# THE UNIVERSITY OF RHODE ISLAND

## CENTER FOR STUDENT LEADERSHIP DEVELOPMENT

## LEAD BIG    WE DO

HDF 190:

FIRST YEAR LEADERS INSPIRED TO EXCELLENCE

LEADERSHIP PORTFOLIO

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## *Signature Strengths*

**Achiever**
**Includer**
**Competition**
**Restorative**
**Positivity**

## *Values in Action Strengths*

**Honesty**
**Kindness**
**Perseverance**
**Love**
**Zest**

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LEAD BIG WE DO

## OPENING STATEMENT

After taking HDF190, I really can see who I am as a leader and how my strengths and values come into play. We learned all about the different leadership theories and models and I can see where I connect to each model through the different aspects. I look forward to learning even more about myself through the years in the Leadership minor.

# SECTION 1
# SELF LEADERSHIP

**Outcome #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.)

**Target Class:** HDF190

**Additional Experience:** Leadership Institute 2016, Tour Guiding

## SECTION 1
## SELF LEADERSHIP

In HDF190, we took the StrengthQuest and I found out my top 5 strengths which are Achiever, Includer, Competition, Restorative, and Positivity. To me, Achiever means I work hard to get things done and I'm very goal oriented and like checking tasks off my "to-do" list. Includer means that I like to include others in things I do and I make sure everyone feels welcome, wanted and heard. Competition means that I like to compete with others and measure my progress against theirs. I really do enjoy getting first place and strive to do everything I can to the best of my ability. Restorative means I work well with dealing with problems and fixing things as well as work to resolve them as quickly as possible. Finally, Positivity means to that I am always seeing the good aspects of everything I do, and I look for the good in people. I get excited over things and that causes others to join in on the happiness and excitement. I used these 5 strengths when I went to Leadership Institute. I used Achiever and Competition when I encouraged my team to beat the other teams and do it as best as we possibly could. When we failed at an exercise on the ropes course, using my Restorative strength, I was able to determine what the problem was and brainstorm a solution to fix it. I used Includer on the ropes course as well when I noticed that not all of my team members were pitching ideas and participating. I encouraged them to voice their ideas and opinions and showed them that they were not being ignored. Finally, I used Positivity when I kept everyone excited and spirited even when we failed at an activity such as during the ropes course, there was a specific activity where we needed to cross each other to get from one side of the swinging log to the other. No matter how many times we tried, we could not succeed, but I kept everyone positive and optimistic by telling everyone that failure will happen but it's important that we learn from our mistakes and grow. Being a tour guide also allowed me to use my strengths of being an Achiever, Includer, and Positivity. I used my Achiever strength when I try to give the best tours possible and get good remarks from the evaluations that prospective students fill out after my tour. I also am an Achiever because I like to answer everyone's questions to the best of my ability. I use my Includer strength when giving a tour because I speak only when I see that my entire group is around me so that nobody is left out and not getting the information. Even when I take 20 or more people on a tour, I really try to make sure that everyone is included and knows what I'm talking about. Finally, I use my Positivity strength when even on days when it's really cold or rainy, I keep my energy and enthusiasm up so that the guests have an amazing time on tour. The first Welcome Day on April 1st 2017, was super windy, rainy, and cold, but I still went out on multiple tours being super optimistic and energetic so that my tours would have a good experience. (See evidence #5)

# SECTION 2
# SELF LEADERSHIP #2

**Outcome #9:** Student will demonstrate practice of the personal values statement

**Target class:** HDF190

**Additional Experience:** SOLC

In my HDF 190 class, I learned about and created my own personal values statement. As seen above, my personal values statement can be demonstrated when I call my parents every day to catch up with them on things going on around school as well as report back to them how my classes are going. The values I'm using are Love, Honesty, and Kindness. I'm using Love when I show my parents how important they are to me and how much I love them. I'm using Honesty to be upfront and honest with my parents about how my day and classes went so if I was sick and decided not to go to class, it's important that I tell my parents the truth which would be that I did not attend class. Finally, I use Kindness when I call my parents because I show them compassion and that I care about them. I also attend every class every day it's held because education is important to me and my parents trust me in college to be responsible and attend every class. By attending class and calling my parents, I am using my values of honesty, love, and kindness. I shadowed the Musically Inclined SOLC retreat where I applied each of my 5 values which are Honesty, Kindness, Perseverance, Love and Zest. I applied Honesty when I debriefed the group about the real purpose behind the activity such as Value Smack-Down, I was honest and informative about what they should have taken away from that activity. I applied Kindness when I cared for others and their feelings while listening during the debriefs, specifically during the Value Smack-Down debriefing where everyone talked about why they chose their value. I used Perseverance during the retreat, when the group was able to complete Moon bounce Key-Punch easily, so we as facilitators needed to quickly come up with a way to challenge them and not give up even when the brainstorming got difficult. I used Love when I showed how I was welcoming and ready to listen to the group during the Moon Bounce Keypunch debriefing as well as be there to show my support of everyone. And finally, I used Zest when I introduced the icebreaker we would be playing that would be getting the group full of energy. Also, I kept the energy up and the positive vibes flowing throughout the entire retreat. See evidence #4

## SECTION 3
## Leadership Theory and Models

**Outcome #40:** Student will show knowledge of the "Relational Leadership" model by Komives, McMahon & Lucas

**Target Class:** HDF190

The Relational leadership model, as learned in my HDF190 class, has 5 components and three different categories. The 5 components are inclusive, empowering, purposeful, ethical, and process-oriented and the three categories are knowing, being and doing. Knowing means that you have the knowledge and understanding. Being means that it's something you believe, and doing is something you have skills in. Inclusive means to be an open minded leader of students, staff, etc. and to have and diverse point of view. The knowing of inclusive is self and others, citizenship, and world views. The being is differences in people are valuable, everyone can make a difference, and fairness and equality are important. Finally, the doing is listening, building coalitions, and engaging in civil discourse. For empowering of self, group members, and others, the knowing is power, empowerment and self-esteem. The being is everyone has something to offer, concern for the growth and development of others is necessary and important, and power, information and decision making are shared willingly. Finally, the doing is gatekeeping, sharing information, and practicing renewal. Purposeful means having an individual commitment to the position, students, staff, and job. The knowing is change process and models and role of mission/vision. The being is an attitude that is hopeful, positive, and optimistic helps everyone and individuals, groups, and organizations can make a difference. Finally, the doing is identifying goals, making meaning, and thinking creatively. Ethical means driven by values and standards of leadership which are "good" in nature. The knowing is development of values, influence of systems on justice and care, and decision making. The being is socially responsible behavior is encouraged in all people, high standards of behavior for each person helps everyone, and character development happens through participation in groups and organizations. Finally, the doing is behaving congruently, being reliable and responsible, and acting courageously. Last by not least, process-oriented means how the group goes about building and maintaining a team, and accomplishing the group's purpose and/or vision. The knowing is community, group process such as teambuilding, maintenance, and closure, and relational aspect of leadership. The being is process is as important as outcome, effort of a high quality is to be encouraged, and good things happen when people trust the process. Finally, the doing is collaboration, reflecting, making meaning, and challenging.  See evidence #10

## SECTION 4
## Leadership Theory and Models #2

**Outcome #26:** Student will show knowledge of the "Servant Leadership" theory of leadership by Greenleaf

**Target Class:** HDF190

**Additional Experience:** Tour Guiding

## SECTION 4
## Leadership Theory and Models #2

As learned in my HDF190 class, The servant leadership theory is a theory which was created by Robert Greenleaf and the theory is about being a servant before being a leader. It's about service above self and it has 10 characteristics of being a servant-leader. The 10 characteristics are listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. Listening means being an active listener and being reflective and understand what others are saying both verbally and non-verbally. Empathy means understanding and empathizing with others. Recognizing the special things about others and being accepting of others as well. Healing means helping those who need healing but not technically "fixing" people because people aren't broken. Awareness means to aware of issues such as ethics, power and values. Being aware of the people surrounding you as well. Persuasion means to get others to do things but not coerce them. Conceptualization means to look to the future and not just think on a day-to-day basis. Not just focusing on the short term goals, but the broader future. Foresight means to see the possible outcome similar to conceptualization. Foresight allows servant-leaders to understand things from the past as well as what's occurring in the present, and think of the consequences of the future. Stewardship means having a commitment to others and putting service above self. Commitment to the growth of people means being committed to watching and fostering the growth of individuals within the group or organization. Taking a personal interest in others and also involving the group in decision making. Finally, building community means to build and foster a community amongst the group or organization. I use this the servant leadership theory when I am tour guiding because I am putting myself last and the prospective students first when I show them around the campus. I am listening when I hear the specific buildings they want to see and also commitment to the growth of people because I am with this group of prospective students from the beginning of the tour, all the way to the end and I get to watch and help them grow as they learn about the campus and the programs offered and by giving them this information, I get to help them grow and become potential new students at URI.  See evidence #6

## SECTION 5
### Interpersonal and Organizational Concepts and Skills

**Outcome #114:** Student will show knowledge of the stages of group development (Tuckman, Bennis or others)

## Target Class: HDF190

In my HDF190 class, we learned about the stages of group development through Tuckman's Stages. The first stage is Forming which is when people are first checking each other out, there really isn't any trust established yet. If the group gets past stage 1, they enter stage 2 which is Storming. Storming is when roles and responsibilities of the group are articulated, problems arise and problem solving doesn't work well, as well as there is little team spirit. Most groups get stuck in the Storming stage. Once they get past stage 2, they enter into stage 3 which is Norming. In the Norming stage, appreciation and trust is built, there is more individual motivation, and the purpose of the group is well defined. Once they get through the Norming stage, they enter into the 4th stage which is Performing. In the Performing stage, there are no surprises, there is high pride in the team, high empathy, and high trust in everybody. Finally, once the group gets through the 4th stage, they enter into the 5th stage of Adjourning. In this stage, the group celebrates, recognizes members for their contributions, and also lists things that could have been done better. Although groups can progress through this model, it is not a linear progression, as groups can actually revert back to previous stages at any time such as going back to the Storming phase if a conflict arises. (see evidence #18)

Tuckman, B. (1965) Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development. Group and Organizational Studies, 2, 419-427.