



National Défense
Defence nationale



SEA, ARMY, AND AIR CADETS

ADVANCED LEADERSHIP PROGRAM

PARTICIPANT WORKBOOK

(ENGLISH)

(Cette publication est disponible en français. Titre : Programme de leadership avancé cahier de travail du participant)

Issued on Authority of the Commander Cadets and Junior Canadian Rangers Group

This workbook belongs to:

Rank: _____ Name: _____

INTRODUCTION

Welcome to the Advanced Leadership Program (ALP)! We hope that you will enjoy participating in the ALP. It was designed to allow you to network and work with like-minded senior cadets, select opportunities that will benefit you most, and to provide you the tools to define your leadership philosophy.



Who are **you** as a leader?

What matters to **you**?

What qualities do you **value** in a leader?

What areas must you work on to be the leader you **aspire** to be?

PURPOSE OF THE WORKBOOK

This workbook will allow you to capture feedback and reflections during the ALP.

When you start working on the Capstone Project (Final Project), you will need all the information in this workbook.

HOW TO USE THE WORKBOOK

The workbook has all the forms you need to fill out during the ALP. .

You should read the whole workbook before starting the ALP.

The following information is important:

1. **Participant Progression Checklist (Page 1).** This form is a summary of everything you must do to finish the ALP. You can use it to track your own progress.
2. **Cadet interview form and PO review forms.** The first page of each form explains how to fill it out.
3. **PO 507 Capstone Project (Final Project) Reflection sheets** – These sheets will help you complete your Capstone Project (Final Project). You should fill these sheets out as you complete the ALP to best capture what you learned.
4. **PO 509 Instructional Techniques Professional Development** – This workbook has reflection forms for all three instructional technique workshops. You only need to fill out the form for the topic you picked.
5. **Now What Action Plan** – You will be asked to fill out a “Now What Action Plan” at the end of every part of the ALP. This section gives you an opportunity to take what you’ve learned and make a plan for how you will apply it in the future.

OUTLINE OF THE ALP

6. The Advanced Leadership Program has four performance objectives that are completed at your local corps/squadron, and at the Area level. They are:

- a. PO 503 – Lead Cadet Activities will give you the opportunity to plan and lead a multi corps/squadron exercise. It will also allow you to develop your leadership skills during a leadership appointment at your corps/squadron. It has two parts:
 - (1) The Leadership Appointment (coordinated by your corps/squadron); and
 - (2) The Leadership Project (coordinated by your Area Office).
- b. PO 507 – Serve the Cadet Program will focus on your ability to assess; analyze, set goals; and reflect on your leadership skills. This PO is coordinated by your corps/squadron.
 - (1) At the end of this PO, you will complete a Capstone Project (Final Project) where you'll outline your personal leadership philosophy.
- c. PO 509 – Develop Instructional Skills will help you improve your instructional skills. You will choose one of three topics and attend an instructional technique workshop. This PO will be coordinated by your Area Office.
- d. PO 513 – Attend Leadership Seminars will provide you the opportunity to learn from world-class leaders in a leadership seminar. This PO will be coordinated by your Area Office.

FEEDBACK

If you have any feedback on the content of the ALP or any supporting tool, including the Workbook, please send an email to: J7Youth@forces.gc.ca.

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PARTICIPANT PROGRESSION CHECKLIST

OVERALL:	Introductory Interview	Progression Interview	Final Interview
<p><u>PO 503 – LEAD CADET ACTIVITIES</u></p> <p>Leadership Project EO 503.01 & EO 503.02 & EO 503.03 Senior Cadet Planning Groups Practical: Create an Exercise Proposal</p> <ul style="list-style-type: none"> ▪ Peer Feedback ▪ Supervisor Feedback ▪ NOW WHAT Action Plan <p>Practical: Plan and Prepare an Exercise</p> <ul style="list-style-type: none"> ▪ Peer Feedback ▪ Supervisor Feedback ▪ NOW WHAT Action Plan <p>Practical: Multi-Corps/Squadron Exercise Conduct and Conclusion</p> <ul style="list-style-type: none"> ▪ Self-Reflection ▪ Supervisor Feedback ▪ NOW WHAT Action Plan <p>Leadership Appointment (Minimum 3 months) Initial Meeting “NOW WHAT” Action Plan Progress Feedback Session “NOW WHAT” Action Plan Final Feedback Session “NOW WHAT” Action Plan</p>	<p><u>PO 507 – SERVE THE CADET PROGRAM</u></p> <p>EO 507.01 EO 507.02 Capstone Project (Final Project)* *All reflections and “NOW WHAT” Action Plans support PO 507.</p> <p><u>PO 509 – DEVELOP INSTRUCTIONAL SKILLS</u></p> <p>IT Professional Development Session Practical Application Reflection “NOW WHAT” Action Plan</p> <p><u>PO 513 – ATTEND LEADERSHIP SEMINARS</u></p> <p>Leadership Seminar 1: Guest Speaker Group Discussion Reflection NOW WHAT Action Plan</p> <p>Leadership Seminar 2: Guest Speaker Group Discussion Reflection “NOW WHAT” Action Plan</p> <p>Leadership Seminar 3: Guest Speaker Group Discussion Reflection “NOW WHAT” Action Plan</p>		
<p>“NOW WHAT” Action Plan: As a result of my experience in this training opportunity, what is <u>one</u> action I will start taking, to help me become a better leader?</p>			

ALP PROGRESS INTERVIEWS PARTICIPANT INSTRUCTIONS

PURPOSE

1. This form will capture details of the interviews between the ALP Officer and you. The interview is meant as a conversation where you discuss:
 - a. what you accomplished;
 - b. what you need to accomplish;
 - c. goals you want to see for yourself; and
 - d. a plan to accomplish these goals.

WHEN TO FILL OUT THIS FORM

2. You must fill these forms out three times during the training year.

HOW TO FILL OUT THIS FORM

3. This form has three sections:
 - a. Initial Interview – Must be done a few months into the training year. (Nov-Dec)
 - b. Mid-Program Interview – Must be done a few months later (Feb-March).
 - c. Final Interview – Must be done at the end of the training year.

WHO MUST COMPLETE THIS FORM

4. You must complete the participant section of the form.
5. While you meet with the ALP Officer, add your comments in the “CADET’S RESPONSES” section and make notes on your supervisor’s responses in the “SUPERVISOR’S FEEDBACK” section.

ALP PROGRESS INTERVIEW FORM

INITIAL INTERVIEW (NOVEMBER TO DECEMBER)	
WHAT TRAINING HAVE YOU COMPLETED SO FAR?	WHAT TRAINING DO YOU STILL NEED TO COMPLETE?
CADET'S RESPONSES	SUPERVISOR'S FEEDBACK
<p>1. How do you feel about your progress in the Advanced Leadership Program?</p>	<p>Please take notes on your supervisor's responses.</p>
<p>2. What are some areas you would like to improve during the training year? What are your goals for the Advanced Leadership Program?</p>	<p>What steps did you discuss with your supervisor to help you meet both the training requirements and your personal goals?</p>

MID PROGRAM INTERVIEW (FEBRUARY TO MARCH)	
WHAT TRAINING HAVE YOU COMPLETED SO FAR?	WHAT TRAINING DO YOU STILL NEED TO COMPLETE?
CADET'S RESPONSES	SUPERVISOR'S FEEDBACK
1. How do you feel about your progress in the ALP?	Please take notes on your supervisor's responses.
2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for the ALP?	What steps did you discuss with your supervisor to help you meet both the training requirements and your personal goals?

FINAL INTERVIEW (END OF TRAINING YEAR)

1. How did you enjoy the ALP?

ADDITIONAL COMMENTS

2. What were some of your likes and dislikes about the training activities?

Likes:

Dislikes:

3. How can you apply what you have learned this training year in the future inside and outside of the Cadet Program?

4. What are some new personal goals you will establish for yourself following completion of the Advanced Leadership Program?

503 PC PART 1 – LEADERSHIP APPOINTMENT PARTICIPANT INSTRUCTIONS

PURPOSE

The purpose of this form is to capture details of the interviews between your leadership appointment supervisor and you.

WHEN TO FILL OUT THIS FORM

1. This assessment must be completed three times throughout the leadership appointment:
 - a. Meeting #1: **Initial Meeting** section;
 - b. Meeting #2: **Progress Feedback Session** section; and
 - c. Meeting #3: **Final Feedback Session** section.



If you need feedback outside of these scheduled meetings, reach out to your leadership appointment supervisor.

HOW TO FILL OUT THIS FORM

2. During each meeting, go through the requirements section, and put a check mark to indicate that a requirement has been completed.
3. Meet with your supervisor and reflect on your leadership appointment. Your supervisor will provide you with feedback as well. Write notes, as required, in the notes section.



For each meeting, you should have access to the Terms of Reference for your leadership appointment.

**503 PC PART 1 – LEADERSHIP APPOINTMENT
INITIAL MEETING SESSION**

LEADERSHIP APPOINTMENT: _____

Cadet Leadership Positions Terms of Reference:

Date:	Supervisor:
Requirements:	
<input type="checkbox"/>	Your supervisor reviewed the terms of reference with you and provided you a copy.
<input type="checkbox"/>	You discussed your expectations and goals for the leadership appointment.
<input type="checkbox"/>	You had an opportunity to ask questions.
<input type="checkbox"/>	You filled out the "NOW WHAT" after the meeting.
Notes:	
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?	

**503 PC PART 1 – LEADERSHIP APPOINTMENT
PROGRESS FEEDBACK SESSION**

Date:	Supervisor:
Requirements:	
<input type="checkbox"/>	You completed a reflection using the Terms of Reference
<input type="checkbox"/>	Your supervisor provided you both positive and constructive feedback
<input type="checkbox"/>	You had an opportunity to ask questions
<input type="checkbox"/>	You described your thoughts on your performance
<input type="checkbox"/>	You filled out the “NOW WHAT” after this session.
Notes:	
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?	

**503 PC PART 1 – LEADERSHIP APPOINTMENT
FINAL FEEDBACK SESSION**

Date:	Supervisor:
Requirements:	
<input type="checkbox"/>	You completed a reflection using the Terms of Reference
<input type="checkbox"/>	Your supervisor provided you both positive and constructive feedback
<input type="checkbox"/>	You had an opportunity to ask questions
<input type="checkbox"/>	You described your thoughts on your performance
<input type="checkbox"/>	You filled out the “NOW WHAT” after this session.
Notes:	
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?	

503 PC PART 2 – LEADERSHIP PROJECT PARTICIPANT INSTRUCTIONS

PURPOSE

1. The purpose of this form is to reflect on your progress through the leadership project. The assessments will be done in various ways: self reflection, peer feedback and supervisor feedback.

WHEN TO FILL OUT THIS FORM

2. You must complete this review at the end of each stage of the project, specifically:
 - a. upon completion of the proposal;
 - b. upon completion of the preparation of the exercise; and
 - c. upon completion and conclusion of the applicable multi-corps/squadron exercise.

HOW TO FILL OUT THIS FORM

3. For “Create a Proposal” and “Plan an Exercise”:
 - a. Another senior cadet planning group will provide peer feedback on your group’s proposal and plan. Take notes in the “peer feedback” section of the form.
 - b. The instructor will also provide feedback on your proposal and plan. Take notes in the “supervisor feedback” section of the form.
4. For “Conduct an Exercise”:
 - a. Reflect on your performance while conducting your exercise. Take notes in the “reflection notes” section of the form.
 - b. The instructor will also provide feedback on your proposal and plan. Take notes in the “supervisor feedback” section of the form.
5. Write any additional notes in the notes section.
6. Complete the “Now What” section.



Comparing your reflection/peer feedback with the instructor’s feedback can provide good reflection opportunities:
Were both assessments aligned?

**503 PC PART 2 – LEADERSHIP PROJECT
REVIEW CHECKLIST**

Cadet Name: _____ Assigned Exercise: _____

Corps/Squadron: _____ Date: _____

	Y/N	Peer Feedback Notes	Y/N	Supervisor Feedback Notes
CREATE A PROPOSAL				
More than two activities were selected for the exercise. They are appropriate.				
Each activity has an objective which supports the goal of the exercise.				
All considerations of the exercise are mentioned:				
Factors: <ul style="list-style-type: none"> • Time, • Facilities, • Personnel, • Finances, • Food, • Transportation, • Supplies, and • Equipment. 				
Exercise proposal is in line with policies.				
The exercise is appropriate for the participants.				
Additional Notes:				
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?				

	Y/N	Peer Feedback Notes	Y/N	Supervisor Feedback Notes
PREPARE AN EXERCISE				
The exercise plan uses an appropriate work breakdown structure.				
The tracking system tracks exercise progress.				
The schedule is realistic for the exercise.				
The ERP considers risks.				
Communication about the exercise is timely and accurate for each component: <ul style="list-style-type: none"> • Exercise Information Sheet. • Pre-exercise meeting. 				
Additional notes:				
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?				

	Y/N	Self Reflection Notes	Y/N	Supervisor Feedback Notes
CONDUCT AND CONCLUDE AN EXERCISE				
The exercise area was inspected before the exercise started.				
The exercise area was set up before the exercise.				
The exercise was explained to all participants.				
The exercise was supervised, to include: <ul style="list-style-type: none"> • Ensuring safety. • Ensuring the well-being of cadets. • Encouraging cadets. • Adjusting responsibilities as required. • Maintaining control of exercise. • Correcting errors as required. • Reporting misconduct as required. • Ensuring completion assigned tasks 				
A lessons learned meeting was conducted.				
A lessons learned report was created.				
Additional Notes:				
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?				

PO 509 – Instructional Techniques Professional Development Participant Instructions

PURPOSE

1. The purpose of this form is for you to reflect on and think about your instructional skills.



You are encouraged to revisit this reflection periodically as your experience in the selected topic grows.

WHEN TO FILL OUT THIS FORM

2. Once you have completed the professional development session of your choice, speak with your Training Officer to identify an opportunity to apply the skills learned on your session.
3. After you have a chance to practice complete the applicable reflection form.

HOW TO FILL OUT THIS FORM

4. Rate yourself for each skill on a 1 to 5 scale. The scale is explained below.
5. After scoring this yourself, you can send copies of this reflection form to peers, a mentor, or your supervisor to seek feedback.

The objective is not to arrive at a score, but to start a series of conversations which will guide your learning.

Rating scale from 1 to 5:

1. I have an interest in developing this skill, but I am not able to do it yet.
2. I am learning the skill.
3. I am getting better. Sometimes I show the skill, but not all the time.
4. I am good at this skill. I often show the skill in different situations and places.
5. I am very good at this. I can do it easily in any situation.

Reflection Form: Monitoring Instruction and Peer Coaching

PART 1: MONITORING INSTRUCTION

Skill	Rating (1-5)	Notes and Action Plan
<p>Knowledge about Monitoring Instruction</p> <p>I understand why monitoring instruction is important.</p> <p>I discussed the purpose and goal with the instructors I am monitoring.</p>		
<p>Preparing for a Monitoring Session</p> <p>I told the instructor that I would be monitoring them ahead of time.</p> <p>I reviewed the lesson material and understood how the material fits into the overall program.</p> <p>I prepared all assessment tools in advance.</p>		
<p>During a Monitoring Session</p> <p>I got there in time to greet the instructor and get ready without causing any distractions.</p> <p>I wrote detailed notes with examples for the feedback session, showing what the instructor did and how the students responded.</p> <p>I didn't interrupt the lesson unless there was an emergency or a safety issue.</p>		

Skill	Rating (1-5)	Notes and Action Plan
<p>Providing Feedback to the Instructor</p> <p>I came ready for the meeting with all the assessment forms filled out and my notes reviewed.</p> <p>I was able to keep things relaxed so everyone felt comfortable talking.</p> <p>I used the peer coaching techniques described in part two of this reflection.</p> <p>I used active listening and asked questions to understand the instructor's personal goals.</p> <p>I helped the instructor find one to three things they could work on to get better.</p> <p>I helped the instructor come up with a plan to improve their instruction and reach their personal goals</p>		
<p>NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?</p>		

PART 2: PEER COACHING

The following sections discuss skills for peer coaching. Giving feedback during a monitoring session is one way to use peer coaching but this reflection may be used to reflect more generally about how you practice peer coaching.

Skill	Rating (1-5)	Notes and Action Plan
<p>Knowledge About Coaching</p> <p>I understand the objectives of coaching.</p> <p>I can identify the elements of the coaching process.</p>		
<p>Listening</p> <p>I listen closely to what is being said and try to understand it.</p> <p>I can take what I heard and put it in my own words to ensure I understood it.</p> <p>I notice how I react, what I think, and what I'm saying to myself during a conversation.</p> <p>I listen for people's goal(s), the topic, or issue and encourage clarification.</p> <p>I pause and stay quiet when appropriate to allow processing time.</p>		

Skill	Rating (1-5)	Notes and Action Plan
<p>Observing</p> <p>I make sure to stick to just what I saw or heard to keep my observations fair and unbiased.</p> <p>I am aware of what I tend to focus on and how that may influence my observations.</p>		
<p>Questioning</p> <p>I use questions that encourage the instructor to think about their performance.</p> <p>I use a variety of questioning approaches, such as:</p> <ul style="list-style-type: none"> • suggesting possibilities / stimulating new ideas; • exploring feelings, attitudes, beliefs, offering support; • examining / challenging assumptions; and • clarifying / checking understanding. 		
<p>NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?</p>		

Reflection Form: Instructing for Skill Development

Skill	Rating (1-5)	Notes and Action Plan
<p>Knowledge about Instructing for Skill Development</p> <p>I understand the difference between coaching and instructing to develop skills.</p> <p>I can identify the stages of skill development.</p>		
<p>Preparing for a Training Session</p> <p>I learned about the participants and their current skill levels.</p> <p>I thought about the training location when developing my lesson plan and preparing for my session.</p> <p>I identified the goal of my training session and planned activities to support it.</p> <p>I organized my training session to allow for skill development and smooth transitions between activities.</p> <p>I identified key points that I will be watching for and included them in my lesson plan as part of the briefing for my activities.</p>		

Skill	Rating (1-5)	Notes and Action Plan
<p>During a Training Session</p> <p>I arrived on time and was prepared for all activities.</p> <p>I checked my training location for safety concerns prior to the arrival of the participants.</p> <p>I changed my activities as required to meet the needs and skill level the participants.</p> <p>I identified teachable moments and used them to develop the skills of my participants.</p> <p>I put myself in the best spot to watch the students practice the skill.</p> <p>I created opportunities to interact with all participants.</p> <p>I made descriptive notes with specific examples for the debrief session.</p>		
<p>Conducting a Debrief</p> <p>I came prepared to the debrief with key discussion points identified my notes reviewed.</p> <p>I maintained a relaxed environment that encouraged everyone to speak.</p> <p>I used an appropriate method that allowed all participants to reflect on their experience and share what they learned.</p> <p>I set new group goals so that participants can come prepared to the next session.</p>		
<p>NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?</p>		

Reflection Form: Delivering Dynamic Instruction

Skill	Rating (1-5)	Notes and Action Plan
<p>Knowledge about Delivering Dynamic Instruction</p> <p>I understand the benefits of dynamic instruction.</p>		
<p>Preparing for a Lesson</p> <p>I thought of new and different ideas and created fun activities that got participants involved both physically and mentally.</p> <p>I started planning early and gave myself enough time to request resources.</p> <p>I arrived with enough time to set-up my classroom and organized training aids / materials.</p>		
<p>Introducing My Lesson</p> <p>I set appropriate expectations for participant behaviour and clearly identified them at the start of my lesson.</p> <p>I introduced the purpose of the lesson and how each activity supported the objectives.</p>		
<p>Conducting Activities</p> <p>I had a positive attitude that encouraged participants.</p> <p>I spent most of my time engaging with cadets - providing praise, encouragement, and specific feedback.</p> <p>I maintained control of my class and had smooth transitions between activities.</p>		

Skill	Rating (1-5)	Notes and Action Plan
Concluding My Lesson I confirmed that activities met the goals of the lesson. I encouraged feedback on my activities and suggestions for how they may be improved.		
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?		

PO 513 – Leadership Seminars Participant Instructions

PURPOSE

1. The purpose of this form is to reflect on what you have learned from the leadership seminars. It is also a space to capture leadership seminar speaker and participant details.
2. You should select leadership seminar topics that interest you and that will allow you to develop leadership skills that are important to you.

WHEN TO FILL OUT THIS FORM

3. Throughout each leadership seminar.

HOW TO FILL OUT THIS FORM

4. For each seminar:
 - a. Write the topic, guest speaker information, date, location and number of participants.
 - b. Capture items that you find interesting.



You must complete three leadership seminars to complete the ALP.

SEMINAR PARTICIPATION LOG

Seminar 1 of 3: _____			
Seminar	Guest Speaker:	Location:	Date:
	Notes.		
Group Discussion	Number of participants:	Location:	Date:
	Notes.		

Reflection:

1. Considering all parts of this seminar, write a summary of what you learned (50 words or less):

2. How does this topic apply to you as a leader?

NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?

SEMINARS PARTICIPATION LOG

Seminar 2 of 3: _____

Seminar	Guest Speaker:	Location:	Date:
	Notes.		
Group Discussion	Number of participants:	Location:	Date:
	Notes.		

Reflection:

3. Considering all parts of this seminar, write a summary of what you learned (50 words or less):

4. How does this topic apply to you as a leader?

NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?

SEMINARS PARTICIPATION LOG

Seminar 3 of 3: _____

Seminar	Guest Speaker:	Location:	Date:
	Notes.		
Group Discussion	Number of participants:	Location:	Date:
	Notes.		

Reflection:

5. Considering all parts of this seminar, write a summary of what you learned (50 words or less):

6. How does this topic apply to you as a leader?

NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?

**PO 507 – CAPSTONE PROJECT (FINAL PROJECT)
PARTICIPANT INSTRUCTIONS**

REQUIREMENTS

1. For this PC, you will need to create a Capstone Project (Final Project) that displays your leadership philosophy and how the Advanced Leadership Program influenced it.
2. A leadership philosophy is your personal guide on how to be a good leader. It is a set of beliefs and values that shape how you lead and interact with others. Just like you have your own principles for making decisions, a leadership philosophy is a set of guiding principles for leading a group or team. It helps you stay true to yourself and your leadership style while ensuring you are a positive and effective leader.
3. The Capstone Project (Final Project) is an opportunity for you to be creative. Share with others the progress you have made this year through participating in a variety of activities and experiences.
4. You must complete the Capstone Project (Final Project) - Reflection Sheet, for each PO.

CONSIDERATIONS

5. The project format is up to you. Here are some options:
 - a. written report;
 - b. booklet;
 - c. poster;
 - d. Podcast;
 - e. webpage;
 - f. PowerPoint presentation;
 - g. video;
 - h. musical composition;
 - i. an art piece; or
 - j. a photo journal.
6. When preparing your Capstone Project (Final Project), you should consider the following:
 - a. how will you lead teams in the future?
 - b. how did the ALP change how you will lead teams?
 - c. what is your personal leadership style?
 - d. what did you learn about yourself over the course of the ALP?
 - e. what situations caused you to reevaluate or change your leadership?
 - f. what did you learn about working with others to accomplish a goal?
7. A successful Capstone Project (Final Project) should:
 - a. provide a clear picture of your leadership philosophy;
 - b. describe the impact of the ALP on your leadership philosophy; and
 - c. describe what actions you will take going forward to ensure you live up to your leadership philosophy.

My Leadership Philosophy

The values, principles and beliefs that influence me as a leader

I believe a good leader is:

My strengths

My communication style

My goals as a leader:

I want to treat people:

The behaviours I will not tolerate:

How I want to receive feedback:

CAPSTONE PROJECT (FINAL PROJECT) – PO 503 REFLECTION SHEET

WHAT I LEARNED	
WHERE / HOW I LEARNED IT	
HOW I APPLIED IT	

CAPSTONE PROJECT (FINAL PROJECT) – PO 507 REFLECTION SHEET

WHAT I LEARNED	
WHERE / HOW I LEARNED IT	
HOW I APPLIED IT	

CAPSTONE PROJECT (FINAL PROJECT) - PO 509 REFLECTION SHEET

WHAT I LEARNED	
WHERE / HOW I LEARNED IT	
HOW I APPLIED IT	

CAPSTONE PROJECT (FINAL PROJECT) – PO 513 REFLECTION SHEET

WHAT I LEARNED	
WHERE / HOW I LEARNED IT	
HOW I APPLIED IT	