

THE  
UNIVERSITY  
OF RHODE ISLAND

CENTER FOR STUDENT LEADERSHIP DEVELOPMENT

LEAD BIG  WE DO

HDF 415

FLITE Peer Leadership  
LEADERSHIP PORTFOLIO

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StrengthsQuest™

My Signature Strengths

#1

## Context

I use the past as a guideline for the future. I understand and make meaning out of the present by researching its history.

#4

## Achiever

Whatever I decide to engage in I put in 120%. When focused on a task I often will go "above and beyond" the requirements, to achieve **more**.

#2

## Communication

I find it easy to put my thoughts into words, and enjoy interacting with others. I like to explain, to describe, to speak in public, to host, and to write.

#3

## Significance

I want my work and efforts to be recognized and I appreciate praise from others. I want to stand out, be known, and be heard. I need to be admired as credible, professional and successful.

#5

## Competition

I use others and their performance as the "time to beat". I compare, compete, and try to win. My competition drives my energy and determination to do the best I can.

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# My Signature Strengths

**RUSSELL LEVENDUSKY**

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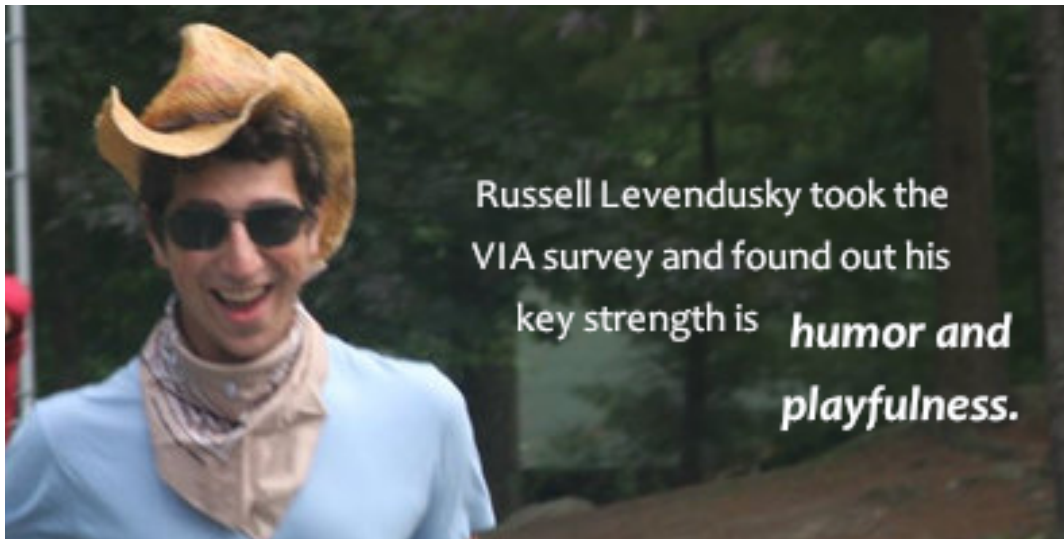
I use others and their performance as the “time to beat”. I compare, compete, and try to win. My competition drives my energy and determination to do the best I can.

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VIA INSTITUTE  
*on* CHARACTER



Russell Levendusky took the  
VIA survey and found out his  
key strength is **humor and  
playfulness.**

My Top Value in Action (VIA):

### **Humor and Playfulness**

I infuse my humor into my daily life. I try to bring comedy into every situation I can. I like to laugh and tease. Bringing smiles to other people is important to me. I try to see the light side of all situations.

## OPENING STATEMENT

**Realizations. Re-evaluations. Real Results.**

- how to lead a group of students to reach their fullest potential**
- how to know oneself before leading others**
- utilizing the teaching process of challenge and support**
- re-learning to UNlearn**

### SECTION 1 SELF LEADERSHIP

15	Student will describe personal leadership style and/or personality style including strengths and weaknesses and examples of application (Sources = Leadership style inventories, the L.P.I., StrengthsQuest, Type Focus (MBTI), LAMP, and other career inventories, etc.)	HDF 190 -- HDF 415	Learning Contract, LPI, StrengthsQuest, Smile Institute, Leadership Institute  --  StrengthsQuest, VIA, Strengths Interview, see learning contract evidence	<p>Throughout the course of my leadership journey, one thing that has started from the very beginning was my Leadership Practice Inventory (LPI). The first time I took this LPI assessment, was at the Leadership Institute last summer. (see evidence 30-33) I have to admit when I had seen the results after the first time I tabulated my totals, I understood somewhat of how these strengths we applicable to me, but I was very confused as well. I saw that the LPI's might be relevant to me but I couldn't really make sense of them. (see evidence 3)</p> <p>Through FLITE peer leadership (HDF 190), I was able to further explore what strengths I possess, when I completed the StregthsQuest finder to discover my Top 5 Signature Strengths. As this time, I was really able to know myself better, from these results, and as time progressed I can really see why the strengths listed are my Top Strengths. I utilize these strengths in my daily life, and I now see that they are perfect in accurately describing me. (see evidence 1 and 2)</p> <p>My most recent revelation was when I had taken the LPI again, in preparation for the Smile Leadership Institute. (evidence 3 cont) Here I was so exited to see my new results, and the differences between my previous results from the Institute. All of my categories raised up in numbers, which in mind signified that I am thinking more like a leader now. It was also interesting to see that I possessed the same Top LPI, "challenge the process." I really feel too that the signature strengths really coincide with what I believe and do in my daily life, and it was so interesting that each signature strength fit to my personality perfectly.</p>
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SECTION 1  
SELF LEADERSHIP

15	Student will describe personal leadership style and/or personality style including strengths and weaknesses and examples of application (Sources = Leadership style inventories, the L.P.I., StrengthsQuest, Type Focus (MBTI), LAMP, and other career inventories, etc.)	HDF 190 -- HDF 415	Learning Contract, LPI, StrengthsQuest, Smile Institute, Leadership Institute  --  StrengthsQuest, VIA, Strengths Interview, see learning contract evidence	<p>Last year I thought that I had developed a pretty strong understanding of my strengths, until I re-evaluated and further explored them this year. This year I was really able to see them all “come into action”, some more than others, but really I could see how all of them were applicable in the classroom and in my daily life.</p> <p>Using my <u>Achiever</u> strength, under the domain of executing, I am able to implement solutions, and “catch” an idea and make it a reality. I am actively performing in the executing domain. For example, the rubric for outcome review makes the feedback clear and organized, and have made my thoughts into a reality. I have actively created solutions to problems as well. As an example, we needed to compile a list of everyone's strengths, so the form I built is an example of creating a solution to the given task/problem. I have done these things while outside of class, and then implemented them into the classroom setting. A situation that occurred in class is the fact while with my small group (#3), students were struggling with how to create accurate outcomes. To deal with this situation, I spent a lot of time looking their drafts over, utilizing my achiever strength. I made the rubric style to organize my thoughts (communication) and provide it in an organized fashion (context). The strength I utilize most in HDF 415 is <u>context</u>. (#1 of my top 5 strengths) The Domain of Leadership Strengths is <u>Strategic Thinking</u>. It is the same for HDF 190.</p> <p>I feel that it dominates because it is the foundation upon all of my emails, organization, and presentations. It is the organizational side of me, and it is applicable to all of the activities/ documents I have created as part of the class.</p>
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SECTION 2  
Leadership Theory and Models

39.	Student will describe personal application of the above theory	HDF 190 --- HDF 415	COM 100, URI sailing team, group project (eLead), daily life interactions with others --- HDF 190 Classroom instruction, HDF 415, The Office Lesson Plan	<p>With the relational model , I really see this being something that can be observed in everyday situations. How can you be an effective leader, without being inclusive of others. One thing that the model has taught me is to always be open and receptive to the opinions of others. It is important to realize that everyone has something to offer, and more opinions in the matter will just strengthen the end result. Is is also important to be purposeful and process oriented. I try to do this in my daily life by staying organized, and always making sure I am committed to completing whichever task I set my mind to and of course it is essential to be an Ethical leader and practice what you preach at all times. If observing these great models to follow, I know that I can be a much more effective leader. (see evidence 8)</p> <p>--- I really loved the relational leadership lesson, especially the activity with <i>The Office</i> clip. I think that the class was really successful. Integrating a popular comedic show into the classroom was good as it allowed students to see a real demonstration of the subject matter while also supplying comedic relief. What was good about the film too was the fact that often the students were seeing "what is done wrong", and giving them this dilemma and asking them to come up with an appropriate solution was truly interesting.The guiding questions were successful in prompting appropriate discussion and getting the students truly thinking analytically about the clip, and relating it to the model.The questions posed at the summation (the 4 of them, see <i>lesson plan</i>) of the lesson were successful in drawing in student's own experiences and then relating them to the Relational Leadership model.All and all I could tell that the students enjoyed the class, judging by their faces/reactions/ and feedback received after class. I think it was a fun, motivating way to display the material, and really look into the application/practice scenario of the theory.</p> <p>*See lesson agenda for a complete play by play of the lesson</p>
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### SECTION 3

## Inclusive Leadership / Diversity and its application to leadership

66.	Student will create a personal code of inclusive leadership	HDF 190 --- HDF 415	eLe@d group project, COM 100 group project  --- Leading discussion amongst small group class sessions, Day of Discovery Breakout sessions, HDF 415 sessions	<p>One aspect of leadership that I feel very strongly about is inclusive leadership. I think it is an intergal part in capturing the individuals who you are tying to lead.</p> <p>For me the most important role of inclusive leadership is to make sure that everyone you are working with as thier voice heard. It is invaluable to realize that every person is a unique individual and has something to offer. Getting various perspectives on tasks only can make your end result stronger, by having multiple forms of input.</p> <p>This is also why I strongly believe in the brainstorming process. This is the way in which everyone throws thier ideas out, and expresses them so it is important to make sure that all voices are heard, and that everyone's voice is included.</p> <p>This is why in the eLe@d project, we had such a strong emphasais on brainstorming, so that everyone's opinion can be included (see evidence 17)</p> <p>---</p> <p>I have learned over the course of HDF 415, that one of the most important things you can embrace as a leader is being inclusive of others. For example, how can you create group consensus, if everyone isn't allowed to voice their opinions amounsgt the group prior?</p> <p>In my FLITE small group of students, I realized early on that there are many different types of students existant in the group. Some are really talkative and extroverts, and others are the strategic introverts.</p> <p>It is very important when leading discussion to be able to "pull information out" of all students, encouraging them to particiapte, and including them in conversation/ group collaboration. The best application was during the Day of Discovery breakout session, as to establish a group dynamic where everyone was inclusive of each others views, and the room was an open environment for the students to speak thier mind.</p>
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**SECTION 4**  
**Critical Thinking**

76.	Student will demonstrate knowledge of leadership that is used in crisis	HDF 190	eLe@d group project	<p>A major thing that people need to understand is that unexpected things happen. In order to deal with these things, a leader must have knowledge of certain skills that will be relevant in a crisis situation. One major trait to possess in order to respond to crisis is adaptability. It is good to be organized, yes, but it is important as well to realize that things may have to change for whatever reason, and then you must adapt, and adapt quickly in order to still be in charge of the situation.</p> <p>While working on our group project, we never really hit a crisis, but one thing which was an issue, is we had too many ideas, and realized that we cannot go over the required limit of 7 minutes. In response, we adapted and cut some of our ideas to condense a create a stronger product, that would be done in the allotted time period.</p> <p>Adaptability is a great strength to have, and it often partners with Positivity. Stay positive and you are sure to be able to find a way to adapt and respond appropriately to a crisis.</p>
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HDF 415

Leadership  
Inventory

Expansion:

--Technology and the HDF 415 portfolio

**SECTION 5**  
**Interpersonal and Organizational Concepts and Skills**

111.	Student will describe personal examples of building relationships with members as a leader	HDF 190	eLe@d group presentation	<p>Throughout the course of FLITE, I feel as though I have developed a strong understanding of the concepts of relational leadership. Although I feel that the skills learned in the model are applicable in many different life instances, but I feel as though the relational leadership concepts can be best applied when trying to build relationships with members of a group. (see evidence 8)</p> <p>One of the primary instances where I was able to apply the skills that I learned was while working with my fellow group members in the eLe@d FLITE project. I was able to build relationships with those in my group by making sure I was staying positivity, and was always able to be adaptable. I realized and recognized the strengths of each member of my group, and therefore was able to delegate and collaborate with the other members with ease.</p> <p>As the gatekeeper of the group, I was responsible to make sure that the group members were on task and making sure that everyone's voice was heard. My context skill definitely kicked in as well, as I sent out emails to our group with our arranged meeting times, and a schedule calendar attached (see evidence 18) Knowing that the process is just as (if not more) important than the outcome, I made sure that the group was actively brainstorming and flushing out ideas. (see evidence 17) Because of our great collaboration as a group, we were able to laugh, smile, and form relationships with each other. It not only helped us complete the project, but it also allowed us to formulate friendships that will last beyond the scope of the assignment. (see evidence 16)</p>
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**SECTION 5**  
**Interpersonal and Organizational Concepts and Skills**

111.	Student will describe personal examples of building relationships with members as a leader	HDF 415	Day of Discovery, Work with small group in/out of class time	<p>I think that one thing that I have really seen during HDF 415 in the FLITE section is the new relationships that I have formed with the students (members) as the leader.</p> <p>At the start of the semester, the students were very quiet, feeling each other out. Discussions were vague, and were not too in depth, and the sense of trust among the group just really was not there yet. I think a few things were effective in breaking the ice with my group members.</p> <p>I thought to form the best relationship with the students I would need to establish a sense of group synergy and openness. During the Day of Discovery breakout session I believe I best established this by serving as the discussions gatekeeper. I realized that here was the chance for everyone to really be able to open up, and thus established the environment in which everyone could speak <del>their</del> minds in an open, inclusive fashion.</p> <p>I know that after the D.O.D the group was much more talkative, active, and involved. They had developed that crucial bond and relationship as a group, and I believe this is due to my facilitation of establishing an open/inclusive environment in the group . (see evidence B1 and B2-- Day of Discovery Packet &amp; Materials)</p>
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