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“There are many aspects of the leadership certificate program that have had an impact in my life. This being said, the most significant aspect has been discovering who I am, and what values I stand for. Now, I better understand who I am, how I learn, and how I work within teams. Knowing myself is the first step in becoming a successful leader, and the leadership certificate program has given me that knowledge.”

- Reid D., Leadership Certificate Graduate, Spring 2015
Leadership Philosophy at the University of Illinois

Leaders are individuals who work with others to create positive change. Leadership can be practiced by anyone interested in making a contribution, regardless of formal authority or position.

Leadership development begins with self-knowledge—understanding one’s passions, motivations, strengths, limits, and personal values. As leaders, we continually reflect and learn, and are committed to ongoing self-discovery.

Learning to work with others is essential, since leadership never happens alone. We lead as members of teams, as members of business, civic, and community organizations, and as global citizens.

Through academic coursework and out of classroom activities, students acquire knowledge about leadership, evaluate their own strengths and weaknesses, and gain practice in working with others. Students create opportunities to apply their knowledge and learn by doing.
Leadership Skills and Attributes

Leadership skills are areas of competency that can be applied to a variety of contexts. The Center teaches leadership from a skills-development model, and focuses that model on four main areas of leadership skill development. In each area are specific skills and attributes essential to exercising leadership in any environment, with a total of 11.

Self-Development
Developing perspectives, insight, and understanding about ourselves is crucial to leadership development. We provide structure and ideas to help you develop skills related to getting the most out of yourself.

□ Self-development has two main dimensions: self-awareness and self-management.
  1. Developing self-awareness involves assessing your own strengths, weaknesses, values, motivations, passions, and your own leadership style. It helps you verbalize and prioritize what is important to you.
  2. Developing self-management skills involves learning about your own sense of integrity, initiative, accountability, adaptability, goal setting, and wellness. It teaches you to stop and reflect on how you view things.

Interpersonal Development
Interpersonal skills are always high on the list of characteristics employers and organizations look for in people. They are skills that will help you build better relationships with everyone you interact with at work, at home, and in your community. This can help you communicate more effectively, be a better team player, and understand the importance of ethical practices.

□ Interpersonal development has four main dimensions: relationship building, communication, ethical practices, and team development.
  3. Developing relationship building skills involves improving your ability to be empathetic, inclusive, impartial, and fair. It also stresses the importance of trust in relationship building.
  4. Developing communication skills is about learning how to listen. It is about effectively communicating within cultures and between cultures in non-verbal, verbal, and written formats.
  5. Developing ethical practices will build your awareness and ability to empower people and use your own power in positive ways. It will improve your decision-making and help you exert influence in synergistic ways, as well as teach you the importance of integrity in fostering and maintaining interpersonal relationships.
6. **Team development** emphasizes building critical skills for use in team environments such as facilitation, collaboration, conflict resolution, followership, compromise, and assessing group dynamics.

**Organizational and Group Development**
Invariably, you are affiliated with several organizations or groups. The Illinois Leadership® Center is committed to providing opportunities that encourage development of skills that will make you a better group member, organizational participant, or employee.

- Organizational and group development has four main dimensions: leading change, project and program effectiveness, system thinking, and community building.

7. Developing skills in **leading change** is critical to your future as well as the future of others. We live in a dynamic world that demands skills such as visioning, creativity, risk-taking, personal resiliency, and modeling in everything we do. We all recognize the value of leading change rather than being left behind.

8. Developing skills in **project and program effectiveness** are vital to the success of any organization. We can help you develop your ability to organize, budget, plan, delegate, and continuously improve. Because organizations are made up of people, it is important to recognize accomplishment, celebrate success, retain valuable human assets, document progress, and assess the impact of variables that affect your organization.

9. Developing **system thinking** skills can enhance your ability to analyze the complexity of organizational environments. It can also help you develop perspectives in critical thinking and build competencies in assessing the effect of environmental factors on your organization. It can help you understand how politics play a part in organizational contexts and even show you how to use technology.

10. Developing **community building** skills is inherent to any organization, because every organization is a community of people. Illinois Leadership can help you learn more about citizenship, cultural understanding, and coalition building.

**Transitional Development**

11. Transitional leadership has one main dimension, **sustaining leadership**. Developing sustaining leadership skills will help you realize your goals. More importantly, it will help others reach their goals. Sustaining leadership is about networking with others and making sure that perpetual learning occurs. It is about coaching, developing others, and mentoring. It is about sharing experiences, knowledge, and insight.
Program Requirements

Students are able to fulfill the requirements for the Leadership Certificate within 4 semesters. These requirements are not meant to simply be a checklist – coaches should work with students to ensure they effectively prepare for and reflect on each of their experiences.

To earn an Illinois Leadership Certificate, students must:

☐ Construct a Personal Development Plan (PDP)

☐ Attend FOUR Leadership Programs
  (Each program must last more than five hours)
  **At least three** of these programs must be Illinois Leadership Center i-Programs
  (Ignite, Imprint, Insight, Integrity, Intersect, LeaderShape)

☐ Enroll in and complete TWO academic Leadership Classes

☐ Actively participate in TWO Non-classroom Team Experiences
  • These could be Registered Student Organizations (RSOs), research teams, athletics, employment, etc.

☐ Construct and complete a Leadership Portfolio that includes:
  • A revised PDP
  • Growth documentation
  • Reflection documents for each of the above requirements

☐ Complete online Certificate Completion Documents

Note: Note: i-Programs and courses can be back counted towards the Certificate Program.

At the end of every academic year, students who have completed the above requirements will be invited, along with their coach, to participate in the Leadership Certificate Completion Ceremony.
Participant Workshops

Each semester, the Leadership Center will offer several workshops that will aid you in completing the requirements of the Leadership Certificate. **Participants must attend each workshop.**

- **Orientation to the Certificate Program.** Participants will learn the requirements of the program as well as how to begin the experience.
- **Personal Development Plan Workshops.** Designed to help participants as they begin to create a PDP.
- **Portfolio & Completion Workshops.** For students planning to complete their Certificate requirements in the current academic semester, these sessions will review options in creating and displaying your Leadership Portfolio.

You can register online for these programs any time at the Illinois Leadership® Center website.

The Purpose of a Leadership Coach

The coaching relationship is one of the most critical aspects of the Leadership Certificate Program. At its foundation, the purpose of a leadership coach is to help guide students through the process of obtaining their Certificate. Illinois Leadership Certificate students are expected to meet with their coach at least three to four times per semester (once a month), and keep in touch with them during winters or semesters spent abroad as well.

The coach serves several specific roles throughout your time as a Certificate student, including:

- Providing feedback and guidance on the initial Personal Development Plan (PDP) submitted at the beginning of the program
- Helping students determine which academic courses can be applied in fulfilling leadership course requirements
- Providing feedback and approving your Certificate Portfolio
- Approving the Certificate Completion Documents to be submitted online the semester you plan to complete the program
Initial Coach Meeting

You should actively work to schedule this meeting and not wait for your coach to contact you first. The meeting should take place within two to three weeks of being assigned a coach. Note: if you have a problem scheduling this initial meeting, please contact Illinois Leadership Center staff – they can help in this process.

A prospective initial agenda may include the following items:

1) **Introductions** – You and your coach should share your backgrounds and why you have chosen to become involved in the Leadership Certificate program.

2) **Prospective Timeline** – Discuss how the program fits into your overall academic timeline, as well as what programs, courses, and team experiences in you might be interested in participating.

3) **Expectations** – You should address your preferences regarding the role of the coach in your development. The coach should share their coaching style.

4) **Scheduling subsequent meetings** – This discussion should include meeting frequency, best ways to communicate outside of meetings and what preparation should be done prior to each meeting.

After the first meeting, follow-up with your coach by thanking them and confirm the second meeting.
Creating a Personal Development Plan

Your Personal Development Plan (PDP) is the foundation for the Leadership Certificate program. In essence, it is the blueprint from which the student works as he or she progresses through program requirements, and should be the first thing students focus on as they enter the program. The PDP includes three distinct elements:

1) **A Personal Mission Statement**
   *Typically 300-500 words, but some choose to write more.*
   This section details:
   - how you define leadership
   - your life goals
   - how learning leadership skills fits into the realization of those goals
   - your core values and why they are important to you
   - why you enrolled in the Leadership Certificate program

2) **TWO significant Learning Goals**
   *Typically 300-500 words, but some choose to write more.*
   In this section you reflect on two areas they would like to improve through participation in the Leadership Certificate program. Each area should:
   - be specific and measurable
   - include why the area is important
   - include how you would know they have reached your goal

3) **Plan for Development within each of the 11 Skills and Attributes**
   *Typically described in a table over the course of two to three pages.*
   You should include how you would like to improve as leaders within the context of each of the 11 skills and attributes listed as foundational to practicing leadership at the University of Illinois. This section also includes details on how you will achieve improvement within each goal. For example, you might wish to improve your listening skills towards those that you are frustrated with. You might plan to learn how to do this by attending Intersect and then applying what you have learned by practicing these skills within your RSO.

A sample PDP is located in the appendix of this manual. Additional examples can be found in the Illinois Leadership Center office and website.

As you near the completion of the program, the first step in creating your Leadership Portfolio is to revise your PDP – through reflecting on the degree of success you have experienced on your goals. This revised PDP serves as the foundation for their Portfolio.
Creating Learning Goals

State each goal as a positive statement
“Execute this technique well” is a much better goal than “Don't make this stupid mistake.”

Be precise
Set a precise goals that are measurable by putting in dates, times and amounts. If you do this, you will know exactly when you have achieved the goal.

Set priorities
Give each goal a priority. This helps you to avoid feeling overwhelmed by too many goals, and helps to direct your attention to the most important ones.

Write goals down
This crystallizes them and gives them more force.

Keep operational goals small
Low-level goals should be small and achievable. It can be difficult to see progress when goals are too large. Small and incremental goals give more opportunities for reward. Derive today’s goals from larger ones.

Set performance goals, not outcome goals
Set goals you have as much control over as possible. It is more dispiriting when failure is due to reasons beyond your control (e.g. bad business environments, poor judging, inclement weather, injury, or just plain bad luck). When goals are personal performance based, you are in control of achievement and draw satisfaction from them.

Set realistic goals
You should set achievable goals. Allowing others (parents, media, society, etc.) to set goals for you can lead to unrealistic goals that are not based on your desires and ambitions. Setting goals that are too high may lead to obstacles and misunderstanding of how many skills you must master to achieve a particular level of performance.

Do not set goals too low
Do not set goals too low. Set goals that are slightly out of your immediate grasp, but not so far that there is no hope of achieving them. No one will put serious effort into achieving a goal that they believe is unrealistic.
Leadership Programs

Leadership Certificate students are required to attend FOUR leadership programs through the course of their participation in the certificate program and complete reflection write ups for each program. These programs should be substantive (e.g. last for more than five hours) and chosen based on the learning goals of each student. THREE of these programs must be Illinois Leadership Center i-Programs:

i-Programs are one day conferences focusing on teaching specific leadership skill sets.

**Insight**: focuses on self awareness and self management; helps you identify your personal values and leadership philosophy and understand aspects of social identity and social awareness. Specific skills and attributes covered at Insight include:
- Self-awareness
- Self-management

**Intersect**: focuses on interpersonal communication; designed to help improve how you work with others and understand your personal listening style to improve group dynamics. Specific skills and attributes covered at Intersect include:
- Relationship Building
- Communication Skills
- Ethical Practices
- Team Development

**Ignite**: focuses on group and organization development; learn about systems thinking, project/program effectiveness, coalition building, and leading change. Specific skills and attributes covered at Ignite include:
- Leading Change
- Project and Program Effectiveness
- Systems Thinking
- Community Building

**Imprint**: focuses on transitional development; learn the importance of mentoring and networking as you learn from returning alumni facilitators. Specific skills and attributes covered at Imprint include:
- Sustaining Leadership

**Integrity**: focuses on integrity and leadership; investigate your personal values and the intersections of morals, ethics, and integrity. Specific skills and attributes covered at Integrity include:
- Self-awareness
- Ethical Practices
There are a variety of other leadership programs students can use to fulfill their fourth requirement, including leadership development conferences, leadership retreats coordinated by offices or units within the University of Illinois, or day-long leadership institutes sponsored by other organizations. Please consult your Leadership Coach or the Illinois Leadership Center for questions regarding the suitability of including a particular outside program if you have questions.

“The most valuable lesson I learned through the Leadership Certificate Program is that anyone can be a leader. We all have the potential to be a leader in some capacity. Everyone has a different leadership style, but every style has its own benefits and can be successful.”

- Pierce L., Leadership Certificate Graduate, Spring 2015
Academic Courses

Leadership Certificate students must enroll in and complete TWO University of Illinois at Urbana-Champaign academic courses in leadership.

Through collaborations with academic units and campus faculty, the Leadership Center has identified a number of campus courses which provide a specific focus on a particular leadership skill or aspect in the curriculum. The list of approved courses can be found on the Illinois Leadership Center website. You can take any two courses from the approved course listing. For current course availability, please consult the campus course catalogue.

To take a course outside of the approved list, a student must gain approval from your Leadership Coach by submitting a syllabus and a written explanation highlighting how the course helps you achieve your learning goals. Approval must also be granted by Coaches prior to enrollment of the course. Coaches should consult the Illinois Leadership Center if questions exist regarding the suitability of a particular class. If a student has not been matched with a coach at the time of course registration, course approval materials outlined above may be submitted to the Illinois Leadership Center.
Non-Classroom Team Experiences

An important aspect of the Leadership Certificate experience is the opportunity for students to apply the skills they have learned in workshops and courses to team experiences outside of the classroom environment. Certificate students are required to be involved in TWO non-classroom team experiences while enrolled in the program. The Illinois Leadership Center recommends that students seek experiences in a variety of settings.

Team experiences should last for at least one semester while the student is enrolled in the Certificate program and should provide the student regular opportunity for involvement (e.g. not something that occurs only once or twice a semester). Students are NOT required to seek or occupy executive positions within their chosen teams – only that they be actively involved throughout the course of their time.

Team experiences may include:
- A registered student organization (RSO)
- A civic engagement opportunity within the community where students can interact on a team
- An internship or job setting where teamwork is essential to success
- A research project with faculty and/or other students

A student wishing to apply a classroom team experience to this requirement would have to demonstrate significant time commitment and investment, such as the level of involvement found in a senior design course. To be approved, students need to submit a copy of the course syllabus and written petition to their leadership coach.

Many students enroll in the program already involved pre-existing teams. They are welcome to use this involvement to satisfy Certificate program requirements, as long as their required involvement occurs only after being enrolled. The Leadership Coach is the person who decides if a team experience is comprehensive enough to satisfy the requirements of the Leadership Certificate. Note: students are NOT allowed to count a team experience they had prior to their enrollment in the Certificate program.

Enrolled students who are looking for potential team opportunities can be referred to the following resources:
- http://www.union.uiuc.edu/involvement/rso/ - information on how to get involved in RSOs and includes a list of all RSOs on the Illinois campus
- www.union.illinois.edu/involvement/ovp/Default.aspx - information on service opportunities on and off campus
Leadership Portfolio

The Leadership Portfolio is an opportunity for students to display their leadership-related skills and experiences in one place. A portfolio contains evidence, data, and examples of a student’s participation in the Certificate program. In essence, the portfolio should publicly demonstrate that the student has the necessary knowledge, skills, perspectives, and experiences associated with effective leadership development in college. There are several sections that should be included:

1) **Personal Introduction**
   This opening section includes any personal information you wish for readers of your portfolio to know about.

2) **A revised Personal Development Plan (PDP)**
   You re-write your PDPs, reporting any updates that you might have to your personal mission statement or goals, as well as if and how you achieved the goals they set for yourself. This includes updates on each goal within the list of 11 skills and attributes.

3) **Reflection Papers**
   You must write reflections on each significant experience you had within the program. This includes a reflection for every leadership program, academic course, and non-classroom team experience. Each reflection paper should be at least 500 words or 1 page (single spaced)

Students often include a current resume, pictures of their experiences, certificates gained from i-Program participation, and a variety of other materials. While not required, such inclusions make for better portfolios.

There is no required format for a Portfolio. Many students have used the following formats:
- A personal website
- A Power Point presentation
- A binder of information
- A poster – designed for a poster session

*Sample portfolios can be found on the Leadership Center website, as well as at Illinois Leadership Center.*

A completion ceremony will be held for completing students and coaches once final portfolios and completion documents are received. These events are held at the end of the spring semester to honor completing students and to present them with their Leadership Certificate.
Sample Program Timeline

Below is a sample timeline for program completion. Students wishing to earn the Leadership Certificate must have at least four semesters left in their degree program. The timeline below is only one example of what a typical schedule might look like for Leadership Certificate Program students. The semi-structured nature of this program provides a blueprint for completion, however students have the flexibility to customize their Certificate experience to meet individual learning goals. The key is to plan ahead and make this journey your own!

<table>
<thead>
<tr>
<th>SEMESTER 1: FALL</th>
<th>SEMESTER 3: FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attend a Certificate Orientation</td>
<td>• Begin implementation of PDP goals</td>
</tr>
<tr>
<td>• Submit statement of intent</td>
<td>• Complete Integrity i-Program</td>
</tr>
<tr>
<td>• Get matched with a coach</td>
<td>• Enroll in 2nd academic leadership course</td>
</tr>
<tr>
<td>• Complete Insight i-Program</td>
<td>• Participate in 2nd non-classroom team experience</td>
</tr>
<tr>
<td>• Begin working on Personal Development Plan (PDP)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2: SPRING</th>
<th>SEMESTER 4: SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop Personal Development Plan (PDP) - due May 2nd</td>
<td></td>
</tr>
<tr>
<td>- Attend PDP workshop</td>
<td>• Complete Imprint i-Program</td>
</tr>
<tr>
<td>• Complete Intersect i-Program</td>
<td>• Attend Portfolio &amp; Completion workshop</td>
</tr>
<tr>
<td>• Enroll in first academic leadership course</td>
<td>• Revise and update Personal Development Plan (PDP)</td>
</tr>
<tr>
<td>• Participate in 1st non-classroom team experience</td>
<td>• Finalize Leadership Portfolio</td>
</tr>
<tr>
<td></td>
<td>• Attend Leadership Certificate Completion Ceremony</td>
</tr>
</tbody>
</table>

Note: Students may complete i-Programs in any order they choose, however keep in mind all i-Program requirements must be completed prior to portfolio submissions.
Role of the Leadership Center

The Illinois Leadership Center will support you in the following ways:

- Help you select a Leadership Coach based on your Statement of Intent, the Coach Information Sheets, and any other relevant information.

- Send you emails throughout each semester to inform you of pertinent information needed to assist you in completing the Leadership Certificate program.

- Organize and facilitate workshops on topics such as: Introduction to the Leadership Certificate Program, Constructing a Personal Development Plan (PDP), and Completing Your Leadership Portfolio.

- Coordinate and invite you to various Leadership Certificate events, including the annual Kick-Off event, Completion Ceremony, and other meetings.

- Offer you assistance with your coach, personal development plan, portfolio, university opportunities, leadership research, etc.

- Share resources that are part of the Illinois Leadership Center library.

- Enthusiastically receive and be responsive to your questions and concerns regarding the Leadership Certificate program.

If you have any questions, concerns, or issues regarding the Certificate Program, please contact the Illinois Leadership Center.

290 Illini Union
1401 W. Green St.
Urbana, IL 61801
(217) 333-0604
leadership@illinois.edu

Good Luck!
Leadership Certificate Program

Sample Personal Development Plan

May 1st, 2013
Personal Mission Statement

When I reflect on my definition of leadership, I realize that leadership is a complex concept that is unique to each individual. Therefore, when I define leadership, my personal definition consists of multiple pieces. Leadership is having the ability to communicate and collaborate effectively with others, while inspiring them to achieve their goals. A leader has the ability to not only motivate others, but to identify and capitalize on the strengths of different individuals. Leadership means using values to guide decision making in a positive manner. It also means being willing to work with others in order to accomplish a common goal or evoke positive change. The main qualities that a leader should have according to my definition include inspirational, personable, understanding, committed, and persevering.

As a leader, I have developed a set of core values that guides me when I set and work towards my goals. These values include commitment, friendship, adaptability, and honesty. My value of commitment inspires me to always strive to reach my best potential and to persevere in order to achieve my goals. Friendship is essential because as I work in groups, I aim to develop a positive and friendly environment, whether in one of my organizations or in one of my classes. With adaptability, I am always prepared for change and try to adjust quickly in order to continue working towards my goals. Lastly, honesty is one of my most important core values. While working in groups or independently, I believe that, as a leader, I must act ethically and honestly. I value effort and integrity, and encourage others to do so as well. I follow these four core values when I make decisions and goals to ensure that I am always abiding by them.
My personal life goals are to be successful at a large, international company while organizing and participating in various charity events. With these goals, I aspire to be a leader among coworkers by creating a positive, productive working environment and to be a leader outside of my work team who cares for others and stimulates change. By learning a variety of leadership skills, I will be able to express my leadership style in a way that can help me achieve my goals, while encouraging others to achieve theirs.

Being in the Leadership Certificate Program will help me to develop my leadership skills both independently and in a group setting. I hope to gain more confidence and understanding in my leadership style and learn how to maximize my potential as a leader among different types of groups. By developing my skills, more specifically the eleven skills and attributes, and by achieving my two main learning goals, I will become a more effective leader and understand how I can achieve my life goals using these concepts.

**Improving Leadership Competencies through Goals**

Being a leader within both small and large groups is important for me when trying to understand how I can develop my leadership skills. When taking the Emotional Competence Inventory, I was rated the lowest scores in the areas of Emotional Self-Control and Initiative. I admit that I often become stressed about various assignments and projects, and, by taking more initiative, I believe that I can reduce this and benefit my emotional self-control. Both of these concepts are essential for successful groups and leadership. My first goal is to improve my ability to motivate others within groups by presenting myself in a positive and determined light. I believe that working on this will
help me as a leader because it applies to many of my school and work settings. I also feel most successful and satisfied when I work on meaningful projects and succeed with others. By not procrastinating, I believe that I can take initiative within my groups and reduce my level of stress, which will help me with my emotional self-control. In order to measure my goal, will analyze my results on group projects and organization activities throughout the year. My peer evaluations and group project grades will reflect the level of initiative that I took as well as the positivity in the group environment that was created. As a member of a women’s business organization, I am currently a committee chair and am in charge of assigning tasks and making deadlines. I can analyze how I am inspiring others and motivating them by seeing if more people are volunteering to write newsletter articles and by seeing if the committee is excited about the tasks. Lastly, I can have the supervisor of the women’s business organization give me feedback about my performance as a leader among the group.

My second goal revolves around the ideas of Communication and being a Change Catalyst. These were two other areas of improvement that were identified when I completed the Emotional Competence Inventory. It is crucial for leaders to be able to express their thoughts clearly and identify areas of change. As a business major, I feel that the business world is constantly changing and so it is essential that I develop the competency of Change Catalyst to excel as well as Communication to be able to effectively share my ideas and thoughts with others. I can improve within these areas by attending different seminars and presentations on leadership and the changing world. Many of these events are held by the College of Business and can help me grasp how to
communicate like the speakers and how as a college student, I can initiate change. In order to measure my success with my goal of improving Communication and as a Change Catalyst, I can analyze the results of my actions within my organizations and the new ideas that I share. For example, I am a part of the Environmental Committee of my sorority and I can improve as a Change Catalyst by becoming more aware of current environmental issues at our house and implement change. Also, I can receive feedback from those with whom I share my ideas on how well I communicate them clearly.
### 11 Skills and Attributes

<table>
<thead>
<tr>
<th>Skill/Attribute</th>
<th>Leadership Objective</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Development</td>
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</tbody>
</table>
| Self Awareness  | In order to improve my self-awareness, I am going to focus on reflection regarding my passions and how I am expressing myself through them. I often forget what subjects or activities I am most passionate about and focus on what I think will be most impressive on a resume. With this, I aim to understand how to properly reflect on how I am portraying my interests and if I am allowing myself to excel in the areas I am passionate about. | - To learn to successfully reflect on how I express myself and if I am involving myself in activities that I am passionate about, I plan to write both short term and long- term goals, and reflect periodically on if I have achieved them and how I did or did not.  
- To ensure that I am devoting time to topics and organizations that truly express my personal interests and share my values, I will learn about other opportunities available to me and attend various seminars to broaden my perspective. I hope to achieve a feeling of self-fulfillment and grow personally through these positive experiences. |
| Self Management | For Self-Management, I believe that I need to be able to more successfully identify new goals and be able to articulate how I achieved my goals in the past. I am often involving myself in more activities and taking on more challenges than I can manage effectively. Therefore, I will focus on the most important tasks at hand by being more organized and by reflecting upon my most important goals. | - In order to learn how to self manage, I hope to first identify and learn how to create appropriate goals for myself. Through reviewing the guidelines for goal making and attending various i-Programs and leadership institutes, I will be able to practice and utilize this skill.  
- I plan to manage my time and commitments more effectively by having weekly lists of prioritized tasks and being able to better identify what responsibilities need greater attention at that time. |
| Interpersonal Development |                                                                                      |                                                                                                    |
| Relationship Building | Relationship building has been an area that I often feel needs improvement. My objective for the concept of relationship building is to build stronger relationships within my groups and organizations. I believe I can do this by placing more trust in other group members and being more open to the ideas and needs of others. | - I think that I can improve in the relationship-building category through the way I delegate jobs and responsibilities. I tend to take on large amounts of work because I find more confidence and comfort in my completion of tasks than relying on others for specific information. By trusting others more and enabling them to take on greater roles in our groups, I believe that I can improve in this skill. |
| Communication Skills | In the way of communication skills, I want to be more attentive to instructions and listen better to the ideas of others. This is important for me because it will help me understand my role and the roles of others, while allowing me to be more efficient with the time and energy that I place in my group settings. Communication is crucial to being a successful leader because it enables one to speak to many different audiences clearly in an effective and inspiring way. I strive to learn how to do this through my involvements, classes, and this leadership program. | - To improve upon my communication skills, I will attend group meetings or presentations with questions prepared in order to learn more from others. Asking these questions will enable me to listen more attentively and be able to grasp the information that I am being told. Understanding what I need to have clarified and carefully listening to others will help me also improve my work abilities.  
- My communication skills can also improve by giving instructions more clearly. I am currently a tutor for a volunteer project. I work with kindergarten students, often with reading and writing. This position gives me an interesting view on how I communicate and I believe that it will teach me a lot. By using a variety of teaching and communication styles with these students and learning how each individual understands the best, I can relate this knowledge to my own groups by determining how my group members vary. |
| Ethical Practices | Ethical practices are extremely important to me and I try to always consider ethics when making decisions. I hope to develop a stronger decision making framework and learn how to apply my knowledge of ethical practices more often in my everyday life. | - To better understand ethical practices and to use my knowledge of ethics every day, I plan to attend seminars hosted by the College of Business about professional responsibility. These events will help me gain a greater understanding of ethics in the business world.  
- I also plan on applying to be a Business 101 (Introduction to Professional Responsibility) student teacher in the fall of 2013. This will help me express what I know about ethics and how I make decisions every day. |
| Team Development | Through team development, I hope to learn how to distinguish more clearly when I should pursue the position as leader and when I should take on more of a follower position. I find it difficult to identify how and when to adjust as a leader to group situations because society teaches people to always strive to stand out and be a leader. I want to learn how to be a less directive leader. | - Understanding team dynamics and my role in a group can sometimes be challenging for me. An issue that I face is that I can be perceived as an intense or aggressive leader when working on group projects. I believe that I can improve upon this by learning to identify the strengths that others possess and contribute as well as when to take on the role as follower. In my business classes we often... |
leader when necessary and how I can adapt to situations more quickly. are assigned to groups for projects. I will listen to my teammates in order to promote collaboration and I will capitalize on each individual’s strengths. By focusing on communication and a positive work environment, I can understand how to promote proper group dynamics and help my teams be supportive, cooperative, and efficient.

### Organizational/Group Development

| Leading Change                                                                 | My personal definition of leadership includes initiating positive change and inspiring others. While everything that I do and am involved in has potential for improvement, I still struggle to take the stand and share my ideas and opinions in order to implement change. However, I strongly value the ability to do so and strive to learn how to be a more proactive leader and help to better my groups. | - As a member of a professional business organization, I believe that the organization has a lot more potential than it is currently displaying. I am on the public relations committee, but have many ideas to improve the club. Through taking a more hands-on role and running for a more involved position, I will have the confidence to contribute to it my ideas for bettering the organization. With this proactive role and vision of how my club can become the best it can be, I will improve my leading change skills and continue to grow as a leader that initiates positive change in all that I do. This step will help me understand more about how to implement change and encourage me to do so in more aspects of my life. |
| Project and Program Effectiveness                                              | The aspect of project and program effectiveness that I most struggle with is clearly defining goals for my groups. Defining goals allows groups to work together in a focused, cooperative setting while trying to achieve a common outcome. By defining my goals and desired outcomes for my group projects and organizations, I can better promote productivity and a positive environment to create quality results in an efficient manner. | - I can best learn how to define goals more clearly through my group projects and classes. My business courses and my leadership class both have group projects. By defining how I would like my group to perform and by discussing with my group how they feel, I will be able to define a common goal that benefits the entire team. Through these efforts, I will improve upon my project and program effectiveness skills. |
| Systems Thinking                                                              | To me, systems thinking involves being able to understand the complexities of a group and its goals, as well as how they are part of something greater. I would like to learn how to analyze different factors that affect groups and their ability to succeed with projects or proposals. | - I plan to analyze my personal inputs and effort in order to see what outputs are attained. Through the complexities of my projects and organizations, I will see how my groups are affecting something larger. In the environmental committee of my sorority, I am observing systems that require |
permission for funding and consideration of different factors. I will have the ability to implement different environmental changes within my sorority house and hopefully spread our efforts to the entire campus. The size of this project will benefit my understanding of how projects can be larger than a single group. I would also like to gain more perspective on various issues that my groups face.

| Community Building | My objective for community building is to encourage a positive and productive work environment. While being focused on tasks is important, I want to be able to focus on the people and build stronger relationships. I can often struggle to form good relationships with my group members. By learning to do so, I will be able to have better group environments that encourage fairness, creativity, and openness. |
| - Community building will help with presentations. I can review the group’s relationships through how well we present together and as a team. In addition, by analyzing project feedback and results, I will be able to understand how we worked as a team. Most importantly, peer evaluations will inform me of my own personal ability to create a good team environment and how I contribute to my team. |

| Transitional Development |
| Sustaining Leadership | I think that sustaining leadership is essential because I must be able to show the growth and experience that I have gained from this leadership program and from my organizations. I believe that true leaders can help others demonstrate their leadership potential as well. Being a reliable mentor and coach is very important to me and I hope to gain knowledge of how to be the best that I can. |
| - In order to measure my competency in the area of sustaining leadership, I will evaluate my tutoring experience. I am a tutor of a volunteer project and through this experience, I can gain insight on my ability to sustain leadership by seeing my impact on the kids that I tutor and receiving feedback from the teacher. - I will also be participating in a Big/Little relationship in my sorority next semester. This will allow me to view how I help others develop leadership in ways other than academically. I can see how successful I am through the development of my sorority sister in personal and professional ways over the course of next year. |
Illinois Leadership® Certificate Program
PROGRAM PLANNING WORKSHEET

You may find this a helpful worksheet to use during your meetings with your Leadership Coach as you progress towards meeting each requirements and earning your Leadership Certificate.

<table>
<thead>
<tr>
<th>Overall Requirement</th>
<th>Requirements Broken Down</th>
<th>Notes</th>
<th>Completion Deadline</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td><strong>Workshops</strong>: Students must attend all ILC Certificate Program workshops</td>
<td>Orientation</td>
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<td>PDP</td>
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<td>Portfolio &amp; Completion</td>
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<tr>
<td><strong>Personal Development Plan</strong></td>
<td>Details found on ILC website</td>
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Illinois Leadership® Certificate Program

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<tr>
<td><strong>Attend 4 Leadership Programs:</strong> At least 3 must be ILC i-Programs, the other should be approved by the coach</td>
<td>ILC Program 1:</td>
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<td>i-Programs</td>
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<td>ILC Program 2:</td>
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<td>ILC Program 3:</td>
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<td>Program 4:</td>
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<tr>
<td><strong>Complete 2 Leadership Classes:</strong> Class list is on ILC Website; classes not on website should be approved by the coach</td>
<td>Class ONE:</td>
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<td>Class TWO:</td>
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<td><strong>Participate in 2 Non Classroom Team Experiences:</strong> RSOs, research, athletics, clubs, service, etc.</td>
<td>Experience 1:</td>
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<td>Experience 2:</td>
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<td><strong>Final Leadership Portfolio:</strong></td>
<td>Details found on ILC website</td>
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<td><strong>Online Completion Affirmation</strong></td>
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