activities	Start Date	End Date

Protégé's Signature

Date

Leader's Signature

Date

Pre- & Post- Self-Assessment for Module V

To be completed by the Protégé

Date of pre-module Self-Assessment:

Date of post-module Self-Assessment:

Please look at each of the skill sets listed below for this module. On a scale of 1–5, with 1 meaning least skilled and 5 meaning most skilled, circle a rating for each that best describes your level of development. Assess yourself prior to beginning the module and again after completing it. Be prepared to discuss your ratings with your facilitator.

Goal Achievement: The overall ability to set, pursue and attain achievable goals regardless of obstacles or circumstances.

Establishes a vision, explores possibilities and opportunities and sets goals that are relevant, realistic and attainable.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Identifies and implements required plans and milestones to achieve specific goals.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Uses teamwork effectively and initiates timely activities toward goals.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5
Despite challenges and problems, stays on target to meet goals.	Pre- 1 2 3 4 5
	Post- 1 2 3 4 5

Goal Achievement

Activity Plans

Costs	Developmental Activities	Start Date	End Date

Protégé's Signature

Date

Leader's Signature

Date