"...leadership development starts with self: self awareness through reflection and insight that will lead to development and change."

Learning About Self: Campbell Leadership Descriptor

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Introduction and Context

Rarely has the need for effective leadership in the library and information profession been more pressing and exciting. We live in a global context, a context that in many ways is being shaped by networked technology. Information is rapidly exchanged in a borderless environment, facilitating opportunities for networking, partnerships and collaboration that belie geographic constraints. Information consumers are increasingly content creators, contributing to the exponential production of information in all mediums. Before, a library was a destination point. Now libraries are one stop on the information highway, either an "in person" visit or an electronic exchange.

In this global context, libraries play a unique and vital role in our communities whether providing information to children orphaned as a result of AIDs or through mass digitization projects to make unique material more accessible to the world. Libraries continue to be viewed as important institutions for access to information, literacy, service and education. Against this backdrop, many libraries face increasing pressures such as greater accountability to funding agencies, declining budgets, competition from other information providers, increased demands for services, technological change, legacy systems, and the organizational challenges that result when rapid change is afoot. Effective leadership is urgently needed for survival, much less success, in this challenging and exciting environment. Edgar Schein (2004) encapsulates the environment in which we work:

We basically do not know what the world of tomorrow will be like, except that it will be different, more complex, more fast-paced, and more culturally diverse. This means that organizations and their leaders will have to become perpetual learners. (p. 393)

Leadership development is about learning, learning about the essential elements of effective leadership, learning about one's leadership strengths and areas in

need of improvement, and in turn, striving to make the necessary changes to develop one's leadership abilities. Learning is, at its most basic, change (Mavrinac, 2005), and change is an essential element of leadership. It is important that leaders cultivate an environment for learning in their organizations to embrace the exciting complexities, diversity, challenges and opportunities of this global information context.

This chapter will discuss the *Campbell Leadership Descriptor*, a self-assessment tool for leadership development. It focuses on essential, universal leadership components that are applicable no matter where one lives and works and at every level in every type of organization. The Descriptor includes a multicultural component that speaks to the importance of developing leadership strengths for a global environment. This instrument is based upon the tenet that "self-awareness of one's leadership style is an essential first step in identifying key strengths, targeting areas for improvement, and creating a successful action plan for development." (Campbell, 2002, p. 92)

Before describing the *Campbell Leadership Descriptor* in greater detail, it is important to establish a baseline discussion for the topic of leadership, starting with a working definition:

> Leadership is a relationship of influence between at least two people, not necessarily related to position, who strive towards a shared purpose which results in meaningful and substantive change.

Effective leadership–leadership that inspires and empowers all members of the organization –is critical to the health of the library and information profession and its members. In the context of this discussion, leadership is viewed as a social influence process whose primary outcome is change (Bennis, 1999; Burns, 1978, 2003; Dvir & Shamir, 2003; Hollander, 1992). Leadership is a dynamic process between leaders and followers or between peers. This influence process is persuasive but it should never be coercive (Burns, 1978).

Each of us can be a leader. Leadership is often viewed hierarchically embodied in management positions at the top of the organization. However, an environment of rapid and ubiquitous change demands approaches that are nimble, flexible and proactive. This can only be accomplished when the capacity of all organizational members is realized, where leadership development opportunities permeate the organization. This leverages strength, builds capacity and provides greater opportunity for organizational success (Pearce & Conger, 2003). As noted by Kotter (1996, p. 166), "The hearts and minds of all members of the workforce are needed to cope with…fast-shifting realities…"

Leadership is often categorized in grand terms such as being a visionary, entrepreneur, or risk taker. While these are important leadership components, effective leadership is often a series of small, meaningful and consistent actions toward a shared outcome.

Leadership does not occur in a vacuum. Leadership occurs in a context, in an organizational environment that is comprised of other people, and in a broader cultural and environmental context. This context is dynamic and ever-changing. The effectiveness of a leader will be contingent upon one's leadership abilities, the degree to which the context will allow the leader to exert influence, and the nature of the leadership situation.

It is profoundly important that library and information professionals be effective leaders. The environment demands it. Our users should reap the rewards of effective leadership.

Please join me in reviewing the *Campbell Leadership Descriptor*–an extremely useful tool because of its universality and ease of administration-in developing and strengthening the leadership capacity of our organizational members as we work inside and outside our borders.

Facilitation Guide

The *Campbell Leadership Descriptor* is a self-assessment tool that has been developed by the Center for Creative Leadership from over 30 years of experience in a diverse range of organizational types using studies, personality surveys, training sessions, and standardized lists of leadership competences to arrive at nine core competencies which comprise the Descriptor (Campbell, 2002).

The tool is relatively easy to administer providing the facilitator is well-prepared, and has a solid grounding in leadership theory and practice. It is also helpful if the facilitator has had several years of leadership experience from which to draw to ensure participant questions are well-answered, and to enrich the discussion with contextual material.

Embarking upon the use of the *Campbell Leadership Descriptor* requires preparation, facilitation, and evaluation. Each will be discussed, in detail. This facilitation guide is based upon use of this tool for the Thinking Outside the Borders: Library Leadership in a World Community program. In this program participants came from diverse geographical locations, many whose first language was not English, the host language of this program.

The *Campbell Leadership Descriptor* includes a "Multicultural Awareness" component as one of its nine core leadership competences. This fits well with the Thinking Outside the Borders' program where cross-border partnerships and collaborations are both encouraged and fostered.

A. Preparation

Preparation is the key to the successful facilitation of the *Campbell Leadership Descriptor*.

Four Weeks Before

Group size: Determine a cap on the number of participants for the session. The tool works well with a variety of group sizes. Remember that a large group will have an impact on time, time to field questions, to complete the assessment tool, and if working with international participants whose first language is not the host language, time to slow one's delivery and to answer questions.

This facilitation guide has been designed for 30 participants, providing a breakdown of five groups of six people for small group discussion and exercises.

Tip: Prepare by ordering the Campbell Leadership Descriptor Facilitator's Guide and Participant Workbooks well in advance of the workshop. There are a variety of online sources from which to order. Use Google and insert the phrase "Campbell Leadership Descriptor" in the search box.

Two Weeks Before

Familiarize yourself with the *Campbell Leadership Descriptor*. Each Participant Workbook and Facilitator's Guide will come with a Leadership Descriptor Survey, the self-assessment tool participants will fill out and score. Complete and score the Leadership Descriptor Survey yourself to ensure you are comfortable with the tool.

Tip: Thoroughly learn and practice use of this leadership tool.

In addition to the tips and guidance provided in this publication, review the Facilitator's Guide provided by the *Campbell Leadership Descriptor*. You may wish to use examples, questions and ideas from this source.

Read, review and prepare contextual material on leadership, leadership in a librarian context, and information about the broader global information context to provide background information from which to lead discussions or field questions. The "Introduction/Context" to this facilitation guide provides useful information that you are welcome to use, and there is a "Selected Bibliography on Leadership" in Appendix F.

Tip: Create context for the discussion, providing a compelling reason for participants to want to invest in the learning process of developing their leadership abilities.

One Week Before

Finalize the workshop content including the outline, timing, learning outcomes, format, discussion questions, exercises and handouts. The *Campbell Facilitator's Guide* includes a chapter called "Preparing for a Workshop Session," which includes helpful information.

Tip: PowerPoint slides can be developed using content from the Campbell Leadership Descriptor found at the Pfeiffer Website.

Confirm audio-visual equipment, room set-up and supplies with the workshop organizers (if your session is part of a larger workshop) or arrange for these yourself.

Tip: Arrange tables to facilitate small group discussion.

Unwrap Participant Workbooks from the plastic wrap and remove the Leadership Descriptor Survey (self-assessment tool). This will be distributed after the introduction and instructions are provided to ensure participants do not prematurely start the survey.

Workshop Format and Content:

Length of Session: The workshop can be administered in 2 to 2.5 hours (Campbell, 2002). In my experience, more time is needed, especially when working with a diverse group of participants. Also, feedback from session participants indicates they enjoy and want more time for facilitated discussion.

Two session lengths are suggested: 3 hours and 15 minutes and 4 to 5 hours.

Agenda (3 hours, 15 minutes)

Introduction (agenda, learning outcomes) – 5 minutes

Leadership Context – 10 minutes

Introduce the *Campbell Leadership Descriptor* – 15 minutes

Instructions for Completing the Descriptor – 15 minutes

Participant Completion of Descriptor – 45 minutes

Break[1] – 15 minutes

Large Group Discussion of Descriptor Results – 20 minutes

Small Group Exercise – 40 minutes

Leadership Focuser (action plan) – 25 minutes

Conclusion – 5 minutes

Agenda (4 or 5 hours[2])

Day 1

Introduction (agenda, learning outcomes) – 5 minutes

Leadership Context – 10 minutes

Introduce the *Campbell Leadership Descriptor* – 15 minutes

Instructions for Completing the Descriptor – 15 minutes

Participant Completion of Descriptor – 45 minutes

Reflection and Analysis - evening or one hour [3]

Day 2

Large Group Discussion of Descriptor Results – 20 minutes

Small Group Exercise – 40 minutes

Leadership Focuser (action plan) – 25 minutes

Conclusion – 5 minutes

Tip: Ensure each segment of the workshop and all necessary information and instructions are imparted within the allotted time. Remember, additional time is needed when working with an international audience.

B. Facilitation

When beginning the workshop, establish a welcoming environment in tone, body language and delivery, encouraging participants to ask questions at any time. Review the agenda and the learning outcomes for the session.

Tip: Speak slowly, annunciate clearly, avoid colloquialisms, and build in extra time for questions and completing the questionnaire when working with participants whose first language is not the host language.

Here are suggested learning outcomes that participants can expect from this session:

- Knowledge of universal leadership components.
- Identification and importance of characteristics of successful leaders.
- Awareness and understanding of personal strengths and areas in need of improvement.
- Understanding impact of personal leadership strengths and areas in need of improvement.
- Development of personal *Leadership Focuser* (action plan).

Explain to participants that they will be completing the *Campbell Leadership Descriptor*, a self-assessment tool that focuses on essential, universal leadership components for successful leadership. These components are applicable no matter where one lives and works, and for every level in every type of organization.

In filling out the survey, people will learn more about their leadership strengths and areas in need of improvement or leadership challenges.

Tip: Avoid use of the word "weakness. " Use "development" or "area in need of improvement." Many people have not had the opportunity to develop a leadership skill.

Leadership Context – 10 minutes

Set the context for the discussion of leadership. Suggested content can be found in the "Introduction/Context" of this facilitation guide.

Tip: Be mindful of cultural context and different political structures especially in relation to participants' perspectives on leadership. Accentuate that leadership resides in all of us irrespective the nature of the organizational structure and climate.

Engage participants in a discussion about the nature of today's library work environment. Answers are likely to align with the quotation provided in this unit's "Introduction/Context" by Schein (2004), which can be shared with participants.

Underscore the importance of learning when participants use, reflect upon, and develop an action plan with the *Campbell Leadership Descriptor*. Learning is change. Developing one's leadership abilities is a process of learning: gaining self-awareness and learning new leadership competencies and behaviors. There is no magic bullet. Leadership development is an intentional and slow process that can be very rewarding to the individual, and to the broader organization.

Introduce the Campbell Leadership Descriptor – 15 minutes

The *Campbell Leadership Descriptor* is comprised of nine leadership components. Each has

a list of five adjectives to describe the characteristics of leaders who are talented in the accomplishments of that component.

Tip: Suggest participants follow along using their Participant Workbook.

The leadership components are divided into two types: Major Tasks and Personal.

Six major tasks of organizational leadership must be present and well-executed within any organization or the organization and its membership will suffer. Leaders either have to do these directly or through delegation (Campbell, 2002). Major Tasks include:

1. Vision – Establish the general tone and direction of the organization.

2. Management – Set specific goals and focus resources on achieving them.

3. Empowerment – Select and develop subordinates[4] that are committed to the organization's goals.

4. Diplomacy – Forge coalitions with important internal and external constituencies: peers, superiors, subordinates, potential organizational allies, and other important outside decision makers[5] [6].

5. Feedback – Observe and listen carefully to clients, customers, voters, employees, students, team members and then share the resulting information in a manner that those affected can accept as beneficial[7].

6. Entrepreneurialism – Find future opportunities, including increased revenues, expanded markets, or a higher probability of desirable outcomes such as international peace, a healthier environment, or the creation of beauty through mechanisms such as new projects, programs, or policies[8]. (Campbell, 2002, p. 7-9)

Tip: Participants may ask about the difference between leadership and management. Emphasize their complementary nature. Indicate that successful organizations need to be effective in both areas. I use Kotter's (2001) explanation that management deals with complexity (planning, organization, budgeting, etc.) Leadership is about change (setting direction, aligning, motivating, empowering, etc.)

There are three Personal Components that are necessary for successful leadership. Leaders must have these components or be able to develop these in themselves. Unlike Major Tasks, Personal Components cannot be delegated. Without these characteristics, a leader will have trouble focusing the attention and activities of organizational members (Campbell, 2002.) Personal Components include:

1. Personal Style – By personal example, set an overall organizational tone of competence, optimism, integrity, and inspiration.

2. Personal Energy – Live a disciplined, wholesome lifestyle that provides the necessary energy and durability to handle the physical demands of leadership: long hours, stressful decisions, conflicts and its resolutions, wearying travel.

3. Multicultural Awareness – Be experienced and comfortable working with individuals and managing organizations across different geographic, demographic, and cultural borders. (Campbell, 2002, p. 10-11)

Instructions for Completing and Scoring the Descriptor – 15 minutes

Self, Good and Poor Leaders

The Campbell Leadership Descriptor asks participants to assign a rating for "Self," "Good," and "Poor" leaders. Participants will compare their scores with the scores they assign to their good and poor leaders.

Engage participants in a discussion of good and poor leaders. Ask them to think of someone they know or with whom they have worked who they admire as a good leader, or conversely, who they consider a poor leader.

After this discussion, ask participants to note, using an initial, the good and poor leaders they selected. They will be using these people as their "good" and "poor" leaders when completing the Survey.

Tip: Urge participants to avoid using a composite of a good or poor leader. It must be a person with whom they are familiar.

Provide the instructions for completing and scoring the Survey clearly and concisely.

Participant Completion of Descriptor – 45 minutes

Distribute the *Leadership Descriptor Survey*. Be available to answer any questions participants may have. This is very important when there is a diverse group of participants. Be mindful that people can find the process of scoring confusing. Offer your assistance.

Tip: Suggest participants use a different color marker to score "Self," "Good," and "Poor" leader scores. Using symbols is slow and less illustrative.

When everyone has completed the survey, offer some concluding remarks to end this portion of the workshop, remarks that underscore that leadership development starts with self: self awareness through reflection and insight that will lead to development and change.

I encourage participants to fill out the *Results at a Glance* (Appendix A) handout to provide them with an easy, textual compilation of their results. This visual can be posted at their workspace, reminding them of the many leadership strengths they already have, and the areas in which they can develop to increase their leadership capacity.

Provide participants with a 15 minute or lunch break at this juncture.

Reflection and Analysis – evening or 1 hour.

(Note: Go to next section if you are facilitating the three hour session.)

Reflecting is a key strategy to gain insight and knowledge about patterns of behavior, emotions and perceptions to determine their appropriateness in relation to the context or situation at hand (Mavrinac, 2006; Schon, 1987.) Reflection can lead to change, adopting new patterns of behavior (Argyris, 1999.) This is essential in the process of leadership development.

A useful technique to aid in the process of reflection is journaling (Klauser, 2000[9]). Journaling, or recording one's thoughts and feelings on paper, is a means to capture these thoughts and feelings for closer analysis, reflection, insight, and change.

The following journaling exercise can be used to inspire reflection and insight:

- Review your scores for the *Campbell Leadership Survey*.
- Select one strength and one area in need of improvement that you would be comfortable sharing with others.
- Analyze why you believe you have this strength, and, in turn, why this area is in need of improvement.
- How has your strength contributed to your success as a leader? Provide a tangible, work-related example of this.
- How has your area in need of improvement been a barrier or a challenge to you as a leader? Provide a tangible, work-related example of this.

Writing down one's leadership strengths bolsters confidence, and provides tangible examples of the impact of this leadership strength. Writing down areas in need of improvement provides the opportunity to analyze whether one is resisting or avoiding leadership development in this area. For instance, if one scored low on the component, "entrepreneurialism," the process of journaling might reveal a fear about taking risks and a preference for staying within one's comfort zone. Journaling can help us analyze why barriers might be holding us back, assist us in putting these barriers into perspective, and in turn, create an action plan to develop in this area.

Tip: Provide each participant with a small notebook to be used as their personal journal.

Large Group Discussion of Descriptor Results – 20 minutes

Engage participants in a discussion about their experiences and initial insights with the *Campbell Leadership Descriptor.* Here are several discussion questions, some culled from the Facilitator's Guide (Campbell, 2002):

- What are your initial thoughts about the *Descriptor*?
- What was the most important thing you learned as a result of completing the *Descriptor*?
- What surprised you?
- What about your poor leader? Did anything surprise you with their results[10]?
- Are there any leadership components that you feel the Campbell instrument does not cover[11]?
- What do the scores suggest to you about effective leadership?

Tip: Establish ground rules of respect and confidentiality to create an environment that encourages participation and an enriching discussion.

Small Group Exercise – 40 minutes

Those who included the "Reflection and Analysis" component in the workshop will have laid the ground work for this group exercise found in Appendix B. The goal of this exercise is to discuss the implications of leadership using the components of the *Campbell Leadership Descriptor* in real and concrete terms by having participants share their personal experience and impressions of their results. Discussions of leadership development often occur in the abstract. This activity and the preceding "Reflection and Analysis" exercise, focus the discussion of leadership in concrete terms in relation to an individual's experience and reality.

This exercise works well with tables of five or six people, allowing enough time for individual sharing and group reporting. Facilitate the discussion, underscoring key themes and points of learning.

Tip: Grounding the discussion in concrete terms personalizes the learning experience, an important aspect of adult learning that can contribute to meaningful development and change (Knowles, Holton & Swanson, 1998.)

Leadership Focuser (action plan) – 25 minutes

This exercise translates participant results into concrete terms. *The Leadership Focuser*[12] is an action plan whose purpose is to leverage one's leadership strengths and strengthen one's leadership challenges into actions and positive outcomes, committing to a course of action for one year. Appendix C provides the instructions for the *Leadership Focuser* exercise; Appendix D is a sample of a completed *Leadership Focuser* form; and Appendix E is a blank *Leadership Focuser* form.

It is important to slowly walk through the instructions for completing the *Leadership Focuser* action plan. Using separate forms for their strength and their area in need of improvement, participants start with one year ahead, and state a specific desired outcome for both. They then go to the "tomorrow" part of the form and state what they plan to do tomorrow to advance the outcome they identified at one year. Each time period is then filled out, in turn, until the one year mark is reached.

Appendix D provides a sample of a completed form. Review this using PowerPoint slides starting at one year. The leadership component "vision" has been purposely selected because vision is often attributed to seasoned leaders at the top of the organization chart. For new leaders, vision can sometimes feel unattainable or, at best, elusive. By following the example, one can see how "vision" can be broken down into small, meaningful and consistent actions that can result in a large and positive impact for the individual and the organization when all of the actions are accomplished.

Tip: It is important that participants take their time in filling out this form. Encourage them to start the process at the session, and to complete this as their action plan[13]*.*

Summary – 5 minutes

End the session by emphasizing that leadership is not an abstract concept, that it resides in all of us and is a series of small, meaningful and consistent actions toward an intended outcome.

Indicate that you hope participants take away knowledge of the essential, universal leadership components, their knowledge of self in relation to their leadership strengths and areas in need of improvement, and that they leverage both into positive and substantive outcomes. This will contribute to their development as a leader, and will benefit the organization in which they work and its users.

Note that in their handout package, there is a "Selected Bibliography on Leadership" (Appendix F) should they wish to read more about leadership.

Thank participants for their time and energy, and wish them well in their leadership development!

Tip: Provide your contact information and welcome participant questions after the session.

Evaluation

Feedback and evaluation of the workshop are extremely valuable, and help shape future workshops. Shortly after the session ends, note facilitation areas that did not go smoothly, or when participants seemed confused. Also, note areas where participants were engaged and excited, and the questions that they asked. Use a formal evaluation form at the end of the session to obtain structured feedback.

Conclusion

Use of the *Campbell Leadership Descriptor* can be an enjoyable and enriching learning experience for new and experienced leaders. It incorporates multicultural competencies, vital as we increasingly work in diverse organizations, and in a context without borders. Leadership in a very dynamic, rapid changing environment demands leaders be in perpetual learning mode (Schein, 2004). This includes ongoing leadership development for all members of the organization to increase the organization's capacity for success. Leaders can cultivate an environment for learning. They can develop a reflective workplace that questions assumptions, and asks, "how can we learn from this?" (Mavrinac, 2006) to create an environment that is nimble, and views change (or learning) as natural and normal. Effective leadership begins with self. The *Campbell Leadership Descriptor* is an extremely useful tool to start the process of leadership development through self-awareness, reflection, insight and change, equipping the organization to flourish in an uncertain, yet exciting, environment.

NOTES

[1] It works well to time the session to coincide with lunch to provide an ample break.

[2] Ideally this session would occur over two days providing time during the evening of the first day for participants to complete the unit "Reflection and Analysis." If this cannot be accommodated, an additional hour should be added to the one day session, extending it to 5 hours.

[3] If the additional hour is added to the one day session, a 15 minute break should be added to the agenda.

[4] I substitute the word "employees" for "subordinates" to underscore the peer-to-peer and shared nature of leadership in particular in relation to project and team work.

[5] I substitute "reporting relationships" for "subordinates."

[6] Bolman & Deal (1997) include a rich discussion of the "political frame" of leadership that is useful for the component of "Diplomacy."

[7] Kegan & Lahey's (2001) *How The Way We Talk Can Change The Way We Work* is an insightful source on providing feedback in a non-threatening, deconstructive manner.

[8] I alter this definition to better reflect the library and information profession: Seek and create opportunities for personal development, or new projects, programs, or policies for the organization and for the community.

[9] Facilitators who include the "Reflection and Analysis" unit in the workshop are advised to review the title *Write It Down, Make It Happen* (Klauser, 2000).

[10] Participants are often surprised to see that their "poor" leader has areas of strength.

[11] Participants enjoy this question, often raising this without prompting. It is important for the facilitator to have a solid grasp of the 9 components and 40 adjectives which comprise the Campbell Leadership Descriptor. Most suggested omissions will fit into the existing components of the Descriptor.

[12] Participants find this exercise useful. Feedback from sessions indicated a need to provide a tangible example of a completed form, and the desire to have time to begin completing the form during the session.

[13] The *Participant Workbook* includes another action plan exercise that facilitators may wish to use.

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Results At A Glance - SELF

	STRENGTHS (3-4)	NEEDS IMPROVEMENT (1-2)
VISION	• • • • •	• • • • •
MANAGEMENT	• • • • •	• • • • •
EMPOWERMENT	• • • • •	• • • • •
DIPLOMACY	• • • • •	• • • • •
FEEDBACK	• • • • •	• • • • •

Results At A Glance - SELF

	STRENGTHS (3-4)	NEEDS IMPROVEMENT (1-2)
ENTREPRENEURIALISM	• • • • •	• • • • •
PERSONAL STYLE	• • • • •	• • • • •
PERSONAL ENERGY	• • • • •	• • • • •
MULTICULTURAL AWARENESS	• • • • •	• • • • •

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Small Group Exercise

Goal
To discuss the implications of leadership using the components of the Campbell Leadership Descriptor in real and concrete terms

Exercise
Using a component from the Campbell Leadership Descriptor, each participant will share:

- The impact (implications and outcome) for you as an individual or for your organization because of the strength or challenge you have with this leadership component in a particular situation or initiative. Examples can be those resulting in a positive or negative outcome.

- Discuss the impact in real, concrete terms.

- State what you have learned about leadership from this example.

Decide upon one example to report to the whole.

Time period for reporting: 5 minutes per group.

Campbell Leadership Descriptor Appendix C

Leadership Focuser

Goal

· To derive benefit and growth for yourself and for your organization.

Outcomes

· Leverage your leadership strengths into actions and positive outcomes.

· Strengthen your leadership challenges and areas in need of improvement through actions and positive outcomes.

· Commit to outcomes through tangible actions starting tomorrow, and then through to one year.

Exercise

· Review leadership strengths and areas in need of improvement using Results at a Glance.

· Select one strength and one area in need of improvement you wish to leverage and develop into tangible outcomes.

(Note: One of these must be from the Personal Style, Personal Energy or Multicultural Awareness components of the Campbell Leadership Descriptor.)

· Start with one year ahead. State specific desired outcomes for your strength and your area in need of improvement.

· Go to "Tomorrow." State what you will do tomorrow to advance the outcomes you identified at one year.

· Continue with one week, then, one month, then three months, then six months.

Leadership Focuser Example Date: _____

1 Year	
	Implement a visionary project that is in alignment with our organization's direction.

6 Months	
	Identify resource needs.
	Be resourceful in identifying internal and external sources of funding.
	Develop a detailed project proposal.
	Identify and invite project participants.
	Delegate roles, and specify time lines and outcomes.
	Incorporate ongoing mechanism of feedback from mentor, supervisor and project participants.
	In next six months, complete all tasks to project completion.

3 Months	
	Read intensively on my topic.
	Narrow my focus to a specific area of analysis.
	Complete an environmental scan of my topic.
	Develop a broad project proposal that looks ahead 2-3 years.
	Discuss project proposal with my mentor and my supervisor. Incorporate their feedback.
	Obtain approval from my supervisor to fully develop the project proposal.

1 Month	
	Decide on 1 broad area of interest I will investigate to create a project for our organization that is farsighted.
	Develop a plan of action.
	Meet with my supervisor to discuss my goal, and the process I will use, asking for support and feedback.
	Develop a current awareness profile for my topic.
	Discuss my plan of action with my mentor, asking for feedback.

1 Week	
	Write down 3 broad areas of interest that are in alignment with our organization's direction.
	Identify leaders that I know who are strong in the "vision" component of leadership.
	Define mentoring goals for developing "vision," and a time line for each.
	Contact a leader to ask if they would be my mentor.
	Book a meeting for next month with my direct supervisor to discuss my ideas for leadership development.

Tomorrow	
	Decide on the leadership adjectives of "vision" that I wish to develop in myself.
	Write these down, expanding upon the meaning of each.
	Write down why vision and the specific adjectives of vision are important for my development.

*Form adapted from Lifetime Focuser Quinton Group Inc.®

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Leadership Focuser Date: _____

1 Year	

6 Months	

3 Months	

1 Month	

1 Week	

Tomorrow	

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1 This title includes chapters on leadership and diversity (Alire) and leadership from an international perspective (Li).