ILLINOIS
LEADERSHIP
CERTIFICATE
PROGRAM

Coach Manual

ILLINOIS
Leadership® Center
the experience you need for life

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ILLINOIS PHILOSOPHY OF LEADERSHIP

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. Leaders are committed to continual self-discovery, reflection, and learning.

Learning to work with others is essential, since leadership never happens alone.

Leadership is exercised as members of teams, business, civic, and community organizations, and as global citizens. Leaders recognize and value the multitude of voices, opinions, experiences, and identities in our workplaces and communities, and as leaders, we work to promote greater inclusivity and respect.

At the University of Illinois, students learn and practice leadership in their academic coursework and out-of-classroom activities.

ILLINOIS LEADERSHIP® COMPETENCIES

A list of competencies provides goals, directions, and outcomes for leadership educators and learners. Competencies help the campus to inclusively define the knowledge, skills, and attitudes necessary for effective leadership practice, and they provide a structure to communicate how leadership-specific knowledge, skills, and attitudes are inter-related.

The Illinois Leadership Competencies consist of four levels of practice:

"PERSONAL/SELF" LEVEL
The practice of effective leadership begins within oneself. Leaders work to develop a set of individual skills and attitudes necessary for being productive members of society.

"INTERPERSONAL/TEAM" LEVEL
Effective leadership requires working with and influencing others to achieve common goals and shared vision. Leaders need to develop skills for building personal, authentic, and productive relationships.

"ORGANIZATION" LEVEL
Significant accomplishments achieved within organizations are the result of teams interacting together. Leaders must navigate systems and influence people when they do not have interpersonal relationships with all others.

"COMMUNITY/SOCIETY" LEVEL
The values and actions of individuals, teams, and organizations interact with and affect the broader communities in which they are situated. Leaders are role models and influencers with several communities simultaneously, and must possess skills and attitudes consistent with success in this larger context.

Leadership education at the University of Illinois consists of developing competence in a set of skills and attitudes within each Level.

ILLINOIS LEADERSHIP® COMPETENCIES

PERSONAL/SELF	**SELF-KNOWLEDGE**	Possesses an accurate sense of one's current interests, values and goals in life; Can describe one's personality, interests, strengths, and weaknesses
	SELF-MANAGEMENT	Manages one's self and actions with a healthy attitude and productive relationships; Consciously identifies one's goals and works towards them; Starts work on one's goals and plan; Proposes new ideas or actions after consideration of options
	REFLECTION	Considers past experiences and current situations to inform current and future actions; Utilizes past mistakes and actions as learning opportunities to improve skills
	EMPATHY	Understands the perspectives of others, without necessarily agreeing with them; Recognizes and acknowledges the emotional context of interactions
	OPENNESS	Values new experiences and people; Maintains a strong sense of personal values while being responsive to new ones
	INTEGRITY	Acts to do the "right" thing consistently; Possesses a strong personal character
INTERPERSONAL/TEAM	**COMMON PURPOSE**	Facilitates conversations within groups to agree upon goals and tactics; Builds a sense of commitment from team members
	COMMUNICATION	Shares perspectives and gathers viewpoints, in both formal and informal environments; Engages in active listening
	RELATIONSHIP MANAGEMENT	Builds and maintains healthy and productive relationships; Adapts personal interaction style to build relationships in a variety of environments
	GROUP DYNAMICS	Recognizes how relationships within groups change and accordingly adapts personal leadership style; Manages interpersonal conflict appropriately
	FOLLOWERSHIP	Supports other leaders and their initiatives; Challenges the group and other leaders with respect and consideration
	CULTURAL COMPETENCY	Possesses the skills, knowledge, and attitude necessary to create authentic relationships with those from different cultures; Recruits diverse membership within groups or teams
ORGANIZATION	**CHANGE MANAGEMENT**	Creates successful change in organizations with a planned and disciplined process; Engages others in developing a strategic future
	DIVERSITY ADVOCACY	Promotes a culture of diversity to make organizations stronger; Advocates for processes that are inclusive of diverse cultures; Creates events and celebrations that teach the value of diversity of cultures
	SYSTEMS THINKING	Creates sustainable standard processes for ongoing tasks; Organizes the work of others in a systemic and consistent manner
	INNOVATION	Values continuous assessment and improvement; Challenges the traditional ways of doing things; Changes processes and structures with purpose and meaning
COMMUNITY/SOCIETY	**HUMAN DIGNITY**	Recognizes the worth of all people; Ensures their human rights are a priority
	SOCIAL JUSTICE	Engages in opportunities to learn about privilege, and the distribution of wealth and resources within a community; Strives to reduce economic, political, and social inequality
	GLOBAL COMPETENCE	Recognizes and understands the value of global perspectives; Respects local cultures within a global context
	SERVICE MINDED	Finds meaning in their work through service to others; Models service to others by engaging in actions that serve others in and outside of their community
	SUSTAINABILITY	Ensures the impact of work benefits the organization as well as the broader society; Improves environmental conditions within their community

THE ROLE OF THE LEADERSHIP COACH

Leadership Coaches assume a variety of roles throughout their relationship with the student(s) with whom they work. However, at its foundation, the Coach is responsible for guiding the student through the Certificate process. This requires Leadership Certificate Coaches to:

- Know and understand the requirements for completing the Leadership Certificate Program
- In a broad sense, assess the student's leadership effectiveness
- Develop and nurture a relationship with the student
- Challenge the student to grow and excel, while supporting them in their current skills and level of development
- Maintain regular contact with the student
- Provide insight, advice, and feedback throughout the Program

While satisfying the above requirements with one student may look very different than with another, a good rule of thumb is provided here to help Leadership Coaches get started. Coaches should:

- Meet at least three to four times per semester with the student (once a month)
  — Maintain contact with the student even if abroad or otherwise off campus for the semester
- Provide feedback, guidance, and quality control for the student regarding his or her Personal Development Plan (PDP) and Portfolio
- With the student, construct expectations for the relationship, regarding both the responsibilities of the student as well as those of the Coach

Most Coaches spend **four to five hours** per semester working with their students, either in meetings with them, or in correspondence, preparation, or reading the material that students submit (PDPs, reflection papers, etc.). The Leadership Coach also serves as the first evaluator for students in determining whether they have successfully completed any aspects of the Certificate Program.

INITIAL COACH MEETING

Students should take the initiative to contact their Coach first. The meeting should take place within two to three weeks of being assigned a Coach. If a student does not contact the Coach after two weeks of pairing, Coaches should contact the Certificate Team.

A prospective initial agenda may include the following items:
1. **Introductions** – Students and Coaches should share their backgrounds and why they have chosen to become involved in the Leadership Certificate program.
2. **Prospective Timeline** – The student should share how the program fits into their overall academic timeline, as well as what programs, courses, and team experiences the student might be interested in participating.
3. **Expectations** – During this time, Coaches can discuss their coaching style and expectations that Coaches and students have for one another.
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.

Students are able to fulfill the requirements for the Leadership Certificate within four semesters. 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:

☐ Register and attend a Certificate Informational Session and submit their Declaration of Intent by the enrollment deadline

☐ Meet regularly with an assigned Leadership Coach (three to four times per semester)

☐ Attend a Personal Development Plan (PDP) Workshop and submit PDP online

☐ Attend two Illinois Leadership Center i-Programs and attend a total of ten hours of leadership programs on-campus or off-campus (student organization trainings, fraternity and sorority events, other ILC programs, etc.)

☐ Enroll in and complete two leadership related classes

☐ Participate in two non-classroom team experiences.
  • Includes athletic teams, research groups, registered student organizations, intramurals, work experience, etc.

☐ Attend a Portfolio & Completion Workshop and create a Leadership E-Portfolio documenting their leadership growth which includes:
  • Revised PDP
  • Reflections for two academic classes, two non-classroom team experiences, and leadership programs

☐ Submit online completion documents to the ILC, once approved by their Leadership Coach

Note: i-Programs and courses taken prior to enrolling in the Certificate Program can be counted.

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.

STUDENT PARTICIPANT WORKSHOPS

Each semester, the Leadership Center will offer several workshops that will aid students in completing the requirements of the Leadership Certificate.

Participants must attend each workshop in the order below:
1. **Informational Session-** Students will learn the requirements of the program as well as how to begin the experience
2. **Personal Development Plan Workshop-** Designed to help participants as they begin to create a PDP
3. **Portfolio & Completion Workshop-** For students planning to complete their Certificate requirements in the current academic semester, these sessions will review options in creating and displaying their Leadership Portfolio

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

PERSONAL DEVELOPMENT PLAN

The Personal Development Plan (PDP) is the foundation for the Leadership Certificate Program. It is the blueprint from which students work as they progress through program requirements. The PDP includes three distinct elements:

1. **A Personal Mission Statement**
Typically 300-500 words.
This sections include:
1.   Why the student enrolled in the Leadership Certificate Program
2.   The student's core values, and why they are important to them
3.   How the student defines leadership
4.   The student's life goals
5.   How learning leadership skills fits into the realization of those goals

2. **TWO Significant Learning Goals**
Typically 300-500 words.
In this section students reflect on two areas they would like to improve through participation in the Leadership Certificate Program.
- They should be S.M.A.R.T. goals:
  > Specific
  > Measurable
  > Achievable
  > Results-focused
  > Timely
- For more information on setting S.M.A.R.T. goals, students can visit here: https://www.acsi.org/Documents/Southeast/Writing_SMART_Goals.pdf

3. **Plan for Development within 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 one 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.

Note: An example PDP can be found in the Appendix.

Leadership Certificate students are required to attend **two** Illinois Leadership Center i-Programs and attend a total of **ten** hours of leadership programs on-campus or off-campus. Students may utilize additional i-Programs to supplement for the ten hours.

i-Programs are day-long workshops that focus on a particular aspect of leadership practice. These programs are offered multiple times throughout the academic year. i-Programs are open to all students and free of charge. To sign up for one of these programs, please **log-in** to our website.

PETULLO INSIGHT: Discover your strengths, your values, your social identities, and explore your intrinsic leadership styles.

INTERSECT: Learn skills in relationship-building and team development.

IGNITE: Learn about group and organization development, systems thinking, project/program effectiveness, coalition building, and leading change.

INTEGRITY: Investigate your personal values and the intersections of morals, ethics, and integrity.

IMPRINT: Cultivate skills to manage change and learn how to develop and maintain personal and professional networks from alumni who are leaders in their field.

INNOVATION: Develop skills related to innovation, creativity, and also an understanding of your dominant problem solving style and its impact on organizations and people.

INCLUSION: Focus on concepts such as equity, equality, diversity, inclusion and bias to help you recognize the values of others and identify different social identities in relation to leadership.

There are a variety of other leadership programs students can use to fulfill the ten hour requirement. These could include student organization trainings, fraternity and sorority events, leadership development conferences, or leadership retreats. There is not a minimum length for each leadership program, as long as the total amount of hours spent in each program is equivalent to **ten hours**. Students will be expected to write a one page reflection for each program they attend.

10 Hours Requirement Example:

RSO Communication Workshop	2 hours
Sorority Values Based Leadership Retreat	5 hours
ILC Teamwork Workshop	1 hour
Department Sponsored Diversity Dialogue	2 hours

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**. Students may 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 their Leadership Coach by submitting a syllabus and a written explanation highlighting how the course helps connects to the Illinois Leadership Competencies. Coaches should consult the Leadership Certificate Team if questions exist regarding the suitability of a particular class.
Note: A course taken prior to enrolling in the Leadership Certificate Program may count.

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

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.

LEADERSHIP EPORTFOLIO

The Leadership Electronic Portfolio (ePortfolio) 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:

PERSONAL INTRODUCTION
This opening section includes any personal information the student wishes for readers of their portfolio to know.

A REVISED PERSONAL DEVELOPMENT PLAN (PDP)
Students report any updates that they might have to their personal mission statement or goals, as well as if and how they achieved the goals they set for themselves. This includes updates on each goal within the list of six Illinois Leadership Competencies.

REFLECTION PAPERS
Students must write reflections on each significant experience they 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 300-500 words. Reflection papers should discuss how the experiences connected to the original learning goals students set for themselves in their PDP.

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.

Students must submit their portfolio via personal website. The Certificate Team will provide more direction on this for participants during the Portfolio and Completion Workshop.

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 each spring and fall semester, to honor completing students and to present them with their Leadership Certificate.

SAMPLE PROGRAM TIMELINE

Below is a sample timeline for program completion. Typically, it takes 3—4 semesters for students to complete the 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. Students should plan ahead and customize their experience.

SEMESTER 1: FALL	SEMESTER 3: FALL
• Attend an Informational Session • Submit the Declaration of Intent • Get matched with a Coach • Attend an i-Program	• Begin implementation of PDP goals • Attend an i-Program • Enroll in second academic leadership course • Participate in second non-classroom team experience
SEMESTER 2: SPRING	**SEMESTER 4: SPRING**
• Attend a Personal Development Plan (PDP) workshop and begin working on the PDP. • Attend five hours of leadership programs • Enroll in first academic leadership course • Participate in first non-classroom team experience	• Attend five hours of leadership programs • Attend Portfolio & Completion workshop • Revise and update Personal Development Plan (PDP) • Submit Leadership Portfolio and completion documents to the ILC • Attend Leadership Certificate Completion Ceremony

RESOURCES FOR COACHES

The Illinois Leadership Center can provide active and prospective Coaches the support they need to feel successful in their coaching responsibilities. These support initiatives include:

1. Coach Workshops (60 min) – provides an introduction to the Certificate Program, including participant requirements, Coach expectations, and strategies for successful coaching. These workshops are typically offered 2-3 times at the beginning of the fall and spring semester. Dates and information will be sent out via e-mail to Coaches.
2. The Leadership Center Leadership Certificate website is also an excellent resource, and includes an FAQ on coaching Leadership Certificate students and tips on good coaching techniques.
3. Within the Leadership Center, there is a Resource Library that includes many books and articles related to coaching and mentoring. All library resources can be checked out by any Leadership Coach.
4. The Certificate Team would be happy to meet individually with any Leadership Certificate Coach or student who has questions, concerns, or would like advice. Please e-mail the Certificate Team at leadershipcertificate@illinois.edu to schedule an appointment.

What if I do not know much about leadership theory or practice?

Coaches are expected to guide assigned Certificate students through their learning — not provide it for them. Your primary responsibilities as a Coach are to develop a working relationship with the student, provide feedback, challenge them to grow, and support their efforts along the way.

What if my student has not returned my emails or phone calls?

If you have attempted to contact your student several times over the past few weeks and have heard nothing, please contact the Leadership Certificate Team at leadershipcertificate@illinois.edu. We would love to consult with you and help you connect.

What if my student asks me if they can count a class for one of their leadership class requirements that is not listed as a pre-approved leadership course?

Your first step should be to see a copy of the syllabus — this ensures that you have accurate information about the topics covered in the class. Does the class curriculum match any of the Illinois Leadership Competencies? If so, feel free to allow them to count the class. If not, you should be comfortable disallowing credit for the class. If you have questions, please contact the Certificate Team.

What if I think my student's PDP or Portfolio isn't comprehensive enough?

Ask the students to edit and augment their PDP or Portfolio. Provide feedback on what areas you think could be enhanced.

What should I do when my student has fulfilled all their requirements and is ready to complete the Certificate?

Students should be working with their Coach to review and approve their final Portfolio before it is submitted to the Leadership Center by the indicated deadline. Once the Coach has approved the materials, the student may submit the online completion documents. Completing students and their Coaches will be invited to participate in the Certificate Completion Ceremony once these materials have been submitted and reviewed.

What if I cannot attend the Certificate Completion Ceremony?

Attendance is not mandatory. You should alert your student and the Illinois Leadership Center of your absence.

Additional Questions or Concerns?

Contact the Leadership Certificate Team at leadershipcertificate@illinois.edu or 217-333-0604. Thank you for your commitment to the Illinois Leadership Center and your dedication to serving as a coach!

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. 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.

Competency	Leadership Objective	Evidence
Personal/Self Level		
Reflection	In order to improve my ability to reflect, I believe I need to spend more intentional time connecting my practical leadership experiences (outside of the classroom) to my experiences inside of the classroom. By doing so, I will be able to apply concepts and theories to my everyday actions.	- To better make connections between my leadership courses and my practical experiences, I plan to weekly find a connection between my coursework and my out of classroom experiences. Each week during class while I am taking notes, I will state how the material above connects to a real example I have encountered. - I plan to meet bi-weekly with my Coach to discuss my experiences within the Certificate with them. During this time, I will share my certificate reflection papers with my Coach and ask them to provide me feedback and challenge me to reflect on those 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 set three goals for myself at the beginning of the semester. - Through working with my Coach, I plan to meet bi-weekly with them to discuss where I am at with my goals for the semester. Additionally, I will ask them to help me with a mid-semester evaluation and final evaluation at the end of the semester.

Interpersonal/Team Level		
Relationship Management	Relationship management has been an area that I often feel needs improvement. My objective for the concept of relationship management 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 my relationship-management skills 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. By the end of the fall semester, I hope to delegate tasks to two of my executive board members.
Communication	In terms of my 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. In order to give instructions more clearly, I hope to write out the instructions I would like to give verbally on a sheet of paper and reviewing the instructions prior to giving them out. 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.

Organization Level		
Change Management	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 initiatives 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. -Additionally, I hope to check out at least one leadership book from the Illinois Leadership Center's library about Change Management and read it to better understand the competency and best practices for implementing change. I believe that by researching the topic, I will become better informed and more comfortable managing change within my organizations. I hope to accomplish this goal by the end of my leadership certificate experience.
Community/Society Level		
Service-Minded	Being service-minded is essential to being a contributing member to our society. I believe that it is important to model service and challenge others to serve inside and outside of their community. For me being service-minded, is not just about completing a certain number of "service-hours" or serving for personal gains. Instead, it is about truly giving back to my community and making our society better.	- In order to enhance my ability to be service-minded, I will enroll in the service learning course, ENG 315: Learning in Community. During this course, I will be placed into a team and work on real projects with community partners. Through this course, I believe I will have a better understanding of how to be more service-minded and what it means to contribute to society. Additionally, I hope to gain knowledge in skills through this course in understanding social and environmental issues, analyzing community and organizational needs and assets, and generating solutions. I hope to discuss my experiences with my Coach bi-weekly at our meetings.