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LEADERSHIP  
DEVELOPMENT  
*Outcomes & Evidence  
Progress Inventory\**

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

Name:

Date Enrolled:

Date of Graduation:

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- Outcomes (Self-Leadership, Interpersonal and Organizational, Leadership Theories, Inclusive Leadership, Critical Thinking)
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## CENTER FOR STUDENT LEADERSHIP DEVELOPMENT

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

### 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	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

	Internship Class in Academic Major	
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	COM 402: Leadership and Motivation (capstone option)	HDF 416: Leadership in Organizations
BUS 341: Organizational Behavior	COM 407: Political Communication	HDF 417: Leadership Minor Internship
BUS 342: Human Resource Management	COM 415: The Ethics of Persuasion	HDF 437: Law & Families in the U.S.
BUS 441: Leadership & Motivation (capstone option)	COM 421: Advanced Interpersonal Communication	HDF 450: Introduction to Counseling
BUS 443: Organizational Design & Change	COM 422: Communication and Conflict	HPR 118: Honors Course in Speech Communications
BUS 448: International Dimensions of Business	COM 441: Race, Politics and the Media	HPR 203: The Prepared Mind
BUS 449: Entrepreneurship	COM 450: Organizational Communication	HPR 412: Honors Seminar (capstone option)
COM 100: Communication Fundamentals	COM 461/462: Managing Cultural Differences in Organizations	MSL 101: Introduction to Military Leadership
COM 202: Public Speaking	CSV 302: URI Community Service	MSL 201: Leadership & Military History
COM 208: Argumentation and Debate	GWS 150: Introduction to Women's Studies	MSL 201: Military Skills and History of Warfare
COM 210: Persuasion: The Rhetoric of Influence	GWS 310: Race, Class, Sexuality in Women's Lives	MSL 202: Leadership & Team Building
COM 221: Interpersonal Communication	GWS 350: International Women's Issues	MSL 301: Leadership & Management
COM 250: Small Group Communication	HDF 190: First-Year Leaders Inspired to Excellence (FLITE) (introductory course option)	PEX 375: Women in Sport - Contemporary Perspectives
COM 302: Advanced Public Speaking	HDF 290: Modern Leadership Issues (introductory course option)	PHL 212: Ethics
COM 308: Advanced Argumentation	HDF 291: Rose Butler Browne Program Peer Mentoring Program	PSC 304: Introduction to Public Administration
COM 322: Gender & Communication		PSC 369: Legislative Process and Public Policy
COM 351: Oral Comm. in Business & the Professions		PSC 504: Ethics in Public Administration
COM 361: Intercultural Communication		SOC300/WMS350: Women and Work
COM 383: Rhetorical Theory		THE 221: Stage Management
COM 385: Communication and Social Influence	HDF 412: Historical, Multi-Ethnic, & Alternative	THE 341: Theater Management

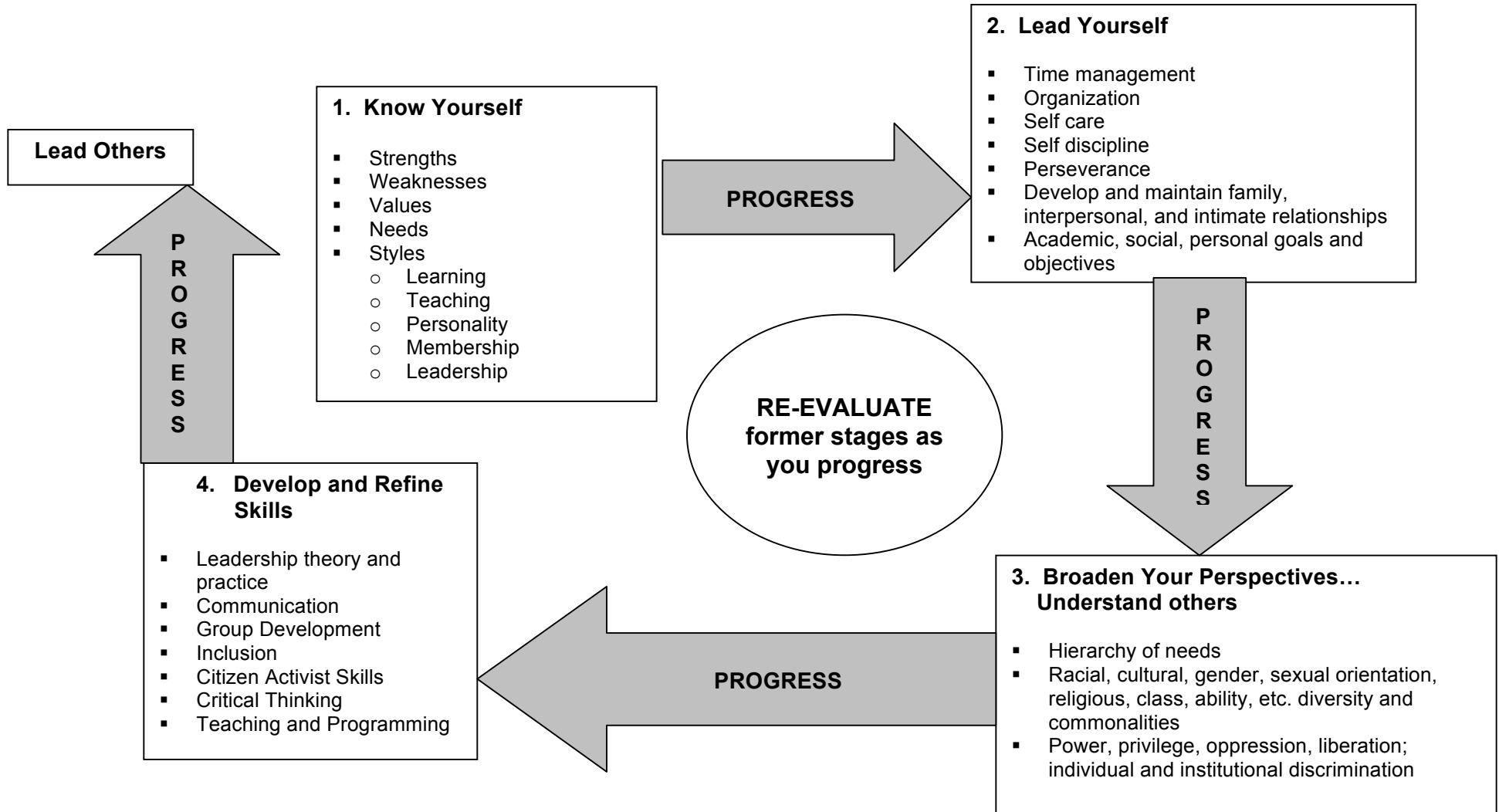
Leadership (capstone option)  
HDF 413: Student Organization Leadership  
Consulting  
HDF 414: Leadership for Activism and Social  
Change  
HDF 415: FLITE Peer Leadership

# 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 semester further in the past, or people or jobs, etc. in your past that also influenced your progress on that outcome. Do not let that ambiguity upset you. Reflecting on development is not a linear process, but it does help to reflect often. In the “**descriptive notes**” column, share insights about your growth, lack of progress successes, stumbling blocks, etc. At the end of each section, you need to include **evidence** that supports your development toward the outcomes. Copies of papers grading sheets, evaluation letters—anything that shows that someone has determined that you have demonstrated proficiency (or not, or are making progress) Make sure to keep electronic copies of all of your evidence to include in your Portfolio.*

### Outcome Category: Self-Leadership

	<b>Outcome</b>	<b>Target class</b>	<b>Additional Experiences</b>	<b>Descriptive notes regarding learning and practice</b>
1.	Student will demonstrate autonomy and a minimized need for approval	HDF 290	COM 381 online class Talent Development <b>Russell Morin</b>	I demonstrated autonomy and a minimized need for approval in my HDF 414 class. I did this by organizing my entire project on my own time. It was empowering to look at my finished product knowing that I worked hard for the finished product. When I worked on the project I did it with minimal instruction. I was given some guidance, but it was entirely up to me to do research and the other work independently. The project was a big test to my leadership abilities. I was autonomous for my Com 381 online class because there was no physical instructor to remind me about assignments. I showed

				<p>autonomy while in the program Talent Development; because it was the first time that I had to be responsible for myself. I proved myself to be autonomous while catering for Russell Morin. They trusted me to be in charge of the company credit card in order to pick up supplies for the events.</p> <p>#3, #12, #13,#14, #15, #30</p>
2.	Student will demonstrate personal, organizational, and academic examples of self-discipline	HDF290	Jumpstart <b>Russell Morin</b>	<p>My HDF 414 project required me to be organized, and to have self-discipline. I managed to stay organized with the research that I found. I kept all of my research and other important information in my notebook. My planner included important due dates and to do lists. I had to discipline myself to stay focused throughout the project. Jumpstart is an additional experience where I was expected to have classroom plans and materials organized. While working at Russell Morin I was able to stay updated with work emails, have my uniform ready, drive myself to various locations, and serve. Russell Morin taught me proper etiquette and how to keep myself prepared at all times.</p> <p>#1, #3, #6, #8, #9 &amp; #10, #12, #13, #14, #34,#35</p>
3.	Student will demonstrate the ability to manage emotions	HDF 290	Talent Development <b>HDF 414</b> <b>Sardella's</b>	<p>During the HDF 414 project I had to keep my composure and manage my emotions. Confusion and frustration were just a few emotions that were present to me throughout the process. When I was confused I would ask my professor/ fellow students questions. I had to manage my frustrations by doing my best to calm down and stay focused. In Talent Development there were many times where I was feeling overwhelmed. It was overwhelming having to be responsible for myself the first time. When I was attempting to get in contact with my interviewees, I was frustrated that they were not responding immediately. I was able to manage my emotions by staying calm and being persistent. In the summer I waitressed at an Italian restaurant in Newport, called Sardella's. As a waitress there are many stress factors. Customers can be rude, the food could be taking forever to cook, I could be swamped with tables, and other various situations. When I am unhappy or annoyed at work, I will hide my emotions and do my best to satisfy the customer.</p> <p>#1, #12, #30</p>
4.	Student will demonstrate knowledge of stress management methods	HDF 290	Talent Development <b>HDF 414</b>	<p>The HDF 414 project that I was required to do caused me a lot of stress. Although I was stressed out, I managed to cope with it. When I was stressed I would take deep breaths, take a break, or listen to one of my favorite songs. These strategies always help me relax when I am anxious. I managed my stress in Talent Development, when I had to complete a semester's work</p>

				for three classes in six weeks. I used these methods when I was waiting for responses to my emails and when I was creating my website. #1, #2, #3
5.	Student will demonstrate the ability to manage stress			
6.	Student will express a personal code of leadership / membership ethics			
7.	Student will demonstrate practice of the personal code of ethics			
8.	Student will express a personal values statement			
9.	Student will demonstrate practice of the personal values statement			
10.	Student will demonstrate the ability to lead a project from start to finish (follow-through)	HDF 290	Capstone <b>COM 340</b>	I demonstrated the ability to work on a project from start to finish in my HDF 414 class. The project I worked on was child abuse in females between the ages of 14-18. For this project I had to make a contact list, write the components of the project, create a website and more. This project took a semester to conduct. In high school I Wrote and illustrated a book for my capstone project. In Com 340, I was assigned a project where I had to make a video go viral. My team and I used forming, norming, storming and performing in order to create the video. We brainstormed ideas, assigned roles, created a script, made the video, and then promoted our video, which received thousands of views. #3
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	HDF 290	Guest Speakers	In HDF 290 we had many guest speakers. One guest speaker that spoke to our class was Melissa Impett from Nutrition Dynamix. Melissa's shared to the class that her goal is to be ahead of the game, and that she was. At a young age she opened a nutrition bar. She had an aspiration to open a nutrition bar. She admits that stressful situations came up. Her first legal issue was opening a business at the age of 23. People did not think she could do it but her business is successful. #22, #2
13.	Student will show knowledge of the "Hierarchy of Needs"	HDF 290	COM 221 <b>Psychology</b>	Maslow's 'Hierarchy of Needs' theory contains five basic human needs. The model shows the needs in a pyramid. The five needs are physiological

	theory by Maslow			(breathing, shelter, water, food, etc), safety (shelter), love/belonging (family & friends), Esteem (feeling wanted) and lastly self-actualization (being the best person you can be). If someone doesn't have these basic needs then their life will be a struggle. I did a presentation about Maslow's Hierarchy of Needs in my small group communications class and related the theory to Cast Away. I attempted to reach self-actualization with my entire project. I have also studied Maslow's Hierarchy of Needs in my psychology class. We discussed that without the physiological it is difficult to reach self-actualization.  #3'
14.	Student will show application of Maslow's theory to own life	HDF 290	Life <b>Breakwater</b>	Maslow's theory relates to my own life. I relate to Maslow's theory because I tried to reach self-actualization with the program for HDF 414. I did this by attempting to be creative and by reaching my full potential. The esteem need was present when I wanted my peers and professor to approve of my topic. I can relate Maslow's theory to my own life when I am paying bills to keep a roof over my head, when I am spending time with friends and family and more. I work at a surf shop in Newport, RI called Breakwater. When I am working at Breakwater, I am fulfilling my physiological, love/belonging, esteem, and self-actualization need. My physiological need is fulfilled because I am working to get money for shelter, water, and food. When I am working I feel wanted because they cannot make sales without me working. This feeling can be categorized under my love/belonging and esteem stage. Lastly my self-actualization need is fulfilled because I work so I can succeed in life.  #1:
15.	Student will describe personal leadership style and/or personality style including strengths and weaknesses and examples of application (Sources = Leadership style inventories, the L.P.I., StrengthsQuest, Type Focus (MBTI), LAMP, and other career inventories, etc.)	HDF 290	Jumpstart Group Projects <b>HDF 290</b>	As a leader I possess sufficient communication skills. I also do my best to stay organized. My weakness in that I occasionally procrastinate. Although I wait to get work done, I accomplish what I need to. I was able to keep organized by keeping lists of everything I had to do for my assignments. I showed leadership abilities in Jumpstart by being Sunshine director. The sunshine director is in charge of group activities. When I am assigned a group project I like to be the one to call the shots. I would rather take charge, because I trust myself more than I trust others to complete projects. In HDF 290 I learned what type of leader I was through Strengths Quest. I found out that I am an ENFJ. This means that my preferences are feeling, intuition, sensing and thinking. My leadership style is I lead through personal enthusiasm, take participative stance in managing people and projects, responsive to follower's needs, challenge the organization to make actions congruent with values, and inspire change.  #12, #18, #34, #3:

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**

	<b>Outcome</b>	<b>Target class</b>	<b>Additional Experiences</b>	<b>Descriptive notes regarding learning and practice</b>
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	HDF 290	HDF 290	In HDF 290 we discussed the Scientific Management Theory. Taylor developed this theory in 1911. There are four principles that go along with Scientific Management. The first principle is to replace rule-of-thumb work methods with methods based on scientific study of the tasks. The second is scientifically select, train, and develop each worker rather than passively leaving them to train themselves. The next one is to cooperate with the workers to ensure that the scientifically developed methods are being followed. The last principle is divide work nearly equally between manager and workers.  #30
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"	HDF 290	HDF 290	I learned the Theory X and Y theory in HDF 290. The theory was developed by Douglas McGregor. It dates back to 1960. Theory X is when a worker

	theory of leadership by MacGregor			dislikes work and attempts to avoid it. It is associated with threats, control, and tough management. Theory Y on the other hand is when motivation does not need control and punishment tactics. Motivation comes from learning, job satisfaction, and creativity. Theory X involves having an authoritarian leadership style while theory Y is participatory. #3
25.	Student will describe personal application of the above theory (MacGregor)	HDF 290	Sardella's	While waitressing at Sardella's, I have experienced both Theory X, and Theory Y in action. There was a worker who worked there for a very long time. He would avoid tables, and not do his mandatory cleaning before and after work. His lack of motivation to work mirrors Theory X. Theory Y was applied at Sardella's when the manager would punish the worker's by giving them too many hours or not enough hours. If an employee had to go away for a week then they would not get the hours that they would like. Motivation at the work place came from being satisfied. #1:
26.	Student will show knowledge of the "Servant Leadership" theory of leadership by Greenleaf	HDF 290	HDF 290	In 1970 Robert K. Greenleaf developed the term "Servant Leadership". The main point of this term is that a leader is a servant first. A servant leader wants to serve others before themselves. A servant leader differs from someone who is a leader first because they want to acquire materials first. The ten characteristics of Servant Leadership are Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship Commitment to the growth of people, and Building community. #2:
27.	Student will describe personal application of the above theory (Greenleaf)	HDF 290	Nanny Jumpstart	I practiced Servant Leadership through Jumpstart and by being a nanny. As a nanny it was my responsibility to make sure that the children I was watching had all of their needs satisfied. This involved me sacrificing what needed to do in order to serve the children first. It was my job to make sure that the children were fed, clean, happy, safe, entertained and more. When I was doing this I was not concerned about my needs at first. When I was in the program Jumpstart, I had to put the children before myself as well. I was their leader, so I was in charge. I had to meet the expectations of Jumpstart by expanding their knowledge, and making sure that they were behaving. It was my responsibility to watch over them. #12, #28, #34, #3:
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	HDF 290	HDF 290	Deming developed the TQM theory in 1982. TQM stands for Total Quality

	of the “14 Points / TQM” theory of leadership by Deming			<p>Management. Deming gave this theory 14 main points. The 14 points are:</p> <ol style="list-style-type: none"> <li>1.Create constancy of purpose for improving products and services.</li> <li>2.Adopt the new philosophy.</li> <li>3.Cease dependence on inspection to achieve quality.</li> <li>4.End the practice of awarding business on price alone; instead, minimize total cost by working with a single supplier.</li> <li>5.Improve constantly and forever every process for planning, production and service.</li> <li>6.Institute training on the job.</li> <li>7.Adopt and institute leadership.</li> <li>8.Drive out fear.</li> <li>9.Break down barriers between staff areas.</li> <li>10.Eliminate slogans, exhortations and targets for the workforce.</li> <li>11.Eliminate numerical quotas for the workforce and numerical goals for management.</li> <li>12.Remove barriers that rob people of pride of workmanship, and eliminate the annual rating or merit system</li> <li>13.Institute a vigorous program of education and self-improvement for everyone.</li> <li>14.Put everybody in the company to work accomplishing the transformation.</li> </ol> <p style="text-align: right;">#2'</p>
31.	Student will describe personal application of the above theory (Deming)	HDF 290	HDF 290	<p>In HDF 290 I did a presentation on the TQM theory. When I presented this theory I mentioned that it was a management philosophy. It improves quality of products and customer satisfaction. It is also a strategic force in today’s industrial economy. I quoted W. Edward Deming in my speech. He said, “ it is not enough to do your best; you must know what to do, and then do your best”. I mentioned that TQM emphasizes improvement; meeting customers’ requirements, reducing work, long range thinking, increased employee involvement and teamwork, and more. Many appreciate TQM bu some identified significant costs and obstacles for implementation. TQM started back in 1949, when Japanese Scientists, engineers, and government officials were devoted to increasing Japanese productivity. They recruited Deming in order to become first-tier for economic status.</p> <p style="text-align: right;">#1'</p>
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)	HDF 290	HDF 290	<p>The Four V’s is also known as Ethical Leadership. It stands for Values, Vision, Voice, and Virtue. Value is when a person starts understanding to their personal values. We then integrate our own values with our decisions that we make. Vision refers to the ability to frame our actions with a realistic picture of what it should be. Voice is how one presents their vision in a convincing way to motivate others to action.</p> <p>Virtue is the step where we become what we practice. In this stage we strive to do what is good. There are three sub values that connect the main steps. The 3 additional elements are service, polis and renewal. Service connects vision to values. It is when values are tested through service to others. The second element is Polis. Polis is when an individual becomes engaged in politics. The last point is Renewal. This is when Voice returns to values. It is when we express our voice but we must consider our actions and if they are parallel to our values and vision.</p> <p style="text-align: right;">#21</p>
37.	Student will describe personal application of the above theory (Grace)	HDF 290	HDF 290	<p>I learned the 4 V’s theory in HDF 290. I learned this theory from the synthesis charts that we worked on in class. We were also given a case study where we had to come up with main issues, realities, legal issues, decision-making strategies, leadership theories and more. In the family leadership issues case study, I used the 4 V model as a theory that could be applied. This case study involved a couple that is going through some family issues. The family in the case study is dealing with having an autistic child, having child support issues, money issues and more. One claim that I made about the 4V model, was that they state that we must discover our values, frame our actions, our voice clears out visions to others. We become what we practice. I also listened to a presentation in class about the 4 V model.</p> <p style="text-align: right;">#21, #22</p>
38.	Student will show knowledge of the “Situational	HDF 290	HDF 290	<p>Hersey and Blanchard created Situational Leadership. Hersey was a professor and author of “The Situational Leader”. Ken Blanchard was the</p>

	Leadership” theory by Hersey & Blanchard			author of “One-Minute Manager” as well as many other books. The theory states that leaders should adjust their leadership styles according to the present situation. The point is to place certain amount of emphasis on the task and a certain amount of emphasis on relationships with the followers. The model consists of four leadership behaviors. These behaviors include facilitating/ counseling, selling/coaching, delegating, and telling/ directing. Facilitating/ Counseling is high in relationship but low in task behavior. This style is when the leader and followers share in decision-making. Selling/ Coaching is high in relationship and high in task behavior. This style is when the leader attempts two-way communication and to get emotional support from followers. Delegating in low in relationship and low in task behavior. This style allows the followers to take responsibility for their own behaviors. Lastly telling/ directing is low in relationship but high in task behavior. Telling/ directing is when there is one-way communication. The leader makes all decisions. In order to decide which leadership style to use Hersey and Blanchard came up with four different maturity levels. M1, M2, M3, and M4. M1 is the lowest of the maturity scale. They lack certain skills and confidence to do work on their own. M2 is when followers can work on the task but they do not have certain skills to do it successfully. M3 is when followers are able to work on the task but they do not have certain skill sin order to complete it successfully. Lastly the highest maturity level is M4. These followers have strong skills and can complete tasks on their own.  #2'
39.	Student will describe personal application of the above theory (Hersey & Blanchard)	HDF 290	HDF 290	I applied the Situational Leadership theory many times I HDF 290. I used Situational Leadership In the Unit II: Leadership in small business paper, family leadership paper, and leadership in the workplace paper. In the small business paper I mentioned that Kim Pachico’s leadership style resembles the Situational Leadership chart. I believe that she is under the coaching leadership behavior, because she is highly directive and very supportive. A presentation was done about Situational Leadership, and we had many discussions about this theory in class.  #21, #2'
40.	Student will show knowledge of the “Relational Leadership” model by Komives, McMahon & Lucas	HDF 290	HDF 290	Leadership is described as a relational and ethical process of people trying to get positive change. Komives and others made the Relational Leadership Model in 2007. The model includes empowering, purposeful, process-oriented, inclusive and ethical. Empowering is used to encourage members to be involved. Purposeful is committing to a goal or activity. Process-oriented is when you are attentive to how group mates interact and how their work ethic impacts the work. Inclusive is understanding, valuing, and engaging in diversity. Lastly ethical is when you are guided by moral

				principles. The model includes knowing, being, and doing. #2.
41.	Student will describe personal application of the above theory (Komives et al)	HDF 290	HDF 290	I applied Relational Leadership in HDF 290. In Unit IV we discussed family leadership. In this unit we wrote a paper giving advice to a couple that are dealing with a plethora of issues such as financial, custody, disability, and other issues. The Relational Leadership model correlates with the couple Sam and Jai, because they are attempting to make the best decision for their family. They would like to see a positive change for their family. #21, #24
42.	Student will show knowledge of the concept of constructivism			
43.	Students will describe personal examples of implementing constructivism			
44.	Student will demonstrate knowledge of experiential learning in leadership development (Kolb)			
45.	Student will describe personal application of experiential learning in leadership development (Kolb)			
46.	Student will show knowledge of the "Social Change Model of Leadership Development" by Astin et al	HDF 290	HDF 290	The Social Change Model started in 1994 because of Astin. The research for this model was accomplished at the Higher Education Research Institute (UCLA). Leadership is known as a process for this model. The Social Change Model of Leadership is for leaders who are not traditional and would like to make a positive change. There are three different perspectives for this model. The three perspectives are individual values, group values, and community/ society values. Under individual values is consciousness of Self, Congruence and Commitment. Group values consist of collaboration, common purpose and controversy with civility. Lastly society/ community values incorporate citizenship. There are seven critical values in this model, known as The 7 C's of Leadership. The 7 C's are consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship. There are technically 8 C's of leadership and the last C is change. #2.
47.	Student will describe personal application of the above theory			

	(Astin et al)			
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)			

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

	<b>Outcome</b>	<b>Target class</b>	<b>Additional Experiences</b>	<b>Descriptive notes regarding learning and practice</b>
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			
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**

	<b>Outcome</b>	<b>Target class</b>	<b>Additional Experiences</b>	<b>Descriptive notes regarding learning and practice</b>
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**

	<b>Outcome</b>	<b>Target class</b>	<b>Additional Experiences</b>	<b>Descriptive notes regarding learning and practice</b>
99.	Student will demonstrate knowledge of active listening techniques			
100.	Student will describe examples of using active listening skills	HDF 290	Jumpstart Talent Development Breakwater Classes <b>Russell Morin</b>	I utilized my active listening skills during class time. When my professor or a classmate would speak in class, I made sure to give them my full attention. I did this so that I did not miss any vital information. Listening to other people also strengthened my understanding of class material. I used active listening skills in Jumpstart when I was paying attention to the children, my team, the teacher and others. I used active listening skills when I was conducting my interviews for my classes as well. When I am working for Russell Morin it is important to actively listen because there are many orders to take and lots of special requests to remember. When I am working at all of my jobs it is important to listen to customers, other employees and bosses.  #12, #34, #3:
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	HDF 290	Jumpstart Capstone	In my HDF 414 class my classmates and I were able to give and receive feedback for our work. When I am giving feedback I will be

	feedback.		<b>HDF 414 Writing 104</b>	<p>straightforward. I provide my best efforts to help someone else progress. When I am receiving feedback I do not take any comments to heart. While receiving feedback, I take mental notes and do my best to fix any issues. In Jumpstart, at the end of every session each team member would give each other pointers in order to better our sessions. I received feedback on my web, paper and my poster from fellow students and I accepted the criticism appropriately. In writing 104 we were constantly writing papers and then critiquing each other after. Critique's help because it helps you evolve as a writer.</p> <p style="text-align: right;">#34, #3:</p>
105.	Student will demonstrate knowledge of facilitation and de-briefing techniques			
106.	Student will demonstrate proficiency of facilitation and de-briefing techniques			
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)			
115.	Student will describe personal examples of group development in use (Tuckman, Bennis or others).			
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)			
122.	Student will show knowledge of the construction / elements of informative and persuasive speeches			
123.	Student will demonstrate proficiency in informative and persuasive public speaking			
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)	HDF 290	<b>HDF 414</b> <b>HDF 290</b>	There were many interviews that were conducted for the HDF 414 assignment. I used a couple strategies when I was reaching out to a few contacts. I did my interviews through emailing, phone calls and even through a social network. The most efficient way of interviewing someone is through the phone. This style worked best for me because it was faster than emailing. I conducted an interview for HDF 290 as well. I interviewed

				Kim Pacheco, the owner of Frosty Freez. I interviewed her in order to gain facts about owning a small business.  #1'
126.	Student will show knowledge of preparing for and effective answers in interviews (as the interviewee)	HDF 290	HDF 432	In my HDF 432 class I was required to watch a guest speaker and interview two women about donating eggs. We had to do this for a field assignment. I watched the guest speaker in Swan Hall at URI. She talked about the dangers of donating eggs. After the presentation, I interviewed two women about their knowledge of egg donation. I prepared the questions while I was watching the presentation. I did this in order to ask effective questions that would benefit my assignment. I asked the two women what did you know about donating eggs before the presentation, what have you learned about donating eggs, before the presentation would you have considered donating your eggs and lastly did your mind change after the presentation?  #16, #1'
127.	Student will describe personal examples of preparing for and being interviewed	HDF 290	The Atlantic Beach Club	I was interviewed for a bussing position at The Atlantic Beach Club. I set up an appointment with the owner in order to get an interview. In order to prepare for the interview, I asked my friend who worked there a few questions. I asked her how the interview process went and asked how I should dress. The way one dresses for an interview is very important. You want to look professional so that your potential employers will take you seriously. When I was interviewed I was asked about my previous experiences, my availability, and my work ethic. We then discussed The ABC's expectations of their employers. Immediately after this interview I was offered the job.  #1:
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			

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	HDF 290	Jumpstart Retreat	I was able to build relationships as a leader through being the Sunshine director at Jumpstart, and by attending class retreats. As Sunshine director it was my duty to promote team bonding. I would plan fun activities that would stimulate our minds, encourage communication, and feed us. In HDF 290 the class went on a retreat that had us problem solving, communicating and decision-making. We played games that required us to learn each other's names, we worked as a team to build a structure, we discussed who are good leaders, and more.  #22, #34, #3:
135.	Student will describe personal examples of building relationships with members as a leader	HDF 290		
136.	Student will describe how credibility applies to leadership, as well as the characteristics and skills of a credible leader	HDF 290	All classes <b>COM 441</b>	One cannot be a leader if they are not credible. Credibility is essential as a leader. If you cannot back up your information then it makes you less reliable and less believable. I was able to prove my credibility by citing my sources. I applied my credibility in my COM 441 class by gathering information for my papers and then citing my sources that I used.  #3:
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			

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			
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)			