

Mindset 1: Challenge Assumed Constraints

An Assumed Constraint

"I won't stay focused because I'm concerned that I'm getting behind on tasks and emails by attending."

Flip It!

"I will be present and stay focused on learning without multitasking because what I learn will help me take my career to the next level."

Take Action

"I will check email or texts only during breaks."

Your Assumed Constraint

Flip It!

Take Action

Skillset 1: Goal Setting

Draft Your Goals

Instructions:

- Identify three goals—one personal, one developmental, and one work goal for 2026 or current task.
- Use the sentence stem examples to spark your thinking.
- Write each goal as an outcome that needs to be achieved and by when.

Sentence stem examples:

- A new goal I have is to ...
- Something I have been procrastinating on is to ...
- My manager wants me to ...
- A personal goal I have is to ...

Personal Goal

(From X to Y by Z)

Development Goal

(From X to Y by Z)

2026 Work Goal or Current Task

(From X to Y by Z)

Skillset 1: Goal Setting

SMART Goals

S

Specific

- What exactly is the goal?
- What does a good job look like?
- By when does the goal need to be accomplished?

M

Motivating

- Is the goal meaningful for the individual?
- Will working on this goal build competence and commitment?
- Will working on this goal add or drain energy?

A

Attainable

- Is the goal realistic, reasonable, and achievable?
- Is the goal within the individual's control?

R

Relevant

- Is the goal meaningful work for the organization?
- Is the goal aligned with organization and work team goals?
- Is the goal a high priority in relation to other goals?

T

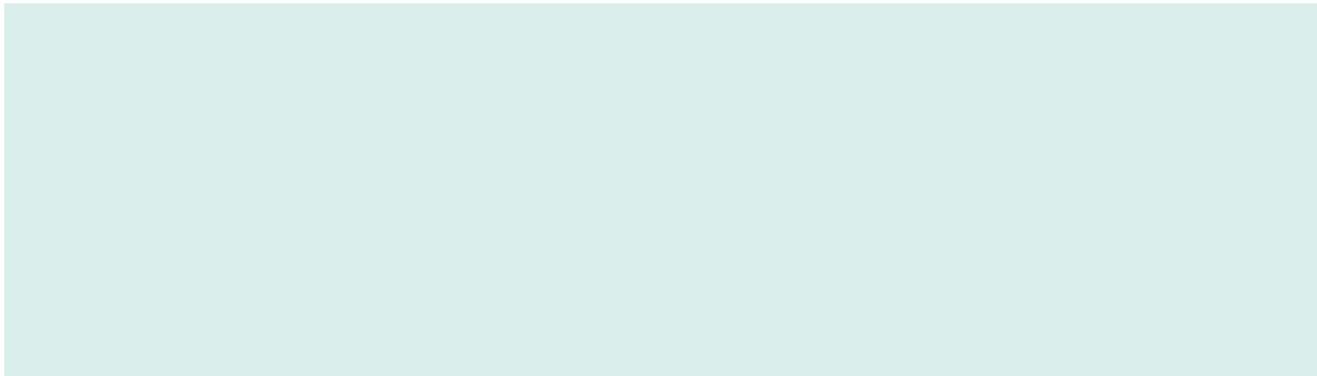
Trackable

- How will progress and results be measured and tracked?

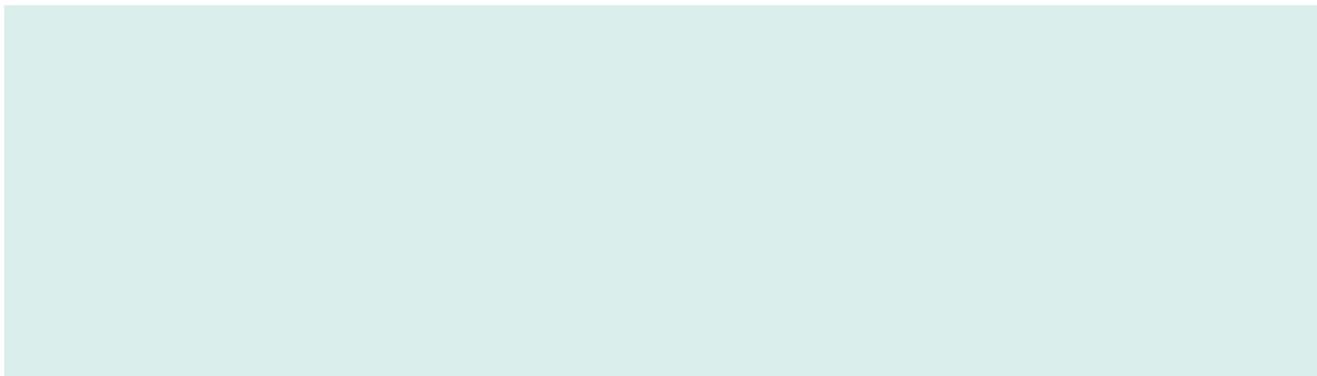
Skillset 1: Goal Setting

Write SMART Goals

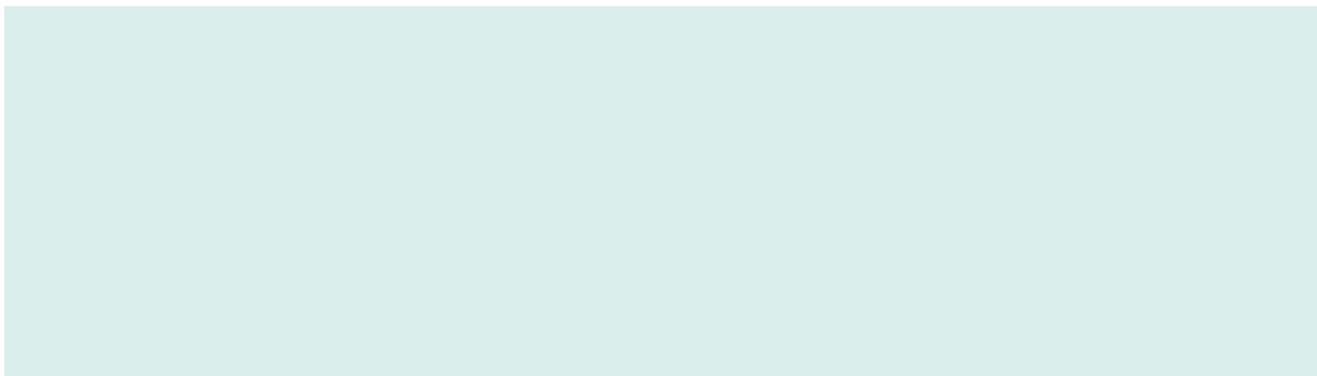
Personal Goal



Development Goal



2026 Work Goal or Current Task



Skillset 1: Goal Setting

Quality Check Your SMART Goals

	YES	NO	CLARITY	REFRAME	NEGOTIATE
1. Does the goal describe exactly what needs to be achieved by defining what success will look like?	<input type="checkbox"/>				
2. Does the goal include a specific date to be completed?	<input type="checkbox"/>				
3. Does the goal include ways to track progress?	<input type="checkbox"/>				
4. Does the goal include ways to measure results?	<input type="checkbox"/>				
5. Is the goal meaningful to the team (or you) – it adds to their/your energy?	<input type="checkbox"/>				
6. Could the goal build competence and or commitment?	<input type="checkbox"/>				
7. Is the goal realistic, reasonable, and achievable?	<input type="checkbox"/>				
8. Is success within your teams' control, or does it depend on others to reach success?	<input type="checkbox"/>				
9. Is it meaningful work for the organization?	<input type="checkbox"/>				
10. Is it a high priority in relations to other commitments?	<input type="checkbox"/>				

If NO on 1-4, you need to gain more **CLARITY** around specifically what the goals are and how they will be executed. If NO on 5-6, you need to **REFRAME** your approach to the goals. If NO to 7-10, you need to **NEGOTIATE** the terms of the goals to address your confidence and/or commitment.

Skillset 2: Diagnosing

Assessing Competence and Commitment

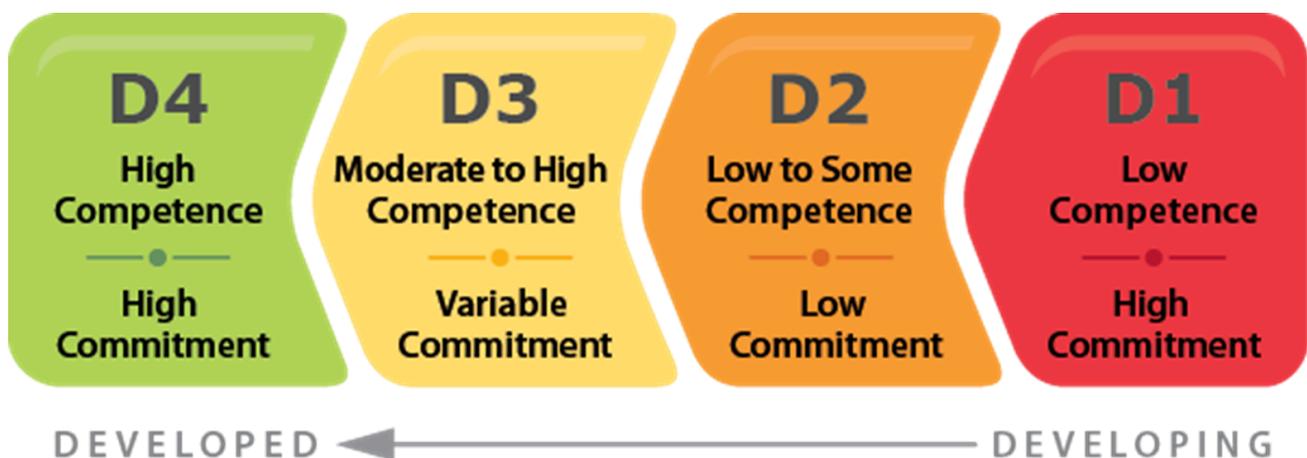
Development Level is a combination of two factors.

Competence

- Demonstrated goal- or task-specific knowledge and skills
- Demonstrated transferable knowledge and skills

Commitment

- Motivation
- Confidence



Development level is **goal** or **task** specific!

Skillset 2: Diagnosing

Assessing Competence and Commitment

Keep an important goal in mind. For rows 1–8, study the words or phrases in each row and select the one that best describes the goal.

1	<input type="checkbox"/> clear-cut	<input type="checkbox"/> ordinary	<input type="checkbox"/> demoralizing	<input type="checkbox"/> new
2	<input type="checkbox"/> straightforward	<input type="checkbox"/> repetitive	<input type="checkbox"/> mind-boggling	<input type="checkbox"/> surmountable
3	<input type="checkbox"/> pleasurable	<input type="checkbox"/> dismaying	<input type="checkbox"/> daunting	<input type="checkbox"/> energizing
4	<input type="checkbox"/> intrinsically rewarding	<input type="checkbox"/> scary	<input type="checkbox"/> harder than I thought	<input type="checkbox"/> has potential
5	<input type="checkbox"/> satisfying	<input type="checkbox"/> routine	<input type="checkbox"/> difficult	<input type="checkbox"/> stretching
6	<input type="checkbox"/> energizing	<input type="checkbox"/> commonplace	<input type="checkbox"/> disillusioning	<input type="checkbox"/> fascinating
7	<input type="checkbox"/> well-defined	<input type="checkbox"/> dull	<input type="checkbox"/> complex	<input type="checkbox"/> unfamiliar
8	<input type="checkbox"/> gratifying	<input type="checkbox"/> disconcerting	<input type="checkbox"/> discouraging	<input type="checkbox"/> interesting

For rows 9–20, study the words or phrases in each row and select the one that best describes you on the goal.

9	<input type="checkbox"/> inspired	<input type="checkbox"/> skeptical	<input type="checkbox"/> confused	<input type="checkbox"/> enthusiastic
10	<input type="checkbox"/> dedicated	<input type="checkbox"/> disenchanted	<input type="checkbox"/> disillusioned	<input type="checkbox"/> motivated
11	<input type="checkbox"/> unconcerned	<input type="checkbox"/> unconfident	<input type="checkbox"/> demotivated	<input type="checkbox"/> unskilled
12	<input type="checkbox"/> confident	<input type="checkbox"/> hesitant	<input type="checkbox"/> baffled	<input type="checkbox"/> anticipating
13	<input type="checkbox"/> experienced	<input type="checkbox"/> cautious	<input type="checkbox"/> overwhelmed	<input type="checkbox"/> gung ho
14	<input type="checkbox"/> stimulated	<input type="checkbox"/> unsure	<input type="checkbox"/> pessimistic	<input type="checkbox"/> excited
15	<input type="checkbox"/> proficient	<input type="checkbox"/> indifferent	<input type="checkbox"/> uncomfortable	<input type="checkbox"/> optimistic
16	<input type="checkbox"/> consistent	<input type="checkbox"/> ambivalent	<input type="checkbox"/> ill-equipped	<input type="checkbox"/> inexperienced
17	<input type="checkbox"/> wise	<input type="checkbox"/> resistant	<input type="checkbox"/> disheartened	<input type="checkbox"/> hopeful
18	<input type="checkbox"/> seasoned	<input type="checkbox"/> apathetic	<input type="checkbox"/> let down	<input type="checkbox"/> eager
19	<input type="checkbox"/> accomplished	<input type="checkbox"/> unsettled	<input type="checkbox"/> frustrated	<input type="checkbox"/> unknowledgeable
20	<input type="checkbox"/> disciplined	<input type="checkbox"/> doubtful	<input type="checkbox"/> hazy	<input type="checkbox"/> curious

Record the total number of words or phrases selected for each column in the boxes below.

Skillset 2: Diagnosing

Assessing Competence and Commitment

Diagnosing—Where Am I, Really?

Transfer your scores from page 12 in the appropriate boxes below. The box with your highest score is your current development level for the goal you completed the assessment for.

Explore the three questions to analyze these scores.

D4 D3 D2 D1



Do you have a clear diagnosis?

1) Is there one development level that stands out among the others?

If no, go to question 2.

If yes, consider these points.

- Does the development level with the highest score make sense to you? Are you comfortable with this diagnosis?
- If yes, why?
- If no, return to the words you chose. Given what you now understand about the skill of diagnosing, would you choose different words? Why?
- What can you learn from your second highest score?

Skillset 2: Diagnosing

Assessing Competence and Commitment



Do you have a muddy diagnosis?

2) Are all four scores so similar that it's difficult to make a clear diagnosis? If no, go to question 3.

If yes, consider these points.

- Is your goal too big or comprehensive, or not SMART? If so, your diagnosis will be unclear because you can be at different development levels on different aspects of the goal.
- Were you totally honest with yourself? A muddy diagnosis can occur if you don't admit that you currently lack the competence or commitment required for achieving the goal.



Do you have a split diagnosis?

3) Do your highest scores show a split between D1 and D4?

If yes, consider these points.

1. Could you have confused the words describing commitment at D1 with the words for commitment at D4? High commitment exists at both D1 and D4— but the difference lies in your knowledge and experience.
2. Could you have confused the goal with your transferable skills? Although your transferable skills may help you progress more quickly, it is important to focus on diagnosing your competence and commitment related to a specific goal.

Based on my honest consideration, I believe my development level on this goal is...



Skillset 2: Diagnosing

Assessing Competence and Commitment

For each development level, circle the **6 descriptions** that describes a person at that development level.

D1 Low Competence / High Commitment

- New to the goal or task
- Discouraged and frustrated
- Enthusiastic
- Don't know what they don't know
- Inconsistent performance
- Learning
- Eager to learn
- Inexperienced
- Confused
- Confident about transferable skills

D2 Low to Some Competence / Low Commitment

- Curious
- Discouraged and frustrated
- Overwhelmed
- Doesn't know how to move forward
- Inconsistent performance
- Not yet competent
- Eager to learn
- Inexperienced
- Confused and concerned
- Confident learning won't be difficult

Skillset 2: Diagnosing

Assessing Competence and Commitment

For each development level, circle the **6 descriptions** that describes a person at that development level.

D3 Moderate to High Competence / Variable Commitment

- May be bored or apathetic
- Consistently competent
- Justifiably confident
- Sometimes hesitant, unsure
- Generally skillful
- Demonstrated competence
- Inspires others
- Accomplished
- Makes productive contributions
- Not always confident

D4 High Competence / High Commitment

- Self-critical
- Consistently competent
- Self-assured
- Tentative
- Recognized as an expert
- Unsure
- Inspired
- Accomplished
- Autonomous
- Not always confident

Skillset 3: Matching

Getting the Leadership You **Need**

S3

Supporting

Let's Talk; D3 Decides

The Leader ...

1. Asks D3 for input about what and how
2. Listens and encourages
3. Facilitates problem solving by asking open-ended questions

S2

Coaching

Let's Talk; Leader Decides

The Leader ...

1. Explores concerns and encourages
2. Explains why
3. Redirects and reteaches
4. Involves in problem solving

S4

Delegating

D4 Decides

The Leader ...

1. Acknowledges expertise
2. Supports autonomy
3. Invites innovation and ongoing learning

S1

Directing

Leader Decides

The Leader ...

1. Acknowledges transferable skills and/or commitment
2. Gives direction about what, how, and when
3. Checks in frequently

Skillset 3: Matching

Getting the Leadership You **Need**

1 A Current Goal/Task

2 Rank your managers effectiveness on **this** goal/task Low 1—5 High

Directive Leadership Behaviors

Actions that shape and control what, how, and when things are done.

- Showing and telling how
- Clarifying roles
- Establishing timelines
- Setting SMART goals
- Developing action plans
- Monitoring and tracking performance
- Identifying priorities

Supportive Leadership Behaviors

Actions that shape and control what, how, and when things are done.

- Listening
- Asking for input
- Acknowledging and encouraging
- Providing rationale
- Facilitating self-reliant problem solving
- Sharing information about self
- Sharing information about the organization

Mindset 2: Activate Points of Power

Examples of how I am powerful	Position	Task	Personal	Relationship	Knowledge
Add up how many you have in each column					

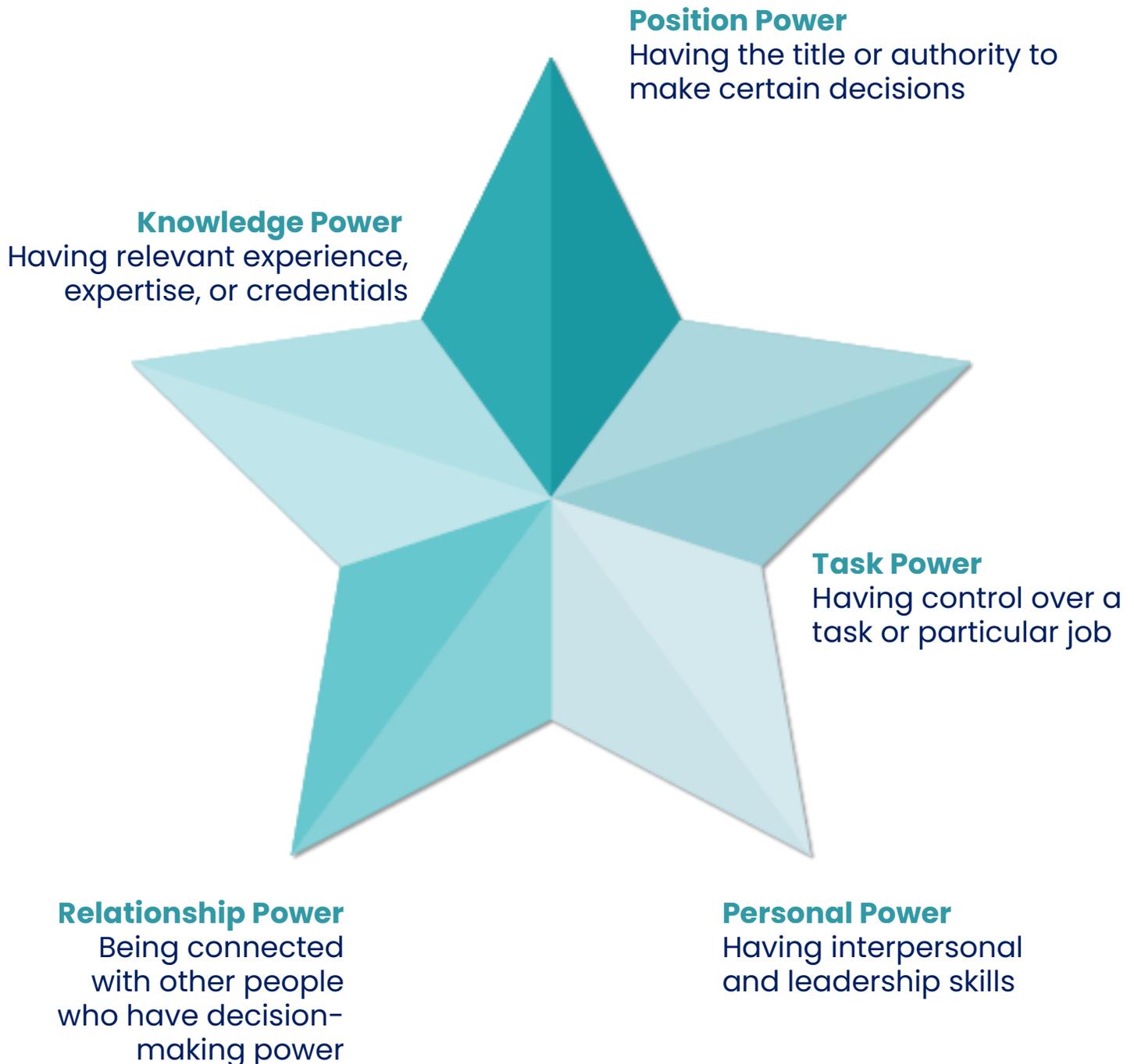
Mindset 2: Activate Points of Power

Examples of how power shows up at work at every level

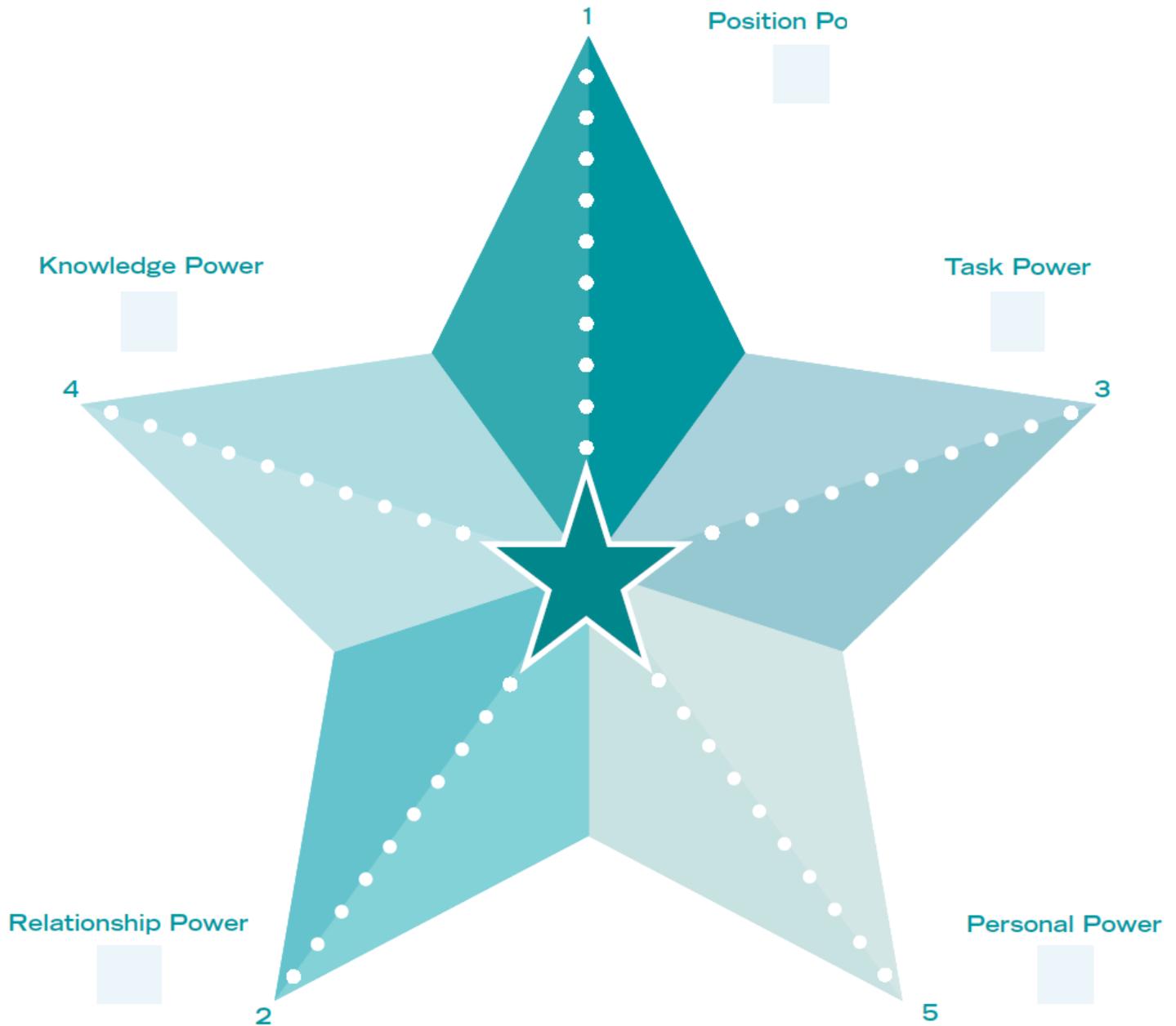
- Always prepared
- Good at taking notes
- Asks insightful, thought-provoking questions
- Able to empower others
- Compassionate to peers and colleagues
- Planner
- Hits deadlines
- Understands audience
- Quick problem solver
- Coaching
- Positive attitude
- Execution
- Listens attentively
- Manages burnout
- Training others
- Flexibility
- Effective communicator
- Builds relationships
- Knowing when to challenge
- Negotiation
- Subject Matter Expert
- Alignment

These are just examples, how are YOU powerful? What are you known for?

Mindset 2: Activate Your Points of Power



Mindset 2: Activate Your Points of Power

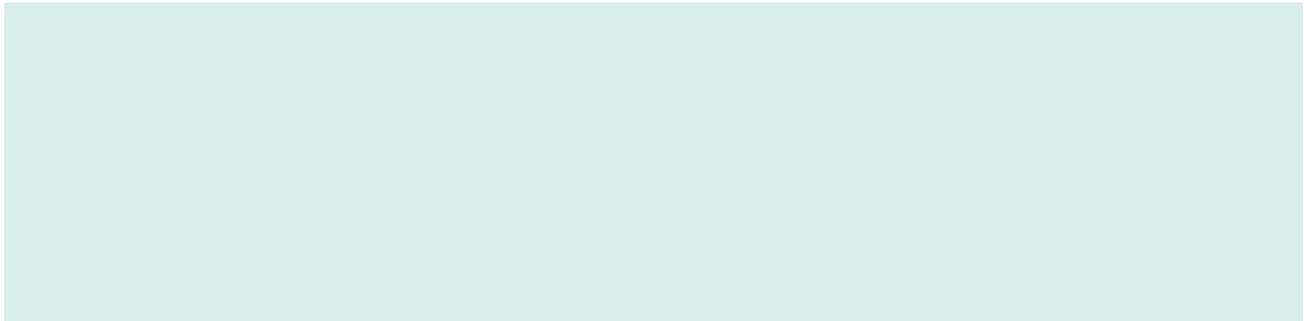


Mindset 2: Activate Points of Power

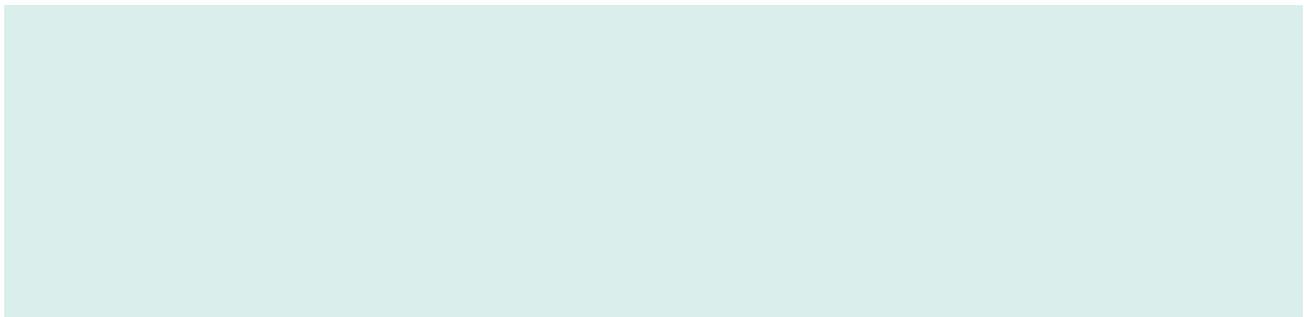
How do I feel about my Points of Power chart? What strikes me about it?
What do I notice?



Do I have any assumed constraints that become apparent as I consider my
Points of Power chart?



What are the implications of my Points of Power chart? What could a
strategic use of my points of power look like?



Not realizing your own power could be your greatest
assumed constraint. Activate your Points of Power to do
better—for yourself and for others.

Mindset 3: Being Proactive

D1: High Direction and Low Support

Context

You are a new Cloud Security Analyst, recently hired from another organization, who has been tasked with implementing an Identity and Access Management (IAM) solution across the enterprise. You are excited about the challenge but are still learning Stitch Fix's internal systems, security policies, and governance structure.

Development Profile (D1):

Competence: Low – lacks familiarity with internal tools and processes.

Commitment: High – highly motivated to prove yourself and deliver value quickly.

You need:

Clear direction, examples of success, and a roadmap to execute confidently.

Who can you discuss your needs with?

How would you ask for the direction you need? Draft your script.

Mindset 3: Being Proactive

D2: High Direction and High Support

Context

You are an IT Infrastructure Engineer that is mid-project on migrating the organization's on-prem servers to a hybrid cloud environment. After the initial enthusiasm, unexpected compatibility issues and shifting requirements have caused delays. You are frustrated and am starting question your ability to deliver within deadlines.

Development Profile (D1):

Competence: Growing – understands core tasks but struggling with new complexities.

Commitment: Low – confidence shaken, motivation slipping.

You need:

Both direction and emotional support – reassurance, coaching, and resources to regain confidence.

Who can you discuss your needs with?

How would you ask for the support you need?

Mindset 3: Being Proactive

D3: Low Direction and High Support

Context

You are a Security Operations Specialist that has managed day-to-day incident response well but now has been asked to lead a cross-functional tabletop simulation for the executive leadership team. You know the technical material but feel anxious about facilitating senior leaders and being “on stage.”

Development Profile (D1):

- **Competence:** Moderate to high — technically skilled and experienced in operations.
- **Commitment:** Variable — confident in content, hesitant about visibility and leadership role.

You need:

Less direction and more emotional support, autonomy, and reassurance — someone to boost their confidence and provide thought partnership.

Who can you discuss your needs with?

How would you ask for the direction and support you need?

Mindset 3: Being Proactive

D4: Low Direction and Low Support

Context

You are a Senior Information Security Architect responsible for developing a new Zero Trust Framework for the enterprise. You have deep expertise, a strong track record, and are respected across teams. You have already piloted part of the framework successfully but now need executive buy-in to scale it companywide.

Development Profile (D1):

- **Competence:** High – subject matter expert with full technical mastery.
- **Commitment:** High – intrinsically motivated and confident.

You need:

Delegation and autonomy – partnership from leadership to remove obstacles and space to lead.

Who can you discuss your needs with?

How would you ask for the direction and support you need?



SITUATION

WHERE AND WHEN IT HAPPENED



BEHAVIOR

WHAT THE PERSON DID (OBSERVED, NOT INTERPRETED)



IMPACT

HELPS RECEIVER UNDERSTAND IMPACT

My SBI Feedback Example:

In...

when you...

it...

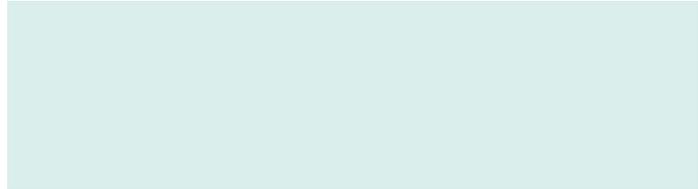
In...

when you...

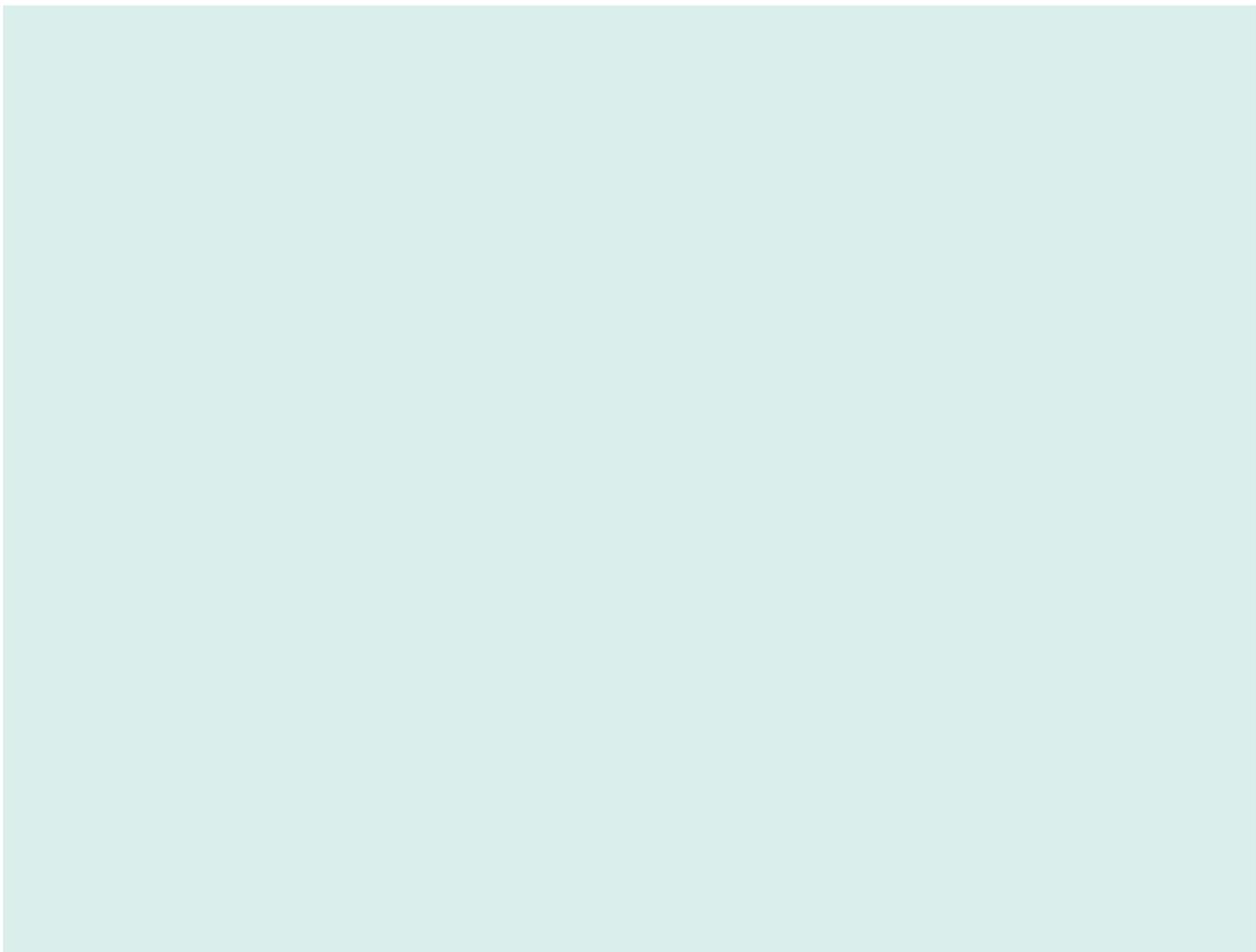
it...

Feed Forward

Describe the goal
"I want to improve on..."



Ask for suggestions:
"What's one thing I could do differently next time?"



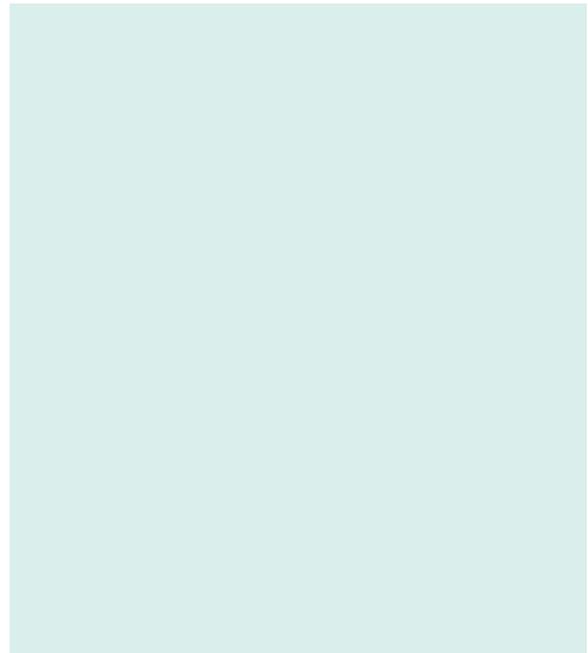
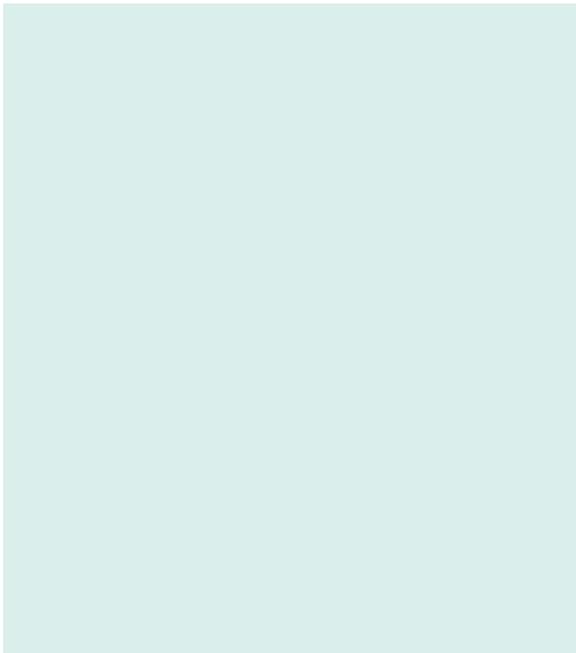
Listen, do not defend: "Thank you for that idea."

Choose one suggestion to act on (circle).

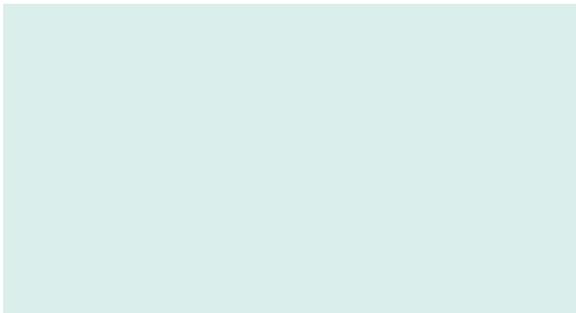
Feedback & Forward

Observer notes:

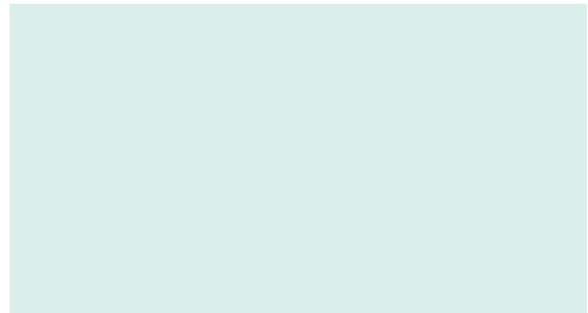
Note clarity, tone, and emotional responses and give feedback on what you observed (use SBI).



What worked well in how this was delivered?



What worked well in how this was delivered?



What was clear? What was vague?
How did the tone feel? Did it invite a growth mindset?

Feedback + SLII®

Feedback lands differently depending on where the person is in their development.

Development Level	Competence / Commitment	Leader's Approach	Feedback Style Example
D1 – Enthusiastic Beginner	Low competence / High commitment Needs Clarity	Directing (S1) – Provide clarity, structure	“Here’s what success looks like – I’ll check in tomorrow.”
D2 – Disillusioned Learner	Some competence / Low commitment Needs Coaching	Coaching (S2) – Balance feedback + encouragement	“You’ve made progress – what part still feels unclear?”
D3 – Capable but Cautious	Moderate competence / Variable commitment Needs Confidence	Supporting (S3) – Ask, listen, co-create	“What’s your plan for handling this next time?”
D4 – Self-Reliant Achiever	High competence / High commitment Needs TRUST	Delegating (S4) – Empower and trust	“You’ve got this – what support do you need from me?”

“The person I’m giving feedback to is at Level ___ on this task.

So I’ll focus on providing more _____ (direction/support).”



SITUATION

WHERE AND WHEN IT HAPPENED



BEHAVIOR

WHAT THE PERSON DID (OBSERVED, NOT INTERPRETED)



IMPACT

HELPS RECEIVER UNDERSTAND IMPACT

My SBI Feedback Example:

In...

when you...

it...

My Feed Forward (choose 1):

Next time, you could,

One way to build on this would be...

A question you could ask next time is...

3 Steps of the Alignment Conversation



Clarify the goal/task

Confirm the shared objective — what are we trying to achieve?

- “Can we agree on what success looks like for both of us?”
- “What’s the outcome we both want here?”



Diagnose the gap

Explore where alignment broke down.

- “Where do you see things going off track?”
- “Is this a misunderstanding, process issue, or workload challenge?”



Match the approach

Decide what direction or support is needed to move forward.

- “Would it help to outline next steps together?”
- “What kind of support or clarity would make this easier?”

Your Action Plan

Now

What will you commit to Start, Stop, Change, or Continue today as a result of what you experienced and learned?

Later

Identify 2 ways you can immediately apply your new skills, and the outcomes are you looking for.

Continuous Growth

We are all perpetual learners seeking opportunities for growth. While some chances may be formal, many will likely arise informally through hands-on experiences and exposure. Utilize this language and these skills to enhance communication, navigate challenging conversations, and foster each other's development.

Ongoing Engagement

Over the next six months, make it a point to connect regularly through coffee chats, lunch and learns, and group discussions. This will help to strengthen trust, respect, and effective execution. This foundation has been laid; now it's your turn to build upon it.

Alignment Preparation

What was the shared goal/task?

What has caused the misalignment?

What did I need or give, direction, support, both?

What can I ask to realign the conversation?

Share with employee/leader. What are your insights?

One-on-One Meeting

1. Make a list of topics you need to discuss. You can talk about whatever is on your mind.
2. Diagnose your development level for topics that are goals or tasks.

3. Indicate the leadership behaviors you need from your leader or colleague for each topic.
4. Email this completed worksheet to them 24 hours before the meeting.

Topic

Development Level

D

Direction, Solutions, Information

Coaching, Advice, Feedback

Good Questions, Listening, Encouragement

Acknowledgment, Autonomy, Influence

Next Steps

Topic

Development Level

D

Direction, Solutions, Information

Coaching, Advice, Feedback

Good Questions, Listening, Encouragement

Acknowledgment, Autonomy, Influence

Next Steps

Topic

Development Level

D

Direction, Solutions, Information

Coaching, Advice, Feedback

Good Questions, Listening, Encouragement

Acknowledgment, Autonomy, Influence

Next Steps

Conversation Starters

Get What You Need

D1 Conversation Starters

Match Me with **S1**

D1 Needs to ...	What to Say to Get an S1 Match
Clarify purpose of the meeting	I need to talk to you about (add topic).
Confirm SMART goal	I need to understand what a good job looks like. What do you expect me to have accomplished and by when? How will we determine whether I've been successful or not?
Identify transferable skills	The transferable skills I have that will help me achieve my goal are (list transferable skills and experience).
Express enthusiasm	I'm really excited to get started on this goal.
Get Style 1 agreement (development level and leadership style)	Since I have never done this exact goal before, I need direction to be successful. Can you do that? Do we agree that I am at D1 on this goal, so I need an S1 leadership style?
Develop learning plan	I need a learning plan—what I should do first and a series of next steps. What should I begin working on now? What should I study, read, or review?
Get direction on how; ask for examples	I need a demonstration on how to do this. Can you show me or recommend someone who can? What direction or advice do you have for me?
Seek feedback	I need your feedback on how I am doing. What could or should I be doing differently?
Check for understanding and alignment	Let me recap the direction you've given me so I know we're aligned I intend to (list actions) by (give date). What have I missed? Is there anything else I need to take note of?
Establish follow-up action	Let's schedule our next meeting.

Conversation Starters

Get What You Need

D2 Conversation Starters

Match Me with **S2**

D2 Needs to ...	What to Say to Get an S2 Match
Clarify purpose of the meeting	I need to talk to you about (add topic).
Confirm SMART goal	I need to confirm my goal. As I understand it, my goal is to
Get Style 2 agreement (development level and leadership style)	Since I'm still learning how to do this goal or task, I'd like to share my ideas, but I also need direction and support from you. Do we agree that I am at D2 on this goal, so I need an S2 leadership style?
Share concerns	I need to discuss concerns I have about my lack of progress on this goal. My concerns are (express concerns) I'm a feeling a bit discouraged because (explain reasons)
Gain perspective	I need perspective on how I feel about the progress I'm making. I need to understand why this goal is important to the organization. I need help aligning the goal to my work values and purpose.
Initiate problem solving	I'm stuck. I need your advice about what I should do next. Your insight on alternative ways to approach this goal would be helpful. What else should I be considering and why?
Get coaching	I need you to show me how—or your help to identify someone who can show me. What information or resources do you have that would be helpful to me?
Seek feedback	I need your feedback. What could or should I be doing differently?
Check for understanding and alignment	Let me recap what we've decided so far. I want to be sure of my next steps, which are
Establish follow-up action	How will we stay in touch on this goal? By when do you need an update from me? Let's schedule our next meeting.

Conversation Starters

Get What You Need

D3 Conversation Starters

Match Me with **S3**

D3 Needs to ...	What to Say to Get an S3 Match
Clarify purpose of the meeting	<p>I need to talk to you about (add topic).</p> <p>I need a sounding board—to run some ideas past you and get your perspective</p>
Reconfirm SMART goal	<p>I need to confirm my goal. As I understand it, my goal is to</p> <p>Given what I've learned, I need to discuss details of my goal that may need to be negotiated.</p> <p>I need your help to reframe my goal in a way that makes it more relevant to my work values and purpose.</p>
Get Style 3 agreement (development level and leadership style)	<p>I need to feel more confident (about my competence).</p> <p>I need to feel more optimally motivated (about this goal).</p> <p>Do we agree that I am at D3 on this goal, so I need an S3 leadership style?</p>
Express feelings and share concerns	<p>I need to express what I'm feeling about the goal at this stage.</p> <p>I need to explain what I'm thinking</p>
Seek feedback	<p>I need feedback on</p> <p>I need your perspective on what I have done well.</p> <p>What specific examples can you provide in which I've demonstrated competence on this goal—or parts of the goal?</p> <p>Here's what I've accomplished Am I on target?</p>
Engage in proactive problem solving	<p>The problem or issue that needs to be addressed is</p> <p>The impact this problem or issue is having is</p> <p>Alternatives I've considered and the pros and cons of each are</p> <p>My recommendation is</p> <p>I need your insight on my problem-solving process and solution.</p>
Get coaching	<p>I need your help with some things getting in my way.</p> <p>What information, resources, or approaches would help me do this faster or better?</p> <p>Have I missed anything? What else should I be thinking about?</p>
Seek relevance	<p>I need you to remind me why it is important. How is what I'm doing making a difference?</p> <p>I need your help in aligning this goal with my work values and purpose.</p>
Reconnect	<p>I'll let you know when I'd like to meet again.</p>

Conversation Starters

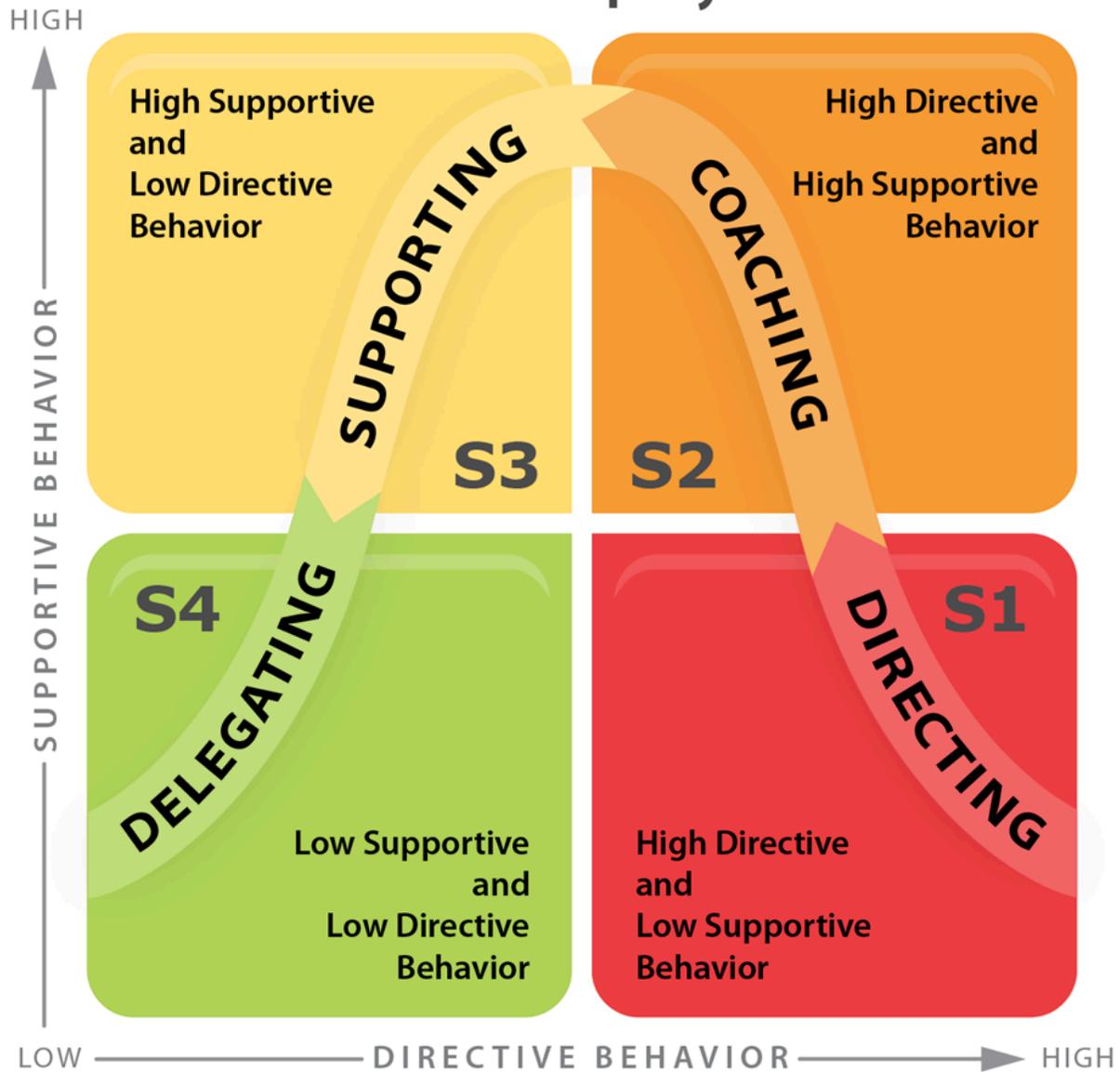
Get What You Need

D4 Conversation Starters

Match Me with **S4**

D4 Needs to ...	What to Say to Get an S4 Match
Clarify purpose of the meeting	I need to update you on what I've been working on I'd like to share with you what I'm excited about
Review SMART goal	Here's what I've accomplished on my goal Given my experience, I realize there are details of my goal that need to be reconsidered.
Get Style 4 agreement (development level and leadership style)	While I don't need help on this goal, I plan to keep you informed by Do we agree that I am at D4 on this goal, and need an S4 leadership style?
Share success	I'm pleased to tell you that (share achievements). The feedback I've received is (share feedback). The reason I think this is important is
Seek feedback	I need your feedback on what I could do to maximize my effectiveness on I'm interested in how you think my goal is contributing most to the organization.
Negotiate for autonomy/ authority	I need your authorization to make decisions and take action without prior approval on issues related to this goal. To do my job effectively, I need the following resources (time, personnel, budget) I'd like to propose a plan for earning the trust necessary for you to delegate the authority for me to act independently.
Leverage experience	I believe I can benefit the organization by I need a champion for ideas I have for sharing my experience with others in a meaningful way. Where are opportunities for me to teach or mentor others?
Seek challenge and opportunities to be creative	As I was working on this goal, I had another idea A new stretch goal for me would be What would challenge me is Something I'd like to learn is
Reconnect	Here's how I'd like to stay in touch (set up plan). When can I expect to hear back from you on the commitments you've made to me?

Leadership Styles



DEVELOPED ← DEVELOPING

Development Levels