Cleveland Federal Community Leadership Institute

(CFCLI)

Cleveland Federal Executive Board

Participant Handbook

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Cleveland Federal Executive Board
Cleveland Federal Community Leadership Institute

Hello everyone:

The Program Directors of the Cleveland Federal Community Leadership Institute (CFCLI) want to extend a warm welcome to all new CFCLI participants. We hope that you will have a rewarding and successful program year. The entire CFCLI Development Team is here to support your success as a member of the CFCLI class of 2014-2015. To that end, we want to ensure that you are aware of, and have easy access to resources, information and requirements that pertain to you as a CFCLI participant.

As you go through the CFCLI sessions, keep our mission in mind. CFCLI pledges to deliver current and relevant information for developing each participant's leadership knowledge, skills and abilities. Over the next few months you will have many opportunities to meet and learn from a wide range of Cleveland area government officials, CEOs, industry leaders, managers, and academia; who present their perspectives and best practices on leadership.

In addition, CFCLI is an excellent opportunity for you to meet with employees from other federal agencies, share the view of leadership, and create an opportunity for networking, collaboration, sharing of technical information and the building of trust relationships between each agency.

We look forward to this year's CFCLI class in what promises to be a challenging yet stimulating and enjoyable learning environment.

CFCLI Program Co-Directors

Nola Bland
NASA Glenn Research Center

Sandra Gasdon
Louis Stokes Cleveland VAMC

Cleveland Federal Community Leadership Institute (CFCLI)
Overview

Background: The Cleveland Federal Executive Board (FEB) has long provided a focus on interagency cooperation and participation in community affairs. The FEB has also maintained an organized presence in joint efforts that further sharpen this focus including full endorsement of the CFCLI.

FEB Vision: The Cleveland Federal Executive Board (FEB) will be the conduit through which member agencies provide cohesive, high quality, coordinated government services and information. These will be readily accessible, clearly understood, and appreciated by our customers. We will maximize agency resources to promote a safe, productive, and satisfying work environment.

FEB Mission Statement: The mission of the Cleveland FEB is to promote unity of purpose among Federal agencies to better serve our community and our employees.

CFCLI Mission Statement: The mission of the CFCLI is to identify and develop leaders who are committed to advancing greater cooperation among Federal agencies and strengthening community partnerships.

In recognition of the FEBs' role in the federal community three goals have been established to support achievement of the CFCLI mission.

The Three CFCLI Goals are:

Agency Goal: ***To assist Federal agencies in the professional development of government leaders by:***

- Increasing knowledge to achieve goals and address challenges of Federal agencies
- Developing networks that enhance the level of interaction between Federal workers
- Identifying opportunities for mentoring

Community Goal: ***To develop and enhance community partnerships by:***

- Increasing knowledge of local, government, academic, and business organizations
- Developing networks to enhance interaction with community leaders
- Increasing voluntary participation in joint initiatives

Individual Goal: ***To enhance leadership skills by:***

- Increasing exposure to successful government, business, and academic leaders
- Further developing and refinement of personal leadership skills
- Developing and implementing individual leadership plans

CLEVELAND FEDERAL COMMUNITY LEADERSHIP INSTITUTE
2014-2015 DEVELOPMENT TEAM AND CONSULTANTS
DIRECTORY

Co-Program Directors

Nola Bland	NASA Glenn Research Center 21000 Brookpark Road, MS:15-4 Cleveland, Ohio 44135	Telephone: (216) 433-9343 Cell: (440) 610-0398 Email: nola.l.bland@nasa.gov
Sandra Gadson	Louis Stokes Cleveland VA Medical Center 10701 East Blvd. – 118(W) Cleveland, Ohio 44106	Telephone: (216) 791-2300 x5143 Cell: (216) 701-7743 Email: sandra.gadson@va.gov

CFCLI Development Team

Robert Allen	NASA Glenn Research Center (retired) 22030 Kenison Avenue Euclid, Ohio 44123	Telephone: (216) 375-7065 Cell: (216) 375-7065 Email: robert.allen12@att.net
Shanice Chambers-Robinson	Louis Stokes Cleveland VA Medical Center 10701 East Blvd Cleveland, Ohio 44106	Telephone: (216) 791-2300 x3511 Cell: (440) 915-5248 Email: Shanices.Chambers-Robinson@va.gov
Thomas Claflin	Louis Stokes Cleveland VA Medical Center 10701 East Blvd Cleveland, Ohio 44106	Telephone: (216) 791-2300 x2162 Cell: 216-701-9567 Email: Thomas.Claflin@va.gov
Shawnee Fox	Louis Stokes Cleveland VA Medical Center 10701 East Blvd Cleveland, Ohio 44106	Telephone: (216) 791-3800 (x4500) Cell: Email: Shawnee.fox@va.gov
Barbara R. Garver (Consultant)	NASA Glenn Research Center 21000 Brookpark Road, MS: 15-4 Cleveland, Ohio 44135	Telephone: (216) 433-8502 Cell: Email: Barbara.R.Garver@nasa.gov

Dr. Karen L. Gilliam (Consultant)	NASA Glenn Research Center 21000 Brookpark Road, MS 15-4 Cleveland, Ohio 44135	Telephone: (216) 433-3315 Cell: Email: Karen.L.Gilliam@nasa.gov
Lisa M. Hicks	NASA Glenn Research Center 21000 Brookpark Road, MS:142-5 Cleveland, Ohio 44135	Telephone: (216) 433-5352 Cell: (216) 287-8551 Email: lisa.m.hicks@nasa.gov
Daniel "Marty" Munford	United States Postal Service 2200 Orange Avenue Cleveland, Ohio 44101	Telephone: (216) 324-7258 Office: (440) 357-6081 Email: daniel.munford@usps.gov

FEB Staff

Michael W. Goin	Federal Executive Board 1240 East Ninth Street, Room 355 Cleveland, Ohio 44199	Telephone: (216) 433-9460 Cell: (216) 409-6827 Email: michael.w.goin@nasa.gov
Janet L. Clark (CFCLI Admin Support)	NASA Glenn Research Center 21000 Brookpark Road, MS:15-4 Cleveland, Ohio 44135	Telephone: (216) 433-2519 Email: janet.l.clark@nasa.gov

CLEVELAND FEDERAL COMMUNITY LEADERSHIP INSTITUTE
CLASS OF 2015 ROSTER

DEFENSE FINANCE AND ACCOUNTING SERVICE

Kimberly Bennett
Accountant
Defense Finance and Accounting Service
1240 E. 9th Street
Cleveland, OH 44199
216-204-6807
Kimberly Bennett@dfas.mil

Shirley Maki
Accountant
Defense Finance and Accounting Service
1240 E. 9th Street
Cleveland, OH 44199
216-204-6963
shirley.maki@dfas.mil

Paul Labate
Accountant
Defense Finance and Accounting Service
1240 E. 9th Street
Cleveland, OH 44199
216-204-6860
paul.labate@dfas.mil

Shane Nicklaus
Financial Systems Analyst
Defense Finance and Accounting Service
1240 E. 9th Street
Cleveland, OH 44199
216-204-3605
shane.nicklaus@dfas.mil

Erin Laughlin
Financial Systems Specialist
Defense Finance and Accounting Service
1240 E. 9th Street
Cleveland, OH 44199
216-204-6718
erin.laughlin@dfas.mil

Julie Pfaff
Financial Systems Specialist
Defense Finance and Accounting Service
1240 E. 9th Street
Cleveland, OH 44199
216-204-2189
julie.pfaff@dfas.mil

Amanda Serne
Financial Systems Specialist
Defense Finance and Accounting Service
1240 E. 9th Street
Cleveland, OH 44199
216-204-6735
amanda.preis@dfas.mil

GENERAL SERVICE ADMINISTRATION

Sarah Jayjack
Contract Specialist
General Services Administration
201 Superior Ave, Room 450
Cleveland, OH 44114
216-533-2325
sarah.jayjack@gsa.gov

HEALTH AND HUMAN SERVICES- OFFICE OF MEDICARE HEARING AND APPEALS

Donna Calloway
Program Analyst
HHS- OMHA
200 Public Square, Suite 1300
Cleveland, OH 44114
216-615-3249
donna.calloway@hhs.gov

Chaunda Tolbert
Program Analyst
HHS- OMHA
200 Public Square, Suite 1300
Cleveland, OH 44114
216-615-4804
chaunda.tolbert@hhs.gov

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

Kelly DiFrancesco
Public Affairs Specialist
NASA Glenn Research Center
21000 Brookpark Rd.
Cleveland, OH 44135
216-433-5578
kelly.r.difrancesco@nasa.gov

Candace Johnson
Budget Analyst
NASA Glenn Research Center
21000 Brookpark Rd.
Cleveland, OH 44135
216-433-3230
candace.n.johnson@nasa.gov

Kelly Ison
Administrative Officer
NASA Glenn Research Center
21000 Brookpark Rd.
Cleveland, OH 44135
216-433-2478
kelly.ison@nasa.gov

Jessica Reinert
Systems Engineer
NASA Glenn Research Center
21000 Brookpark Rd.
Cleveland, OH 44135
216-433-6249
jessica.m.reinert@nasa.gov

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

Nikki Welch
Program Specialist
NASA Glenn Research Center
21000 Brookpark Rd.
Cleveland, OH 44135
216-433-6386
nikki.d.welch@nasa.gov

VETERANS AFFAIRS MEDICAL CENTER

Jessica Bergin
Outpatient Clinic Specialist
Louis Stokes Department of Veterans Affairs
10701 East Boulevard
Cleveland, OH 44106
216-701-7830
jessica.bergin@va.gov

Denise Cassleman
Radiation Therapist
Louis Stokes Department of Veterans Affairs
10701 East Boulevard
Cleveland, OH 44106
216-791-3800 ext. 3361
denise.casselman@va.gov

Gerald Dargan
Program Analyst
Louis Stokes Department of Veterans Affairs
10701 East Boulevard
Cleveland, OH 44106
216-791-3800 ext. 6578
gerald.dargan@va.gov

Lauren Keenan
Assistant HR Officer
Louis Stokes Department of Veterans Affairs
6100 Oak Tree Blvd., Suite 500
Independance, OH 44131
216-447-8027
lauren.keenan@va.gov

Ellery Maillard
Supervisor Program Specialist
Louis Stokes Department of Veterans Affairs
8787 Brookpark Rd.
Cleveland, OH 44131
216-739-7000 ext. 2509
ellery.maillard@va.gov

Joseph Mayette
Facility Director
Louis Stokes Department of Veterans Affairs
10701 East Boulevard
Cleveland, OH 44106
330-489-4600 ext. 1655
joseph.mayette@va.gov

VETERANS AFFAIRS MEDICAL CENTER

Melissa McKee
Program Analyst
Louis Stokes Department of Veterans Affairs
10701 East Boulevard
Cleveland, OH 44106
216-791-3800 ext. 6550
melissa.mckee@va.gov

Katti Sorboro
Vocational Rehabilitation Counselor
Louis Stokes Department of Veterans Affairs
10701 East Boulevard
Cleveland, OH 44106
216-313-4080
katti.sorboro@va.gov

Meochi Roberson
Human Resource Specialist
Louis Stokes Department of Veterans Affairs
10701 East Boulevard
Cleveland, OH 44106
216-791-2300 ext. 2112
meochi.roberson@va.gov

Beth Thrall
Registered Nurse
Louis Stokes Department of Veterans Affairs
10701 East Boulevard
Cleveland, OH 44106
216-791-3800 ext. 5060
beth.thrall@va.gov

Jason Traggiai
Architect
Louis Stokes Department of Veterans Affairs
10701 East Boulevard
Cleveland, OH 44106
216-701-3609
jason.traggiai@va.gov

VETERANS HEALTH ADMINISTRATION (PCAC)

Justin O'Rourke
Contract Specialist
Department of Veterans Affairs
Program Contracting Activity Center
6150 Oak Tree Blvd, Suite 300
Independence, OH 44131
216-447-8300 ext. 3496
justin.orourke@va.gov

Michael Raynack
Contract Specialist
Department of Veterans Affairs
Program Contracting Activity Central
6150 Oak Tree Blvd, Suite 300
Independence, OH 44131
216-447-8300 ext. 3848
michael.raynack@va.gov

VETERANS HEALTH ADMINISTRATION (PCAC)

Janice Shahan
Contract Specialist
Department of Veterans Affairs
Program Contracting Activity Central
6150 Oak Tree Blvd, Suite 300
Independence, OH 44131
216-447-8300 ext. 3578
janice.shahan@va.gov

VETERANS HEALTH ADMINISTRATION (VSC)

Sherry Cooper
Staff Accountant
Department of Veterans Affairs
VHA Service Center
6100 Oak Tree Blvd, Suite 500
Independence, OH 44131
216-447-8010 ext. 3716
sherry.cooper@va.gov

CLEVELAND FEDERAL COMMUNITY LEADERSHIP INSTITUTE

Administrative Requirements and Guidelines

Commitment:

Cleveland Federal Community Leadership Institute (CFCLI) is a nine-month commitment. Participants are required to attend all classes, **fully participate** in a group project and complete all class assignments on time.

Program Times:

The monthly sessions are scheduled from 8:00am to 4:30pm on each of the program session days. Individuals should expect to spend an additional 8 to 12 hours per month for group projects and assignments. *All classes meet on the third Tuesday of each month (unless otherwise noted). Group Project Sessions will meet on the first Tuesday of scheduled months from 2:00pm to 4:00pm (unless otherwise noted).* The scheduled session are:

October 21, 2014	Orientation
November 18, 2014	Opening Retreat & Myers-Briggs Assessment
December 2, 2014	**Group Project Team Meeting***
December 16, 2014	Leadership and Team Development
January 20, 2015	Federal Agency Perspective & Leadership Plan
February 3, 2015	**Group Project Team Meeting***
February 17, 2015	Multicultural Team Leadership
March 17, 2015	Academic Network Leadership Perspective
April 7, 2015	**Group Project Team Meeting***
April 21, 2015	Actualizing Personal Leadership Goals
May 19, 2015	Community Service
June 2, 2015	**Group Project Review & Evaluation***
June 16, 2015	Business & Community Partnerships
June 23, 2015	Graduation

Locations:

Locations will vary depending on the topic and program content.

Expenses:

1. Lunch Meals will be at each participant's expense unless otherwise announced. In some instances, participants will be asked to contribute to a moderate catering cost of $7 to $8 when an assembled gathering is needed for lunch. A meal will be ordered for you and payment expected unless you have informed *Program Directors* of other arrangements. ***Any special dietary needs should be submitted to Nola Bland.***

2. Please note that a Continental Breakfast will be provided at each session.

3. Parking and mileage reimbursement are subject to the policy of each participant's home agency.

4. Required material, articles and books are funded by the tuition.

Basic Requirements for Successful Program Completion:

- Attend and participate in all class sessions
- Complete an Individualized Leadership Development Plan
- Contribute to a completed group project
- Complete class assignments – *class assignments are not designed to be difficult; completion and submission are required on date identified in syllabus*
- Complete both Individual and Group Interviews. Oral and written presentations are expected.

Dress:

Business casual dress **(no jeans)** is expected at all sessions except where sessions are identified as casual dress. Casual dress and jeans are suggested for sessions in **December and May (afternoon Done-In-A-Day Project).**

Excused Absence Requirement:

Absences should be submitted for approval to program director. Please email Nola Bland at nola.l.bland@nasa.gov, and copy Michael Goin michael.w.goin@nasa.gov with any planned absences. **More than two unexcused absences and excessive tardiness may result in unsuccessfully program completion.** Make-up assignment is required for missed sessions.

Emergency Absence Notification Requirement:

In cases of emergency: report absences and delays at the earliest possible time to Nola Bland, Nola.L.Bland@nasa.gov and copy Michael W. Goin, Michael.W.Goin@nasa.gov.

Cleveland Federal Community Leadership Institute (CFCLI) Syllabus 2014-2015

Date & Location	**October 21** **Louis Stokes VA Medical Center (Wade Park)** **Learning XChange**	**November 18** **Notre Dame College** **Performing Arts Center (Ground Floor)**	**December 2** **Ohio Aerospace Institute** **Industry Room A & B**
Focus	**CFCLI Orientation**	**Myers Briggs Assessment & Group Project Development**	***Group Project Team Meeting- 2-4 p.m.***
Objectives	• Become acquainted with the history and background of the CFCLI and the FEB • Identify the integral components of the CFCLI • Get to know the 2014-2015 CFCLI participants and Leadership Development Team	• Understand the Myers Briggs analysis and the impact on group dynamics • Identify Group Project Teams, Assignments and project guidelines • Become acquainted with the Leadership Development Plan (LDP) process; • Prepare LDP	• Begin initial planning for group project
Session Activities	o Overview of CFCLI and FEB o Class Meet and Greet o Introduction to CFCLI modules and administrative guidelines o Federal Interview Guidelines o Community (Non-Profit) Interview Guidelines	o MBTI profiles results o Leadership Development Plan Overview o Federal Agency Group Selections o Group Project Team Guidelines & Assignments	o Status Reports: Projects Teams o Group Consultation o Presentation Guidelines
Facilitators	Primary Facilitator: Sandra Gadson Co-Facilitator: Michael Goin	Primary Facilitator: Nola Bland Co-Facilitator: Dr. Karen Gilliam	Primary Facilitator: Lisa Hicks Co-Facilitator: Shawnee Fox
Please contact CFCLI Program Co-Directors for questions or information: **Nola Bland** 216.433.9343 or **Sandra Gadson** 216.791.2300, ext. 5143			

Cleveland Federal Community Leadership Institute (CFCLI) Syllabus 2014-2015

Date & Location	**December 16** **(AMVETS Post 32)**	**January 20** **A.J. Celebrezze Federal Building** **31st Floor**	**February 3** **Veterans Administration Medical Center** **Recreation Hall, 1D 370A**
Focus	**Leadership and Team Development**	**Federal Agency Leadership Perspective**	***Group Project Team Meeting-2-4 p.m.***
Objectives	o Model leadership and team behavior that participants desire to see in their organizations o Explore a learning experience that creates awareness of , attitudes and values and relationship to group accomplishments o Enhance communication and group problem solving skills	o Increase awareness of the diverse roles, operations and leadership within agencies of the Cleveland Federal community o Understand Federal agencies' involvement within the local community o Become acquainted with the goals and values of Ethical Leadership	o Group Project planning and development
Session Activities	• Team Building exercises	• Federal Agency Leadership Panel & "Speed Interviews" • Ethical Leadership • Generational Leadership	• Group Project Plan and Development
Facilitator(s)	Facilitator: Barbara Garver Co-Facilitator: Lisa Hicks	Primary Facilitator: Sandra Gadson Co-Facilitator: Nola Bland	Primary Facilitator: Lisa Hicks Co-Facilitator: Shawnee Fox

Date & Location	**February 17** **Ohio Aerospace Institute (OAI)** **President's Room**	**March 17** **John Carroll University**	**April 7** **Veterans Administration Medical Center** **Recreation Hall, 1D 370A**
Focus	**Multicultural Team Leadership**	**Academic Network Leadership Perspectives**	***Group Project Team Meeting-2-4 p.m.***
Objectives	• Increase knowledge and understanding of team concepts, team dynamics and team building • Identify and apply qualities of a successful team leaders • Explore effects of collaboration and cooperation in group problem solving Identify changing attitudes values, and beliefs about inclusion and exclusion • Expand abilities to engage diversity in achieving desired outcomes	• Increase knowledge and understanding of the leadership role of academia in the community • Examine strategies and opportunities for building Federal-Academic partnerships within the community • Become acquainted with leadership models and practices of Academic leaders	• Group Project planning and development
Session Activities	• Team Building Exercises • **Class and Group Project Team Photos** • Community Agency Presentations & Reports	o University Presidents' Leadership Panel o Federal Agency Interview Reports	o Project Plan & Development o Project Consultation
Facilitator(s)	Primary Facilitator: Dr. Karen Gilliam Co-Facilitator: Nola Bland	Primary Facilitator: Sandra Gadson Co-Facilitator: Nancy Baird	Primary Facilitator: Lisa Hicks Co-Facilitator: Shawnee Fox

Date & Location	**April 21** **Notre Dame College** **Performing Arts Center (Ground Floor)**	**May 19** **HealthSpan** **12301 Snow Road, Parma, OH 44114**	**June 2** **J. Celebrezze Federal Building** **31st Floor**
Focus	**Actualizing Personal Leadership**	**Community Service**	**CFCLI Group Project Review & Evaluations** ***12:00 PM – 4:00 PM***
Objectives	o Identify opportunities to implement the Leadership Development Plan (LDP) o Apply team building dynamics in personal and professional settings	o Participate in a community service project o Promote a positive image of federal employees	o Preview Group Projects
Session Activities	• Exploration of Personal Leadership • Leadership Development Plan • Community Agency Presentations & Reports	• Agency Interview Presentations (if needed) • Done- In- A-Day community service project	• Review and Evaluation of Team Project
Facilitator(s)	Primary Facilitator: Tom Claflin Co-Facilitators: Nola Bland	Session Facilitator: Mike Goin Co-Facilitator: Shawnee Fox	Primary Facilitator: Lisa Hicks Co-Facilitator: Shawnee Fox

Date & Location	**June 16** **Cleveland Browns**	**June 23** **Doubletree Hotel** **1111 Lakeside Ave, Cleveland**
Focus	• **Leadership & Partnerships in the Business Community**	• Group Project Showcase, Graduation Luncheon & Ceremony
Objectives	o Become acquainted with local public/private partnerships o View leadership practices employed in public/private partnerships o Explore methods to promote and facilitate volunteerism in the community	o Present group project highlighting the mission, goals and objectives of the CFCLI o Reflect the culmination of skills learned and/or enhanced throughout the CFCLI session year o Heighten the audience's awareness about the unique focus of the CFCLI in preparing federal employees for leadership roles
Session Activities	• Corporate Business Leaders Presentation • Group Project Status	• Group Project Showcase • Graduation Luncheon and Ceremony
Facilitator(s)	Primary Facilitator: Mike Goin Co-Facilitator: Shanices Chambers-Robinson	CFCLI Leadership Development Team

Program Content: **Leadership Development**

Group Leadership/Teambuilding

Community Networking

Assignment Log and Dates	
Assignment Type	**Assignment Due**
MBTI Assessment	10/7/14
Book Reading: "The Five Dysfunctions of a Team"	11/18/14
Federal Agency Group Selection	11/18/14
Community/Non-Profit Agency Selection	12/16/14
Group Project – ***"Identification and Assessment"***	01/20/15
Community/Non-Profit Presentations & Reports	02/17/15 (selected participants)
Group Project – ***"Determination"***	02/17/15
Federal Agency Group Presentations & Reports	03/17/15
Group Project – ***"Plan"***	03/17/15
Leadership Development Plan	04/21/15
Community/Non-Profit Presentations & Reports	04/21/15
Group Project – ***"Implementation"***	May/June
Group Projects Dry-Run	06/02/15
Group Project Written Reports	06/02/15
Final Program Evaluation	06/18/15
Group Project 1-Page Synopsis	06/23/15
Group Project Showcase	06/23/15

Cleveland Federal Community Leadership Institute

Cleveland Federal Executive Board

Group Project Guidelines

2014-2015

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GROUP PROJECT CLARIFICATION & DIRECTIONS

Greetings CFCLI Class!

We want to personally welcome you to Group Projects! This guide will serve as reference while you embark on one of the most exciting and challenging aspects of the CFCLI curriculum.

To begin, you will be selected as a team member for a community project. This project team will be established by the CFCLI leaders associated with group project learning and development. Once your team has been established, all of you will work with a community group, entity, school, or organization, to complete a collaborative project. Your project will be consistent with the needs of the community group you are required to serve and the mission of the CFCLI and the Cleveland Federal Executive Board (FEB).

The following guidance will be essential to your success. Please refer to it as often as needed throughout your project group development. Please note: this guide is intentionally designed to be general in nature. However, you will find that it provides a key framework for working your project through to completion.

Group Project Teams

Each group project team is required to identify a need that can be reasonably fulfilled with minimal resources by the group or in conjunction with other partners before the end of this nine month course. First, teams will be selected based on a combination of personal preference and other factors. Once project groups have been established, it is highly recommended that members provide contact information to one another and begin conceptualizing some potential project ideas that could meet the needs of the community group each team is assigned to serve. As soon as possible, teams should begin brainstorming potential project ideas. Any project selected must be consistent with the CFCLI and FEB mission.

Identification, Assessment & Determination

Each project is required to identify a need within their respective community group and **assess** that need to determine feasibility, reasonableness, and attainability. In other words, is this *really* a need? Is it doable? Can we complete it before June? Do we have enough resources? The assessment must validate the group's idea with proof through research. There is no limit or restrictions on what is used to prove out an idea, however, the Group Projects Lead is the final acceptor of the assessment. No plan can be derived until the assessment has been accepted.

The assessment can be a time consuming process. Some ideas will be validated fairly easily while others will not. This can cause groups to end up assessing multiple ideas and often having to start brainstorming all over again.

The assessment is beneficial to project groups in several ways. It:

1. provides details that support the project's goals,
2. assists in scoping an idea prior to implementation,
3. saves time that may have been used on an idea that resulted in no benefit to the community for which the project is meant to serve, and
4. gives way to potentially new ideas.

Once a need has been adequately accessed, a **determination** of how to fulfill that need is made. The Project Group must now determine *what* they will do to serve their given community.

The groups will meet regularly with the Group Project Leads of CFCLI and discuss the results of assessments, strategies for moving forward, and other issues. Project groups may also be required to report progress to the entire CFCLI class. CFCLI has a stake in the efforts and effects of all the group projects and therefore, will be monitoring activities and progress to ensure that we all remain within the mission and confines of CFCLI and the federal government.

Plan

Success is predicated on the ability to devise an effective project plan. Once an assessment has been completed, a determination has been made by the project group and approved, each project group will develop a plan for implementation. An effective plan includes a schedule, a list of tasks and the personnel assigned for each task. The team must develop an initial outline of the plan to be submitted for approval prior to implementation. All plans must provide for methods of evaluating the project's effectiveness and sustainability. Effectiveness is proven by setting goals and meeting or exceeding those goals. Most often effectiveness is measured by quantitative data, but for purposes of this course qualitative data is also acceptable. While all projects may not be able to continue on past the group's graduation, the project should also include a plan for sustainability. These two requirements are essential to the success of the project. Finally, the plan should include the team's Goal(s), a list of objectives to meet those goals (see example below) and should be realistic and attainable for the team. Plans are living documents and are editable. They are used to keep all members of the project group and the CFCLI Development team on the same page. It is also a communication tool when used effectively.

Excerpt from a project plan (EXAMPLE)

Goal: To improve access to Cuyahoga Valley national park for senior citizens.

Objectives:

1. *Identify current user rates of the park for the past five years.*
2. *Identify public transportation routes already in existence.*
3. *Identify current hours of operation.*
4. *Identify area senior citizens centers.*
5. *Etc.*

For each Objective, tasks should be identified that will support each objective. Those tasks should be scheduled and assigned.

Implementation

Implementation must be complete in order for the team to attain full credit for the course. In real life, we all know that plans can change. What is important in this course to learn is how that change is managed to ensure project success. It is wise to use your plan as a baseline and update it as often as is necessary throughout implementation. It is a tool to gage your team's progress and identify where adjustments must be made. Every team member is expected to participate and contribute to every stage of the team's progress on this project.

Evaluation

The final phase of the project is Evaluation. This phase is essentially your final report and explains the impact, effect and success of your project. Evaluation has two main purposes:

1. Provides the results of the efforts culminated by the project and
2. Identifies areas of improvement, other recipients, future possibilities and overall impact to the local community.

All of these phases of the project will ultimately be included in the FINAL PRESENTATION given on graduation day. Each group project team is required to give a final presentation that captures all of the data mentioned above, as well as most of the key areas taught in the course.

For your convenience, the 5 phases of the projects and schedule guidelines are listed below:

1. Identification and Assessment – ***Due in January***
2. Determination - ***Due in February***
3. Plan –***Due in March***
4. Implementation – ***Completed in May***
5. Evaluation – ***Completed by the first week in June***

The schedule guidelines provided above are for the group projects to use to gage the timeliness of their project's progress. It is only a guide! Some projects will fall behind this schedule and some will be ahead. This schedule is meant to provide a benchmark to the teams for planning purposes. If a team is behind this schedule, it may be necessary to adjust their plan so that they avoid the schedule slipping past graduation day. It is essential that your project be completed about 2 weeks to 1 month prior to graduation so that you are able to determine your effectiveness and success as well as prepare your final presentation!

We hope this guide will provide clarification for you to navigate through your group project experience.

It is important to always bear in mind that leaders are faced with a variety of challenges on a regular basis. Indeed, this will be the case for your group project team. As such, it will be prudent to keep track of the types of challenges you encounter and how you resolved them. In addition, it will be important to note the internal processes used to approach and resolve issues, as you will report these during your sessions and in your final presentation. We will invite your supervisors and your agency head to your group project team's final presentation. Historically, they have been very supportive and we anticipate they will be interested in your group project team's findings and will want to hear your presentation.

We hope you will enjoy your experience with the Group Project exercise. Please let us know if you have any questions.

Thank you,
The CFCLI Development Team

INFORMATION ON THE USE OF SURVEYS

Please note that the following information is on the use of surveys. The reason we are including this is that surveys can give us insight into the group(s) we are interested in. That being said, there are several points to consider in survey research.

Points to consider with surveys and note that veterans are inserted as examples only. Surveys may be used with a variety of groups in a variety of ways so please do not limit yourself to the examples given:

Opening statement

Keep it simple: "This is a survey that is going to be used to develop new ways to help veterans."

Research shows that survey takers, who are really volunteering their time, do not want to be overwhelmed in the process. Otherwise, they will toss out the survey because, basically, they do not want to have to read a lot.

Volunteers do not have a lot of incentive to take surveys. The response rate goes up if there is incentive. As an example the statement, "…to help veterans…" can be incentive for some people. There are numerous other statements that might be incentives.

Similarly, if a "survey taker" sits down with someone and does the survey, response rates go up. Contrasts this with just mailing out a survey or just handing someone a survey and hoping they fill it out.

Question Format considerations:

1. It is important to focus the questions specifically on an area, especially <u>one area</u> where possible.

2. Pre-coded questions get higher response rates

   For instance:

   Please identify your gender (circle one) **Male Female**

   Please check the boxes for all medical diagnoses you have had:
   Diabetes
   Stroke
   Heart Disease
   Cancer

As opposed to asking:
Please list all of your medical diagnoses: ____________________________

Wherever possible, if you can provide boxes to check off or circle, research shows your response rate will be higher and participants will be more likely to answer that question. These types of survey conventions make it easier for the person to fill out the survey.

This next point was from a communication to a group project team who was working with veterans:

For instance, in your question #5 you could just add the “yes / no”:
Would information about various local organizations and the services they provide be beneficial to you and/or your family (please circle your answer)?
YES **NO**

(However, in looking at the question closer, I am wondering if you are really trying to ask about organizations specifically for your targeted group or **all** organizations – because if its **all** organizations that might be too much to offer in an informational format. Again, the more specific you can be the better.)

For example:
Do you need information about all veterans’ organizations in your area?
YES **NO**

Thus, there is a decrease in the amount of written responses the client has to generate thereby increasing the propensity for survey response as research shows people will circle.

Note: If we designed a perfect survey we would expect to see only a 25% response rate if we send it out by mail with a self-addressed stamp envelope.

Open Ended Questions:

Minimize open-ended questions where possible or word them so they are more specific. In other words avoid asking about multiple topics in one question.

For instance, one group project team asked, *“**What types of concern(s) and/or problem(s) have you or your family had since your deployment?***

Then, after that broad question they wanted the respondent to provide written answers on different areas they indicated in the parentheses *(financial, medical, educational, family, and other) and for each one they instructed "Please explain___________________"*

I could appreciate that it was tempting to try to obtain as much data as possible but we advised this group to remain cognizant of the research in this area.

One research study found 90-95% of short answer questions are left blank.

Please avoid overwhelming the reader with short answer solicitations, if you write more directly and focused questions, research shows your response rate will be higher. The right amount of short answer questions can break up the monotony of a survey for the reader.

Example:
What has been the most helpful organization to you as a veteran?
____

Example:
What is the most important service you need as a veteran?
____

Ranking

Asking persons to rank things in order should be avoided where possible. Research shows people don't want to rank things. In addition, the adequacy of the data can be questioned.

However, sometimes ranking can be appropriate. An example of ranking would be:

Please list all schools you have attended with the most recent first:

Please list the three most helpful agencies for veterans with the best one first, then the second best, and so on. (If you can only identify one or two, that is okay, please still list.)

Likert Scale:

Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

This is a classic Likert scale with “Strongly Disagree” on the far left, and “Strongly Agree” on the far right, with the 9 numbers in between. This has been proven to be the most reliable and most tested method.

For example:

Please circle the number you feel most reflects your view on the following statements:

Services for veterans who have discharged from the military are easy to access.

Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

Active duty military need more services specifically for them.

Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

Education Level

If you don’t know the education level of the people you are surveying you should use an 8^{th} grade reading level.

Font size

If you don’t know your population well, use font size 12

Paper, margins, directions

8.5 x 11 is the best size to use for surveys
Avoid wide margins, where possible
Use accepted standards for directions - make them easy to read

For instance, you would avoid instructing them to underline YES or NO but rather you would instruct to “circle a YES or NO for your answer.” As circling is the most common method used.

Conclusion

Thoughtfulness and the willingness to incorporate some strategy into your survey research may yield some important findings. Avoid making it too long and vary the types of questions you use. By using these suggestions, if you decide to use a survey to obtain data it should increase your response rate.

I have used “veterans” in these examples but you would use whatever is appropriate for your group. That is, if you know that your target group is actually taking the survey. Otherwise, you may need a “check box” so that person can identify their status, e.g., veteran, active military, non-veteran. You might want to be sure that you have a way of telling who is taking your survey. Thus, if one of your posits was that post 911 active military are under-served; you might also find that they are challenging to engage, or visa versa.

Also, research shows people tend to avoid responding to a question that asks “age.” However, they will respond to a question that asks for “year of birth.” You may want to consider this, as it may be possible older persons see things one way and younger persons see it in another. Same thing with gender – but these may contribute to your findings and give you a clearer vantage on the population group you’re interested in.

It may not be appropriate to survey all groups so it just depends. Sometimes data can be obtained from a post event interview of a staff person who works at the agency. This can yield very powerful data. Your group project group will have to make these decisions and we look forward to hearing about them in your final presentation.

DATA

We want to provide you with some additional thoughts on data. We had mentioned two general types of data in the section on assessment. These types were as follows:

1. Quantitative data
2. Qualitative data

We will consider data in the most basic sense and we will not go into the scientific merits of each type of data or its rigorous use in scientific method. Rather, we will encourage you to consider data and use it in some way for your group projects. The reason for this is that your group project should be supported by some type of data. This strengthens the rationale for doing it and may ultimately be what gets you the approval to do your project.

1. Quantitative data

   Quantitative data is just like it sounds – data that quantifies something. This may be any type of quantitative data from population figures, statistics, percentages, tables that reflect figures from your surveys, etc. You may find this data on government websites or other areas. For instance, we can even make statements about quantitative data – here an example about female veterans who have felonies:

   “According to Census 2000, the State of Ohio is the seventh most populated state in the nation and has the 5th largest military veteran population in the United States.” I have just made a broad statement and I may narrow it down to direct the attention to female veterans who are felons. To continue this example, *“…data suggests that female veterans with felonies constitute one of the most underserved populations in our region.”*

   The ways in which you can use quantitative data are numerous so it will be important to temper your use of data but figure out a way to use it to support the goal(s) of your group project.

2. Qualitative data

   Sometimes quantitative data is unavailable or is inaccessible to us or we may be interested in qualitative aspects of an experience, viewpoint, or retrospective and even prospective, the list goes on. Simply stated, qualitative data reflects the quality of something. It is often more abstract in nature and is subjective but this type of data can be just as compelling. Some examples of ways to obtain qualitative data would be from our surveys. Our surveys can also be qualitative if we ask those types of questions. Also, we can hold focus groups to extract data which may reflect the concerns or priorities of a group.

   As an example, *"The focus group of senior citizens at Hope Senior Home overwhelmingly stated that recreation is their main priority but that access to recreation facilities was limited so they were frustrated."*

   Mr. Jones, the fifth grade teacher said, *"The children have hardly anyone to read to them and if they could just gain more exposure to books they would benefit…"*

   Another example: Five employees of the agency were interviewed and they all stated as their top three priorities were to establish a mentoring program.

Remember, there are endless examples and ways that data can be utilized. The guidance for your use of data overall is that it should somehow support what you are planning to do or what you are doing. Also, it may help to explain or provide insight into your outcomes. If you held an event, the data might show the impact of the event or people's feelings about the event or their perceptions surrounding it. There could be data about what the staff who worked at the facility thought or felt about your event. You could obtain data from participants who attended your event and they could rate it or tell how they thought it went, etc. Sometimes, even the absence of data can support what you are doing so keep that in mind as well. Remember, you want to balance your use of data and it should make sense why you chose whatever data you are incorporating into your project. In your final presentation, you want to avoid overwhelming the audience with data but the use of data may emphasize the efficacy and integrity of your group project. As you move forward, the Development Team will be available to assist you.

FINAL WRITTEN REPORT

Please consider the following as you develop your final written report for graduation day. Also, please remember that this is not a comprehensive list of things to consider but rather a tool to assist you as you prepare this comprehensive report. Your team's group project final written report will consist of a balance of these two areas:

1. The actual group project.
2. The internal processes of the group project team.

Instructions

Please make sure that you ***print out three (3) copies of the Final Written Report***. One will be used to submit to the Cleveland Federal Executive Board, the other two will be for the Program Directors. Also, on the day of the presentation which will be on graduation day you will distribute an "Executive Summary" of your group project. The Executive Summary is an extremely condensed version of your final written report. The guidelines for the Executive Summary are at the end of this booklet. Your final written report will include the five areas of the model and relevant information from your internal group processes. Also, you should include any Power Point slides, or other photos you will be using. If you have produced a short video or anything else that is creative – include a brief description and narrative about it.

Essentially, the final written report of your project should make sense, be logical, and any reader will be clear about what your project was about as well as the pertinent areas that went into accomplishing your group project and the internal leadership challenges that your team faced – it will become the written record of what you have done and will become a future record for other CFCLI participants to reference.

Remember, fundamentally the purpose of the group project relates to the three main goals of Agency, Community, and Individual Benefit.

> ***Agency*** *– to increase public awareness of the federal presence as well as that of the specific agency.*
>
> ***Community*** *– to benefit the community in a measurable way.*
>
> ***Individual*** *– to enhance personal leadership skills and to provide an opportunity for team building.*

In addition, this final written report and your presentation will highlight these following areas:

Assessment

How did you make your assessment? What data did you use? Who did you talk to? How did you know this was an area that should be addressed? Did you do any comparisons using larger databases? How does your group's interest, population group, and problem present within the context of this area, the state or the nation?

Determination

What was the determination that was made by your team? *"Our team was able to determine…"*

Plan

What was your plan? Objectives, steps, etc.

Implementation

How did you implement your plan? Did everything go according to plan?

The plan is the simple statement of what you planned to do – the "Implementation" is the action process where you actually did something, your timelines, etc. Often, and to generalize, you can talk about these two aspects in one breath.

Evaluation

What evaluative processes did you set up? How did your evaluation go? Were you formal with your evaluation process or informal?

Additional Thoughts:

- Were there any unique challenges that should be shared?
- Were there any unexpected outcomes?
- Will persons read their section or will they speak extemporaneously?
- Did your team go through the entire forming, storming, norming, and performing process? What part of being in the team had the most value? What was the most challenging, etc?

GROUP PRESENTATIONS

The following are considerations for your final group project presentation. Please bear in mind that the audience is going to be larger than our regular CFCLI group. As stated previously, the Cleveland Federal Executive Board FEB Chairperson, agency directors, supervisors, etc. are often present in the audience. As such, we recommend that you fully consider all aspects of a presentation and practice in advance. ***Presentations will be 15 minutes for each group; with 5 minute Q&A (total presentation time is 20 minutes)***

Introduction

Imagine your group project team has just taken the stage. How are you going to introduce everyone? What are your introductory remarks going to be and who will make them? Will each person introduce themselves or will there be a narrator? Where will people be standing or sitting when this occurs?

It is best to think about all of this beforehand, as ideally each person should appear comfortable and appropriately situated while on stage.

Proximity

Where will your team sit or stand? What will be their proximity to each other during the presentation? Will persons be getting up and walking around and talking/presenting? Does everyone have equal speaking parts? Ideally, everyone should have equal speaking parts. Will you use chairs for your presentation team or tables, etc?

Remember, the more a group project team thinks about these finer points of presentation the more professional they will appear in front of everyone. They will come across as more organized, confident, and well informed. Typically, our group project team presentations are of a high caliber so we look forward to your teams continuing in that tradition. Plus, we have seen some wonderfully creative and innovative presentations – just ask Development Team member Lisa Hicks!

On the opposite end of the spectrum are poorly prepared teams. Have you ever seen a group stand in front of an audience and they don't know where to stand and they just read from a paper? There's a big difference when a group is highly organized the areas we are reviewing. When a group speaks with confidence and makes good eye contact with the audience it contributes to the overall feel of the presentation.

Visual Aids

How will you use visual aids? What electronics will you need (microphones, Power Point, etc.)? What you will need and have you submitted the request/delineation to the Development Team?

Remember, it is best to temper your use of visual aids – don't overdo them! Try to attain an appropriate balance of other media forms – they should complement presenters. Also, if you have an electronic malfunction be ready to immediately shift to Plan B. We have insufficient time to wait for equipment repair or resolution so you will also be expected to proceed with a Plan B.

Repetition

Are there any areas that are repetitive?

Avoid repeating things unless it is necessary. Undue repetition can use up valuable presentation time and become boring to the audience.

Conclusion

What concluding remarks will be made and who will make them?

It is important to conceptualize how your audience will perceive you. As such, it is essential to think about your total presentation, not just your part. Cohesiveness and balance are key contributors to making a presentation successful. Similarly, the speaking style of the individual presenters is what engages the audience. Therefore, each person should think about how they are going to “speak” to the audience. In addition, how will speakers transition to other speakers? Will one group member serve as the emcee also or what will the plan be?

Note: If you are uncomfortable with extemporaneous speaking, please know that some persons will memorize their section so that when they are in front of the audience they know what they are talking about. Not everyone is an extemporaneous speaker so ultimately; you must develop what works best for you as you know your own speaking style. If you don’t know your own speaking style practice speaking in front of someone and they can give you feedback. You will have some opportunities to present to your peers throughout the curriculum so please make good use of those opportunities to assert yourself and further develop your speaking presence. Speaking in front of groups is an activity that leaders engage in. However, it can take practice so we recommend seizing your opportunities and making the most of them.

Executive Summary

(Guidelines for formatting a one page Executive Summary of the Group Project)

Make 75 copies of your Executive Summary to hand out to attendees on graduation day.

On **8.5” x 11” paper**, format your summary using main headings A, B, & C. Type using **Arial, 12 point font**, and use double spacing for section C narrative. You may single space sections A & B but also double space between all headings.

A. Project Name *(center at top of page)*

[Double Space x2 between headings]

B. Group Project Team Members and Employing Agency (*align left*)

1. John Smith, DFAS
2. Mary Jones, USPS
3
4.
5.

[*Double Space x2 between headings]*

C. Summary

In two (2) paragraphs provide a summary explaining your group project. You should focus on the main aspects of the group project: *(align left, double spacing narrative part)*

Consider the following:

- Purpose of our group project.
- Target group or population.
- Brief rationale.
- Location, date, main outcome
- Lessons learned about leadership (biggest challenge for our team, most valuable lesson, etc.)

This is a one page executive summary so please **make sure to restrict yourself to one page only.** This summary makes it easy for the reader to obtain an overview of the project and see what the main points were from a succinct and well written, professional summary.

Remember:

75 copies of your Executive Summary to hand out to attendees on graduation day.

CFCLI
Community (Non-Profit) Agency Interviews Guidelines

<u>COMMUNITY (NON-PROFIT) INTERVIEW:</u>
The Community Agency Interview is an **<u>individual assignment</u>**. Select a community agency in an area of interest to you and set up an interview with the President or Executive Director.

A community agency is a **<u>non-profit organization (501(c)3</u>** operating in the Greater Cleveland Metropolitan area. Please do not select an agency with which you are already affiliated.

A written summary of the interview is due on the date of your presentation **<u>(3 copies).</u>** This written summary is the basis for a 10 minute presentation. **<u>Visual aids will not be permitted</u>** for this presentation (including PowerPoint).

Provide the name of the community (non-profit) agency you would like to interview to Nola Bland nola.l.bland@nasa.gov, and copy Shawnee Fox shawnee.fox@va.gov, **<u>for approval</u>**, before the December 16^{th} class. *Selections will be determined on a first-come-first-serve basis.*

INFORMATIONAL INTERVIEWS

The length of the informational interview should be 30 minutes to one hour. Ensure that 1) the informational purpose of you interview is clear; 2) interviews begin timely and do not exceed the agreed upon duration; and 3) for Federal Agency interviews that all individuals participate.

Interview Questions

Your interview protocol should consist of a few core questions designed to solicit the information sought, with appropriate follow up questions for exploring interesting angles. A few well thought-out questions will also make it easier to keep the interview within the designated time limits. You may choose to share your questions ahead of time to help facilitate the interview and make the most of the time that you have. Feel free to ask for and to follow up on other individuals or information sources that could further inform or assist you in achieving your objectives.

The following guidelines might prove helpful in developing your protocols:

1. A brief overview of the organization, its mission, vision, size, location, strategic priorities, short-term challenges, long term challenges.

2. A brief bio of the Agency head. How did he or she become the head of a Federal or Community agency?

3. Identify and describe the Agency's relationship with the greater Cleveland area community, any outreach initiatives, and any roles the agency plays in community programs/activities. Why are community relationships important and how do they help the Agency? What does it take to build successful community relationships?

4. What does it take for the Agency head to successfully meet the challenges at their agency?

5. Any advice, encouragement or other thoughts for the CFCLI participants as they pursue leadership roles in their own agencies and in the community.

6. Name one thing to be used on you Leadership Development Plan (LDP)

WRITTEN REPORTS

The written report should be typewritten and 3-5 pages (double spaced; 12 pt. font) in length. Please make 3 copies to handout to Program Directors prior to your presentation.

The following format is recommended:

Include the name(s), date, time and location of the interview.

Title – Leadership interview by: (Team information)

I. Interviewee: Name, Agency, Agency address, Agency phone number.

II. Brief Overview of the Agency

III. Agency Objective
   - Include the Mission Statement and/or Vision Statement

IV. Brief Biography of the Agency head – how he or she became the leader

V. Agency Accomplishments
   - Include any Community Initiatives, Outreach, Partnering

VI. Agency Head's Leadership Style and Philosophy
   - How they approach challenges at their Agency

VII. Agency Head's acquired wisdom to CFCLI

CFCLI
Federal Agency Interviews Guidelines

<u>FEDERAL INTERVIEW:</u>

The Federal Agency Interview is a **<u>team project</u>**. Members of the team select a Federal Agency head to interview. Select a Federal Agency from an **<u>Agency not represented on the Federal Agency Panel, or in the class.</u>**

A written summary of the interview is due at the **March 18th** class **<u>(3 copies)</u>**. This written summary is the basis for a 15 minute team presentation, also scheduled for the March class. This oral presentation should include **visual aids** and involve all members of your team.

Please let Mike Goin know of any special equipment you will need to conduct your presentation at least **<u>two weeks</u>** before you give your presentation.

INFORMATIONAL INTERVIEWS

The length of the informational interview should be 30 minutes to one hour. Ensure that 1) the informational purpose of you interview is clear; 2) interviews begin timely and do not exceed the agreed upon duration; and 3) for Federal Agency interviews that all individuals participate.

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- Include any Community Initiatives, Outreach, Partnering

VI. Agency Head's Leadership Style and Philosophy
- How they approach challenges at their Agency

VII. Agency Head's acquired wisdom to CFCLI

CFCLI Leadership Self-Assessment

This survey is designed to provide you with feedback about your level of preference or comfort with leadership characteristics and skills.

If you have NOT performed a task before, estimate how difficult the task would be for you to learn to perform.

Circle the number on the scale that you believe comes closest to your skill or task level. Be honest about your choices as there are no right or wrong answers - it is only for your own self-assessment.

		Very Strong	Moderately Strong	Adequate	Moderately Weak	Very Weak
1.	I enjoy communicating with others.	5	4	3	2	1
2.	I am honest and fair.	5	4	3	2	1
3.	I make decisions with input from others.	5	4	3	2	1
4.	My actions are consistent.	5	4	3	2	1
5.	I give others the information they need to do their jobs.	5	4	3	2	1
6.	I keep focused through follow-up.	5	4	3	2	1
7.	I listen to feedback and ask questions.	5	4	3	2	1
8.	I show loyalty to the company and to the team members.	5	4	3	2	1
9.	I create an atmosphere of growth.	5	4	3	2	1
10.	I have wide visibility.	5	4	3	2	1
11.	I give praise and recognition.	5	4	3	2	1
12.	I criticize constructively and address problems.	5	4	3	2	1
13.	I develop plans.	5	4	3	2	1

14.	I have a vision on where we are going and set long term goals.	5	4	3	2	1
15.	I set objectives and follow them through to completion.	5	4	3	2	1
16.	I display tolerance and flexibility.	5	4	3	2	1
17.	I can be assertive when needed.	5	4	3	2	1
18.	I am a Champion of change.	5	4	3	2	1
19.	I treat others with respect and dignity.	5	4	3	2	1
20.	I make myself available and accessible.	5	4	3	2	1
21.	I want to take charge.	5	4	3	2	1
22.	I accept ownership for team decisions.	5	4	3	2	1
23.	I set guidelines for how others are to treat one another.	5	4	3	2	1
24.	I manage by "walking around" (the front line is the bottom line).	5	4	3	2	1
25.	I am close to the business and have a broad view of where we are going.	5	4	3	2	1
26.	I coach team members.	5	4	3	2	1
27.	I determine manpower requirements for my department and write job descriptions for them.	5	4	3	2	1
28.	I interview and select the most qualified candidate for an open job position.	5	4	3	2	1
29.	I provide new employees with on-the-job training.	5	4	3	2	1
30.	I determine resources, material, and supply requirements for my department.	5	4	3	2	1
31.	I developed a budget for my department.	5	4	3	2	1

32.	I can respond to an employee who is upset with me or someone else in the organization.	5	4	3	2	1
33.	I have counseled employees who have personal problems (family, health, financial).	5	4	3	2	1
34.	I react to situations in which the quality of an employee's work goes into a decline.	5	4	3	2	1
35.	I deal with employees who have performance issues, such as suspected of substance abuse or chronically late.	5	4	3	2	1
36.	I reward employees for good performances.	5	4	3	2	1
37.	I conduct formal employee performance appraisals.	5	4	3	2	1
38.	I can make a presentation to a group of peers and/or seniors.	5	4	3	2	1
39.	I write reports to be distributed to a group of peers and/or seniors.	5	4	3	2	1
40.	I have a deep-rooted understanding of the functions of my organization.	5	4	3	2	1
41.	I am curious.	5	4	3	2	1
42.	I know how to sell.	5	4	3	2	1
43.	I am a good learner.	5	4	3	2	1
44.	I know how to influence people and get support.	5	4	3	2	1
45.	I admit my mistakes and take responsibility for my actions.	5	4	3	2	1

46.	I like to talk to people and I am a great listener.	5	4	3	2	1
47.	I am a good delegator.	5	4	3	2	1
48.	I can separate the important issues from inconsequential ones.	5	4	3	2	1
49.	I have integrity and can be trusted.	5	4	3	2	1
50.	I am political only when needed.	5	4	3	2	1
Additional skills you have identified and are working on…						
		5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1

CFCLI Leadership Development Plan

Name	Jane LEADER	**Date**	4/16/13	**Agency**	(NASA)

Future Goal	My goal is to be in a supervisory leadership position 5 years from now. I enjoy managing multiple priorities and helping others develop their skills, which I believe will be valued in a supervisory leadership position. This type of position will require me to hone my management skills, getting practice delegating and broadening my knowledge of all areas of HR. At the end of the day, if I am in a position like this, I know it will be lots of hard work and long hours, but I will be in a position where my leadership skills can make a larger impact.

Leadership Skill	Current Skill Level	Development Activities	Support Needed	Completion Date
1. Communication	high	1. Continue participation in Toastmasters	Time to attend monthly meetings	Ongoing
		2. Join NASA Speakers Bureau	Time to participate in events during work hours	10/1/12
		3. Facilitate diversity dialogue discussion at staff meeting	Supervisor ok	10/1/12
2. Giving Praise and Recognition	Weak	1. Interview co-workers to assess the different ways people like to receive praise and what motivates them	None	8/1/12
		2. Set daily reminder for self to provide some kind of specific feedback to teammates	Set up reminder in outlook	On-going
		3.		
3. Constructive criticism and addressing problems	Weak	1. Attend Difficult Conversations training	Training dollars from supervisor	1/1/13

[redacted]	[redacted]	2. Interview Employee Relations Officer to learn options for dealing with poor performers	Time	3/1/13
[redacted]	[redacted]	3. Pursue part-time detail in the Employee Relations Office to gain real life practice in dealing with performance issues	Time, Agreement from Supervisor to go on detail, funding	12/31/13
4. Establishing a vision	Adequate	1. Read Book on Visioning	Time, referral for good book on subject	1/1/13
[redacted]	[redacted]	2. Facilitate discussion with team on the strategic vision for our group	Time, cooperation from staff	3/1/13
[redacted]	[redacted]	3.		
5. Determining resources for group	Adequate	1. Take course on Budget Process	Time, funding, advice on appropriate course	10/1/12
[redacted]	[redacted]	2. Shadow Budget specialist to more clearly understand that process	Time, supervisory support	12/31/12
[redacted]	[redacted]	3. Interview 3 supervisors to understand how they advocate for resources for their group	Time, names of good supervisory advocates	6/1/12

Signature Date

Supervisor's Signature Date

CFCLI Leadership Development Plan

Name		Date		Agency	
Future Goal					

Leadership Skill	Current Skill Level	Development Activities	Support Needed	Completion Date
1.		1.		
		2.		
		3.		
2.		1.		
		2.		
		3.		

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

Signature Date

Supervisor's Signature Date

CFCLI Reflection Guide

This Guide Belongs to:

This guide is meant to help you reflect on what you are learning in the program and how you will be able to apply these learnings on the job. As with anything you do in this program, you will get out of it only as much as you put into it, so please be diligent in recording your thoughts.

Session 1: November

Major Topics Covered:

MBTI
Group Project Teams
5 Dysfunctions of a Team (Reading)

Session 2: December

Major Topics Covered:

Leadership and Team Development
Attitudes and Values
Team Diversity
Communication
Group Problem Solving Skills

Session 3: January

Major Topics Covered:

Federal Agency Perspective
Community Involvement
Challenges facing leaders in the Federal Government

Session 4: February

Major Topics Covered:

Multicultural-Team Leadership
Conflict Resolution
Team Personality
Team Building Dynamics
Successful Team Leadership

Session 5: March 18, 2014, Location TBD

Major Topics Covered:

Academia and the Community
Leadership challenges in Academia
Federal Agency Interview Presentations

Session 6: April

Major Topics:

Leadership Development Plans
Leadership Assessment Tools
Community Agency Presentations

Session 7: May

Major Topics Covered:

Community Awareness
Power, trust, and leadership in group interactions
Cooperation and Collaboration

Session 8: June

Major Topics Covered

Business and Community Partnerships

What were some of the "ah ha"s I had about myself during this session?

What were some of the "ah ha"s I had about how I work in a team during this session?

How will I apply what I learned when I go back to work tomorrow?

What obstacles might I face in applying what I learned? How will I overcome these obstacles?

What and/or who will be able to help me apply what I learned?

What strengths did I identify in this session?

What areas for development did I identify during the session? What can I do to develop in these areas?

**What do I need to do to prepare for the next session?
(not just the homework, but what do I need to do to prepare myself for what is to come)?**

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