LEADERSHIP

DEVELOPMENT

*Outcomes & Evidence*

*Progress Inventory\**

Minor in Leadership Studies

*Center for Student Leadership Development*

*Memorial Union*

*University of Rhode Island*

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Date Enrolled: September 2014

Date of Graduation: May 2019

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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 361: Intercultural Communication  COM 383: Rhetorical Theory  COM 385: Communication and Social Influence | COM 402: Leadership and Motivation (capstone option)  COM 407: Political Communication  COM 415: The Ethics of Persuasion  COM 421: Advanced Interpersonal Communication  COM 422: Communication and Conflict  COM 441: Race, Politics and the Media  COM 450: Organizational Communication  COM 461/462: Managing Cultural Differences in Organizations  CSV 302: URI Community Service  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 414: Leadership for Activism and Social Change  HDF 415: FLITE Peer Leadership | HDF 416: Leadership in Organizations  HDF 417: Leadership Minor Internship  HDF 437: Law & Families in the U.S.  HDF 450: Introduction to Counseling  HPR 118: Honors Course in Speech Communications  HPR 203: The Prepared Mind  HPR 412: Honors Seminar (capstone option)  MSL 101: Introduction to Military Leadership  MSL 201: Leadership & Military History  MSL 201: Military Skills and History of Warfare  MSL 202: Leadership & Team Building  MSL 301: Leadership & Management  PEX 375: Women in Sport ‐ Contemporary Perspectives  PHL 212: Ethics  PSC 304: Introduction to Public Administration  PSC 369: Legislative Process and Public Policy  PSC 504: Ethics in Public Administration  SOC300/WMS350: Women and Work  THE 221: Stage Management  THE 341: Theater Management |

**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:***

**2. Lead Yourself**

* Time management
* Organization
* Self care
* Self discipline
* Perseverance
* Develop and maintain family, interpersonal, and intimate relationships
* Academic, social, personal goals and objectives

**P**

**R**

**O**

**G**

**R**

**E**

**S**

**S**

1. **Develop and Refine**

**Skills**

* Leadership theory and practice
* Communication
* Group Development
* Inclusion
* Citizen Activist Skills
* Critical Thinking
* Teaching and Programming

**P**

**R**

**O**

**G**

**R**

**E**

**S**

**S**

**3. Broaden Your Perspectives…**

**Understand others**

* Hierarchy of needs
* Racial, cultural, gender, sexual orientation, religious, class, ability, etc. diversity and commonalities
* Power, privilege, oppression, liberation; individual and institutional discrimination

**Lead Others**

**PROGRESS**

**PROGRESS**

**1. Know Yourself**

* Strengths
* Weaknesses
* Values
* Needs
* Styles
  + Learning
  + Teaching
  + Personality
  + Membership
  + Leadership

**Outcomes**

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

**Outcome Category: Self-Leadership**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Outcome** | **Target class** | **Additional Experiences** | **Descriptive notes regarding learning and practice** |
| 1. | Student will demonstrate autonomy and a minimized need for approval | HDF190 | URI Emergency Medical Services | When I first started out at URI, I knew I needed to get involved in the community. Becoming an Emergency Medical Services First Responder seemed like a very attractive way to get involved with something that is related to my Health Studies major. The process of becoming a URI EMS volunteer starts out with a recruitment period. Each recruit has 90 days to learn and demonstrate proficiency in a series of basic EMS skills (i.e. back boarding, stretcher maneuvers, vital signs, etc.). This 90-day recruitment period required complete autonomy, hard work, and commitment. At times, I even found myself coming very close to the due dates, but I motivated myself to study the skills and practice them over and over again until I demonstrated them flawlessly. I really did not think I was capable of accomplishing such a feat until I reached the graduation ceremony and was handed my EMS Corpsman diploma. This was a great example of the need to develop self-motivation for any given task or goal. |
| 2. | Student will demonstrate personal, organizational, and academic examples of self-discipline | HDF190 |  | I have demonstrated self-discipline at Kent County Hospital in Warwick through volunteering there. Once I step in that building, I have to act in a professional manner. I work with the physical therapists in the Rehabilitation Unit and assist them with their patients. I sometime can be colorful with my language, but in there, I would never curse or lose my temper because I am there to support the morals of the organization, the professionals themselves, and the patients. I want to be as approachable as possible and I do this by smiling at all of the patients and the physical therapists, or by striking up conversations with them. I am always confident in the hospital and always lend a helping hand to the therapists. For example, when the therapists need to walk their patients, most of the patients need to sit down after several paces. Therefore, I am following behind them with the wheelchair so that the PT can do his job without worrying about this minute aspect. I also help with balance activities and patient mobility examining. In these cases, I exhibit the organizational self-discipline needed to perform the tasks and accomplish the objectives of the day. In academia, I have not always exhibited self-discipline until my freshman year here at URI. I work very hard in studying and completing all of my assignments for each class. This is all evident through my decent GPA of 3.5. |
| 3. | Student will demonstrate the ability to manage emotions | COM100 |  | In my COM 100 class that I took over winter break, we all were required to give speeches in front of the class. One emotion I felt every time I gave a speech was anxiety. For the first speech, my nervousness could be seen from a mile away, mostly because of my lack of preparation. With that experience, I realized that the way to manage my anxiety in front of a crowd of people is to plan what I will be saying and rehearse several times. Sure enough, I did that for the next presentation and I did excellent in suppressing my fear of public speaking. Now, whenever I give a presentation, I rehearse very many times so that I know what I’m saying, and therefore, I manage my anxious emotion. Another way I managed my emotions was through collaboration in group work. As a leader, I like to give my input in a group effort because it makes me feel in charge of things, but you cannot be an efficient leader without letting people give their inputs. One time, a friend of mine in our group project work gave his input the whole time, practically silencing the rest of the group. Of course, people were becoming mad, and so did I at first, but I stopped and realized where he was coming from. It turned out that the ideas he was mentioning all fit together and would be good for a project topic. However, I changed the initial frustration to optimism by flipping the negative of having a “know-it-all” in our group to the positive of collaborating with someone who is very knowledgeable on his proposed topic. |
| 4. | Student will demonstrate knowledge of stress management methods | HDF190 |  | There are many stress managing methods. One way to get rid of stress is through exercising. This allows the brain to release “feel-good” chemicals and can definitely distress someone. This includes going for a run, weight lifting, yoga, etc. Another stress managing method is listening to music. Listening to soothing music can lower your heart rate, blood pressure, and anxiety. Talking to others is also useful because it always feels good to spill out everything on your mind to someone and to have them reassure you. Stepping back for a moment and taking deep breaths can help calm you down. Even closing your eyes and erasing everything from your memory (like we do in class) can help with de-stressing yourself.  http://www.scu.edu/wellness/topics/stress/toptenstress.cfm |
| 5. | Student will demonstrate the ability to manage stress | COM100 |  | One source of stress was my J-term course Communications 100. My goal was to work to the best of my ability in order to get an outstanding grade. Throughout a span of 10 days, there was a huge workload every day, from studying for quizzes, to organizing presentations, to reading and interpreting several chapters a night. I felt very overwhelmed every day and definitely needed some way to de-stress myself. Between assignments, I would take breaks of about ten minutes and listen to music or do something completely unrelated to the work at hand. Also, I felt very exhausted at the end of each class day since I had 4 hours of the same class. I thought that a great way to get rid of the stress from the day was to go to the gym and lift weights. I spent about an hour every day at the gym after class and sure enough, I felt much better afterwards when I came home, and I also felt prepared to do more work. I’ve taken these stress management methods and applied them to the regular semester. Now, I do not have much stress about school because I have a positive mindset every time I need to do a lot of work for classes. |
| 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 | HDF190 |  | In order for me to be an effective leader, I must first create a game plan as to what personal values I will follow. The first value I hold close to me is respect. I must respect everyone around me including peers, professors, work colleagues, my family, and even strangers. Without giving people respect, how can I expect to be given respect in return? Without showing respect, I will not be taken seriously when addressing matters or giving my input. I will respect everyone’s beliefs, sexual orientations, hobbies, personalities, etc. This will allow me to gain friends and expand my network in all dimensions. The next value that I cherish is forgiveness. In the heat of the moment, friendships can be torn into pieces and grudges can flourish. I am not a fan of holding grudges against people when they do me wrong. I will always give people second chances because it is worth holding onto positive friendships. I will always try my best to keep positive people in my life because each of them has something to offer. |
| 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) |  |  |  |
| 11. | Student will describe goals and objective statements regarding personal issues, career issues, and community issues | HDF190 |  | One goal for myself is to keep my irritability at a minimum over small things. I tend to let things get to me when something gets me even a little bit frustrated. Therefore, I will use techniques such as stepping back from the situation and weighing out the pros and cons for my behavioral options, taking deep breaths when becoming frustrated, and exercising. I always try to exercise to solve my anger issues and it definitely helps diffuse my temper. I will also look at everything with a more positive attitude. Since I tend to let things ruin my day, my goal is to look on the bright side so that people can view me as an approachable person. I plan to make good impressions on the people that I come in contact with through my career and community. By being upbeat and always looking on the bright side, I could accomplish this goal. |
| 12. | Student will show evidence of goals and objectives that were planned and achieved | HDF 417 |  | A goal I had coming into my final semester at URI was to secure an internship. The way I planned to achieve this was by first applying to various opportunities on RhodyNet. Once I was informed that there was interest in “hiring” me, I had to first send an email to the supervisor of the internship about why I want to work there and why I’m a good fit for the organization. I tied in my own experience and made a good impression; it scored me an in-person interview with the supervisor! I decided to prepare for my interview by uniquely assessing my strengths and using them to market myself during the in-person interview. It was the first time I incorporated my own Strengths into something like this and it definitely worked because I landed the internship position! |
| 13. | Student will show knowledge of the “Hierarchy of Needs” theory by Maslow | HDF190 |  | In Maslow’s pyramid, there are five major categorizations of needs: Biological and Physiological, Safety, Love and Belongingness, Esteem, and Self-actualization (from lowest to highest). Maslow stated that people were motivated to fulfill these needs. Biological and Physiological needs included things such as: oxygen, drink, food, and shelter. These are the basic needs that must be met by anyone who wants to survive. Once these needs are fulfilled, the human will search for Safety needs. Protection from the elements, stability, and security are a few of these Safety needs. After this stage in the Hierarchy of Needs, people will look for Love and Belongingness through friendship, intimacy, and affection from families, friends, work environments, and romantic relationships. The next stage of needs is Esteem. The people motivated to fulfill these needs are looking for things such as achievement, respect, and independence. Then, the last and final stage is Self-actualization in which we seek self-fulfillment, realize self-potential, and search for opportunities to grow. This stage is considered the epitome of all humanly needs.  http://www.simplypsychology.org/maslow.html |
| 14. | Student will show application of Maslow’s theory to own life | HDF190 |  | The first stage of Maslow’s Hierarchy of Needs has always been met throughout my life. My parents have provided me with shelter and food and drink. I still live with my parents now. I also have the Safety needs met by the environment I grew up in and also the environment at URI. Never at any point do I feel in danger or unsafe. Since those needs are fulfilled, I’ve moved on to the next stage, Love and Belongingness. The needs of friendship, intimacy, and affection from my parents and grandparents. Also, ever since the first day of Leadership Institute I have felt like part of a new family with the people on Purple Passion and the other leaders present. Esteem needs, I believe, have been met recently as well. Here at URI, I have already achieved many things that have given me boosts in confidence. I have graduated the EMS program and am now a general member. Also, I have passed my Scuba diving class and am now a qualified Advanced Diver. I have not been given the opportunity to be fully independent, but I believe I am slowly becoming my own person even though I don’t live alone. It is an ongoing process for me. I have been working to fulfill my needs, however, I strongly believe I have not met the Self-actualization stage and needs. Working to achieve self-actualization will be a large part of my future and already I am kindling the fire for the lifelong journey by doing the Leadership Studies minor, beginning with the Leadership Institute. |
| 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 |  | I took the StrengthsQuest survey that is required by every Leadership Studies student. My top five strengths were Adaptability, Woo, Harmony, Consistency, and Includer. I demonstrated Adaptability through my transition into college. The Leadership Institute allowed me to break out of my shell and meet a lot of people from day one. Through breaking my shell, I was given the opportunity to practice Woo by showing people who I am and by not pretending to be someone who I’m not. Whenever I meet someone new, I always do my best not to “win them over”, but to make a good impression. I believe this newly acquired strength of mine will be very helpful in making connections with people and also in expanding my network. I practice Harmony by avoiding argument and confrontation as much as possible. I must admit, this was not always a strength of mine, but group work in various classes here at URI has shown me that you must reach common ground with your team or other people in your “sphere of influence” in order to achieve your goals. I have practiced this with people close to me and I really have noticed a significant boost of positivity in all my relationships. I practice Consistency all around and hear people out because if I cannot treat people the same, I can never progress as a leader. I have learned this concept, along with Includer, ever since I was young. I was not raised in a family of discrimination and judgment, and I’ve never really wrote someone off or ignored them because of their differences. This is really why I think I have always had these two as strengths. Excluding people because of their differences would completely diminish my other strengths and would completely limit me to progressing further as a ethical and relational leader. |
| 16. | Student will show knowledge of the theory of Superleadership by Manz & Sims | HDF190 |  | According to Manz and Sims, there are four types of leaders: the Strongman, the Transactor, the Visionary Hero, and the SuperLeader. Each type has a different Focus, Type of power, Source of wisdom and direction, Followers’ response, and Typical behaviors they exhibit. The ideal leader out of the four is the Superleader. His focus is self-leadership. This consists of developing our self-motivation and self-direction. Also, the type of power that is used by a superleader is shared, creating a sense of democracy. A superleader becomes “super” by helping other followers (self-leaders) around him unleash their abilities and act upon their strengths.  https://sites.fas.harvard.edu/~soc186/AssignedReadings/Manz-SuperLead.pdf |
| 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 | COM 450 |  | Max Weber’s Theory of Bureaucracy emphasizes the characteristics of these closed systems that are hierarchical in nature, have a division of labor, and a centralized authority. Weber gives attention to the way authority functions within bureaucracies. Traditional authority is the “power based on long-standing beliefs about who should have control” and is usually associated with certain positions within the hierarchy (i.e. the queen of England). Charismatic authority is the power derived from a person’s character, ability to attract and interact with followers. The third form of authority is Rational-legal authority, based on the “rational application of rules developed through a reliance on information and expertise” (Miller, 2015). |
| 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 | COM 450 |  | Frederick Taylor’s Theory of Scientific Management posits that there is one best way to do every job (Taylor, 1911). Taylor emphasizes that the proper selection of workers is important to the functioning of an organization. By using time and motion studies, a manager can implement proper recruiting, selection, and training techniques that have been scientifically proven to maximize results. |
| 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 | COM 450 |  | Douglas McGregor’s Theory X and Y are related to human resources management and the assumptions that managers make about human nature. In his Theory X, the main assumptions about human nature, in general, are that the average man tries to work as little as possible, he lacks ambition, is naturally self-centered, resistant to change, gullible, and not very bright (McGregor, 1957). His Y Theory proposes that managers should not underestimate human nature and would do better by acknowledging that under the proper conditions, the capacity for human thinking, behavior, and motivation can be virtually unlimited. |
| 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 |  | The Servant Leadership theory is based on the notion that we must serve others before ourselves. It is composed of 10 characteristics: Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to the Growth of People, and Building Community. By following these principles and serving others, the world can be transformed into a much better and caring place. |
| 27. | Student will describe personal application of the above theory (Greenleaf) | HDF190 | Emergency Medical Services | During the “Focus Ring” challenge in class, I used Listening and Awareness in order to advance the success of our team. By hearing what people had to say and being attentive of my surroundings, I was able to successfully comply with the others and to safely get the ball from point A to point B. With my Awareness, I was able to avoid any chairs or tables or other groups on the way to point B. When everyone was silenced and only one person was allowed to speak, I gave her my ears and followed her directions.  I have also gone through the URI EMS program and with my Listening and Awareness, I was able to pass the 90-day recruitment process with a good grasp on the knowledge needed to be a First Responder on the ambulance. |
| 28. | Student will show knowledge of the “Principle Centered Leadership” theory by Covey | HDF190 |  | The Principle Centered Leadership theory by Covey consists of 4 levels. The first level, Personal, is based on how you view yourself as a person and as a leader. Once you have identified your values and goals, you move on to the Interpersonal level. This level focuses on your ability to communicate and relate to others around you. When you see what outcomes are derived from effective communication, you can take up the Managerial level. In this level, you assess your capability as a leader when working with other leaders. This tests your collaboration and compromise abilities. As you progress in your relationship with other leaders, you can also move to the Organizational level. Here, your aptitude to recruit, train, compensate, team build, and problem solve is tested. Throughout these 4 levels, there are 8 characteristics of Principle Centered Leadership that should constantly be practiced. Continuing to Learn, the first of these, encourages continuous education, listening to others, and asking questions. The second characteristic, Servant Oriented, requires you to see life as a mission in which you want to nurture others and engage in a constant mindset of thinking about the good you can do for others. Radiate Positive Energy, the third characteristic, asks you to try to bring cheerfulness, optimism, and enthusiasm where ever you go. You also want to Believe in Other People. Believing in others’ unseen potential, not overreacting to negativity, and being patient/trusting will help yourself become a great leader and will also encourage others to be more positive. We are also asked to Lead Balanced Lives through keeping up with current events, actively socializing to expand your network of friends, and staying physically active. The sixth characteristic involved having the mindset that Life is an Adventure. In our lives, we should always try to exhibit resourcefulness, creativity, willpower, stamina, and intelligence. The seventh characteristic, Synergy, asks us to become change agents through working hard and being innovative as well as building on our strengths. The final characteristic wants us to bring physical, mental, emotional, and spiritual Self-Renewal.  http://www.slideshare.net/msfawnie/principle-centered-leadership-4827416 |
| 29. | Student will describe personal application of the above theory (Covey) | HDF 417 |  | Security  I’ve developed a sense of worth and identity within the organization through the responses I’ve received from my supervisors. As I’ve become more aware of my strengths, namely Ideation and Adaptability, I’ve implemented them. I lead the brainstorming sessions I have with my supervisors on things that I think could be added as improvements to the way things are done within the organization. The biggest thing I’ve promoted is the idea of expanding the organization through creating business partnerships of mutual agreement with other organizations within the state. My supervisors really appreciated this idea and actually fed off of it by giving me the go to turn this idea into a concrete reality. One of them actually gave me a book on this idea of “joint ventures,” and so I’ve been continuing to learn about new things, including my own development. The response I received from my supervisors has shown me that I can be rewarded by tapping into my strengths.  Guidance  This principle functions as how one receives and internalizes aspects of life that are thrown at this person. The way in which I’ve received things from my internship has been shaped by my sense of identity and value within the organization, but the essence of guidance in these circumstances is the role my “internal monitor” or conscience, as Stephen Covey puts it, plays. I’ve committed to a standard of work ethic and have put it into practice through working consistently on managing social media content for the organization. Although it seemed like a mundane task in the beginning, the results of my work have been really evident. The way I pair text with visuals has encouraged a lot of comments from the public and peoples’ engagement with the posts. As a result of absorbing the task of content creation and making it my own thing, the fact that I’ve encouraged random strangers to comment has given me confidence in my work ethic.  Wisdom  Leading a balanced life by reflecting on my own observations, judgments, and comprehension of reality versus my ideals.  There’s a big difference between what I think the world should be and what the world is really like. In my internship, I’ve noticed that this contradiction happens in my mind. There is this kind of internal struggle inside my head between what I think my role should be and what my actual role is within the organization, but this isn’t a bad thing, it’s natural. This struggle has actually helped me achieve a trustworthy relationship between myself and my supervisors. How so? Well, the fact that I know I have to do certain things by default for the org. has motivated me to excel in these things. Because I’ve been doing well for the org., I’ve built enough trust to the point where my supervisors are supporting the things I wanted to do from the start, like creating joint ventures with other orgs.  Power  A “visionary” with the ability to do things that one makes plans for.  I’ve followed through on my commitments, but now I have a new challenge in that I’ve proposed the idea of reaching out to other orgs. and am expected to develop this idea. This is something that I’ve set myself up for, considering what I’ve said about the previous principle of Wisdom. The balance I’ve reached between what I think should be done versus what I actually do has given me the chance to turn this org. into something bigger. This will be tested within the upcoming months. |
| 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 |  | This theory consists of four main parts: Values, Vision, Voice, and Virtue. To begin leading ethically, you must start by understanding and committing to our individual core values. We can then apply these values to the choices we make. Once you discover your values, you can practice the ability to shape your actions to what they ought to be through envisioning the process. Next, you share your vision by voicing it in a unique and convincing manner to motivate people to action. Finally, you must strive to always act with genuine kind-heartedness in order to develop the character of virtue. After all of the V’s are laid out, the question of what ties them together arises. Dr. Grace tells us that Service bonds Vision to Values. Our individual values, when tested through our service to others, leads to the formation of our vision. “Polis”, the Greek word for city, and the root for the English word politics, is what links Vision to Voice. As we give voice to our vision through a public act, we engage ourselves in the art of politics. The third and final link, Renewal, is made between Voice back to Values. While we learn to voice our vision in various ways, we must step back and check to make sure that our actions are congruent with our values and vision. Overall, by involving ourselves in the 4 V’s, we give ourselves way practice ethical leadership. |
| 37. | Student will describe personal application of the above theory (Grace) |  |  |  |
| 38. | Student will show knowledge of the “Situational Leadership” theory by Hersey & Blanchard | HDF190 |  | The Situational Leadership theory is based on the idea that giving followers responsibilities and tasks will help towards breaking followers out of their shells. Through this process, a follower will be more inclined to switch to a leading role. This theory states that a leader should adapt his leading styles to develop the follower’s willingness to increase commitment and competency. There are four leading styles/stages of the Situational Leadership theory: Telling/Directing, Selling/Coaching, Participating/Supporting, and Delegating/Observing. In the first stage, the leader is telling or directing the follower to perform a task. This style brings high task focus by the leader, but low relationship focus. The follower expresses low competence and low commitment due to possible low self-confidence. A leader could try to find out why the follower is unwilling, but keeping the relationship focus low will create the sense that the tasks given are not optional. During the second stage, the leader needs to sell different ways of completing a task to the follower. The follower usually has some competency and commitment, and can do the job to an extent, but may feel overly confident on the way he is executing it. Therefore, the leader increases focus on the relationship through listening to and advising/coaching the follower where needed in order to maximize the follower’s skills required for the task. In the third stage, the follower can do his job, but may not want to. In this case, the leader needs not tell him how to do the job, but should find out why the follower does not want to participate. Subsequently, the leader should focus on motivating the follower, thus, he focuses more on the relationship than the task due to the follower’s high competency and low commitment. In the last stage, Delegating/Observing, the follower shows high competency and high commitment. The leader trusts the follower to get the job done, has low task focus and relationship focus, and practically remains in a position of observation in case something does not go as planned.  http://changingminds.org/disciplines/leadership/styles/situational\_leadership\_hersey\_blanchard.htm |
| 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 |  | Relational Leadership focuses on creating and maintaining meaningful bonds with others around you during the process of creating purposeful change in the community. To engage in Relational Leadership, you must first start with knowing yourself. He must also know how change occurs and how others’ points of view differ from his own. A relational leader is encouraged to be inclusive, empowering, purposeful, ethical, and process-oriented. Finally, he must “do”. A relational leader acts in socially responsible ways, consistently and congruently, as a participant in a community, and on his own commitments and passions. Once a person engages in “knowing”, “being”, and “doing”, he is subsequently engaging in Relational Leadership. |
| 41. | Student will describe personal application of the above theory (Komives et al) |  |  |  |
| 42. | Student will show knowledge of the concept of constructivism | HDF190 |  | Constructivism is a theory stating that people construct their views of the world through their every-day experiences and interactions. As we come in contact with new ideas and scenarios, our minds use all of our past knowledge and beliefs in order to create new concepts of the world, furthering our identities. In education, training, or mentoring, the leader/teacher is to encourage students/followers to solve problems using real world methods and experimentation. He should also encourage reflection on such issues in order to allow the students to retain the information and construct their own outlooks on the matters at hand. Supplying students with an ample amount of reflection opportunities develops the complexity of their reflections and expands their thinking around the various subjects.  http://www.thirteen.org/edonline/concept2class/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 | HDF190 |  | The Social Change Model is based on the fact that anyone can address ongoing problems and create change in the world for the better. Change can be executed on three cycling levels. The first is on the Individual level. An individual must develop personal qualities, self-awareness, and personal values to positively change himself. When individuals gather for a cause, they move on to the Group level. Each group must place emphasis on collaboration and interaction between the group and individual. Fortifying group values and cohesiveness leads to the third level, Society. Once a community as a whole is on the same page, it can bring about change for the common good. The 7 C’s of Social Change are the necessary values on each level that, when practiced, can truly bring about change. Consciousness of Self, Congruence, and Commitment belong to the Individual level. Collaboration, Common Purpose, and Controversy with Civility allow groups to be cohesive. Then, Citizenship on the Society level, creates strong communities and change on a large scale. Each level continues to intertwine with one another for different issues. The cycle is constant and does not end at one level because adjustments, whether on an individual scale or a society scale, are always needed to be made in order to bring different social changes. |
| 47. | Student will describe personal application of the above theory (Astin et al) | HDF190 |  | In FLITE, by taking the StrengthsQuest and VIA surveys, I became Conscious of myself and Committed to using these strengths for my Individual improvement. By discovering my values and strengths, I was able to become part of the Group level. For the Social Change assignment, I collaborated with my team to put together great ideas, we developed a Common Purpose with our commitment and responsibilities in carrying out the project’s mission statement, and if we did not come to consensus on certain topics, we expressed Controversy with Civility in order to analyze our options and compromise. Although, we have not yet put our plan into practice in the community, we do have a blueprint for our program and a time frame for when we will initiate it. On the Society level, our program will help all students new to URI to become involved in Leadership and in different organizations on campus that pertain to their leadership identities. |
| 48. | Students will demonstrate knowledge of the “Leadership Identity Development Model” by Komives et al | HDF190 |  | The Leadership Identity Development Model consists of 6 stages. The first is Awareness. To give yourself a consciousness of what leadership identities there are, you should become aware of national and authority figures. The second stage is Exploration/Engagement. You should engage yourself in various groups with different group dynamics in order to explore your own traits, and in order to build confidence in your self-awareness. The third stage is Leader Identified. You want to give yourself responsibilities by taking on different roles in the group and develop focused interests through assessing how you conduct yourself with different tasks. Also, you are to realize the value of others in your groups. The fourth stage is Leadership Differentiated. In this stage, you let go of control and become comfortable with leading as a member of a group. Leadership is a process, not a concept based solely on authority. Stage five consists of Generativity. You create a sense of concern for the group sustainability and for the development of others. With these five stages, and the influence of adults, peers, meaningful involvement, and reflective learning, you broaden your view of leadership and engage in the sixth stage, Integration/Synthesis. You must realize that leadership is a life-long process in which you want to make a change (on the small and large scales), in which you understand the reasons for organizational complexity, and in which you develop a sense of how to engage in different contexts.  http://www.slideshare.net/valcortes/leadership-identity-development-model |
| 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 | HDF190 |  | There are four main domains to this model: Develop/Integrate, Discover/Awareness, Apply/Application, and Relationship. An individual engages in Discovering/Becoming aware when he has created his own definition of his individual and combinations of themes, and has received feedback from others on these themes. He has involved himself in Developing/Integrating when he is given opportunities to analyze the past in reference to his own themes, when he can articulate how his themes affect others, when he is asked to do activities that link strengths to current and past successes, and when he realizes what challenges occur due to his themes. An individual also engages in Relationship building when he’s had opportunities to understand others’ strengths, when he has worked in groups that bring up theme discussions, when he has explored the idea of complementary partnerships, and when he has received positive feedback about his themes. Finally, an individual needs to show Application in his life through acting on and utilizing action items, strategizing how themes can be of use in the future, using strengths in analyzing choices, and evaluating situations based on his strengths. |
| 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 | BUS 342 |  | The University of Michigan studies identified two types of leadership:   1. Production-oriented: style in which the leader uses direct, close supervision or implements many rules in order to make sure things get done. 2. Employee-oriented: style in which the leader uses less direct supervision and focuses on building relationships with employees to account for their concerns and needs.   Nelson, Debra L., and Quick, James C., *Organizational Behavior*. Connecticut: Cengage Learning (2015): 189.  The University of Ohio studies identified two dimensions to leadership behavior:   1. Initiating structure: behavior targeting establishment of clear work relationships and roles 2. Consideration: behavior that aims at facilitating friendly and open relationships that operate on mutual trust   Nelson, Debra L., and Quick, James C., *Organizational Behavior*. Connecticut: Cengage Learning (2015): 189. |
| 53. | Student will describe personal application of the above theories (Michigan & Ohio State) | BUS 365 |  | In my Marketing Principles class, I took on a production-oriented role for our group project when I noticed that my group members were kind of falling behind. They would submit their portions of our weekly presentations several minutes before class and so I decided to help shift gears by outlining what each of us should do, texting them to make sure they understand what they have to specifically do for us to get solid grades. I only realized that this was making a difference when one of my groupmates joked about it after the class was over. I also noticed that this leadership style aligns with the Situational Leadership stage of telling/selling, and although it seems authoritarian by nature, it proved useful in this situation where decisions had to be made quickly in relation to the task at hand. |
| 54. | Student will demonstrate knowledge of Charismatic leadership | BUS 342 |  | Charismatic Leadership involves a leader’s use of personal abilities and talents to create a strong emotional connection with followers. It is viewed by scholars as distinctively arising in moments of uncertainty. It can develop a strong sense of motivation in followers and can lead to high performance/successful outcomes, but can also result in risky, destructive agendas if used for the wrong reasons.  Nelson, Debra L., and Quick, James C., *Organizational Behavior*. Connecticut: Cengage Learning (2015): 198. |
| 55. | Student will describe personal application of the above theory |  |  |  |
| 56. | Student will demonstrate knowledge of contingency approach to leadership by Fiedler | BUS 342 |  | Fiedler’s Contingency Theory proposes that the balance, or imbalance, between the leader’s needs and the degree of favorableness of the leader’s situation determines the group’s efficiency in accomplishing work objectives. As in many other theories, Fiedler’s theory assumes that a leader is either task-oriented or relationship-oriented, depending on their needs structure. Leaders are classified through a Least Preferred Coworker Scale in which leaders are asked to identify their least favorite coworker and describe them as being: either efficient or inefficient; and cheerful or gloomy. If the leader uses more negative terms, they are said to be more task-oriented, but if they use positive terms, then they are relationship-oriented. A leader’s situation is evaluated through task structure (clear or ambiguous), position power (level of authority the leader has), and leader-member relations (quality of interpersonal relationships leader establishes between himself or herself and followers).  Nelson, Debra L., and Quick, James C., *Organizational Behavior*. Connecticut: Cengage Learning (2015): 192. |
| 57. | Student will describe personal application of the above theory (Fiedler) |  |  |  |
| 58. | Student will demonstrate knowledge of Path-Goal theory by House | BUS 342 |  | Robert House’s Path-Goal Theory assesses leadership effectiveness from several dimensions: leadership behavior style, follower characteristics, workplace characteristics, follower perceptions, and follower goals. Leaders adopt either a directive, supportive, participative, or achievement-oriented role. Each role has its purpose and therefore, there is no preferred overall role, but each style works more efficiently in specific situations. The followers’ perceptions of effort levels, performance, and reward systems are determined by the relation between the leadership style, the follower characteristics (ability level, personality type, degree of autonomy), and workplace characteristics (task structure, the work group, and the authority system). If these dimensions are lined up correctly, then high levels of follower satisfaction with their positions, rewards, and benefits can be assumed.  Nelson, Debra L., and Quick, James C., *Organizational Behavior*. Connecticut: Cengage Learning (2015): 192-194. |
| 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**

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|  | **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 | GWS 150 |  | Although institutional and individual oppression are different by definition, institutional oppression originates from a higher social level while individual oppression results from internalizing social interactions on the ground level, they both are also very similar and directly influence one another. Institutions are social organizations that establish patterns of behavior structured around a specific purpose: the criminal justice system, the healthcare system, educational systems, etc. While these institutions by themselves are not supposed to be directly racist, sexist, classist, etc., the policies, behaviors, and objectives, with their consequent effects, reflect their oppressive character. They are formed by individuals, and individuals are neither colorblind nor nonjudgmental. Both institutions and individuals support certain sets of social norms, which inherently categorize people into minority and majority groups. Anything that exists out of these predetermined systems of social norms is not welcomed with open arms. The main difference is that on the institutional level, oppression occurs as a result of rules, regulations, and policies, while on the individual level, oppression occurs as a direct result of subjectivity. If we take the issue of financial health and wealth, for instance, individuals subjectively judge each other based off of how much money they have, what cars they drive, how big their house is, etc., and each level of wealth is directly associated with a specific social group or class. In the same domain, an institution like the healthcare system tends to provide varying levels of health services and options: the quality level of services you receive depends solely on your ability to afford them. These two levels need to be seriously considered from a leadership perspective when making decisions.  Lee, Janet, and Shaw, Susan M., *Women’s Voices, Feminist Visions*. New York: McGraw Hill Companies (2004). 59-65. |
| 81. | Student will show knowledge of effective leadership as it relates to change agency | HDF190 |  | To become a leader that acts as a change agent, we must first begin within ourselves. Envisioning ourselves as that change agent is the first step. We create an image of our future selves, an image that only portrays the characteristics and traits needed to influence others and bring change for the good of ourselves, our communities, and/or our organizations. Once a crystal clear image of yourself is etched into your mind, only then may you be able to start acting upon this image. We have to put those traits and characteristics into practice by collaborating with others (no feat can be accomplished without help from others), by building relationships with colleagues (networking), and by connecting with others through listening. Furthermore, we must cultivate in ourselves “some level of extraversion, emotional stability, agreeableness, conscientiousness and openness to experiences” (Dessler (2004)). Such traits will make it much easier for people to work with you and will develop chemistry within the group. Whether you are part of a community or an organization, you should also engage yourself in mentoring and training others around you. When you are a mentor, you are seen as a role model for others. “Career success, work satisfaction, and resiliency to stress are enhanced by a mentoring relationship in an organization” (Whetton & Cameron (2002)). A mentor is heavily involved in listening to others as well as training them, but focusing on giving people attention and building relationships are what makes the difference between mentoring and training. A trainer’s purpose is to efficiently educate others on processes, protocols, and/or the products of an organization. If you can bring both roles together as one, you most definitely will be a change agent. By involving these actions in our every-day lives, we can place ourselves in a positive light, and inspire the people around us to achieve the goals for change that we have in common. To sum it all up, a change agent should understand that change is a process, resistance will occur at all levels (individual, group, and society), and the various strategies for overcoming resistance. A change agent should have positive perceptions on change, comfort with ambiguity and transition, self-confidence and patience, and a willingness to step outside of their comfort zone. Finally, a change agent should demonstrate the ability to influence different systems, the creation of a sense of urgency, the ability to articulate a vision, and the willingness to take a risk to make a difference.  http://www.ces.ncsu.edu/depts/fcs/PowerPoint/Leadership.doc |
| 82. | Student will describe personal examples of being a change agent |  | EMT Experience: Class and In-Hospital Experience | Individual  On this level, we create the image of who we want to be  My EMT experience showed me what being outgoing and friendly can do for others, including those who need health services. I also realized what it means to be servant-oriented. There is a special kind of feeling that you get from helping people get the care they need and this feeling really brought change within myself. I learned that you can’t make a difference in peoples’ lives unless you’re selfless and throw yourself out there and break your shell. As an EMT, one goes through a lot of anxiety-inducing events, but overcoming that anxiety and adrenaline rush works in a funny way: it makes you want to seek out more stressful situations. And it shows you that you want to be part of something bigger than you, which brings me to the next level in the Social Change Model.  Group  Change on the group level happens by  Collaborating with others, building relationships with peers, connecting with others through listening to them  Group dynamics are part of the EMT experience. Everyone has a role to play and without empowering each other to be confident in that role, then someone’s life will be at risk. However, groups take different forms when you’re an EMT and the group does not always consist of EMTs. During my IV practice at Roger Williams Medical Center, the groups I was part of involved the nurses, phlebotomists, doctors, and patients. What one person does influences the other in any given scenario, but they all shared a common thing: health and well-being. I don’t think there’s really a better example of the importance of unified values and group solidarity than in healthcare. I learned a valuable lesson during my in-hospital IV training: that change in the community relies on a shared purpose, mindset, and work ethic.  Society/Community  Creating a common purpose, mindset, and work ethic can only be done when the people of an organization are deeply attached to a mission and vision. For this attachment to happen, there needs to be a problem that touches everyone’s heart. This is why healthcare exists and, in my opinion, is the best example of a unified organizational culture that truly has the power to bring about change on a largescale. Well-being is a goal for everyone, regardless of whether a person is directly affected or not. It is an issue that affects the ones we love the most, the ones we are closest to, our families and friends. To be a change agent on such a large scale, a leader has to connect with people, their families, and their friends, no matter what category of diversity they fall under. Gaining first-hand experience with the medical staff, patients, and patients’ friends or families was really important to me in understanding what a united community of servant leaders can accomplish. And it showed me why I want to go into healthcare administration. |
| 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 | COM 361 |  | Bennett (1984) claims that intercultural sensitivity is a developmental process in which we transform ourselves from an ethnocentric state to an ethnorelative state. Bennett’s model is composed of 6 stages: denial, defense, minimization, acceptance, adaptation, and integration. We start out by denying cultural differences, then we attempt to defend our own cultural identity in order to counter the perceived threat of cultural differences. In the minimization stage, we try to protect the core of our worldviews by “concealing differences in the shadow of cultural similarities.” Then, we move towards accepting behavioral and cultural differences and become empathic towards cultural differences through multicultural understanding. Finally, we integrate by applying differences to our own lives and identities when we come to the understanding that cultural diversity is a positive element of our world. Regarding leadership, creating a multicultural affinity for differences in identities allows us to treat people fairly and respect others through engaging in openminded communication and behavior without biases.  Chen, Guo-Ming, and Starosta, William J., *Foundations of Intercultural Communication*. Maryland: University Press of America (2005): 231. |
| 85. | Students will demonstrate personal application of the “Model of Intercultural Sensitivity” by Bennett | COM 361 |  | For my own case, as I’ve grown older, I’ve progressed through these stages at a fast pace because of (1) my experience as a first-generation child of immigrant parents, and (2) experiencing diversity first-hand through traveling to foreign places. I’ve been to Thailand, Romania, Greece, and Costa Rica to name a few places; and each of these locations have very distinct cultural atmospheres. Domestically, my parents have always spoken Romanian to me and it was actually my first language. As I grew older, I internalized this identity as part of who I am, and my self-awareness has fostered a multicultural respect and acceptance of differences. |
| 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**

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|  | **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) | PHL101 |  | In Philosophy 101 (Critical Thinking), I have learned several ways to engage in critical thinking. Thinking outside the box, creative thinking, can be especially helpful in giving the team a starting point in dealing with an issue. Once a starting point is created, looking closer or digging deeper into a point of interest will unravel a plethora of ideas for solving a problem. Also, you should always keep in mind that a correlation between two events does not necessarily imply causation. There can be numerous possibilities and outside factors. Therefore, keeping this in mind may save your team from an erroneous conclusion or result. When writing your conclusions or making an argument, make sure to provide premises (propositions upon which inference is based) that contain conclusive grounds in order to render your argument as a valid one. A Fallacy is defined as a type of argument that seems to be correct, but contains a mistake in reasoning. Thus, you want to have a fallacy-free argument in order to make it a valid argument. |
| 89. | Student will demonstrate proficiency of critical thinking |  |  |  |
| 90. | Student will show knowledge of metaphorical analysis to critically analyze self and leadership situations | COM 450 |  | In COM 450, we analyzed Gareth Morgan’s “Images of Organizations” (1986). Morgan provides the following 8 metaphors that can be used to assess organizations and organizational leadership: Machine, Organism, Brain, Culture, Political System, Psychic Prison, Flux and Transformation, and Instruments of Domination.  Viewing organizations as a Machine assumes that leaders are more authoritarian in the way they govern their employees. They purely focus on inputs and outputs of workers, processes, and systems in an attempt to maximize the organization’s efficiency. The most severe limitation for this metaphor is that it creates a system that is basically unadaptable to change and is bureaucratic in nature.  The Organism metaphor, on the other hand, encourages fluidity and adaptation to the changing nature of the external environment. Leaders engage with various groups within the organization to assess and address challenges.  The Brain metaphor emphasizes the use of information, knowledge, and learning as the main resources for leadership and organizational development. However, a limitation is that learning and knowledge-creation has to be structured and coordinated with the power/control mechanisms of the organization in order to be beneficial: “Learning without purpose can become just an ideology” (Digha, 2014).  The Culture metaphor emphasizes values, rituals, ideologies, and beliefs in relation to how people understand/act upon events, actions, objects, and situations (Digha, 2014). A limitation is that this metaphor can be used to create ideological manipulation, as it creates one main set of beliefs and values that people have to conform to.  The Political System metaphor encourages party-forming, back room deals, hidden agendas, authority alliances, and censorship. Leadership becomes politically-driven and amplifies existing inequalities related to power and influence.  The Psychic Prison metaphor characterizes organizations as dysfunctional entities that are driven by emotionally conscious or unconscious processes such as coping and defense mechanisms, pain and pleasure, denial, habitual behaviors, etc. A limitation of this metaphor is that the unconscious processes could be exploited for organizational gain, which comes across as unethical.  The Change and Flux metaphor views organizations as a constantly changing entity in which the organizational setting introduces new problems all the time. Leaders and managers focus on addressing every issue, whether minor or major, at the cost of maintaining a focused vision. As a result, the problem-solving functions of the organization become increasingly complex and over-complicated: power therefore becomes powerless and a lack of concrete control over the organization becomes a concerning problem.  Finally, the Instrument of Domination metaphor describes organizations in terms of groups of power versus groups with no power, which only leads to more alienation and marginalization.  Digha, Menindin N., “Morgan’s Images of Organizations Analysis,” *International Journal of Innovative Research & Development* 3 (2014): 201-205. |
| 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 | HDF190 |  | One way we can make decisions is through authority. By making an authoritative decision, you are using your power. This is effective in large-scale decisions needed to be made in organizations and is the quickest/easiest way to get something done. Of course, this does not mean that everyone will agree with you, and there will be zero group interaction, but decisions like these are required sometimes in order to keep the ball moving. Another way we can make decisions is through the help of an expert. If an issue requires a specific field of study or expertise, it is best to assign an expert to this post in order for him to analyze aspects of the issue, and make a reasonable decision. This brings it back to the problem of almost no group interaction, but once again, it will work very effectively if someone on the team has an overwhelming amount of knowledge on the subject. A third method, during a short period of time in which many decisions need to be made, could be to assign small partner groups to each decision. This is useful in engaging all members of a team, and can get many decisions taken care of in a limited amount of time. However, a full team commitment may not be there for every decision made because not everyone is involved in weighing in on these decisions. A fourth method consists of majority vote. The group gathers several of the most popular decisions and then takes a vote. Whichever decisions obtains the most votes will be the one made. This is the most basic of all strategies, but can be useful when time is limited, and when a full-group commitment is unnecessary. The downside is that the group is viewed as a team of “winners” and “losers”, which can break the overall morale down. Finally, the best decision-making method is reaching consensus. Obviously, when everyone is on the same page about an issue, it is much easier to agree on a decision. All team members will feel understood and heard, and active listening is thoroughly used by all group members. On the other hand, reaching consensus may take an extended amount of time and a lot of psychological effort is required.  http://www.foundationcoalition.org/home/keycomponents/teams/decision2.html |
| 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 | BUS 341  COM 251 |  | 1. Avoidance: Attempting to ignore disagreements when the issue is of little concern or when it is assumed that the issue will be resolved on its own without your own intervention. 2. Accommodation: Giving up your own position to satisfy another entity’s position when a relationship is important to maintain, when you recognize you are wrong, or when you want to “cut the losses” after acknowledging that your position has created them. 3. Competition: Fighting to win a conflict when the outcome is more important than the different voices involved. 4. Compromise: Finding a middle-ground, a solution that somewhat meets the needs of all involved in the conflict. 5. Collaboration: Taking time to find a true “win-win” solution when concerns for others and for yourself are both high.   Conflict arises as a result of differences in:  Perceptions, Personalities, Knowledge pools, Cultures, Power/Status, and Procedural expectations.  Beebe, Steven A., and Masterson, John T., *Communicating in Small Groups: Principles and Practices*. Boston: Pearson Education Incorporated (2015): 180-192. |
| 95. | Student will describe personal examples of having used five problem solving / conflict management methods *(if student has been trained in mediation, that information goes here)* |  |  |  |
| 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**

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|  | **Outcome** | **Target class** | **Additional Experiences** | **Descriptive notes regarding learning and practice** |
| 99. | Student will demonstrate knowledge of active listening techniques | HDF190 |  | A common well-known concept when it comes to active listening techniques is “The Big 6”, created by Michael Hoppe of the Center for Creative Leadership. It consists of 6 important components that, if followed, will help you engage in active listening. The first component is to pay attention. In paying attention, you allow the speaker enough time to state his thoughts and finish his ideas. You give the speaker the space he needs to talk with a comfortable rate and tone. You should control your mindset and watch your body language in order to operate from a position of respect. The second piece of the Big 6 is to withhold your judgment. Withholding your judgment makes you a leader who is open to new ideas, new perspectives, and new possibilities. Good active listeners will suspend selling their point or arguing against the speaker’s notions when the speaker is talking. The third part is reflecting. To refresh the issue in your mind, you must constantly paraphrase key points as the speaker is talking. Reiterating the main points to the speaker allows both the speaker and the listener to be on the same page. The fourth way to engage in active listening is to clarify what is being said. If you do not understand what the speaker is trying to convey, ask open-ended and probing questions so that you can clear any ambiguity. These questions also encourage the speaker to expand on their ideas and can fuel great conversations. The fifth area an active listener should engage in is summarizing what is being spoken. Restating the main themes helps the listener understand the other person’s point of view. Just like in the third area of the Big 6, keeping up with the key points and main ideas will help both the listener and the speaker be on the same page. Finally, the sixth part includes sharing your experiences, similar ideas, and related perspectives. Understanding what the speaker is saying allows the listener to place all his thoughts in the same context so that both parties’ notions are related, bringing a better speaker-listener relationship about.  http://www.ccl.org/Leadership/podcast/transcriptthebig6.aspx |
| 100. | Student will describe examples of using active listening skills | HDF 417 |  | Pay attention  I started out by giving my full and undivided attention to the way things worked at this organization. Everyone needs a starting point.  Withhold judgment  I knew I had to build a trusting relationship, and so instead of immediately criticizing the things I was being trained on, I looked at these tasks with an open mind in order to make sure my supervisors could count on me. I knew big things could happen down the road, so I wanted to be fully on board and succeed at the parts of the job in a consistent way that would show my supervisors that I was committed to adding value to the company.  Reflect  After spending time with the process of creating, organizing, and managing posts, I became pretty good at finding quotes, pairing them with the right visuals, and complementing the post with genuine captions. I started consulting the resources I was provided such as the webinar scripts and blog posts that my supervisors were already using as content. Given my Ideation strength, I decided to tap into it. New ideas didn’t come all at once, as it took me a few weeks to really understand that there was a big opportunity to make the posts more engaging and effective.  Clarify  After a few weeks of consulting my supervisors and their webinar/blog content in relation to my own posts, I realized that I developed a good sense of how the messages within these posts were supposed to connect with our audience. And so I talked more about this with my supervisors to clarify the message we want to send: that PTSD, along with anxiety and depression, is something that affects different aspects of peoples’ lives; many people don’t even know that they have a form of PTSD that is ignored in daily life; and that we are providing an affordable service that’s custom-tailored to each individual, without a one-size-fits-all framework.  Summarize  Then, an idea eventually popped up in my head. For our posts, what if instead of trying to find and use a relatable part of famous peoples’ quotes, we draw in quotes straight from the source? What if we used our own content (from webinar scripts and blog posts) that directly connects with PTSD, anxiety, and depression? Wouldn’t that personalize our posts since the quotes would come straight from the heart of the organization? It seems like a simple idea, but who knew where this would take our social media following? Building on the values and vision of the org., I decided that it was worth a shot to propose this idea to my supervisors.  Share  After going through this process of paying attention to, reflecting on, and clarifying everything that represented this organization, it was time to propose this new idea, and it was also an obligation in my mind to do so, seeing as this is a marketing internship: creativity is needed for marketing efforts to thrive. I brought this idea up and it fell on openly receptive ears. My supervisors gave me the green light and I started pulling quotes out from their other content. The result? Our top five best performing posts on Instagram during the last three months were the ones I used our own content for. To me, the more recent success of our social media posts can directly be connected to my own process of Active Listening. I didn’t jump the gun in the beginning. Instead, I made sense of what I was told and what the org. is really about. I had to pay close attention to the content creation process and the values of the org. first. The fact that I “got into it” enabled reflection to happen and that’s what I now realize. Judgment gets you nowhere when you’re talking about new things that you’ve never done or thought about before. You have to be open and willing to learn something new to be able to develop it on a new level. This is what Active Listening means to me. In this case, there wasn’t just one single conversation that acted as a spark. It was my participation in all of them, collectively, that gave me the opportunity to reflect towards a progressive direction. |
| 101. | Student will demonstrate knowledge of functions of group communication by Hirokawa | COM 251 |  | Randy Hirokawa’s Functional Theory posits that people form groups to critically solve problems and that they must perform five functions to reach a high-quality solution. They must:   1. Develop an accurate understanding of the problem, i.e. using the causes, symptoms, and history of the problem—data and information. 2. Develop requirements for an acceptable choice—establish explicit standards and criteria. 3. Develop many alternatives, not just one or two. 4. Assess the positive features of the alternatives or options 5. Assess the negative elements of the options   Beebe, Steven A., and Masterson, John T., *Communicating in Small Groups: Principles and Practices*. Boston: Pearson Education Incorporated (2015): 256-257. |
| 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 de-briefing techniques | HDF190 | North Woods Challenge Course Facilitation | From what I learned at the NWCC training, De-briefing is about allowing students the opportunity to reflect on whichever project they had gone through/completed. As a facilitator, your role is to lead a thoughtful discussion and to keep it going when things quiet down. A facilitator should try to include everyone in the discussion. A good way to do this is to plainly direct, “Let’s go around the circle and give our input or thoughts on this activity.” A good sequence to use for de-briefing is “rules”, “what”, “so what”, and “now what”. In the “rules” stage, a facilitator lays down the ground rules for the de-briefing. Such rules include: Honor confidentiality, give unconditional respect to self and others, participate as much as possible, speak only for myself, not others, be open and honest with group members, be silent if it feels right, and stop the discussion if a rule is being broken and restate the rule. These rules can be used to create a comfortable and safe environment for each group member. In the “what” stage, the facilitator asks the group what happened during the activity or project, who was involved, what was accomplished, what needs were met, etc. Effective methods of facilitating this stage include: sharing photographs, and a “go around” game in which each member says one word that describes their project. Questions a facilitator could ask include: “For the sake of refreshing our memories, will someone please describe the activity or project?”, “We're going to go around the circle starting to my left. Would each person say one adjective to describe the activity we just completed?”, ”What were some things you noticed? Did any of these things surprise you?” In the “so what” stage, the group participants are encouraged to share what they learned or how they feel about the experience. One good technique with a couple of variations for this stage involves: "The whip" where you ask each person in the group to complete a sentence such as, "I'm glad that I...", or "When we were (doing something) I felt...";2. "Partner dialogue" where you ask participants to discuss a question and have one of the partners summarize their discussion for the group afterwards. This stage is meant to evaluate what the group members have taken away from this experience, activity, or project. The last stage, “now what”, should involve questions that take what was learned and apply that to future projects and activities.  http://leadership.uoregon.edu/resources/exercises\_tips/skills/leading\_a\_group\_debrief |
| 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) | HDF190 |  | There are 5 stages of group development: Forming, Storming, Norming, Performing, and Adjourning. In the first stage, Forming, the group members are in the process of exploring issues of dependency and inclusion. They ask themselves whether they will be accepted by other group members and what they will have to do in the group. Most members are almost unwilling to step up as leaders, so they do more following in this stage. This is also the stage in which first impressions are made and statuses are created for members based on general characteristics such as sex. In the second stage, Storming, the group becomes comfortable expressing their true feelings and values. One major point of conflict regards each member’s perception of the leader, who the leader should be and why. In order for the group to develop and move onto the next stage, leadership styles will need to take on new forms. In the third stage, Norming, group members begin to care about the group and increase their commitment to it in the face of challenges at hand. Goals become clarified and the group becomes more task-oriented as a whole. Any dysfunctional norms begin to disappear. Through the fourth stage, Performing, the group becomes unified in culture and structure, and becomes highly cohesive. The group adopts norms that encourage productivity, high performance standards, and the group is highly effective at advancing towards their goals. This stage also introduces conflict resolution strategies and confidence in using them to avoid digressing to a destructive level. Finally, in the last stage, Adjourning, some stress and anxiety becomes present due to the termination of the group. However, in order to transfer learning and to grow more as leaders, ending the group and forming new ones is a necessity.  http://www.analytictech.com/mb109/slides/development.pdf |
| 115. | Student will describe personal examples of group development in use (Tuckman, Bennis or others). | HDF190 | Leadership Retreat | The first time our group was Formed was during the Leadership Retreat. However, I don’t believe many of the characteristics of the Forming stage were exhibited. When we first got together in a room with our peer leader, Colin Patrick, it definitely seemed a little weird because we have never really interacted with each other before this day. Nevertheless, our group quickly became comfortable with each other. It was almost as if we completely surpassed the Forming stage and dived right into the Storming stage. With all of the topics and issues presented for the group to discuss, I could tell everyone was being very genuine with their responses. All my input was coming directly from me, no one else. As we went around the circle, I noticed one of the members sticking out the most. This became a recurring theme with our group during the Storming stage because everyone tended to look up to this one person as the leader. This can be considered the usual point of conflict in the Storming stage in which each member is developing their perceptions of the leader in our group. Back in class, when we were given several assignments, I noticed our group members stepping up and volunteering to take on responsibilities for these tasks. This was the spark to igniting the Norming stage. Our group as a whole definitely became committed to itself and its success. Although I could still notice the majority of the commitment was coming from that same one person who stood out during the retreat, everyone in our group stepped up and took initiative when new tasks were given. Our advancement towards our collective goal was, of course, influenced by the will to obtain good grades in the class, but was also driven by the relationships we had built with one another. This led us right to the fourth stage, Performing. I believe our highest level of productivity was exhibited during our last assignment, the group paper and presentation for our Social Change project. Every member of the group immediately picked up a responsibility and stayed committed to it through the entire length of the preparation. Because of our great cohesiveness, we successfully typed an excellent paper and fluidly presented all of our points. After a semester of coming together as an efficient team and group of friends, the time has passed and the fifth stage, Adjourning, has arisen. Although we have left each other in the classroom, we will remain in touch because of the close bonds we’ve built over time. |
| 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 | COM 100 | Speech (senior year of high school) | During the 2015 winter J-term course, Communications 100, I’ve learned the elements and construction of informative speeches. There are several types of Informative Speeches. Speeches about Objects give the audience information on a person, place, or thing. Speeches about Processes will be in a How-To format and can include demonstrations. Speeches about Events can include information on festivals, holidays, and activities. Finally, speeches about Concepts inform the audience on specific ideas and issues. When creating an outline for your informative speech, there are several organizational patterns at your disposal. A Chronological Pattern arranges all main points in a time-order sequence. A Geographical or Spatial Pattern arranges main points according to physical locations. Thirdly, a Topical Pattern arranges main points in the way that is most suitable for the type of informative speech. Things to keep in mind when giving an informative speech include: using information that is accurate and objective, noting credible sources for certain facts, using visual aids that clearly describe these facts, and respecting the ideas of the audience by being sensitive of the words you use so that you do not offend anyone.  In Speech class and Communications 100, I also learned about Persuasive Speaking. Three things anyone giving a persuasive speech needs to keep in mind are Ethos, Logos, and Pathos. In a speech of persuasion, ethos, or credibility, is vital in gaining support from the audience for your goal of influencing them. By remaining consistent with what you say and by composing yourself in a professional, clean manner, your audience will have trust in the words you speak. Logos is the rationality you use when trying to influence the audience. You must make sure that the series of premises and underlying conclusions you state are logical. This is how you persuade the audience. Finally, you must understand the power of pathos. Pathos is the emotion you use to sway an audience to your beliefs. Effectively using emotions can touch the listeners’ soft sides and can really strengthen your words. If you blandly are trying to persuade the audience and are not vibrant with your pathos techniques, you could easily lose the audience and turn them off from what you are saying. Effectively using all three of these aspects in conjunction will guarantee you success in influencing someone in the crowd. Several type of Persuasive Speeches include speeches that impact: the audience’s attitudes, the audience’s beliefs, the audience’s values, and the audience’s behavior. |
| 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) |  |  |  |
| 126. | Student will show knowledge of preparing for and effective answers in interviews (as the interviewee) |  |  |  |
| 127. | Student will describe personal examples of preparing for and being interviewed |  |  |  |
| 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 |  |  |  |
| 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) |  |  |  |