The Leadership Certificate Portfolio is the culmination of the Program and provides documentation of how students have grown as a person and as a leader during their experience in the Program. The portfolio must include all of the required elements and it should be well-polished (i.e. organized, eye-catching, proper use of grammar, etc.). To this end, there are several specific elements that we look for in all Leadership Certificate Portfolios:

- Personal Introduction
- Personal Development Plan
- Two Illinois Leadership Center i-Programs & Ten Hours of Leadership Programming
- Two Leadership Classes
- Two Non-Classroom Team Experiences

**Personal Introduction**

☐ Introduction is 300-500 words (at least one page)

☐ This section includes:
  - A description of the student and why they enrolled in the Leadership Certificate Program (i.e. name, hometown, major, etc.)
  - Overall lessons learned through the Leadership Certificate Program

**Personal Development Plan (PDP)**

☐ Personal mission statement

  - Statement is 300-500 words (at least one page)
  - This section details:
    - Why the student enrolled in the Leadership Certificate Program
    - The student's core values, and why they are important to them
    - How the student defines leadership
    - The student's life goals
    - How learning leadership skills fits into the realization of those goals

☐ Reflection on two significant learning goals

  - Reflection is 300-500 words (at least one page total)
  - They should be S.M.A.R.T. goals:
    - Specific
    - Measurable
    - Achievable
    - Results-focused
    - Timely

☐ Plan for Development with the Illinois Leadership Competencies

  - Typically described in a table over the course of two pages
  - This section should include how students would like to improve as a leader within the context of the Illinois Leadership Competencies

    - Students should reflect upon six different leadership competencies:
      - Students select on competency from each of the four levels of practice: Personal/Self; Interpersonal/Team; Organization; and Community/Society
      - **Personal/Self Competencies:** Self-Knowledge, Self-Management, Reflection, Empathy, Openness, Integrity
      - **Interpersonal/Team Competencies:** Common Purpose, Communication, Relationship Management, Group Dynamics, Followership, Cultural Competency
• **Organization Competencies:** Change Management, Diversity Advocacy, Systems Thinking, Innovation

• **Community/Society Competencies:** Human Dignity, Social Justice, Global Competence, Service-Minded, Sustainability

  - For the remaining two competencies, students may pick from any of the four levels of practice.
  - This section also includes details on how students will achieve improvement in each goal. For example, a student might wish to improve their ability to engage in reflection. They might plan to do this through weekly journaling, and discussing these journals with their Coach.

**Example Table:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Leadership Objective</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal/Self Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Self-Knowledge</td>
<td></td>
<td></td>
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<tr>
<td>• Reflection</td>
<td></td>
<td></td>
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<tr>
<td><strong>Interpersonal/Team Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Relationship Management</td>
<td></td>
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<tr>
<td>• Communication</td>
<td></td>
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<tr>
<td><strong>Organization Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Change Management</td>
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<td></td>
</tr>
<tr>
<td><strong>Community/Society Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Service Minded</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Two Illinois Leadership Center i-Programs & Ten Hours of Leadership Programming**

- Two Illinois Leadership Center i-Programs
  - One reflection per Illinois Leadership Center i-Program (Insight, Inclusion, Intersect, Imprint, Integrity, Innovation, Ignite, Diversity & Leadership Summit, The Institute by LeaderShape)
  - Each reflection is 300-500 words (at least one page)
  - Reflections highlight skills learned and the connection to SMART Goals and leadership competencies. They include how the student has applied skills and knowledge learned.

- Ten Hours of Leadership Programming
  - Students attend a total of ten hours of leadership programs on-campus or off-campus. Students may utilize additional i-Program to supplement for the ten hours.
  - There are a variety of other leadership programs students can use to fulfill the ten hour requirement (student organization trainings/workshops, fraternity and sorority events, leadership development conferences, lunch and learns, etc.)
  - One reflection for each program they attend
  - Each reflection is 300-500 words (at least one page)
  - Reflections highlight skills learned and the connection to SMART Goals and leadership competencies. They include how the student has applied skills and knowledge learned.

**Two Leadership Classes**

- One reflection per leadership class
- Each reflection is 300-500 words (at least one page)
- Reflections highlight skills learned and the connection to improvement goals. They include how the student has applied skills and knowledge learned.
Two Non-Classroom Team Experiences
☐ One reflection per non-classroom team experience
☐ Each reflection is 300-500 words (at least one page)
☐ Reflections discuss how the student applied their leadership skills in each environment

Optional Elements
☐ Additional Reflections
  • Program Certificates
  • Photos
  • AGED 260 PDP
  • Resume
  • Future Goals