ECRS Leadership Competency Model
December 17, 2008

This leadership competency model is to be used by staff or mentor during prearranged observations as feedback for the evaluated leader and LDC. Completed forms should be sent to the LDC chairperson via snail mail, as well as scanned and sent as a PDF to ecrsldc@gmail.com w/ subject line: leader name/event/evaluation

LEADER NAME: _____   **EVENT: _____**

Group Leadership Competencies

Sets an appropriate tone for the situation or group

- __ Presents in a friendly and open manner
- __ Makes affirming/supportive comments and gestures
- __ Avoids embarrassing others by singling them out or criticizing them
- __ Maintains a sense of humor
- __ Demonstrates enthusiasm
- __ Makes efforts to keep everyone involved in the activity

Notes:

Provides effective instruction

- __ Displays confidence in presentation style
- __ Demonstrates a thorough knowledge of materials and an effective leadership plan
- __ Introduces and explains the activity clearly and concisely
- __ Checks for understanding and encourages questions
- __ Notices and addresses confusion or misunderstanding
- __ Uses appropriate volume and pace in delivering instructions
- __ Balances safety with risk and challenge in choosing activities
- __ Adjusts level and pace of instruction to the group

Notes:

Manages the activity effectively

- __ Adjusts the activity, rules, or timing if necessary
- __ Manages group dynamics skillfully (e.g., disruptive or over-eager participants, unexpected occurrences).
- __ Places as much or more emphasis on process as on outcomes
- __ Stops activity at an appropriate point (e.g., when interest is high)

Notes:

Evaluation Scale:

+	done effectively
/	Mixed effectiveness – could use some improvement
−	Target area for improvement
NO/NR	Not observed, not observable, or not relevant

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General Leadership Competencies

Seeks and responds effectively to feedback

__ Seeks feedback

__ Accepts feedback in a non-defensive manner

__ Modifies leadership approach as appropriate in response to feedback

Notes:

Creates a smoothly flowing and engaging programs of activities

__ Uses a variety of materials and/or activities

__ Creates a program according to a logical sequence (e.g., easier to harder, mix of strenuous and easier, …

__ Demonstrates understanding of the group through appropriate selection of materials (based on age, stamina, interests etc…)

Notes:

Manages the Practice Teaching feedback process effectively

__ Balances practice leader's needs against group's needs

__ Uses a standard process for delivering feedback in a structured manner that maintains self esteem.

__ Completes all reports and paperwork in a timely manner

__ Makes self available to provide coaching and support

Notes:

Serve as role model for ECRS leadership

__ Demonstrates an understanding of ECRS mission, values, and theory

__ Demonstrates ongoing professional development (e.g., improving leadership skills, using new approaches and materials).

__ Voluntarily contributes to evening and/or special programs as needed

__ Communicates and collaborates with other staff

Notes:

Evaluation Scale:

+ done effectively

/ Mixed effectiveness – could use some improvement

– Target area for improvement

NO/NR Not observed, not observable, or not relevant