

YOUTH LEADERSHIP ASSESSMENT

Baseline Measurement of Leadership Behavior:

Supports Others
Self Management
Awareness
Excellence
Motivates Others

YOUTH LEADERSHIP ASSESSMENT

This is a measure of you as a leader. Answer each question by selecting a score from 1 (lowest or least) to 10 (highest or most).

SUPPORTS OTHERS

1) I can help others come up with good ideas.

1 2 3 4 5 6 7 8 9 10

2) I'm not selfish.

1 2 3 4 5 6 7 8 9 10

3) I can be counted on to help in times of need.

1 2 3 4 5 6 7 8 9 10

4) I make people feel relaxed and welcome.

1 2 3 4 5 6 7 8 9 10

5) I like to help others.

1 2 3 4 5 6 7 8 9 10

6) I help others find out what they are good at.

1 2 3 4 5 6 7 8 9 10

7) I teach others how to do things.

1 2 3 4 5 6 7 8 9 10

Add totals for each question _____
Divide by 7 for category score _____

SELF MANAGEMENT

8) I don't act immature.

1 2 3 4 5 6 7 8 9 10

9) I'm always on time, I don't keep people waiting.

1 2 3 4 5 6 7 8 9 10

10) I always look and dress nice.

1 2 3 4 5 6 7 8 9 10

11) I'm always in a good mood.

1 2 3 4 5 6 7 8 9 10

12) I'm courteous and friendly.

1 2 3 4 5 6 7 8 9 10

13) People feel safe around me.

1 2 3 4 5 6 7 8 9 10

14) I keep my personal area clean and organized.

1 2 3 4 5 6 7 8 9 10

Add totals for each question _____
Divide by 7 for category score _____

AWARENESS

15) I know what's happening, I'm not easy to fool.

Youth Leadership Assessment

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 16) My peers like me and want to relate to me. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 17) I pay attention. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 18) I am understanding. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 19) I know how to calm people down. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 20) I know what am I good at. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 21) I know what's the right thing to do. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Add totals for each question _____
Divide by 7 for category score _____

EXCELLENCE

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 22) I do things right. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 23) I look for ways of doing things better. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 24) I'm easy to talk to. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 25) I know how to listen. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 26) I know my way around a computer. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 27) I can be trusted and relied upon. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 28) I have good ideas. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Add totals for each question _____
Divide by 7 for category score _____

MOTIVATES OTHERS

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 29) Others see me as organized and able to get things done. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 30) I make people feel liked and appreciated. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 31) I help everyone get along better. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 32) I like to be in charge, and others want me to be. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 33) I can get people to work or do projects together. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 34) Others like to be on my team. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 35) Others believe in my ideas. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Add totals for each question _____
Divide by 7 for category score _____

ADD TOTALS FOR EACH CATEGORY AND DIVIDE BY 5 FOR OVERALL MEAN SCORE _____

Plot your scores on the Youth Leadership Impact Chart

Youth Leadership Self Assessment Impact Chart

- 1) Transfer your category mean scores to the bar charts below. Make a mark at the point on each bar that corresponds to the number indicated on your self assessment for each category.
- 2) Using your overall Leadership Self Assessment Mean Score, make a heavy vertical line through all of the bar charts at that number which corresponds to your overall mean score.
- 3) Put a star next to the category titles which are a higher number than your overall mean score.
- 4) Put an 'X' next to the category titles which are a lower number than your overall mean score.

SUPPORTS
OTHERS

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

SELF
MANAGEMENT

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

AWARENESS

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

EXCELLENCE

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

MOTIVATES
OTHERS

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Personal Leadership Improvement Planning

List Your Highest Scoring Category _____

List Your Highest Scoring Individual Question# _____

These are strength areas you enjoy now. List 5 things you can do to increase your application of these strengths.

Building on Leadership Strengths Action Plan:

1. _____
2. _____
3. _____
4. _____
5. _____

List Your Lowest Scoring Overall Category _____

List Your Three Lowest Scoring Questions:

1. _____
2. _____
3. _____

These are areas that are holding you back or need reinforcement. List 5 to 10 things you can do to increase your Leadership Behaviors in these areas:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Examine the rest of your Leadership Self Assessment Scores to target other areas where you can improve. Re-examine yourself periodically to see how

quickly you are improving. Ask others you can confide in to give you periodic feedback and to share their own suggestions for your development.

Assessment Facilitator Notes

About the Youth Leadership Self Assessment

The Youth Leadership Self Assessment is a powerful self examination of one's Leadership behaviors. This instrument can be delivered to a diverse range of populations from age 12 to adult.

This instrument is best delivered by a skilled professional facilitator or teacher in a workshop setting, but it can also be effectively utilized one on one by coaches and counselors. The instrument has been specifically designed to be as clear and objective as possible, focusing more on numeric measurement than semantic based labeling. Every effort has been made to keep the language easy to understand and the process as experiential as possible for the subject in the interest of stimulating discussion and healthy self assessment.

This instrument can provide powerful awareness about Leadership, and form a statistical baseline from which future goals and improvements can be measured. The instrument includes guidelines for facilitation of a personal improvement plan.

Administering the Youth Leadership Self Assessment

Facilitator Guidelines

There is no special experience necessary to deliver this assessment instrument, however, facilitators who deliver this instrument are applying a tool with potentially positive life altering effects for anyone who it is used with. Improving your awareness about relationships with others and developing ways of improving your relationships is something we can all benefit from. With that understood, this instrument should be delivered responsibly with the intention of helping individual youth increase their effectiveness and satisfaction with their own relationships with others.

This instrument can be a potentially valuable tool with targeted youth populations of all kinds, especially when used as a baseline at the beginning of a development program or school year and then re-administered later to show change and growth. Each professional should responsibly evaluate the instrument before applying it, and carefully consider the unique conditions and circumstances of the individuals and populations to whom it will be administered. Read through the Instrument in advance and get an idea of how long you will be committing to this exercise.

a.) Begin by Talking about why Leadership Effectiveness is important.

Becoming an effective leader is within reach of everyone and can make anyone's existence more enriching. Man is social by nature and opportunities to demonstrate leadership behavior when relating to others are everywhere.

b.) Encourage subjects to be honest. This assessment will only work if one is completely honest, and therefore has a foundational measurement established from which real improvements can be made. This is particularly important to stress with youth who are keenly concerned about peer approval and might be overly sensitive regarding any sort of rating or measurement. The instrument is designed to be information solely for the individual, except where used in certain group applications, or with one on one counseling, coaching, or therapy.

c.) Create a Safe Atmosphere. Emphasize the ground rules of quiet, not looking at other's assessments, not bothering others or discussing results if you finish early and so forth. Disruptive participants should be removed from the room if they cannot respect the group process atmosphere. Give individuals as much space and individual privacy in the room as it will allow, changing seating and orientation if necessary to create the maximum feeling of individual security and privacy.

d.) Allow All the Time Required. This self assessment shouldn't be rushed. Although answering the questions themselves will not take very long, make sure to emphasize that participants should think about each question before writing down their answers. Allow yourself enough time to explain plotting the results on the relationship impact chart and leading the improvement planning section.

e.) Explain the Scale. Each of the questions on the assessments utilizes a 1 – 10 scale with one being lowest and ten highest. Check for understanding with your group and encourage participants to give the most exact number they can which reflects their feelings. Make sure that they understand that writing a ten is OK and that simply means they can't think of a way that things could be better than they already are in a particular area. Also remind them that they might be a ten today, but not necessarily tomorrow.

f.) Give Age Appropriate Examples. Pick one or two questions from the survey as examples and explain them using age appropriate examples your audience would understand. As much as possible, try to draw the group out and utilize their own examples to further personalize the process. This is a good time to gauge understanding of the questions and clarify any misconceptions regarding how the instrument is utilized.

g.) Check for Participation. Look to see that participants are filling out the survey correctly, marking each question individually rather than marking all tens etc., and that they are engaged in the process. Reinforce participation wherever necessary without forcing or coercing anyone to participate in the assessment.

h.) Plot the Results. Some mathematics are involved in calculating mean scores and plotting the survey results on the Relationship Impact Chart. Demonstrate and guide your audience through each of the steps slowly and clearly so participants can all get accurate and clear results. Go around the room and help people as necessary.

i.) Discuss The Findings. License is provided here for the facilitator to aid the interpretation of results. Follow the algorithms provided over all, but feel free to use your own approach for discussing findings, sharing individual perspectives etc.. Once again, maximize participation by the group.

j.) Improvement Planning. Have each participant develop their own personal improvement plan. When delivering this assessment to a group, utilize large or small group brainstorming to generate improvement ideas and strategies for building upon strengths and to compensate for weaknesses.

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Youth Products & Services

*Relationship Self Assessment
Youth Leadership Assessment
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Individual Development Program for Schools*

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