
LEADERSHIP
DEVELOPMENT
*Outcomes & Evidence
Progress Inventory**

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

Name: Ray Schrager

Date Enrolled: Spring 2017

Date of Graduation: Spring 2020

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CONTENTS

ABOUT THE MINOR & CENTER FOR STUDENT LEADERSHIP DEVELOPMENT (*information included*)

- Center for Student Leadership Development Information
- Minor Information
- Developmental Model

ADVISING INFORMATION (*students will include own documentation*)

- Tracking Sheet / Advising Updates
- Syllabi of Minor Classes (Core and Electives)
- Internship
 - Guidelines
 - Syllabus
 - Mid-term
 - Final

OUTCOMES

- Outcomes (Self-Leadership, Interpersonal and Organizational, Leadership Theories, Inclusive Leadership, Critical Thinking)
- Targeted Classes
- Experiences
- Evidence

CENTER FOR STUDENT LEADERSHIP DEVELOPMENT

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CSLD Mission Statement

To enhance the mission of the University of Rhode Island, The Center for Student Leadership Development aims to:

- Provide developmental opportunities for all students to become informed, inclusive, effective, and ethical leaders in the global marketplace through the implementation of learner-centered academic, experiential, and co-curricular programming.
- Engage in research, assessment, and advancement in order to positively impact the expanding field of leadership studies.

CSLD Vision Statement

The URI Center for Student Leadership Development will promote dynamic strengths-based leadership development through multiple delivery methods to prepare students to be competitive in the work place and global marketplace. The CSLD seeks to progress as innovators for experiential engagement and enriching assessment.

CSLD Values Statement

Grounded in the Social Change Model of Leadership Development (Higher Education Research Institute), Relational Leadership Model (Komivies, Lucas, & McMahon), and Servant Leadership (Greenleaf), the URI Center for Student Leadership Development values:

- Engaged and experiential learning through a constructivist approach
- Inclusion, Social Justice, and Civic Engagement
- Ethical and Value-based Leadership & Relationship Building
- Innovative Assessment and Presentation Models

MINOR IN LEADERSHIP STUDIES

At URI, we are among only a handful of colleges and universities across the country that offers a Minor in Leadership Studies and one that is customized for each student. We utilize a cross-disciplinary approach to leadership education designed to complement your academic studies. All courses utilize a variety of teaching methods but ultimately include some form of experiential learning, practical application, and reflective learning. Employers, now more than ever, are seeking candidates with exceptional skills in the areas of interpersonal and group management, problem solving, critical thinking and effective communication. We can help with all of the above.

GENERAL INFORMATION

- Regardless of your major, you can minor in Leadership Studies.
- Requirements may be satisfied by completing 18 or more credits related to leadership and offered by more than one department.
- Twelve (12) of the 18 credits 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 12 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

Required Element	Class options	Notes
Introductory Course 3 credits	HDF 190: FLITE or HDF 290: Modern Leadership Issues	Only offered in spring for first-year students Offered Fall and Spring for sophomores & juniors
Internship 3 credits	HDF 417: Leadership Internship or Experience through Office of Experiential Learning & Community Engagement or Internship Class in Academic Major	Requires 40 hours/credit with a min. of 80 hours & a max. of 120 hours of documented internship experience for graded credit The only time the major and minor can overlap
Capstone 3 credits	HDF 412: Historical, Multi-ethnic & Alternative Leadership or COM 402: Leadership & Motivation or BUS 441: Leadership Skills Development or HPR 411/412: Honors Senior Seminar	Offered only in the fall with preference given to seniors Offered in the spring and summer with Dr. Leatham Offered in the fall and spring with Dr. Cooper Must be in Honors or have GPA of 3.3
Portfolio 1 credit	HDF 492: Leadership Minor Portfolio	Taken last spring semester of enrollment (some exceptions)

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 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 GWS 150: Introduction to Women's Studies GWS 310: Race, Class, Sexuality in Women's Lives GWS 350: International Women's Issues HDF 190: First-Year Leaders Inspired to Excellence (FLITE) (introductory course option) HDF 290: Modern Leadership Issues (introductory course option) HDF 291: Rose Butler Browne Program Peer Mentoring Program HDF 412: Historical, Multi-Ethnic, & Alternative Leadership (capstone option) HDF 413: Student Organization Leadership Consulting	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
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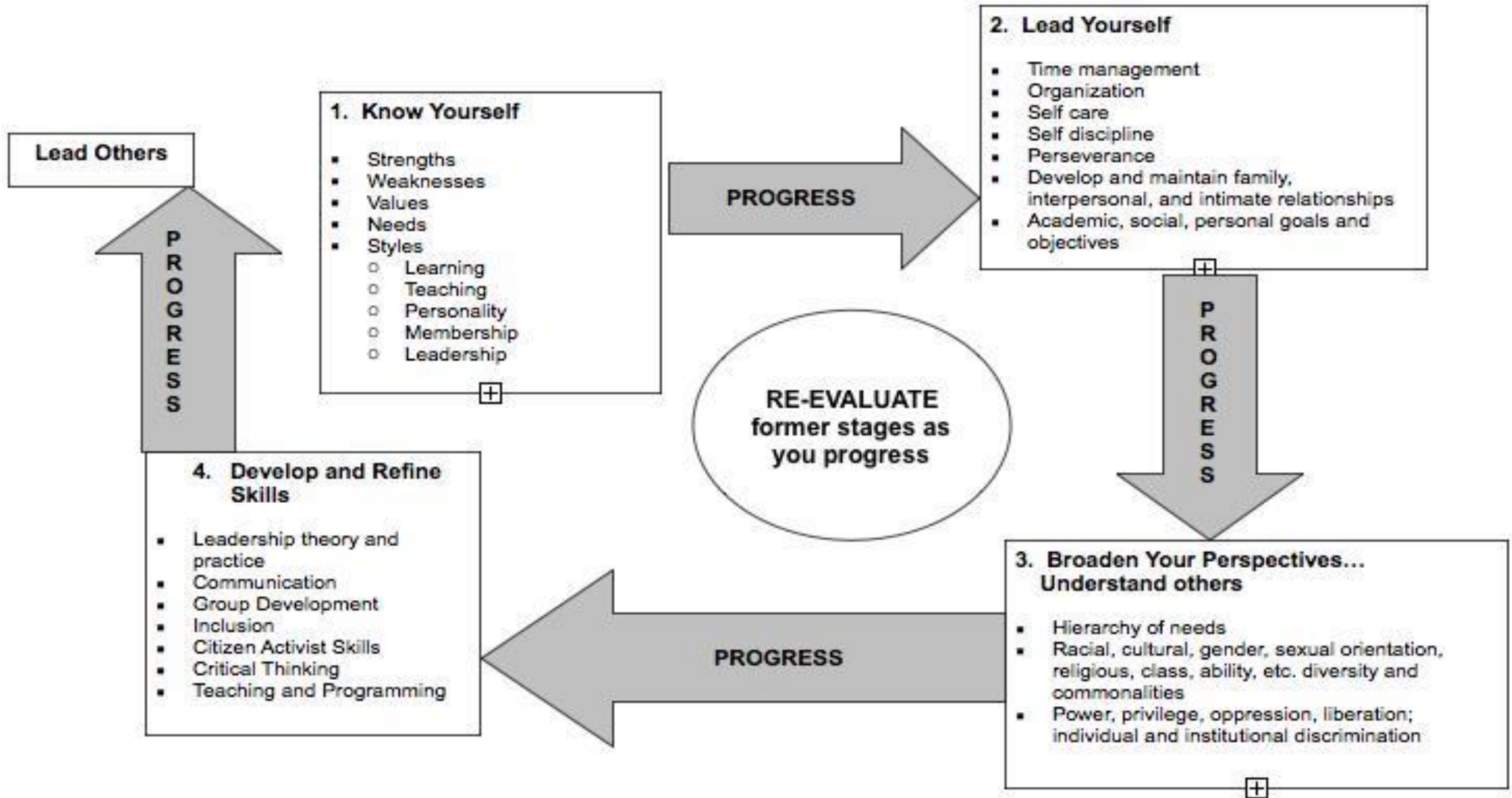
COM 361: Intercultural Communication COM 383: Rhetorical Theory COM 385: Communication and Social Influence	HDF 414: Leadership for Activism and Social Change HDF 415: FLITE Peer Leadership	SOC300/WMS350: Women and Work THE 221: Stage Management THE 341: Theater Management
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BECOMING 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 Komives, 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.

HDF413- to be graded

New:

Outcome #1
Outcome #2
Outcome #3
Outcome #14
Outcome#45
Outcome #105
Outcome#106
Outcome #121
Outcome #122
Outcome #143

Revised:

Outcome#7
Outcome #15
Outcome#27
Outcome#36
Outcome#37
Outcome#40
Outcome#100
Outcome#114
Outcome#115
Outcome#127

New & Revised but extras (the ones over the necessary 20 for HDF413):

New: Outcome#44, Outcome #123

Revised: Outcome #6, Outcome #8, Outcome #9, Outcome #26,
Outcome #46 (just citation added), Outcome#47 (just citation), Outcome #99 (just citation), Outcome #126

*****If revised or new in this color, it's for HDF413*****

*****If this color, it's from HDF190*****

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	HDF190, HDF413	Tour Guide, coming to college, Leadership Institute 2017, Academic Advising	<p>Autonomy is when you are able to be on your own, simply put, when you are independent. In my HDF190 class, we were put into groups with a peer leader and mine was Megan. She was there to oversee that everything ran smoothly and to help us understand the different theories and models. But, for our Social Change Model project, we as a group, needed to go to an event and then do a whole project including a presentation and a paper, all without the help or assistance of our peer leader. We needed to work out any problems we had amongst ourselves and this can be seen as demonstrating autonomy. We also needed minimum amounts approval because we were working together as an independent group. Autonomy can be shown through freshman year of college because this was my first time really living away from home so I needed to be responsible and independent when it came to things like getting homework done and doing laundry. I didn't have my parents there, looking over me, to make sure these things were getting done. I also can use this when it comes to being a tour guide because once I go out on tour, it is just me and the visitors so I am independent. The information they hear comes solely from me and I was expected to be responsible and learn everything correctly as well as accurately inform them about URI. As a tour guide in training last year, I needed to give mock (practice) tours to my trainer and once real tours started, I needed a trainer to come on tour with me. But now I don't need their approval anymore because they trust me and know that I know the information so I don't need to check in with them after each tour. Also as a new tour guide, I needed to send my hours to my home trainer who was basically the trainer in charge of overseeing everything I did, but now I am completely independent. As well, being a Peer Leader at the Leadership Institute 2017 I was given a group of 18 incoming freshmen, 9 of which were directly my students. It was my job to mentor these students and introduce leadership in ways such as teaching Leadership Practice Inventory (LPI) and the 4 Agreements. I did not need to ask anyone for help or approval with these topics as I felt completely comfortable mentoring these students. In the beginning of Institute training, I was constantly going to the Coordinators for approval when it came to things like how to debrief and facilitate but after talking with them and Institute began, the Coordinators knew I did not need to go to them for approval or help anymore. In my HDF413 class, we don't have peer leaders like we did in HDF190 who are there to check our work and answer questions about assignments before I hand it in. When we had to do a presentation, my group chose "Inclusion" as our topic and we did not need outside help from Allie with the work and we did not need to go to her for approval with our presentation, activity, or our handout. This demonstrates that we were able to autonomously work and didn't need approval. Another example of autonomy is another project in HDF413 called the Consultant Materials Resource, where the entire class worked together without any outside help to make one project. We needed to rely on each other and trust that everyone would get their work in on time so we could do well. Everyone was responsible for themselves which demonstrates autonomy. Finally, every semester, when planning my schedule for next semester, I always make my own progress chart with my each of my majors' paths and what classes I need to take next. I also even help other people make their schedules because I understand how the system works when it comes to prerequisites and permission numbers. I built my schedule and enrolled in classes (in early October 2017) without actually meeting with an advisor but I still got the academic advising hold lifted. On November 17th, 2017, I finally went to check in with my advisors to see if my scheduling choices were appropriate. I got the entire team's support behind my plan and this can demonstrate how I was able to be independent and plan ahead without needing my advisors to approve of them and plan the classes for me. With all of this being said, there is nothing wrong with asking for help when you need it. It actually shows maturity because you are being responsible and taking care of yourself whether it's academically or in other ways. See evidence #27</p>

2.	Student will demonstrate personal, organizational, and academic examples of self-discipline	HDF413, URI101	Finals week, Tour guide Spring Semester 2018	<p>Self-discipline is when you are able to control your emotions and the ability to do what one thinks is right even in situations where it's tempting to do otherwise. This can be demonstrated through personal, organizational and academic examples. For a personal example, freshman year, two of my best friends happen to have gotten into a disagreement. As much as I wanted to get involved and take sides because I thought one of them was right, I had self-discipline and knew it was not my argument and I needed to stay out so using self-discipline, I stayed out of it. Another example to illustrate personal self-discipline is that every two weeks as a tour guide, we get paid. I always want to take that money and go straight to the mall to buy some item that, at the moment, I think I desperately need. Before I spend an entire paycheck on another pair of shoes, I remember that I am the one in charge of my finances and I need to be a mature adult about it. I don't end up spending it on things like shoes because I have self-discipline and know that it is important to "save it for a rainy day." An organizational example is tour guiding because I need to be responsible and give a tour even when I don't particularly feel like it. If I am put on the schedule for a specific tour, there is the temptation to give the tour up to someone else just because I don't feel like doing it, but because I have self-discipline and a responsibility to the team, I show up on time and give a great tour. On November 10th 2017, it was a particularly freezing day and I didn't have the proper attire to stay warm on tour. I did decide to layer up with a lot of sweatshirts and even though I really wanted to give up the tour last minute, and I easily could have, I knew I had a responsibility and needed to be self-disciplined to get out of bed that day and give the tour. Finally, an academic example is during finals week, it's very tempting during the reading days to just sit in bed and watch Netflix all day. But because I have self-discipline, I set an alarm to wake myself up in the morning, I write out a to-do list so I can be productive (thanks to my Achiever strength), and I go to the library and study all day. Being away from home in college, I don't have my parents looking over my shoulder making sure I am getting everything done for class, so it is important that I have self-discipline and hold myself accountable for all my work. In HDF413, we are expected to facilitate retreats for other groups and organizations here on campus. We need to be the example of the behaviors we expect from them such as not being on our phones, not having side-chatter (unless it's about the group and how we can change an activity to benefit them), and not messing around. We need to hold ourselves accountable and act with professionalism. We need to use self-discipline when we want to joke around or check our phones but we don't because that would not be responsible or professional. We would not want to lose our credibility. Also in HDF413, we were assigned a group project called the Consultant Resource Manual, where the entire class worked as a single group to turn in one copy. Everyone was expected to carry their own weight and the fact that everyone got their work in on time, demonstrates self-discipline. I am going to have to be very self-disciplined during the Spring Semester 2018 personally, organizationally, and academically. I decided that to change my career plan to Pre-Med thus adding many more requirements to get the degrees I need for medical school. To be able to graduate on time and be ready for the world, I am going to have to take 7 classes next semester. Many of which are 3-hour labs in classes I'm not that great in. Personally, I will need to show self-discipline by taking care of myself and making sure that I get enough sleep, eat right and get exercise so that I am healthy and able to attend class. Organizationally, I will need to be self-disciplined with planning my time and using it wisely to make sure that I am always at the right pace for homework and assignments and also making sure I don't abandon my prior commitments to SOLC and other organizations I'm involved in. Finally, I will be academically self-disciplined by making sure I maintain the good grades I have worked so hard to achieve so far and also to know when I am struggling in a class and get the help I need. In college, professors do not reach out to offer extra help or let you know they see that you're struggling like they did in my high school. Therefore, I will need to be mature and disciplined to know when to ask for help. Ever since I first came to college, aside from using multiple planners, Google Calendars, and reminders, every week I sit down and write out what needs to be done both academically and anything extracurricular I have that week. I use an index card and make a to-do list so I am able to check off and see what I need to do. This shows self-discipline because it's become part of my weekly routine and I also make sure I get everything done. In URI101, we were given multiple assignments that were meant to help us freshmen be independent and learn about the campus and its resources. We had assignments such as scavenger hunts, academic advising sessions, and even a day dedicated to helping us understand how to read a syllabus and how we should effectively write the homework/tests/assignments in our planners. Since this class, I am able to this on my own but URI101 definitely taught me how to be efficient with my time and schedule. See evidence #30</p>
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3.	Student will demonstrate the ability to manage emotions	HDF413, URI101	Leadership Institute 2017, Meditation, journaling	<p>I was a peer leader at the Leadership Institute 2017, which meant that I facilitated multiple activities ranging in seriousness from not that serious such as the Grody Rhody games, all the way to very serious activities such as Breaking Boundaries. While facilitating Boundary Breaking, it is very important to be able to manage your emotions and set the tone emotionally. It was my job to set the tone with my answers to the questions so that the students would understand the types of questions and the emotions. It's very important that I make sure my emotions are appropriate, so no laughing during this activity and also I'm not crying or too upset as that can also have negative effects as a facilitator. That being said, during Breaking Boundaries, it is okay for a facilitator to cry as it's expected in these situations, but I couldn't have an all-out meltdown where I would need to step out of the room. I needed to make sure I was stable and able to tend to the students if they needed me or my partner, Martin, to step out of the room for a moment, which actually happened to me. Being able to manage one's emotions is also very important as a peer leader because you need to be able to help other students with their emotions. As mentioned above, my student needed to step out of the room during Boundary Breaking and wanted me to come with her. She was hysterically crying so I decided to take her into a quiet, empty classroom and talk about how she was feeling. She then explained how a certain question being asked had triggered a bad memory and she then proceeded to explain the story. After she finished, I thanked her for sharing with me and I asked her what I can do for her? We talked some more and I calmed her down, then after, we went back into the room with the other students and continued with Breaking Boundaries. Later that night, the student thanked me for helping her calm down and listening to her without judgment. Even though her story completely broke my heart and I wanted to get emotional, I needed to manage my emotions and be there for her. In HDF413, when we are facilitating retreats, conflict may arise and emotions may be shown such as sadness, anger, etc. It is our job as facilitators to keep a clear mind and not show our emotions regardless of the situation. We need to help them work through their conflicts and fix the issues that the group or organization might have. As someone who deals with Generalized Anxiety Disorder, Panic Attacks, and Social Anxiety, I overthink and obsess over things that the average person wouldn't spend more than a minute thinking about. It causes me to have multiple panic attacks that come on without any reason or any warning. I used to cry a lot for no reason which is why I decided to learn how to control all of these emotions I had going on in my head. I learned how to be mindful and about mindfulness meditation. Mindful meditation is a form of meditation where you pay attention to your breathing and how you are feeling. If your thoughts drift away from this focus, you're supposed to acknowledge them and accept the fact that you are having these thoughts and know that it's okay but also direct your thoughts back to your breathing. I also find that journaling helps with managing emotions because once I write down my feelings and what happened prior to these emotions, I'm able to find the "triggers" and then I become aware of what causes these emotions. Therefore, I am able to either avoid these triggers or if it's a situation I can't avoid, I will at least be able to know what emotions to expect and plan accordingly to properly manage them and/or prevent them. For example, I know waiting until the day before an assignment is due will cause me extreme stress and I will not work efficiently. Knowing that waiting until the last minute would be considered a trigger for me, I don't wait to get work done. As soon as something is assigned, I make sure to complete it that way I won't be stressed. I also found that another way to manage my emotions in a healthy way is through journaling. I heard that it was very beneficial to those who did it but I never actually saw myself as someone who could manage it while also being a busy full-time student in college. During my spring semester of freshman year (2017), I was very stressed and emotional and that's when my mom recommended that I just give journaling a try. It really helped me and I kept it going, though very inconsistent for the semester. Once I came home from college, I stopped journaling and didn't start it up again until the middle of Fall semester 2018 when I was having a lot of emotions and stress. Since that day, I have been setting aside time every night to write in my journal about whatever happened that day, a prompt, a positive quote, and then my mood. I use google and Pinterest to look up good prompts which are questions meant to get the writer thinking, and then I write it down and answer it. By sectioning off my journal in this way, I am organized and have a way to track and manage my emotions to see what happened that day that might have triggered a certain emotion. I found journaling to be very helpful and therapeutic and would encourage everyone to try it if they ever have the chance. See evidence #31</p>
4.	Student will demonstrate knowledge of stress management methods			
5.	Student will demonstrate the ability to manage stress		Journaling	

6.	Student will express a personal code of leadership / membership ethics	HDF 190, HDF413	SOLC, Safe Zone training	<p>In my HDF 190 class, we learned about Relational leadership and Ethical leadership. Ethics are a standard of behavior that tells us as a society how human beings should act in the many situations in which we find ourselves. It is different than morals because morals can change ethics and also morals are personal beliefs. Ethical leadership is about how values are implemented in our leadership styles and staying true to one's morals. My personal code of leadership ethics is to use my strength of Includer to make everyone feel welcome, wanted, and respected and also empower others to feel as though they can make a difference. Ethics also can cause an ethical dilemma which causes us to choose between our values and ethics. For example, Justice versus mercy, like the Death penalty, is it about fairness or kindness? These dilemmas cause us to question our ethics. Ethics help us see right from wrong and how to treat other people. The leadership theory that I connect to the most is Relational Leadership Model because I see how the 5 components connect to my strengths of being an Achiever, Includer, Competition, Restorative, and Positivity. For example, the component of Inclusive which can be broken down into Knowing, Being, and Doing, connect very well with my strength of being an Includer. For Inclusive Knowing, I know being an Includer, all about world views and myself and others, Inclusive Being which is differences in people are valuable and everyone can make a difference connects as well to be an Includer because I do truly believe that everyone should be included as everyone really does bring something to the group. Finally, Inclusive Doing connects to my strength of being an Includer because doing is listening and building coalitions which is something I do a lot such as being an active listener and forming bonds with people so they know that they have someone who will include them and make them understand that they are important. As well another component that connects to my strength of being an Achiever is the Process-Oriented component. The Knowing is community and group process which being an Achiever, I do know and understand. For the Being, Process is as important as outcomes and good things happen when people trust the process and these too connect with being an Achiever because the process is very important as it helps get the task complete which being an Achiever is all about. And finally, Doing is reflecting, collaborating and challenging which are all things Achievers do to grow in the future and do better next time as I move on to my next goal that I want to accomplish (See evidence #1). In HDF413, although I came into this class with a good understanding of my personal code of leadership, there was a different focus in this class. We facilitate retreats for other organization and we are a member of SOLC. Membership ethics of the organization could be defined by the values expressed in the mission statement. A few values to name are community, inclusion, civility, creativity, mutual input, open communication, peer leadership, respect, self-definition, and unity. The SOLC Constitution even has a full section of expectations of membership and these are the code of membership ethics. We make a commitment to work on the development and success of SOLC by showing up on time, confidentiality, being committed to the organization, having a positive attitude, understand that there are many roles that a student will be expected to take, working as teaching participants in a group, willing to disclose information about yourself, do one shadow and one facilitation at a minimum each semester, and attend every training session. This was found in the SOLC constitution and not everything is listed but this can show how by my involvement in SOLC, this is my code of membership ethics for which I follow. Also, while training to become a tour guide last year, one of the requirements was to get safe zone certified. I loved that the tour guides wanted to educate everyone and create a welcoming, more inclusive environment for both students already at URI and prospective students. Being that I am an Includer, I have always felt a strong sense of inclusion and welcomeness as a part of how I'm a leader. The Safe Zone training allowed me to learn how to use even more advanced inclusive language such as different pronouns other than just he/him/his and she/her/hers. I learned about they/them/their/ze/hir etc. It's important to me as a part of my personal code of ethics to use inclusive language and when referring to others and groups, being gender neutral so that everyone, regardless of how everyone identifies, feels included. After being safe zone trained, I feel more educated so that I can be more welcoming and inclusive to everyone regardless of how they identify and I can properly address all. (See evidence #39 and evidence #40)</p> <p>Komives, S. R., Lucas, N., & McMahon, T. R. (2013). <i>Exploring leadership: For college students who want to make a difference</i> (3rd ed.). San Francisco: Jossey-Bass.</p> <p>Center for Student Leadership Development (2014). <i>Student Organization Leadership Consultants Constitution</i>.</p>
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7.	Student will demonstrate practice of the personal code of ethics	HDF190, HDF413	SOC274 SOLC SOC300	<p>In my HDF190 class, we learned about Ethical Leadership and the 4 V's model by Dr. Bill Grace as stated above. A personal code of ethics is something I learned about in my SOC274 class. We also discussed ethical dilemmas in great detail. An good example of an ethical dilemma is when citizens have desires for safety but also for individual rights. When the public wants the police to protect them and keep them safe, there will be some degree of rights they will need to give up. With this, it causes an ethical dilemma of whether to ask for more safety but give up some rights or take the risk but have more rights. Personally, I know that my personal code of ethics would agree with giving up some degree of rights for more protection. Every individual should be able to have a voice/ a say and it is wrong to exclude certain people for reasons such as race, gender, age, etc. This goes hand-in-hand with my strength of being an Includer because I want everyone to feel as though they are welcomed and valued for who they are and that everyone can bring something to the table per say. A specific example of when I used my strength of Includer is whenever I facilitate an SOLC retreat, I notice that there are typically a few students who don't really talk that much, so I try to get them to feel welcome and comfortable so that they will be more willing to open up to the group, and by me showing that I value their opinion and their voice, they hopefully will feel more comfortable talking with their group in general, outside of the retreat (See evidence #2.) In HDF413, we facilitate retreats for other organizations as mentioned above, but since this is my second semester facilitating, I have an even better understanding of how I use my personal code of ethics. In the class, when we do group discussions, if I notice that I am talking too much and not giving others a chance to speak, I decide to stop speaking and use my strength of Includer to let others have a chance to talk. I use active listening to show them that what they're saying is important and I appreciate that they are engaging in the conversation and in the class. A personal code of ethics include the values and beliefs that an individual possesses that helps guide them when making decisions and in their thought process. In my SOC300 class, which is Ethics in Criminal Justice, we discuss all the different ways to be an ethical person both in and out of the criminal justice realm. In this class, we have many debates over controversial topics. Based on an individual's personal code of ethics, the view and position they may take during these debates come into play. A big lesson we learned in that class is the difference between ethics and morals. Ethics are the principles of what's right and what's wrong based on societies views and rules, whereas morals are the principles of right and wrong according to an individual. My morals may be completely different from the person sitting next to me in that class (although most of the time they are pretty similar) but typically our code of ethics is relatively similar, if not almost the same. In the Criminal Justice system, there are a lot of rules and laws that are up for debate whether they are ethical or not. One example shown in my evidence is one of our many in-class debates. We were given a scenario and we would need to make a decision about our course of actions based on our ethics and morals. My scenario was discovering a fellow officer with stolen cocaine- what would I do? Although I shouldn't have been snooping around in my peer's belongings, I did discover something illegal and because I value Honesty, I will need to turn him in. Another example of an in-class debate deals with the hot topic of capital punishment. Is it ethically and morally okay to use the death penalty on somebody? Both sides have voiced their argument but to this day, there is no clear-cut answer to this question. My personal code of ethics allows me to have my own opinion of whether the Death Penalty is ethically moral and to that, I would suggest that I am both for and against the death penalty as I see that it should be taken as a case by case scenario rather than as a whole. In SOC300 on November 16th, 2017, we actually had a debate on our view of the ethicality of the death penalty. The class ranged from completely support to completely against with the middle being somewhat for, neutral, and somewhat against. When asked to defend and explain my position, I explained that the victim and/or the victim's family should have a say as to whether they want to pursue capital punishment as a sentence or not as not every person supports it and sometimes the family/victim may just want the offender to serve a life sentence instead. Also, I personally can't say that I agree with "an eye for an eye" reasoning. Two wrongs don't make a right and by that, I mean even though they may have committed a heinous crime, by ending their life, we are no better than the offender. It's a human's life that would be ended and I take the concept of life very seriously. A few of my fellow classmates on the "completely support" end of the spectrum for the death penalty raised some interesting points as well. That is not to say that there is a right or wrong answer as this is one of the many controversial topics where each individual's personal code of ethics comes into play. And nobody can tell you what to ethically support or oppose unless it's a universally accepted view. If this were the case, then there most likely would be a law to enforce it. See evidence #34</p> <p>The Center for Ethical Leadership. (n.d.). <i>Concepts and Philosophies</i>. Retrieved November 17, 2017, from http://www.ethicalleadership.org/concepts-and-philosophies.html</p> <p>The Center for Ethical Leadership. (2007). <i>The 4-V model</i>. Retrieved from archive.naspa.org/prodev/cfp/coord/upload/4V-Model.docx</p>
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8.	Student will express a personal values statement	HDF190 HDF413	VIA character strengths (values), Kappa Delta retreat 2017	<p>In my HDF190 class, we did a unit about Ethical Leadership and what it means to be an Ethical leader. After the lesson, we made our own individual personal values statement based on our values. My statement is "My values are Honesty, Kindness, and Love, they're important to me because I am honest and I am very loving. I show my values by attending class every day and talking to my parents every single day because I love them and it's important to go to class every day to learn." My top 5 values are Honesty, Kindness, Perseverance, Love, and Zest. Each of these values means something to me such as Honesty, which means telling the truth and having integrity. It's important to always be honest with someone and even yourself because you can't learn and grow if you aren't honest. Kindness means being caring to others and showing others that they are welcome, valued and respected so that they feel included and comfortable. As well, showing compassion for others is a part of Kindness. Perseverance means pushing through issues and never giving up. Even when times are difficult or a tough situation is thrown your way, it's important to keep your head up and push through and succeed. Love means being warm and welcoming to others as well, similar to Kindness, creating an environment around yourself that shows others that you are a welcoming person who values and respects others. And finally Zest, which means having energy and enthusiasm as well as being a positive source of energy to keep spirits high and happiness surrounding you. (See evidence #3) Those values were generated as a result of the VIA character strengths survey I took in HDF190. Now after HDF413, I have grown even more to understand values and how I have come to form my own personal values statement. While facilitating retreats in HDF413/SOLC, I've seen my values of Perseverance and Zest really shine through. For the Kappa Delta retreat that I facilitated in Fall 2017, there were many participants, both executive board or new members. During this retreat, the new members were very engaged in the activities and debriefings but the Executive board members were not very engaged, kept getting up and leaving, and were not taking the experience seriously. I used Perseverance to make sure that the new members still had a good time and created bonds with each other (which was the goal of their retreat- to get to know each other and form bonds). I use Zest as a facilitator through my high energy and spirit at retreats. Regardless of what time the retreat is, it's important for me to make sure that the organization for which I'm facilitating gets 100% of my attention and energy. I also have such high energy and positivity in the hopes that the participants will mirror me and also get very into the retreat. Whenever a group has a high active participation rate, they tend to get more out of the experience. See evidence #41</p>
9.	Student will demonstrate practice of the personal values statement	HDF 190 HDF413	SOLC retreat VIA character strengths (values) My Academics	<p>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 about others and their feelings while actively 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 for 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) In HDF413, as stated above, I have a better understanding of my VIA character strengths. In outcome #8, I discussed a retreat where my VIA character strengths really came through and I used my personal values statement. Another example can be seen in my academics. Whenever I finish all of my homework that is needed for my classes, I take that opportunity to get ahead of work so that I never fall behind. One of my VIA values that is very important to me is Perseverance. Regardless of how hard my academics can get, I never give up and hand in an incomplete or rushed assignment. I value education and when paired with my value of Perseverance, I always put my best work forward and don't rest until I know that it's the best it can possibly be. That being said, over Veteran's Day weekend, I spent the entire three days in my room completely redoing my website and fixing all of my outcomes so that I would be less stressed during Finals week. I didn't give up when I saw how much work I had to do, instead, I persevered. Each week I like to make sure I'm keeping up with my work so I use index cards to plan out everything due that week including tests, assignments, readings, and other events occurring. I create these every Sunday</p>

				night and separate them into academic/non-academic sections- This shows Perseverance as well. See evidence #30
10.	Student will demonstrate the ability to lead a project from start to finish (follow-through)			
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		Leadership Institute 2017	<p>Maslow's theory can be applied to my own life because I was a peer leader for Leadership Institute 2017. While there, we did 3 days' worth of training before the Institute where we learned about Maslow's theory. Taking the theory a step farther, we talked about the Leadership Institute Hierarchy of Needs towards Self-Actualization and Leadership Identity which was created by Robert Vincent. This can be applied to my life because we provided the 4 levels of the hierarchy. The bottom of the pyramid has three conditions- Belonging, Heroes, and a Sense of Accomplishment- which is all about providing comfort for the students. This section of the pyramid can be seen to demonstrate Maslow's bottom two sections of Biological and Physiological needs, which is the bottom and 1st stage of the model, and then Safety needs, which is the second to last of the pyramid and 2nd stage of the model. The 1st stage of Biological and Physiological need is what would be considered the basic necessities such as water, food, shelter, etc. and the 2nd stage of Safety needs is those feelings of protection, safety, letting go of fear, etc. Belonging allows students to have a relationship between connection, support, and community and through feeling a sense of belonging, a sense of motivation encourages and fosters self-confidence. Heroes provide guidance, support, encouragement, and push the students to strive to their fullest potential. The third condition of the bottom of the pyramid is a Sense of Accomplishment. When the students are validated, they start to feel comfortable and trust the peer leaders which allows us to help them grow and learn. When we played the activity, "Name Juggle", we were validating the student by saying, "Thank you (name of who threw the ball)" and "Here you go (different name)". By simply acknowledging that we knew their names and appreciated that they were participating in the activity, it allowed comfort and trust to be formed. The next level of Robert Vincent's hierarchy is Fun and Excitement, Curiosity and Creativity, and a Spirit of Adventure. This is supposed to be like Maslow's third stage of Love and Belongingness needs. In Maslow's third stage, this is where the needs for friendship, trust, acceptance, and feeling like a part of a group are seen. This can be seen at Institute on day 2 which was on Saturday. We were now comfortable with the students and they were comfortable with us. We did the Ropes (Challenge) Course that day, and that allowed the students to explore the Fun and Excitement which created self-confidence. As well, this course explored Curiosity and Creativity because they needed to work together to brainstorm different ways to complete the task that was asked of them. They were very creative with how they completed tasks such as the activity, "Whale Watching", they tried multiple different methods. The Ropes Course also provided that Spirit of Adventure, which is a condition the hierarchy, because most students most likely never had an experience like this where they got to work as a team in an outdoor challenge course. With this condition taken care of, the students were able to move up to the next level of Robert Vincent's hierarchy, Leadership and Responsibility. This is related to Maslow's fourth stage of Esteem needs which consist of the needs to feel confident, independent, achievement, etc. as well as a need to feel respected by others. The students were hopefully now comfortable and felt safe, they explored and had a spirit of adventure, but now they were ready to take responsibility and be leaders. When people promote Leadership and Responsibility, people are held accountable for their actions and decision making is an option. We did the activity, "Breaking Boundaries", where we asked the students multiple questions that required them to self-reflect and take responsibility. It took leadership for the students to come forward with their answers and share with the group and take responsibility for their actions and words. Finally, at the top of the hierarchy is Confidence to Take Action which could be seen at the end of Institute when we did the activity, "Reach Out and Touch Someone", which is an activity where we read statements and asked the students to reach out and lightly touch the shoulder of</p>

				<p>whoever that statement applied to. This stage is supposed to be representative of Maslow's fifth stage which is Self-Actualization needs. Maslow's 5th stage, or the top of the hierarchy is the need for self-fulfillment, recognizing your potential, and a sense of personal growth. The students now learned about Leadership Inventory Practices, the 4 Agreements, and my Mosaic as well as had done the Breaking Boundaries activity. They felt safe and comfortable around each other. These students were now ready to head back to URI and take action as new incoming leaders on campus. They learned a lot about themselves both as individuals and as leaders as well as their needs. As a Peer Leader, I learned the same thing as well. See evidence #25</p> <p>Vincent, R. (2005). Leadership Institute Hierarchy of Needs towards self-actualization and Leadership Identity. Center for Student Leadership Development.</p> <p>McLeod, S. (2017). Maslow's Hierarchy of Needs. Retrieved from https://www.simplypsychology.org/maslow.html</p>
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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.)	HDF190, HDF413	Leadership Institute 2016, Tour Guide, StrengthsQuest, SOLC, Safe Zone trained	<p>In HDF190, we took the StrengthsQuest 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 during the Grody Rhody games. When we failed at an activity 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) In HDF413, we do many activities that allow us to use our strengths. There are also activities we do, such as "Magic Carpet", where I know my strengths won't help as much as someone who has different strengths than me. I did use my strength of Includer in this activity by making sure that if anyone had an idea of how to get all of us to turn the carpet around without anyone falling off, they would be heard and listened to. I also used this strength to make sure that everyone came close together and knew they were included in our class group. I also used my strength of Positivity by keeping the energy up and keeping everyone positive even when we ran out of ideas and knew we were not going to be successful at this activity. During the debriefing of the activity, although in the end we did not complete the task, I used Positivity to remind everyone that we tried our best and that's all we can ask of each other. There are weaknesses I possess as well- I was very low in the strengths of Self-Assurance, Strategic, Analytical, Focus, and Discipline. Knowing myself as a person, I can see why these were much lower on the list than other strengths. Even my top 5 strengths do have some weaknesses to them. First off with Achiever, I am very Type A personality which causes me to stress out until everything is done exactly how I like it. Also, I never feel like my work is the best it can be. This can be demonstrated by the fact that I've been working on my outcomes constantly for three weeks now and I am always finding things to change, add and perfect. As an Includer, I get very emotional and upset when I feel as though someone is being left out or if I sense that someone wants to say something but doesn't feel comfortable enough saying it at the moment. Having Competition as a strength shows that I am always in Competition within my own mind, meaning that I always think I could've done better on assignments, projects, tests, etc. With Restorative, I do like to fix problems but some problems simply can't be fixed and it causes me major anxiety and stress when I have no control over situations. And finally, Positivity can be a weakness because after a while, always trying to cheer others up gets exhausting and sometimes it's hard to even be positive myself. Being that I am safe zone trained, I also use my strength as an Includer to create an environment wherever I am that allows everyone to feel comfortable being themselves and addressing them as for how they feel and identify. I learned a lot from this experience and I was very happy to have it incorporated in the tour guide training process. I learned about more inclusive language aside from just "y'all", which is used in SOLC. I learned that aside from the usual pronouns of he/him/his and she/her/hers, there is also they/them/theirs/ze/hir/ etc. This is just a few of the gender-neutral pronouns but there are many others. It's important that I use my Includer strength to create an environment where everyone feels welcomed and included both as a student, a tour guide, a facilitator, and just a person in general. This Includer strength is a core part of who I am and I hope to take part in an advanced safe zone training in the future. See evidence #29 and evidence #39</p>
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16.	Student will show knowledge of the theory of Superleadership by Manz & Sims			
17.	Student will show application of Manz & Sim's theory to own life			

Outcome Category: Leadership Theories

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
18.	Student will show knowledge of the "Authority and Bureaucracy" theory of leadership Weber			
19.	Student will describe personal application of the above theory (Weber)			
20.	Student will show knowledge of the "Scientific Management" theory of leadership by Taylor			
21.	Student will describe personal application of the above theory (Taylor)			
22.	Student will show knowledge of the "Management by Objectives" theory of leadership by Drucker			
23.	Student will describe personal application of the above theory (Drucker)			
24.	Student will show knowledge of "Theory X and Theory Y" theory of leadership by MacGregor			
25.	Student will describe personal application of the above theory (MacGregor)			

26.	Student will show knowledge of the "Servant Leadership" theory of leadership by Greenleaf	HDF190, HDF413	Tour guide SOLC	<p>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. <i>Asking questions is a good idea to show that you are paying attention.</i> Empathy means understanding and empathizing with others. Recognizing the special things about others and being accepting of others as well. <i>Empathy goes hand and hand with Listening as both are about understanding both the verbal and nonverbal cues.</i> Healing means helping those who need healing but not technically "fixing" people because people aren't broken. Awareness means to be aware of issues such as ethics, power, and values. Being aware of the people surrounding you as well. <i>It's important to have a good understand of yourself as it will only strengthen your work as a servant-leader.</i> 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. <i>This growth has no timer as it can be in a few hours to a many years.</i> Finally, Building Community means to build and foster a community amongst the group or organization. I use this the Servant Leadership Theory as a tour guide 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 answering any questions they may have. Also, Commitment to the Growth of People is a characteristic demonstrated by being a tour guide because I am with a 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 see if this campus is the right choice for them and hopefully they'll become potential new students at URI. In HDF 413, whenever an organization comes to a retreat with SOLC, we, the facilitators, are servant leaders. It is our jobs to follow those ten characteristics to make sure that the participants have the best retreat possible. We put the organization retreating with us first and make sure that their wants, which are the goals for the retreat, and their needs are put first and understood by every shadow, facilitator, and lead. See evidence #6 and evidence #42 Greenleaf, R.K. (1991). <i>The servant as leader</i>. Indianapolis, IN: Robert K. Greenleaf Center.</p>
27.	Student will describe personal application of the above theory (Greenleaf)	HDF190 HDF413	Tour Guide, Leadership Institute 2017, SOLC, future Pediatrician	<p>As mentioned above, the Servant Leadership model which was taught in my HDF190 class can be applied to my life personally. While being a tour guide at URI, I have the ability to use a few of the 10 characteristics. One of the characteristics I use is Listening, I get to actively listen to what the prospective students want to see such as a specific building or program, and then I serve them by giving the information. I use Persuasion when, at the end of my tours, I tell the prospective students why I chose to come to URI and hope they follow my footsteps and come to URI as well, therefore trying to persuade them to come here. I use Stewardship when I am at the service of others when I show up to the tour booth, ready to give a tour, sun or rain, to prospective students. My first and foremost important thing with tour guiding is to serve the need of others which can be shown when I first ask what I can do to make my tour as personalized for the families as possible. Finally, I use Commitment to the Growth of People when I give a tour from beginning to end and I get to answer any questions they might have. I watch them grow when they first come to the school, knowing very little about the school. But then, by the end of the tour, I get to see their growth when they know all the facts and figures about the school and I also hang out after the tour by the booth to answer any other questions they might have or even to just provide them with directions to the location they desire such as a specific building they want to see (See evidence #7). As a Peer Leader at Leadership Institute 2017, I was given the opportunity to mentor 18 incoming freshmen alongside my partner, Martin. We were Servant Leaders because we used all 10 characteristics. We used Listening during each debriefing we did and also through most of the activities. Being in a facilitator role rather than a student, your voice should be the least heard and you should be actively listening to the participants, in this case, the students. We listened to what they were saying both verbally and nonverbally. We used Empathy a lot at Institute. Throughout the days when we were at Alton Jones Campus, some activities were more serious and emotional than others. We needed to understand and empathize with our students to let them know we are there for them. Going off of that, the third characteristic demonstrated was Healing. We helped to heal these students during emotional moments and show them that they are not alone. As a Servant-Leader, I recognized that I had the opportunity to help heal those who were hurting emotionally. The fourth characteristic of Awareness really came out during those more emotional activities like Breaking Boundaries. I was aware of when one of my students had had enough and needed a break. She tapped me to go outside and talk with her which I was already expecting and was aware of what was going on. This made me able to really help her as much as I could. The fifth characteristic is</p>

				<p>Persuasion and this can be shown when I was educating my students in our classroom about the 4 Agreements. I wanted to explain what they meant but I did not try to coerce them to interpret them the way I did. We actually had a couple of students get in to a friendly debate over their interpretation because they disagreed with a couple of the Agreements. I simply tried to convince them to share their views rather than coerce them to conform to mine. The sixth characteristic of Conceptualization can be seen when my partner and I were making goals about how to keep this group of students as close as they are at Institute. We were able to plan multiple "family dinners" where we would all hang out and that way we could all stay connected. There have been multiple days throughout the first semester where one of my students was having a rough day, so he or she would reach out to get together and talk and I always dropped whatever it was I was doing to be there to listen and help. With the seventh characteristic of Foresight, since both Martin and I had been students at Institute before, we knew what to expect when we all got back to campus. We knew a lot of the students, and even Martin and I would become very upset when we realized we were not at Institute anymore. So we prepared the students by telling them we are always here and to stay in touch. The eighth characteristic is Stewardship and this can be demonstrated when we did Breaking Boundaries. We promised our students that whatever they told us, we wouldn't let it leave this room and we, as servants, had a commitment to serve the needs of others. That being said, we would have brought some things to Connor and Ben's attention if it was the same situations in which a therapist would break confidentiality with a client such as hurting themselves or others. The ninth characteristic is the Commitment to the Growth of People and Martin & I were definitely committed to seeing the growth of our students throughout the 3 days. With every activity and debriefing, the conversations got deeper, their trust in each other increased, and the feelings of love and commodity were definitely growing. I have to say one of the best outcomes as a Peer Leader was seeing these students actually transform into freshman leaders right before my eyes. Finally, the last characteristic is Building Community. My team, Blue Wisdom, surpassed the idea of a community, we became a family. The entire group of 100 plus students and peer leaders really did become one big community family and I know any peer leader would be there in a second if any student called on us for help. In HDF413 and SOLC, we, as facilitators are the servants to the organization and the participants when they come to retreats with us. We put their wants, needs, and goals ahead of ourselves (Stewardship), we make sure that we are doing all of the ten characteristics such as actively listening, being empathetic, being aware of how others are feeling and communicating (both verbally and non-verbally) and helping organizations achieve their goals (Conceptualization and Foresight). One more example of Servant Leadership is that I want to be a Pediatrician. That being said, I will be a Servant-Leader to all the infants, toddlers, children, adolescents, and young adults who come to my practice because I will be putting their needs ahead of anything (Stewardship). Also, I will need to look for the long term effects of whatever medicines I prescribe them or the treatments I give (Conceptualization and Foresight), I will advise the parents how to treat the illness that I diagnose their child with but I will not be able to actually coerce them to follow my professional advice (Persuasion), I will listen to everything the child and their guardian are telling me both verbally and nonverbally (Empathy and Listening), and finally, staying with the same patients as they grow up through their life from birth until they decide to leave my practice as an adult (Commitment to the Growth of People). See evidence # 32 Greenleaf, R.K. (1991). <i>The servant as leader</i>. Indianapolis, IN: Robert K. Greenleaf Center.</p>
28.	Student will show knowledge of the "Principle Centered Leadership" theory by Covey			
29.	Student will describe personal application of the above theory (Covey)			
30.	Student will show knowledge of the "14 Points / TQM" theory of leadership by Deming			
31.	Student will describe personal application of the above theory (Deming)			
32.	Student will show knowledge of the "Visionary Leadership" (now often cited as "Transformational Leadership") theory by Sashkin			

33.	Student will describe personal application of the above theory (Sashkin)			
34.	Student will show knowledge of the "Individuals in Organizations" leadership theory by Argyris			
35.	Student will describe personal application of the above theory (Argyris)			
36.	Students will demonstrate knowledge of the "4 V's" theory of leadership by Grace (Center for Ethical Leadership)	HDF190, HDF413	SOLC	<p>In my HDF190 class, we learned about the 4 V's of Ethical Leadership. The 4 V's stand for Values, Vision, Voice, and Virtue. There are also elements including Renewal, Service, and Polis. Values mean that an ethical leader has an understanding of their own core values and by discovering one's values, they can start to incorporate their values into their decision making as well as their lives. Before we can be Ethical leaders, one needs to have a sense of self-understanding to recognize their values as well as their strengths. Vision means that a leader has the ability to see and frame actions. If you have a good understanding of your values then you can use those values to have a vision of what you want to do action-wise and how actually do these actions. Voice means that a leader is able to speak up about their vision in a realistic and persuasive way that makes others want to act as well. An ethical leader needs to be authentic and true to themselves so having a vision and knowing their values, they can use their Voice to be authentic, speak up, and motivate others to help with that vision. Finally, Virtue means that we practice up what we preach and have virtuous behavior. When developing virtue, one is practicing right from wrong. Virtue is the common good which is equality for all and the public good. Those who are virtuous are those who "practice what they preach" meaning they understand their values, vision, and how to use their voice to effective work to achieve what's best for the common good. As well, there are three other elements including Service, Polis, and Renewal. On the diagram of the 4-V model of Ethical Leadership, Service connects Vision and Values which shows that when we do Service for others, our values are demonstrated and the Vision is being called to action as well. Service is important to Ethical Leadership because it's important to do things for others and be genuine when our values are tested. Polis means city in Greek and in this model, Polis connects Voice and Vision. When we speak up using our Voice and our Vision, we are trying to encourage others to join in the creation of a sense of community. Finally, Renewal connects Voice and Values and this can be seen when our spoken words and actions (Voice) align with our Values showing the authentic, genuine Ethical Leader one is. SOLC is just one of many organizations here on campus that follow a clearly outlined form of Ethical Leadership. See evidence #8 and evidence #37</p> <p>The Center for Ethical Leadership. (2007). <i>The 4-V model</i>. Retrieved from archive.naspa.org/prodev/cfp/coord/upload/4V-Model.docx</p>
37.	Student will describe personal application of the above theory (Grace)	HDF190, HDF413	SOLC, LASA retreat 2017	<p>In my HDF190 class, as mentioned above, I learned about the 4 V's of Ethical Leadership. I can also connect this theory with a personal application. My values are Honesty, Kindness, Love, Zest, and Perseverance. In the classroom, I always make sure I am kind to others and always tell the truth as well as say exactly what I mean to say. I use Vision when I have an idea about how to go about a group project but I use my voice to articulate exactly what that idea is. Finally, I use Virtue when keeping my values in mind, I am about to practice what is right and wrong and also serve the common good. In the classroom, the common good is harmony and equality for all so I let everyone have a chance to speak and share their ideas instead of just dominating the entire class conversation (See Evidence #9). As a member of SOLC and a student in HDF413, we are expected to be ethical in our leadership practices. As consultants facilitating a retreat, we need to make sure that our values are aligned with SOLC's mission statement which includes values expected from the organization. A few of these mentioned values include Creativity, Inclusion, Community, and Peer-Leadership. Vision can be described when we help an organization achieve their goals at a retreat. They come to us with a vision in mind and we work with them to help them achieve it, so our vision is to achieve whatever their goals of the retreat are. Voice can be demonstrated during class debriefings when discussing how we feel about a specific activity that we just completed in HDF413, and as a facilitator in SOLC, we use our voice to persuade, while being realistic and authentic, the purpose behind an activity. Finally, Virtue can be demonstrated when we act in a manner that is in-line with our mission statement. We practice what we preach meaning we honor our values of Inclusion, Community, Creativity, etc. during every single retreat we facilitate to help the common good. When discussing Polis, Service, and Renewal, Polis can be demonstrated when newfound, deeper connections are formed among the organization at a retreat, typically after a debriefing and towards the end of the retreat, showing the connection of Voice and Vision. Service can be seen and demonstrated by the facilitators of SOLC and the students in HDF413 when we facilitate retreats for other</p>

				<p>organizations. We are using our Peer leadership Values and our Vision of creating a more inclusive, welcoming community at URI through our use of Service. Finally, Renewal can be shown through our repetitive reviews of a successful retreat and our credibility we built as an organization. By using our voices, such as during debriefings, and our values, which can be seen throughout a retreat and also seen just from how we present ourselves and our actions, we are showing Ethical Leadership which is a huge part of who SOLC is and what HDF413 instills and teaches about. On Friday, November 17th, 2017, I had the opportunity to co-facilitate for the LASA retreat. One activity I wanted to discuss that can really demonstrate the application of the 4-V's of Ethical Leadership is when one of my co-facilitators, Bridgette, facilitated the closing activity of "Web". This is a prime example because the participants got to discuss the Values that they appreciated about each other, they used their Voice to verbally acknowledge what they liked about someone, the component of Vision was demonstrated when Bridgette had the freshman, and then the upperclassman drop the web to show that without these freshmen/upperclassmen, the vision of a complete and welcoming organization is broken, and finally, Virtue was demonstrated when we put all of their individual globes, used in the Full Values Contract, together on their web string as a takeaway for their organization. Service was seen through the facilitators spending our Friday night with this organization, hosting a retreat to help them accomplish their goals. We use our Values and Vision to plan an agenda to successfully address these goals which shows Service. Polis is established through the deeper connections and stronger bonds formed at the LASA retreat because they voiced their thoughts and ideas during multiple activities and debriefings and their Values all aligned with each other and their organization. Finally, Renewal is shown through the fact that LASA is one of the many organizations here on campus that are always having retreats with SOLC. See Evidence #38 and evidence #40</p> <p>The Center for Ethical Leadership. (2007). <i>The 4-V model</i>. Retrieved from archive.naspa.org/prodev/cfp/coord/upload/4V-Model.docx</p> <p>Center for Student Leadership Development (2014). <i>Student Organization Leadership Consultants Constitution</i>.</p>
38.	Student will show knowledge of the "Situational Leadership" theory by Hersey & Blanchard			
39.	Student will describe personal application of the above theory (Hersey & Blanchard)			
40.	Student will show knowledge of the "Relational Leadership" model by Komives, McMahon & Lucas	HDF190, HDF413	SOLC, Safe Zone trained	<p>The Relational leadership model, as learned in my HDF190 class, has 5 components and 3 different categories. The 5 components are Inclusive, Empowering, Purposeful, Ethical, and Process-oriented and the 3 categories are Knowing, Being and Doing. Knowing means that you have 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 a diverse point of view. The Inclusive Knowing is self and others, citizenship, and worldviews. The Inclusive Being is believing that differences in people are valuable, everyone can make a difference, and fairness and equality are important. Finally, the Inclusive Doing is having skills in listening, building coalitions, and engaging in civil discourse. For Empowering of self, group members, and others, the Empowering Knowing is having knowledge of power, empowerment, and self-esteem. The Empowering Being is believing that everyone has something to offer, having concern for the growth and development of others is necessary and important, and power, information and decision making are shared willingly. Finally, the Empowering Doing is gatekeeping, sharing information, and practicing renewal. Purposeful means having an individual commitment to the position, students, staff, and job. The Purposeful Knowing is understanding the change process and models and role of mission/vision. The Purposeful Being is believing that an attitude that is hopeful, positive, and optimistic helps everyone and individuals, groups, and organizations can make a difference. Finally, the Purposeful Doing is being skilled in identifying goals, making meaning, and thinking creatively. Ethical means being driven by values and standards of leadership which are "good" in nature. The Ethical Knowing is the development of values, the influence of systems on justice and care, and decision making. The Ethical 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 Ethical Doing is behaving congruently, being reliable and responsible, and acting courageously. Last but 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 Process-Oriented Knowing is the community, group process such as team-building, maintenance, and closure, and relational aspect of leadership. The Process-Oriented Being is believing that process is as important as the outcome, effort of a high quality is to be encouraged, and good things happen when people trust the process. Finally, the Process-Oriented Doing is collaboration, reflecting,</p>

			<p>making meaning, and challenging (See evidence #10). In HDF413, we did a unit on Inclusive Leadership where my group worked as a team to create a PowerPoint, a handout, and an activity that would help us educate the class. Although we didn't use the Relational Leadership Model as our example, this would've been a great one to use as well because it has a full component of Inclusion. One of my strengths is Includer so I connect to this model a lot. I see an Includer as someone who is empathetic to others and is able to read the nonverbal and verbal communication. Includers like to encourage active participation amongst the group and hope to foster an environment where even the quietest of people feel comfortable expressing themselves. SOLC is an organization as well as a part of HDF413. When we facilitate retreats, it is very important and useful to use Relational Leadership. In SOLC, when I facilitate retreats, I like to use this model as a backbone of all things "Leadership". This model is very straight-forward but really helps facilitators see the relationships in the group. The five components of the Model are basically the principles for which SOLC strives to accomplish- Inclusive, Empowering, Purposeful, Ethical and Process-Oriented. SOLC encourages anyone who has an interest in leadership to join the organization and they can even shadow without having to facilitate an activity until they feel comfortable. We are Empowering because SOLC lets students help other students (Peer Leadership) in the sense that it allows facilitators (who are students) to feel empowered and lead activities and debriefings for other student organizations. SOLC is definitely Purposeful. Our mission statement can be found online where we list our values. We are also Purposeful because we strive to help every organization achieve their desired goals at a retreat. Next, we are Ethical in the sense that we don't allow cheating. We'd rather a group fail an activity but try their best rather than cheat when the facilitator isn't looking. At retreats, we like to promote the ideas of being an Ethical organization and with the help of SOLC retreats, we hope participants bring those values and ethical lessons learned back to their organizations. Finally, SOLC is Process-Oriented. There is a sequence which we plan our retreats to get the desired results and these can be seen on our retreat agendas. Sequencing is very important when planning a retreat and if done correctly, the retreat will hopefully have a positive, lasting effect on the organization and the participants. Also, being Safe Zone trained as a part of the tour guide training process allowed me to use the Relational Leadership Model and connects to the Inclusive component. With the Inclusive Knowing, I was able to know more about myself such as my preferred pronouns which are she/her/hers and as well as knowing 'worldviews' such as the different gender-neutral pronouns for those who don't see themselves as the usual he/she pronouns- and these pronouns, considered gender-neutral, include they/them/their/ze/hir etc. There are many other pronouns that can be used. For the Inclusive Being, which being safe zone trained, allowed me to learn even more how I can help to create a more welcoming, equal environment for those everyone, regardless of how one identifies. This has always been important to me because I see that everyone deserves equality and an equal opportunity to express themselves and their identity however they see fit for them. Finally, for the Inclusive Doing, I am an ally of the Gender and Sexuality Center and I stand for those who don't stand up for themselves. I am very passionate about equality and fairness and I really want everyone to know that they have someone standing in their corner and I'm someone who is standing by them. I also use Inclusive Doing by listening whether it's during the beginnings of class when students introduce themselves and include their preferred pronouns or simply just listening to how others want to be identified as. This is just one example but I relate to the Relational Leadership model very much and I see myself using it throughout my day in multiple ways. See Evidence #39 and #40</p> <p>Komives, S. R., Lucas, N., & McMahon, T. R. (2013). <i>Exploring leadership: For college students who want to make a difference</i> (3rd ed.). San Francisco: Jossey-Bass.</p> <p>Center for Student Leadership Development (2014). <i>Student Organization Leadership Consultants Constitution</i>.</p>
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41.	Student will describe personal application of the above theory (Komives et al)	HDF190, HDF413	SOLC (Student organization for leadership consultants)	<p>In my HDF190 class, we learned about Relational Leadership and I can connect it to a personal application through my involvement in the Student Organization for Leadership Consultants. We host retreats where we actually try to bring out the 5 components of the model. For example, the components of inclusive, purposeful, and process-oriented can definitely be seen. For inclusive, the group really knows themselves, others and citizenship since they are citizens of their specific group at the retreat. Some of the goals that groups may have retreats are to create an environment within the group that is inclusive, welcoming, and to make everyone feel valued and respected for who they are. We help the groups see that everyone can make a difference which is part of inclusive being. The groups are very skilled at listening and developing talent which is a part of the inclusive doing. When it comes to purposeful, the group really learns the role of the vision and mission which is the goals for which they wanted to accomplish on the retreat. Throughout the retreats, groups really try to keep an attitude that is positive, hopeful, and optimistic which helps everyone and is part of the purposeful being. They are also very skilled in identifying their goals and envisioning these goals which are purposeful doing. Finally, for process-oriented, these groups know the community they are a part of and the group process of team-building, maintenance, and closure which is part of process-oriented knowing. They recognize by the end of the retreat that if they trust the process, good things happen (process-oriented being). And finally, when they reflect on the experience, they are process-oriented doing. See Evidence #11</p>
42.	Student will show knowledge of the concept of constructivism	HDF190		<p>As learned in my HDF190 class, constructivism is a theory based on observation and scientific theory about the ways people learn. It is the way that people perceive information and when we receive information, the way we process it is based on who we are, and information we already have about the world around us. New ideas and beliefs may change our existing ones. To learn, one must ask questions, explore and conduct research. There is a difference between traditional classrooms and constructivist classrooms. In a traditional classroom, there is a strict set curriculum which uses materials like textbooks to inform students. The teacher has a direct role which is based on authority. The students are assessed through tests to make sure they know the correct answers. Students work alone most of the time and basic skills are emphasized. In a constructivist classroom, curriculums are about the bigger concepts. Learning isn't just a lecturing format, in fact, students are encouraged to ask questions. Primary sources are the materials used and group work is how students learn most of the information. The process is just as important as the results. That's how a traditional classroom and a constructivist classroom differ. See evidence #12</p> <p>Educational Broadcasting Corporation. (2004). Constructivism as a paradigm for teaching and learning. Retrieved from http://www.thirteen.org/edonline/concept2class/constructivism/index.html</p>
43.	Students will describe personal examples of implementing constructivism	HDF190		<p>In my HDF190 class, the classroom setting is very constructivist. We were all placed into groups from the beginning of the semester which included a peer leader to answer any questions we might have. Our classroom setting is very discussion based and Allie is very encouraging of questions. Materials we use are primary sources such as direct quotes from models. Our work is done in groups which allows us to collaborate together to make sure everyone understands the information being given. The process is emphasized, as well as the results. We do not take tests in class, instead we do assessments through papers, speeches, projects, etc. Each unit has a different type of assessment to make sure we are grasping the information, but the different formats of assessments allow students to express the information they learned in different ways. These different characteristics of my HDF190 class correspond to what constructivism and a constructivist classroom are all about. See evidence #13</p> <p>Educational Broadcasting Corporation. (2004). Constructivism as a paradigm for teaching and learning. Retrieved from http://www.thirteen.org/edonline/concept2class/constructivism/index.html</p>

44.	Student will demonstrate knowledge of experiential learning in leadership development (Kolb)	HDF413	Leadership Institute 2017, SOLC	<p>Kolb's Experiential Learning in leadership development is a cycle where students learn through intentional guided reflection. There are 4 different aspects of the Kolb's Cycle. First is the Concrete Experience or the activity itself. The facilitator is an active observer who will later share their observations with the group during the debriefing. After the activity, you would debrief and ask the Reflective Observation ("the what?") which asks for the participants to describe the activity they just did- what did they do well? What could they improve on? Second, we would ask the Abstract Conceptualization ("so what?") which ask for the participants to talk about why this activity is important and what the point of the activity really was. These questions are asking participants to analyze their behavior and actions. Finally, we would ask the Active Experimentation ("now what?") which is where we would ask participants questions to have them apply what they learned to the real world or their organization.. These questions would be framed as such, "Now after completing this activity, how can this relate to your organization, your life, and even URI? How can you apply the lesson?" (whatever they said the lesson was earlier, you would insert). While at Leadership Institute 2017 as a peer leader, after the activities, my partner and I would lead a debriefing using this cycle. It was a great way to get the students to reflect back on their experience and then connect it to real life situations and scenarios. This debriefing method is not about teaching the students lessons of what they should learn but for having a conversation and allowing them to draw their own conclusions. See evidence #44</p> <p>Komives, S. R., Lucas, N., & McMahon, T. R. (2013). Exploring leadership: For college students who want to make a difference (3rd ed.). San Francisco: Jossey-Bass.</p>
45.	Student will describe personal application of experiential learning in leadership development (Kolb)	HDF413	Leadership Institute 2017, SOLC	<p>While at Leadership Institute 2017 as a Peer Leader, after the activities, my partner and I would lead a debriefing using this cycle. For example, during the Grody Rhody games, we were in charge of running the oatmeal pool which is when a pool was filled with oats, water, and marbles. The students were asked to hop into the pool and grab the marble with their toes and get it out of the pool. There were two teams playing each other but they were only allowed to send one student into the pool at a time and they could only have one foot in the pool. We were supposed to frame it so it encouraged goal setting. After we finished the actual activity, we decided to debrief it. For the debriefing, we used Kolb's Model of Experiential Learning. During the debriefing after the activity (Concrete Experience), we started by questioning their Reflective Observations ("the what") asking the students what they did well and what they didn't do so well. We received answers such as, "What we did well was we used good communication and teamwork. When it came to what we could've done better- probably just let the person who was good at picking up the marbles go first", after a few more answers that were relatively similar, we moved onto the Abstract Conceptualization ("so what"). We asked questions such as how did you use your LPI (Leadership Practice Inventory) during this activity? And why is this important? We received answers such as "My LPI is Inspire A Shared Vision so we worked as a team because we all had the same vision of winning and collecting the most marbles." Another said, "My LPI of Encourage The Heart was used when I was cheering my teammates on and using encouragement to keep the positivity up." Also, "My LPI is Challenge The Process so I tried to think of other ways to pick up the marble instead of just using my toes (the student scooped the marbles out)." Finally, we ended our debriefing with Active Experimentation ("now what") questions about how this can be related to the real world and put into action? How can this relate to going back to URI and your freshman year? We received answers such as, "We are incoming freshmen who are walking into URI blind. We don't know what we are getting into and similarly, this pool is murky, we can't see the bottom of the pool. But if we trust ourselves and our judgment, we'll be fine." We also got answers like, "We needed to work as a team to get the job done so this can relate to studying in groups so we all learn more and can do better in our classes." In HDF413, we also learned about the Kolb's Model of Experiential Learning when we debrief during retreats. Although I already learned about it while at Institute, it was a good way to refresh my memory and reinforce some parts of the model. In SOLC, we use this debriefing method after an initiative activity which is meant to "teach" the participants and then review what they learned and what just happened. This is just one way to debrief, but there are many different models that could be used to lead a debrief. Using Kolb's model, you can basically debrief anything as long as you can make it fit into the four stages. Even though the activities and the takeaways maybe change, the formatting and framing of the debriefing will always be relatively the same. See evidence #20 and evidence #44</p> <p>Komives, S. R., Lucas, N., & McMahon, T. R. (2013). Exploring leadership: For college students who want to make a difference (3rd ed.). San Francisco: Jossey-Bass.</p>

46.	Student will show knowledge of the “Social Change Model of Leadership Development” by Astin et al	HDF190		<p>In my HDF190 class, we learned about the Social Change Model. This model examines leadership on three levels- Individual, Group, and Society. There are 7 C’s of Social Change which are Consciousness of Self, Congruence, Commitment, Collaboration, Common Purpose, Controversy with Civility, and Citizenship. In the model, in the group values circle, there is Collaboration, Common Purpose, and Controversy with Civility. In the individual values, there is Consciousness of Self, Congruence, and Commitment. Finally, in the society/community values, there is Citizenship. Consciousness of Self means that you are aware of your personal values, beliefs, emotions, and attitudes. Congruence means that you are consistent, genuine and honest. Commitment means that you are involved and committed to what you are a part of such as a relationship or an organization. Collaboration means that you can work with others and put ideas together to form a plan. Common Purpose means that you and your group all have a goal that you all want to achieve. Controversy with Civility means that differences in views are going to occur but they should be dealt with respectfully to everyone. Finally, Citizenship means that everyone is a member and everyone is connected. There is an 8th C which is Change and this is the ultimate goal of the social change model. See evidence #14</p> <p>Astin, Helen S. and Alexander W. Astin. A Social Change Model of Leadership Development Guidebook Version III. The National Clearinghouse of Leadership Programs, 1996.</p>
47.	Student will describe personal application of the above theory (Astin et al)	HDF190		<p>In my HDF190 class, my group for our Social Change Model project decided to attend a Melanoma Awareness event where we learned all about Melanoma and why it’s important to spread awareness. This project connects to the above theory because individually, connecting to Consciousness of Self, I have to know my views, beliefs, and attitudes towards tanning and the risk I put myself in when every time I go out in the sun. With Congruence, at this presentation, after I signed the No-tanning promise, I need to be honest and consistent and actually follow through on that promise. Finally for Commitment, after attending the event, it is now my duty to be committed to this project and spread awareness around campus so that others are aware of the cause. As a group, using Collaboration, we need to now work together to create our social change project essay and presentation. For Common Purpose, we all share the same goal of preventing Melanoma and spreading awareness. For Controversy with Civility, we all have different views on the best ways to spread awareness but working together and respectfully listening to every idea, we could collaborate and put everyone’s ideas together. Finally, as a whole class, with Citizenship, we are all students of the same college environment so after our presentation, it is everyone’s responsibility to be more conscious of how dangerous tanning is and how it is our duty as members of HDF190 to spread awareness now and prevent our generation from developing Melanoma because of how prevalent it is right now. See evidence #15</p> <p>Astin, Helen S. and Alexander W. Astin. A Social Change Model of Leadership Development Guidebook Version III. The National Clearinghouse of Leadership Programs, 1996.</p>
48.	Students will demonstrate knowledge of the “Leadership Identity Development Model” by Komives et al			
49.	Students will describe personal application of the above theory. (Komives et al)			
50.	Students will demonstrate knowledge of the Strengths-Development Model by Hulme et al			
51.	Student will describe personal application of the above theory (Hulme et al)			
52.	Student will demonstrate knowledge of behavior theories of leadership from Michigan and Ohio State			

53.	Student will describe personal application of the above theories (Michigan & Ohio State)			
54.	Student will demonstrate knowledge of Charismatic leadership			
55.	Student will describe personal application of the above theory			
56.	Student will demonstrate knowledge of contingency approach to leadership by Fiedler			
57.	Student will describe personal application of the above theory (Fiedler)			
58.	Student will demonstrate knowledge of Path-Goal theory by House			
59.	Student will describe personal application of the above theory (House)			
60.	Student will demonstrate knowledge of Leader Member Exchange (LMX) theory			
61.	Student will describe personal application of the above theory			
62.	Student will demonstrate knowledge of Leadership Substitutes Theory			
63.	Student will describe personal application of the above theory			
64.	Student will demonstrate knowledge of Models of leader emergence			
65.	Student will describe the impact of traits on leadership emergence and performance			
66.	Student will demonstrate knowledge of Chaos approach to leadership by Wheatley			

67.	Student will describe personal application of the above theory (Wheatley)			
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Outcome Category: Inclusive Leadership / Diversity and its Application to Leadership

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
68.	Student will demonstrate how cultural anthropology / paradigms relate to leadership			
69.	Student will describe personal example of using cultural anthropology / paradigms as a leader			
70.	Student will demonstrate knowledge of the "Cycles of Socialization" (Harro) theory and its uses in leadership			
71.	Students will demonstrate personal application of the "Cycles of Socialization" (Harro)			
72.	Student will demonstrate knowledge of the "Cycles of Liberation" (Harro) theory and its uses in leadership			
73.	Student will demonstrate personal application of the "Cycles of Liberation" (Harro)			
74.	Student will demonstrate knowledge of the "Configuration of Power" (Franklin) and its relationship to leadership			
75.	Student will demonstrate personal application of the "Configuration of Power" (Franklin)			
76.	Student will demonstrate knowledge of racial identity development via the Cross, Helms or other models (Ferdman & Gallegos; Kim; Horse; Wijeyesinghe etc.)			

77.	Student will demonstrate personal application of model(s) of racial identity development above			
78.	Students will demonstrate knowledge of McIntosh's theory of privilege and its relationship to leadership			
79.	Student will demonstrate personal application of McIntosh's theory			
80.	Student will describe the differences and similarities of individual and institutional oppression and relationships to leadership			
81.	Student will show knowledge of effective leadership as it relates to change agency			
82.	Student will describe personal examples of being a change agent			
83.	Student will create a personal code of inclusive leadership		Safe zone training	
84.	Student will demonstrate knowledge of the "Model of Intercultural Sensitivity" by Bennett and its uses in leadership			
85.	Students will demonstrate personal application of the "Model of Intercultural Sensitivity" by Bennett			
86.	Student will demonstrate knowledge of the ally Action Continuum by Griffin & Harro			
87.	Student will demonstrate personal application of the Action Continuum by Griffin & Harro			

Outcome Category: Critical Thinking

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
88.	Student will show knowledge of principles of critical thinking (logic is used in this minor)			
89.	Student will demonstrate proficiency of critical thinking			
90.	Student will show knowledge of metaphorical analysis to critically analyze self and leadership situations			
91.	Student will demonstrate proficiency of metaphorical analysis to critically analyze self and leadership situations			
92.	Student will show knowledge of at least five decision making methods			
93.	Student will describe personal examples of having used five decision making methods			
94.	Student will show knowledge of at least five problem solving / conflict management methods, as well as understanding the roots of conflicts			
95.	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>)			
96.	Student will describe what it means to analyze, criticize, synthesize and utilize information as a leader			
97.	Student will demonstrate knowledge of leadership that is used in crisis			
98.	Student will describe examples of leadership in crisis situations			

Outcome Category: Interpersonal and Organizational Concepts & Skills

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
99.	Student will demonstrate knowledge of active listening techniques	HDF 190 FLITE retreat HDF413	COM100 SOLC	<p>After going to the FLITE retreat on February 4th, 2017, when we broke off into our small groups, Megan reviewed with my group what active listening was. Active listening skills include asking specific questions after the speaker is finished speaking as well as saying things such as "I see, I understand," or some other form of confirmation to show the speaker you are listening and are understanding the information or message they are trying to get across. At the retreat, the different types of active listening from the grid are Encouraging, Restating Basic Ideas, Reflecting Feelings, Clarifying and Summarizing. With Encouraging, the goal is to project interest and maintain a conversation, the process is to use a positive tone and don't agree or disagree, and what to say would be things such as "I see and I understand." With Restating Basic Ideas, the goal is to show your understanding and disclose a grasp of the facts, the process is placing emphasis on facts and restating the speaker's basic ideas, and what you would say is something like, "If I understand, your idea is..." When it comes to Reflecting Feelings, the goal is to demonstrate that you are listening and understanding how the other person feels, the process is reflecting the person's feelings and what you would say is "You feel that..." With Clarifying, the goal is to get additional facts and help that person explore all sides of a problem, the process is asking specific questions and what you could say is, "Can you clarify that?" Finally, with Summarizing, the goal is to draw together ideas and facts and create a basis for continued discussion, the process is restating, reflecting and summarizing main ideas, and what you would say is, "These seem to be the main ideas you have expressed..." Aside from the retreat, I also learned about active listening in my COM100 class. In my COM100 class, when we learned about active listening, we learned that ways to show you are actively listening which include asking questions and also restating in your own words what the speaker had just said to you. See evidence #26</p> <p>Issa, J. (n.d.). Top Four Active Listening Techniques. Retrieved on November 16th 2017 from https://www.onlinepsychologydegrees.com/articles/active-listening-techniques/</p>
100.	Student will describe examples of using active listening skills	HDF 190 FLITE retreat HDF413	COM100 SOLC, Leadership Institute 2017	<p>At the FLITE retreat, I learned what it means to be an active listener and the skills required to be an active listener. An example to demonstrate active listening can be seen at that FLITE retreat when we broke off into small groups and talked about what active listening was. I was nodding my head, showing I understood what she was saying and when Megan finished explaining, I restated what I thought it meant to clarify. I also asked questions if I didn't fully understand. The components of active listening that my example connected to was Clarifying and Summarizing because I was looking to show that I understood what she had just said and also get answers to some of the questions I was still a little confused on. When I was asking for clarification to get additional facts, I was using the Clarifying component. I asked Megan questions such as if she could give us an example of each component to clarify so that I could see if I understood what she had she taught us. When I was reviewing and restating the major ideas she had just expressed, I was using the summarizing component. Another example when in my COM100 class. One of my classmates was giving a speech and at the end of her speech, I told her that I found her topic interesting and then proceeded to ask her questions that further kept the conversation going. The component of active listening that I used was Clarification because by asking her questions, I was gaining more information and clarity on things that still confused me. I also used Summarizing when after her speech, I went up and talked to her about some of the points in her speech that were really interesting and I wanted more information about, which again, connects to Clarification as well. Finally, Restating Basic Facts could also go along with wh at I just mentioned because I did reiterate some of the facts from her speech so that she would know I was listening actively. In HDF413, we had to do group presentations as well as provide compliments and constructive criticism. We needed to be a good audience when we were not presenting by giving the presenters our undivided attention and at the end, ask questions to show we were paying attention, listening, and comprehending their topic and project. An important way to show you were listening is to restate what someone said and also asking questions which is why we were encouraged to ask questions at the end of each presentation. As facilitators for SOLC, it's important to actively listen especially during debriefings so that the participants mirror your listening and attention. Asking questions and for clarification of answers given by participants is one example of actively listening. Another is to summarize what someone said so that everyone in the group is able to hear, as well as show the speaker that you were paying attention and were able to comprehend their message. Being able to actively listen is an extremely important skill to have as a consultant. If you are not paying attention when someone is speaking, it makes you seem unprofessional and you lose credibility, aside from the fact that you probably will make some of the participants not want to actively engage if they see you're not even involved in the debriefings or activities. At leadership Institute 2017, during the Peer Leader training which occurred before the start of actual Institute, we went over active listening skills and techniques. There were 7 main points we covered including the</p>

				<p>Environment, Body Language, Paraphrasing, Clarifying, Summarizing, Primary Empathy and Advanced Empathy. Starting with the Environment, as a peer leader we needed to create an environment where students felt comfortable talking and we needed to actively listen and set the ground rules so that everyone would be able to express their thoughts and opinions without worrying about judgement. When it comes to Body Language, we learned about SOLER or squarely face the person, open your posture, lean towards the speaker, eye contact maintained, and relax while attending. What this means is we needed to make sure our body language was welcoming and we were showing an interest in what the students were saying. The group would be constantly watching us and we needed to make sure we were always seen in a "good light" meaning we were always pay attention when someone was speaking. With Paraphrasing, if someone said something, to show you're listening and paying attention, it's always a good suggestion to restate their message but use less words. A peer leader's voice should be the least heard in the group. Clarifying is when you bring vague messages and materials so that the entire group can understand. It helps the students get more information and for the peer leader (me) to see other points of view. Summarizing is when you put everything together that's been said and summing it up as a whole rather than restating every single thing that was brought up-try to focus on key ideas and feelings. Then there is Primary and Advanced Empathy. Primary Empathy is when you reflect on content and feelings and it shows that you understand what the speaker's experience was like in their view. Advanced Empathy is when you reflect on a deeper level and this is to get an understanding of what they really feel deep down inside and may not even be verbally saying but you can tell from their non-verbal cues. See evidence #16 and evidence #26</p> <p>Issa, J. (n.d.). <i>Top Four Active Listening Techniques</i>. Retrieved on November 16th 2017 from https://www.onlinepsychologydegrees.com/articles/active-listening-techniques/</p>
101.	Student will demonstrate knowledge of functions of group communication by Hirokawa			
102.	Student will describe personal application of functions of group communication (Hirokawa)			
103.	Student will show knowledge of techniques regarding giving and accepting of feedback			
104.	Student will describe examples of giving and accepting feedback.			
105.	Student will demonstrate knowledge of facilitation and debriefing techniques	HDF413	Leadership Institute 2017, SOLC	<p>There are many different techniques that someone might use when facilitating and debriefing. One of these debriefing techniques is Kolb's Experiential Learning Cycle which is a cycle of four different stages of questions which are all connected but get deeper and more abstract as you move through the stages. The first part is the Concrete Experience or the activity. After the actual activity is completed, it's important to debrief. The first questions should be a Reflection Observation ("What?") consisting of questions asking participants to analyze why they behaved as they did such as, "What went well? What could you have done better? etc.". After the Reflective Observation, the questions should be Abstract Conceptualization (or the "so what?") aimed at talking about the lessons that should've been learned from the activity. Questions can be like, "Why is it important?" Finally, the last part of the debriefing is the Active Experimentation ("Now what?") which is when the facilitator would challenge the participants to use the lessons they just learned and put them into practice in real life situations and scenario. By challenge, I mean ask the participants how they can go about practicing and applying the lesson/takeaway to real-world scenarios. Another good way to end a debriefing or if there isn't enough time to do a full debriefing is to use either the "Thumb-mometer" or a "One Word Whip". At the end of a debriefing or even right after an activity, these are great ways to get a feel for how the group is feeling. A "Thumb-mometer" is where you ask the group to indicate with their thumbs how they are feeling: thumb up (I'm feeling good/great), thumb sideways (I'm okay), and then thumb down (I'm not doing so well). If there is time or the facilitator desires, he/she can ask a few participants in each "thumb" category to explain why they feel that way. Another one is a "One Word Whip" where the facilitator asks the participants to go around and say only one word for how they are feeling after the debriefing/activity. If words are being repeated,</p>

				<p>the facilitator can challenge the group to only use a word once. If time allows or the facilitator chooses, a few participants can further explain their word choice. When it comes to facilitating, it is important as a facilitator to frame the activity in a certain way so the participants can understand the main idea. Framing is a mental model with a set of ideas that a facilitator will use when trying to explain an activity that will help with understanding. It can be a tool that is very powerful and useful if used correctly. I have seen multiple times how a facilitator will use imagery in describing the directions to an activity so that participants will have a mental picture of what is occurring. There are other ways to debrief as well such as using props like cards. There are many different types of cards but my favorite is the cards with emotions on them. After an activity, scatter the cards around and have each participant pick up a card that best matches their emotion during that activity. After everyone has a card, there are many ways to debrief. One way is to have everyone pair up and explain why they chose that emotion. After, you can have one pair discuss with another pair. This is an example of a debrief where the facilitator doesn't have to do very much and the group is basically debriefing for themselves. You could also have everyone sit in a circle after they choose their emotion card and ask participants to share their explanation to the whole group rather than in pairs. I like this method a lot because it's simple and very straightforward. See evidence #28 and evidence #44</p> <p>Komives, S. R., Lucas, N., & McMahon, T. R. (2013). <i>Exploring leadership: For college students who want to make a difference</i> (3rd ed.). San Francisco: Jossey-Bass.</p> <p>Bolman, L.G. & Deal, T.E. (2013). <i>Reframing organizations: Artistry, choice and leadership</i>. (5th ed). San Francisco, CA: Jossey-Bass.</p>
106.	Student will demonstrate proficiency of facilitation and debriefing techniques	HDF413	Leadership Institute 2017, SOLC, Kappa Delta Retreat (2017), LASA retreat (2017)	<p>In my HDF413 class, we learned all about how to debrief and one of my favorite ways is by using the Kolb's cycle. As stated in outcome #105 and Outcome#45, there are 4 parts of the cycle, starting with the actual activity or the Concrete Experience. Once an activity is complete, it's time to start the debriefing with questions that are a Reflective Observation or "the what" such as what did you all do well? What could you do better? Basic questions that have the participants reflect on the actual experience. After, we move into the "so what" or the Abstract Conceptualization, which is supposed to get the participants talking about the importance and the lessons learned/the takeaway, so we would ask questions like why is this important? Finally, we would end with questions for the "now what" or the Active Experimentation where the facilitator would challenge the participants to apply what they learned to real life and their organization such as how can you apply the lesson learned to your own life, URI, or your organization? At Leadership Institute 2017 when I was a peer leader, we used this model of debriefing for almost every initiative activity we did such as the Grody Rhody Games. My partner and I were stationed at the Oatmeal Pool where we had marbles hidden at the bottom of a murky pool filled with oatmeal. The students had to jump in one by one and retrieve a marble. For the debriefing, we started with "the what" or asking the students what they just did, what they did well as a team, and what they could improve on. After, we asked the "so what" or why this activity is important? Finally, we ended the debriefing with the "now what" where we asked them to connect this activity and what they learned to freshman year at URI. I got many answers to this question such as, "We need to trust the process because even though we can't see the bottom, we know that if we listen and follow the rules, we'll be okay." Another really good answer we got was, "That college is like the unknown, but if you have a good support system (your team) then you will have people to help you through it and be there for you." When I was facilitating the initiative activity, Stepping Stones, at the Kappa Delta retreat, after they successfully got everyone across, I debriefed it using many different models and methods. I started with Kolb's which I always use since it's straightforward, simple, and gets the main point of a debrief through different steps. I also have learned about Kolb's multiple times so it's a safe option for me. When I was going through the debriefing, sometimes nobody wanted to answer the questions so we sat in silence for a few moments until someone got too uncomfortable with the silence and decided to answer. I have learned to get comfortable with silence and also that the facilitator's voice should be the least heard unless asking a question. Once a few of the participants starting answering, the Executive Board members in my group started to take over the conversation, so I asked if anyone else had something to add- an attempt to get the more quiet participants involved. Eventually, they did speak up once we stopped asking debriefing questions and went on a little tangent. The Executive Board members thought to get everyone more comfortable talking, everyone should go around and describe their perfect day. Once everyone did that, the girls were much more willing to actively participate and speak up. Aside from Kolb's, I used the "Thumb-mometer" which is a really quick way to either get a feel of how the group is feeling in general, after an activity, or even after a debriefing. As mentioned in outcome #105, simply ask the participants to signal with only their thumbs how they are feeling- thumbs-up (feeling great), thumb sideways (I'm okay), and thumbs down (I'm not doing too well). This is a great way to see how the group is feeling and if there is time, the facilitator can ask a couple of participants to explain why they chose that thumb</p>

				<p>position. Another great quick debriefing tool is a “One Word Whip” where you ask each participant to say only one word of how they're feeling and it should be encouraged to not repeat a word that someone already said. Again, you can ask for an explanation for a word after everyone's gone if there is time or if the facilitator feels it's necessary. On a different note, when I was doing a group presentation on Inclusion in HDF413, we needed to include an activity to highlight our topic and then debrief it. We did very well with facilitating, framing, and then debriefing this activity and most of the students had never seen this activity before so it really made the debriefing and facilitating more meaningful. The activity was Stoplight and the point was to give students a real glimpse into what it feels like to be in a group depending on how you were viewed. We assigned different people different colored stickers to indicate whether they were “best friends” with the group (green sticker), “acquaintances” with the group (yellow sticker), or “not wanted/not welcome” in the group (red sticker). The twist was, that nobody knew which color they had and by the actions and statements made to them while everyone interacted with each other, they were supposed to be able to tell what color they were given. For the debriefing, many people stated that if they had the red sticker, they didn't feel included or welcomed so in a real-life setting, they would not feel comfortable expressing any ideas or opinions. If they had the yellow sticker, they were getting comfortable with the group but still didn't feel like they could always express their thoughts, and finally, the green stickers said they felt very welcomed and comfortable and in a real-life scenario, they would have no problem voicing an opinion, idea, or concern they had. We used this to relate it back to SOLC and how we should try to always make every participants feel as though they are a “green sticker”, especially if there are many new members in the organization at the retreat. When framing was discussed in outcome #105, a personal example to demonstrate this facilitating concept was when I co-facilitated “Key Punch Moon Bounce” with Sandy at the LASA retreat (Fall 2017). Before this activity, they had done the activity “Alien Invasion” so using the space theme in mind, I framed the next activity, Key Punch Moon Bounce, in a similar way- almost making a link between the sequencing. I framed it by saying how "they had successfully earned their space boots when they were able to get every participant 'back to Earth' so now using these boots, they would be able to walk on the 'sticky peanut butter' near the craters, but they still would not be able to get inside of them without 'moon bouncing' onto the numbered spots." By framing the activity this way, they were able to understand that they could not just individually step on the spots and they could not walk inside the craters (hula hoops). See evidence #21</p> <p>Komives, S. R., Lucas, N., & McMahon, T. R. (2013). Exploring leadership: For college students who want to make a difference (3rd ed.). San Francisco: Jossey-Bass.</p>
107.	Student will demonstrate knowledge of framing and breaking the frame			
108.	Student will demonstrate proficiency of framing and breaking the frame			
109.	Student will show knowledge of organizing meetings / setting agendas / and leading meetings			
110.	Student will describe personal examples of organizing meetings / setting agendas / leading meetings			
111.	Student will show knowledge of Parliamentary Procedure			
112.	Student will show knowledge of techniques for working with difficult people			

113.	Student will describe personal examples of using techniques to work effectively with difficult people			
114.	Student will show knowledge of the stages of group development (Tuckman, Bennis or others)	HDF190, HDF413	Orientation Leader Interview 2017	<p>In my HDF190 class, we learned about the stages of group development through the Tuckman's Model of Group Development. 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, also 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 are built, there is more individual motivation, and the purpose of the group is well-defined. Once they get through the Norming stage, they enter 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 #17). In HDF 413, we focused even more into the Tuckman's Group Development model. We did an activity, "Magic Carpet" to really get the hands-on experience. It started when we first were introduced to the activity. This was when we were in the Forming stage, we were a new class and still figuring out who everyone was and how we could work together. The next stage was Storming, which was while doing the activity, many of us first started by yelling different ideas and nobody really listened to each other. We entered the Norming stage when we let each other speak and tried everyone's idea- that way everyone knew they were welcome and had a role in the group. We then went into the Performing stage of actually trying out the different strategies until we would be able to find one that worked for us. Finally, during the debriefing after the activity, we were in the Adjourning phase because although we were not able to complete the task at hand, which was flip the carpet without anyone falling off, we were out of time and it was now time to debrief. We gave shoutouts and celebrated each other for giving our best effort. Another experience I had where I actually got to demonstrate my knowledge of the Tuckman's Model of Group Development was during my second round interview for Orientation Leader (2017). The interviewer, Sean, asked me multiple questions but one of them was "How do you handle conflict and what do you know about conflict?" I saw this question as a great way to add a positive twist to a question showing that conflict goes through stages but could be resolved. By asking about how I handle difficult situations, I was able to demonstrate my knowledge of Group Development. I answered this question by stating that anytime a new group gets formed, they are considered to be in the Forming phase, or the first stage of the Tuckman's Model. In this stage, the group is relatively new and is still trying to figure each other out and getting to know the group. Once the group is formed, they will most likely enter into the Storming phase, or the second stage, where most people would consider the "conflict" to occur. In this stage, it's okay for conflict to occur as it allows the group to express their different opinions and work together as a team to get through it. A good team should be able to work through conflict and if successful, they will have entered into the Norming phase, or the third stage of the model. In this stage, a group has figured out how to deal with the conflicting views and opinions but now is working towards the final goal that they were all able to determine. Everyone has their established role in the group and is aware of their responsibilities. Next comes the fourth stage of Performing. In this stage, all the group's hard work pays off and it's time to act on what they've been working on. In the case of Orientation Leaders, this would be the stage when Orientation actually begins and they are actually doing their roles whatever that may include. Finally, after Performing comes Adjourning, or the fifth and final stage of Tuckman's model. Here, the group has successfully accomplished their goal as a team and now can celebrate with each other. Connecting it back to Orientation, this is when the session has ended and they are able to relax and celebrate a job well done. In reality, the cycle will most likely occur eight more times as there are eight different orientation sessions. See evidence #33 and evidence #24</p> <p>Tuckman, B. (1965) Developmental Sequence in Small Groups. <i>Psychological Bulletin</i>, 63, 384-399.</p> <p>Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development. <i>Group and Organizational Studies</i>, 2, 419-427.</p>

115.	Student will describe personal examples of group development in use (Tuckman, Bennis or others).	HDF190, HDF413	SCM100, Orientation Leader Interview 2017	<p>In my HDF190 class, as stated above, I learned about Tuckman's Group Development Process. I applied this model in my SCM100 class I took fall of Freshman year. In the 1st stage of Forming, my group was put together because the professor had assigned a research project. We did not have any trust in each other, and we were treating each other as strangers. Then, as the semester moved on, we entered into the second stage of Storming. In this stage, we picked our roles and responsibilities, but we were trying out new ideas. Competition and hostility were high at this stage, but we pushed through and eventually got to stage three which is Norming. In the Norming stage, we were building on our appreciation and trust on one and another, as well our group was gaining commitment from all of the members on direction and goals. Finally, we entered the Performing stage which is where there were little surprises and every member just wanted to get the work done. It didn't matter the roles anymore as we had a high level of trust in each other. Finally, when we handed our project in, we entered the 5th stage of Adjourning. The semester was ending, and we were celebrating the completion of our project. We received our grade, and we were listing the things we could've done better. This is a personal example of Tuckman's group development process (See evidence #17). Another example is in my HDF413 class, we were all placed into groups and given the assignment to make a presentation. When we first picked out groups, we were in the Forming stage, which is the first stage. After Forming we got into the Storming phase of trying to find out who would be presenting what slide and what model we should use to connect to our topic. Our topic happened to be Inclusion so we decided to use the Developmental Model of Intercultural Sensitivity. We were in the second stage of Storming for only a little bit because everyone was assigned different roles to do in the group and everyone pretty much knew each other and their strengths as we have had classes together in the past. The third stage we entered was Norming which was when everyone understood what slides they were responsible for and what we expected of each other. The fourth stage of Performing was when we actually dressed up as professionals and presented our presentation on Inclusion to the class. Finally, we ended in the fifth stage of Adjourning when we finished our presentation and received our grades. We celebrated the completion of the project and also celebrated getting through all of the stages of Group Development. As mentioned in the outcome above (Outcome #114), during my Orientation Leader Interview, I was asked about conflict and group development. Although that isn't a personal example of the model in use, if I do get the position as Orientation Leader, I expect the model to be used very similarly to how I described it above. See Evidence #24</p> <p>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.</p>
116.	Student will show knowledge of group dynamics and group roles			
117.	Student will describe personal examples of group dynamics and group roles			
118.	Student will show knowledge of effective memberships skills in groups			
119.	Student will describe personal examples of membership skills in use			
120.	Student will show knowledge of the Challenge and Support theory by Sanford, and its relationship to organizations			
121.	Student will describe personal examples of using the theory of Challenge and Support (Sanford)			<p>The theory of Challenge and Support is a graph that demonstrates that if one has too much support but not enough of a challenge, they will not grow (comfort zone). On the other hand, if they have too much challenge and not enough support, they will panic and will not be able to grow or learn (panic zone). One needs the right amount of challenge and support so they can be in their growth zone and this is the zone where we should all strive to be. An example from my HDF 190 class is although we were placed into groups with a peer leader, my peer leader let us figure out theories without explaining it to us right away. She would present a theory such as the Relational Leadership model and would ask us, as a group, to explain it to her so that she could see what we</p>

		HDF190, HDF413	Tour Guide, Leadership Institute 2017	<p>understood and what we needed support with. If she explained the theory right away, we would not be challenged and would have had too much support, thus we wouldn't have learned anything. If she didn't answer our questions and told us to figure it out on our own, we would have panicked and not learned anything. She provided us with the perfect amount of challenge and support which allowed us to grow and learn in our growth zone. Another example is in our HDF413 class when we facilitate and shadow retreats. When we facilitate any activity, we make sure to tell our participants about "challenge by choice" and how we want them in their growth zone. When we facilitate, if we explain the rules and give away the actual lesson we were trying to achieve or the best strategy to successfully accomplish the goal of the activity, then our participants wouldn't learn anything. If we saw they were struggling with the activity and we didn't provide a little bit of support, they wouldn't learn either and would be in their panic zone. It's important that we explain the rules without giving anything away but also provide support if they are struggling so that they can grow in their growth zone. Finally, as a tour guide, we were given 3 weeks to learn 28 pages of a manual before having to go out and give actual tours to real prospective students. To help us learn and not get too overwhelmed, we went through a training process where we would practice the tour section by section as well as attend study hours where we would get even more practice. If the tour guide team just gave us a manual and said be ready in three weeks, we would all be in our panic zone because there was too much of a challenge and not enough support. This actually happened a few years ago where they would give the new tour guides the manual and then tell them they are giving real tours in a (however many weeks it was) weeks. Many new tour guides entered their panic zone and actually quit before they even gave tours. Seeing how this was not a good balance of challenge and support, they changed the training process to how it is now and the balance is way better with much fewer people quitting. They found the right amount of challenge and support that allowed us to learn the routes without either too much challenge or support. As a Peer Leader at Institute 2017, during our training, we went through the Challenge and Support theory and how to make sure we aren't letting our students get to their panic zone but they weren't just staying in their comfort zone. Challenge by choice was something we discussed a lot. What this means is that while we were framing our activity, if someone didn't feel comfortable doing something (such as being touched by others or blindfolded to name a couple of examples) and knew that they'd be in their panic zone, they could step out and we could talk about it or we would modify the activity for them so they could be a participant as well. During the second day of Institute when they did the ropes course, one of my students didn't feel comfortable going first to be blindfolded while walking into the forest while being guided by their partner. It does take a lot of trust in your partner to let yourself blindly walk into this environment and only listen to your partner's directions. We let the student be the navigator since she didn't feel comfortable and eventually, after talking to her and letting her challenge herself in the ropes course, she let her partner guide her blindly out of the forest. It was really great to see this Challenge and Support theory in action. Another example of Challenge and Support is while at Institute as a peer leader, Martin and I were able to learn when the students were in their growth zone. They would be actively engaging with the group and with the idea of leadership. If Martin and I pushed leadership on the first-year students right off the bat, they probably would've been in their panic zone and shut down, thus not being able to enjoy their experience or grow, which is probably why the ropes course is done on day two instead of right when we arrive at Alton Jones. On the other hand, if Martin and I didn't give them a little kick (challenge) to think differently than they were probably used to in high school, they would have stayed in their comfort zone and probably still think in terms of surface-level ideas and concepts instead of diving deeper into Leadership and growing. Martin and I were able to find a balance for the students based on their readiness and once we figured it out for each student, we were able to get them into their growth zone where we got to see them grow as leaders and discover things about themselves that they didn't think about before Institute. See evidence #22</p> <p>Evans, N.J., Forney, D.S., Guido, F.M., Patton, L.D., & Renn, K.A. (2010). <i>Student Development in College: Theory, Research, and Practice</i> (2nd ed.). San Francisco: Jossey-Bass</p>
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122.	Student will show knowledge of the construction / elements of informative and persuasive speeches	COM100, HDF413	Tour Guide	<p>In my COM100 class, we did multiple units about how to write an informative and a persuasive speech as well as what elements go into each. An informative speech could be about one a topic in one of the four categories including methods, events, ideas, or things/people/places. A persuasive speech uses elements including Ethos, Pathos, and Logos. Ethos are used to make the speaker more credible and it shows the character of who he/she is. Pathos are used when by the speaker to attract the audience through feelings and emotions. Finally, Logos are the factual evidence used in a speech to build credibility. Both an informative speech and a persuasive speech should include information about who you are, why you're giving a speech, and what the listeners will be learning about and should understand once the speaker is done. An informative speech should just give facts and not have any opinions attached to it. You are not trying to persuade the audience to feel or think a certain way, just simply giving information. Both speeches have a similar format with an introduction featuring an attention grabber as your opener, some information, and a thesis which is where you will inform the audience as to what you are going to be talking about. An attention grabber is the first thing you say and it should be interesting to grab the listener's attention. For the body paragraph, you need to include facts if it is an informative speech, and if it's a persuasive speech, facts along with persuasive information should be included in order to persuade the audience to see your point for a persuasive speech. Both types of speeches can have multiple body paragraphs and should follow some form of an outline. Finally, for a conclusion, you need to restate the thesis and leave the audience with some token of information. For an informative speech, you could restate your most important piece of information and for a persuasive speech, you could leave them with a question, quote or something that will leave a lasting impression as to why you wanted to persuade the audience to think or act a certain way. A persuasive speech could also end with a "call to action" where you give the audience a task to perform for the future such as stop littering or reduce electricity usage. The thesis for a persuasive speech should address the position and argument that is being made by the speaker. A personal example is when I give tours as a tour guide. The information that I recite is almost like an informative speech as well as a persuasive speech because I am reciting the information about the school without any persuasion but there are times throughout the tour that I am able to put my own opinion, which we call "personal stories", such as what my favorite class is or where my favorite spot on campus is located. Tour guiding could be seen as an informative speech because when I first start the tour, I give them a brief overview of what they are going to hear throughout the tour such as "You are going to be seeing three aspects of campus- academics, residential life and dining, and athletics." And then throughout the tour, I do show them these parts and go much more in depth about each section. When giving the information such as facts and figures (what we call our statistics), I give only facts that can be confirmed and I don't twist the truth or add any input about my opinion. If I give the information in each section of the tour and add in my own opinion such as, a personal story about my favorite meal in the dining hall, then this could be considered to be a persuasive speech since I am trying to convince them why URI has amazing food. In HDF413, when we did group presentations, my group discussed Inclusion. We needed to understand how to convey the information in an informative way that was easy and straightforward so that the rest of the class understood. We used a PowerPoint to help us with our speech but it followed the same elements/outline of an informative speech. We started with an introduction, followed by a thesis which was what would be talking about throughout the PowerPoint in more detail, then we presented and discussed all the information on the slides, which could be seen as the multiple body paragraphs in a speech, and wrapped it up with a conclusion featuring a restating of the topics we had just previously informed them about. It's important to know the difference between an informative speech and a persuasive speech. In an informative speech like the one we did as a group for HDF413, we were not trying to convince anyone to do anything; we were simply conveying information to educate the audience. In a persuasive speech, the speaker has a position they are arguing and will include many reasons and facts as to why you should either do a specific action, and think or feel a certain way. See evidence #36</p> <p>Types of Public Speeches. (n.d.). Retrieved November 18, 2017, from https://courses.lumenlearning.com/boundless-communications/chapter/types-of-public-speeches/</p>
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123.	Student will demonstrate proficiency in informative and persuasive public speaking	COM100, HDF413	Tour Guide	<p>For my COM100 class, after learning how to construct a persuasive and an informative speech, we had to actually write on and give it to the whole class. For my informative speech, I informed the class about Fitness Fanatics. I started out with an attention grabber which is where I used that time to engage the audience with some audience participation. I asked them if anyone would consider themselves a fitness fanatic and then if they did, could they please raise their hand. After my attention grabber, I began giving my speech, starting with the introduction and thesis, then onto my 5 body paragraphs where I talked about what I had mentioned in my thesis. Finally, I finished with my conclusion where I recalled my thesis statement and finished by thanking my audience for listening. I made sure to give straight facts with no opinion or bias attached so that I did not persuade my audience to do anything or feel a certain way. I am proficient in persuasive public speaking as well which can be demonstrated through tour guiding. When I give a tour, I give the information in a way that would persuade my audience of visitors to see all the positive aspects of the school. Everything is framed in a way that is positive and beneficial to the students. I even get to put in my own opinion which is another spot where I can persuade the visitors to like the school and campus. Whether I'm discussing my favorite class, professor, food, or spot on campus, I am framing my opinion in a way that would persuade the prospective students to love URI and attend in the fall. As mentioned in the box above, I can also use tour guiding as a way to demonstrate proficiency in informative public speaking. I follow the same format as a persuasive speech, but I give information without my opinion attached such as when I inform the visitors as to how big each building is or how much the building costs. For example, when I talk about the new engineering complex, I say, "We are building a brand new building complex for our engineering students that is 195,000 square feet and costs \$125 million dollars and will be located next to Bliss Hall." This shows that I am giving information without my opinion attached so I am not persuading anyone, just giving the information as an informative form of public speaking. In HDF4 13, there have been multiple times where we've had to do group projects that included a presentation in front of the class. When my group did our "lesson" on Inclusion, we were using an informative type of public speaking. Whenever we facilitate retreats, that could be seen as public speaking as well since we are addressing a group of people, sometimes even a large group like an entire fraternity or Sorority. See evidence #43</p> <p>Types of Public Speeches. (n.d.). Retrieved November 18, 2017, from https://courses.lumenlearning.com/boundless-communications/chapter/types-of-public-speeches/</p>
124.	Student will show knowledge of planning and conducting interviews (as the interviewer)			
125.	Student will describe personal examples of planning and conducting interviews (as the interviewer)			
126.	Student will show knowledge of preparing for and effective answers in interviews (as the interviewee)	HDF190, HDF413	Leadership Institute Peer Leader Interview, tour guide interview, orientation leader interview, FLITE Peer Leader Interview	<p>For my peer leader interview, tour guide interview and orientation leader interview, I needed to prepare and effectively answer questions during my interviews. In my HDF190 class, I learned what my Gallup Strengths (Achiever, Includer, Competition, Restorative, and Positivity) and VIA strengths (Honesty, kindness, perseverance, love, zest) are and then I learned what they mean and how I could connect these strengths to the job I am interviewing for. For example, being that I am an Achiever, I am very goal-oriented and always have to be doing some kind of task which results in progress completely being made and tasks constantly being completed to the best of my ability. Not only will I be completing tasks, but I will only accept my very best and put all my effort into whatever it is that I am doing. For my strength of Positivity, I always have a high energy surrounding myself and I like to bring people up even when they are feeling down. I like to be that energetic person that people can rely on to make them feel comfortable and happy in their environment. As well, in my HDF190 class, for our websites, we needed to make our own resumes that detailed our leadership experiences and job experience if we had any (See evidence #18). In HDF413, we updated our resumes and wrote cover letters so that we would know exactly what to talk about when we did go on an interview. Also, we were given a really helpful handout that explained how to do well in an interview and at the job based on our Gallup Strengths. It's important to do some research on the company you are interviewing with so that you have background knowledge about what the company wants in an employee as well as knowing their values. Knowing and understanding a company's values can help you to present yourself in a good light when interviewing as you can highlight how your values align with the companies. Having a cover letter that is customized to the specific position and company for which you are interviewing for is very important as it shows professionalism, dedication, and hard work. Credibility is another very important component of interviews. Make sure you have</p>

				reliable references on your resume and highlight the leadership experience you've had in the past. Personally, I've gone on many interviews in life and every time, I bring an updated resume tailored directly to the interests of the position and to highlight the skills and experience I already possess that would add to the company if they hired me. See evidence #35
127.	Student will describe personal examples of preparing for and being interviewed	HDF190, HDF413	Institute Peer leader interview, Tour guide interview, Orientation leader interview, FLITE Peer Leader Interview	In my HDF190 class, we completed our own resumes that would be ready to go once I went on an interview. Having my resume that I made for class, I was able to print it out and bring it with me on my peer leader, tour guide, and orientation leader interviews. During my peer leader interview especially, I was able to talk about my Gallup strengths and how my strengths would be beneficial as a peer leader for Institute. For example, being that I am an Includer, I like to foster an environment where everyone on my team and even student not on my team, would feel valued, respected, and welcome for who they are and also being an Includer, I would make sure everyone knew they had something important to add to the team. As well, being an Includer, I am a very good active listener which means that I ask for clarification to show I really understand what the speaker is saying. By attending class and printing my resume, I was prepared for my interview (See evidence #19). For my tour guide interview, I needed to memorize a section of a normal tour and then when I actually went to the interview, they asked me to recite from memory one of the sections. I made sure to actually tag along on a couple of tours before my interview to see how actual tour guides discussed each of the sections. I also made flashcards to help me study and practiced it out loud a bunch of times. For my FLITE Peer Leader Interview, I had to prepare by creating a PowerPoint that would be about 2-3 minutes long answering questions such as "Why do I want to be a peer leader now? What do I want to learn from this experience? etc." We could use outcomes to help back up our points and show that we would be a good match for the position as a FLITE Peer Leader. Although in the end, I did not get the position, I was very glad that I got the opportunity to interview as I never had an interview where I needed to prepare something in advance like a presentation. Also in HDF413, we updated our resumes so that we'd be prepared for an interview. We also created cover letters for an assignment and now I learned how to correctly use my strengths when talking about the desired position in a resume, cover letter and even on the interview. It's important to make sure that each cover letter is tailored to the specific company and position desired. It is also a good idea to write exactly what's written in the job description as it shows that you did your research on the company. Doing outside research to learn to values of the company will help on an interview when you discuss why you'd be a good fit for the position because when you talk about your values and how they align with a specific company, it shows that you did your research and will impress the interviewers. In my second round Orientation Leader Interview, I had to prepare a word document answering the questions they gave us ahead of time. I made sure to complete it days in advance so I'd be able to constant revise it and add anything extra to the work I'd already done. It's important to be prepared for an interview as it establishes credibility and demonstrates professionalism. I also needed to prepare a 30-second commercial, similar to an "elevator pitch", stating why I'd be a good orientation leader. I decided to go a different path than most and great creative with it. I researched the theme of this year's Orientation and found out it was Converse sneakers (because their logo says "All Star"). I made a poster with a converse on it, and inside the converse, I listed character traits about myself that would be considered (good) in an Orientation Leader. I also included any experience I had in leadership positions in the past so I had pictures from Leadership Institute and Tour Guiding. Finally, I talked about my strengths and added some other extras to the poster that I would discuss during my presentation. I ended it with a clever ending so that it would be memorable. I said, "And this is who I am and why I should be a part of an All-Star Orientation team." The interviewers thought I did a great job being creative with my take on a commercial and the memorable closing statement. See evidence #35
128.	Student will show knowledge of effective collaboration / coalition building			
129.	Student will describe personal examples of working in collaboratives/coalitions			
130.	Student will show knowledge of Intercultural communication considerations			
131.	Student will demonstrate proficiency in intercultural			

	communication			
132.	Student will describe ways to maintain accountability in leadership / member relationships			
133.	Student will describe personal examples related to maintaining accountability as a leader			
134.	Student will describe ways to build relationships between leaders and members			
135.	Student will describe personal examples of building relationships with members as a leader			
136.	Student will describe how credibility applies to leadership, as well as the characteristics and skills of a credible leader			
137.	Student will describe personal examples of building, maintaining, and repairing his/her own credibility as a leader			
138.	Student will describe ethical standards in influence			
139.	Student will describe influence applies to leadership			
140.	Student will describe principles of effective mentoring, as well as problems particular to the mentoring relationship			
141.	Student will describe personal examples of mentoring and being mentored			
142.	Student will describe principles of effective peer leadership, as well as problems particular to peer leadership			

143.	Student will describe personal examples related to being a peer leader and being led by peers	HDF413, HDF190	Leadership Institute 2016 and Leadership Institute 2017, SOLC, Kappa Delta Retreat	<p>In 2016, I attended Leadership Institute as a student who was mentored by two upperclassmen Peer Leaders. They taught me all about the 4 Agreements, my Mosaic, and Leadership Practice Inventories (LPI). In 2017, I was a Peer Leader at the Institute with my partner, Martin, and we were mentors to our team of 18 students on Blue Wisdom. I even got the opportunity to teach a group of students about the 4 Agreements which are "1. Be impeccable with your word. 2. Don't take anything personally. 3. Don't make assumptions. and 4. Always do your best." My group and I sat in a circle and debriefed, talking about what each agreement meant to them individually and how they can use their LPI and the Four Agreements in their everyday life and as leaders. After we discussed all 4 of them, we wrote them down in our team journal and discussed it as a group. Another example of being a peer leader was when my partner and I got to facilitate our group's activity of Breaking Boundaries. We made sure to set the mood by having everyone bring their sleeping bags into our classroom and we turned off the lights. We asked that nobody talk unless it was their turn with the flashlight and that if anyone needed to leave at any point just tap one of the peer leaders. As the night progressed and the questions got deeper, one of my students decided to step out and I went along with her. One of the questions really broke her down and I was able to help her breathe and calm down, and then I let her know that I really appreciated her sharing her story and I'll always be here for her even when we returned back to school. I also asked her what I could do for her because sometimes all a person wants is someone to listen to them instead of throwing suggestions at them. After about 20 minutes of privately talking with the student, she decided she wanted to go back to the group. An example of being led by peers was when I was a student at the Institute in 2016 as mentioned before. I had two peer leaders who showed me the ropes of leadership and how I can personally use my LPI and my strengths to be a leader. I learned just as much being a Peer Leader as I did when I was a student at Institute. Peer Leadership is something that is unique in the sense that it teaches everyone involved and you are working alongside those who in your age group. Whenever I facilitate a retreat for SOLC, there is a good chance that someone in the participating organization is in one of my other academic classes. At a retreat, I am the facilitator and they are the participant, yet outside the retreat, we are both students and peers. It's a really cool experience that I never had the opportunity to encounter until college. SOLC has an "open-door type of policy" where anyone can join and be a shadow or facilitator, regardless of what year or your major you are. Members are just asked to attend the weekly meetings, shadow a retreat, and then facilitate a retreat each semester. Once you've shadowed a retreat and you feel comfortable being a facilitator, you don't necessarily need to be a shadow anymore- you can take a facilitator role. In HDF190, all the students were placed into groups with a peer leader. My peer leader Megan taught us about the different theories of leadership and helped us with any difficulties we were having. I had a lot of trouble comprehending Servant Leadership, so my peer leader and I had a one-on-one meeting and she explained it to me until it made sense. Another time that I was led by peers was during a retreat with Kappa Delta. I was a facilitator and was led by my Lead, Trent, who was a peer of mine. He created an agenda and gave everyone a specific role. He was there to answer any questions and guide us if we needed any help. In HDF413, my peers and I are constantly being challenged during different activities. Sometimes other students step up and lead the group while others may take a more quiet role such as I did with the Magic Carpet activity we did in class. Usually, I take a more active verbal role, but knowing that strategizing wasn't one of my strengths, I took a more quiet role in this activity and was led by other students. Being a leader isn't the one who's standing at the front giving orders to everyone, rather anyone who can work in a group and understand their strengths and how they can best be a part of a team. There is no one clear-cut definition of a leader and everyone has their own way of defining and interpreting it. When working with peers, it's important to have a good understanding of your strengths, where they fall in the strengths domain, and how you can best use them. The different strength domains include Executing, Influencing, Relationship building, or Strategic thinking. See evidence #23 and evidence #45</p> <p>Ruiz, M. (1997). The four agreements: A practical guide to personal freedom. San Rafael, Calif: Amber-Allen Pub.</p> <p>Rath, T., & Conchie, B. (2008). Strengths-based leadership: Great leaders, teams, and why people follow. New York: Gallup Press.</p>
144.	Student will describe the four frames of organizations by Bolman and Deal			
145.	Student will describe personal application of organizational analysis using the four frames of			

	organizations (Bolman and Deal)			
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