Faculty Coach Orientation: Leadership Development & the Lifelong Leadership Inventory
Purpose of this Presentation:
How to use the Lifelong Leadership Inventory as a significant leadership development resource for students
We are all on a spiral path.

No growth takes place in a straight line. There will be setbacks along the way … There will be shadows, But they will be balanced by patches of light.

Awareness of the pattern is all you need to sustain you along the way.

Kristin Zambucka
History’s great achievers - a Napoleon, a daVinci, a Mozart - have always managed themselves. That, in large measure, is what makes them great achievers. …

Now, most of us … will have to learn to manage ourselves.

We will have to learn to develop ourselves.

Peter Drucker
Process for Development

- Have model to define success
- Undergo assessment to define present state
- Recognize the need for development
- Set and implement goals for development
- Assess progress in meeting goals
Coaching Overview

• As coaches, we cannot make people change, rather we facilitate the change process

• Outstanding coaches:
  – Listen
  – Guide
  – Ask tough questions
  – Support
  – Cheer success
Having a Coach Discussion

- Discuss issues, aspirations, priorities with the individual
- Initiate an open-ended discussion
  - Example: “You have had a chance to review the report. Where shall we start?”
- Guide the discussion
  - “You mentioned this...I wonder if you have thought of how this relates to that?”
- Ask questions, don’t lecture
- Close by identifying next steps
Introduction to

The Leadership Learning Inventory
LLI Addresses all 3 Elements of Development: Assessment, Challenge, & Support

Provides motivation:

1. **Assessment:**
   Desire to close gap between current & ideal self

2. **Challenge:**
   Drive to master a challenge

3. **Support:**
   Gain confidence in ability to learn & grow

Initiates resources:

- **Assessment** offers clarity about changes needed & clues to close gaps
- **Challenge** provides opportunity for experimentation & practice, & exposure to diversity
- **Support** helps clarify & confirm lessons learned

Source: CCL
Lifelong Leadership Inventory (LLI)

- Web-enabled self assessment based on complete NCHL competency model
- Score competencies by capability and importance
- Uses 1-10 scale
- Feedback report includes self score, average cohort score, and national average (average score from other students)
**Communication Skills**
The ability to speak and write in a clear, logical and grammatical manner in formal and informal situations; to prepare cogent business presentations; and to facilitate a group.

For each behavior/skill listed below, please indicate *both* of the following:

1. Your *current* level of *capability* in relation to the behavior or skill
2. The *importance* of each in relation to your future career success

<table>
<thead>
<tr>
<th>Uses Generally Accepted English Grammar</th>
<th>[How capable are you?]</th>
<th>[How important is this skill?]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses subject-verb agreement and parallel structure; Uses rules of punctuation; Uses sentence and paragraph construction; Uses concise thematic construction</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepares Effective Written Business Cases</th>
<th>[How capable are you?]</th>
<th>[How important is this skill?]</th>
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<tbody>
<tr>
<td>Uses accurate and complete presentation of facts; Uses logical presentation of arguments pro and con; Uses well-reasoned recommendation; Uses concise executive summary</td>
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# Analytical Thinking

The ability to understand a situation, issue or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

<table>
<thead>
<tr>
<th>Capability</th>
<th>Self Score</th>
<th>Cohort Average</th>
<th>National Average</th>
<th>Importance</th>
<th>Self Score</th>
<th>Cohort Average</th>
<th>National Average</th>
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<tbody>
<tr>
<td>1. Breaks Down Problems</td>
<td>10.0</td>
<td>6.7</td>
<td>7.0</td>
<td>10.0</td>
<td>8.7</td>
<td>8.0</td>
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<td>Breaks problems into simple lists of tasks or activities without assigning values; lists items with no particular order or set of priorities</td>
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<td>2. Identifies Basic Relationships</td>
<td>10.0</td>
<td>7.3</td>
<td>7.4</td>
<td>10.0</td>
<td>9.3</td>
<td>8.7</td>
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<td>Identifies the cause-and-effect relationship between two aspects of a situation; Separates situations into two parts: pro and con; Sorts out a list of tasks in order of importance</td>
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<td>3. Recognizes Multiple Relationships</td>
<td>9.0</td>
<td>7.0</td>
<td>6.7</td>
<td>10.0</td>
<td>9.6</td>
<td>8.8</td>
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<tr>
<td>Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple-part chain of events (A leads to B leads to C leads to D); Analyzes relationships among several parts of a problem or situation (e.g., anticipates obstacles and thinks ahead about next steps, in detail, with multiple steps)</td>
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Interpreting & Communicating LLI Results

Support student reflections:

1. How will I assess my competencies?

2. How & where will I find developmental challenges?

3. What support do I need & where will I find it?
Student Reflections

1. What did I see as my strengths & developmental needs?
2. What practices need the most change?
3. How do my self-perceptions compare to others?
   - Hidden strengths
   - Blind spots
4. How do results compare with previous assessments?
5. What are the overall themes?
6. What problems could stall my career & my life?
7. Which findings am I most proud of & excited about?
Feedback Summary Sheet

- What similarities are there in the self-assessment score and the cohort groups?
- What differences are there and how might you account for them?
- After considering all the data, what seem to be the student’s 3-4 greatest strengths?
- After considering all the data, what seem to be the student’s 3-4 weakest areas?
Model for Self-Directed Development

- Aspirations Identified
- Development Opportunity
- Actual Performance
- Desired Performance
- Goal Statement
- Action Plan

Feedback
Model for Self-Directed Development

Understanding the Gap between Current and Desired Performance

- What are the student’s aspirations and goals?
- Do they have an accurate image of their strengths and needs?
Coaching to the Feedback

CAPABILITY

▪ Help the student identify patterns
  ➢ What similarities are there in your self-assessment score and the cohort groups?
  ➢ What differences are there and how might you account for them?

▪ Help student identify strengths and areas of opportunity:
  ➢ What do you consider to be your 3-4 greatest strengths?
  ➢ What do you consider to be your 3-4 weakest areas?
Coaching to the Feedback

IMPORTANCE

- Help the student identify patterns
  - What similarities are there in your self-assessment score and the cohort groups?
  - What differences are there and how might you account for them?

- Help student identify which competencies are most critical to them for success
Coaching to the Feedback

PLAN FOR DEVELOPMENT

– Help student complete the worksheets found in the LLI feedback report
– Help student choose one or three areas for development using the Development Plan worksheet
Student Leadership Development Plan

1. Priority competencies
2. Lessons learned
3. Improvement’s contributions to success
   • Self
   • Organization
4. Target Development Areas
   • Development Goals
   • Related competencies to develop, strengths to leverage, obstacles & help
   • Activities & completion dates

• Plan must be something the student is passionate about
• Plan must include specific goals with expected outcomes spelled out
• Next steps?
What are the Key Success Factors in your coaching discussions with students?
Treat people as if they were what they ought to be, and you help them to become what they are capable of being.

Goethe