Evidenced Based Personal Development Evaluation (End-of-semester)
Incorporated into Foundations of Leadership Development Course
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Due no later than the beginning of class on the final day of class. Email me a Word document with responses to the six questions below along with photo images of relevant pages of your journal.

As stated on the first day of class, one of the course objectives is to "evaluate your personal leadership strengths/weaknesses and properly apply course concepts to develop an improvement plan. Additionally, you will be able to correctly apply the concepts discussed throughout the course to both assess and resolve leadership shortcomings/issues across situations, both actual and hypothetical."

Developing *ongoing awareness* of your leadership strengths and weaknesses as well as an understanding of alternate strategies and when/how they might be useful for your leadership efforts is part of **metacognitive leadership**. Increased awareness and understanding will help you more successfully navigate the range of leadership situations you will find yourself a part of throughout your life, whether they be formal or more referent-type leadership positions.

In order to facilitate your awareness of your own learning and development, you have been recording personal observations of your leadership, as well as reflections on how these observed behaviors link to leadership research and theories we are learning about in class, and how they relate to the five learning dimensions (see below for the course strands and learning dimensions).

For this final personal development evaluation assignment, you will review and evaluate your observations of your behaviors (and their results) from across the semester. Overall, which types of leadership behaviors and learning dimensions seem well developed based on your observations and which seem absent or less developed from your observations? What sort of development did you observe since your personal evaluation at mid-semester? What are your personal leader development plans as you move into your future? Use an evidence-based process to examine these questions by completing the following:

1. Review your personal observations / reflections since mid-semester (not those of other people). Make a tally chart of the number of observations that you can link to each of the four major course strands (although you might choose to "break out" transformational leadership into all the components of the full range model), and each of the five learning dimensions. Note that one observation / reflection may be linked to more than one course strand and/or learning dimension. (Include the tally chart as your response to this question.) [3 points]

2. Based on your tallied observations, which course strand and which learning dimension do you believe were most apparent / appeared most well-developed during the second part of the semester? Point me to 1 specific observation related to a course strand and to 1 specific observation related to a learning dimension to provide evidence of your ability to demonstrate these types of leader behaviors / learning dimensions, and *explain why* you believe they provide such evidence. [Do not re-type the observation itself – take a digital photo of the pages so I can read it.] [12 points: 6,6]

3. Based on your journal observations (or lack of recorded observations in your journal), which course strand(s) *and* which learning dimension(s) do you believe remain the *least* well-developed at this time? If there are observations available, point me to at least one [take a photo and include] and explain *why* you believe it shows that this type of leadership behavior needs more development for you to be a more effective leader. Regardless of whether or not you have specific observations related that strand / dimension, based on what we've learned in class, explain *when and why* these less developed types of behaviors and learning dimensions might be beneficial to you as a leader (whether you are in a formal leadership position or a referent-type position). [8 points: 4,4]

4. Now review your responses to your first personal development evaluation from mid-semester. Compare the tally from the second half of the semester to the one from the first half of the semester. What similarities and what differences do you note? Did you put any extra effort into the development of any of the areas you had previously identified as areas that needed more development? Explain how so or why not. [8 points: 3,3,2]

5. Reflecting across the entire semester and your current perceived state of leader development, and keeping in mind your awareness of your personality tendencies and personal goals, what is your current top goal for your own leadership development? (This leader development goal should refer to personal development related to skills and not the attainment of a leadership position.) Why did you choose that goal, and how will you go about achieving it? In explaining, be sure to incorporate principles of effective goal setting and achievement (path goal theory). How will you know when you've made progress or achieved this goal? I challenge you to give it a try (and come talk to me about it even after this course concludes). ☺ [10 points: 2,2,3,3]

6. Reflect on your use of your leadership journal and how it was incorporated into class this semester (including the changes we made after mid-semester). What about the reading responses was most useful for your learning and personal leadership development, and why? What about the personal observations was most useful for your learning and personal leadership development, and why? What change in the structure of the journal entries and/or how they were incorporated into the course would benefit your learning and leadership development, and why? [9 points: 3,3,3]

Course strands:	5 learning dimensions (from Learning Record resources):
1. teamwork 2. professionalism (subcomponents) 3. transformational leadership (4is) 4. respect for human dignity	1. confidence and independence 2. skills and strategies 3. knowledge and understanding 4. use of prior and emerging experience 5. reflection

Confidence and independence

We see growth and development when learners' confidence and independence become congruent with their actual abilities and skills, content knowledge, use of experience, and reflectiveness about their own learning. It is not a simple case of "more (confidence and independence) is better."

Skills and strategies

Skills and strategies represent the "know-how" aspect of learning. When we speak of "performance" or "mastery," we generally mean that learners have developed skills and strategies to function successfully in certain situations. Skills and strategies are not only specific to particular disciplines, but often cross disciplinary boundaries.

Knowledge and understanding

Knowledge and understanding refers to the "content" knowledge gained in particular subject areas.

Use of prior and emerging experience

The use of prior and emerging experience involves learners' abilities to draw on their own experience and connect it to their work. A crucial but often unrecognized dimension of learning is the capacity to make use of prior experience as well as emerging experience in new situations

Reflection

Reflection refers to the developing awareness of the learner's own learning process, as well as more analytical approaches to the subject being studied. When we speak of reflection as a crucial component of learning, we are not using the term in its commonsense meaning of reverie or abstract introspection. We are referring to the development of the learner's ability to step back and consider a situation critically and analytically, with growing insight into his or her own learning processes, a kind of metacognition. It provides the "big picture" for the specific details.

* This information about the 5 Learning Dimensions and more about the Learning Record can be found at http://www.learningrecord.org/