PROMOTING YOUTH LEADERSHIP DEVELOPMENT:

A Tracer Study

USAID Associate Cooperative Agreement
No. AID-176-A-11-00002

Under Leader with Associates Cooperative Agreement
No. AID-176-A-11-00002

International Youth Foundation
32 South Street
Baltimore, MD21202

Table of Contents

I. INTRODUCTION 4
II. CONTENT 4
III. OVERVIEW OF INTERVENTIONS 5
IV. METHODOLOGY 6
V. DESCRIPTION OF SAMPLE 8
VI. RESULTS 10
VII. CONCLUSION 22
VIII. RECOMMENDATIONS 22

ANNEX 1: Research Instruments 24

I. **INTRODUCTION**

In numerous contexts around the world, young people are developing the knowledge, skills and abilities to take on leadership roles in their communities. Young people have proven to be effective change agents in both their organizations and their communities. The means of developing leadership expertise, however, remain less clear. The purpose of this evaluation was to document the impact of three approaches to leadership development among youth in Kyrgyzstan. Using a mixed methodology, the International Youth Foundation (IYF) examined the differential impact of entrepreneurship interventions versus civic engagement interventions on leadership ability. These interventions were implemented by *Jasa.kg*, a four-year US$4.2 million initiative of IYF, supported by USAID, designed to cultivate the dynamism and creativity of the region's youth to build a stable, prosperous, and democratic Kyrgyzstan. The results of this study reveal that, in fact, both interventions contributed significantly to improved confidence in a young person's leadership abilities. However, civic engagement interventions provided a somewhat higher degree of expertise and self-confidence.

II. CONTENT

Kyrgyzstan's 1991 independence from the Soviet Union ushered in periods of both hope and disaffection. The country's transition to democracy since then has been tumultuous. The country has experienced periodic upheavals, including the Tulip Revolution of 2005 and the April 2010 revolution that led to increased ethnic tension in the south of the country. The ethnic tension was primarily between the ethnic Kyrgyz and Uzbeks in the south of the country and in June 2010 this tension escalated into riots concentrated in Osh and Jalal-Abad. Anecdotal and eyewitness accounts suggest that many of those involved in the April uprising and June violence were young people.

Limited social services, reduced political voice and meager economic opportunities, have marginalized countless young people in Kyrgyzstan. With over 30% of the population between 10 to 25 years of age, the result is a large sector of the population that distrusts the government and the promises of democracy, posing particular challenges to the country's economic and political development. Contributing to this distrust is that little had been done to institutionalize policies related to youth's needs and development up to the time of the 2010 events. No Ministry of Youth had been assembled, for example, leaving youth without a voice in the future of their country. Youth's disillusionment about the promise of democracy poses a significant obstacle to building a more stable and unified country. While active youth citizenship encompasses the quality and quantity of youth participation within and across various socio-political settings including family, community, work places, and government, limited investment has been directed at engaging youth as partners in their own, let alone their country's development.

III. OVERVIEW OF INTERVENTIONS

This tracer study sought to explore the impact of three different types of interventions under the Jasa.kg program that included elements of youth leadership development: civic engagement, citizenship, and entrepreneurship. .

Civic Engagement

The study looked at two interventions focused on civic engagement under the Jasa.kg program: youth volunteer clubs and the *Passport to Success®* (PTS) life skills program. Both of these interventions include significant service learning opportunities for youth and the development of youth-led community service projects, but involve slightly different mechanisms for carrying out these activities. The youth volunteer clubs are supported by the local youth-led NGO Youth of Osh in the south of Kyrgyzstan. Youth of Osh established 23 clubs in secondary schools for youth ages 14 to 17 and provided training to the clubs with the goal of enabling young people to develop their own community service projects. Trainings focused on the following areas: organization and management of volunteer clubs, teambuilding, social project development, fundraising for sustainable development, conflict prevention and non-violent communication. Each of the youth clubs submitted proposals for service projects they developed, and Youth of Osh provided funding to more than 40 of them.

The PTS life skills program is implemented by the NGO Center Interbilim in secondary and vocational schools. The curriculum is designed as a life skills for employability program that covers behavioral competencies, problem-solving, workplace readiness, healthy lifestyles and service learning. Interbilim has geared the program more towards a focus on the civic engagement elements of the program and has made the development of community service projects one of its key outcomes. The PTS lessons on service learning cover topics such as: identifying a service need in the community, selecting and planning a community service project, solving task team problems and promoting the importance of volunteering. As the youth go through these lessons, they work with their PTS trainers to develop community service project ideas and submit proposals for these projects to a panel organized by Interbilim. Interbilim provides funding to the projects selected for implementation and also encourages the PTS training groups to seek other financial and in-kind support from their local communities for the projects.

Citizenship

The primary citizenship intervention covered in the study was the Summer School of Democracy (SSD). The intervention was designed for youth with some previous leadership experience. The purpose of the SSD program is to expand the understanding of young people with regard to democracy and its institutions, as well as to improve the analytical and leadership potential of young people through the development of critical thinking, acquisition of new knowledge and skills, and exchange of experience. SSD was carried out in three one-week long seminars in the summer of 2011 and included lectures from leaders from the public and private sector. Through SSD, participants also had the opportunity to develop analytical articles to be published in the local media.

Entrepreneurship

Jasa.kg provides entrepreneurship-focused interventions for both youth of secondary school age (ages 14 to 8) and for slightly older youth (ages 18 to 29). For secondary school youth, the focus of these

interventions is to help build a culture of entrepreneurship through the establishment of youth entrepreneurship clubs at those schools. These clubs were originally established and supported by the Central Asian Free Market Institute (CAFMI). CAFMI provided training to clubs in the following topics: recruitment, organizing meetings, teambuilding and fundamentals of business and entrepreneurship. CAFMI also organized movie and game nights and club competitions to present entrepreneurship concepts in an interactive format.

For the slightly older youth, Bishkek Business Club (BBC) supported activities focused more intensely on supporting young people to become entrepreneurs. In particular, BBC targeted youth from Kyrgyzstan's rural areas where employment opportunities are the most limited. BBC developed and implemented two entrepreneurship training courses: a Rural Entrepreneurship Development Course and a Business Leadership Course. By enrolling in the training program, youth had the opportunity to develop and workshop their business plans alongside leading business experts. By the end of the training program, BBC selected the 20 most promising business plans to receive seed funding.

IV. METHODOLOGY

This study compares the beneficiaries of these approaches and examines the different impacts each intervention has had on leadership outcomes. A process tracing (or tracer study) methodology was used to answer questions of differential impact. Tracer studies get their name from the primary activity involved, which is to track a group of individuals and then retrospectively trace the impact of an intervention. The ultimate objective of a tracer study is similar to that of other impact assessments, namely to systematically analyze the lasting or significant changes – positive or negative, intended or not – in people's lives brought about by a given action or series of actions. Tracer studies are often compared to impact assessments and project evaluations. There certainly are similarities, but impact assessments usually take a broader outlook and observe impacts outside the purview of the immediate beneficiaries. Project evaluations emphasize the extent to which the intervention achieved the outputs it set out for itself. A tracer study, in comparison, is concerned primarily with the changes at the level of the former beneficiaries' lives. It seeks to document changes but also to determine the extent to which the intervention contributed to the changes. However, it has important similarities with evaluations in the sense that it also seeks to influence decision-making or policy formulation through the provision of empirically-driven feedback.

The approach IYF used had both qualitative and quantitative components, each of which is described here.

a. <u>Qualitative component</u>

During the course of the qualitative component of the study the tracer study team conducted 25 focus groups with a total of 263 participants (171 female, 92 male). Eleven focus groups were conducted with youth who had participated in civic engagement activities sponsored by the local NGOs Interbilim and Youth of Osh. Ten focus groups were conducted with youth who had participated in entrepreneurship activities sponsored by local NGOs Central Asian Free Market Initiative (CAFMI) and the Bishkek Business Club (BBC). Four focus groups were conducted with participants of IYF's 2011 Summer School of Democracy (SSD).

It is worth noting that focus group participants from Interbilim, Youth of Osh, and CAFMI were primarily school-aged, while most focus group participants from BBC and SSD had already graduated from secondary school.

Focus groups were conducted in Russian (11), Kyrgyz (9), or Uzbek (5) depending upon the choice of the participants, and were framed around the following questions:

- What does leadership mean to you?
- How did the Jasa.kg activities influence you as a leader?
- What Jasa.kg activity had the strongest impact (positive or negative) on you?
- Other than Jasa.kg, what else has contributed to your development as a leader?

While focus groups were being conducted in the local language, simultaneous English translation allowed for the capture of focus group transcripts in English. Focus group discussions were also recorded, and 20 of the 25 focus groups transcripts were checked against their respective recordings. The five transcripts not checked against their recording were from focus groups conducted in Uzbek. It was not possible to find an Uzbek/English translator to perform this check due to the team's time constraints in the country.

b. Quantitative component

The quantitative portion of research into the impact of the Jasa.kg program on youth development was started in December 2012. The questionnaire on leadership skills, originally developed by Karnes and Chauvin (2005), was used to collect data. It consists of several sections related to the understanding of leadership, written and speech communication skills, character – building skills, decision – making skills, group dynamic skills, problem solving skills, personal skills, and planning skills. Each of the sections has a block of 7 to 17 questions, and the total number of questions was 135. Each question requested the respondent to assess the addressed issue on the scale from "almost always" to "almost never," including the option of "not applicable." It was decided to use ANOVA to explore the results of the questionnaire. It should be noted that because of the number of questions addressed it can become challenging to provide a discussion of each question separately in this report. The annex for this report contains descriptive statistics and ANOVA results for each variable. For the discussion of results, there will be only a few questions explored from each section. It must be stated that partners are combined into two groups, civic engagement and entrepreneurship components, for the purpose of drawing differences between the interventions. In other words, this analysis was used to compare the groups.

The relevant questionnaire was administrated in three languages: Kyrgyz, Uzbek, and Russian. The translated variants were piloted with local experts in cooperation with young people to attempt to identify gaps in comprehension of the questions. The feedback obtained after the pilot stage was to adjust a few questions in the Kyrgyz and Russian versions. The Uzbek version remained unchanged. The changes simplified and rephrased the questions.

For the data collection process, the Jasa.kg program cooperated closely with local partners. As stated above, the number of beneficiaries for the civic engagement component reached 650 young people by September 2012. As for the entrepreneurship component, the BBC and CAFMI partners enrolled more than 900 young people. The partners kept their own database of contact information (cell number, e-mail or home address) of their beneficiaries and maintained regular contact with their groups through

staff and trainers. As a result of the professional work of the partners, the process for survey distribution and collection went smoothly. There were cases when youth changed their contacts or left for abroad (Kazakhstan or Russia), which complicated the process of contacting those people. Despite this, the number of unreached beneficiaries remained insignificant, and the originally planned sample size was obtained.

For the purpose of sampling, an SPSS database was created based on the registration forms received from partners. The contacts were checked and it was ensured that the respondents were aware of the research planned and the possibility to be enrolled in the study. Preliminary agreement from participants was obtained. Afterwards, each participant was assigned an ID in SPSS to run the sampling. The initial size of the civic component was 345 participants and 380 for the entrepreneurship component. While contacting the participants, it became obvious that the majority did not have e-mail accounts and thus a paper survey would be preferable.

As the Jasa.kg program has program activities in four geographical areas of Kyrgyzstan, it was decided to train partner staff to help with survey implementation. There was a training organized for partners to be involved in the study so that the staff had the skills to administer the questionnaire. The training was devoted to the goals and objectives of the questionnaire, to the role of partners in data collection, and the need to maintain the high quality of data collected. All recruited research assistants had experience working with youth issues, and thus were familiar with existing challenges.

To cover the target sample in an appropriate timeframe, it was decided to use partners' offices, youth centers or secondary schools as the focal points for collecting respondents. In practice, respondents would be informed about the place of gathering (whether a school or youth center), where they would receive short instruction on the questionnaire and fill out the form. Research assistants were fluent in all three languages in which the questionnaires were implemented.

The completed forms were delivered to the Bishkek office of the Jasa.kg program for data processing. The data collection stage lasted from February 18 to March 31 of 2013. When the forms were collected, the assistants entered data into an online data capture system. Each form completed was screened and assigned an ID for entry. The online entry process ended on April 16, 2013.

V. DESCRIPTION OF SAMPLE

The number of completed questionnaires by components was 306 for civic engagement and 376 for entrepreneurship, with 16 forms coming from the Summer School of Democracy, for a total of 698. The languages of completion were 349 in Kyrgyz, 286 in Russian, and 63 in Uzbek. Respondents from Interbilim programs were 119, Youth of Osh - 187, CAFMI – 95, BBC – 279, and SSD -16.

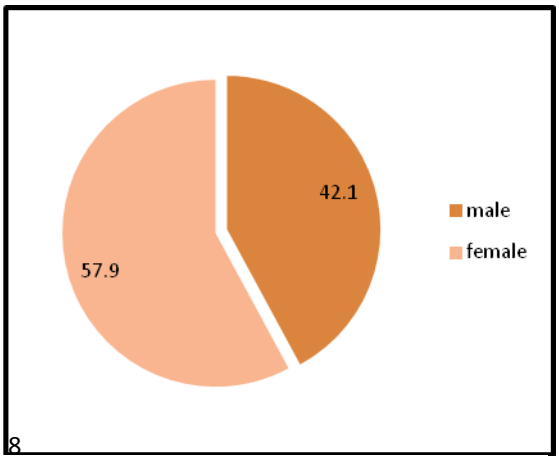

Figure 1: Survey respondent sex

The questionnaire contained a block of demographic questions. The number of young men that participated in the study was 295, representing 42.1% of the total population, and 405 young women or 57.9 %.

The ages of respondents lie in the following range: below 15 years – 108 or 15.4%; 15 to 17 – 353, or 50.4%; 18 to 20– 152 or 21.7%; 21 to 23 – 43 or 6.7%. The remaining 41 respondents (2.3%) were 25 years and older. If exploring the age and gender variables, several things should be noted. Young men can be classified based on the following range: 15 and younger - 39 or 13.2%; 15 to 17 – 129 or 43.7%; 18 to 20 - 84 or 28.5%; 21 to 23 - 25 or 8.5%; older than 23 - 18 or 6.2%. Young women can be classified based on the following ranges: younger than 15 – 69 persons or 17%; 15 to 17 - 224 or 55.3%; 18 to 20 - 68 or 16.8%; and older than 21 – 44 or 10.8%.

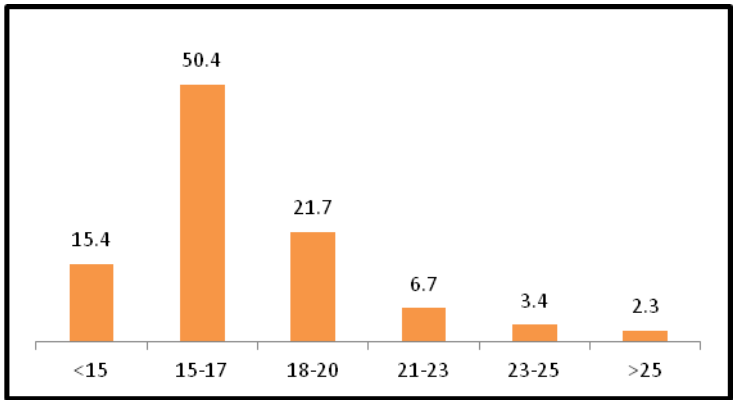

Figure 2: Survey respondent age

Three hundred and fifty eight (358) or 51.1 had less than 10 years of education. Two hundred and forty nine (249) or 35.7% of respondents had 11 years of education, which is equivalent to completion of secondary school. Thirteen percent were enrolled in technical colleges or university at the time of the study.

	Frequency	Valid Percent
Less than 10 years	358	51.1
11 years	249	35.7
Enrolled in tertiary education (vocational or university)	91	13.0
Total	698	100.0

Table 1: Education level

The average number of years of education of respondents for Interbilim was 10 years; Youth of Osh – 9 years; CAFMI – 9 years; BBC – 11 years; and SSD – 14 years. Each partner performs various activities with regard to young people. It appeared that the target group for Interbilim, Youth of Osh, and CAFMI was more likely young people studying in secondary or vocational schools, whereas BBC and SSD participants were enrolled in higher education institutions.

Only 47 or 6.7% of respondents were employed full time; 74 or 10.6% had part time placement, and 315 or 45% reported being unemployed. Two hundred and sixty one (261) or 37.3% of respondents responded "other" on the employment question.

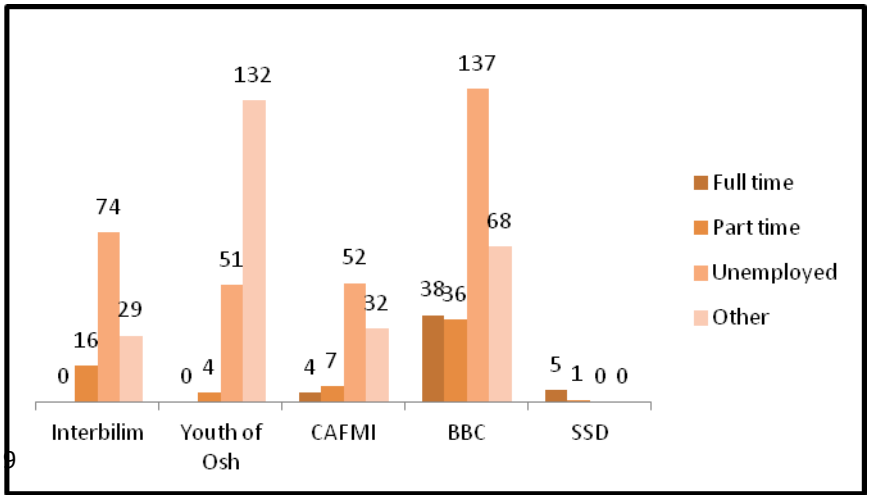

Figure 3

The participants that reported that they are employed full-time or part-time were graduates of the BBC and SSD interventions. Considering these interventions targeted youth aged 18 and older, this age

group is more likely to be seeking a job.

Among 47 respondents reporting full time work, there were 27 males, and 20 females. Additionally, 34 females reported that they work part time compared to 40 males. As the majority of the respondents attend school, and thus do not reach legal working age, they were categorized as unemployed.

Above are the general demographic characteristics of youth involved in partner activities for the previous year, which reflects the type of youth each partner was trying to reach.

VI. RESULTS

a. Fundamentals of leadership

In both the survey and focus groups, young people were asked about the meaning of leadership. At the most basic level, this is a question of understanding the fundamental skills of leadership, including communication, decision-making, and problem-solving. Analyses of focus group data provide a detailed picture of the perceptions of leadership among Jasa.kg participants. Leadership Skills Inventory, in contrast, provides a broad overview from a large sample population, regarding their skills, knowledge and abilities as leaders. This section first presents survey results, followed by the qualitative results. A final section will synthesize the section into key takeaways. Given that the focus of the leadership study inventory (LSI) is the core knowledge, skills and abilities of leadership, this section, in particular, provides the majority of the quantitative results. When relevant, survey results are also included in other sections.-[1]

Quantitative results

Survey respondents were provided a series of statements regarding the fundamentals of leadership and asked to rate their understanding of these central concepts.[2] First, young people were provided the statement "I understand the meaning of the term 'leader". Survey responses reveal that all who responded showed a very high degree of understanding of the term. The mean score for all participants was 4.56 (where 5 is the highest and 1 is the lowest). Those involved in civic engagement activities (*M* =4.67) (Interbilim, Youth of Osh, SSD) were slightly more likely to understand the term than those involved in entrepreneurship activities (CAFMI, BBC) (*M* =4.47). While Uzbek speakers scored themselves higher (4.72) than both Kyrgyz (4.50) and Russian (4.61) speakers, this difference was not significant at the .05 level[3].

Survey respondents were asked about their ability to "accept other people's ideas and choices". All participants, regardless of the intervention, reported a reasonably high capacity with this skill, with the average score being 4.02. Civic engagement participants had a higher average score of 4.16, compared to 4.05 for entrepreneurship participants. Russian speakers scored themselves highest (4.25), compared to Kyrgyz (3.82) and Uzbek speakers (4.13).

[1] This section includes a selection of key results from the survey. For the results of all items from the LSI, please refer to Annex A.
[2] See Table 1 for tabular results on key variables.
[3] These ethnic group designations are based on the language preference respondents indicated during recruitment and not a demographic variable. Therefore, it is possible that the Russian category contains ethnic Kyrgyz and Uzbeks who were comfortable taking the survey in Russian. Other scenarios are also possible (e.g., Uzbeks preferring Kyrgyz, Kyrgyz preferring Uzbek or Russians preferring Kyrgyz or Uzbek). However, these scenarios are unlikely. Given that this variable is, all results assigned to "language preference" should be taken with some caution. This last sentence is not making sense.

Survey respondents were asked about their ability to "prepare an agenda for a meeting". All participants, regardless of the intervention, reported a reasonably high capacity with this skill, with the average score being 4.08. Civic engagement participants had a higher average score of 4.31, compared to 3.89 for entrepreneurship participants. Uzbek speakers scored themselves higher (4.52) when compared to Kyrgyz (4.20) and Russian speakers (4.43).

Survey respondents were asked about their ability to "analyze facts before making a decision". All participants, regardless of the intervention, reported a reasonably high capacity with this skill, with the average score being 4.09. Civic engagement participants had a higher average score of 4.22, compared to 3.98 for entrepreneurship participants. Russian speakers scored themselves slightly higher (4.20) than Uzbek speakers (4.18), with Kyrgyz speakers rating themselves the lowest (3.99).

Variable	Population	*M*	F	Sig.
Meaning of leader	CE	4.67	10.563	.001
	E'ship	4.47		
	Kyrgyz	4.50	2.627	.073*
	Uzbek	4.72		
	Russian	4.61		
Accept other's ideas	CE	4.23	26.761	.000
	E'ship	3.84		
	Kyrgyz	3.82	15.954	.000
	Uzbek	4.13		
	Russian	4.25		
Prepare an agenda for a meeting	CE	4.31	29.832	.000
	E'ship	3.89		
	Kyrgyz	3.88	14.018	.000
	Uzbek	4.16		
	Russian	4.08		
Analyze facts before making a decision	CE	4.22	9.356	.002
	E'ship	3.98		
	Kyrgyz	3.99	3.515	.000
	Uzbek	4.18		
	Russian	4.20		
Do what I say I will do	CE	4.58	44.984	.000
	E'ship	4.21		
	Kyrgyz	4.23	13.079	.000
	Uzbek	4.62		
	Russian	4.52		
Write my ideas so that others can read and understand them	CE	4.49	21.914	.000
	E'ship	4.19		
	Kyrgyz	4.20	7.831	.000

	Uzbek	4.52		
	Russian	4.43		
Offer constructive criticism in a kind manner	CE	4.04	4.650	.031
	E'ship	3.88		
	Kyrgyz	3.89	1.418	.243*
	Uzbek	4.08		
	Russian	3.99		
	E'ship	4.21		
	Kyrgyz	4.23	13.079	.000
	Uzbek	4.62		
	Russian	4.52		

Table 2: Select LSI results

Qualitative results

Focus groups participants were asked to provide examples of what leadership meant to them, with specific examples of people whom they viewed as good leaders and why. The responses from each group were quite similar.

Civic engagement

Civic engagement participants in the Jasa.kg programs described leaders as decisive, active, and educated people who motivate those around them. Leaders were also described as those who come up with a common vision and support the group's accomplishments. Civic engagement focus group participants commented that leaders should treat people fairly and not consider themselves better than others. The most common examples of leaders provided by civic engagement participants were class heads, parents, school directors, and Interbilim/Youth of Osh trainers. Fathers were mentioned several times as "breadwinners" and those who solve family issues. Mothers were mentioned less frequently than fathers, though comments about mothers were more effusive than those about fathers. For example, one young woman said of her mother, "My mother is a leader because she has life experience. There are five kids in our family and she is the breadwinner and takes care of all of her kids and her mother as well. She's strong, purposeful, responsible, and I want to be like her." Former president Rosa Otunbaeva and the Kyrgyz writer Chingiz Aitmaitov were mentioned by participants from northern Kyrgyzstan. Ms. Otunbaeva was described as, "…very humane, helping Kyrgyzstan overcome the hardest period after its independence, having all the responsibilities on her. And she was also the first woman in power in Kyrgyzstan." Aitmaitov was praised because he was, "…not just a writer, he was a good politician, he was brave and responsible."

In response to the question, "Do you consider yourself to be a leader?" twenty-three respondents (13 women, 10 men) said that they considered themselves to be either a formal or an informal leader at school (e.g. elected class head) or that they have leadership responsibilities at home, especially when their parents are absent. Five focus group participants stated that they are not leaders because either they don't yet have the skills or others, especially adults, do not listen to their opinions.

Entrepreneurship

Entrepreneurship participants described leaders similarly to the civic engagement participants. One woman stated that, "A leader has to have organizational skills and the ability to convince and inspire."

Another participant stated, “In order to make society flourish, the person has to try hard and have a clear vision of his work. He has to be patient, decisive, and responsible, to fulfill his promises, be humane, and analyze everything. He has to be two steps ahead and has to have all the good qualities a person can have.”

While entrepreneurship participants listed communication skills as a key leadership attribute more than any other attribute (14 out of 64 responses), while communication skills were mentioned only a few times by civic engagement participants. Interestingly, however, the survey results revealed a different message. Regarding their communication skills, survey respondents were asked to describe their ability to “write my ideas so that others can read and understand them”. All participants, regardless of the intervention, stated that they have high capacity in this skill, with the average score being 4.32. When comparing the two groups, those in civic engagement activities (*M*= 4.49) scored slightly higher than those in entrepreneurship activities (*M* = 4.21). Uzbek speakers scored themselves the highest (4.52) when compared to Russian speakers (4.43) and Kyrgyz speakers (4.20).

Similarly, survey respondents were asked about their ability to “offer constructive criticism in a kind manner.” All participants, regardless of the intervention, reported reasonably high capacity with this. Civic engagement participants had an average score of 4.04, while entrepreneurship participants had an average score of 3.88. Once again, Uzbek speakers scored themselves higher (4.08) than Russian (3.99) or Kyrgyz speakers (3.89), although these differences were not significant at the .05 level.

A group of entrepreneurship participants defined leadership in terms of how an individual relates to a group with one young man explaining, “The leader is the person who gathers all of the ideas and makes something valuable out of it. A leader is the person who can manage and listen, and make proper conclusions.” Entrepreneurship participants also stressed the importance of communication skills with several youth stating that leaders must, “Make people follow them.” One young man added that, “It’s the person who has positive thinking and speaks well, because without good communication skills he can’t express himself and make people follow him.”

A surprising dialogue surfaced during focus groups with entrepreneurship participants, where many revealed that communication skills also included the “ability to lie.” For one group, an equal number of focus group participants listed knowing how to lie as often as they listed honesty as a leadership skill. Knowing how to lie was not mentioned once by a civic engagement participant.

The survey results show a similar pattern, although much less stark than what was revealed during focus groups. In the survey, respondents were asked to describe their ability “to do what I say I will do”. All participants, regardless of their intervention, stated that they consistently use this skill, with an average score of 4.38. However, entrepreneurship participants scored themselves slightly lower (4.21) than civic engagement participants (4.58). Once again, Uzbek speakers scored themselves higher (4.62) than Russian (4.52) or Kyrgyz speakers (4.23).

b. <u>Impact of Jasa.kg activities</u>

Qualitative results

Civic Engagement

Both civic engagement participants reported becoming better communicators, more confident and more responsible as a result of the Jasa.kg activities. The Passport to Success ® (PTS) life skills training

program, in particular, was cited as a major source of capacity building around working in teams and resolving conflict. One male focus group participant stated,

> *Before Passport to Success, I was not social or easy going. I was somewhere in the corner while my friends were playing and I was just in my own head. Even in school, if my friends were chatting, I was shy and afraid of interaction. I don't know why. After this session, I become confident and easy going and my friends started to say, "Wow, you can talk!" I became so confident that I decided that I want to be a dentist. I wanted to be one before, but I wasn't working on this. I was just being around, but not in. But after the completion of these sessions I know that I want to be a dentist, and what to do, and I'm doing my homework.*

Civic engagement participants also mentioned that they used information they gained from PTS as a springboard to other activities. One participant shared that, "Passport to Success helped me realize that there are different organizations and people who are engaged in social issues. So I started applying to different programs, and now I am a member of different civic organizations due to Passport to Success." Participants also stressed learning "emotional control" from the Passport to Success program. One young woman commented that, "Before the trainings I used to cry a lot, but now I try to keep myself in control and be mature and show my emotions appropriately."

Though all civic engagement participants were involved in community service-learning activities, the social projects did not seem to have the same influence on all participants. When asked to describe how the Jasa.kg project had influenced them as leaders, a group from one partner who focused on young people from northern Kyrgyzstan tended not to mention the social projects unless asked directly about them. When probed about the social projects, these participants stressed how the projects made people feel. One young man from Kara-Balta explained, "In a school we ran a project to fix up the sports yard. They were happy that from that time they were able to organize some different sports events for kids and their parents. We were happy that the beneficiaries were glad about our project." These comments, however, were rarely supplied without significant prompting.

On the other hand, participants from the south were more likely to bring up their social projects on their own and tie them directly into leadership. One young woman from Osh, when asked about the leadership impact of Jasa.kg responded, "We rehabilitated our library under the social project. This was an inspiring example for our younger generation. This inspired them and they say they want to be as successful as we are now. To me, this is an example of leadership." The focus group participants mentioned that they had submitted their library rehabilitation project to an Oblast-wide contest on social projects, and that they had won an award for the "best social project." The participants used the $200 prize to purchase books for their library. In a school in Jalal-Abad, several focus group participants mentioned that their Passport to Success social project, a water-drinking station they built for younger students, had even been recognized as an excellent project by local NGOs. These participants stated that the NGO had since invited them to become a sponsored club and to propose additional, funded, social projects. The relative importance of the social projects in the south could be related to the Osh riots of 2010. The aforementioned library rehabilitation project took place in a school that had been damaged during those ethnic-based disturbances. Additionally, since that time, several NGOs have held social project trainings and supported the development of school- and community-based social projects.

While some partners focused heavily on volunteering and service learning, many focus group participants mentioned social projects when discussing how Jasa.kg influenced them as leaders. One young woman, echoing many other participants, explained that,

I was impacted greatly by the project. Before, I didn't know about social projects or how to design them. But through being a volunteer and participating I learned how to design a social project. Last year, we developed the project and we planted trees and now we have our own garden. I was so concentrating on what to do for our school. Now I can define and solve a problem by writing a project. I knew that we could solve our problems before, but now I know how to put it into words and how to write it down on paper.

Another young man explained,

Volunteering changed my life radically. When I became president of a [service] club, I started developing my leadership skills. I created a team of like-minded people. With the help of this team, I can help other people. I feel proud and am proud of what I'm doing. Through volunteering I found my love, and I have changed my way of seeing the world. I learned how to work with children, and to me this is important because I am going to be a father someday."

Entrepreneurship

Entrepreneurship trainings opened up a world that had been unknown to many participants. One young man, who produced and sold handicrafts, represented many focus group participants' thoughts when he said,

Before the start-up, I wasn't thinking about business, how it was run. I didn't even think about the basic concepts, like how cheap or expensive something is. The start-up taught me how to do the first steps in business planning. Now we've learned to create things we need for ourselves. Before we used to buy, now we can do it ourselves.

Other focus group participants mentioned the value of making money and explained that being part of a start-up forced them to use their time wisely in planning activities, as opposed to wasting it in front of the television. Several participants also mentioned that they share their "new business knowledge" with their parents and that their parents enjoy discussing financial topics with them.

CAFMI and BBC participants discussed how their participation in the Jasa.kg project improved their communication skills, increased their confidence, and, in the case of one CAFMI girl, completely changed the way she thinks about the world. "Even though there is a tradition to listen to parents, before the club I would follow and now I want to develop my own opinion about things. I used to think within stereotypes. Now I realize that my parents didn't give me any information. And the school lacks qualities of giving information. I got all of this from the club. Market research helps me manage my life better – if you have a diploma you have to use it in a good way. The club changed my mindset, and my vision in life became more positive, with imagination and purpose. Everyone should set rules for themselves, and shouldn't be restricted by what others say to you. You need to analyze the way you want to reach your goals. Money is very important, but we have to think about how we can get this money."

One BBC focus group participant stated, "It changed my life. Before I wanted to be a doctor, but after the BBC project, I started thinking about work where I can get more profit than just being a doctor. It helped me define what I want and how. So this training was the force to attend different business trainings and to be interested in different events. So, I started developing myself in different spheres and enriching my business experience. Before everything like that seemed to be impossible, but now I know that I want to be a businessman."

Another girl said that, “Since the training, my husband and I started sending Uzgen rice to Russia. I also started my own business with Aero Flame selling cosmetics. The money I is earn in Aero Flame is enough for my meals …These are small businesses, but small businesses can grow. The lecturers included a visit from Ermek Niazov. He started his own business by selling his own computers, and it dawned on him he could buy and sell computers and that’s how his business started.”

Even those BBC focus group participants who identified themselves as business people before their involvement with BBC said that they were “inspired” and “motivated” by what they had learned during the Jasa.kg project, especially from their interactions with mentors and by excursions to see successful businesses. One BBC participant commented that, “Trainings had a very positive effect on my life, really. Even though I had certain business ideas before, here I developed the mechanism of how to realize my ideas.”

CAFMI focus group participants who identified themselves as coordinators for their respective CAFMI groups noted the influence that being a coordinator has had on their lives. One coordinator commented that as a result of her position she has “gained bravery, responsibility, and the ability to treat everyone equally, since there are 15 of us. Before the club we were not as integrated as we are now. Everyone in my team has his own idea for a business plan and I make them speak and develop their idea so we can develop a common vision.”

Citizenship

In responding to the question “How did the Jasa.kg activities influence you as a leader?” a clear distinction was seen between civic engagement and entrepreneurship participants, and SSD participants. Civic engagement and entrepreneurship participants reiterated that they gained skills from being part of Jasa.kg. Civic engagement participants described personal skill development, such as learning emotional control, becoming more responsible, and learning to work in a team. Entrepreneurship participants explained that the practical business skills (e.g. learning how to make a business plan and how to implement a market survey) had helped give them the confidence to become business people.

However, though a few Summer School of Democracy participants mentioned that participating in the Jasa.kg project improved communication skills and boosted confidence, the vast majority of Summer School of Democracy focus group participants did not mention specific leadership skills they learned from their involvement with the Jasa.kg program. Instead, the majority of SSD focus group participants described Jasa.kg’s most significant influence as helping them to develop and expand their professional and personal networks. One SSD participant said, “It created a network that allows people to communicate with each other, create common projects, and information exchanges. Now, when we go for conferences to other cities or countries, we know that we have someone there to help us, to work with us.”

SSD participants also were thankful for the opportunity they were afforded to be exposed to new ideas and new ways of thinking. One SSD participant commented that, “I began to research business administration, and I got a new approach to economics learning it deeper and more attentively. I read the literature that was recommended by the experts who were there.” Several SSD participants mentioned that they were using topics that they studied during the sessions for their Master’s theses. Additionally, a few SSD participants said that had received job offers from individuals they had met during the Summer School of Democracy.

Though SSD participants did not bring up the social project component on their own, when asked about them, many responded like one girl who said, "It was a good experience because we created an idea and fulfilled it ourselves, and we felt so useful and helpful." Another girl added, "And with the anti-corruption actions, we had a good feeling that we were helping society and reminding people to eliminate corruption."

c. Jasa.kg activities with the greatest impact (positive or negative)

Civic Engagement

Interbilim focus group participants gave a variety of answers when asked what aspect of Jasa.kg had the greatest impact on them. Several participants echoed one girl who stated, "I liked the emotion control lesson most of all. Before it was easy to make me angry, but now I'm much calmer, especially in the conflicts with my elder brother."

Interbilim participants also discussed the importance of future planning and career choices. One boy commented, "I liked the preparation for interview training, how to behave yourself, and how to speak well. It is the most useful because I know I will be using this knowledge in the near future." Other aspects of planning that were appreciated included goal setting and money management.

Although the social project was not necessarily highlighted by Interbilim focus group participants during discussion following the question "How did the Jasa.kg activities impact you as a leader?" the social project was mentioned several times as a favorite component of Jasa.kg. One boy said, "The social project was the most interesting for me because I felt that I really helped the needy kids, so I made my little contribution to make them happier."

The Youth of Osh activities were all based on promoting volunteerism through participation in Global Youth Service Day and the development of school- and community-based social projects. A large percentage of Youth of Osh participants responded similarly to this girl, who said, "The most remarkable activity that I was part of was the Global Youth Service Day where we went to the public house for old people. We learned how to be attentive, supporting, careful with the people, how to make them smile and be happy." Another girl commented that, "Before this project I thought that I could only help people after I had finished university and found a job and made money. But here within the framework of the project I realized that I can do it even now."

A fewer number of Youth of Osh participants commented on the social project design training, echoing this girl who said, "The social project design training was the most useful because we found a way to help our school. We developed a project to open a sewing club. If the project will be approved, this will be opened for the school and for the younger generation. We didn't know before how to do this, so the social project design planning gave us a way to do some good for the school."

At the time of the focus group discussions, Youth of Osh had not yet funded any social projects. It is therefore not surprising that Youth of Osh focus group participants valued a practical, hands-on Global Service Day more than a not yet realized social project design training.

Entrepreneurship

CAFMI participants were exposed to a wide variety of activities within their respective CAFMI start-up clubs. Additionally, while some clubs had been active since April 2012, others had only had been meeting since September 2012. Moreover, the clubs themselves had different configurations. In one

start-up, the entire club acted as one business, with all participants working together to sell handicrafts. In other start-ups, the clubs were designed as places to receive training and information and it was up to individuals to develop their own business ideas.

Consequently, CAFMI focus group participants had many different thoughts about what had made the strongest impact on them. Several of the newest members of CAFMI explained that they liked the "Baibol" board game and the movie "Dream Man" about the successful entrepreneur and other cartoon shorts about running a business. Other focus group participants described the satisfaction of working with a team to create a product and participate in a competitive business festival. These participants also explained that they liked meeting with successful people and learning how those people had overcome challenges. CAFMI focus group participants who were running their own business stated that they found financial literacy topics and market research the most useful.

As with CAFMI, BBC focus group participants were engaged in a variety of activities and described a wide-range of impacts from Jasa.kg. BBC focus group members included those who participated in a Trainer of Trainers seminar, excursion participants, essay contest participants, rural enterprise development course participants, and SBLC/business camp participants.

Several participants mentioned the value of learning how important business planning for success. One boy stated, "Before the training I was afraid to start a business because I am so young and it would be a shame to be bankrupt so young. But during the training I was taught about risk management, where the trainer showed us revenue and income and management of income so you could compare the positive and the negative and so I could say I could start my business without being afraid."

Business camp participants said that they liked it that, "The trainings were conducted by teachers who not only knew theory, but were business people who are involved in business." Excursion participants stated that they liked, "Hearing the stories about the development and establishment of the businesses, like how they started and who supported them from the beginning."

BBC focus group participants also included one individual who had successfully submitted a business plan to BBC to win a voucher, and twelve individuals who had not been awarded vouchers for their business plans. While the voucher winner appreciated the award, when asked which part of Jasa.kg had had the greatest impact on him, he did not mention the voucher, and instead described participating in summer camp activities. Two BBC focus group participants took responsibility for not being awarded vouchers saying they wrote poor quality business plans because they weren't "attentive or serious when writing the business plan."

While the majority of those attempting to win vouchers were unsuccessful, this did not seem to have a negative impact on their future business plans. Following their involvement with the Jasa.kg project, a few BBC participants opened up businesses without any funding from BBC. When asked if she had approached BBC about a voucher, one girl with an active business explained, "I didn't even try to approach BBC because my husband wouldn't believe that another organization would support us. He said that it's a miracle that banks do it, why would an organization do it."

Citizenship

As previously mentioned in Sections II and III, SSD participants valued the opportunity to meet experts, especially those from other countries during round 3 of the training. One participant explained, "The topics in the Summer School of Democracy were interesting and experts were available. Usually, it is hard to reach the experts of such a high level. Especially interesting was the expert from Georgia who

was talking about checks and balances. We were given competent experts, who gave us really useful knowledge."

Another girl added, "The most impressive period was the third round, when the international experts came, especially from Kazakhstan and Estonia. They brought up interesting cases and policies, social activities, and situations from other countries. This third round was the most useful for me, giving a motivation to get more information on my own. Since I'm a journalist, I became acquainted, and I know who to interview, and what his opinion will be, and I have lots of contacts."

d. Impact of other factors

In order to understand the various features that have affected these young persons in their development as leaders and in building their capacity to lead, the research team also explored other contributing and competing factors.

Civic Engagement

A high percentage of Interbilim focus group participants from the new settlements of Bishkek reported that Passport to Success was the first opportunity they had had to be engaged in a leadership activity. Those mentioning previous leadership experiences listed camp, going to mosques, being part of school parliament, going to a youth resource center, participating in language classes, and attending sales training for work.

Interbilim focus group participants from Kara-Balta were more likely than participants from the new settlements to have had previous exposure to leadership opportunities. Several focus group participants mentioned having been members of social projects connected with schools or clubs and described running projects for retired people, orphans, and other "disadvantaged" children. Three participants explained they had previously been in leadership clubs or gone to leadership trainings.

Interbilim focus group participants from Osh had participated in a conflict resolution workshop with Save the Children, a UNICEF tolerance and hygiene training, and a freedom of speech seminar given by local journalists.

Many Youth of Osh participants also shared that the Jasa.kg project had been their first opportunity to participate in a leadership activity. Those who had participated in previous leadership opportunities listed: a UNICEF hand-washing training; a Disaster Risk Reduction workshop; a peace-building and tolerance training given by a Japanese NGO; HIV/AIDS trainings with the Rainbow NGO; and, social project training with the Masters of Joy Club.

Civic engagement participants stressed that they had learned specific skills due to their participation in Jasa.kg that they would not have learned had they not been part of the project. Several participants mentioned gaining "emotional control" specifically from Jasa.kg. One boy said that emotional control, "Relates to every sphere in life – like getting frustrated in math class," and explained how important it was for this skill to be taught as part of Passport to Success.

A boy from Youth of Osh agreed with those sentiments when he said, "Before I was only taking English and IT courses but I didn't have a chance to take life skills, and I believe that life skills were very important to me. Passport to Success was the first training session we've had in our life on those kinds of skills."

Several participants also stressed the importance of the career planning, including interview protocols and C.V. writing that they learned during Jasa.kg. One girl stated, "Before, I participated in many interviews and after the training I realized the mistakes I used to make." Another boy mentioned that, "Before, I had never heard about a C.V. and had no idea how to write it. It was sort of a discovery for me." One boy also mentioned that being part of the social project had also taught him financial management skills that he will need later in life.

One girl, when asked how Jasa.kg was different from other leadership activities she had been part of said, "If I didn't participate in this program, I wouldn't be active in other events. I wouldn't speak up. I would just analyze and think, but I would never speak up, just thinking about what is being said and discussed. I'm sure it's related to Passport to Success."

Entrepreneurship

CAFMI focus group participants reported that previous to Jasa.kg they had been involved with sports (4 out of 28 responses), school parliament (3 responses), and participated in SIFE and Passport to Success (two responses each). CAFMI participants also reported learning leadership skills from "watching the mistakes of my siblings," "being forced to perform songs as a child," participating in a talent contest, and applying to ACCELS/FLEX exchange programs.

Relatively few CAFMI participants had had previous formal leadership opportunities, so many equated changes in their lives to their participation in Jasa.kg. One girl stated, "I wasn't thinking about my future before coming to the club. After attending the club, I understood that I want to open my own drug store. I am working harder in chemistry and biology and the other classes that could affect my future." This girl had been active in the CAFMI start-up since it began in May 2012. The club itself is active, according to the youth, "several hours per week," and produces and sells handicrafts.

One girl, the silver karate champion of Kyrgyzstan in 2006, stated that, "I improved my communication skills mostly due to Jasa.kg." She also mentioned the benefit of meeting with and learning from business leaders like Uluk Kydrybaev (president of BBC) and Aziz Abakirov (owns his own IT company) as part of start-up activities.

Another girl felt that her CAFMI experience was perhaps more valuable than an opportunity to go to the United States might have been. "I passed all three rounds of FLEX last year," she said. "It was a good experience when you start having an interview with foreigners and you realize that things depend on you, your character, and your words. Everything is important. Fortunately, I didn't leave for the states, because if I had gone, I never would have participated in the start-up clubs."

A young woman from a different CAFMI start-up that had only been active since September 2012 and was not yet producing or selling any products credited her previous six-month participation with SIFE as teaching her how to communicate, become confident, and helping her to realize that she wanted to have a future in business. It would be misleading to base a comparison between the effectiveness of SIFE and Jasa.kg on one focus group participant. [To have a fair comparison between the effectiveness of Jasa.kg and SIFE, the sample size of participants of both programs would have to be larger, and focus group discussions would have to be repeated after participants had spent six months, the time that was spent with SIFE, involved with Jasa.kg activities.]

BBC focus group participants listed a variety of previous leadership opportunities including: Y-Peer trainings on gender violence; Fund Eurasia training on social projects; UNICEF training on conflict resolution/management; Japanese NGO training on peace and tolerance; training on stereotypes;

participating with Y-Peer; participating in business trainings with SIFE; being part of Top Talents and AIESC; working for the Red Crescent and other NGO youth centers; being involved with student government at both secondary school and university; being a supervisor at work; and, participating in a stand-up comic group. Several focus group participants mentioned being influenced by the books of Robert Kiyosaki.

BBC participants credited previous opportunities with helping them develop their communication and debate skills, learning how to lead activities for kids, how to lead promotions of different social and ecological programs, as well as information about business topics through organizations like SIFE.

Several BBC participants who had had previous leadership experience explained that BBC was good reinforcement and provided specific information and ideas that they had not been exposed to before. As one boy explained, "What I got solidified my previous knowledge. Now, I'm mature and can understand things differently. If before I had a general idea about business, now I am getting specifics like marketing and partnerships. It was just the basics, but BBC introduced me to detailed knowledge about business."

Another boy commented on the confidence he gained specifically from the Jasa.kg project saying, "Comparing to all the other trainings that I've been in, it's the best one because for the first time I could see the comparison between the other (business) plans and not to be afraid of starting a business. It's not about fear, it's about planning. Even from today I can open my own business, without any feelings of being afraid."

Another BBC participant highlighted the differences between Jasa.kg and other trainings by explaining that, "The difference was that in this training we were taught how to separate the spheres of business. For example, how an ice-cream café differs from a brick making business. Before [participating in the project] we didn't know the particulars of business. After the training, the trainer was helping us and motivating us to open our business."

Citizenship

Summer School of Democracy participants also listed a range of previous leadership opportunities including: being part of a debate team; participating in Interbilim's School of Leadership; participating in a USAID sponsored youth parliament; volunteering for Y-Peer; being involved with SIFE; and going to a variety of summer camps. Several SSD focus group participants mentioned gaining leadership experience at work through activities and university/graduate school research. Many SSD focus group participants discussed attending trainings (Eurasia Foundation, Soros, human rights training, business trainings) to the extent that during one focus group participants themselves mentioned the importance of being selective about attending trainings, and not simply going to every training offered.

Many Summer School of Democracy participants spoke highly of their non Jasa.kg leadership experiences. However, several also stated that the networking opportunities that they gained from Jasa.kg would never have been gained without participation in Jasa.kg. One boy said, "Other parts of SSD could be realized by other trainings. But the experts…The informal meetings in the evenings after the dinners were so special. We had different political officials from the parliament. They were sharing their ideas and their opinions, journalists, opposition members, people like that. It was something new and very suitable for evenings when we were already tired from the trainings."

VII. CONCLUSION

Though impacting their respective participants differently, Leadership for Civic Engagement, Leadership for Entrepreneurship, and the Summer School of Democracy all had positive impacts on their participants and were all highly valued by participants. Through the Interbilim and Youth of Osh activities, Civic Engagement participants became better communicators, increased their self-confidence, engaged in team-work, and learned appropriate social skills and emotional control. Civic Engagement participants also valued the opportunity to learn job preparation skills. Social projects allowed participants to meet needs in their schools and communities, gain pride, and inspire others to become more active. Civic engagement participants stated that they hoped to continue with their volunteer work, and several were inspired to start their own projects. Entrepreneurship participants learned essential business skills such as how to conduct market research and how to write a business plan. Many CAFMI participants stated that the start-up club taught them how valuable time is and inspired them not to waste it. Due to the knowledge and confidence they gained from their trainings, many CAFMI and BBC participants decided that they want to become entrepreneurs.

VIII. RECOMMENDATIONS

- Due to high number of clubs, long geographic distance between them and limited human and transportation resources at Youth of Osh, it is recommended to utilize faculty focal points within the schools to help guide social project activities when Youth of Osh project staff members are not present. Guidance from faculty focal points will positively affect the quality of social projects and will also lead to sustainability of the clubs as some of these faculty focal points might continue working with clubs beyond Jasa.kg project duration. Faculty focal points need to be supported to not dominate club members, with club members given a certain amount of autonomy in decision making and implementation to maintain appropriate levels of empowerment.
- Conduct outreach activities to parents to explain the goals and activities of Jasa.kg. Family and parents play significant roles in lives of Kyrgyzstani youth. It is important to ensure that parents are supportive of their children participation in Jasa.kg activities. On one hand, due to lack of information about Jasa.kg activities, parents do not allow their children to attend, on the other hand even with good awareness parents do not realize the importance of new knowledge and skills as part of human development. Parental support will strengthen positive changes in participants` lives as a result of participation in Jasa.kg and minimize dropout rates from the program. For participants of the entrepreneurship component, parental support could mean anything from moral support to financial contribution to businesses established by their children.
- Volunteer and entrepreneurship clubs were established in schools which previously never offered structured extra-curricular activities for their students. To ensure that students and school administrators understand the mission, programs should share the vision of and are be better informed about rights, roles and responsibilities in clubs. Guidance documents should be developed to assist with sustaining these clubs beyond Jasa.kg project. It is recommended to develop these materials in both Kyrgyz and Uzbek languages.

- Summer School of Democracy consists of series of multi-day sessions. To maintain the spirit of healthy competition and motivate active participation in each round, organizers select a small percentage of participants to progress to subsequent rounds. This decision is made based on informal evaluation of each individual participant`s active participation and demonstration of his/her leadership potential. To ensure Summer School of Democracy participants fully understand the criteria for being selected to participate in the later rounds of the project it is recommended that organizers develop a more formal evaluation and better communicate criteria for admission to next rounds to all participants from the beginning.

- Consider adding internship opportunities to the BBC activities. Participants of entrepreneurship trainings and camps are assigned mentors if they open a business. Mentors support mentees for one year. It is recommended that the mentorship duration be based on necessity and provided until businesses are fully independent. In addition to mentoring based on the specific case of each individual business, it is recommended to add internship opportunities for those who are interested in learning more about the experience of other businesses.

- Consider linking Jasa.kg components so that youth who complete Passport to Success would then have an opportunity to participate in entrepreneurship training, and vice-versa. This recommendation is based on absence of follow-on activities for PTS participants after they have completed the program. As a result PTS, participants become more competent about community issues and become more active civically, however they need opportunities to implement their ideas and initiatives applying new knowledge and skills from Passport to Success programs. This will also allow Jasa.kg program to keep track of PTS participant`s life path and impact given by the program.

ANNEX 1: Research Instruments

1. Jasa.kg Tracer Study Focus Group Questions

Facilitator welcomes group and thanks youth for their participation. Facilitator then explains purpose and methodology of FGs:

- We are here to understand how, or how not, the Jasa.kg leadership interventions have impacted you.
- We are confident that your voices and thoughts will lead us to better support youth.
- We plan to use your thoughts and ideas – not your names.
- We encourage everyone to be honest and open.
- If you have any questions, please feel free to ask at the end of our time.
- If you don't want to answer, you don't have to do so.

Key Question	Probing Questions
1) What does "leadership" mean to you?	What are some of the qualities that good leaders have? Could you name a good leader and what makes that person a good leader? Do you feel that you have leadership qualities? Which ones?
2) How did the Jasa.kg activities influence you as a leader?	Since you began the Jasa.kg project, have you joined any teams or clubs? Have you started a new job or acquired a new position? Do you feel that you have become a more effective communicator since beginning Jasa.kg? Do you think that joining Jasa.kg has increased your confidence or helped you make decisions easier? Could you give an example of your improved communication skills, confidence, or decision making skills?
3) Other than Jasa.kg, what other experiences have contributed to your development as a leader?	Have you participated in any other leadership programs besides Jasa.kg? Do you come from a family/community of leaders? Have any specific

	events changed your view of leadership?
4) What part of the project had the strongest impact (positive or negative) on you?	Which activities did you learn the most from? Which activities did you enjoy the most? Were any parts of the project that you didn't like? How would you change the project in the future?
5) What are your goals for the next year?	What are your goals for school? For work? In your personal life? What do you have to do to achieve those goals?

2. Leadership Skills Inventory (English)

Leadership Skills Inventory©

INTRODUCTION AND INSTRUCTIONS:

Thank you for your participation in this survey. This survey was developed to help us learn about your abilities in leadership skills. There are no right or wrong answers. For each statement, mark the response that is true for you. Do not skup an item. Read each statement carefully, and then mark the response that best describes your skills.

- Check *ALMOST ALWAYS* if you usually posses this knowledge or skill.
- Check *ON MANY OCCASIONS* if you frequenctly posses this knowledge or skill.
- Check *ONCE IN A WHILE* if you occasionally posses this knowledge or skill.
- Check *ALMOST NEVER* if you rarely posses this knowledge or skill.

PERSONAL INFORMATION:

Question	Response
Age	1. < 15 2 = 15-17 3 = 18-20 4 = 21-23 5 = 23-25 6 = > 25

© The Leadership Skills Inventory was developed by Frances Karnes and Jane Chauvin (2005) and is available from Great Potential Press. All rights reserved by Great Potential Press.

Sex	1. Male 2. Female
Years of Education	Write number
Employment status	1. Employed, full time 2. Employed, part time 3. Unemployed 4. Other

SECTION A: FUNDAMENTALS OF LEADERSHIP

This section will ask you about your understanding and practice of leadership fundamentals, such as basic definitions of leadership and leadership styles. Please try to answer to the best of your ability.

No.	Question	3	2	1	0	Not Applicable
		Almost always	On Many Occasions	Once in a While	Almost Never	
A1	I understand the meaning of the term 'leader."	☐	☐	☐	☐	☐
A2	I understand the meaning of the term "leadership."	☐	☐	☐	☐	☐
A3	I can tell the difference between the meanings of the terms "leader" and "leadership."	☐	☐	☐	☐	☐
A4	I am able to identify various styles of leadership.	☐	☐	☐	☐	☐
A5	I can describe my own style of leadership.	☐	☐	☐	☐	☐
A6	I can identify leadership styles of various leaders	☐	☐	☐	☐	☐

A7	I can identify various titles of leadership positions.	☐	☐	☐	☐	☐
A8	I understand the requirements and responsibilities of various leadership positions.	☐	☐	☐	☐	☐
A9	I can identify the positive and negative aspects of being a leader.	☐	☐	☐	☐	☐

SECTION B: WRITTEN COMMUNICATION SKILLS

This section will ask you about your understanding and practice of written communication skills, such as outlining, writing a speech and doing research reports. Please try to answer to the best of your ability.

No.	Question	3	2	1	0	Not Applicable
		Almost always	On Many Occasions	Once in a While	Almost Never	
B1	I know how to get and use written information	☐	☐	☐	☐	☐
B2	I can write my ideas so that others can read and understand them	☐	☐	☐	☐	☐
B3	I can compare and contrast ideas in my writing	☐	☐	☐	☐	☐
B4	I can distinguish fact from opinion in writing	☐	☐	☐	☐	☐
B5	I can summarize written information in a clear manner	☐	☐	☐	☐	☐
B6	I can write an outline	☐	☐	☐	☐	☐
B7	I can write to persuade others to my point of view	☐	☐	☐	☐	☐

B8	I can write a business letter	☐	☐	☐	☐	☐
B9	I can write a social letter	☐	☐	☐	☐	☐
B10	I can prepare an agenda for a meeting	☐	☐	☐	☐	☐
B11	I can write a speech.	☐	☐	☐	☐	☐
B12	I can evaluate my writing and the writing of others.	☐	☐	☐	☐	☐

SECTION C: SPEECH COMMUNICATION SKILLS

This section will ask you about your understanding and practice of speech communication skills, such as defining one's viewpoint on issues, delivering a speech and offering constructive criticism. Please try to answer to the best of your ability.

No.	Question	3	2	1	0	Not Applicable
		Almost always	On Many Occasions	Once in a While	Almost Never	
C1	I can speak in a clear and concise manner.	☐	☐	☐	☐	☐
C2	I can tell others how I feel.	☐	☐	☐	☐	☐
C3	I can participate in group discussions.	☐	☐	☐	☐	☐
C4	I can summarize the ideas of the group and express them.	☐	☐	☐	☐	☐
C5	I can tell both sides of an argument without allowing my own feelings to show.	☐	☐	☐	☐	☐
C6	I can state and defend my viewpoint.	☐	☐	☐	☐	☐
C7	I can offer constructive criticism in a kind manner.	☐	☐	☐	☐	☐
C8	I can deliver a prepared speech to a group.	☐	☐	☐	☐	☐

C9	I can deliver an extemporaneous speak to a group.	☐	☐	☐	☐	☐
C10	I can moderate and direct panel discussions.	☐	☐	☐	☐	☐
C11	I listen carefully to others in order to be an effective communicator.	☐	☐	☐	☐	☐
C12	I can use body language effectively as I speak.	☐	☐	☐	☐	☐
C13	I am honest and sincere when speaking.	☐	☐	☐	☐	☐

SECTION D: CHARACTER-BUILDING SKILLS

This section will ask you about your understanding and practice of character-building skills, such as the importance of free choice, identifying things that one values and prizes and affirming one's choices. Please try to answer to the best of your ability.

No.	Question	3	2	1	0	Not Applicable
		Almost always	On Many Occasions	Once in a While	Almost Never	
D1	I understand my own feelings.	☐	☐	☐	☐	☐
D2	I care about others and treat others fairly.	☐	☐	☐	☐	☐
D3	I try to understand the feelings of others.	☐	☐	☐	☐	☐
D4	I am sensitive to the needs of others.	☐	☐	☐	☐	☐
D5	I am sincere in my interest in other people.	☐	☐	☐	☐	☐
D6	I try to deal honestly with others.	☐	☐	☐	☐	☐
D7	I do what I say I will do.	☐	☐	☐	☐	☐
D8	I have strong beliefs and can defend them when necessary.	☐	☐	☐	☐	☐

D9	I am willing to admit my mistakes.	☐	☐	☐	☐	☐
D10	I have a set of personal standards.	☐	☐	☐	☐	☐
D11	I have free choice in establishing my values.	☐	☐	☐	☐	☐
D12	I know the things in my life that are important to me.	☐	☐	☐	☐	☐
D13	I can state my choices publicly.	☐	☐	☐	☐	☐
D14	I can keep my own standards, even when others disagree with me.	☐	☐	☐	☐	☐
D15	I can accept other people's ideas and choices, even when they are different from mine.	☐	☐	☐	☐	☐
D16	I respect the rights of others.	☐	☐	☐	☐	☐
D17	I am loyal to my superiors and my friends.	☐	☐	☐	☐	☐

SECTION E: DECISION-MAKING SKILLS

This section will ask you about your understanding and practice of decision-making skills, such as gathering facts, analyzing the consequences of certain decisions and reaching logical conclusions. Please try to answer to the best of your ability.

No.	Question	3	2	1	0	Not Applicable
		Almost always	On Many Occasions	Once in a While	Almost Never	
E1	I understand decision-making skills.	☐	☐	☐	☐	☐
E2	I can gather facts for decision-making.	☐	☐	☐	☐	☐

E3	I can accept advice from others.	☐	☐	☐	☐	☐
E4	I can analyze facts before making a decision.	☐	☐	☐	☐	☐
E5	I am aware of how my decisions will affect others.	☐	☐	☐	☐	☐
E6	I know how to reach logical conclusions.	☐	☐	☐	☐	☐
E7	I can reach decisions on my own.	☐	☐	☐	☐	☐
E8	I can make a decision quickly and accurately based on facts.	☐	☐	☐	☐	☐
E9	I can accept the fact that my decisions may not always be popular in my group.	☐	☐	☐	☐	☐
E10	I can support group decisions even though I may not always agree with them.	☐	☐	☐	☐	☐

SECTION F: GROUP DYNAMIC SKILLS

This section will ask you about your understanding and practice of group dynamic skills, such as serving as a group facilitator, effecting compromise, and achieving consensus. Please try to answer to the best of your ability.

No.	Question	3	2	1	0	Not Applicable
		Almost always	On Many Occasions	Once in a While	Almost Never	
F1	I can lead a group discussion.	☐	☐	☐	☐	☐
F2	I enjoy group activities.	☐	☐	☐	☐	☐
F3	I know what “brainstorming “is and can lead a group in this exercise.	☐	☐	☐	☐	☐
F4	I can use parliamentary procedure in leading a group.	☐	☐	☐	☐	☐

F5	I use “we” instead of “I” when conducting group sessions on matters that involve the group.	☐	☐	☐	☐	☐
F6	I can lead a group so that people feel safe expressing their opinions.	☐	☐	☐	☐	☐
F7	I usually allow others to express their opinions before I express mine.	☐	☐	☐	☐	☐
F8	I try to understand the viewpoints of others.	☐	☐	☐	☐	☐
F9	I keep in mind the best interests of the group.	☐	☐	☐	☐	☐
F10	I can resolve conflicts within a group.	☐	☐	☐	☐	☐
F11	I recognize and value differences in individuals.	☐	☐	☐	☐	☐
F12	I can distinguish between influence and manipulation.	☐	☐	☐	☐	☐
F13	I do not take it personally when others disagree with my ideas.	☐	☐	☐	☐	☐
F14	I can maintain trust within a group.	☐	☐	☐	☐	☐
F15	I can keep a group on task.	☐	☐	☐	☐	☐
F16	I can incorporate the suggestions of others.	☐	☐	☐	☐	☐
F17	I can work effectively for compromise.	☐	☐	☐	☐	☐
F18	I can help the group agree upon a plan of action.	☐	☐	☐	☐	☐
F19	I can give credit and praise to others for work well done.	☐	☐	☐	☐	☐

SECTION G: PROBLEM-SOLVING SKILLS

This section will ask you about your understanding and practice of problem-solving skills, such as identifying problems, revising strategies for problem solving and accepting unpopular decisions. Please try to answer to the best of your ability.

No.	Question	3	2	1	0	Not Applicable
		Almost always	On Many Occasions	Once in a While	Almost Never	
G1	I know and use the elements of problem-solving.	☐	☐	☐	☐	☐
G2	I know what to do as a leader in problem-solving situations.	☐	☐	☐	☐	☐
G3	I can identify problems.	☐	☐	☐	☐	☐
G4	I can develop different ways to solve problems.	☐	☐	☐	☐	☐
G5	I can develop different ways to solve problems.	☐	☐	☐	☐	☐
G6	I can select the best way to solve a problem.	☐	☐	☐	☐	☐
G7	I can judge how effective my strategy is.	☐	☐	☐	☐	☐

SECTION H: PERSONAL SKILLS

This section will ask you about your understanding and practice of personal skills, such as self-confidence, sensitivity, and personal grooming. Please try to answer to the best of your ability.

No.	Question	3	2	1	0	Not Applicable
		Almost always	On Many Occasions	Once in a While	Almost Never	
H1	I am self-confident.	☐	☐	☐	☐	☐

H2	I feel comfortable in most situations.	☐	☐	☐	☐	☐
H3	I can identify my own strengths and weaknesses.	☐	☐	☐	☐	☐
H4	I can acknowledge my mistakes.	☐	☐	☐	☐	☐
H5	I can accept constructive criticism.	☐	☐	☐	☐	☐
H6	I plan self-improvement.	☐	☐	☐	☐	☐
H7	I am persistent.	☐	☐	☐	☐	☐
H8	I try to avoid being overly sensitive.	☐	☐	☐	☐	☐
H9	I am on time.	☐	☐	☐	☐	☐
H10	I am reliable.	☐	☐	☐	☐	☐
H11	I am enthusiastic.	☐	☐	☐	☐	☐
H12	I am ambitious and desire success.	☐	☐	☐	☐	☐
H13	I am a hard worker.	☐	☐	☐	☐	☐
H14	I can deal with abstract concepts.	☐	☐	☐	☐	☐
H15	I am patient with myself and others.	☐	☐	☐	☐	☐
H16	I make friends easily.	☐	☐	☐	☐	☐
H17	I try to be thoughtful about the feelings of others.	☐	☐	☐	☐	☐
H18	I make an effort to remember names and faces.	☐	☐	☐	☐	☐
H19	I can get along with others.	☐	☐	☐	☐	☐
H20	I know how to dress for different occasions.	☐	☐	☐	☐	☐
H21	I am neat in my work and appearance.	☐	☐	☐	☐	☐

SECTION I: PLANNING SKILLS

This section will ask you about your understanding and practice of planning skills, such as setting goals, developing timelines and formulating evaluation strategies. Please try to answer to the best of your ability.

No.	Question	3	2	1	0	Not Applicable
		Almost always	On Many Occasions	Once in a While	Almost Never	
I1	I have organizational skills.	☐	☐	☐	☐	☐
I2	I set reachable goals for myself.	☐	☐	☐	☐	☐
I3	I set reachable goals for groups.	☐	☐	☐	☐	☐
I4	I can take the lead in group planning.	☐	☐	☐	☐	☐
I5	I accept suggestions from other people.	☐	☐	☐	☐	☐
I6	I can direct the efforts of the group.	☐	☐	☐	☐	☐
I7	I seek advice when necessary.	☐	☐	☐	☐	☐
I8	I can set objectives to help accomplish my goals.	☐	☐	☐	☐	☐
I9	I can tell the outcomes of certain actions.	☐	☐	☐	☐	☐
I10	I can tell what is needed to accomplish certain goals.	☐	☐	☐	☐	☐
I11	I can develop and keep to a timeline.	☐	☐	☐	☐	☐
I12	I can meet deadlines.	☐	☐	☐	☐	☐
I13	I can set up ways to measure whether or not my goals are completed.	☐	☐	☐	☐	☐
I14	I am not overwhelmed by details.	☐	☐	☐	☐	☐
I15	I am flexible and can accept change.	☐	☐	☐	☐	☐
I16	I can delegate authority to others.	☐	☐	☐	☐	☐

I17	I review my plans and revise them from time to time.	☐	☐	☐	☐	☐

Thank you for your time and your willingness to answer our questions. All responses will remain confidential.

3. Leadership Skills Inventory: Kyrgyz

Лидерлик тажрыйба жөнүндө сурамжылоо©

КИРИШ СӨЗ ЖАНА НУСКАМАЛАР:

Ушул сурамжылоого катышкандыгыңыз үчүн ыраазычылык билдиребиз. Бул сурамжылоо бизге Сиздин лидерлик тажрыйба жөндөмдүүлүктөрүңүздү текшерүүгө жардам берүү үчүн иштелип чыкты. Бул жерде туура же туура эмес жооптор жок. Ар бир айтымдын түшүнө Сиз үчүн туура болуп саналган жоопту белгилеңиз. Пункттарды таштабай толтуруңуз. Ар бир айтымды көңүл коюп окуп, андан кийин көндүмдөрүңүздү так баяндаган жооптуу белгилеңиз.

- Эгер бул билимдерге же тажрыйбаларга Сиз адатта ээ болсоңуз, *ДАЙЫМА* дегенди тандаңыз.
- Эгер бул билимдерге же тажрыйбаларга Сиз көп учурда ээ болсоңуз, *КӨПЧҮЛҮК УЧУРДА* дегенди тандаңыз.
- Эгер бул билимдерге же тажрыйбаларга Сиз анда-санда ээ болсоңуз, *КЭЭДЕ* дегенди тандаңыз.
- Эгер бул билимдерге же тажрыйбаларга Сиз өтө сейрек ээ болсоңуз, *ДЭЭРЛИК ЭЧ КАЧАН* дегенди тандаңыз.

ЖЕКЕ МААЛЫМАТ:

Суроо	Жооп

© Лидерлик тажрыйба жөнүндө сурамжылоо Франсес Карнес жана Жейн Човин (2005) тарабынан иштелип чыккан, аны Great Potential Press булагынан алууга болот. Бардык укуктар Great Potential Press тарабынан корголгон.

Жашы	1. < 15 2 = 15-17 3 = 18-20 4 = 21-23 5 = 23-25 6 = > 25
Жынысы	1. Эркек 2. Аял
Окуган жылдары	Сан менен жазыңыз
Жумушчу статусу	1. Иштейм, толук жумуш күнү 2. Иштейм, толук эмес жумуш күнү 3. Иштебейм 4. Башка

А БӨЛҮК: ЛИДЕРЛИКТИН НЕГИЗДЕРИ

Бул бөлүктө Сиздин лидерликтин аныктамалары жана лидерликтин стилдери сыяктуу лидерликтин негиздерин түшүнүүңүз жана тажрыйбаңыз жөнүндө суроолор берилет. Сураныч, болгон мүмкүнчүлүгүңүз менен жооп берүүгө аракет кылыңыз.

№	Суроо	3	2	1	0	Маалымат жок
		Дайым	Көпчүлүк учурда	Кээде	Дээрлик эч качан	
А1	Мен «лидер» деген сөздүн маанисин түшүнөм.	☐	☐	☐	☐	☐

A2	Мен «лидерлик» деген сөздүн маанисин түшүнөм.	☐	☐	☐	☐	☐
A3	Мен «лидер» жана «лидерлик» деген сөздөрдүн маанилериндеги айырманы түшүндүрүп бере алам.	☐	☐	☐	☐	☐
A4	Мен лидерликтин ар кандай стилдерин аныктап бере алам.	☐	☐	☐	☐	☐
A5	Мен өзүмдүн лидерлик жеке стилимди баяндап бере алам.	☐	☐	☐	☐	☐
A6	Мен ар кандай лидерлердин лидерлик стилдерин аныктап бере алам.	☐	☐	☐	☐	☐
A7	Мен лидерлик өңүттөрдүн ар кандай аталыштарын аныктап бере алам.	☐	☐	☐	☐	☐
A8	Мен ар кандай лидерлик өңүттөрдүн талаптарын жана жоопкерчиликтерин түшүнөм.	☐	☐	☐	☐	☐
A9	Мен лидер болуунун оң жана терс жактарын аныктап бере алам.	☐	☐	☐	☐	☐

B БӨЛҮК: ЖАЗУУ ЖҮЗҮНДӨ СҮЙЛӨШҮҮ Жөндөмдөр

Бул бөлүктө план түзүү, сүйлөөчү сөздү жазуу жана изилдөөлөрдүн протоколун жүргүзүү сыяктуу жазуу түрүндөгү коммуникативдик көндүмдөрдү Сиздин түшүнүүңүз жана тажрыйбаңыз жөнүндө суроолор берилет. Сураныч, болгон мүмкүнчүлүгүңүз менен жооп берүүгө аракет кылыңыз.

№	Суроо	3	2	1	0	Маалымат жок
		Дээрлик дайым	Көпчүлүк учурда	Кээде	Дээрлик эч качан	
B1	Мен жазуу түрүндөгү маалыматты алуу жана колдонуу жолдорун билем.	☐	☐	☐	☐	☐

B2	Мен өзүмдүн идеяларымды башкалар окуй ала тургандай жана түшүнгөндөй кылып жазып бере алам.	☐	☐	☐	☐	☐
B3	Мен жазып жатканда идеяларды салыштыра жана айырмалай алам.	☐	☐	☐	☐	☐
B4	Мен жазып жатканда пикирди фактыдан ажырата билем.	☐	☐	☐	☐	☐
B5	Мен жазуу түрүндөгү маалыматты ачык-так кыскарта алам.	☐	☐	☐	☐	☐
B6	Мен план жазганды билем.	☐	☐	☐	☐	☐
B7	Мен башка элдерди ага ишенгендей кылып, өзүмдүн көз карашымды жазуу түрүндө баяндап бере алам.	☐	☐	☐	☐	☐
B8	Мен ишкердик кат жазганды билем.	☐	☐	☐	☐	☐
B9	Мен социалдык кат жазганды билем.	☐	☐	☐	☐	☐
B10	Мен жолугушуу үчүн күн тартибин даярдай алам.	☐	☐	☐	☐	☐
B11	Мен сүйлөөчү сөздү жазганды билем.	☐	☐	☐	☐	☐
B12	Мен өзүмдүн жазгандарымды жана башкалардын жазганын баалай алам.	☐	☐	☐	☐	☐

С БӨЛҮК: ООЗЕКИ СҮЙЛӨШҮҮ КӨНДҮМДӨРҮ

Бул бөлүктө суроолордо кимдир бирөөнүн тигил же бул маселеге көз карашын аныктоо, чыгып сөз сүйлөө жана конструктивдүү сын айтуу сыяктуу оозеки кеп көндүмдөрүн Сиздин түшүнүүңүз жана тажрыйбаңыз жөнүндө суроолор берилет. Сураныч, болгон мүмкүнчүлүгүңүз менен жооп берүүгө аракет кылыңыз.

№	Суроо	3	2	1	0	Маалым

		Дээрлик дайым	Көпчүлүк учурда	Кээде	Дээрлик эч качан	ат жок
C1	Мен ачык-айкын жана түшүнүктүү сүйлөй алам.	☐	☐	☐	☐	☐
C2	Мен сезимимди башкаларга айта алам.	☐	☐	☐	☐	☐
C3	Мен топто талкуулоого катыша алам.	☐	☐	☐	☐	☐
C4	Мен топтун идеяларын кыскартып, айтып бере алам.	☐	☐	☐	☐	☐
C5	Мен өзүмдүн жеке сезимимди катыштырбай, далилдердин эки тарабын тең айтып бере алам.	☐	☐	☐	☐	☐
C6	Мен өз көз карашымды билдире коргой аламын.	☐	☐	☐	☐	☐
C7	Мен жакшы айтып, конструктивдүү сын сунуштай алам.	☐	☐	☐	☐	☐
C8	Мен даярдалган сөз менен топтун алдына чыгып сүйлөй алам.	☐	☐	☐	☐	☐
C9	Мен даярданбай туруп топтун алдына чыгып сүйлөй алам.	☐	☐	☐	☐	☐
C10	Мен топто талкуулоону көзөмөлдөй жана багыттай алам.	☐	☐	☐	☐	☐
C11	Мен натыйжалуу маектеш болуш үчүн башкаларды көңүл коюп угам.	☐	☐	☐	☐	☐
C12	Мен сүйлөп жатканда оюмду туюндурууга денемди да колдоно алам.	☐	☐	☐	☐	☐
C13	Мен сүйлөп жатканда чынчыл жана ак ниеттүүмүн.	☐	☐	☐	☐	☐

D БӨЛҮК: МҮНӨЗДҮ ТАРБИЯЛОО КӨНДҮМДӨРҮ

Бул бөлүктө эркин тандоонун мааниси, кимдир-бирөө баалаган нерселерди аныктоо, өз тандоосун тастыктоо сыяктуу мүнөздү тарбиялоо көндүмдөрүн Сиздин түшүнүүңүз жана тажрыйбаңыз жөнүндө суроолор берилет. Сураныч, болгон мүмкүнчүлүгүңүз менен жооп берүүгө аракет кылыңыз.

№	Суроо	3	2	1	0	Маалымат жок
		Дээрлик дайым	Көпчүлүк учурда	Кээде	Дээрлик эч качан	
D1	Мен өзүмдүн жеке сезимдеримди түшүнөм.	☐	☐	☐	☐	☐
D2	Мен башкаларга кам көрүп, аларга калыс мамиле жасайм.	☐	☐	☐	☐	☐
D3	Мен башкалардын сезимдерин түшүнүүгө аракеттенем.	☐	☐	☐	☐	☐
D4	Мен башкалардын муктаждыктарын сезе билем.	☐	☐	☐	☐	☐
D5	Мен башкаларга чындап кызыгам.	☐	☐	☐	☐	☐
D6	Мен башкаларга чын ниетимден кайрылууга аракеттенем.	☐	☐	☐	☐	☐
D7	Мен айткан сөзүмдү аткарам.	☐	☐	☐	☐	☐
D8	Менин күчтүү ишенимдерим бар жана зарыл болсо, аларды коргой алам.	☐	☐	☐	☐	☐
D9	Мен өзүм кетирген каталарымды моюнга алууга даярмын.	☐	☐	☐	☐	☐
D10	Менин бир катар жеке стандарттарым бар.	☐	☐	☐	☐	☐

D11	Өзүмдүн баалуулуктарымды түзүүдө менин тандоо эркиндигим бар.	☐	☐	☐	☐	☐
D12	Мен турмушумда өзүм үчүн маанилүү болгон нерселерди билем.	☐	☐	☐	☐	☐
D13	Мен өзүмдүн тандоомду жалпы элдин алдында айта алам.	☐	☐	☐	☐	☐
D14	Мен өзүмдүн жеке стандарттарымды башкалар макул болбогон күндө да кармана берем.	☐	☐	☐	☐	☐
D15	Мен башкалардын идеяларын жана тандоолорун, алар меникинен айырмаланган күндө да, кабыл ала алам.	☐	☐	☐	☐	☐
D16	Мен башкалардын укуктарын сыйлайм.	☐	☐	☐	☐	☐
D17	Мен улууларга жана досторума лоялдуумун.	☐	☐	☐	☐	☐

Е БӨЛҮК: ЧЕЧИМ КАБЫЛ АЛУУ КӨНДҮМДӨРҮ

Бул бөлүктө факты топтоо, кайсы бир чечимдин кесепеттерин талдоо жана логикалык корутунду чыгаруу сыяктуу чечим кабыл алуу көндүмдөрүн Сиздин түшүнүүңүз жана тажрыйбаңыз жөнүндө суроолор берилет. Сураныч, болгон мүмкүнчүлүгүңүз менен жооп берүүгө аракет кылыңыз.

№	Суроо	3	2	1	0	Маалымат жок
		Дээрлик дайым	Көпчүлүк учурда	Кээде	Дээрлик эч качан	
E1	Мен чечим кабыл алуу көндүмдөрүн түшүнөм.	☐	☐	☐	☐	☐
E2	Мен чечим кабыл алуу үчүн факты топтой алам.	☐	☐	☐	☐	☐

E3	Мен башкалардан кеңеш кабыл ала алам.	☐	☐	☐	☐	☐
E4	Мен чечим кабыл алгандан мурун фактыларды талдай алам.	☐	☐	☐	☐	☐
E5	Мен чечимдерим башкаларга кандай таасир берерин билем.	☐	☐	☐	☐	☐
E6	Логикалык корутундуга кандай жетүүнү мен билем.	☐	☐	☐	☐	☐
E7	Мен өзүм чечим чыгара алам.	☐	☐	☐	☐	☐
E8	Мен фактыларга таянып тез жана туура чечим чыгара алам.	☐	☐	☐	☐	☐
E9	Мен чечимдеримди тобум ар дайым эле жактыра бербеши мүмкүн экенин кабыл алууга жөндөмдүүмүн.	☐	☐	☐	☐	☐
E10	Мен топтун чечимдерин, өзүм макул болбогон күндө да, колдой алам.	☐	☐	☐	☐	☐

F БӨЛҮК: ТОПТУК ДИНАМИКА КӨНДҮМДӨРҮ

Бул бөлүктө топтун координатору болуу, компромисске келүү, консенсуска жетишүү сыяктуу топтун динамикасынын көндүмдөрүн Сиздин түшүнүүңүз жана тажрыйбаңыз жөнүндө суроолор берилет. Сураныч, болгон мүмкүнчүлүгүңүз менен жооп берүүгө аракет кылыңыз.

№	Суроо	3	2	1	0	Маалымат жок
		Дээрлик дайым	Көпчүлүк учурда	Кээде	Дээрлик эч качан	
F1	Мен топто талдоону жетектей алам.	☐	☐	☐	☐	☐
F2	Мага топтук иш-аракеттер жагат.	☐	☐	☐	☐	☐

F3	Мен «акыл чабуулу» деген эмне экенин билем жана бул көнүгүүдө топту жетектей алам.	☐	☐	☐	☐	☐
F4	Мен топту ээрчитүүдө парламенттик жол-жоболорду колдоно алам.	☐	☐	☐	☐	☐
F5	Топту тартуу менен топтук сессия өткөрүү учурунда мен «мен» дегендин ордуна «биз» деген сөздү колдоном.	☐	☐	☐	☐	☐
F6	Мен топту эл өздөрүнүн көз караштарын коркпой айтышкандай кылып жетектей алам.	☐	☐	☐	☐	☐
F7	Адатта мен өзүмдүн оюмду айтардан мурда башкаларга өз көз караштарын айтып чыгууга мүмкүнчүлүк берем.	☐	☐	☐	☐	☐
F8	Мен башка элдердин көз караштарын түшүнүүгө аракеттенем.	☐	☐	☐	☐	☐
F9	Мен топтун кызыкчылыктарын эсимде сактайм.	☐	☐	☐	☐	☐
F10	Мен топтун ичиндеги конфликтти чече алам.	☐	☐	☐	☐	☐
F11	Мен кишилердин айырмаларын билем жана баалай алам.	☐	☐	☐	☐	☐
F12	Мен таасир тийгизүүнү көз жазгыруудан айырмалай алам.	☐	☐	☐	☐	☐
F13	Менин ойлорума башкалар макул болбогонун мен жүрөгүмө жакын албайм.	☐	☐	☐	☐	☐
F14	Мен топтун ишенимине ээ боло алам.	☐	☐	☐	☐	☐
F15	Мен топтун көңүлүн маселеге буруп кармап тура алам.	☐	☐	☐	☐	☐
F16	Мен башкалардын сунуштарын бириктире алам.	☐	☐	☐	☐	☐

F17	Мен компромисске жетүүдө үзүрлүү боло алам.	☐	☐	☐	☐	☐
F18	Мен иш-аракеттер планын кабыл алууга топко жардам бере алам.	☐	☐	☐	☐	☐
F19	Тапшырмаларды жакшы аткаргандарга сыйлык бере алам жана мактай алам.	☐	☐	☐	☐	☐

G БӨЛҮК: КӨЙГӨЙЛӨРДҮ ЧЕЧҮҮ КӨНДҮМДӨРҮ

Бул бөлүктө көйгөйлөрдү аныктоо, көйгөйдү чечүү үчүн стратегияларды текшерүү жана эл жактырбаган чечимдерди кабыл алуу сыяктуу көйгөйлөрдү чечүү көндүмдөрүн Сиздин түшүнүүңүз жана тажрыйбаңыз жөнүндө суроолор берилет. Сураныч, болгон мүмкүнчүлүгүңүз менен жооп берүүгө аракет кылыңыз.

№	Суроо	3	2	1	0	Маалыматжок
		Дээрлик дайым	Көпчүлүк учурда	Кээде	Дээрлик эч качан	
G1	Мен көйгөйлөрдү чечүү элементтерин билем жана колдоном.	☐	☐	☐	☐	☐
G2	Мен көйгөйлөрдү чечүү кырдаалдарында лидер катары эмне кылууну билем.	☐	☐	☐	☐	☐
G3	Мен көйгөйлөрдү аныктай алам.	☐	☐	☐	☐	☐
G4	Мен көйгөйлөрдү чечүү үчүн ар кандай ыкмаларды иштеп чыга алам.	☐	☐	☐	☐	☐
G5	Мен көйгөйлөрдү чечүүдө эң жакшы ыкманы тандай алам.	☐	☐	☐	☐	☐
G6	Мен стратегиям канчалык натыйжалуу экенин айта алам.	☐	☐	☐	☐	☐

Н БӨЛҮК: ЖЕКЕ КӨНДҮМДӨР

Бул бөлүктө өзүнө-өзү ишенүү, сезгичтик жана өзүн кароо сыяктуу жеке көндүмдөрдү Сиздин түшүнүүңүз жана тажрыйбаңыз жөнүндө суроолор берилет. Сураныч, болгон мүмкүнчүлүгүңүз менен жооп берүүгө аракет кылыңыз.

№	Суроо	3	2	1	0	Маалымат жок
		Дээрлик дайым	Көпчүлүк учурда	Кээде	Дээрлик эч качан	
H1	Мен өзүмө ишенем	☐	☐	☐	☐	☐
H2	Мен көпчүлүк учурларда өзүмдү ыңгайлуу сезем.	☐	☐	☐	☐	☐
H3	Мен өзүмдүн күчтүү жана алсыз жактарымды аныктай алам.	☐	☐	☐	☐	☐
H4	Мен өз каталарымды мойнума ала алам.	☐	☐	☐	☐	☐
H5	Мен конструктивдүү сынды кабыл ала алам.	☐	☐	☐	☐	☐
H6	Мен өз сапаттарымды жакшыртууну пландап жүрөм.	☐	☐	☐	☐	☐
H7	Мен өжөрмүн.	☐	☐	☐	☐	☐
H8	Мен баарын жүрөккө өтө жакын кабыл албоого аракеттенем.	☐	☐	☐	☐	☐
H9	Мен баарын өз убагында кылам.	☐	☐	☐	☐	☐
H10	Мага ишенсе болот.	☐	☐	☐	☐	☐
H11	Мен дилгирмин.	☐	☐	☐	☐	☐
H12	Мен дымактуумун жана ийгиликке умтулам.	☐	☐	☐	☐	☐
H13	Мен эмгекчилмин.	☐	☐	☐	☐	☐

H14	Мен абстракттуу түшүнүктөр менен иштей алам.	☐	☐	☐	☐	☐
H15	Мен өзүмө жана башкаларга сабырдуумун.	☐	☐	☐	☐	☐
H16	Мен досторду жеңил эле табам.	☐	☐	☐	☐	☐
H17	Мен башкалардын сезимдерине көңүл бөлүүгө аракеттенем.	☐	☐	☐	☐	☐
H18	Мен ысымдарды жана алардын жүзүн эстеп калууга күчүмдү жумшайм.	☐	☐	☐	☐	☐
H19	Мен башкалар менен бат тил табыша алам.	☐	☐	☐	☐	☐
H20	Мен ар кандай учурларга кийим тандоону билем.	☐	☐	☐	☐	☐
H21	Мен өзүмдүн ишимде жана тышкы кийимиме тыканмын.	☐	☐	☐	☐	☐

I БӨЛҮК: ПЛАНДОО ПЛАНДОО ЖӨНДӨМДӨРҮ

Бул бөлүктө максат коюу, убакытты бөлүштүрүү жана баалоо стратегияларын иштеп чыгуу сыяктуу пландоо көндүмдөрүн Сиздин түшүнүүңүз жана тажрыйбаңыз жөнүндө суроолор берилет. Сураныч, болгон мүмкүнчүлүгүңүз менен жооп берүүгө аракет кылыңыз.

№	Суроо	3	2	1	0	Маалымат жок
		Дээрлик дайым	Көпчүлүк учурда	Кээде	Дээрлик эч качан	
I1	Менин уюштуруу көндүмдөрүм бар.	☐	☐	☐	☐	☐
I2	Мен өзүмдүн алдыма жеткенге боло турган максаттарды койом.	☐	☐	☐	☐	☐

I3	Мен топтун алдына жеткенге боло турган максаттарды койом.	☐	☐	☐	☐	☐
I4	Мен топтук пландоодо топ башына тура алам.	☐	☐	☐	☐	☐
I5	Мен башкалардан сунуш кабыл ала алам.	☐	☐	☐	☐	☐
I6	Мен топтун күч-аракетин багыттай алам.	☐	☐	☐	☐	☐
I7	Зарыл болсо, мен акылдашам.	☐	☐	☐	☐	☐
I8	Мен максаттарыма жеткенге жардам берчү тапшырмаларды койо алам.	☐	☐	☐	☐	☐
I9	Мен кайсы бир иш-аракеттердин жыйынтыгын көрө билем.	☐	☐	☐	☐	☐
I10	Мен кайсы бир максаттарга жетүү үчүн эмне керектигин айта алам.	☐	☐	☐	☐	☐
I11	Мен убакытты бөлүштүрүп, аны кармана алам.	☐	☐	☐	☐	☐
I12	Мен иштерди өз убагында бүтүрө алам.	☐	☐	☐	☐	☐
I13	Мен максаттарым канчалык бүткөрүлүп жатканын өлчөй алам.	☐	☐	☐	☐	☐
I14	Мен деталдарга алаксып калбайм.	☐	☐	☐	☐	☐
I15	Мен ийкемдүүмүн жана өзгөрүүлөрдү кабыл ала алам.	☐	☐	☐	☐	☐
I16	Мен ыйгарым укуктарымды башкаларга өткөрүп бере алам.	☐	☐	☐	☐	☐
I17	Мен өз пландарымды караштырып турам жана аларды мезгил-мезгили менен текшерип турам.	☐	☐	☐	☐	☐

Биздин суроолорго жооп берүүгө бөлгөн убакытыңыз жана даярдыгыңыз үчүн Сизге ыраазычылык билдиребиз.

Баардык жооптор купуя бойдон калат.

4. Leadership Skills Inventory: Russian

Анкета о лидерских качествах[1©]

ВВЕДЕНИЕ И ИНСТРУКЦИИ:

Благодарим Вас за участие в данном опросе. Цель разработки опроса – выяснить уровень развития Ваших лидерских качеств. Здесь нет правильных либо неправильных ответов. По каждому из представленных ниже утверждений отметьте тот вариант, который является правильным для Вас. Пожалуйста, ответьте на все утверждения, не пропуская ни одного. Внимательно прочтите каждое утверждение, а затем отметьте тот вариант ответа, который лучше всего подходит для характеристики Ваших навыков.

- Поставьте отметку в графе «*ПОЧТИ ВСЕГДА»,* если Вы преимущественно обладаете указанным навыком или качеством.
- Поставьте отметку в графе «*ЧАСТО»,* если Вы часто обладаете данным навыком или качеством.
- Поставьте отметку в графе «*РЕДКО»,* если Вы редко обладаете данным навыком или качеством.
- Поставьте отметку в графе «*ПОЧТИ НИКОГДА*», если Вы крайне редко обладаете данным навыком или качеством.

ЛИЧНАЯ ИНФОРМАЦИЯ:

Вопрос	Ответ

[© Анкета о лидерских качествах была разработана Френсис Карнес и Джейн Шовин (2005 г.). Она доступна в компании Great Potential Press. Правообладателем является компания Great Potential Press.

Возраст	1. < 15 2 = 15-17 3 = 18-20 4 = 21-23 5 = 23-25 6 = > 25
Пол	1. Мужской 2. Женский
Количество лет обучения	Укажите количество
Занятость	1. Работаю полный рабочий день 2. Работаю неполный рабочий день 3. Не работаю 4. Другое

РАЗДЕЛ А: ОСНОВЫ ЛИДЕРСТВА

В данном разделе будут заданы вопросы о Вашем понимании основ лидерства (например, основные определения и стили руководства) и использовании их на практике. Укажите точнее, на что вы способны.

№	Вопрос	3	2	1	0	Не относится
		Почти всегда	Часто	Редко	Почти никогда	
А 1	Мне понятно значение термина «лидер».	☐	☐	☐	☐	☐
А 2	Мне понятно значение термина «лидерство».	☐	☐	☐	☐	☐

А 3	Я могу определить разницу между значениями терминов «лидер» и «лидерство».	☐	☐	☐	☐	☐
А 4	Я могу определить различные стили руководства.	☐	☐	☐	☐	☐
А 5	Я могу описать собственный стиль руководства.	☐	☐	☐	☐	☐
А 6	Я могу определить стили руководства различных лидеров (руководителей)	☐	☐	☐	☐	☐
А 7	Я могу дать определения различным названиям руководящих должностей.	☐	☐	☐	☐	☐
А 8	Мне понятны требования и круг обязанностей различных руководящих должностей.	☐	☐	☐	☐	☐
А 9	Я могу определить положительные и отрицательные аспекты руководящего положения.	☐	☐	☐	☐	☐

РАЗДЕЛ Б: НАВЫКИ ПИСЬМЕННОГО ОБЩЕНИЯ

В данном разделе будут заданы вопросы о Вашем понимании письменного общения и об использовании этих навыков на практике, например, написание изложения, выступления и составление исследовательского отчета. Постарайтесь отвечать как можно лучше.

№	**Вопрос**	**3**	**2**	**1**	**0**	**Не относится**
		Почти всегда	**Часто**	**Редко**	**Почти никогда**	
Б 1	Я знаю, как получать и использовать информацию в письменной форме.	☐	☐	☐	☐	☐

Б 2	Я могу записать свои мысли, идеи таким образом, чтобы другие могли их прочесть и понять.	☐	☐	☐	☐	☐
Б 3	Я могу сравнивать и сопоставлять идеи в письменной форме.	☐	☐	☐	☐	☐
Б 4	Я могу указать отличие факта от мнения в письменной форме.	☐	☐	☐	☐	☐
Б 5	Я могу письменно обобщить информацию в ясной форме.	☐	☐	☐	☐	☐
Б 6	Я могу написать краткий обзор.	☐	☐	☐	☐	☐
Б 7	Я могу убедить других людей в правильности своей точки зрения в письменной форме.	☐	☐	☐	☐	☐
Б 8	Я могу вести деловую переписку.	☐	☐	☐	☐	☐
Б 9	Я могу вести дружескую переписку.	☐	☐	☐	☐	☐
Б 10	Я могу подготовить программу к проведению собрания.	☐	☐	☐	☐	☐
Б 11	Я могу написать речь.	☐	☐	☐	☐	☐
Б 12	Я могу оценить свою и чужую манеру письма.	☐	☐	☐	☐	☐

РАЗДЕЛ В: НАВЫКИ РЕЧЕВОГО ОБЩЕНИЯ

В данном разделе будут заданы вопросы о Вашем понимании и практическом применении навыков речевого общения, например, формирование своей точки зрения на различные вопросы, выступление с речью и с конструктивной критикой. Постарайтесь отвечать как можно лучше.

№	Вопрос	3	2	1	0	Не

		Почти всегда	Часто	Редко	Почти никогда	относится
В 1	Я могу говорить понятно и кратко.	☐	☐	☐	☐	☐
В 2	Я могу рассказать другим, что чувствую.	☐	☐	☐	☐	☐
В 3	Я могу принимать участие в коллективной дискуссии.	☐	☐	☐	☐	☐
В 4	Я могу подытожить идеи, высказанные в группе и изложить их.	☐	☐	☐	☐	☐
В 5	Я могу вести обсуждение с обеими спорящими сторонами, не выказывая своих собственных чувств.	☐	☐	☐	☐	☐
В 6	Я могу сформулировать и защищать свою точку зрения.	☐	☐	☐	☐	☐
В 7	Я могу критиковать конструктивно и мягко.	☐	☐	☐	☐	☐
В 8	Я могу выступать перед коллективом с предварительно подготовленной речью.	☐	☐	☐	☐	☐
В 9	Я могу выступать перед коллективом с импровизированной речью.	☐	☐	☐	☐	☐
В 10	Я могу быть модератором и руководить ходом дискуссии за круглым столом.	☐	☐	☐	☐	☐
В 11	Чтобы быть хорошим собеседником, я внимательно слушаю других.	☐	☐	☐	☐	☐
В 12	В ходе разговора я могу эффективно использовать язык жестов.	☐	☐	☐	☐	☐
В 13	В разговоре я честен и искренен.	☐	☐	☐	☐	☐

РАЗДЕЛ Г: НАВЫКИ ФОРМИРОВАНИЯ МОРАЛЬНЫХ ПРИНЦИПОВ

В данном разделе будут заданы вопросы о Вашем понимании навыков формирования моральных принципов (например, важность свободы выбора, определение того, что ценно и является благом, подтверждение своего выбора) и применении их на практике. Попытайтесь отвечать как можно лучше.

№	Вопрос	3	2	1	0	Не относится
		Почти всегда	Часто	Редко	Почти никогда	
Г 1	Мне понятны собственные чувства.	☐	☐	☐	☐	☐
Г 2	Я отношусь к людям справедливо и с уважением.	☐	☐	☐	☐	☐
Г 3	Я пытаюсь понять чувства других.	☐	☐	☐	☐	☐
Г 4	Я откликаюсь на потребности других.	☐	☐	☐	☐	☐
Г 5	Я искренне интересуюсь другими людьми.	☐	☐	☐	☐	☐
Г 6	Я пытаюсь быть честным по отношению к другим.	☐	☐	☐	☐	☐
Г 7	Я держу свое слово.	☐	☐	☐	☐	☐
Г 8	Я имею твердые убеждения и могу их отстаивать, когда это необходимо.	☐	☐	☐	☐	☐
Г 9	Я стараюсь признавать свои ошибки.	☐	☐	☐	☐	☐
Г 10	У меня есть определенный набор правил.	☐	☐	☐	☐	☐
Г 11	Я свободен в установлении ценностных ориентиров.	☐	☐	☐	☐	☐
Г 12	Я знаю, что для меня важно.	☐	☐	☐	☐	☐
Г 13	Я могу открыто заявить о своем выборе.	☐	☐	☐	☐	☐
Г 14	Я придерживаюсь своих правил, даже если другие с ними не согласны.	☐	☐	☐	☐	☐

Г 15	Я могу согласиться с идеями и выбором других людей, даже если они не совпадают с моими.	☐	☐	☐	☐	☐
Г 16	Я уважаю права других.	☐	☐	☐	☐	☐
Г 17	Я лояльно отношусь к своим руководителям и друзьям.	☐	☐	☐	☐	☐

РАЗДЕЛ Д: НАВЫКИ ПРИНЯТИЯ РЕШЕНИЙ

В данном разделе будут заданы вопросы о Вашем понимании навыков принятия решений и применении их на практике, например, сбор фактов, анализ последствий определенных решений и построение логических заключений. Попытайтесь отвечать как можно лучше.

№	Вопрос	3	2	1	0	Не относится
		Почти всегда	Часто	Редко	Почти никогда	
Д 1	Мне понятны навыки принятия решений.	☐	☐	☐	☐	☐
Д 2	Я могу собирать факты для принятия решений.	☐	☐	☐	☐	☐
Д 3	Я могу прислушиваться к советам других людей.	☐	☐	☐	☐	☐
Д 4	Я могу анализировать факты перед принятием решения.	☐	☐	☐	☐	☐
Д 5	Я понимаю, как мои решения влияют на других.	☐	☐	☐	☐	☐
Д 6	Я знаю, как строить логические заключения.	☐	☐	☐	☐	☐
Д 7	Я могу принять решение самостоятельно.	☐	☐	☐	☐	☐

Д 8	Я могу быстро и точно принимать решения, основываясь на фактах.	☐	☐	☐	☐	☐
Д 9	Я могу согласиться с тем, что мои решения не всегда могут быть популярны в моём коллективе.	☐	☐	☐	☐	☐
Д 10	Я могу поддержать решения всего коллектива, несмотря на то, что не всегда с ними согласен.	☐	☐	☐	☐	☐

РАЗДЕЛ Е: УМЕНИЕ УПРАВЛЯТЬ ГРУППОВОЙ ДИНАМИКОЙ

В данном разделе будут заданы вопросы о Вашем понимании управления групповой динамикой и о применении его на практике, например, исполнение роли руководителя коллектива, предложение компромисса и достижение консенсуса. Попытайтесь отвечать как можно лучше.

№	**Вопрос**	**3**	**2**	**1**	**0**	**Не относится**
		Почти всегда	**Часто**	**Редко**	**Почти никогда**	
Е 1	Я могу руководить коллективной дискуссией.	☐	☐	☐	☐	☐
Е 2	Мне нравится работать в группе.	☐	☐	☐	☐	☐
Е 3	Я знаю, что такое «мозговая атака» («мозговой штурм») и могу применить его в работе с группой.	☐	☐	☐	☐	☐
Е 4	Я могу использовать парламентскую процедуру в ходе руководства коллективом.	☐	☐	☐	☐	☐
Е 5	Я использую местоимение «мы» вместо «я» в ходе проведения коллективных сессий по вопросам, касающимся всего коллектива.	☐	☐	☐	☐	☐

E 6	Я могу руководить коллективом таким образом, чтобы люди могли свободно выражать свои мысли.	☐	☐	☐	☐	☐
E 7	Как правило, я выслушиваю других, прежде чем выразить своё мнение.	☐	☐	☐	☐	☐
E 8	Я пытаюсь понять точку зрения других.	☐	☐	☐	☐	☐
E 9	Я помню о самых важных интересах коллектива.	☐	☐	☐	☐	☐
E 10	Я могу устранить конфликты внутри коллектива.	☐	☐	☐	☐	☐
E 11	Я принимаю и ценю различия между людьми.	☐	☐	☐	☐	☐
E 12	Мне известна разница между влиянием и манипуляцией.	☐	☐	☐	☐	☐
E 13	Я не принимаю на свой счёт несогласие с моими идеями.	☐	☐	☐	☐	☐
E 14	Я могу поддерживать доверительные отношения внутри коллектива.	☐	☐	☐	☐	☐
E 15	Я могу поддерживать эффективность работы коллектива.	☐	☐	☐	☐	☐
E 16	Я могу принимать предложения других.	☐	☐	☐	☐	☐
E 17	Я могу эффективно работать над достижением компромисса.	☐	☐	☐	☐	☐
E 18	Я могу помочь коллективу в согласовании плана действий.	☐	☐	☐	☐	☐
E 19	Я могу признавать хорошо выполненную работу и хвалить за неё.	☐	☐	☐	☐	☐

РАЗДЕЛ Ж: НАВЫКИ РЕШЕНИЯ ПРОБЛЕМ

В данном разделе будут заданы вопросы о Вашем понимании навыков решения проблем и применении их на практике, например, определение проблем, согласование стратегий по решению проблем и принятие непопулярных решений. Попытайтесь отвечать как можно лучше.

№	Вопрос	3	2	1	0	Не относится
		Почти всегда	Часто	Редко	Почти никогда	
Ж 1	Я знаю и использую элементы решения проблем.	☐	☐	☐	☐	☐
Ж 2	Будучи лидером, я знаю, что делать в ситуациях, требующих решения проблем.	☐	☐	☐	☐	☐
Ж 3	Я могу определить проблемы.	☐	☐	☐	☐	☐
Ж 4	Я могу разработать различные способы решения проблем.	☐	☐	☐	☐	☐
Ж 5	Я могу выбрать наилучший способ решения проблемы.	☐	☐	☐	☐	☐
Ж 6	Я могу оценить, насколько эффективна моя стратегия.	☐	☐	☐	☐	☐

РАЗДЕЛ З: ЛИЧНЫЕ КАЧЕСТВА

В данном разделе будут заданы вопросы о Вашем понимании личных качеств и умении применять их на практике, например, уверенность в себе, восприимчивость и внешний вид. Попытайтесь отвечать как можно лучше.

№	Вопрос	3	2	1	0	Не относится
		Почти всегда	Часто	Редко	Почти никогда	

З 1	Я уверен в себе.	☐	☐	☐	☐	☐
З 2	Я чувствую себя комфортно в большинстве ситуаций.	☐	☐	☐	☐	☐
З 3	Я могу определить свои сильные и слабые стороны.	☐	☐	☐	☐	☐
З 4	Я признаю свои ошибки.	☐	☐	☐	☐	☐
З 5	Я могу принимать конструктивную критику.	☐	☐	☐	☐	☐
З 6	Я планирую самосовершенствоваться.	☐	☐	☐	☐	☐
З 7	Я настойчив.	☐	☐	☐	☐	☐
З 8	Я избегаю чрезмерной чувствительности.	☐	☐	☐	☐	☐
З 9	Я никогда не опаздываю.	☐	☐	☐	☐	☐
З 10	На меня можно положиться.	☐	☐	☐	☐	☐
З 11	Я полон энтузиазма.	☐	☐	☐	☐	☐
З 12	У меня есть амбиции и желание достичь успеха.	☐	☐	☐	☐	☐
З 13	Я работаю прилежно.	☐	☐	☐	☐	☐
З 14	У меня нет трудностей с абстрактными понятиями.	☐	☐	☐	☐	☐
З 15	Я терпелив к себе и окружающим.	☐	☐	☐	☐	☐
З 16	Я легко завожу дружбу.	☐	☐	☐	☐	☐
З 17	Я пытаюсь быть внимательным к чувствам других.	☐	☐	☐	☐	☐
З 18	Я всегда стараюсь запоминать имена и лица.	☐	☐	☐	☐	☐
З 19	Я лажу с другими людьми.	☐	☐	☐	☐	☐
З 20	Я знаю, как одеваться в определенной ситуации.	☐	☐	☐	☐	☐

З 21	Я аккуратен в работе и во внешнем виде.	☐	☐	☐	☐	☐

РАЗДЕЛ И: НАВЫКИ ПЛАНИРОВАНИЯ

В данном разделе будут заданы вопросы о Вашем понимании навыков планирования и применении их на практике, например, постановка целей, разработка планов-графиков и формулировка оценочных стратегий. Попытайтесь отвечать как можно лучше.

№	Вопрос	3	2	1	0	Не относится
		Почти всегда	Часто	Редко	Почти никогда	
И 1	У меня есть организаторские способности.	☐	☐	☐	☐	☐
И 2	Я ставлю перед собой достижимые цели.	☐	☐	☐	☐	☐
И 3	Я ставлю перед коллективом достижимые цели.	☐	☐	☐	☐	☐
И 4	Я могу руководить ходом планирования, осуществляемого коллективом.	☐	☐	☐	☐	☐
И 5	Я принимаю предложения других людей.	☐	☐	☐	☐	☐
И 6	Я могу направлять усилия коллектива.	☐	☐	☐	☐	☐
И 7	При необходимости я могу обратиться за советом.	☐	☐	☐	☐	☐
И 8	Я могу поставить задачи, которые помогут мне в достижении моих целей.	☐	☐	☐	☐	☐
И 9	Я могу прогнозировать итоги определенных действий.	☐	☐	☐	☐	☐
И 10	Я знаю, что требуется для достижения определенных целей.	☐	☐	☐	☐	☐

И 11	Я могу разработать и соблюдать план-график.	☐	☐	☐	☐	☐
И 12	Я соблюдаю назначенные сроки.	☐	☐	☐	☐	☐
И 13	Я могу разработать методы оценки успешности достижения моих целей.	☐	☐	☐	☐	☐
И 14	Меня не пугает необходимость работать с деталями.	☐	☐	☐	☐	☐
И 15	Я гибок и готов к изменениям.	☐	☐	☐	☐	☐
И 16	Я могу делегировать обязанности другим.	☐	☐	☐	☐	☐
И 17	Время от времени я пересматриваю и меняю свои планы .	☐	☐	☐	☐	☐

Спасибо за уделенное время и за ответы на наши вопросы. Ваши ответы останутся конфиденциальными.

5. Leadership Skills Inventory: Uzbek

Лидерлик сифатлари ҳақида анкета©

КИРИШ ВА ЙЎЛ-ЙЎРИҚЛАР:

Ушбу сўроқлашда иштирок этаётганингиз учун Сизга миннатдорчилик билдирамиз. Сўроқлашни ишлаб чиқишдан мақсад – Сизнинг лидерлик сифатларингизнинг ривожланиш даражасини аниқлашдир. Бу ерда тўғри ёки нотўғри жавоблар йўқ. Қуйида келтирилган фикрларнинг ҳар бири бўйича Сиз учун тўғри бўлган вариантни танлаб белгиланг. Илтимос, ҳар бир фикр бўйича жавоб беринг, ҳеч қайсисини қолдириб кетманг. Ҳар бир фикрни диққат билан ўқиб чиқинг, шундан сўнг Сизнинг кўникмаларингизга энг мос келувчи жавоб вариантини танланг.

- Кўрсатиб ўтилган кўникма ёки сифатга кўпроқ эга бўлсангиз, «*ДЕЯРЛИ ҲАР ДОИМ*» графасига белги қўйинг.
- Кўрсатиб ўтилган кўникма ёки сифатга тез-тез эга бўлсангиз, «*ТЕЗ-ТЕЗ*» графасига белги қўйинг.
- Кўрсатиб ўтилган кўникма ёки сифатга камдан-кам эга бўлсангиз, «*КАМДАН-КАМ*» графасига белги қўйинг.
- Кўрсатиб ўтилган кўникма ёки сифатга ўта камдан-кам ҳолларда эга бўлсангиз, «*ДЕЯРЛИ ҲЕЧ ҚАЧОН*» графасига белги қўйинг.

ШАХСИЙ МАЪЛУМОТЛАР:

Савол	Жавоб

© Лидерлик сифатлари ҳақидаги анкета Френсис Карнес ва Джейн Шовин томонидан ишлаб чиқилган (2005 й.). У GreatPotentialPress компаниясида мавжуд. Ҳуқуқлар эгаси GreatPotentialPress компанияси.

Ёшингиз	1. < 15 2 = 15-17 3 = 18-20 4 = 21-23 5 = 23-25 6 = > 25
Жинсингиз	1. Эркак 2. Аёл
Таълим олган йиллар сони	Миқдорини кўрсатинг
Бандлигингиз	1. Тўлиқ иш кунида ишлайман 2. Тўлиқсиз иш кунида ишлайман 3. Ишламайман 4. Бошқа

А БЎЛИМИ: ЛИДЕРЛИК АСОСЛАРИ

Ушбу бўлимда Сизнинг тушунчангизга кўра лидерлик асослари (мисол учун, раҳбарликнинг асосий тавсифлари ва услублари) ва улардан амалиётда фойдаланилиши ҳақида саволлар берилади. Сиз нималарга қодирлигингиз ҳақида аниқ маълумотни кўрсатинг.

№	Савол	3	2	1	0	Тааллуқли эмас
		Деярли ҳар доим	Тез-тез	Камдан-кам	Деярли ҳеч қачон	
А 1	Менга «лидер» терминининг маъноси тушунарли.	☐	☐	☐	☐	☐

А 2	Менга «лидерлик» терминининг маъноси тушунарли	☐	☐	☐	☐	☐
А 3	Мен «лидер» ва «лидерлик» терминлари орасидаги фарқни таърифлай оламан	☐	☐	☐	☐	☐
А 4	Мен турлича раҳбарлик услубларини таърифлай оламан.	☐	☐	☐	☐	☐
А 5	Мен ўз раҳбарлик услубимни тавсифлаб бера оламан.	☐	☐	☐	☐	☐
А 6	Мен турлича лидерлар (раҳбарлар)нинг раҳбарлик услубларини таърифлай оламан	☐	☐	☐	☐	☐
А 7	Мен турлича раҳбарлик лавозимлари номларига таъриф бера оламан.	☐	☐	☐	☐	☐
А 8	Менга турлича раҳбарлик лавозимларига қўйиладиган талаблар ва мажбуриятлар доираси тушунарлидир.	☐	☐	☐	☐	☐
А 9	Мен раҳбарлик ҳолатининг ижобий ва салбий жиҳатларига таъриф бера оламан.	☐	☐	☐	☐	☐

Б БЎЛИМ: ЁЗМА МУЛОҚОТ КУНИКМАЛАРИ

Ушбу бўлимда Сизнинг ёзма мулоқот ҳақидаги тушунчаларингиз ҳақида ва ушбу кўникмалардан амалда фойдаланишингиз борасида саволлар берилади, мисол учун мазмун-моҳиятни, маъруза чиқишини ёзиб бериш ва изланиш ҳақидаги ҳисоботни тузиш кабилар. Имкон қадар яхшироқ жавоб беришга ҳаракат қилинг.

№	**Савол**	**3**	**2**	**1**	**0**	**Тааллуқли эмас**
		Деярли ҳар доим	**Тез-тез**	**Камдан-кам**	**Деярли ҳеч қачон**	

Б 1	Мен ёзма кўринишдаги маълумотни қандай қилиб олиш ва ундан фойдаланишни биламан.	☐	☐	☐	☐	☐
Б 2	Мен ўз фикрларимни, ғояларимни бошқалар ўқиши ва тушуниб олиши мумкин бўлиши учун ёзиб қўя оламан.	☐	☐	☐	☐	☐
Б 3	Мен ғояларни ёзма шаклда таққослай ва солиштира оламан.	☐	☐	☐	☐	☐
Б 4	Мен фактни фикрдан фарқланишини ёзма шаклда кўрсата оламан.	☐	☐	☐	☐	☐
Б 5	Мен ахборотни ёзма шаклда тушунарли ҳолда умумлаштира оламан	☐	☐	☐	☐	☐
Б 6	Мен қисқача тавсиф ёза олишим мумкин.	☐	☐	☐	☐	☐
Б 7	Мен ёзма равишда ўз нуқтаи-назаримнинг тўғрилигига бошқа одамларни ишонтира оламан.	☐	☐	☐	☐	☐
Б 8	Мен хизмат ёзишмаларини юрита оламан.	☐	☐	☐	☐	☐
Б 9	Мен дўстона ёзишма юрита оламан.	☐	☐	☐	☐	☐
Б 10	Мен йиғилиш ўтказиш учун дастур тайёрлай оламан.	☐	☐	☐	☐	☐
Б 11	Мен нутқ ёза оламан.	☐	☐	☐	☐	☐
Б 12	Мен ўзимнинг ва ўзгаларнинг ёзиш йўсинига баҳо бера оламан.	☐	☐	☐	☐	☐

В БЎЛИМ: НУТҚ МУОМАЛАСИ КЎНИКМАЛАРИ

Ушбу бўлимда нутқли муомала кўникмалари ҳақидаги Сизнинг тушунчаларингиз ва амалиётда қўллашингиз ҳақида саволлар берилади, мисол учун турлича масалаларга ўз нуқтаи-назарингизни шакллантириш, нутқ билан ва конструктив (асосланган) танқид чиқиш қилиш кабилар. Имкон қадар яхшироқ жавоб беришга ҳаракат қилинг.

№	Савол	3	2	1	0	Тааллуқли эмас
		Деярли ҳар доим	Тез-тез	Камдан-кам	Деярли ҳеч қачон	
В 1	Мен тушунарли ва қисқа сўзлай оламан.	☐	☐	☐	☐	☐
В 2	Мен нима ҳис қилаётганимни бошқаларга сўзлаб бера оламан.	☐	☐	☐	☐	☐
В 3	Мен жамоавий мунозарада иштирок эта оламан	☐	☐	☐	☐	☐
В 4	Мен гуруҳда айтиб ўтилган ғояларга хулоса ясашим ва уларни баён эта оламан.	☐	☐	☐	☐	☐
В 5	Мен ўз шахсий ҳиссиётларимни айтмаган ҳолда, баҳслашаётган иккала тараф билан ҳам муҳокама юрита оламан.	☐	☐	☐	☐	☐
В 6	Мен ўз нуқтаи-назаримни шакллантира оламан ва уни ҳимоя қила оламан.	☐	☐	☐	☐	☐
В 7	Мен асосланган ҳолда ва юмшоқ тарзда танқид қила оламан.	☐	☐	☐	☐	☐
В 8	Мен аввалдан тайёрлаб олинган нутқ билан жамоа олдида чиқа оламан.	☐	☐	☐	☐	☐
В 9	Мен олдандан тайёргарлик кўрмаган ҳолда нутқ билан жамоа олдида чиқа оламан.	☐	☐	☐	☐	☐
В 10	Мен модератор бўла оламан ва давра суҳбари вақтида мунозара боришини бошқара оламан.	☐	☐	☐	☐	☐
В 11	Яхши суҳбатдош бўлиш учун мен бошқаларни диққат билан тинглайман.	☐	☐	☐	☐	☐

В 12	Суҳбат давомидан мен имо-ишоралардан самарали фойдалана оламан.	☐	☐	☐	☐	☐
В 13	Суҳбатда мен ростгўй ва самимийман.	☐	☐	☐	☐	☐

Г БЎЛИМ: МАЪНАВИЙ ТАМОЙИЛЛАРНИ ШАКЛЛАНТИРИШ КЎНИКМАЛАРИ

Ушбу бўлимда Сизнинг маънавий тамойилларни шакллантириш (мисол учун, танлаш эркинлиги ҳуқуқининг муҳимлиги, нима қадрли ва яхшилигини таърифлаш, ўз танловини тасдиқлаш) ҳамда улардан амалда фойдаланиш ҳақидаги тушунчаларингиз ҳақида саволлар берилади. Имкон қадар яхшироқ жавоб беришга ҳаракат қилинг.

№	Савол	3	2	1	0	Тааллуқли эмас
		Деярли ҳар доим	Тез-тез	Камдан-кам	Деярли ҳеч қачон	
Г 1	Менга ўз ҳиссиётларим тушунарли.	☐	☐	☐	☐	☐
Г 2	Мен одамларга адолат ва ҳурмат билан муносабатда бўламан.	☐	☐	☐	☐	☐
Г 3	Мен ўзгаларнинг ҳиссиётларини тушунишга ҳаракат қиламан.	☐	☐	☐	☐	☐
Г 4	Мен ўзгаларнинг эҳтиёжларига бефарқ эмасман.	☐	☐	☐	☐	☐
Г 5	Мен бошқа одамларга чин дилдан қизиқиш билдираман.	☐	☐	☐	☐	☐
Г 6	Мен бошқаларга нисбатан рўйирост бўлишга ҳаракат қиламан.	☐	☐	☐	☐	☐
Г 7	Мен ўз сўзимда тураман.	☐	☐	☐	☐	☐

Г 8	Мен қатъий қарашларга эгаман ва зарурият бўлгандан уларни ҳимоя қила оламан.	☐	☐	☐	☐	☐
Г 9	Мен ўз хатоларимни тан олишга ҳаракат қиламан.	☐	☐	☐	☐	☐
Г 10	Мен маълум бир қоидаларга амал қиламан.	☐	☐	☐	☐	☐
Г 11	Мен қадриятлар йўналишини белгилашда эркинман.	☐	☐	☐	☐	☐
Г 12	Мен ўзим учун нима муҳимлигини биламан.	☐	☐	☐	☐	☐
Г 13	Мен ўз танловим ҳақида очиқ айта оламан.	☐	☐	☐	☐	☐
Г 14	Бошқалар бунга рози бўлмасалар ҳам, мен ўз қоидаларимга риоя қиламан.	☐	☐	☐	☐	☐
Г 15	Гарчи меники билан мос келмаса-да, мен бошқа одамларнинг ғоялари ва танловига рози бўла оламан.	☐	☐	☐	☐	☐
Г 16	Мен ўзгаларнинг ҳуқуқини ҳурмат қиламан.	☐	☐	☐	☐	☐
Г 17	Мен ўз раҳбарларим ва дўстларимга холис муносабатдаман.	☐	☐	☐	☐	☐

Д БЎЛИМ: ҚАРОРЛАР ҚАБУЛ ҚИЛИШ КЎНИКМАЛАРИ

Ушбу бўлимда Сизнинг қарорлар қабул қилиш кўникмалари ва улардан амалда фойдаланишингиз, мисол учун далилларни тўплаш, маълум бир қарорларнинг оқибатлари ва мантиқий хулосаларни тузиш борасидаги тушунчаларингиз ҳақида саволлар берилади. Имкон қадар яхшироқ жавоб беришга ҳаракат қилинг.

№	Савол	3	2	1	0	Тааллуқли эмас
		Деярли ҳар доим	Тез-тез	Камдан-кам	Деярли ҳеч қачон	
Д 1	Менга қарорлар қабул қилиш кўникмалари тушунарли.	☐	☐	☐	☐	☐
Д 2	Мен қарор қабул қилиш учун далилларни тўплай оламан.	☐	☐	☐	☐	☐
Д 3	Мен бошқа одамларнинг маслаҳатига қулоқ тутишим мумкин.	☐	☐	☐	☐	☐
Д 4	Мен қарор қабул қилишдан олдин далилларни таҳлил қила оламан.	☐	☐	☐	☐	☐
Д 5	Меннинг қарорларим бошқаларга қандай таъсир қилишини тушунаман.	☐	☐	☐	☐	☐
Д 6	Мен мантиқий хулосаларни қандай тузишни биламан.	☐	☐	☐	☐	☐
Д 7	Мен мустақил қарор қабул қила оламан.	☐	☐	☐	☐	☐
Д 8	Мен далилларга асосланган ҳолда тез ва аниқ қарорлар қабул қила оламан.	☐	☐	☐	☐	☐
Д 9	Менинг қарорларим ҳар доим ҳам менинг жамоамда оммабоп бўла олмаслигини тан ола биламан.	☐	☐	☐	☐	☐
Д 10	Мен бутун жамоанинг қарорини қўллаб-қувватлашим мумкин, гарчи уларга ҳар доим ҳам қўшилмасам ҳам.	☐	☐	☐	☐	☐

Е БУЛИМ: ГУРУҲ ДИНАМИКАСИНИ БОШКАРИШ КЎНИКМАСИ

Ушбу бўлимда Сизнинг гуруҳ динамикасини бошкариш ҳамда ундан амалиётда фойдаланишингиз, мисол учун жамоа раҳбари ролини бажариш, ўзаро муросага келишни таклиф қилиш ва ягона

фикрга келишга эришиш бўйича кўникмаларингиз ҳақида саволлар берилади. Имкон қадар яхшироқ жавоб беришга ҳаракат қилинг.

№	Савол	3	2	1	0	Тааллуқли эмас
		Деярли ҳар доим	Тез-тез	Камдан-кам	Деярли ҳеч қачон	
Е 1	Мен жамоавий мунозарани бошқара оламан.	☐	☐	☐	☐	☐
Е 2	Менга гуруҳ бўлиб ишлаш ёқади.	☐	☐	☐	☐	☐
Е 3	Мен «ақлий ҳужум» нималигини биламан ва ундан гуруҳ бўлиб ишлашда фойдалана оламан.	☐	☐	☐	☐	☐
Е 4	Мен гуруҳга раҳбарлик қилиш давомида парламентчилик амалиётидан фойдалана оламан.	☐	☐	☐	☐	☐
Е 5	Мен бутун жамоага тааллуқли бўлган жамоавий йиғилишларни ўтказиш жараёнида «мен»нинг ўрнига «биз» олмошидан фойдаланаман.	☐	☐	☐	☐	☐
Е 6	Мен жамоани шундай бошқара оламанки, бунда одамлар ўз фикрларини эркин ифода эта оладилар.	☐	☐	☐	☐	☐
Е 7	Ўз фикримни билдиришдан олдин мен одатда бошқаларнинг фикрини тинглаб оламан.	☐	☐	☐	☐	☐
Е 8	Мен бошқаларнинг нуқтаи-назарини тушунишга ҳаракат қиламан.	☐	☐	☐	☐	☐
Е 9	Мен жамоанинг энг муҳим манфаатларини ёдда тутаман.	☐	☐	☐	☐	☐
Е 10	Мен жамоа ичидаги зиддятларни бартараф эта оламан.	☐	☐	☐	☐	☐

E 11	Мен одамлар орасидани фарқни қабул қила оламан ва қадрлайман.	☐	☐	☐	☐	☐
E 12	Менга таъсир этиш ва манипуляция орасидани фарқ маълум.	☐	☐	☐	☐	☐
E 13	Мен ўз ғояларим билан норозиликни ўз ҳисобимга олмайман.	☐	☐	☐	☐	☐
E 14	Мен жамоа ичида ўзаро ишонч муносабатларини қўллаб-қувватлай оламан.	☐	☐	☐	☐	☐
E 15	Мен жамоа ишининг самарадорлигини қўллаб-қувватлай оламан.	☐	☐	☐	☐	☐
E 16	Мен бошқаларнинг таклифларини қабул қила оламан.	☐	☐	☐	☐	☐
E 17	Мен муросага эришиш учун самарали ишлай оламан.	☐	☐	☐	☐	☐
E 18	Мен ҳаракатлар режасини келишиш борасида жамоага ёрдам бера оламан.	☐	☐	☐	☐	☐
E 19	Мен яхши бажарилган ишни тан олиб, уни мақтай оламан.	☐	☐	☐	☐	☐

Ж БЎЛИМ: МУАММОЛАРНИ ҲАЛ ЭТИШ КЎНИКМАЛАРИ

Ушбу бўлимда Сизнинг муаммоларни ҳал этиш кўникмаларингиз ва улардан амалиётда фойдаланишингиз борасида саволлар берилади, мисол учун, муаммоларни аниқлаш, муаммоларни ҳал этиш бўйича стратегияни келишиш ва оммавий бўлмаган ечимларни қабул қилиш. Имкон қадар яхшироқ жавоб беришга ҳаракат қилинг.

№	Савол	3	2	1	0	Тааллуқли

		Деярли ҳар доим	Тез-тез	Камдан-кам	Деярли ҳеч қачон	эмас
Ж 1	Мен муаммоларни ҳар этиш унсурларини биламан ва улардан фойдаланаман.	☐	☐	☐	☐	☐
Ж 2	Лидер бўлган ҳолда, мен муаммоларни ҳал этиш талаб этиладиган вазиятларда нима қилишни биламан.	☐	☐	☐	☐	☐
Ж 3	Мен муаммоларни аниқлай оламан.	☐	☐	☐	☐	☐
Ж 4	Мен муаммоларни ҳал этишнинг турлича услубларини ишлаб чиқа оламан.	☐	☐	☐	☐	☐
Ж 5	Мен муаммони ҳал этишнингэнг яхши услубини танлай оламан.	☐	☐	☐	☐	☐
Ж 6	Мен ўз стратегиямнинг қанчалик самарадорлигига баҳо бера оламан.	☐	☐	☐	☐	☐

3 БЎЛИМ: ШАХСИЙ СИФАТЛАР

Ушбу бўлимда Сизнинг шахсий сифатлар ва улардан амалиётда фойдалана олиш кўникмаларингиз борасида саволлар берилади, масалан, ўзиг аишонч, қабул қила олувчанлик ва ташқи кўриниш. Имкон қадар яхшироқ жавоб беришга ҳаракат қилинг.

№	Савол	3	2	1	0	Тааллуқли эмас
		Деярли ҳар доим	Тез-тез	Камдан-кам	Деярли ҳеч қачон	
3 1	Мен ўзимга ишонаман.	☐	☐	☐	☐	☐
3 2	Кўпгина вазиятларда мен ўзимни қулай ҳис қиламан.	☐	☐	☐	☐	☐

3 3	Мен ўзимнинг кучли ва заиф жиҳатларимни аниқлай оламан.	☐	☐	☐	☐	☐
3 4	Мен ўз хатоларимни тан оламан.	☐	☐	☐	☐	☐
3 5	Мен асосли танқидни қабул қила оламан.	☐	☐	☐	☐	☐
3 6	Мен ўз-ўзимни ўстиришни режалаштираман.	☐	☐	☐	☐	☐
3 7	Мен қунт-матонатлиман.	☐	☐	☐	☐	☐
3 8	Мен ҳаддан ташқари таъсирчан бўлишдан четга қочаман.	☐	☐	☐	☐	☐
3 9	Мен ҳеч қачон кеч қолмайман.	☐	☐	☐	☐	☐
3 10	Менга ишониш, суяниш мумкин.	☐	☐	☐	☐	☐
3 11	Мен ташаббусга бойман.	☐	☐	☐	☐	☐
3 12	Менинг ўз одимга қўйган мақсадларим ва муваффақият қозониш истагим бор.	☐	☐	☐	☐	☐
3 13	Мен қунт билан ишлайман.	☐	☐	☐	☐	☐
3 14	Абстракт тушунчалар менга қийинчлик туғдирмайди.	☐	☐	☐	☐	☐
3 15	Мен ўзимга ва атрофимдагиларга нисбатан сабрлиман.	☐	☐	☐	☐	☐
3 16	Мен осон дўст тутина оламан.	☐	☐	☐	☐	☐
3 17	Мен ўзгаларнинг ҳисларига эътиборли бўлишга ҳаракат қиламан.	☐	☐	☐	☐	☐
3 18	Мен доим исмларни ва юз тузилишларини эслаб қолишга ҳаракат қиламан.	☐	☐	☐	☐	☐
3 19	Мен бошқа одамлар билан чиқиша оламан.	☐	☐	☐	☐	☐
3 20	Мен маълум бир вазиятда қандай кийиниш кераклигини биламан.	☐	☐	☐	☐	☐

З 21	Мен ишлаш ва ташқи кўринишда саранжом-сариштаман.	☐	☐	☐	☐	☐

И БЎЛИМ: РЕЖАЛАШТИРИШ КЎНИКМАЛАРИ

Ушбу бўлимда Сизнинг режалаштириш кўникмалари ҳақидаги тушунчаларингиз ва улардан амалиётда фойдаланишингиз ҳақида саволлар берилади, масалан, мақсадлани белгилаб олиш, режа-графикларни ишлаб чиқиш ва баҳолаш стратегияларини аниқ ифода этиш кабилар. Имкон қадар яхшироқ жавоб беришга ҳаракат қилинг.

№	Савол	3	2	1	0	Тааллуқли эмас
		Деярли ҳар доим	Тез-тез	Камдан-кам	Деярли ҳеч қачон	
И 1	Менда ташкилотчилик қобилиятлари бор.	☐	☐	☐	☐	☐
И 2	Мен ўз олдимга амалга ошириб бўладиган мақсадларни қўяман.	☐	☐	☐	☐	☐
И 3	Мен жамоа олдига амалга ошириб бўладиган мақсадларни қўяман.	☐	☐	☐	☐	☐
И 4	Мен жамоа томонидан амалга оширилаётган режалаштиришнинг бориши устидан раҳбарлик қилишим мумкин.	☐	☐	☐	☐	☐
И 5	Мен бошқа одамларнинг таклифларини қабул қиламан.	☐	☐	☐	☐	☐
И 6	Мен жамоанинг саъй-ҳаракатларини йўналтира оламан.	☐	☐	☐	☐	☐
И 7	Заруриятга кўра мен маслаҳат олиш учун мурожаат қилишим мумкин.	☐	☐	☐	☐	☐

И 8	Мен ўз мақсадларимга эришишга ёрдам берадиган вазифаларни қўйишим мумкин.	☐	☐	☐	☐	☐
И 9	Мен маълум бир ҳаракатларнинг натижасини олдиндан кўра билишим мумкин.	☐	☐	☐	☐	☐
И 10	Мен маълум бир мақсадларга эришиш учун нималар зарур бўлишини биламан.	☐	☐	☐	☐	☐
И 11	Мен режа-график ишлаб чиқишим ва унга риоя этишим мумкин.	☐	☐	☐	☐	☐
И 12	Мен белгиланган муддатларга риоя этаман.	☐	☐	☐	☐	☐
И 13	Мен ўз мақсадларимга эришишнинг муваффақиятга эришишини баҳолаш услубларини ишлаб чиқишим мумкин.	☐	☐	☐	☐	☐
И 14	Мени майда тафсилотлар билан ишлаш зарурияти чўчитмайди.	☐	☐	☐	☐	☐
И 15	Мен қайишқоқман ва ўзгаришларга тайёрман.	☐	☐	☐	☐	☐
И 16	Мен мажбуриятларни бошқаларга ўтказа оламан.	☐	☐	☐	☐	☐
И 17	Вақти-вақти билан мен ўз режаларимни қайта кўриб чиқаман ва уларни ўзгартириб тураман.	☐	☐	☐	☐	☐

Саволларимизга жавоб беришга вақт ажратганингиз учун раҳмат. Сизнинг жавобларингиз махфий қолади.