

Illinois Leadership[®] Center
"The experience you need for life"

PARTICIPANT MANUAL



Illinois Leadership Certificate Program



ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



Dear Leadership Certificate Participant,

Welcome to the Leadership Certificate Program!

We are excited that you have chosen to participate. We believe ALL students have the ability to learn about and practice leadership skills. The Certificate Program is intended to help you develop your leadership skills, which will make you an even more effective leader.

The Leadership Certificate Participant's Manual is an important resource you can refer to as you begin the certificate, as well as throughout the process of obtaining your Certificate. The manual will provide you with the information you will need to successfully complete your Leadership Certificate.

A few thoughts for you to consider as you begin the process of earning your Leadership Certificate:

- Be sure you attend an Orientation Session and a Personal Development Plan (PDP) Information session soon, if you have not already done so. Both are designed to give you the information you need to be successful within the program.
- Although there are guidelines and requirements for this program, you and your coach can mold your experience in the program to your unique needs to further your leadership development.
- Your Leadership Coach will also receive a Coach's Certificate manual. Please contact your coach at your earliest convenience, as the coaching relationship is one of the most important aspects of the Leadership Certificate program.

Please contact us with any questions you may have about the Certificate Program. We look forward to working with you!

Kind regards,

Leadership Certificate Team at the Illinois Leadership[®] Center
(217) 333-0604



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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.”

- Swati Garg, LAS student, Leadership Certificate graduate, Spring 2008



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 students 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.

One of the most significant aspects of the program is the relationship that you will develop with your Leadership Coach – a qualified volunteer faculty, staff, alumni, or interested community member interested in developing a one-on-one relationship with you and helping you reach your true potential as a leader. 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. In addition to satisfying the programmatic and experiential requirements for the program, maintaining a consistent relationship with your coach is also required to successfully earn your Leadership Certificate.



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



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.

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](#).



Participant Workshops

Each semester, the Leadership Center will offer several workshops that will aid you in completing the requirements of the Leadership Certificate. The workshops include:

- **Orientation to the Certificate Program.** Attending one of these workshops is MANDATORY for all newly enrolled Certificate students. They cover the requirements of the program as well as how to effectively begin the experience.
- **Personal Development Plan Workshops.** These informational sessions are designed for new Certificate students as they begin working to fulfill the first requirement in the program – their PDP. While not mandatory, students are STRONGLY SUGGESTED to attend.
- **Portfolio Information Sessions.** 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.
- **E-Portfolio Workshops.** Many students choose to create an electronic Portfolio, such as a personal webpage. These workshops are optional for students interested in this option but inexperienced in creating a webpage.

You can register online for these programs any time at the 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. Leadership Certificate students are expected to meet with their coach at least 3-4 times per semester, and keep in touch with them during summers or semesters spent abroad as well.

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

- Providing feedback and approving the initial Personal Development Plan (PDP) 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
- Signing the Certificate Completion form to be turned in to the Leadership Center



Initial Coach Meeting

Students should actively work to schedule this meeting, and not wait for the coach to contact them first. The meeting should take place within 2-3 weeks of being assigned a coach. Note: if you have a problem scheduling this initial meeting, please contact Leadership Center staff – they can help in this process.

A prospective initial agenda 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.

After the first meeting, it is important to follow-up with your coach by thanking him or her for their time, and ensuring that a second meeting is scheduled. Many past Certificate students who did not complete the requirements often state that they never worked to schedule a 2nd meeting with their coach.



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 is a sentence (few words; a concise statement of how you want to develop your leadership skills). Students then follow up by describing what this goal means and how they will measure its success 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.

Examples of effective PDPs can be found on the Leadership Center website.

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 14.



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 goal, putting in dates, times and amounts so that you can measure achievement. If you do this, you will know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.

Set priorities

When you have several goals, give each 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

Keep the low-level goals you are working towards small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward. Derive today's goals from larger ones.

Set performance goals, not outcome goals

You should take care to set goals over which you have as much control as possible. There is nothing more dispiriting than failing to achieve a personal goal for reasons beyond your control. These could be bad business environments, poor judging, inclement weather, injury, or just plain bad luck. If you base your goals on personal performance, then you can keep control over the achievement of your goals and draw satisfaction from them.

Set realistic goals

It is important to set goals that you can achieve. All sorts of people (parents, media, society, etc.) can set unrealistic goals for you. They will often do this in ignorance of your own desires and ambitions. Alternatively you may be naive in setting very high goals. You might not appreciate either the obstacles in the way or understand quite how many skills you must master to achieve a particular level of performance.

Do not set goals too low

Just as it is important not to set goals unrealistically high, do not set them too low. People tend to do this where they are afraid of failure or where they are lazy. You should set goals so that they 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. However, remember that your belief a goal is unrealistic may be incorrect. If this could be the case, you can change this belief by using imagery effectively.



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 your Leadership Coach or 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 Leadership Certificate Program is a unique opportunity where students are formally exposed to both academic as well as practical notions of leadership. From the time that I became actively involved, I have gained many leadership skills and improved upon many that I already had. I had the opportunity to practice the various leadership skills during my involvement with many extra-curricular organizations on campus.”

- Palash Basu, College of Engineering, Leadership Certificate graduate, Spring 2007



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. 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:

- 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 [here](#), 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.



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. Once a student has completed the Leadership Portfolio to the satisfaction of his or her coach, both students and coaches sign the online Certificate Verification Form, an online checklist that includes all pertinent Certificate requirements.

Once the Center receives the completed Verification Form, 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. The program, which includes a guest speaker as well as recognition of coaches, also provides students the chance to display their Portfolio for the Ceremony's attendees.



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



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), E-Portfolio Development, Completing Your Leadership Portfolio, and Portfolio Work Sessions.
- 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.

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Good Luck!