Based on the book: Leadership and the One Minute Manager (Ken Blanchard) This is a book summary in a one-page diagram gleaned from the book.

Parenting/Leadership Model (Wisely & gradually letting go of your 'Control')

Parent	makes the decisions	Son/Daughter mak	es the decisions
"Column 1"	"Column 2"	"Column 3"	"Column 4"
Directing	Coaching	Consulting	Cheerleading
Teach	er/Mentor in Control	Your Child is	in Control
Tell Student what to do	Mentor directs activity, asking for feedback and ideas on ways to make it better.	Mentor backs-off unless ASKED by student for assistance, but will help out in any area if directed by the student.	Mentor fully delgates the responsibility. Student now practices teaching others
Mentor shows student how to do the aspect of the job.	Mentor will ask the student what the student is going to do. Frequent feedback from the student is expected. Highly Interactive	Mentor provides positive fe	eedback from a distance.
Mentor should model the aspect and do it together to ensure proper understanding.	Student drives but Mentor is directing the activity.	Student graduates & takes control of the major aspect of the job.	Mentor should not be involved in any form of leadership related to this aspect of their job.
Mentor will train student in various ways.	Mentor will watch student work, discuss how they are feeling about doing it more independently & making suggestions for them where appropriate.	Student only initates questions when the student wants Advice, NOT when the Mentor might want to advice.	Student could talk about new concepts but not ones that were delegated.
Frequent Supervision	Weekly Supervision	Checkpoints are only if Student asks for them	No Checkpoints
Expect tons of Questions	Expect mostly good questions	Expect real specific quesitons	Expect to be challenged on the concepts & approaches through student's questions.
Mentor assigns tasks they know you can accomplish to help build self-confidence.	Assign more difficult aspects of the job to challenge & build character & confidence.	Mentor does not a	ssign any tasks
Mentor sets S.M	A.R.T. Goals & measures them	Student sets their own	n S.M.A.R.T. Goals
Mentor uses Sho	rt Interval Scheduling techniques	Self Measure	s progress
Mentor is in	Control of all assignments	Mentor watches fr	om a distance.
		Student Self-	
Mentor evaluates	Mentor & Student Evaluate together	Mentor evaluates only IF ASKED	Student totally independent & may challenges Mentor's thinking or change approaches.
O	ne-Minute Praises	Feedback only if requested	One-Minute Praises
One	-Minute Reprimands	Unsolicitated feedback only given fall off a	

Remember: Never under-estimate my kids: Ages 2-6 years old 1 2 3 4 Leadership Model (Wisely & gradually letting go of your 'Control') 4

Category	Expectations	Let's do it together	Child does it, I watch & direct	Child does it, calls only for questions	Child could train a frient to do it
1 Creativity	As you are reading have them trace/"draw" the illustration from their favorite books or create new illustrations/pictures of what they imagine from the stories to promote creativity.				
2 Creativity	Ask them to help you plan your next in-town errand/trip or out of town trip. Maybe ask them to navigate you home from church telling you to turn right or left not that they could do these things but gets them thinking in new ways.				—
3 Creativity	Asking questions to people should be encouraged included the dreaded one of 'Why?' to promote learning				
4 Creativity 5 Creativity	Be a Reading and Writing Role Model getting their hands used to writing/drawing objects, letters, pictures Beginning art skills by using crayons or colored pencils to draw favorite objects/people				
6 Creativity	Begins to enjoy simple songs and rhymes				
7 Creativity	Can build things with blocks that are stacked up				
8 Creativity	Favors fantasy over reality				
9 Responsibility	A sense of responsibility for their simple household/family 'chore'				
10 Responsibility	Be able to prepare their own breakfast/snacks (independence) especially on weekends				
11 Responsibility	Begin to 'Learn how to do what you don't want to do well' (This was our definition of The Purpose of School!)				
12 Responsibility	Begins to initiate a couple of activities a week that needed to be done without being asked. Celebrate this				
1 ,	behavior!				
13 Responsibility	Being able to feed themselves.				
14 Responsibility	Better delay gratification				
15 Responsibility	Does the child know how to sit still and play.				
16 Responsibility	Does the child take turns and respect the needs and rights of others? Sharing.				
	Graduates from Thumb/Finger Sucking/Bed wetting!				
. ,	Increasing ability to control emotions, less emotional outbursts				
19 Responsibility	Learn from setbacks and failures that they can be your friend by teaching you good lessons. Not to fear				
20 Responsibility	failure. Learning to pick out your own clothes that match				
21 Responsibility	Picking out clothes to wear that match				
	Properly use technologies and caring for them. (i.e. phones, tablets, computers, etc.)				
	Stick to routines and schedules in a conforming way				
24 Responsibility	To be trusted when you are alone or away from your parents even if it is just in the other room let them know that trust is important and very good.				
25 Skills	Accepting constructive feedback, accepts blame, understands punishment				
26 Skills	Acquiring a sense of accomplishment centered on achieving greater physical strength and/or self-control.				
27 Skills	Motor Ability: jumps off a step, rides a tricycle, uses crayons, builds a 9-10 high cube tower.				
28 Skills	Motor ability: mature motor control, skips, broad jumps, dresses himself, copies a square and a triangle.				
29 Skills	Motor Ability: Stands on one leg, jumps up and down, draws a circle well and a cross (4 yrs)				
30 Skills 31 Skills	Picks good friends & keep them. Maybe help them see what is good to look for in friends at an early age				
32 Skills	Potty Trained! Proper personal hygine practices for their age				
33 Skills	Runs, kicks, climbs, throws a ball, jumps, pulls, pushes, etc.; enjoys				
ee enano	rough-and-tumble play				
34 Skills	Simple math skills and a sense of distance when they see maps of our travel plans or talk to them about street routes to their favorite places around town. Basic spacial skills.				
35 Skills	Simple math skills while sorting things; have them count the things that are alike or different as we fold laundry or set the table.				
36 Skills	Starts to be more interested in others and begins group play				
37 Skills	Uses simple sentences				
38 Skills	Waves "bye-bye" and understands seperations are temporary				
39 Skills	What do you do if you became lost? Do you know your address and full name? Parents name, cell number,				
	etc.?				
40 Skills	What to do in an emergency/fire at the house.				
41 Thinking	Begin to learn to evaluate and to self-evaluate after a day/week or a special occasion/event. What would you				
	do different?				

40 11 1 1				
42 Thinking	Being challenged to learn how to solve simple problems at home, in the car (i.e. If your toy broke, how would	 	 	
	you go about trying to fix it?)			
43 Thinking	Choosing healthy foods to eat & not eating too much or too little that would cause sickness	 	 	
44 Thinking	Determine how to help someone in the family each week and do it (tickle Dad's back, remind the family to	 	 	
	pray, pick up toys, etc.)			
45 Thinking	Does the child appear curious and eager when introduced to new activities? How could you reinforce it?	 	 	
46 Thinking	Does the child communicate his/her needs and ideas verbally to other children and adults?			
47 Thinking	Does the child separate easily from parents?	 	 	
48 Thinking	Enjoys talking about their favorite toys, places to go, etc especially over meals.	 	 	
49 Thinking	Feels pride in accomplishment	 	 	
50 Thinking	Have the Right Attitude when properly rested and fed.	 	 	
0	0 11,	 	 	
51 Thinking	Health 'Separations' from being in another room or with a babysitter or family member	 	 	
52 Thinking	Identifies body parts, colors, objects, people, etc. Getting them to identify and categorize.	 	 	
53 Thinking	Imaginary fears of the dark is normal - gradually moves out of this phase	 	 	
54 Thinking	Initiating prayers at bedtime or in routine places	 	 	
55 Thinking	Is able to understand simple directions and can repeat them to you	 	 	
56 Thinking	Learn how to talk with God on your own and especially at night in your bed	 	 	
57 Thinking	Learn to count coins & money, organize/plan it, spend it (simple envelope budget concepts) & give it way			
0	wisely.	 	 	
58 Thinking	Learning to distinguish between reality and fantasy			
59 Thinking	Learning to tasking distinctions and distinctions between feelings, thoughts, and actions	 	 	
0		 	 	
60 Thinking	Learns to be a very good "winner," and "loser' in games	 	 	
61 Thinking	Looks forward to daily devotions & church functions	 	 	
62 Thinking	Makes friends with the same gender quickly	 	 	
63 Thinking	Observes plants and animals outside your window, including birds, nests, bird calls, squirrls, foliage changes,			
	and tracks of animals on the ground.	 	 	
64 Thinking	Proper social behaviors and conversation for their age			
0	1	 	 	
65 Thinking	Self-directed in many activities	 	 	
66 Thinking	shows lots of emotion: laughs, squeals, throws temper tantrums, cries violently are all good signs at early ages	 	 	
67 Thinking	Simple reinforement of Thinking Long Term (i.e. would you rather have a quarter to put in the gum machine	 	 	
	now or I'll give you 4 quarters tomorrow instead)			
68 Thinking	Starts to create a sense of humor. Laughing.	 	 	
69 Thinking	Talks, uses "I" "me" "you"Copies parents' actions.Dependent, clinging, possessive about toys, enjoys playing			
0	alongside another child, learns to share	 	 	
70 Thinking	Teach the names of familiar objects; tells stories, engages in picture books, and repeats familiar nursery			
yo minking	rhymes.	 	 	
71 This lists a				
71 Thinking	Understands concepts of right and wrong	 	 	
72 Thinking	Understands that God is with them always - Learns to pray	 	 	
73 Thinking	Vision: I pray for you "Johnny" that you will be a godly boy who loves God and is willing to sacrifice your	 	 	
	time and money to help others.			
74		 	 	
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80		 	 	

Remember: Never under-estimate my kids: Ages 7-12

Leadership Model (Wisely & gradually letting go of your 'Control')

Expectations	Let's do it together	Child does it, I watch & direct	Child does it, calls only for questions	Child could train a frient to do it
¹ Be a Reading and Writing Role Model				
² Be trusted when you are alone or away from your parents				
³ Choosing healthy foods to eat & not eating too much or too little				
⁴ Crafting great questions to ask people				
5 Create & organize school project well breaking them into interim steps with dates.				
⁶ Create & Stick to Routines				
⁷ Create a goal that you would like to see done 3 months from now & break it into steps				
to accomplish it. Put the steps on the calendar.				
⁸ Demonstrate Relevance & Purpose in what you do - Know why.				
⁹ Determine how to help someone each week outside the family and do it				
10 Develop a hobby by exploring different things and seeing what you like				
¹¹ Enjoy taking tests well & fast				
¹² Have the Right Attitude				
13 How to pick good friends & keep them				
¹⁴ Initiate activities that need to be done without being asked				
¹⁵ Initiate Communication (Actively Listening & Speaking & Presenting)				
16 Initiating prayers with people at the point you hear about it the concern				
17 Learn how to do what you don't want to do very well (definition of school)				
18 Learn how to spend time with God listening & speaking				
¹⁹ Learn to count money, organize/plan it, spend it (budget) & give it way wisely.				
²⁰ Learn to self-evaluate - Strengths & Weaknesses				
²¹ Learning to buy clothes				
²² Navigating the city or planning a trip				
²³ Picking out clothes to wear that match				
²⁴ Proper personal hygine practices				
²⁵ Proper social behaviors and conversation				
²⁶ Properly use technologies including internet alone				
²⁷ Support Homework Independence				
²⁸ Think Long Term (months ahead) planning out events or purchases				
²⁹ What to do in an emergency/fire or lost				

³⁰ What to do when you are tempted or put into a difficult situation with peers 31______ 32_____ _____ ____ _____ _____ 33 _____ 34 _____ _____ 35 _____ _____ _____ _____ 36 _____ _____ 37_____ _____ _____ _____ _____ 38_____ _____ _____ _____ 39_____ _____ _____ _____ 40 _____ ____

Remember: Never under-estimate my kids: Ages 13-23

Leadership Model (Wisely & gradually letting go of your 'Control')

Teena	iger Growth - T	he Road to Independence in your 20's	1	2	3	4
	Category	Expectations	Let's do it together	Student does it, I watch & direct	Student does it, calls only for questions	Student could train someone else to do it
1	Career/Finance	Job hunting strategies and skills, including interview skills and resume building				
2	Career/Finance	Study/work ethic - Focus and do what needs to be done well without prompting				
3	Career/Finance	Buying a car, proper car maintenance and use				
4	Career/Finance	Develop giving strategies and learning how to regularly support organizations or people				
5	Career/Finance	Financial planning and banking accounts & services				
6	Career/Finance	Income tax strategy and preparation				
7	Career/Finance	Purchasing large dollar items including strategies and/or best practices				
8	Career/Finance	Understanding Life, home, health and property insurance policies				
9	Career/Finance	Understanding various legal contracts (cell phone, Will, Lease & mortage agreements, etc)				
10	Other	Doing laundry, dishes and taking clothes to cleaners				
11	Other	Meal planning, cooking, grilling and grocery shopping including coupon strategies				
12	Other	Small lawn and garden tools & engine maintenance including yard maintenace				
13	Other	Finding and excelling in a hobby or unique interest				
14	Other	How to find a church and get engaged into activities				
15	Other	How to plan, schedule and pack for trips (including airline, taxi and hotel rentals)				
16	Other	Proper healthcare, diet and hygiene including finding doctors & dentists				
17	Other	Proper sleeping habits				
18	Other	Learning to swim and basic Life-Saving skills				
19	Other	Strategies and practices for keeping current on news and events				
20	Other	Understanding & communicates one's spiritual beliefs with others (including God, Jesus, Bible, etc.)				
21	Other	Understanding and using your gifts and abilities to help others in regular fashion				
22	Other	Understanding social, work and dining etiquettes including buying clothes for each arena				
23	Other	Understanding time management and time planning				
24	Other	Writing and good comunication skills				
25	Personal	Creating an International experience to help you develop a world view				
26	Personal	Displays wisdom in decision making including using good council				
27	Personal	Finding, making and choosing good friends and friendships with both genders				
28	Personal	Finding, making and maintaining strong network relationships with peers & mentors				
29	Personal	Learning to initiate activities or people interactions timely and without prompting				
30	Personal	Respecting authority and knowing State & Federal laws				
31	Personal	Thinking of others through actions and/or words				
32	Personal	Understanding addictions, behaviors and symptoms (porn, drugs, gambling, etc)				
33	Personal	Understanding and handling peer pressure				
34	Personal	Understanding basic ethics & values (not the parent's but the individuals)				
35	Personal	Understanding how to live a spiritually balanced life along with school and/or work				
36	Personal	Understanding one's personality, learning method, love language and temperament				
37	Personal	Understanding your emotional intelligence skills and your understanding of nonverbal				
		communication				

38	Personal	Developing a vision statement for what age 25 looks like	 	
39	Personal	Must be able to talk to and engage strangers	 	
40	Personal	must be able to find his or her way around and in a new city on their own	 	
41	Personal	manage his assignments, workload, and deadlines	 	
42	Personal	must be able to contribute to the running of a house hold	 	
43	Personal	must be able to handle interpersonal problems	 	
44	Personal	must be able to cope with ups and downs and see beyond them	 	
45	Personal	must be able to earn and manage money	 	
46	Personal	must be able to take risks and not fear failure	 	
47	Personal	Understanding 50-75 emotional words and their definitions with examples	 	
48			 	
49			 	
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57			 	

Expectations

1) Housing Items (who's name are things in?)

- Whose name is the housing contract/mortgage under whether buying or renting?
- 〈 Internet, Cable, etc.
- Now that you're paying will you stick with the premium NFL Sunday Ticket package?

2) Transportation

- Who owns the car?
- Name on the title?
- 〈 License Plate
- Fee to buy the plates, annual fee for that tiny little sticker (tags & taxes) that says you've paid
- Still on your parents' plan or will you pay for your own coverage?
- Roadside Assistance
- Does insurance offer it or will you use private company like AAA?
- Repairs
- Not if, but WHEN things break, how will you pay for it?
- Kegularly Scheduled Maintenance
- Oil change, tire rotations, alignment, etc.

3) Phone - Who's policy are you on?

4) Life Insurance

- Who will pay your student debts if an unforeseen tragedy were to befall you?
- (100\$ a year gets you >150k in coverage. Most singles need at least \$25k to \$50k.
- 5) Will

50\$ gets you a great will online, split if with friends and then change the name (chances are that you and your roommates are in very similar situations)

(More important than you think right now and gets more important with each "dependent" you

6) Health Insurance

Still covered by parents' plan under Obamacare but when will you get your own policy?

7) Dentist

- Will you go home to get your teeth cleaned or have your records transferred to a dentist of
- 8) Medical History
- When was your last shot?
- (Do you have a family history of blah blah blah or blah blah blah?
- Will you transfer your records to your own primary care physician covered under your new
- health insurance or will you keep calling mom when you need answers to these questions?

9) Passport

〈 Implies that you've met a handful of medical, social, legal, etc requirements.

get one if you don't have medical records, proof of residency, a bunch of random requirements that

- Start compiling your own database of medical records, personal history, etc.

10) Loans/Student Debts/Personal Finance/Investing Strategies

- A How will you pay them off? What's your plan?
- Payment Modeling.
- 〈 What interest rates do your loans require you to pay?
- You will pay interest on the total "balance" you have left to pay on your loan.

- Most loans require that you begin paying interest as soon as you graduate and \sim 7% is a typical interest rate (check the stipulations of your specific loan.)

- i. 7% of 20,000\$ is 1,400\$... So assuming you pay off all of your loans in 1 year, you will pay
- O you owe your parents for anything?
- Now that you are on your own, make a statement to them about your independence by paying

11) Credit Score

- (Do you know your credit score?
- If not, you probably don't have one and YOU NEED TO!

12) Family History

If you ever have kids, they will ask an infinite number of questions on an equally large range of topics, one of which will be grandma/grandpa.

- When your parents are gone, all the knowledge of their parents goes with them if you haven't
- Old Photos, Documents etc.
- CONVERT THEM TO DIGITAL FILES!

13) Visits Home

- (Now that you're off of your parents tab, do you still expect them to pay for your meal when you
- 1/5 parents expect their children to pay for their own meals upon graduating college
- In-Laws? Do they expect you to cover your own meal? Have you asked?

1	2	3	4
Let's do it together	Student does it, I watch & direct	Student does it, calls only for questions	Student could train someone else to do it

