

Emotional Learning: The Key to Good Leadership

Leadership Training: Learn Today, Lead Tomorrow



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Activity 1: **Self-Awareness**



Introduction

When you hear the term “self-awareness” what comes to mind? **Self-awareness** means having a realistic assessment of one’s own abilities, the capacity to recognize one’s feelings as they occur and having a well-grounded sense of self-confidence.

[Source: “Making the Case for Social and Emotional Learning and Service-Learning”, paper published by Collaborative for Academic, Social, and Emotional Learning (CASEL), the National Center for Learning and Citizenship (NCLC), and the Laboratory for Student Success (LSS)]

Developing self-awareness is the foundation in the journey to grow as a leader. Having self-awareness empowers you with the knowledge to make better choices and lead your own learning. Self-awareness is an essential part of **emotional intelligence**, the ability to recognize and manage our own emotions and recognize and influence the emotions of others. The most effective leaders have strong emotional intelligence skills that they use to respond and adapt to the situation and people around them.

[Source: “Great Leadership Starts With Self-Awareness”<https://www.forbes.com/sites/ellevate/2018/02/15/self-awareness-being-more-of-what-makes-you-great/#f3974ec40ddb>]

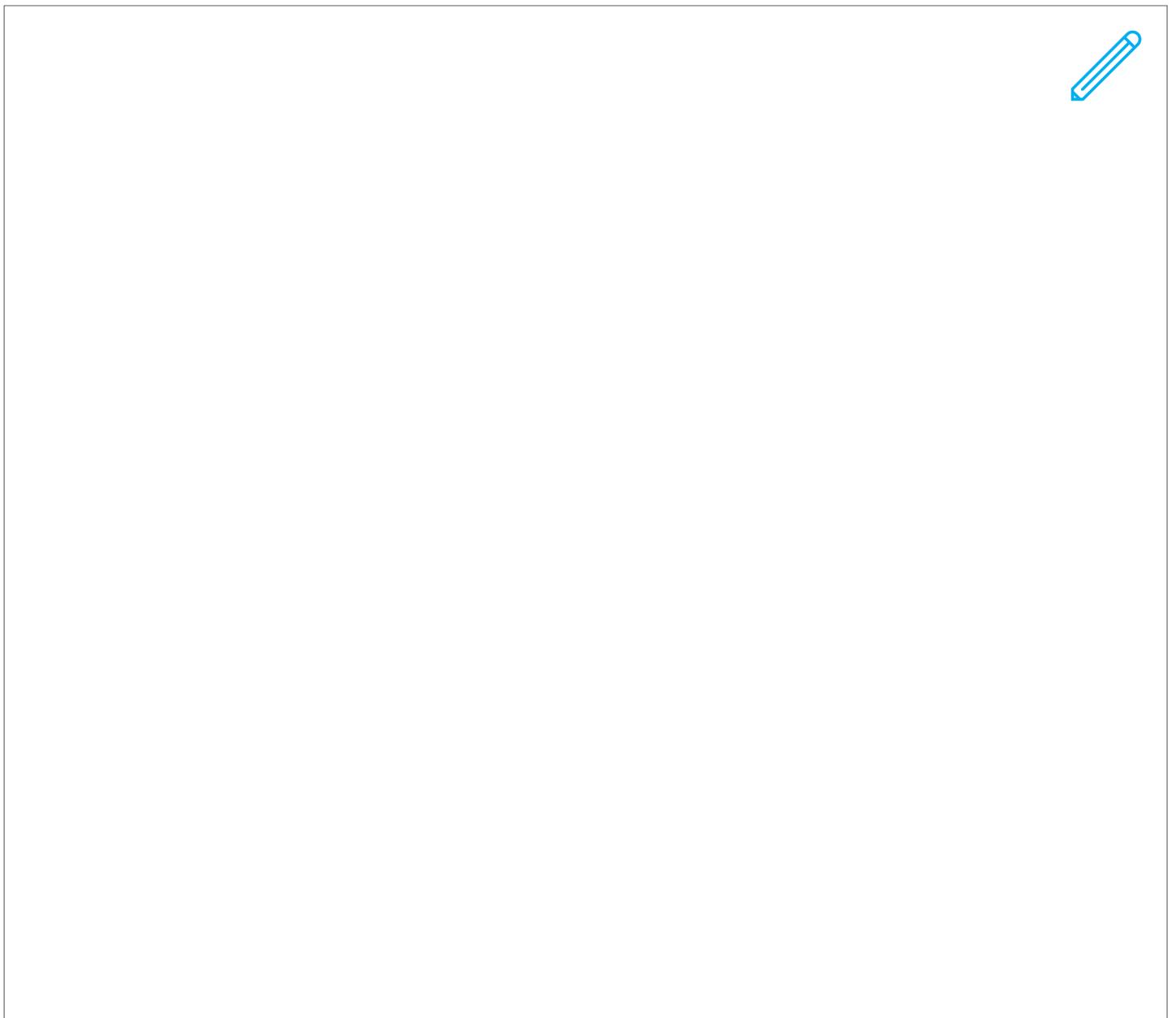
In this activity, you will be guided through self-reflective activities to explore your strengths and leadership style, and learn how to identify your emotions. These three activities will build your self-awareness, the first part in our series on Growing Your Leadership Abilities.



Skill Assessment – Discovering Your Strengths

Consider a time when you felt successful. If you're having trouble bringing something to mind, think of a time when you felt a sense of pride in something you did, or someone complimented you on an achievement. Write a short description of that moment below.

Now, consider the steps that led to your achievement and success, and write down a list of each one you took. Try to write out as many steps as you can!



Example

Achievement: Winning the 500 metre race at the provincial level.

I signed up to join the track team.

I chose the length of race I would be best in.

I went to every practice.

I listened to and applied what my coach told me.

I practised running on weekends.

I stretched after every practice to take care of my muscles.

I invited my parents to the provincial meet.

I rested before the meet.

I performed my very best on the day of the meet.



Consider the list of small steps that led to your achievement. In that list, identify the skills you used. This can be tricky—it can be hard to know when you've used your **soft skills**.

Soft skills are personal attributes that relate to how you work with others. They are essential for good leadership! In comparison, **hard skills** are the abilities you acquire through school or workplace training that are relevant to a specific task, such as video editing or French language skills. Together, your soft skills and hard skills help you achieve success.

On the following page is a list of soft skills to help you identify the ones you used to achieve your accomplishment. Write down five soft or hard skills you used to achieve your success. The skills that help us succeed are called our **strengths**. Include both hard skills and soft skills!

Communication

- Active Listening
- Negotiation
- Persuasion
- Presentation
- Public Speaking
- Storytelling
- Writing

Teamwork

- Collaboration
- Emotional Intelligence
- Empathy
- Respect
- Self-Awareness

Attitude

- Adaptability
- Confidence
- Enthusiasm
- Motivation

Work Ethic

- Attention to Detail
- Dedication
- Dependability
- Organization
- Independence
- Results-Oriented
- Self-Directed
- Staying on Task
- Time Management

Leadership

- Conflict Resolution
- Decision Making
- Delegation
- Managing Difficult Conversations
- Mentoring
- Providing Feedback
- People Management
- Project Management

Critical Thinking

- Creativity
- Design Sense
- Flexibility
- Innovation
- Problem-Solving

The top soft skills I used are:



Reflection

Congratulations, you've finished the Skills Assessment – Discovering Your Strength activity! Before completing this activity, were you aware of the soft and hard skills you use in your everyday life? How will the process of identifying these skills help you to continue to achieve success? What soft skills can you continue to build on?

Taking the time to reflect after you accomplish a goal can help build your self-awareness. Often, we do not notice when we are using some skills because when those skills are our strengths, things are easier to achieve. Make a plan to do this self-assessment again after another success to compare the skills you've used. Consider the following questions:

- What skills did you use?

- Have you gained new skills?

- What skills do you consider your strengths?

- Which skills can you continue to build upon or haven't used?

The Four Leadership Styles

When you think about the term leadership, what image or person comes to mind? When you think of a positive leader, who do you picture? Do you think of yourself?

We often look at leadership in the traditional sense: someone in charge, leading a group, making decisions and delegating tasks. However, leadership can take many forms. There is no “right” way to be a leader. We view leadership as existing on a compass with four different styles that match the cardinal directions. Each person brings their personality and specific strengths to their leadership style.



Self-assessment

Complete the quiz below and tally your results at the bottom to identify your Leadership Style. The descriptions of the Four Leadership Styles are below. Read through these after completing the quiz to ensure you have the most accurate results.

Check off every statement you feel applies to you most often

- | | | | |
|--------------------------|---|--------------------------|--|
| <input type="checkbox"/> | I am quick to act and express a sense of urgency for others to act. | <input type="checkbox"/> | I enjoy challenges presented by difficult situations and people. |
| <input type="checkbox"/> | I am seen as practical, dependable and thorough in task situations. | <input type="checkbox"/> | I can easily identify patterns and overarching themes when examining a situation. |
| <input type="checkbox"/> | I make decisions by thinking about the future. | <input type="checkbox"/> | I am supportive of my friends and classmates. |
| <input type="checkbox"/> | I am receptive to others' ideas and seek to collaborate. | <input type="checkbox"/> | I am known for saying what I think, simply and directly. |
| <input type="checkbox"/> | I like to determine and be in control of the plan of action. | <input type="checkbox"/> | I think in the long-term when making decisions. |
| <input type="checkbox"/> | I am generally non-competitive. | <input type="checkbox"/> | I avoid jumping to conclusions by examining all information available. |
| <input type="checkbox"/> | I rely on analysis and logic when making decisions. | <input type="checkbox"/> | I like to get straight to the point and focus on next steps. |
| <input type="checkbox"/> | I tend to view situations as win/lose. | <input type="checkbox"/> | I often find that actions based on feelings are as sound as those based on careful thought and analysis. |
| <input type="checkbox"/> | I need to improve on my follow through for carrying out new ideas. | <input type="checkbox"/> | I find it easy to produce new and unique ideas in a discussion. |
| <input type="checkbox"/> | Sometimes my tendency to analyze leads others to think that I am overly critical. | <input type="checkbox"/> | In a discussion, I feel frustrated when people get off topic. |
| <input type="checkbox"/> | In a discussion, I find I do more listening than talking. | <input type="checkbox"/> | I am a well-organized thinker and planner. |
| <input type="checkbox"/> | I like to think about many alternatives before making up my mind. | <input type="checkbox"/> | I will naturally take charge in a situation. |
| <input type="checkbox"/> | I am naturally collaborative when working on a project. | <input type="checkbox"/> | I am very trusting of others in most situations. |
| <input type="checkbox"/> | I look to past successes to understand how to approach a challenge. | <input type="checkbox"/> | I like following procedures and guidelines. |
| <input type="checkbox"/> | I am competitive and seek challenges. | <input type="checkbox"/> | I like spending time imagining possibilities of what could be. |
| <input type="checkbox"/> | I like to experiment and explore new ways of doing things. | <input type="checkbox"/> | I thrive on supporting and helping others. |
| <input type="checkbox"/> | At times, I can give in too easily to other's ideas. | | |
| <input type="checkbox"/> | I am seen as assertive, active and decisive. | | |
| <input type="checkbox"/> | At times I ignore necessary details. | | |
| <input type="checkbox"/> | Sometimes I may be seen as reluctant to change. | | |
| <input type="checkbox"/> | I am feelings-based and trust my own intuition when making decisions. | | |
| <input type="checkbox"/> | I am careful and thorough in examining peoples' needs in a situation. | | |
| <input type="checkbox"/> | I am a creative thinker and I often think outside the box. | | |
| <input type="checkbox"/> | I am objective and balanced when making decisions. | | |

Now tally the number of check marks for each colour. The colour that you had the highest number of checks for is your Leadership Style.

_____ Number of red checks - North

_____ Number of green checks - South

_____ Number of blue checks - East

_____ Number of purple checks - West

Review the description of all four Leadership Styles below.
How do you think this knowledge of your Leadership Style will help you grow as a leader?

North

You like to get things done. You are known as someone who has courage and endurance. You enjoy new ideas and challenges, and you will easily take risks. You are in your element when you are in charge—when you can map out plans and have others carry them out. You are very persuasive and can motivate others with your energy.

West

You are very analytical and you base your analyses on facts and logic—you are careful, methodical and deeply introspective. For you to accept a plan or a new idea, it must have a practical payoff. You are pragmatic in dealing with others. You like to look at all angles of a problem before taking action, and you will always have a “fail safe.”

East

You are creative, innovative and intuitive. You are a divergent thinker, seeking new connections and easily bringing ideas or thoughts together to arrive at the big picture. You are driven by your vision—you know what you want and optimistically go after it, even if it means changing. Your social skills are excellent, and you freely share your feelings with others.

South

You are known as a collaborator and team player, and you are at your best when giving support to others. You are known as a warm and friendly person. You are very loyal to your friends and dedicated in your work. You are trusting of others and you are concerned with fairness, how people feel and how things are done.

Mindfulness Activity –

Begin to Identify Your Emotions

As we said in the introduction, part of building self-awareness is developing your ability to identify your emotions as they arise. It can be difficult to notice emotions while you are experiencing them. You may be caught up in the actions and thoughts that your emotions are driving you toward. However, the ability to pause, observe what you are feeling and the impact your emotions are having on you is a skill that can be developed. Although some people are naturally more emotionally intelligent and self-aware than others, everyone has the ability to practise and learn these skills.

[Source: Travis Bradberry, author of Emotional Intelligence 2.0, <https://www.forbes.com/sites/travisbradberry/2014/01/09/emotional-intelligence/#7664f4bc1ac0>]

S.T.O.P Practice

S.T.O.P is a quick and informal mindfulness practice you can do anytime, anywhere. It only takes two minutes. Use the instructions below to try it now:

Stop

Stop whatever you are doing.

Take a Breath

Bring your attention to your breath, observe your breath without changing anything for 30 seconds.

Observe What's Going On

Now ask yourself: what do you notice about your thoughts, emotions, body sensations or senses? Be curious and non-judgmental about whatever thoughts, emotions or sensations you observe.

Proceed Mindfully

Continue whatever you were doing, bringing the attitude you just practised with you while being present in the moment.

Challenge Yourself

Set a reminder on your phone to do the S.T.O.P practice once a day for the next week. Try doing it at different times: during class, riding the bus, while doing homework, watching TV, using your phone, right when you wake up or before bed.

After doing the S.T.O.P practice for a week, what did you notice about your emotions, thoughts and body sensations? What surprised you?

If you enjoyed doing the S.T.O.P practise, try making the exercise a regular practice. The more you do practice mindfulness, the easier it will be to observe and identify your emotions.

Activity 2: Social Awareness



Introduction

Building on the self-awareness skills you developed in Activity 1, we will now focus on **social awareness**. Another key component of emotional intelligence, social awareness is the capacity to sense others' feelings, take their perspective and interact positively with diverse groups of people. Social awareness focuses on the ability to understand and work with other people.

[Source: "Making the Case for Social and Emotional Learning and Service-Learning," Collaborative for Academic, Social, and Emotional Learning (CASEL), the National Center for Learning and Citizenship (NCLC) and the Laboratory for Student Success (LSS)]

Understanding Others' Feelings and Perspectives

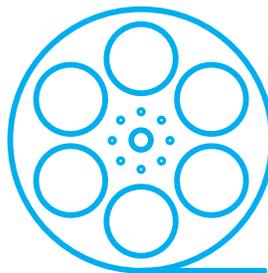
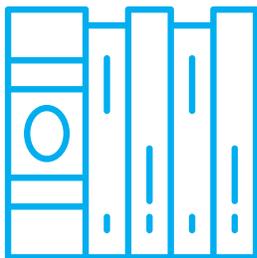
The following exercise focuses on building **empathy**, the ability to listen to someone else and take on their perspective. Empathy is important for effective leaders because it enables them to stay attuned to how other people feel and to use this information when communicating or making a decision.

[Source: Primal Leadership, Daniel Goleman, Richard Boyatzis, Annie McKee]

LISTEN TO SOMEONE'S STORY

The first part of this exercise starts with finding a story about someone who is in a different situation than you. The story can be in any form: a podcast, an online post, a movie or a book. Find a story about someone from a different part of the world, country or life circumstance.

Here is a list of some stories related to social justice issues:



Books	Movies	Other Media
<i>The Hate U Give</i> by Angie Thomas	<i>Milk</i> (2008)	<i>The Moth</i> , Podcast
<i>I Am Malala</i> by Malala Yousafzai	<i>Hidden Figures</i> (2016)	<i>This American Life</i> , Podcast
<i>Indian Horse</i> by Richard Wagamese	<i>Short Term 12</i> (2013)	
<i>The Boat People</i> by Sharon Bala	<i>Moonlight</i> (2016)	

REFLECTION

After listening to someone's story, answer these questions:

What emotions did you experience during and after hearing the story?

What emotions do you think the person in the story experienced?

Did you feel compelled to take action after hearing their story? If yes, what action?

Similar to the activities for self-awareness, the ability to empathize with others is a skill you can develop with practice. The next time you hear a story, pause and answer the above questions again, either in your head or in a notebook.



Becoming an Adaptable Leader

In the quiz below, there are scenarios with multiple choice answers. Select the answer that best aligns with how you think you would act in that situation.

- 1** You are on the student council and a student named Megan brings an idea to the council to host a fundraiser. You support her cause, but can see that she has not spent time planning the logistics for the event yet.
 - a. You are skeptical that the council should agree to put on this event without more details. You encourage Megan to think about the date, venue, budget and other logistics and come back to the council with her detailed plan.
 - b. You agree to put on the event and volunteer to take the lead planning it, so you can ensure it goes smoothly. You pick two council members to support you.
 - c. You are supportive of Megan's plan and respect her bravery in pitching this to the council. You ask how you can help her plan the event.
 - d. You support the event because you know it will have a positive impact on your school. You do not volunteer to get involved in the logistics as that is not one of your strengths.

- 2** You join the environmental club at school and their next initiative is an event to raise awareness. You volunteer to help organize it with a fellow club member, Jared. Jared has been in the club for a few years and organized this initiative before. He takes lead on the planning without asking you for your ideas first.
 - a. You tell Jared that you are bothered he did not include your ideas and share your ideas with him.
 - b. You do not tell Jared that you are frustrated, to avoid conflict. You ask him what tasks you can take on to support his plan.
 - c. You assume that Jared knows what he is doing and let him take the lead. You support when needed and observe what he is doing so you can lead planning next year.
 - d. You ask Jared to share the details of his plan so you can understand what tasks need to be done and offer him support based on your strengths.

- 3** Your friend Jamie has an idea for your class to be reading buddies with a younger class. They pitch it to their class and some of your classmates voice their criticism of Jamie's plan by questioning how it would work.
 - a. You feel upset watching your friend be criticized in front of the class and approach them after the class discussion and ask how they are feeling and if you can support.
 - b. You listen closely to the discussion to hear all sides of the argument. You participate in the discussion, but don't want to appear biased toward Jamie's idea because they are your friend.
 - c. You immediately defend Jamie's plan in front of the class and help them answer questions.
 - d. You voice your support for Jamie's plan by talking about the positive impact it will have on your classmates and the other class.

- 4 You are working on a group paper with three other classmates. Two of your group members have done research and written their parts of the paper, while one person has not done their part of the paper in time and missed a few group meetings.
- You work with your group members to come up with a plan for completing the missing part together.
 - You consider that maybe this person had other things going on that prevented them from getting their work done on time. You send a final email to them, remind them of the deadline and ask if you can support them in completing their part.
 - You volunteer to do the missing part so you can ensure your paper is done on time and you get the grade you deserve.
 - You talk with your teacher to let them know about the situation and listen to their advice before doing anything else.
- 5 You want to go to summer camp with some close friends, but your parents tell you they are unsure if they can afford it.
- You have a discussion with them where you assertively and clearly explain why it's important for you to go to summer camp. You don't back down from your reasoning.
 - You understand that money is tight right now, but still can't stop dreaming about going. You propose paying them back for the cost with a summer job you will get after returning from camp.
 - You respect your parents' decision and let the idea of summer camp go. You begin looking at alternative plans for the summer.
 - You return to your parents with a detailed budget outlining the cost of camp and seek to understand what portion of the cost they would be willing to cover. You have a plan ready for covering your portion of the cost.



You may have noticed that each of the responses corresponded to one of the four Leadership Styles you learned in Activity 1. Use the answer key below to check how your responses aligned with the four Leadership Styles.

- | 1 | 2 | 3 | 4 | 5 |
|----------|----------|----------|----------|----------|
| a. West | a. North | a. South | a. East | a. North |
| b. North | b. South | b. West | b. South | b. East |
| c. South | c. East | c. North | c. North | c. South |
| d. East | d. West | d. East | d. West | d. West |

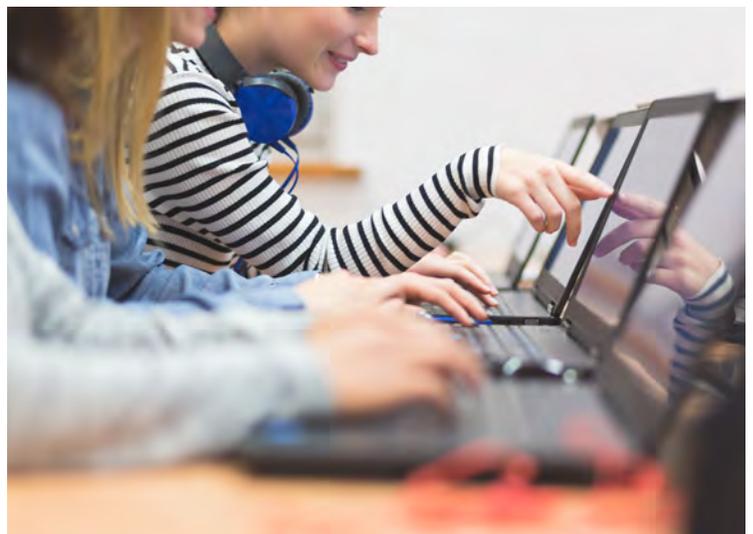
What was the style in which you responded to the most situations?

Did this match the Leadership Style you identified with in Activity 1?

When you completed the Self-Assessment in Activity 1, you may have said to yourself “my style depends on the situation I’m in,” and that’s a good thing! An effective leader adapts their style based on the situation and the people they are working with. This is why developing the emotional intelligence skills of self and social awareness are key. These skills provide you with information: understanding your own emotions and how they impact you and understanding how others are feeling in a situation. This information can help you make better decisions as a leader.

As we said in Activity 1, there is no “right” way to be a leader, and therefore no right answers to this quiz. It was an exercise to help you consider difficult scenarios you may be in and explore if your style changes accordingly.

Moving forward, it’s helpful to know your Leadership Style and your strengths as a leader. However, you shouldn’t let that pigeonhole you into always acting the same way. Use your self- and social-awareness skills to help you make decisions and communicate with others in a positive way.



Conflict Resolution

Social awareness skills can help you in responding to conflicts in a manner that does not damage the relationships you have with people who you may have conflict with.

Think about a disagreement or conflict you may have had with someone. How did you handle it?

On the following page is a model for resolving conflicts effectively. Read through the steps and the examples for how to communicate each step. As you will see, these steps require you to use your communication, self-awareness, and social-awareness skills.

[Source: www.hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr/interaction/conflict/resolving.]



CONFLICT RESOLUTION MODEL

The goal of conflict resolution is to find a solution that everyone is okay with! Remember conflict resolution does **not** include trying to figure out who is right and who is wrong.

Acknowledge the problem openly.

Be honest that there is a problem or disagreement rather than try to ignore or shy away from addressing it.

"It seems like the two of us are getting frustrated working on this project together."

Allow people to express their feelings.

People may feel angry or frustrated, and it's important that they're given the opportunity to express these feelings openly before moving onto a solution. You should also express your feelings using an "I" statement, where you share how you feel without assuming someone else's intentions or feelings. An "I" statement is structured as: "I feel (emotion) when you (take this action)."

"I feel frustrated when you keep pulling out your phone, because I feel like it disrupts the work we are doing. How do you feel?"

Clarify the problem.

Work together to figure out exactly what the disagreement is and what kind of impact it has. Make sure you're not making accusations or just trying to prove you are in the right.

"It seems like maybe we have two different styles of working on a project, and you're more comfortable than I am leaving it until closer to the due date. Would you agree with that? Since I feel less comfortable doing that, it seems like most of the work is now falling on me. Does that make sense?"

Determine the underlying need.

Figure out what it is everyone needs in the situation. By focusing on the need, rather than the problem, you are much more likely to figure out a solution that works for everyone.

"It's important for my well-being that we get a head start on this project, and that I feel like we're both working just as hard on it. Can you try to explain what's important for you?"

Find areas of agreement.

No matter how small they are. Do you agree on the problem at hand? The need? The next steps? A small change that could work?

"I agree that what we've been doing hasn't been working, and I can see why you're frustrated with me, given I didn't tell you my expectations earlier. We both want to do well on this project and I'm sure neither of us wants it to be a miserable process, right?"

Find solutions to meet needs.

Keep brainstorming ways until you find one that works for everyone!

"It sounds like you're frustrated with not understanding what we're trying to get done, so maybe we should schedule clear times and goals for our different parts of the project? And maybe we should divide up the tasks, so that I can do my parts early, which is important to me, and you can do your parts at a time that feels best for you."



Activity 3: **Self-Management**



Introduction

Our final section focuses on **self-management**, another important component of emotional intelligence. Self-management includes handling emotions to keep disruptive ones under control, adapting to changing situations, delaying satisfaction to pursue goals and persevering in the face of setbacks. Self-management relies on using self-awareness in order to set goals and move toward them. This section will begin with goal setting and provide a step-by-step process to break down large goals into small achievable actions.

[Source: "Making the Case for Social and Emotional Learning and Service-Learning," paper published by Collaborative for Academic, Social, and Emotional Learning (CASEL), the National Center for Learning and Citizenship (NCLC), and the Laboratory for Student Success (LSS) and Primal Leadership by Daniel Goleman, Richard Boyatzis, Annie McKee]



Discovering Your Ideal Version of Leadership

In the first two activities, we explored the different ways people can be effective leaders. In these activities you discovered your current leadership style, and then examined how you adapt your style based on situations and people around you.

In order to improve your leadership abilities, first imagine your ideal version of a leader. What does this look like? What attributes does an ideal leader showcase?

This is called the **discovery of your ideal self** and is the first step of **self-directed learning**, a process of intentionally developing or strengthening a part of who you are or who you want to be.

[Source: Primal Leadership, Daniel Goleman, Richard Boyatzis, Annie McKee]

Fill in the gaps below to begin to discover your ideal self:

When I think of a successful leader _____ (friend, family member or famous person's name) comes to mind. I admire their _____, _____ and _____ (three qualities of a leader). They have used these skills to achieve _____ (describe one of their great successes).

I also see myself as a leader. My leadership style is _____, but in situations that require timely action/creativity/collaboration with others/logistics planning (circle one) my style changes to be more _____. My greatest strengths are _____, _____ and _____, which have helped me _____ (describe one of your great successes).

Although I am already proud of my abilities of a leader, I see room for growth. A skill that I listed above but want to continue to grow in is _____. I also want to develop new skills, especially _____, _____ and _____ in order to _____ (describe a goal in school, work or extracurriculars that you have). When other people see me as a leader, I want them to think I am _____, _____ and _____ (three descriptions). When I see myself developing these new skills and abilities I feel _____ (emotion), which does/does not (circle one) help motivate me to change. I want to become a role model for _____ (person in your life) by being a _____ leader, which is another motivation for me to change.

After completing the fill-in-the-blanks, you may have generated other thoughts on what ideal leadership looks like to you. Use the space on the next page to write, draw or doodle whatever came to mind!



Cultivating a Growth Mindset

Now that you've explored the ideal self you want to work toward, we are going to make a plan for how you can grow your skills, develop these new skills and achieve the goal you listed above.

Dr. Carol Dweck, a psychologist specializing in motivation, developed and defined the concept of a **growth mindset** as the understanding that abilities and intelligence can be developed. She compares it to a **fixed mindset**, which is the belief that abilities and intelligence we already have cannot be developed. The chart below compares the different beliefs of each mindset:

Fixed Mindset	Growth Mindset
Your abilities and intelligence are innate and unchangeable.	Your abilities and intelligence are something you can improve through practice and effort.
Failure is unfortunate and means you have reached your limit.	Failure is a chance to learn and change.
Critical feedback from others is a personal attack.	Feedback from others is a chance to improve and develop new practices.
More likely to choose easier tasks, because if talent is fixed why bother trying new things.	More likely to embrace challenging tasks and work hard to improve and build new skills.
More likely to give up when faced with an obstacle.	Uses obstacles as a chance to experiment and solve problems.
Focus on measurable accomplishments.	Focus on continual improvement.

Looking at the chart above, you might think that both sides provide opposing points of view and you fit somewhere in the middle, or that the type of mindset depends on the situation and context. Dweck says our mindset exists on a continuum between fixed and growth mindset. Looking at the chart above, circle where on the continuum you think you currently lie:



You can move along the continuum toward a growth mindset by understanding that your mindset can change. You have a choice in how you interpret your talents and the world around you. Follow the three steps included on the following page to develop a **growth mindset**:

Step 3: Take the growth mindset action.

Changing this voice in your head might be challenging, but the more you practice it, the faster you will move toward adopting a growth mindset in the face of various situations and potential challenges. Our brains are equipped with neuroplasticity, which is the ability to change the way we think, feel, or act. This means that the more we do something, the more it becomes second nature and habitual!

[Source: Dr. Rick Hanson, www.rickhanson.net/overcoming-negativity-bias/]

In your journey of thinking and acting with a growth mindset, the following are actions you can take to get started:

- Take on a new challenge with enthusiasm.
- Learn from your obstacles and try again.
- Listen to criticism and act on it.

Action Plan – How Will You Grow as a Leader?

The final exercise in this workbook will allow you to set personal goals to grow and succeed as a leader! We will use the same goal-setting model from our Project Management workbook.

Specific:

What do you want to do?

Measurable:

How will you know when you've achieved your goal?

Attainable:

Are you able to achieve this goal?

Relevant:

Is the goal appropriate for the context?

Time-bound:

When do you need to accomplish this goal?

S.M.A.R.T Goals:

In your exploration of your ideal self as a leader, choose one factor to focus on—this will keep your goal focused and achievable. Set a clear goal and outline how you will achieve it on the following page.



Plan ahead for obstacles.

In the previous exercise we explored how to view obstacles and failures differently. As part of action planning, you can predict what obstacles you may face and make a plan ahead of time for how you will counter your obstacle with a growth mindset action. Brainstorm at least three obstacles you can foresee that may prevent you from achieving your S.M.A.R.T goal and plan your growth mindset action to overcome them.

<u>Obstacle</u>	<u>Growth Mindset Action</u>
<i>Example: With exams coming up, I will be so focused on studying I won't have time to work on my goal.</i>	<i>I will plan one hour a week to work on my goal. If I get too busy with exams and don't achieve my goal in my timeline, I will reset my timeline and try again.</i>

Conclusion: Continuing Your Growth as a Leader

Emotional intelligence includes lifelong skills that will help you succeed in school and in the workplace. It takes time and practice to develop self-awareness, social awareness and self-management, but as we learned with the growth mindset, it is important to continue to try new things and experiment with what works for you. Understand that your leadership style is unique and fluid, and it will change with you as you grow. Allow yourself to make mistakes and grow from them. Seek to listen to others with empathy and change from the constructive criticism they provide you. Focus on the journey of continual self-growth. Impactful leaders are made, not born.





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