

Summative Assignment: Leadership Portfolio

Introduction

Throughout the course, you learned about many important leadership topics. That's all great knowledge, but it's useless if you don't apply it.

Your Leadership Portfolio is about applying what you learned into your life. After you leave this course, you should be able to look at your portfolio and find many useful gems of wisdom to help you with your future leadership (and life) challenges.

Your portfolio will have five parts:

1. Life Purpose
2. Role Models
3. Personality
4. Cultivating Character
5. Leadership

Your portfolio needs to be professional. Have a cover page and a table of contents at the beginning.

Part 1: Life Mission

As you learned in the course, intrinsic motivation is much better and long-lasting than extrinsic motivation. The most important intrinsic motivator is purpose. When we have a strong purpose in life, we will have strong motivation. You also learned that gratitude, duty, and love are the best intrinsic motivators.

In this section, write about

1. **Gratitude:** Who are the people you are most grateful for? What did they give you?
2. **Duty:** How can you repay their gratitude?
3. **Love:** How can you make them happy and proud of you? Go and actually ask them!

Part 2: Role Models

People aren't born as great leaders, they were raised and taught to be great. But no one is perfect. As long as we have a good learning attitude, everyone can be our role model. As the Guide to Happy Life said, *"When I see other people's good points, I will learn from their goodness...When I see other people's bad points, I will reflect on myself. If I have the same vice, I will fix it. If not, I will guard against it."*

In this section, talk about

1. The virtuous role modeling that your parents have given you.
2. The vices your parents are showing you to correct in yourself.

3. Any other role models that you look up to and why.

Part 3: Personality

All great leaders know their own strengths and weaknesses. They then choose a career or work that leverages their strengths. They also fix their weaknesses so that those weaknesses are not an obstacle to success.

In Unit 1, you learned about three personality tests: DISC, Four Tendencies, and 16 Personalities. In this section, talk about

1. Your strengths and weaknesses based on your personality results
2. What kind of work suits your personality's strengths?
3. What virtues should you cultivate to fix your weaknesses?

For #2, you can read the careers section of your 16 Personalities profile:

<https://www.16personalities.com/personality-types>

Part 4: Character Cultivation

As we learned from *The Guide to A Happy Life (Di Zi Gui)*, a virtuous character is the most important thing to a happy and successful life. You learned about the five foundational virtues: filial piety, carefulness, trustworthiness, loving-kindness, and humility.

Step 1: Make a Personal Motto

For each of the five virtues, pick 1 to 3 lines from the book to make a list of 5 to 15 lines. This will be your personal motto. Write down this list on a piece of paper or notebook. You can refer to the Appendix for a list of Di Zi Gui lines for each virtue.

Step 2: Remind yourself every morning

When you wake up in the morning, read your personal motto out loud. The goal here is to remind yourself of how you want to behave today.

Step 3: Reflect every night

Before you go to sleep, reflect on whether your behavior today accorded or went against your personal motto. For every action that accorded with virtues, give yourself a +1 and write down that action. For every action that broke a virtue, give yourself a -1 and write down that action. Also write down how you can prevent that vice in the future.

You can download the Excel template provided by your teacher:

<https://www.weeklywisdomblog.com/post/guide-to-a-happy-life-book-summary>

Or you can write in a journal.

Time Period

Do this for two weeks. Why two weeks? Because research shows it takes around three weeks to create a habit, but since our course is not that long, you can just do two weeks for this summative project. I hope you will continue doing this after this course.

Part 5: Leadership

Leaders are people who can influence others. As we learned in The Great Learning, if we cannot even influence the people closest to us (our family), then we cannot possibly influence people farther away from us (classmates, friends, colleagues, etc.). And if we cannot change ourselves, we cannot possibly change others.

We also learned in The Great Learning that we should influence others to enlighten their bright virtues. When everyone is virtuous, then we achieve the greatest excellence. Therefore, during the two weeks when you are cultivating your character (enlightening your bright virtues), you will also try to influence one person near you to improve. Specifically, pick one virtue that they can improve, and then try to influence them to improve it by the end of the two weeks.

Use the three leadership traits we learned:

1. **Leading by example:** Whatever you want them to do, role model it yourself first
2. **Showing genuine care:** Use advice from the 5 Love Languages. You can give them encouragement, gifts, quality time, or do useful things for them.
3. **Coaching:** Teach them about the virtues you hope for them to learn.

You can review the three leadership traits here: <https://www.weeklywisdomblog.com/post/three-traits-of-effective-leaders>

Write about

1. Who did you try to influence, and what did you try to get them to improve?
2. How did you use the three leadership traits to influence them?
3. What was the result?
4. What did you learn from this experience?

Appendix: How to Practice The Five Virtues in Daily Life

Pick 1 to 3 lines from each virtue to make your personal motto.

Filial Piety:

1. When my parents call me, I will respond right away. When my parents ask me to do something, I will do it promptly.
2. When my parents try to teach me something, I will listen respectfully. When my parents criticize me, I will accept it respectfully.
3. What is good for my parents, I will do my best to provide. What is bad for my parents, I will do my best to eliminate.
4. If my body gets hurt, my parents will worry. If my virtues are bad, my parents will be ashamed.
5. If my parents have faults, I will encourage them to improve in a warm and gentle manner. If they don't accept my encouragement, I will try again when they are happy.
6. Older siblings should be friendly towards younger ones. Younger siblings should be respectful towards older ones. When siblings are harmonious, they are being filial.

Carefulness:

1. Get up early and go to bed at a reasonable time. Knowing how time flies, we should treasure every day.
2. When it comes to clothes, care about cleanliness not extravagance. Whether at work or at home, wear what is appropriate for the situation.
3. Towards food and drinks, don't be picky. Eat enough, not excess.
4. When turning corners, leave ample space. Hold empty containers as if they are full.
5. Don't rush things. Haste makes mistakes. Don't be afraid of difficult tasks, and don't be careless with easy tasks.
6. If I can get close to virtuous people, the benefits are limitless. If I get close to non-virtuous people, the harm is limitless.

Trustworthiness

1. Whatever I speak, trustworthiness comes first. What I don't know for sure, I will not say.
2. If I am asked to do something inappropriate, I should not carelessly agree. If I do, then I will be wrong whether I keep or break that promise.
3. Some people like to gossip about others. It's none of my business; I will not gossip.
4. If my virtues are not as good as others, I will encourage myself to improve. If my clothes and food are not as good as others, I will not be bothered.
5. Doing wrong unintentionally is simply a mistake. Doing wrong intentionally is a crime. If I can correct my mistake, then it is gone. If I hide my mistake, then I add a further crime on top.

Loving-Kindness:

1. I should love all people, for we all live on the same Earth and under the same sky.
2. Whatever abilities I have, I should use to help others. Whatever abilities others have, I should not look down on.
3. When sharing things, be clear on who gets what. Give more to others and take less for yourself.
4. I should broadcast other people's virtues; that itself is a virtue. I should not broadcast other people's faults; that itself is a fault.

5. Whatever I impose on others, first ask if I want to be treated that way. If not, then don't do it to others.
6. I will hold the kindness of others in my heart and forget grudges. I will spend my time repaying kindness rather than holding grudges.
7. If I force others, their hearts will not be with me. If I am reasonable with others, they will have nothing left to say.

Humility:

1. When I see other people's good points, I will learn from their goodness. Even though I may be far from them now, I can gradually catch up. When I see other people's bad points, I will reflect on myself. If I have the same vice, I will fix it. If not, I will guard against it.
2. If I get angry when hearing criticisms and happy when hearing praise, then bad people will come and good people will leave. If I am uneasy when hearing praise and happy when hearing criticisms, then good people will come.
3. If I learn but don't act on the learnings, I am being superficial. If I act but don't keep learning, I don't truly understand.
4. Set a large chunk of time for study, then study diligently. When my efforts mature, I will understand thoroughly.
5. If I am confused, I should note down my question, then ask a person who has the expertise to answer my question.
6. Do not be harsh on myself nor give up on myself. With dedication and training, I too can become a virtuous and noble person!

Overall Expectations

1. Apply an understanding of human behaviour to explain how individuals and groups function
2. Demonstrate an understanding of proper leadership techniques
3. Evaluate the strategies to manage stress
4. Demonstrate an understanding of appropriate planning tools

Learning Goals

1. Use personality tests such as DISC, Four Tendencies, and Myers-Briggs
2. Evaluate one's leadership traits
3. Analyze one's character and virtues
4. Identify ways to manage stress
5. Set goals and implement systems to achieve those goals

Grading Criteria

Knowledge & Understanding (25%)	The student shows knowledge and understanding of key concepts learned throughout the course.
Thinking (25%)	The student gives good examples to demonstrate key concepts learned throughout the course.
Communication (25%)	The portfolio is organized and professional.
Application (25%)	The student applies course learnings to his/her life to find ways to improve.

Rubric

Category	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
<i>Knowledge/Understanding</i>	<i>The student:</i>			
The student shows knowledge and understanding of key concepts learned throughout the course.	Demonstrates limited knowledge and understanding of course concepts.	Demonstrates some knowledge and understanding of course concepts.	Demonstrates considerable knowledge and understanding of course concepts.	Demonstrates thorough knowledge and understanding of course concepts.
<i>Thinking/Inquiry</i>	<i>The student:</i>			
The student gives good examples to demonstrate key concepts learned throughout the course.	Gives examples with limited effectiveness.	Gives examples with some effectiveness.	Gives examples with considerable effectiveness.	Gives examples with a high degree of effectiveness.
<i>Communication</i>	<i>The student:</i>			
The portfolio is organized and professional.	The student writes with limited organization and professionalism.	The student writes with some organization and professionalism.	The student writes with considerable organization and professionalism.	The student writes with a high degree of organization and professionalism.
<i>Application</i>	<i>The student:</i>			
The student applies course learnings to his/her life to find ways to improve.	The student applies course learnings to his/her life with limited effectiveness.	The student applies course learnings to his/her life with some effectiveness.	The student applies course learnings to his/her life with considerable effectiveness.	The student applies course learnings to his/her life with a high degree of effectiveness.