

LEADERSHIP DEVELOPMENT OUTCOMES & EVIDENCE PROGRESS INVENTORY*

MINOR IN LEADERSHIP STUDIES
Center for Student Leadership Development
Memorial Union
University of Rhode Island

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Date Enrolled: Spring 2010

Date of Graduation: 2013

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MINOR IN LEADERSHIP STUDIES

The minor in Leadership Studies at URI is based on a broad, cross-disciplinary philosophy of leadership. The minor will prepare students with opportunities to develop and enhance a personal philosophy of leadership: understanding of self; understanding of and ability to relate to others; community and the acceptance of responsibilities inherent in community membership. The curriculum focuses on expanding students' knowledge, skills, and understanding of specific leadership theories, concepts, models, and modern leadership issues in applied settings. The goal is to prepare students for leadership roles and responsibilities on campus and in career, community, family leadership roles and field of study,

SPECIAL FEATURES

- **FOCUSED CORE**-*courses that cover a breadth and depth of leadership theories, concepts, and models*
- **SKILLS**-*leadership training directed at skill development in personal perseverance, effective communication, public speaking, group development, values development, diversity and inclusion, critical thinking, decision-making, and problem solving*
- **APPLIED LEARNING**-*academic and co-curricular experiences and reflection intended to empower students to develop greater levels of leadership complexity, integration, and proficiency, such as group membership and leadership, internships, portfolio development, and journaling.*
- **FLEXIBILITY**-*electives may be selected from over 60 classes from 14 academic departments*
- **INTERNSHIP**-*required work in an internship focuses on the application of leadership knowledge and skills in a work-like setting*
- **EXPERIENTIAL LEARNING**-*Each year, students in the minor participate in meaningful experiences, such as the First Year Student Leadership Retreat, the Sophomore Retreat, the Junior Day (career preparation and etiquette), and the Senior Expedition.*
- **PORTFOLIO**-*guarantees that students will analyze and synthesize their experiences before they graduate. Serves as visual documentation of their experiences.*

ENROLLMENT

- Undergraduate students at URI may declare a minor in Leadership Studies no earlier than sophomore year.
- Enrollment forms can be picked up during an initial appointment with a Leadership staff member. The Center for Student Leadership Development (CSLD) is located in Memorial Union Room 210, phone 874-2626
- Once a student declares a minor in Leadership Studies, the major Academic Advisor must be informed and sign the Enrollment Form, and the form is returned to the CSLD.
- A student will work with a CSLD staff member as their "Program Advisor". The Program Advisor will facilitate the student's progress through the minor and help ensure that the necessary required and elected courses are completed.

GENERAL INFORMATION FOR STUDENTS

- Requirements may be satisfied by completing 18 or more credits related to leadership and offered by more than one department.
- To declare this minor, you must have approval of your major academic advisor and a staff member of the CSLD who will serve as your "Program Advisor." Once approved, the minor will be listed on your transcript.
- Eighteen credits are required for this minor, twelve of which must be at the 200 level of instruction or above. A course grade of "C" or better must be earned in each graded course. At least twelve of the credits must be earned at URI.

- No course may be used to apply to both the major and minor fields of study. Courses in General Education or for other minors may be used for the minor* (*this does not apply to students in the College of Business). With the exception of internship credit, all courses for the minor must be taken for a grade. The Introductory class must be taken before the internship and the capstone course.
- Application for the minor must be filed in your academic dean's office no later than the beginning of the final semester or term.
- Approval of the minor does not guarantee that the suggested courses will be available to you on a schedule correlated with your graduation plans nor guarantee space in any required course.

CORE REQUIREMENTS- 9 Credits

- **One introductory course** (3 credits):
HDF 190: FLITE (First Year Leaders Inspired to Excellence) - For first year students in the spring semester only
HDF 290: Modern Leadership Issues - For sophomores and juniors only; offered in the fall and spring semesters
- **One capstone course** (3 credits):
HDF 412: leadership Capstone - Historical, Multiethnic, & Alternative - Preference given to seniors; fall only
COM 402: Leadership & Management (Leatham) - Spring and summer only
BUS 441/MGT 402: Leadership and Motivation (Beauvais/Cooper)- Spring only
HPR 412: Honor's Seminar (Beauvais) - Spring only; 3.5 GPA requirement
- **Internship** (minimally 2 credits; 80 hours):
HDF 417: Leadership Minor Internship - Spring, summer, and fall
Internship approved through the student's academic department or through the Office of Experiential Education - must also be approved for credit in advance by a CSLD staff member
- **Portfolio class** (1 credit):
HDF 492: Leadership Minor Portfolio – Spring only

MINOR ELECTIVES-9 credits

**Additional classes may be appropriate and therefore added to the list; see CSLD for the most updated list or bring a class that you think should be an elective*

AAF 300: Civil Rights Movement in the US
 BUS 341: Organizational Behavior
 BUS 342: Human Resource Management
 BUS 441: Leadership & Motivation (*capstone option*)
 BUS 443: Organizational Design & Change
 BUS 448: International Dimensions of Business
 BUS 449: Entrepreneurship
 COM 100: Communication Fundamentals
 COM 202: Public Speaking
 COM 208: Argumentation and Debate
 COM 210: Persuasion: The Rhetoric of Influence
 COM 221: Interpersonal Communication
 COM 250: Small Group Communication
 COM 302: Advanced Public Speaking
 COM 308: Advanced Argumentation
 COM 322: Gender & Communication
 COM 351: Oral Comm. in Business & the Professions
 COM 361: Intercultural Communication
 COM 383: Rhetorical Theory
 COM 385: Communication and Social Influence
 COM 402: Leadership and Motivation (*capstone option*)
 COM 407: Political Communication
 COM 415: The Ethics of Persuasion
 COM 421: Advanced Interpersonal Communication
 COM 422: Communication and Conflict
 COM 441: Race, Politics and the Media
 COM 450: Organizational Communication
 COM 461/462: Managing Cultural Differences in Organizations
 CSV 302: URI Community Service
 HDF 190: First-Year Leaders Inspired to Excellence (FLITE) (*introductory course option*)
 HDF 290: Modern Lead. Issues (*introductory course option*)
 HDF 291: Peer Leadership - Rose Butler Browne Program
 HDF 412: Historical, Multi-Ethnic, & Alt. Leadership (*capstone option*)
 HDF 413: Student Organization Leadership Consulting
 HDF 414: Leadership for Activism and Social Change
 HDF 415: FLITE Peer Leadership
 HDF 416: Leadership in Organizations
 HDF 417: Leadership Minor Internship
 HDF 437: Law & Families in the U.S.
 HDF 450: Introduction to Counseling
 HPR 118: Honors Course in Speech Communications
 HPR 203: The Prepared Mind
 HPR 412: Honors Seminar (*capstone option*)
 MSL 101: Introduction to Military Leadership
 MSL 201: Leadership & Military History
 MSL 201: Military Skills and History of Warfare
 MSL 202: Leadership & Team Building
 MSL 301: Leadership & Management
 PEX 375: *Women in Sport-Contemporary Perspectives*

PHL 212: Ethics
 PSC 304: Introduction to Public Administration
 PSC 369: Legislative Process and Public Policy
 PSC 504: Ethics in Public Administration
 SOC300/WMS350: Women and Work
 THE 221: Stage Management
 THE 341: Theater Management
 WMS 150: Introduction to Women's Studies
 WMS 310: Race, Class, Sexuality in Women's Lives
 WMS 350: International Women's Issues

CENTER FOR STUDENT LEADERSHIP DEVELOPMENT

Office: Memorial Union Room 210 Phone: (401) 874-2726 Fax: (401) 874-5317

The Center for Student Leadership Development has a two pronged mission:

1. To engage in research and assessment in order to contribute to the field of leadership studies.
2. To provide developmental opportunities for students to become informed, inclusive, and effective leaders in their careers, communities, and family lives.

We strive to help our students become: Action-oriented, Courageous, Creative, Critical, Empathetic, Ethical, Honest, Inclusive, Informed, Optimistic, Passionate, Patient, Proactive, Self-disciplined, Tenacious, Thoughtful, and Trustworthy.

We work to help our students develop and refine the following skills:

- The ability to analyze, criticize, synthesize and utilize information to their career, community, and family leadership roles.
- The organizational and interpersonal skills to implement their knowledge.
- The ability to utilize historical / multicultural / alternative theories and methods
- The ability to be inclusive, not by being an expert on all cultures (race, ethnicity, gender, religion, sexual orientation, age, ability), but by having a general knowledge and respect difference and varied perspectives, and by being able to consider and include cultural differences in membership and leadership roles.
- The ability to think critically; neither to manipulate when communicating nor to be manipulated.

Supporting Values and Theories:

- We believe that all students, no matter what the GPA or previous leadership/membership experience, deserve a chance to engage in leadership development opportunities
- We believe that students should create their own definitions of success
- We believe that “no one person has all of the truth, we each have a piece of it”. We strive to broaden the base of sources from which students draw their knowledge by exposing them to as many types of leaders and citizens as possible.
- We believe that students learn best in their chosen contexts (constructivism), so we create classes, programs, and services that meet students where they are; are programs are organized into tracks:
 - a. Emerging Leadership (HDF 190 & 290)
 - b. Organizational Leadership (Greek Life – HDF 416, ROTC)
 - c. Leadership for Activism and Social Change (HDF 414)
 - d. Experiential Leadership (Challenge Course, HDF 413)
 - e. Outreach and Peer Leadership (HDF 415)
- The CSLD teaches a variety of leadership theories, but focuses on three: Social Change Model, Astin et al; Relational Leadership, Komives, McMahon & Lucas & Servant Leadership, Greenleaf
- We know that students have different learning styles, and therefore, our methodologies/pedagogies must reflect these styles.
- We believe that students are better educated with a balance of challenge and supportive mechanisms (Sanford)

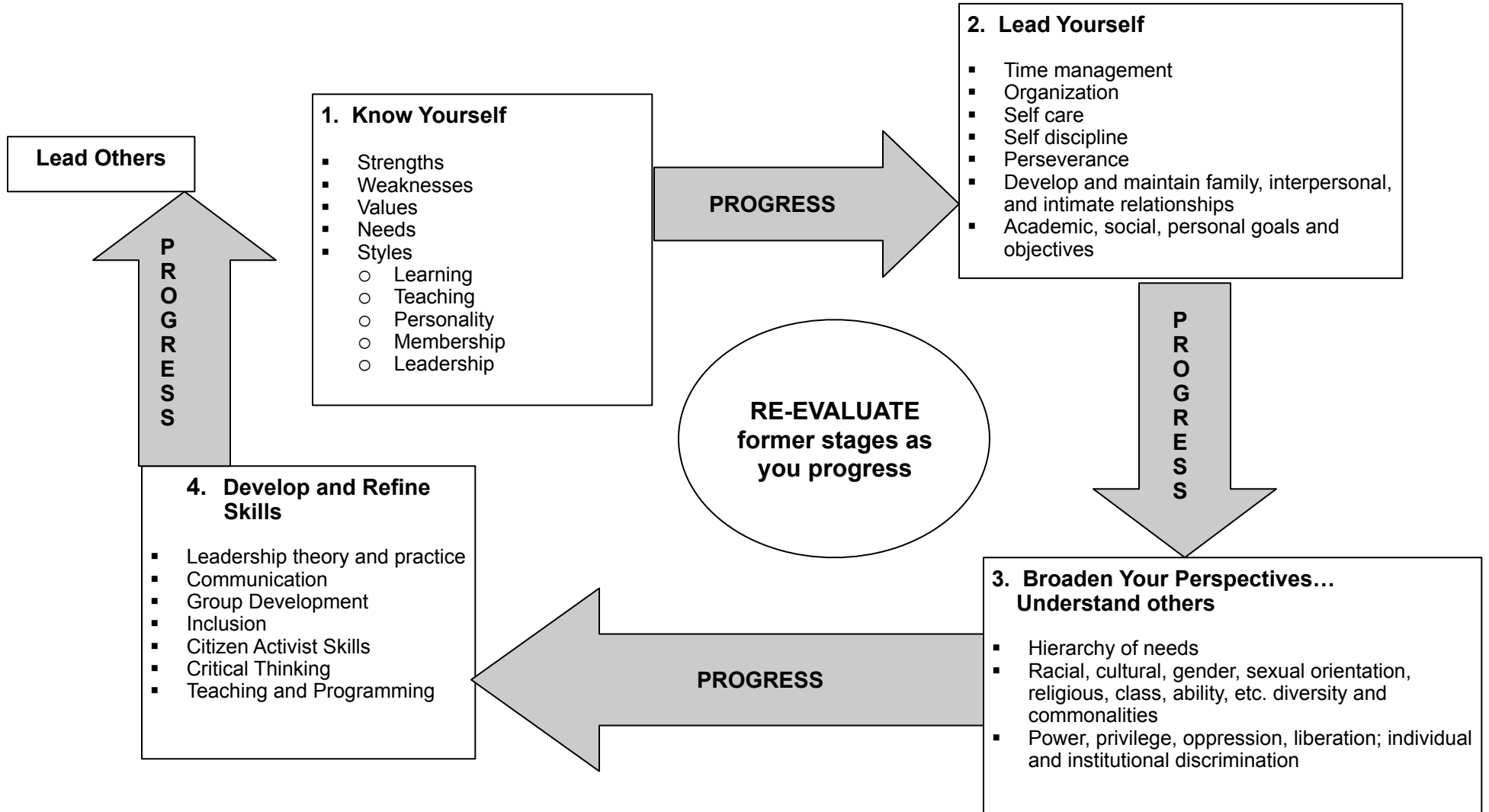
- We must assure an effective framework by providing programs and services in four delivery categories (Robert's & Ullom):
 - a. training (preparation for current roles)
 - b. education (regarding leadership and leaders in general)
 - c. development (skill improvement)
 - d. experiential learning (practice)

BECOMING A POSITIVE LEADER THROUGH DEVELOPMENT & INVOLVEMENT

Wilson, 1998 (URI Memorial Union / Center for Student Leadership Development)

Revised after the publication of *Exploring Leadership: for College Students Who Want to Make a Difference* by Komovies, McMahon and Lucas, 1998.

You need to have your own act together before you can lead others:



OUTCOMES

*In this section, you will track your progress toward the **outcomes**. Each class in the minor targets different outcomes; all of the **classes** list these outcomes on the syllabi (the words “goals” or “curriculum areas” may be used instead). In many of our classes, the assignments can serve as your evidence. Periodically, and not less than at the end of each semester, you should update your outcomes progress. In the “**additional experiences**” column, name additional classes or experiences that contributed to you becoming proficient in that outcome. As the semesters pass, you will think of things from recent semesters and semesters further in the past, or people or jobs, etc. in your past that also influenced your progress on that outcome. Do not let that ambiguity upset you. Reflecting on development is not a linear process, but it does help to reflect often. In the “**descriptive notes**” column, share insights about your growth, lack of progress, successes, stumbling blocks, etc. At the end of each section, you need to include **evidence** that supports your development toward the outcomes. Copies of papers, grading sheets, evaluation letters—anything that shows that someone has determined that you have demonstrated proficiency (or not, or are making progress). Make sure to keep electronic copies of all of your evidence to include in your Portfolio.*

Outcome Category: Self-Leadership

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
1.	Student will demonstrate autonomy and a minimized need for approval	HDF 190	Leadership Ambassadors, 1st day of class, Leadership Institute, URI advising/ adding scheduling	<p>FLITE class has been an amazing journey for me. It all started out at the Leadership Institute. I had great fun and took away some great knowledge about leadership at the same time. I knew at the institute that leadership was something that I was definitely interested in pursuing further, and FLITE was the next step. Being introduced to the class by the flyer in our Institute folders (evidence #33), I was ready to go, eager to learn more.</p> <p>“unlearn”. The first day of class was a very memorable one for me. Right off the starting line of our academic journey, some of the first words said were “unlearn”. As instructed, I wrote this word on the back of my syllabus, at the time unsure of what it really meant (see evidence 4). Now, I am very appreciative of the word, and what it really means.</p> <p>“Best Class Ever”. This day was also very memorable in my mind. To start the class by literally creating our own class syllabus, I had to demonstrate autonomy. To show the self determination to step up and contribute to this class.</p> <p>Another perfect instance where I had to demonstrate autonomy and minimized need for approval was the signature exercise that we did in class (see evidence #14). In this exercise I had to be autonomous, as we were simply given the task write your name-- I had to act on my own and then determine in my head how i wanted to write it, where I wanted to write it, etc. With just following those directions, and not questioning the fact that I was writing my name over and over, I minimized the need for approval, as I just did it, trusting the word of the instructor, but yet acting autonomously.</p> <p>In addition to FLITE class, I have to be autonomous in every aspect of my college life. For example, scheduling-- I had to be responsible to formulate my own schedule, by picking times that are available, and classes that are proper fits for my areas of study.</p> <p>I was also honored to be able to be a Leadership Ambassador for the incoming first-year student welcome day. (see evidence 28, signed by Alyssa Hernandez!!) There I had to be autonomous. I told students my own story. How leadership has been such a great experience for me, and how it can be for them too. Sure there were guidelines of what to say, but I had to formulate what I really wanted to say alone, and then deliver it. I also demonstrated a minimized need of approval in the Ambassador program. By sharing my personal experiences, I didn't seek approval from the guests-- I just got great satisfaction of being able to share my thoughts, and tell individuals about a program which as truly shaped my college career.</p>

2.	Student will demonstrate personal, organizational, and academic examples of self-discipline	HDF 190	URI sailing team, eLe@d group project, academic accomplishments (achiever strength!)	<p>Before FLITE class, if I has to describe myself, I know that organization would be one of the traits that would be said. Also, one thing that I especially strive for is to be self-disciplined and always motivated and committed to whatever I set my mind too.</p> <p>I had thought of myself possessing these traits before FLITE, but class really allowed me to re-assess and reconfirm my already conceived ideas. The StregthsQuest test was really an eye-opener for me, because my top strength, Context, actually has a great deal to do with organization. Other strengths that support my previous thoughts are the Achiever and Significance strengths. (see Evidence #1) after taking the StrengthsQuest test, I was able to really see how each one was really applicable to me and my life (see evidence 2).</p> <p>Throughout this beginning of my college career, I have made it a priority to exhibit self-discipline and determination. I am motivated in all tasks I put my mind to. For example on the URI sailing team, I use my self-discipline to push myself harder in practice, and really try to make the most of each session out on the water.</p> <p>Academically, my achiever strength really kicks in, as I am highly committed to achieving academic excellence. I have been so happy with my grades, and earning the Dean's List distinction. My drive to perform academically has also awarded me with various academic societies, in which I am honored to be a part of. To be awarded membership into Phi Eta Sigma NHS, National Society for Collegiate Scholars, and Omicron Delta Kappa is truly unbelievable and I am so happy to be a part of them. (see evidence 29, 34 and 35)</p> <p>My drive to succeed and academic self-discipline have really aided my journey at URI, and I will definitely be utilizing these personal goals in the future.</p>
3.	Student will demonstrate the ability to manage emotions	HDF 190	RA Interview/Application Process	<p>In FLITE, I think one thing that really stands out in my mind that we learned, is to enjoy the process. To recognize that it is not only the final product that matters, but rather, how you get there.</p> <p>After having conversations with Robert, I also have a strong believe in the "everything happens for a reason" ideology. At the start of Spring Semester I applied to be a campus Resident Assistant for the upcoming year. I was interested in the position, because I love being of assistance to others, and being able to be an approachable resource individual. I strongly believed that the position would allow me to interact more with students, which is what I love to do.</p> <p>Looking back, I have made some revelations on the RA process. I do understand that everything happens for a reason, and I understand now that it just was not meant to be. As Robert has told me, you need to do a couple things, and do them well. Perhaps the RA spot would have taken away too much from the attention that I want to give to other aspects of my life--</p> <p>I will admit, when I received the results that I was not accepted, I was upset. But now I have faced the emotions behind that, and have totally moved on. For the position, the interviewers didn't see that spark in me, but they did in others. Looking back, it is satisfying to know that my misfortune, could means someone's happiness. (see evidence 27)</p>

4.	Student will demonstrate knowledge of stress management methods	HDF 190	Involvement on campus, general academic coursework, URI sailing team	<p>College is a place where stress can easily blossom. To start, school is much harder, there is more work to do than in high school, and you must always be organized because work is given to you at all different times, as opposed to preparing an everyday homework assignment in high school.</p> <p>I for one have never been one to be really stressed. I don't really like the word stress because for me it implies some sort of trouble or illness. It though is inevitable, when too many things are going on at once, and you have not prepared properly, you are bound to be stressed. Especially being a college student who likes to be very involved, whether it be different organizations I am a part of, or my heavy commitment to the URI sailing team, it is important for me to be very organized, so that I do not get stressed and overwhelmed.</p> <p>The important thing though is to find your happy balance. Do the things that you want to do, but be sure to be organized and prepared for when they do come along. From personal experience, if you know what is coming, then you are more likely not to get worked up or stressed about it.</p>
5.	Student will demonstrate the ability to manage stress	HDF 190	Involvement on campus, general academic coursework, URI sailing team	<p>Me personally, I have been getting involved in a lot of great opportunities that I have been fortunate enough to be a part of. With a large commitment to the sailing team, sometimes its really hard to balance all of my academic coursework, and all of the other things that I feel really passionate about.</p> <p>With a strong commitment to academics, my achiever strength really kicks in. My significance strength and competition strength really drive me to get involved and succeed at it.</p> <p>I think though, is important to realize that you must me organized and methodical with what you do, and if you do this, you will be able to manage the stress that builds. To properly manage it is the key, and when you do it will certainly pay off in the end.</p> <p>My stress management has allowed me to do the things I love to do, while still striving academically. I am so exited to be inducted into multiple different honor societies for my academic achievement. (see evidence 35,34, 29)</p>
6.	Student will express a personal code of leadership / membership ethics	HDF 190	daily life, organizations I am a part of	<p>A personal code of leadership and ethics is really something that is done in everyday interactions-- whether in the classroom or out on the quad, and invidual should always be ethical. It is important to realize the componentants of ethical leadership, as they are all essential to being a succesful ethical leadership. You need to start by knowing the importnace of ehics becasue it is "at the heart of Leadership". The main thing to regognize with ethical leadership, in my opinion, is to always practice what you preach. Perform in a way that always is complacent with your own individual values, because you should always do what you think is right, becasue you must but into practice what you preach. (see evidence 11- the guide to being an ethical leader)</p>

7.	Student will demonstrate practice of the personal code of ethics	HDF 190	daily life, organizations I am a part of	<p>As I have previously mentioned a big part of being an ethical leader is to be sure you practice what you preach. You want to make sure that you are representing and conducting yourself in the best way at all times. By doing so you are being ethical by following through on what you believe in as your core values.</p> <p>I think an example of this, is the fact that on many occasions some of my friends have invited me to social gatherings, which I have declined because what was going on conflicts with what I stand for and what my personal values are. I would never want to be in a situation in where I didn't feel that I could be myself, or if my values were being questioned. It is important to conduct your life based on your values, follow through and live your life with what you believe is morally right and ethical.</p>
8.	Student will express a personal values statement	HDF 190	4V model, VIA, day of discovery	<p>One thing that makes every person unique and sets them apart from the rest is their individual values. An individual is not an individual without them, and they determine who we are and how we live our lives. I really learned the importance of them while studying the 4 V model by Grace (evidence #6). This really showed me how your value impact everything that you do-- and determine how you will perform in your daily life and activities. The VIA (see evidence 12 and 13) was really great to, allowing me to see what my core values are and how I can see my values in action in my everyday life.</p>
9.	Student will demonstrate practice of the personal values statement	HDF 190	daily activities, how I interact with groups classes (FLITE, group project, SMILE training), DAY of discovery	<p>As I have mentioned, I really looked at my values differently when completing the 4 V crest in class (evidence 6). This really showed me the impact that they have on our lives and how we perform our activities.</p> <p>The day of discovery was also a great way of exploring my values, especially in the talks with the small groups in the Union. My collage that I constructed ,evidence 5, is an expression of who I am. After seeing what I have done and what I am truly interested in in the college, it determines who I am, what my values are, and what I stand for as a person. (and the quote on the back I think is a great expression in how to effectively get people motivated and to feel a part of what you are doing)</p> <p>I then must realize that I must utilize my value/personal statement in my daily life and in all activities I am a part of, as it is an essential part of knowing yourself, and practicing what you preach.</p>
10.	Student will demonstrate the ability to lead a project from start to finish (follow-through)	HDF 190	eLe@d group project	<p>For me personally, one thing I always strive to do is to follow through on what I put my mind to. It is essential to complete your task once you start working on it. You must have the drive and perseverance to succeed, because we know how easy it is just to simply give up.</p> <p>A great example of this concept can be shown through the work that myself and my group did in the eLe@d project for FLITE (evidence 15). We all led each other to persevere and utilize our strengths to complete the task. We successfully pushed on from our extensive brainstorming process (evidence #17) to our final product that we were all very happy with.</p> <p>It is important to note in all aspects of life, that one must finish what they start and follow through with their goals and passions.</p>
11.	Student will describe goals and objective statements regarding personal issues, career issues, and community issues			
12.	Student will show evidence of goals and objectives that were planned and achieved			

13.	Student will show knowledge of the "Hierarchy of Needs" theory by Maslow			
14.	Student will show application of Maslow's theory to own life			
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> <p>--</p> <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>

15 cont:

Using my Achiever 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 context. (#1 of my top 5 strengths)

The Domain of Leadership Strengths is Strategic Thinking.

It is the same for HDF 190.

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.

Outcome Category: Leadership Theories

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
16.	Student will show knowledge of the “Authority and Bureaucracy” theory of leadership			
17.	Student will describe personal application of the above theory			
18.	Student will show knowledge of the “Scientific Management” theory of leadership			
19.	Student will describe personal application of the above theory			

20.	Student will show knowledge of the "Management by Objectives" theory of leadership			
21.	Student will describe personal application of the above theory			
22.	Student will show knowledge of "Theory X and Theory Y" theory of leadership			
23.	Student will describe personal application of the above theory			
24.	Student will show knowledge of the "Servant Leadership" theory of leadership by Greenleaf			
25.	Student will describe personal application of the above theory			
26.	Student will show knowledge of the "Principle Centered Leadership" theory by Covey			
27.	Student will describe personal application of the above theory			
28.	Student will show knowledge of the "14 Points / TQM" theory of leadership by Deming			
29.	Student will describe personal application of the above theory			
30.	Student will show knowledge of the "Visionary Leadership" (now often cited as "Transformational Leadership") theory by Sashkin			
31.	Student will describe personal application of the above theory			
32.	Student will show knowledge of the "Individuals in Organizations" leadership theory by Argyris			
33.	Student will describe personal application of the above theory			
34.	Students will demonstrate knowledge of the "4 V's" theory of leadership by Grace (Center for Ethical Leadership)	HDF 190	ele@d group project, academic life, everyday life	The 4 V model by Grace is an influential and exemplary model of leadership. It incorporates 4 main points, those being a focus on Values, Vision, Voice, and Virtue. The Values are your right and wrongs, or what you stand for. They mainly come from your upbringing and family impact on your life. Vision is the goals they you set for yourself. Voice, is literally how you express to others, what you are thinking in your own mind. Virtue is your commitment to others and the common good-- be good to your community and work toward achieving your common goal. (evidence 6)

35.	Student will describe personal application of the above theory	HDF 190	ele@d group project, academic life, everyday life	The 4 V model has been applicable in my recent experiences. I constantly use my values to drive how I perform in my daily life. One of my core values is my educational and academic commitment, It is my vision/goal to have a very successful academic career. I use my virtue in order to reach my goal, and I constantly utilize my voice, so that others can hear my ideas, and see where I am coming from. (evidence 6) The 4V model is interesting, because is really something that you must pursue in your everyday life. Your life events have shaped who you are, and you can use that in order to effectively make a difference.
36.	Student will show knowledge of the "Situational Leadership" theory by Hershey & Blanchard			
37.	Student will describe personal application of the above theory			
38.	Student will show knowledge of the "Relational Leadership" model by Komives, McMahan & Lucas	HDF 190	COM 100, URI sailing team, group project (eLead), daily life interactions with others	Over the course of FLITE, we learned many different Leadership models that really are invaluable tools to know, and to use in everyday life. I really feel that I have made strong connection with the Relational Model. The Model contains 5 main parts. The first is to be INCLUSIVE of all students/staff and all points of view. The next is to be EMPOWERING of self, group members, and other involved constituents. Next is to be PURPOSEFUL, having an individual commitment to the task, the position, the students and the staff as well. Fourth is to be ETHICAL is to be driven by values and standards that are "good" in nature. And finally to be PROCESS ORIENTED which is how the group goes about building and maintaining a team. All are essential encompassing parts of the Relational Leadership Model by Komives. (see evidence 8)

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>--</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><i>*See lesson agenda for a complete play by play of the lesson</i></p>
40.	Student will show knowledge of the concept of constructivism			
41.	Students will describe personal examples of implementing constructivism			
42.	Student will demonstrate knowledge of experiential learning in leadership development (Kolb)			
43.	Student will describe personal application of experiential learning in leadership development (Kolb)			

44.	Student will show knowledge of the “Social Change Model of Leadership Development” by Astin et al	HDF 190	COM 100, URI sailing team, group project (eLead), daily life interactions with others, my educational career, SMILE interview	(see evidence 10) Another great model that we examined in FLITE class was the social change model. I think with this model I really had an AHA moment, and learnt a lot about how to be a more effective leader. The social change model has 3 basic components which are the individual, group, and society. Basically the individual, following suit with their vision/values/goals has an idea. They must effectively pass on that idea to others to create a group which will allow others to know of their opinions. They do so by utilizing the principles of Consciousness, congruence, and commitment. Once in the group they must tell them about how they feel about the specific topic. In this stage it is great because others can offer invaluable insight. The opinions of others is always more important than just one opinion, because then you can see how different people view your task because every individual has different perspectives. You utilize collaboration, common purpose and controversy with civility to get there. Then once you have done so your responsibility is to pass on those ideas that you and your group have to society, to truly “make a difference”. In order to do so you must utilize citizenship.
45.	Student will describe personal application of the above theory		COM 100, URI sailing team, group project (eLead), daily life interactions with others, my educational career	(see evidence 10) I think a big aspect of the Social Change model is working together to create a difference. To start, I think that my group utilized the social change model while working on our eLead project. We all had ideas as individuals, and our goal was to come together as a group and go off of those ideas. It was great to work in a group and get the perspectives of others, because it is important to realize that everyone's opinion is valuable and has something to offer. Then our goal was to take our mission and tell increase the awareness by reaching out to society, to see what our project was all about, and to get involved with our task and follow along and offer insight to the ideals of the project. I also feel that this model is applicable as someone who is going into the field of education. I have all this wonderful knowledge that I have learnt from URI, and my goal is to take this knowledge and teach it to students (the group). The goal is to pass on all of my knowledge and ideas to others so that they can one day better society by having all this knowledge and potential to pursue their own individual passions based on their own opinions.
46.	Students will demonstrate knowledge of the “Leadership Identity Development Model” by Komives et al			
47.	Students will describe personal application of the above theory.			
48.	Students will demonstrate knowledge of the Strengths-Development Model by Hulme et al			
49.	Student will describe personal application of the above theory			

Outcome Category: Inclusive Leadership / Diversity and its Application to Leadership

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
50.	Student will demonstrate how cultural anthropology / paradigms relate to leadership			
51.	Student will describe personal example of using cultural anthropology / paradigms as a leader			
52.	Student will demonstrate knowledge of the "Cycles of Socialization" (Harro) theory and its uses in leadership			
53.	Students will demonstrate personal application of the "Cycles of Socialization"			
54.	Student will demonstrate knowledge of the "Cycles of Liberation" (Harro) theory and its uses in leadership			
56.	Student will demonstrate personal application of the "Cycles of Liberation" (Harro)			
57.	Student will demonstrate knowledge of the "Configuration of Power" (Franklin) and its relationship to leadership			
58.	Student will demonstrate personal application of the "Configuration of Power" (Franklin)			
59.	Student will demonstrate knowledge of racial identity development via the Cross & Helms models			
60.	Student will demonstrate personal application of Cross and/or Helms models			
61.	Students will demonstrate knowledge of McIntosh's theory of privilege and its relationship to leadership			
62.	Student will demonstrate personal application of McIntosh's theory			
63.	Student will describe the differences and similarities of individual and institutional oppression and relationships to leadership			
64.	Student will show knowledge of effective leadership as it relates to change agency			
65.	Student will describe personal examples of being a change agent			

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 integral part in capturing the individuals who you are trying to lead.</p> <p>For me the most important role of inclusive leadership is to make sure that everyone you are working with has their 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 their 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 emphasis 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 amongst the group prior?</p> <p>In my FLITE small group of students, I realized early on that there are many different types of students existing 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 participate, 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 their mind.</p>
67.	Student will demonstrate knowledge of the "Model of Intercultural Sensitivity" by Bennett and its uses in leadership			
68.	Students will demonstrate personal application of the "Model of Intercultural Sensitivity" by Bennett			

Outcome Category: Critical Thinking

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
69.	Student will show knowledge of principles of critical thinking (logic is used in this minor)			
70.	Student will demonstrate proficiency of critical thinking			

71.	Student will show knowledge of at least five decision making methods			
72.	Student will describe personal examples of having used five decision making methods			
73.	Student will show knowledge of at least five problem solving / conflict management methods, as well as understanding the roots of conflicts			
74.	Student will describe personal examples of having used five problem solving / conflict management methods <i>(if student has been trained in mediation, that information goes here)</i>			
75.	Student will describe what it means to analyze, criticize, synthesize and utilize information as a leader	HDF 415	StrengthsQuest, Relational Leadership The Office Activity, Feedback Rubrics, Help Grading students	Analysis, criticism, and synthesis are all effective parts of leadership.
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>
77.	Student will describe examples of leadership in crisis situations			
78.	Student will describe how power applies to leadership (Franklin)			

Outcome Category: Interpersonal and Organizational Concepts & Skills

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
79.	Student will demonstrate knowledge of active listening techniques	HDF 190	Leadership Ambassadors, group project, Day of Discovery	<p>One of the most important functions of a leader, to me, is to be a good listener. Why would anyone bother talking to you if you were going to just tune them out, and not really pay attention to what they have to say?</p> <p>One skill that I really appreciate is the encouraging one. To just say, "I see", "Uh-huh", it just makes it seem that what you are saying really matters to the person, and that is what is most important.</p> <p>It is also great to restate the ideas that people are thinking. As the "gatekeeper" of my FLITE group project, I really loved utilizing this skill, because especially if people totally missed it, it reiterates the persons point for those who have heard it, and it lets people know how were zoning out what was said.</p> <p>It was especially important to utilize active listening in the Day of Discovery, because the people in the small groups really had interesting things to say, and the active listening effectively promotes them to say more.</p>
80.	Student will describe examples of using active listening skills	HDF 190	Leadership Ambassadors, group project, Day of Discovery	<p>As an example, one skill I really love exhibiting is the restating of a persons ideas. I think that this is a great way to communicate in a group setting, as many people might not be on task 100 percent of the time, but restating with "So _____ said that.." is very effective. It not only makes the speaker feel better because you are emphasizing their thoughts but it also helps the group as a whole. (see evidence #7)</p> <p>While at the Leadership Ambassadors event (see evidence 28), I was sure to incorporate different active listening skills, because it really does make the extra difference in making that person feel valued, and making them truly believe that their opinion is appreciated.</p>
81.	Student will show knowledge of techniques regarding giving and accepting of feedback			
82.	Student will describe examples of giving and accepting feedback.			
83.	Student will demonstrate knowledge of facilitation and de-briefing techniques			
84.	Student will demonstrate proficiency of facilitation and de-briefing techniques			

85.	Student will show knowledge of organizing meetings / setting agendas / and leading meetings			
86.	Student will describe personal examples of organizing meetings / setting agendas / leading meetings	HDF 190	eLead group project	As I have previously explained my top strength is context (evidence 1). I think one thing that really ties into this strength is how I like to have everything organized. During my eLEad group project one of my roles as the gatekeeper of the group was to make sure that we were staying on task, and making sure that we were organized for times were to meet. I was responsible for sending out daily emails to my group members, making sure they were up to date on the current happenings. I also create a calendar schedule containing the various different days that we were all to meet. It very important for all group members to know what is going on, so that everyone can feel comfortable and confident with the task at hand. I made schedules for the group by examining everyone's availability, determining the best days we could meet as a group and work productively.
87.	Student will show knowledge of Parliamentary Procedure			
88.	Student will show knowledge of techniques for working with difficult people			
89.	Student will describe personal examples of using techniques to work effectively with difficult people			
90.	Student will show knowledge of the stages of group development (Tuckman, Bennis or others)	HDF 190	class presentation from the SOLC, eLead group project, URI sailing team	The Tuckman model is a great way to measure and examine group development. The SOLC did a very good job at explaining this model and it's various different phases (see evidence 9) The first stage of the model is known as "Forming". This is really when a group comes together, where there might be one "leader" but mainly this is the stage in which icebreakers happen, the tone is set, and you meet and greet with the people you are to be in a group with. The next stage is the "Storming" process, in which challenges and roadblocks may arise. This is usually resolved by groups trying to work out their problems and come to a compromise or agreement. Next is the Norming phase, in which the problems seem to be working out, and everyone in the group seems to be developing a sense of trust. The fourth step is Performing, where everyone in the group is comfortable and set with what's going on. Adjourning is the final stage, and that is when the group reflects on their work, and talks about things that can be done in the future to get better.
91.	Student will describe personal examples of group development in use.	HDF 190	class presentation from the SOLC, eLead group project, URI sailing team, COM 100 project	I think that the best example of this model in action is while in an organized group. In my eLead project, my COM 100 project, and being an active member of the sailing team, I have really seen who this model is applicable. In the two academic projects, I really started all out in the forming stages. We didn't really know how we would act with each other, and couldn't really get a good gauge of each other's personalities. As we progressed into the project we moved on to the storming stage, while flushing out ideas in brainstorming, and realizing that certain ideas will have to be cut out in order to be able to complete the project. We then went through the Norming phase when everything seemed to work out and followed through with performing as we all followed through with our roles in the project, and were confident with our presentations and final projects in the end. And then, we couldn't forget the adjourning stage, as it's important to reflect on an experience so you can go over how it went and what can be done to make it a better experience in the future. (see evidence 9 and evidence 15 and evidence 16, A/B.)
92.	Student will show knowledge of group dynamics and group roles			

93.	Student will describe personal examples of group dynamics and group roles			
94.	Student will show knowledge of effective memberships skills in groups	HDF 190	eLead Group project	<p>During the eLe@d group project, one of the main accomplishments of the group was that we worked effectively in utilizing our individual strengths to our greatest potential. By seeing how our strengths could be most useful (see evidence 19), we were sure to divide up roles that would best suit our strengths.</p> <p>This is how were able to the delegation of what each person in the group should work on, based on their membership skills. Our system of delegation (see evidence 16B), was effective because it gave each member a specific task they could spearhead, which of course complimented their role in the group.</p>
95.	Student will describe personal examples of membership skills in use			
96.	Student will show knowledge of the Challenge and Support theory by Sanford, and its relationship to organizations			
97.	Student will describe personal examples of using the theory of Challenge and Support			
98.	Student will show knowledge of the construction / elements of informative and persuasive speeches			
99.	Student will demonstrate proficiency in informative and persuasive public speaking			
100.	Student will show knowledge of planning and conducting interviews (as the interviewer)			
101.	Student will describe personal examples of planning and conducting interviews (as the interviewer)			
102.	Student will show knowledge of preparing for and effective answers in interviews (as the interviewee)	HDF 190	Leadership Institute Interview, SMILE interview, Adirondack Camp interview, Tour Guide interview, 101 Mentors Interview, Peer Mentoring Interview, RA interview	<p>An interview is a person's "moment to shine". To portray yourself in the best possible light and display your personality to others.</p> <p>When discussing how to prepare for an interview with others and peer leaders in the FLITE class, one thing everyone seems to stress is to "be yourself". I have realized this really is the most important thing. I think that in the long run, yes, the interviewer will take into consideration how you are answering your questions, but really what they are really trying to access is who you are as an individual, and what your personality says about you. Your personality is what makes you unique, and without it your just another "robot, doing orders".</p> <p>In all of the interviews I have been a part of, I am always sure to be myself at all times. I love the concept of an interview, I am able to utilize my communication strength (which I LOVE to talk), and I get to mostly talk about myself (which let's face it who doesn't like to do that!).</p> <p>It is always important to be prepared no matter what you do in life, and an interview is your moment to shine-- come prepared and be yourself is my motto to being effective in the interview situation.</p> <p>(see evidence 21-27)</p>

103.	Student will describe personal examples of preparing for and being interviewed	HDF 190	Leadership Institute Interview, SMILE interview, Adirondack Camp interview, Tour Guide interview, 101 Mentors Interview, Peer Mentoring Interview, RA interview	<p>Interviews are all unique to themselves-- they all having different types of questions and points of focus-- but there are also many similarities. I am a strong believer that in order to get better at something, you must have experience in it and practice it.</p> <p>With interviews, I utilized my context skill by making sure that I reviewed in my head how past experiences went, so that I could make changes and better future interviews. For example, in the RA interview, I determined a few things that might have been unsuccessful. In response, I made sure that I adapted my approach for the next interview I went to, and fixed that issue.</p> <p>Sometime's it is hard to prepare for an interview, because you never know what the interviewer is going to ask. But from personal experience, again it is important to always be yourself in interviews, so that the interviewer can see insight as to what your personality is.</p>
104.	Student will show knowledge of effective collaboration / coalition building			
105.	Student will describe personal examples of working in collaboratives/coalitions			
106.	Student will show knowledge of Intercultural communication considerations			
107.	Student will demonstrate proficiency in intercultural communication			
108.	Student will describe ways to maintain accountability in leadership / member relationships			
109.	Student will describe personal examples related to maintaining accountability as a leader			

110.	Student will describe ways to build relationships between leaders and members	HDF 190	eLe@d group project COM 100	<p>Through the FLITE course, one aspect of the class that I feel is of huge value is the StrengthsQuest program. Not only have I made major revelations about who I am as a leader through StrengthsQuest, but it is also helpful, because knowing a person's strengths allow you to further connect with those who you are working with. (see evidence 1)</p> <p>Strengths were especially effective while working in the eLe@d project with my group members. A main resource that we utilized in the brainstorming and decision process was due to our individual strengths. The strengths plotting sheet allowed us to know what each of our various different strengths are, and how we can use them most effectively. Because we acknowledged each other's strengths, we worked cohesively as a group and were able to build strong relational dialectics. (see evidence 19)</p> <p>Also, in COM 100, we learned how the concept of synergy and collaboration, and how it is very influential when establishing relationships with others. The best way to utilize your assets (and people in your group) to their fullest potential, is to allow those people to work at what they like doing, and pursue whatever they are skilled in. Even though we do not have StrengthsQuest for all walks of life, it is always good to allow members of a group to pursue and follow through with what they are like doing and are good at-- this way relationships can be formed, and the group will have positive group dynamics and development.</p> <p>Relational Leadership is highly important to observe when forming relationships as well (see below)</p>
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112.	Student will describe how credibility applies to leadership, as well as the characteristics and skills of a credible leader			
113.	Student will describe personal examples of building, maintaining, and repairing his/her own credibility as a leader			
114.	Student will describe principles of effective mentoring, as well as problems particular to the mentoring relationship	HDF 190	URI 101 training session, SMILE leadership institute training/meetings	<p>Mentoring is a great way to “give back” and help others. It is a way to express the knowledge that you have to others, and lead them to whatever they would like to pursue.</p> <p>Recently, I attended the URI 101 mentors training program, in which I learnt a great deal about how to serve as a mentor in the classroom. (evidence 25). I learned some great tools and strategies that would really be able to “pull knowledge out” of students.</p> <p>One thing that is essential to the mentoring role is to incorporate relational leadership in your mentoring. (evidence 8) A mentors role is to make a connection with their student, and how can they do so without being relational. Some problems with the mentor relationship is that the person being mentored cannot relate well enough with them and establish a connection. Perhaps the mentor is not being inclusive enough or process-oriented and therefore the student has become disinterested.</p> <p>An effective mentor must truly care about the person who they are mentoring, and they must have determination for their student to succeed.</p>
115.	Student will describe personal examples of mentoring and being mentored			
116.	Student will describe principles of effective peer leadership, as well as problems particular to peer leadership			
117.	Student will describe personal examples related to being a peer leader and being led by peers			