## Item 1

#### In your own words, define leadership, including what it means to lead others and to lead yourself. Include at least one example of successful leadership of others that you have observed, either in your own life, within your local community, or throughout the world. Describe what self-leadership looks like in your daily life. Your response should be at least 150–225 words (2–3 paragraphs) in length. Be sure to reference at least one scholarly source to support your answer.

#### Your Response

Leadership is the ability of a person or group to offer guidance and influence other people towards doing some actions or working towards a specific goal. Leading others means offering a sense of direction when working towards achieving a goal and helping offer guidance where necessary (Uzman, & Maya, 2019). On the other hand, leading yourself refers to a process through which a person is self-disciplined enough to influence their thinking and actions towards specific goals. I have observed successful leadership in our high school principal that guided our schools’ various activities, and the teachers quit effectively. The process included organizing both human and financial resources to help meet the students’ needs and improve the different students’ examination results at the end of an educational calendar. Self-leadership in daily life looks like having people who are effectively self-disciplined to set goals and work to meet those goals by the end of the day. Working without supervision is a great example of effective self-leadership.

#### Rubric

| **Module 1: Introduction to Personal Leadership** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Define leadership of yourself and others, including at least one example of observed successful leadership and a description of what self-leadership looks like in your daily life.**    LO1.1: Define leadership of self and others | Response is missing. | Definition of leadership of self and others—including at least one example of observed successful leadership and a description of what self-leadership looks like in the student’s daily life—is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete definition of leadership of self and others, including at least one example of observed successful leadership and a description of what self-leadership looks like in the student’s daily life. |

## Item 2

Explain how your self-leadership is a reflection of your individuality and how your behaviors have been influenced by society, your environment, and your experiences. Your response should be at least 150–225 words (2–3 paragraphs) in length. Be sure to reference at least one scholarly source to support your answer.

#### Your Response

My father has largely influenced my self-leadership process. My father greatly influences my life as I have learned many things that I do from him. The learning process has involved considering the various characters that I have witnessed over the years and checking the effects of various actions (Yoo, 2020). Learning from the actions that are undertaken is critical because it directly impacts the ability to improve by increasing the actions that lead to positive results while reducing those that lead to negative effects. I have learned that behaviors that are positive and can lead to better are better to implement and increase whole reducing those that lead to negative effects as a way of leading to better long term results. The teachers and students I have interacted with in my school years have also played a central role in reinforcing my behaviors and the activities I followed. They were part of the society that determined the interactions that I got to see as positive and negative

Please review the use of the scholarly source here. The Yoo source was cited with a sentence about what you witnessed over the years, which means the Yoo source did not state that information. Personal statements or sentences with personal information need to be separated from a sentence that contains source information. Please visit the Writing Center to learn more about paraphrasing and using evidence to support your writing: <https://academicguides.waldenu.edu/writingcenter/evidence/citations>.

#### Rubric

| **Module 2: Personal Leadership Readiness** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Explain how self-leadership and self-leadership practices are a reflection of individuality and how behaviors are influenced by society, one’s environment, and personal experiences.**  LO2.1: Explain the influence of society and environment on individual behaviors  LO2.2: Describe the impact of individuality on self-leadership practices | Response is not present. | Explanation of how self-leadership and self-leadership practices are a reflection of individuality and how behaviors are influenced by society, one’s environment, and personal experiences is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete explanation of how self-leadership and self-leadership practices are a reflection of individuality and how behaviors are influenced by society, one’s environment, and personal experiences. |

## **Items 3–11 should be based on your completion of the Technology Backup Plan Worksheet, the Online Learning Readiness Self-Assessment, the Time Management Worksheet, the Walden Support Network activity, and the Self-Leadership Questionnaire and the Cues Exercise from Neck, Manz, and Houghton (2016).**

## Item 3

#### Analyze how well you manage your performance on activities, including how you track progress and prioritize your time. Provide specific examples and information or scores from the self-assessment activities to support your response. Your response should be at least 150–225 words (2–3 paragraphs) in length. Be sure to reference at least one scholarly source to support your answer.

#### Your Response

Performance management on activities is also effectively done by setting goals that I want to achieve and actively working to meet those goals even when faced with obstacles. Continued improvement is also critical. It helps me meet the plans I have set by improving the processes I take and my goals when working on various activities. Using performance management measures helps check the progress and make adjustments where necessary. A timetable is one of the tools that I use to help guide me as I track the various activities I am involved in. The ability to plan my time is instrumental in dealing with various issues and completing the various activities that need my time (Maykrantz, & Houghton, 2020). A timetable allows me to allocate various tasks at different times and helps monitor my progress with the various activities. The monitoring process also allows me to make changes to my speed as I seek to complete various processes in my work and social life. .

*Rubric*

| **Module 2: Personal Leadership Readiness** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Analyze personal performance management, progress tracking, and time prioritization, including specific examples and information or scores from self-assessment activities to support response.**  LO2.3.1: Analyze personal readiness for leadership | Response is not present. | Analysis of personal performance management, progress tracking, and time prioritization—including specific examples and information or scores from self-assessment activities to support response—is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete analysis of personal performance management, progress tracking, and time prioritization—including specific examples and information or scores from self-assessment activities to support response. |

## Item 4

Analyze your current use of positive and negative cueing strategies in your own self-leadership. Provide specific examples to support your response, including an assessment of how effective you are in this area. Your response should be at least 150–225 words (2–3 paragraphs) in length. Be sure to reference at least one scholarly source to support your answer.

#### Your Response

Currently, I use positive cueing to help guide me when I am doing highly positive activities. The positive cues that I consider are like being on time to meet various deadlines that I set for myself. I also consider the ability to meet the various goals that I have set for myself. Having maximum concentration is also a factor that I consider when checking the positive clues, as they help me accomplish my goals faster. The concentration also affects my productivity by increasing or reducing it. An example of the process includes when I feel tired and I start losing concentration. It is a clue that I need to rest. Self-management allows me to maximize the productivity levels that I work with and increase the level of development that I accomplish within a certain period (Stewart et al., 2019). I also ask a question in areas that I do not understand as a measure of helping increase the knowledge that I have, also avoiding making mistakes in all different cases. .

*Rubric*

| **Module 2: Personal Leadership Readiness** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Analyze personal use of positive and negative cueing strategies in self-leadership, including specific examples and an assessment of personal effectiveness in this area.**  LO2.3.2: Analyze personal readiness for leadership | Response is not present. | Analysis of personal use of positive and negative cueing strategies in self-leadership—including specific examples and an assessment of personal effectiveness—is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete analysis of personal use of positive and negative cueing strategies in self-leadership—including specific examples and an assessment of personal effectiveness. |

## Item 5

Explain how you will apply self-leadership to your academic studies, including specific examples such as the Technology Backup Plan Worksheet and the Time Management Worksheet in your response. Your response should be at least 150–225 words (2–3 paragraphs) in length. Be sure to reference at least one scholarly source to support your answer.

#### Your Response

The self-leadership principles will be critical in my academic studies as they will help guide me to increase productivity. Using a time management worksheet will be central to governing the time I will have available to me (Kim & Kim, 2019). I will use it to guide my activities and the studying session that I will have for different sections. The process will be central to helping me balance the learning activities and accomplish the various targets that I set for my activities. The Technology Backup Plan Worksheet will be instrumental in helping increase the productivity levels that I will consider when checking different processes. The use of technology will be instrumental in helping me improve on my planning for various activities. Having an effective plan can help me accomplish various processes and increase the level of development that I get when dealing with various academic matters. It will help me balance the social and academic life that I will be living while in school. .

#### Rubric

| **Module 3: Walden Academic Readiness** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Explain how self-leadership will be applied to personal academic studies, including specific examples to support the response.**  LO3.1: Explain how self-leadership applies to academic studies | Response is not present. | Explanation of how self-leadership will be applied to personal academic studies, including specific examples to support the response, is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete explanation of how self-leadership will be applied to personal academic studies, including specific examples to support the response. |

## Item 6

Analyze your current goal-setting behaviors, including how often you set goals, whether they are goals you are able to achieve, and how successful you generally feel in meeting your goals. Your response should be at least 150–225 words (2–3 paragraphs) in length. Be sure to reference at least one scholarly source to support your answer.

#### Your Response

Currently, my ability to set goals is minimal. The goals that I had set were unrealistic, and I did not have serious plans for implementing them. I have, however, improved in recent months as I have placed small and realistic goals as I have been able to meet at an increased rate (Ogbeiwi, 2017). The ability to have time-bound goals has increased my ability to work with speed and accomplish various goals. I set goals on a month’s basis, and I work to meet those goals at the end of each month. The most important consideration that I have is how best to increase the productivity that I get and how I can improve the development process. I feel I have improved on my ability to meet various goals, but I still need to work harder to become the best that I can be when setting and meeting various goals..

#### Rubric

| **Module 2: Personal Leadership Readiness** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Analyze current personal goal-setting behaviors, including how often you set goals, whether they are achievable, and how successful you generally feel in meeting your goals.**  LO2.3.3: Analyze personal readiness for leadership | Response is not present. | Analysis of current personal goal-setting behaviors—including how often they are set, whether they are achievable, and how successful the student feels in meeting his/her goals—is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete analysis of current personal goal-setting behaviors—including how often they are set, whether they are achievable, and how successful the student feels in meeting his/her goals. |

Item 7

Analyze your use of self-rewards, self-punishment, and other feedback, including specific strategies you use to influence your own behavior. Your response should be at least 150–225 words (2–3 paragraphs) in length. Be sure to reference at least one scholarly source to support your answer.

#### Your Response

To reward me, I always treat myself to a nice lunch in one of my best fast food joints whenever I accomplish a goal. The process helps me remain motivated to meet various goals, and it helps me increase the will that I have to do difficult tasks. I can also reward myself with my friend when going out, which helps increase my motivation to meet a certain goal. The self-punishment method that I use to motivate myself is denying myself resting time. I have in the past allocated time for resting towards the process of working as a way of punishing myself and making sure that I accomplish the various tasks that I may be facing (Bjerke & Renger, 2017). The process of avoiding resting is a tiring one, and it makes me feel that I have punished myself adequately for any goal that I may not have met. I also avoid watching any films, which is a favorite pass time and that is enough punishment to help me work harder next time.

#### Rubric

| **Module 2: Personal Leadership Readiness** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Analyze the use of self-rewards, self-punishment, and other feedback, including specific strategies used to influence personal behavior.**  LO2.3.4: Analyze personal readiness for leadership | Response is not present. | Analysis of the use of self-rewards, self-punishment, and other feedback, including specific strategies used to influence personal behavior, is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete analysis of the use of self-rewards, self-punishment, and other feedback, including specific strategies used to influence personal behavior. |

Item 8

Classify your level of readiness in the area of personal leadership. As support for your classification, include your Total Score on the Self-Leadership Questionnaire, as well as any areas identified in your completion of the other activities that could provide some insight into aspects of your personal leadership you may want to continue to improve upon. Your response should be at least 150–225 words (2–3 paragraphs) in length, including graphs. Be sure to reference at least one scholarly source to support your answer.

#### Your Response

When considering my readiness for personal leadership, I measured to be average as I am very ready on some aspects while I am not ready when considering other factors. The most important aspect that I am very ready for is the aspect of regulating my activities. That largely centers on having the best possible time management and increasing the completion rate of various goals. The use of timetables serves me well and helps me plan my time and monitor my progress to make changes when necessary. I, however, need to improve in the aspect of goal setting. The ability to set goals that are achievable and reasonable is something that I had been lacking. However, I have improved as I make use of SMART goals (Latham, 2020). I intend to continue improving my abilities and increasing the goals that I set and chive within any month. I also want to set goals weekly, which can help me increase the ability to meet the targets that I have in the long term. .

#### Rubric

| **Module 2: Personal Leadership Readiness** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Classify readiness for personal leadership, including scores and/or information from self-assessment activities and identified areas for continued growth and development.**  LO2.3.5: Analyze personal readiness for leadership | Response is not present. | Classification of readiness for personal leadership, including scores and/or information from self-assessment activities and identified areas for continued growth and development, is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete classification of readiness for personal leadership, including scores and/or information from self-assessment activities and identified areas for continued growth and development. |

Item 9

Explain what a SMART goal is and how goal setting is a key component of your development as a leader (of self and others). Your response should be at least 75–150 words (1–2 paragraphs) in length. Be sure to reference at least one scholarly source to support your answer.

#### Your Response

A SMART goal refers to a goal that meets several measures. The first is that the goals must be specific with clear, attainable aspects, while the second should be measurable with specific scales. Attainable is the third aspect, and it checks that a goal remains realistic within the environment, and the fourth aspect is the goal to be relevant to the objectives that a person may be working towards. Lastly, a smart goal must be time-based to check if the goal is met within a specific period.

#### Rubric

| **Module 4: Preparing for Future Action** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Explain SMART goals and how they are key to development as a leader of self and others.**  LO4.1: Explain how personal goal setting is a key component of an individual’s leadership development | Response is not present. | Explanation of SMART goals and how they are key to development as a leader of self and others is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete explanation of SMART goals and how they are key to development as a leader of self and others. |

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Item 10

For this question, consider your academic goals, including (but not limited to) such topics as how you plan to manage your time to fit in your studies; how you will build your skills, as needed; how you will utilize the support centers and departments that Walden offers to complete your program requirements; and how you will plan for emergencies or technology breakdowns. After considering these topics, address the following:

1. Identify three to five things that you want to work on related to your academic success. (75 words, or 1 paragraph)
2. Describe the steps you will take to address each of these ideas. (225–375 words, or 3–5 paragraphs)
3. Explain how you will accomplish these steps (i.e., what is your plan?). (225–375 words, or 3–5 paragraphs)
4. Identify who can help or support you with these steps. (75 words, or 1 paragraph)
5. Determine by when you will accomplish these steps (i.e., when is each due?). (75 words, or 1 paragraph)
6. Based on your responses in items a–e, compose one SMART goal for each of the things you identified that you want to work on related to your academic success. (1 sentence for each SMART goal)

#### Your Response

Identify three to five things that you want to work on related to your academic success. (75 words, or 1 paragraph)

The first thing that I want to work on is my ability to set goals and the process of working to meet these goals. I will need to work on my ability to set realistic goals and work to meet these goals. I will also need to improve my communication skills to communicate with other students and tutors. Lastly, I need to work on my planning abilities to help increase the productivity that I can get from different periods and times.

Describe the steps you will take to address each of these ideas. (225–375 words, or 3–5 paragraphs)

To set better goals, I intend to use SMART goals setting capabilities to increase my effectiveness when dealing with various processes. The ability to set specific and measurable goals can be guided through the use of the SMART goals method. I will also seek to make the goals that I set more attainable and relevant to the various careers that I am working towards meeting (Hui & Ip, 2021). The goals will also be time-based, and I will set a deadline for meeting all these goals as quickly as possible. The second goal is to improve my communication skills. The first step will include learning better communication skills when working with other people, such as the students I interact with. I will also seek to study these skills from the reading material available liberally. I will then put in place some effort to practice these skills when interacting with other people to help guarantee that the skills are perfected as practice makes perfect. On the last skill, I am looking forward to increasing my planning abilities through learning and practicing. The ability to increase my skills and improve my abilities will depend on my learning new skills and methods that can help increase productivity. After learning, I will practice setting my plans and developing plans for my colleagues to improve my productivity.

Explain how you will accomplish these steps (i.e., what is your plan?). (225–375 words, or 3–5 paragraphs)

To accomplish the goals, I will first need to learn the details of SMART goals and then learn the best methods that I can use to apply these processes. Learning the SMART Goals will require me to directly connect with the tutors to help me learn the meanings of each aspect and the applicability in the different citations (August et al., 2018). I will then start by setting weekly smart goals with the aim of helping increase the level of productivity that I have when dealing with different situations. The first step will include going to the library and researching the topic when it comes to communication. There are many learning materials on the topic, and I will be seeking to have a clear understanding of the different aspects of communication and how best to practice them. I will then apply the skills I have learned to communicate with my tutors, fellow students, and family. The process of using the skills will help me perfect them. The process of planning will also be learned, but the main process used will be observed. The teachers and the studiers are good at planning how best to go about their process. I will seek to learn from these people through observation, and the process will allow me to learn from the activities of the other people, and I can then practice the process through undertaking it with my activities.

Identify who can help or support you with these steps. (75 words, or 1 paragraph)

The first person to help me will be my tutors, who I seek to learn from and who have long experiences meeting the various goals. The tutors will offer knowledge and experience when guiding me through the steps. I will also consider my fellow students who will practice the various processes and accomplish many different tasks. The students will also offer a chance to learn from them as some perform better than I do in different places, thus offering knowledge.

Determine by when you will accomplish these steps (i.e., when is each due?). (75 words, or 1 paragraph)

The time limit I hope to use is one year. I have determined that all the goals that I have set are achievable within one year, and I will be working to meet the goals within that period. The plans will be divided into several months before meeting all the intended goals. The first three months should be used to learn the skills, and that should be followed by expertise and trying various activities.

Based on your responses in items a–e, compose one SMART goal for each of the things you identified that you want to work on related to your academic success. (1 sentence for each SMART goal)

1. Start setting SMART goals within the first three months of learning the process, and the goals will be both monthly and weekly.
2. Communicate better with all the people in my social and academic better by the end of 6 months

#### Rubric

| **Module 4: Preparing for Future Action** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Identify three to five items to work on related to academic success.**  LO4.2.1: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Identification of three to five items the student wants to work on related to his/her academic success is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete identification of three to five items the student wants to work on related to his/her academic success. |
| **Describe the steps to address each of three to five items identified related to academic success.**  LO4.2.2: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Description of steps student will take to address each of the three to five identified items related to his/her academic success is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete description of steps student will take to address each of the three to five identified items related to his/her academic success. |
| **Explain the plan for how you will accomplish the steps related to your three to five academic success items.**  LO4.2.3: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Explanation of the plan for how the student will accomplish the steps related to his/her three to five academic success items is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete explanation of the plan for how the student will accomplish the steps related to his/her three to five academic success items. |
| **Identify the individual(s) who will support you with completion of the steps in your plan for each identified academic success item.**  LO4.2.4: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Identification of the individual(s) who will support the student with completing the steps in his/her plan for each academic success item is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete identification of the individual(s) who will support the student with completing the steps in his/her plan for each academic success item. |
| **Identify a due date for every step in your plan for each academic success item.**  LO4.2.5: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Identification of a due date for every step in the student’s plan for each academic success item is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete identification of a due date for every step in the student’s plan for each academic success item. |
| **Compose one SMART goal for each of the three to five items you identified related to your academic success.**  LO4.2.6: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Composition of a SMART goal for each of the three to five academic success items the student identified is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete SMART goal for each of the three to five academic success items the student identified. |

Item 11

For this question, consider your personal and professional goals, including (but not limited to) such topics as self-enrichment (health, relationships, etc.), family life, social awareness/social change, finances, personal achievements, professional/career goals, leadership, etc. After considering these topics, address the following:

1. Identify three to five things that you want to work on related to your personal and professional success. (75 words, or 1 paragraph)
2. Describe the steps you will take to address each of these ideas. (225–375 words, or 3–5 paragraphs)
3. Explain how you will accomplish these steps (i.e., what is your plan?). (225–375 words, or 3–5 paragraphs)
4. Identify who can help or support you with these steps. (75 words, or 1 paragraph)
5. Determine by when you will accomplish these steps (i.e., when is each due?). (75 words, or 1 paragraph)
6. Based on your responses in items a–e, compose one SMART goal for each of the things you identified that you want to work on related to your personal and professional success. (1 sentence for each SMART goal)

#### Your Response

Enter your response here.

Identify three to five things that you want to work on related to your personal and professional success. (75 words, or 1 paragraph)

The first item I will work on will be living a healthier life. I want to improve my physical and emotional well-being by living a healthier life. Second, I want to work on the balance between my social and academic life. I have often spent little time on social activities, and I will want to change that. Lastly, I will be looking to improve my academic grades through better learning. I want to improve my current academic performance, and I hope to do that through better learning.

Describe the steps you will take to address each of these ideas. (225–375 words, or 3–5 paragraphs)

The first step I will take will be to join a gym membership to do regular physical exercise. I will look for an affordable gym to guarantee that I remain within my budget while accomplishing that task. The second step will be to get more involved in sports, which will also help me remain as physically fit as possible. I will seek to join a school team as a way of doing more regular exercise.

Second, I will put up a plan that can help me increase my participation in all sectors of my life. I will be seeking to better balance my social and academic life, and that process will involve considering the overall effect that the different processes will have. I will also seek to increase the development that I will have in building new relationships. I will attend more social gatherings for both the school and even my family.

Lastly, I will learn more to help me improve my grades and to help increase the overall effectiveness that I have when dealing with various situations. The consideration will involve reading more liberally. It will also involve checking that I am involved in more group discussions to help me learn from my fellow students. Learning from other students is critical to helping me improve my grades and become even more social while undertaking the process.

Explain how you will accomplish these steps (i.e., what is your plan?). (225–375 words, or 3–5 paragraphs)

I will register a gym member in the gym that is closest to the place where I stay. The process will be aimed at helping increase the overall productivity that I will do, and that will help me increase my physical fitness. The process is critical to helping increase the level of productivity and helping me be more fit in the various activities that I will be doing. I will also switch to consuming healthier foods as a way of helping increase my overall productivity (Nelis et al., 2018).

To increase my social participation, I will keep in touch with my family and the students I will be learning with. When a social event comes up, I will be sure to attend it, and that will help increase the participation that I have socially. I will also keep in touch with my friend on a more regular basis by using my phone and hence improve my social life.

Lastly, I will be working to improve my grades by using group works and doing past papers. One of the best ways to improve academically is by practicing with past papers and increasing the workload that I can accomplish. The process will involve working with other students to help increase my productivity and coordinating with tutors to ask questions in all the areas I do not understand.

Identify who can help or support you with these steps. (75 words, or 1 paragraph)

The first support I can get from the instructors in the gym. These people can help me focus on the right kind of exercise for me and guide me through the process of becoming more physically fit (Bjerke & Renger, 2017). I will also seek support from my friend as I create new friends and increase my ability to grow my social circles. Working with classmates and tutors will help me improve my grades and to learn more with minimal effort.

Determine by when you will accomplish these steps (i.e., when is each due?). (75 words, or 1 paragraph)

I will seek to accomplish these goals within the next six months. The process of becoming fit should start immediately, including joining the gym and a sports team. The process should also include starting to eat healthy foods. I will also begin being more social within a short period to increase the balance of my life. Lastly, I will be looking to communicate better with people and learn more.

Based on your responses in items a–e, compose one SMART goal for each of the things you identified that you want to work on related to your personal and professional success. (1 sentence for each SMART goal)

1. Join gym and sports team in school within the first month of schooling.
2. Increase the social events that I go to and communicate more with the people that I work with.
3. Attend more group discussions with students and practice more with past papers to understand concepts.

#### Rubric

| **Module 4: Preparing for Future Action** | | | |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Identify three to five items to work on related to personal and professional success.**  LO4.2.7: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Identification of three to five items the student wants to work on related to his/her personal and professional success is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete identification of three to five items the student wants to work on related to his/her personal and professional success. |
| **Describe the steps to address each of three to five items identified related to personal and professional success.**  LO4.2.8: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Description of steps student will take to address each of the three to five identified items related to his/her personal and professional success is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete description of steps student will take to address each of the three to five identified items related to his/her personal and professional success. |
| **Explain the plan for how you will accomplish the steps related to your three to five personal and professional success items.**  LO4.2.9: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Explanation of the plan for how the student will accomplish the steps related to his/her three to five personal and professional success items is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete explanation of the plan for how the student will accomplish the steps related to his/her three to five personal and professional success items. |
| **Identify the individual(s) who will support you with completion of the steps in your plan for each identified personal and professional success item.**  LO4.2.10: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Identification of the individual(s) who will support the student with completing the steps in his/her plan for each personal and professional success item is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete identification of the individual(s) who will support the student with completing the steps in his/her plan for each personal and professional success item. |
| **Identify a due date for every step in your plan for each personal and professional success item.**  LO4.2.11: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Identification of a due date for every step in the student’s plan for each personal and professional success item is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete identification of a due date for every step in the student’s plan for each personal and professional success item. |
| **Compose one SMART goal for each of the three to five items you identified related to your personal and professional success.**  LO4.2.12: Apply personal leadership behaviors and strategies to support future success | Response is not present. | Composition of a SMART goal for each of the three to five personal and professional success items the student identified is vague, inaccurate, and/or incomplete. | Response provides a clear, accurate, and complete SMART goal for each of the three to five personal and professional success items the student identified. |

## **References**

Provide a citation for each resource you used to write your response to this Assessment. A sample citation is provided below:

Neck, C. P., Manz, C. C., & Houghton, J. D. (2017). *Self-leadership: The definitive guide to personal excellence*. Thousand Oaks, CA: SAGE.

Professional Skills Assessment

In this Competency Assessment, you will be assessed on the following Professional Skills: Written Communication, Information Literacy, Engaging Multiple Social & Cultural Perspectives, and Interpreting Data & Quantitative Fluency. These skills count toward your achievement of the Competency and the Professional Skills.

| **Professional Skills Assessment** | | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** | |
| --- | --- | --- | --- | --- | --- |
| **Written Communication: Write with clarity, coherence, and purpose.** | | | | |
| LO1: Construct complete and correct sentences (AWE 2; Sentence Level Skills) | Sentences are incoherent and impede reader’s access to ideas. | Sentences are incomplete and/or include fragments and run-on sentences, limiting reader’s access to ideas. | Sentence structure effectively conveys meaning to the reader. |
| LO2: Demonstrate the effective use of grammar and mechanics (AWE 2; Sentence Level Skills) | Multiple inaccuracies in grammar and mechanics impede reader’s access to ideas. | Some inaccuracies in grammar and mechanics limit reader’s access to ideas. | Use of grammar and mechanics is straightforward and effectively conveys meaning to reader. |
| LO3: Create cohesive paragraphs with a clear central idea (AWE 2; Paragraph Level Skills) | Paragraphs, or lack of paragraphs, impede reader’s access to ideas. | Construction of main idea and/or supporting paragraphs limit reader’s access to ideas. | Main idea and/or supporting paragraphs effectively convey meaning to reader. |
| LO4: Use supporting material to support a claim (AWE 2; Use of Evidence) | Supporting materials are not present. | Supporting material is used inconsistently or inappropriately. | Supporting material is used to enhance meaning. Writing is appropriately paraphrased and uses direct quotes as applicable. |
| **Information Literacy: Apply strategies to evaluate information in order to effectively analyze issues and make decisions.** | | | | |
| LO1: Identify and locate credible sources | No sources or non-credible sources are present. | Sources are inconsistently credible, appropriate, and relevant to the topic and/or assessment. | Sources are mostly credible, appropriate, and relevant to the topic and/or assessment. | |
| LO2: Analyze information sources | Analysis is not present. | Analysis superficially applies aspects of sources that are most relevant to the topic and/or assessment and/or analysis is unclear. | Analysis thoroughly and clearly applies aspects of sources that are most relevant to the topic and/or assessment. | |
| **Engaging Multiple Social & Cultural Perspectives: Apply strategies to develop intellectual flexibilty and broad knowledge that enables perception of the world through the perspectives of diverse social and cultural perspectives.** | | | | |
| LO1: Recognize the value of one’s own and others’ social and cultural perspectives | Recognition is not present. | Response demonstrates a vague understanding of the value of one’s own and others’ social and cultural perspectives. | Response demonstrates a clear understanding of the value of one’s own and others’ social and cultural perspectives. | |
| **Interpreting Data & Quantitative Fluency: Interpret numeric information in order to analyze issues and make decisions.** | | | | |
| LO1: Identify conclusions from numeric information presented in narrative and/or graphic form | No conclusions are made based on numeric information. | Connections between conclusions and numeric information are vague or inaccurate. | Conclusions identified are appropriately connected to the numeric information. | |
| LO3: Use quantitative data as evidence for a decision or recommendation | Quantitative evidence is not used. | Quantitative evidence does not support or is superfluous to the recommendation or decision. | Argument for a decision or recommendation incorporates appropriate quantitative data as evidence. | |

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Mastery Rubric

In order to achieve mastery of this Competency, you must achieve a “2” on every rubric row in addition to meeting the additional expectation indicated in the Mastery Rubric.

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| --- | --- | --- |
| **Mastery Rubric** | **No** | **Yes** |
| **Exceeds Expectations: In-Depth Analysis** | | |
| LO1: Analyze multiple relevant sources and examples to explain principles and concepts related to personal leadership and personal responsibility in leadership development. | Responses to the items do not use information from relevant sources and examples to demonsrate a thorough understanding of the importance of personal leadership and personal responsibility in leadership development. | Responses to the items use information from relevant sources and examples to demonstrate a thorough understanding of the importance of personal leadership and personal responsibility in leadership development. |