

Illinois Leadership[®] Center

"The experience you need for life."

COACH MANUAL



Illinois Leadership Certificate Program



ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



Letter to Coaches

Thank you for volunteering to serve as a Leadership Certificate Coach for a motivated student leader at the University of Illinois! Your willingness to spend your time and energy offering advice, insight, and feedback to our Illinois students is one of the primary reasons the Illinois Certificate Program has been as successful as it has. It is our firm belief that it is the relationship that Certificate students develop with their coaches that not only sets the Illinois Leadership Certificate apart from other similar programs, but also helps students cement their learning throughout the program.

Here, you will learn what is required of you as a Leadership Coach, and what is expected of students to attain an Illinois Leadership Certificate. As you begin to work with and coach your Certificate student, you will learn that the most significant thing you can do for him or her is simply to listen and provide advice. As Certificate students progress through their requirements, they will be learning, questioning themselves, and practicing the skills we believe are essential for success after graduation. Providing these students time and a place to appropriately reflect on their learning is crucial to their development.

As you continue to serve as a Leadership Coach, we encourage you to utilize the Illinois Leadership Center as a resource in your efforts. The staff is dedicated to helping your experience be as successful as possible. Moreover, we invite you to join us for upcoming Coach Connections events, which are chances to meet other coaches while discussing best coaching practices.

Again, we thank you for your willingness to volunteer in this way!

Sincerely,

The Illinois Leadership Center Staff



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“I came in as a freshman not knowing where to start. I was told that the Leadership Center has a great program to develop real world skills. I hoped to become more independent and gain abilities that I will need in the business environment for my future. Most importantly, the Certificate Program has taught me a lot about myself: my strengths, my weaknesses, and most of all, my potential.”

- Leadership Certificate graduate



Illinois Leadership Initiative and Certificate

The Illinois Leadership Initiative began in 1999 with the creation of a cross-campus team of faculty, staff, students, and alumni, for the purpose of constructing and streamlining leadership education for all Illinois students. That team helped to create the [Illinois Philosophy of Leadership](#) and defined a set of [Leadership Skills and Attributes](#) that all students can work to develop. These two documents have become the foundation for the Illinois Leadership Initiative, and the Leadership Certificate Program in particular.

The cross-campus team has since grown into the Illinois Leadership Coordinating Committee, and includes faculty and staff from each academic college on campus as well as student affairs staff. Since its creation, the initiative has grown into a strong partnership between academic affairs and student affairs, and has included many alumni and community members. Through its innovative “[i-Programs](#)” – short-term retreats and institutes – as well as its award-winning Leadership Certificate program and other services, the Leadership Center has been dedicated to the concept that leadership can be practiced by everyone, and that all can learn to become more effective leaders. To this end, students from all academic backgrounds, career interests, and class standings are welcomed to attend. More information about the Illinois Leadership Center and its services can be found [here](#).

The Leadership Certificate program began in 2002, with the first class graduating in 2004. Leadership theory and practical classes were developed from within several academic colleges, and leadership coaches were recruited from academic units, student affairs offices, community groups, and alumni organizations. Since that time, hundreds of students have learned how to practice, reflect, and improve upon their leadership skills through the Certificate, which includes participation in leadership programs, academic courses, non-classroom team experiences, and critical reflection opportunities.

The educational foundation for students is found in the relationship students build with their Leadership Coach – a qualified volunteer faculty, staff, alumni, or interested community member interested in developing a one-on-one relationship with a motivated Illinois student. Every year, many students earning their Certificate state that the relationship with their coach is one of their most salient and transformative experiences as an Illinois undergraduate.



Illinois Philosophy of Leadership

At the University of Illinois at Urbana-Champaign, we believe that **all students can exercise leadership**. Leadership **does not require formal authority** or position and can be practiced by anyone interested in making a contribution and influencing a more positive future.

Leadership is a **process of mutual influence** directed at achieving purposeful **results**. The development of leadership begins with personal initiative and awareness - understanding one's passions, motivations, strengths, limits, and personal values. The **process of self-discovery** is ongoing, and the pursuit of leadership requires perseverance and a commitment to perpetual learning.

Building **trusting relationships** is essential for the work of leadership. Leadership never happens alone. By incorporating the diverse skills and viewpoints of others, individuals are empowered and group energy is mobilized to pursue collective goals. The practice of **leadership is ethical** in nature and includes a responsibility for the rights and welfare of those inside and outside of the group.



- Melanie Hogendorp, facilitator, with Ignite group, May 2008



Leadership Skills and Attributes

These 11 skills and attributes were developed at the same time as the Philosophy statement, and are a summary of the skills and attributes that are required for effective leadership.

SELF DEVELOPMENT

1. **Self Awareness**

- Assessment of strengths and weaknesses, values, motivations, passions, leadership styles

2. **Self Management**

- Reflection, integrity, initiative, accountability, adaptability, goal setting, wellness

INTERPERSONAL DEVELOPMENT

3. **Relationship Building**

- Empathy, inclusivity, impartiality, fairness, trust

4. **Communication Skills**

- Listening, intercultural communication, non-verbal, verbal & written communication

5. **Ethical Practices**

- Power and empowerment, decision-making, influence, integrity

6. **Team Development**

- Facilitation, collaboration, conflict resolution, followership, compromise, assessing group strengths and weaknesses

ORGANIZATIONAL/GROUP DEVELOPMENT

7. **Leading Change**

- Visioning, creativity, risk-taking, personal resiliency, modeling

8. **Project and Program Effectiveness**

- Organizing, budgeting, planning, delegating, continuous improvement, recognition and celebration, recruiting, retention, documentation, assessing impact

9. **Systems Thinking**

- Complexity, critical thinking, politics, environmental factors, technology

10. **Community Building**

- Citizenship, cultural understanding, coalition building

TRANSITIONAL DEVELOPMENT

11. **Sustaining Leadership**

- Networking, coaching, developing others, mentoring, perpetual learning



The Role of a Leadership Coach

Leadership Coaches assume a variety of roles throughout their relationship with the students 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 the 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 3 – 4 times per semester with the student
 - 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 4 – 5 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. If coaches have questions or would like feedback themselves, the Leadership Center can provide answers or feedback for them.

There are as many ways to coach a student through the Leadership Certificate program as there are students enrolled. If you have any questions or concerns as a Coach, please contact the Illinois Leadership Center.



Program Requirements

Most students are able to fulfill the requirements for the Leadership Certificate within 2-4 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 5 hours)
At least 3 of these programs must be Illinois Leadership i-Programs
([Ignite](#), [Imprint](#), [Insight](#), [Integrity](#), [Intersect](#), [LeaderShape](#))
- Enroll and complete TWO Leadership Classes
 - One course must be focused on leadership THEORY
 - One course may be focused on leadership APPLICATION
- Actively participate in TWO Non-classroom Team Experiences
 - These could be Registered Student Organizations (RSOs), research teams, athletics, etc.
- Construct and complete a Leadership Portfolio that includes:
 - A revised PDP
 - Growth documentation
 - Reflection documents for each of the above requirements
- Submit a Certificate Completion Form to the Illinois Leadership Center signed by the student and the coach

Note: these requirements, with the exception of i-programs, *must* be completed after enrolling in the Leadership Certificate program. Students cannot count for credit programs, courses, or experiences they have had prior to the semester of their enrollment within the program (other than AGED 260 if they completed a Personal Development Plan as part of the course).

At the end of every semester, students who have completed the above requirements will be invited, along with their coach, to participate in the Leadership Certificate [Completion Ceremony](#).



Creating a Personal Development Plan

A student's 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 on which students focus as they enter the program. The PDP includes three distinct elements:

1) **A Personal Mission Statement**

This section details how students define leadership, what life goals they have, how learning leadership skills fits into the realization of those goals, and specifically why they are enrolled in the Leadership Certificate program. Many students also use this section to describe their "core values" and why these values are important to them. This section typically encompasses 300-600 words, although students may wish to write more.

2) **TWO significant Learning Goals**

In this section, students critically reflect on two separate areas they would like to improve in through participation in the Leadership Certificate program. Each area should be specific, measurable, and include a context of why this area is important to them. Each should also include examples of how they would know if they are successful in reaching their goal. Each goal and its description is typically explained in 200-500 words, although students may decide to write more.

3) **Plan for Development within each of the 11 Skills and Attributes**

Students should include how they 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 students will achieve improvement within each goal. For example, a student might wish to improve his listening skills towards those he is frustrated with. He might plan to learn how to do this by attending Intersect and then applying what he has learned by practicing these skills within his RSO. This section is typically described by students in a table over the course of 2-3 pages.

As students near the completion of the program, the first step in creating their Leadership Portfolio is to revise their PDP – though reflecting on the degree of success they experienced on their goals. This revised PDP serves as the foundation for their Portfolio, and is discussed more fully later on page 11.

Students will need to submit an initial coach-approved PDP to the Leadership Center within one semester of enrolling in the program. The PDP due electronically to the Center the following May 1 for students who joined in the Fall and by the following December 1 for students who joined in the Spring. Examples of effective PDPs can be found on the Leadership Center website.



Leadership Programs

Leadership Certificate students are required to attend FOUR leadership programs through the course of their participation within the program. These programs should be substantive (i.e. 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 other 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 that 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 the Illinois Leadership Center for questions regarding the suitability of including a particular outside program if you have questions.



- Illinois Insight participants, Fall 2008, held at the Effingham Hilton

“The program helped me evaluate and document my development. Participating in different programs and activities on campus taught me to take initiative and seek out opportunities for growth. This journey has taught me the ability to self-reflect and the insights I have gained through participating in this program are priceless!”

- Leadership Certificate graduate



Academic Courses

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

- 1) One of the courses must be focused on leadership THEORY, meaning that the course must have significant content in theory regarding leadership development, effectiveness, or assessment.

There are many courses offered at the University of Illinois which fulfill this requirement, including:

- [AGED 199](#): Leadership and Social Responsibility
- [AGED 260](#): Introduction to Leadership Studies
- [AGED 360](#): Advanced Leadership Studies
- AGED 380: Leadership in Groups and Teams
- CMN 421: Persuasion Theory and Research

- 2) One of the courses should be focused on leadership APPLICATION, meaning that the course must allow students the opportunity – in the class curriculum or through a significant group project – to practice leadership, based on the [11 Skills and Attributes](#).

Within the APPLICATION area, the following courses are suggested:

- AGED 199: Leadership and Social Change (2 credits)
- CMN 230: Introduction to Interpersonal Communication
- CMN 321: Persuasive Speaking
- EDPSY 203: Social Issues Group Dialogues (several sections)
- [GE 361](#): Leadership and Emotional Intelligence
- GE 398: Engaging Leadership (1 credit)
- [GE 498](#): Leading Sustainable Change

If students wish to take a course outside of the above list, they must gain explicit approval from their Leadership coach after submitting a syllabus to him or her and show how the course helps them achieve their learning goals. Coaches should consult the Illinois Leadership Center if questions exist regarding the suitability of a particular class.



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 (i.e. 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 in a 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 in 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.

Enrolled students who are looking for potential team opportunities can be referred to the following resources:

- www.illinois.edu/ro - 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 doing service on and off campus



Leadership Portfolio

The Leadership Portfolio represents 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 the student would wish for readers of his or her portfolio to know about.

2) A revised Personal Development Plan (PDP)

Here, students re-write their PDPs, reporting 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 11 skills and attributes.

3) Reflection Papers

Students must write 250-500 word 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.

Students often include a current resume, pictures of their experiences, certificates gained from i-program participation, and a variety of other material. While not required, such inclusions make for better portfolios. This also allows for portfolios (especially those online) to be more effectively shared with prospective employers and other community members.

There is no required format for a Portfolio. Many students have used the following formats:

- A personal website (many use the free netfiles account given to all Illinois students)
- 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 within the Leadership Center office in the case of binders.

The Illinois Leadership Center sponsors workshops for students every spring in website design for those interested in constructing a website as their Leadership Portfolio.



Beginning the Certificate

Before students enroll in the Certificate program, they need to attend a mandatory Orientation workshop where they learn about the program and specific requirements. Students are then eligible to officially enroll in the program by submitting their Statement of Intent and current resume online to the Illinois Leadership Center. On their Statement of Intent, students share their growth goals and coach preferences. Leadership Center staff then pairs each student with an available coach in the program.

Once Center staff matches a student with a coach, the student is then asked to contact the coach to schedule an introductory meeting. This meeting should be as flexible as the variety of styles that exist within coaches and students. However, the role of the coach in this meeting is primarily to *build the foundation for a strong relationship*. Many Illinois students do not have close working relationships with faculty, staff, or volunteers, and may need time to determine their style in working with their coach.

A prospective initial meeting between coach and student may include the following items:

1) Introductions

Both student and coach should be prepared to talk about themselves and their backgrounds, as well as why they have chosen to become involved in the Certificate program.

2) Prospective Timeline

This includes both a discussion about how the program fits into the overall academic timeline of the student, as well as what programs, courses, and team experiences in which that student might be interested in participating.

3) Expectations

Students should be prepared to address their preferences regarding the role of the coach in their development, and coaches should address their preferred style in coaching students.

4) Scheduling subsequent meetings

This often includes discussion on how often the student and coach will meet, how they will best communicate outside of scheduled meetings, and what preparation should be done prior to each meeting.

As mentioned, the above represent suggestions, not requirements, for the initial meeting. Some students may be ready to accomplish more than this (they may wish to discuss their overall improvement goals, for example), while others may not have detailed thoughts regarding their expectations for their coach. Therefore, the coach should be flexible in the goals of this meeting.



Completing the Certificate

Students who plan to complete the requirements for the Certificate program should contact the Illinois Leadership Center at the beginning of the semester in which they plan to complete (by November 1 or February 1 respectively). Once a student has completed the Leadership Portfolio to the satisfaction of his or her coach, the coach will review the student's final portfolio for accuracy and completeness. The student also will submit his or her electronic Completion Documents online that the coach will verify.

Once the Center receives the student's final Portfolio and Completion Documents by the indicated deadline, students and their coaches are invited to participate in a Completion Ceremony. These events are held at the end of each semester to honor completed students and to present them with their Leadership Certificate. All current Certificate students and their coaches are invited to attend, as well as many invited guests of the Illinois Leadership Center. This event includes a formal ceremony with a guest speaker as well as recognition of students and coaches. Students will also have the opportunity to display and showcase their Portfolios for the Ceremony's attendees.



- Alisha Howell, College of Media Class of 2008, engages Completion Ceremony attendees in a conversation about her Leadership Portfolio



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) Offering **Coach Workshops** at regular intervals throughout the academic year. We are offering the following three sessions each semester:

Coach Orientation (60 min) – provides an introduction to the Certificate Program, including participant requirements, coach expectations, and strategies for successful coaching

Personal Development Plan (60 min) – designed to help coaches work with students as they develop their Personal Development Plans (PDPs); includes components of a PDP, deadlines, and related information

Portfolio & Completion (60 min) – designed to help coaches learn what students need to do to complete their Final Portfolios and Completion Requirements; includes specifics about the completion process, coach and student expectations, and important deadlines

These sessions are designed for new and experienced coaches to learn about the Leadership Certificate program requirements and help get started on the right foot with prospective Certificate students, while deepening their relationships. The schedule for these orientations can be found on the [Leadership Center website](#).

- 2) Center staff also coordinates an annual **Leadership Certificate Kick Off Event** every fall to bring students and coaches together in a larger community. This is a great chance to reconnect with your Certificate students and meet other participants and coaches in the program, while learning about program updates.
- 3) 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.
- 4) Within the Leadership Center, there is a [Resource Library](#) that includes many books and articles related to coaching and mentoring, including such titles as “Leader as Coach: Strategies for Coaching and Developing Others”, by David Peterson, and “The Mentor’s Guide: Facilitating Effective Learning Relationships”, by Lois Zachary. All library resources can be checked out by any leadership coach.
- 5) Lastly, Center staff is interested in **meeting individually** with any Leadership Certificate coach who has questions, concerns, or would like advice. Please contact the Center at 217-333-0604 to schedule an appointment.