
LEADERSHIP
DEVELOPMENT
*Outcomes & Evidence
Progress Inventory**

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

Name:

Date Enrolled:

Date of Graduation:

*The Outcomes & Evidence Progress Inventory is the intellectual property of the Center for Student Leadership Development (CSLD) at the University of Rhode Island and cannot be reproduced in part, or in its entirety, without the written permission of the acting Assistant Director of the CSLD.

CONTENTS

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

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

ADVISING INFORMATION (*students will include own documentation*)

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

OUTCOMES

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

MINOR IN LEADERSHIP STUDIES

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

SPECIAL FEATURES

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

ENROLLMENT

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

GENERAL INFORMATION FOR STUDENTS

- Requirements may be satisfied by completing 18 or more credits related to leadership and offered by more than one department.
- To declare this minor, you must have approval of your major academic advisor and a staff member of the CSLD who will serve as your "Program Advisor." Once approved, the minor will be listed on your transcript.
- Eighteen credits are required for this minor, twelve of which must be at the 200 level of instruction or above. A course grade of "C" or better must be earned in each graded course. At least twelve of the credits must be earned at URI.
- No course may be used to apply to both the major and minor fields of study. Courses in General Education or for other minors may be used for the minor* (*this does not apply to students in the College of Business). With the exception of internship credit, all courses for the minor must be taken for a grade. The Introductory class must be taken before the internship and the capstone course.
- Application for the minor must be filed in your academic dean's office no later than the beginning of the final semester or term.
- Approval of the minor does not guarantee that the suggested courses will be available to you on a schedule correlated with your graduation plans nor guarantee space in any required course.

CORE REQUIREMENTS- 9 Credits

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

MINOR ELECTIVES-9 credits

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

AAF 300: Civil Rights Movement in the US	COM 407: Political Communication	HDF 450: Introduction to Counseling
BUS 341: Organizational Behavior	COM 415: The Ethics of Persuasion	HPR 118: Honors Course in Speech Communications
BUS 342: Human Resource Management	COM 421: Advanced Interpersonal Communication	HPR 203: The Prepared Mind
BUS 441: Leadership & Motivation (<i>capstone option</i>)	COM 422: Communication and Conflict	HPR 412: Honors Seminar (<i>capstone option</i>)
BUS 443: Organizational Design & Change	COM 441: Race, Politics and the Media	MSL 101: Introduction to Military Leadership
BUS 448: International Dimensions of Business	COM 450: Organizational Communication	MSL 201: Leadership & Military History
BUS 449: Entrepreneurship	COM 461/462: Managing Cultural Differences in Organizations	MSL 201: Military Skills and History of Warfare
COM 100: Communication Fundamentals	CSV 302: URI Community Service	MSL 202: Leadership & Team Building
COM 202: Public Speaking	HDF 190: First-Year Leaders Inspired to Excellence (FLITE) (<i>introductory course option</i>)	MSL 301: Leadership & Management
COM 208: Argumentation and Debate	HDF 290: Modern Lead. Issues (<i>introductory course option</i>)	PEX 375: <i>Women in Sport-Contemporary Perspectives</i>
COM 210: Persuasion: The Rhetoric of Influence	HDF 291: Peer Leadership - Rose Butler Browne Program	PHL 212: Ethics
COM 221: Interpersonal Communication	HDF 412: Historical, Multi-Ethnic, & Alt. Leadership (<i>capstone option</i>)	PSC 304: Introduction to Public Administration
COM 250: Small Group Communication	HDF 413: Student Organization Leadership Consulting	PSC 369: Legislative Process and Public Policy
COM 302: Advanced Public Speaking	HDF 414: Leadership for Activism and Social Change	PSC 504: Ethics in Public Administration
COM 308: Advanced Argumentation	HDF 415: FLITE Peer Leadership	SOC300/WMS350: Women and Work
COM 322: Gender & Communication	HDF 416: Leadership in Organizations	THE 221: Stage Management
COM 351: Oral Comm. in Business & the Professions	HDF 417: Leadership Minor Internship	THE 341: Theater Management
COM 361: Intercultural Communication	HDF 437: Law & Families in the U.S.	WMS 150: Introduction to Women's Studies
COM 383: Rhetorical Theory		WMS 310: Race, Class, Sexuality in Women's Lives
COM 385: Communication and Social Influence		WMS 350: International Women's Issues
COM 402: Leadership and Motivation (<i>capstone option</i>)		

CENTER FOR STUDENT LEADERSHIP DEVELOPMENT

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

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

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

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

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

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

Supporting Values and Theories:

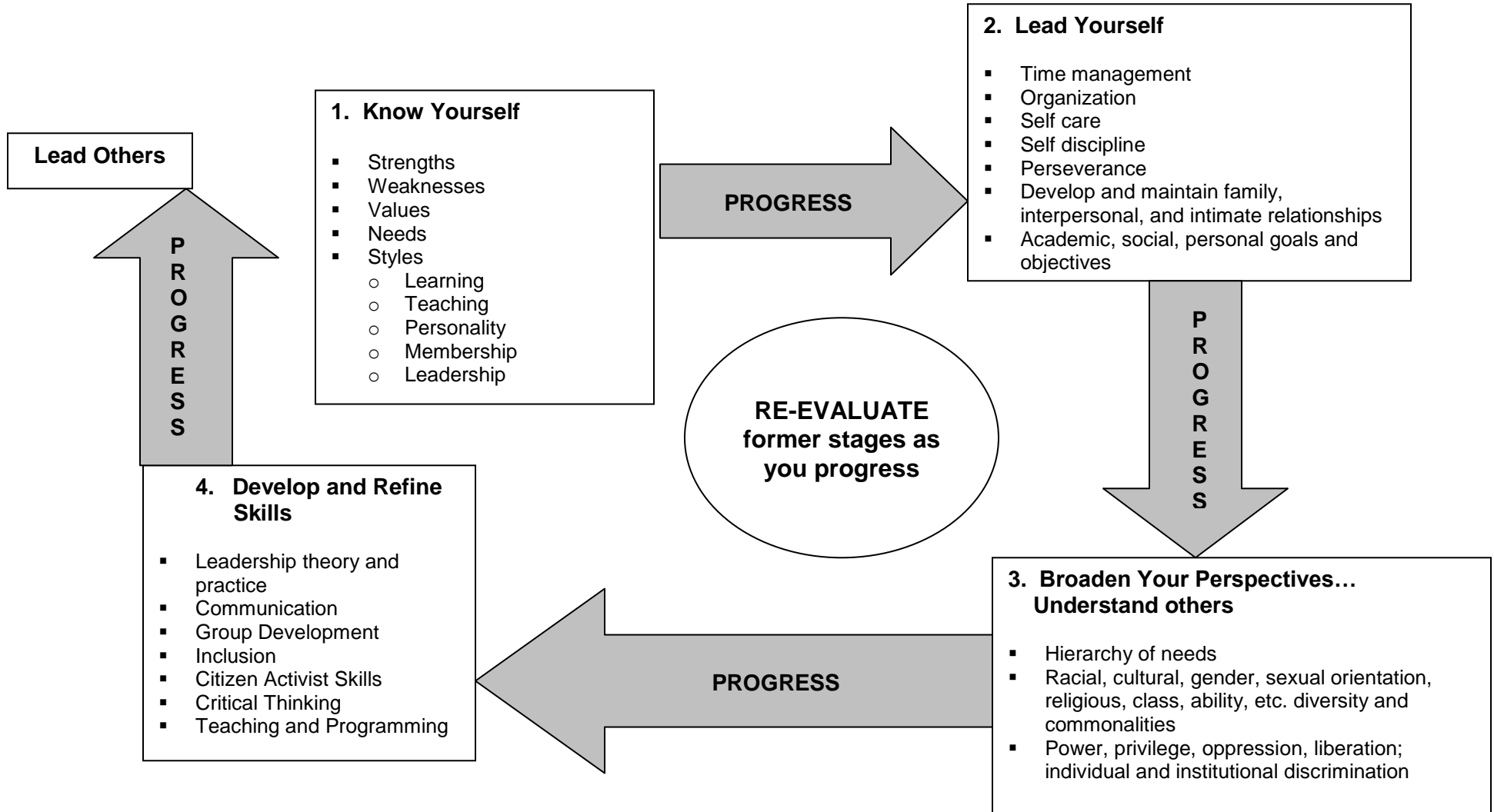
- We believe that all students, no matter what the GPA or previous leadership/membership experience, deserve a chance to engage in leadership development opportunities
- We believe that students should create their own definitions of success
- We believe that “no one person has all of the truth, we each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

BECOMING A POSITIVE LEADER THROUGH DEVELOPMENT & INVOLVEMENT

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

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

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



OUTCOMES

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

Outcome Category: Self-Leadership

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
1.	Student will demonstrate autonomy and a minimized need for approval	HDF 412	Interfraternity Council President	<p>I through working with different types of people, that maintaining independents while thinking about decisions can be very beneficial. The reason that this independence is so important is because it allows you to work affectively with individuals that are indecisive or cannot seem to stop arguing. Through maintaining the independence I have been able to work with many different teams and parties affectively.</p> <p>A great example of this has been while I have been the IFC president and working with other fraternities and members of my board who all have different talents temperaments and convictions. As IFC president many of the tasks that I am working on I need to work to minimize any area of possible mistake during the event. In cases such as Freek Day where I was able to accomplish this through affective planning, many people after the event thank me and said that the event was the best it had been in many years. Though this event was a success and I had gain praise for it that was not the reason why I had worked as hard as I had in the planning process. When I was named IFC president I took the position as my responsibility to ensure that things run as successfully as possibly regardless of gaining credit. I was not the only person working on this event other members of my board had assisted with the process and I proceeded to pass as much credit and praise towards them as I could because again I never took the position for approval.</p> <p>For evidence I am attacking a copy of a IFC meeting agenda to demonstrate the actions that I am willing to take and things that are discussed and not solely based on the overall approval of the chapters.</p>
2.	Student will demonstrate personal, organizational, and academic examples of self-discipline		Philanthropy Week IFC President	<p>Throughout my career at the University of Rhode Island I have prided myself on my involvement with being active in the community along with maintaining a strong academic gpa. A few great examples of my self-discipline on the organizational, personal and academia include, helping plan philanthropy week, taking a average of 18 credits the past two years, managing my everyday schedule.</p> <p>For the philanthropy week planning I was tasked with creating many time frames that needed to be met to allow for the event to run. Through setting these deadlines it also meant that I was attending many meetings during the week to check up with committees, these meetings made it difficult to find time to work with groups on projects for school. To make sure I stayed on my academic requirements I made sure that I planned group projects early on and when working on them my group stayed on topic to work as efficiently as possible.</p> <p>On the academic level through the last two years of my academic career I have been taking 6 or 7 classes a semester. This rigorous class schedule has forced me to make sure that I maintained a strong use of my time so that I do not fall behind in the classes. I have also worked with this discipline to allow myself to still be a college student and see my friends and have a good time/</p> <p>Lastly my personal example of self-discipline involved my drive to balance both of these tasks. Like I have said for both of the other areas, I have focused on staying well organized with agendas and when things need to be submitted or meetings needed to be attended. I have also created a list of easy to complete forms for chair positions to do post event evaluations for improvement. My final example of personal self-discipline was through how I strive to have my work done the weekend before the actual date to allow myself time in case something comes up. (for evidence I have attached the philanthropy week rule book)</p>
3.	Student will demonstrate the ability to	HDF 412	Ryan Center Marketing Intern	Being able to manage your emotions and work through difficult situations is a task that every leader

	manage emotions			should always be working on. Through my experience as an Intern for the Ryan Center I was responsible for calling local alumni and recent graduates, to see if they were interested in purchasing tickets for the 2012 basketball season. As the internship progressed and I had completed many of my calls I started to see the different ways people would react when I would call them. In some instances I would talk to an individual and they would become upset with me for disturbing their day and being a "telemarketer". Once these individuals were upset they would yell and be very rude to me. My job then became moving onto the next person on my list and talk to them as if nothing had happen because my new caller didn't care how I was just treated they wanted to know about tickets and possible deals. By having this internship I was able to learn how to control my emotions and to move past situations that would normally be very frustrating or make me angry.
4.	Student will demonstrate knowledge of stress management methods	Bus 341 (Organizations Behavior)		<i>The definition of stress is our body's response to being overworked and pushed to the limit. What causes may change from person to person, it may not be an individual instance that causes you to become stressed but there are ways for an individual to become less stressed. There are two different ways to relieve stress, the short term and the long term. For the short term you will be able to take a deep breath for a few minutes and imagine yourself in your happy place, or you can make a list to prioritize your work and break down the projects into smaller sections. One of the greatest ways to help mitigate the amount of stress that you have is to learn how to time manage. Some of the long term stress management includes; exercising regularly, eating right, finding time for you, and getting a good night sleep around 8 hours. There will always be stress in your life but the most important part is to find ways to manage it and not get to over whelmed. (Evidence I have included a print out of how to recognize the signs of stress and how to manage it.)</i>
5.	Student will demonstrate the ability to manage stress	Bus 341 (Organizations Behavior)		<i>I am very involved student with my time at URI, this means that I always have a lot of work to do and this is something that can lead to a lot of stress. I have found that with all of this work that is going on that the best feeling is crossing something off in my planner whether it is just one task or entire day. Just the fact that I know that I am done is a relief. I have also found that during the day if I prioritize what I have to do and when it needs to be done I am a lot more efficient and effective with my time which in the end allows me time to relax and watch TV or play video games. Many of these tips that I have learned I have also been informed about in my Organizational Behavior class which focused on time management in some chapters. With these tactics of time manage I have been able to stay very involved but also manage my stress and becoming over whelmed. (for evidence I have attached a activity from URI 101 that deals with time management which helps deal with stress)</i>
6.	Student will express a personal code of leadership / membership ethics			
7.	Student will demonstrate practice of the personal code of ethics	CSV 302 (URI 101 mentor)		<i>I try to practice every day in my life, simply by not judging people that I see walking around campus or just anyone that I see in general. I have learned through classes such as CSV 302 (URI 101) that every person has a different background and is diverse and that stereotypes are not an effective way to look at everyone I see. A perfect example of this is one of my former students Caesar, he was a student at first pass many people would not expect to hand in work show up on time and be a trouble maker in class. In fact Caesar was one of my best students who was early to every class handed assignments in without any problem and was over all a great student to have during class. The way that this story applies to this inventory is that after the first class my commenter and I sat down to discuss what had taken place and Caesar came up in discussion and we were able to not judge him by his appearance but instead by his actions. From this experience I have been able to learn that each Person will have their own traits and to follow my ethics and focus on peoples actions not assumptions.</i>
8.	Student will express a personal values statement			<i>As IFC president I needed to make sure that my board was aware of what was expected from them throughout the year and if this was not met arrangements for a replacement would be made. Some of the points that I used to communicate to my board is that I expect them to always be growing in the position always look for a way to improve. I also stated very clearly that when large events are taking place their participation in preparation and clean up is required along with any other miscellaneous tasks. As evidence I am attaching the rule sheet for one of the events that was given out to my board.</i>

9.	Student will demonstrate practice of the personal values statement			I have always tried to be my true self in every situation that I am part of. I work to keep my friends and family around me to help me make tough decisions and for support when it's needed. I also strive while I am in a place of work to keep my relationships professional to try and stop anyone from feeling uncomfortable. An example of when I stuck with my personal value statement was during this past semester. I had a friend who was the programming chair for IFC who did not live up to the requirements of the position and I followed the value statement that was created and let him go from his position.
10.	Student will demonstrate the ability to lead a project from start to finish (follow-through)	Bus 365 (marketing)	Sigma Chi Founding	<i>There have been two recent experiences where I have I have leaded a project from start to finish. The first one being in my business 365 (business marketing) class where I was designated the project manager for my team of 3. This requirement meant that I was in charge of our meetings and ultimately responsible for the grade that our group would earn. Our group was able to accomplish a successful marketing plan which I have attached for evidence. Leading my marketing team is a short term example of leading a project; a long term example is my work with my fraternity Sigma Chi. Last year I was the president of sigma chi where I was able to regain our chapter's charter. The way that we were able to accomplish this was through constant communication and team work as brothers. I placed many brothers in chair positions to help delegate work out. From working in this manner we were able to have 18 pledges which was one of the largest new member classes, this success also allowed us to win the best recruitment out of every fraternity. Which ultimately lead to regaining our lost charter.(as evidence I have attached a picture from our banquet)</i>
11.	Student will describe goals and objective statements regarding personal issues, career issues, and community issues	Bus 390 (Career Passport)		<i>Ever since I have declared my major to be accounting I have people asking me if I plan on taking the CPA exam and going into a public accounting firm. After doing a lot research about the options that I have and the amount work that public firms ask from their employees I have determined that this is not where I want to be. The goal that I have set for myself though since I will be entering into the corporate accounting world is that within the next 20 years I want to be an executive of a company. I know that I don't want to join a small company but instead enter into a larger one that is already situated and stable. A personal goal of mine is to also travel around the world and see what it is like in the world outside of Rhode Island. While working for a corporation it will most likely give me the opportunity to travel a lot and see much of the world. If I am able to reach this type of success that I want to reach one thing that will always stay with me is my first job as dishwasher. During my time in this position I learned that there are always people less fortunate than you and even if you are an executive if you don't have the people below you, you have nothing. From this idea I plan on always being involved in giving back to the community and helping others because I know what it feels like to be looked down on and living off a very low salary. (I have included a copy of my resume as evidence. I chose to include this because the way that I have planned to reach my goal is to make myself as appealing as possible. With the high aspirations that I have mentioned it is necessary that even now I am actively working to build myself as much as I can.)</i>
12.	Student will show evidence of goals and objectives that were planned and achieved	CSV 302 (URI 101)	Sigma Chi Derby Days Chair	<i>During my freshman year I took on a project called Derby Days. This is one of Sigma Chi's national events were you compete in 4 days of events to raise awareness about the Children's miracle network. During this event all of the sororities take part and are manage by brothers in sigma chi called the derby daddy's. My goal was to raise over \$2000 since this was our first derby days in over 15 years. I began planning the event in the winter of 2009 to run the event in the spring. When the spring came around and the event took place from the planning that took place ahead of time focusing on the details of times, location, things needed for the event, and people management. We were able to raise over 2000. A class where I was able focus on goals and objectives that I planned out and reached was my URI 101 class. During the class we created learning contracts were we stated our goals for the semester and the work we planned on accomplishing. During the semester I planned out events that allowed me to complete my learning contract. These events consisted of holding a activity in which students learned about time management through creating a weekly schedule and inserting time that they would spend on each activity and in the end see there is much more time in the week than they anticipated. I</i>

				<i>have attached my learning contract from URI 101 to serve as my evidence of the goals that I set and met throughout the semester. .</i>
13.	Student will show knowledge of the "Hierarchy of Needs" theory by Maslow	HDF 412		Maslow's Hierarchy of Needs is designed in a pyramid structure which demonstrates the steps that you are always working towards to be happy. The base level of the pyramid is physiological which very basic needs of being able to breath is, have food, water. Being able to survive means that you will accomplish all of these tasks before you then move on to the second level. The second level is Safety, when you are in this area you are working on security, health, employment, resources. When you are in this level your goal is now to gain a level of "safety" that allows you live comfortably with an income, and place to live. The third level is Love/belonging; here you are searching for friendship, family. During this level you are just trying to find your place where you are comfortable with individuals that are close to you such as your friends and family. Still moving up the fourth level is esteem, which is where you're gaining confidence, respect from other and give respect to others. Inside the fourth level your focus has shifted to making sure that the larger picture of individuals are giving your respect and look to you for questions. Lastly is the fifth level which is reaching self actualization, inside this area of the pyramid you are working on problem solving, creativity, and acceptance of facts. This is a level that is very difficult to reach because you need to accomplish all of the other areas first. Maslow says that once you reach this level you will be at absolute happiness. For evidence I have attached a picture of the pyramid.
14.	Student will show application of Maslow's theory to own life			Application it is hard to demonstrate my level of happiness with a physical aspect. I believe that I have moved through the esteem level. I say this because when working with others I feel that I have gained respect from others. I also think that I am a very confident individual now which again would place me in the esteem level. Though I am currently in the esteem level I am also working to reach the final level of self actualization while not moving back down the pyramid.
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., Strengths Quest, Type Focus (MBTI), LAMP, and other career inventories, etc.)			

Outcome Category: Leadership Theories

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
16.	Student will show knowledge of the "Authority and Bureaucracy" theory of leadership	HDF 290		<i>Max Weber developed the Authority and Bureaucracy leadership theory. In this theory Authority is the type of rule that takes place, where bureaucracy falls under a category of authority. Weber suggested the authority could be divided into three 'pure' types of leadership. The first of the "pure" types of leadership is traditional leadership which is based on the sacredness of holiness. The right to lead in this case is passed down through heredity, and will not change or evolve in time. An example of this would be feudalism. The second type of authority leadership would be charismatic. This type of leader is one who inspires those working around them, through mission vision and their personal charisma. Leaders who possess the charismatic leadership style often will inspire social change, and create new social orders. The third and final style of leadership is the Legal-Rational. This is when people of a state give the law power by thinking that the law has power. In this type of leadership, obedience is not given to an individual but instead to a government as an institution. A few of examples of this would be state or city governments as well as in voluntary associations and organizations. Looking at the best example of this is bureaucracy. The main points of bureaucracy are administrative power; personnel system that will provides stable careers, a hierarchy system in which some people have more power</i>

				<i>than others, and a system that allows people from different organizations to communicate with one another. A major downside of bureaucracy is it will de-personalize leadership. (as evidence I have attached the hand out from class)</i>
17.	Student will describe personal application of the above theory	HDF 290	Sigma chi	<p><i>With my time in Sigma Chi, I have seen that we use two of the three aspects of Webbers theory of authority. We primarily use the third category that Webbers discusses which is the legal rational type of authority. The legal rational type of authority is seen in many different levels. The first example would be that we follow our internationals and following the rules that they set for us. Sigma Chi is a voluntary association in which we allow the international governing board to designate certain parts of our lives, such as paying dues and attending weekly meetings. Within Sigma chi there is a hierarchy of leadership in the organizations; with an internal undergraduate executive board which is then over seen by a national executive board. Not only do we allow our international to oversee our internal executive board and designate how we run our chapter, we also allow them to make rules and regulations that the general members follow. We give them the authority over us by first electing them into office, second abide by the rules that are set forth which have very little which can actually be enforced. We follow these rules so that we can become a member and to remain a member in the organization.</i></p> <p><i>On another note the other of Webbers authority we see with in my chapter is the second level. During my interaction with my chapter over the past 3 years I have seen many individuals that have shaped our chapter through the use of their own personality. One person who is able to do this is our current chapter president Nate. He has led our chapter in a much more positive direction. Nate was able to accomplish this through his positive look on every aspect that our chapter is involved in. As the acting chapter president it allows for him to have the opportunity to direct the members through is positive attitude which is then passed along to members and allows for the change to take place. I believe that while the legal rational of the leadership style in this case shapes our organization it is the charismatic authority of the members that shapes who we are in the chapter. I have included an excerpt from our bylaws as evidence which is the guiding rules of our chapter.</i></p>
18.	Student will show knowledge of the "Scientific Management" theory of leadership			
19.	Student will describe personal application of the above theory			
20.	Student will show knowledge of the "Management by Objectives" theory of leadership			<p><i>Peter Drucker in 1954 made the Management by objectives leadership theory popular in "Practice of Management". As suggested by the title, this leadership style is based around the focus of setting objective goals. The purpose of setting goals is to allow everyone a direction to work towards. These goals should be "SMART" meaning that they are specific, measurable, attainable, realistic, time specific. By creating goals that meet this requirement it allows the group to maintain focus on the goals agreed upon. The steps are as follow for, the superiors and the employees identify what needs to be done, then individual areas of responsibility and expected results are defined. These goals/objectives become the guide for the work that is to be done for both supervisors and employees. The employee then becomes self-managed towards the goals that are set. After the goals are accomplished or the dead line passes evaluations are given out off of contribution to the objective. This style of leadership can functions either as a personalized set of goals for an organization. It will function best if the operations are knowledge based, and employees are aware of the work. As a person trying to use this leadership style you need to be aware that this method requires a lot of self management and one should be aware if you employees are skilled enough to meet the objectives. The other major limitations this style has are. It does not address the process; the style allows people to do the work in whatever way they think is fitting to accomplish the objective. In some cases this can be extremely beneficiary but in other cases some people may find it over whelming. The second limitation is that you need to make sure everyone is well aware and understands the objective. This is a problem that</i></p>

21.	Student will describe personal application of the above theory	CSV 302 (URI 101 Mentor)		<p>can easily be overcome but the company needs to be aware of the communication requirements.</p> <p>As a member of the URI 101 mentor team, which is the group of students that are tasked with the responsibility of recruiting, interviewing and training the new URI 101 students. We used management by objective. The URI 101 mentor team was comprised of 6 students who were tasked with different the different roles. We would meet together every Friday and discuss the tasks that need to be accomplished for the upcoming week and in the start of the semester we also set our objectives for the entire semester. A example of the goals that we set were for recruitment (my position) was to recruit 50 plus business students and 200 non business students, our dead line was by the time applications were due which was May 30th. As the URI 101 mentor recruitment chair I was allowed to work however I needed to reach the deadlines and number requirements. At the end of every week we would hold evaluations of how recruitment was coming along with looking how other position were progressing. While working with my partner for recruitment we would split the work up in the same manor that way neither one of use was doing all the work and were aware what the other was doing. By using this style the mentor team experience one of our best years for URI 101 recruitment, interviewing and training. The way that all of this ties back into "Management by Objective" is while we had many of these situations taking place is while we were at these meetings if our work or progress was not sufficient we would set the smart goals. For example if I did not book at both the goal would become. I will book a booth in the union by xxxx, I will also have the time sheet of who will be working the booth 2 days prior to the event. By creating a SMART goal like this it allowed for the other team members and me to know specifically what was going to be accomplished and hold me accountable. After the event when we would have the weekly meetings the evaluation of if the booth went well or not would take place allowing for the team to see if we should stay in the same location or try a new place. By doing so we were able to accomplish all of our goals for the semester. (For evidence I have attached a copy of one of our weekly goal sheets.)</p>
22.	Student will show knowledge of "Theory X and Theory Y" theory of leadership	HDF 290		<p>Theory X and Y were developed by Douglas McGregor. In this leadership style he believed that there were two ways to look at employee motivation and described how these views of motivation would change the method that management took, theory X was the belief that people do not going to work for enjoyment or out of ambition and generally do not want responsibility, and they only go to work for money and security. Managers who follow this belief feels that there employees are self-centered and resistant to change and always trying to find a way to avoid work. When a manager sees their employees in the manner they approach it in two different ways. First there is the hard approach where the managers use many threats, command/control and excessive supervision. The second approach to theory x is the soft approach, which uses permissive, harmony seeking. McGregor felt that using this method was flawed because the employees never really were able to reach self fulfillment. With this method it shows employees had no reason to work once they obtain money and security. Which would me a self repeating cycle would take place of, attains their goal, stops working, needs money again and starts cycle.</p> <p>Theory Y on the other hand uses the assumption that people are self motivated to meet an objective once they have become committed to it, and will become committed if the results address their self fulfillment. This means that the employees dire to come to work is natural and that employees are willing and seeking responsibility. In practice it means that managers will delegate much of the work and responsibility to employees. By doing this it allows employees much more creative freedom and control of their work environment. It also adds job opportunities and allows employees to set personal goals and objectives. Through using Theory Y it requires employees to have a high level of maturity that in some cases could be lacking, if lack of maturity occurs more control will be needed. (For my evidence I have attached the class hand out)</p>
23.	Student will describe personal application of the above theory	HDF 290		
24.	Student will show knowledge of the	HDF 290		Servant Leadership is a leadership theory that was first described by Robert Greenleaf in 1977. This is

	<p>"Servant Leadership" theory of leadership by Greenleaf</p>			<p>when the theory became popular, but it has been used and seen all throughout history. Greenleaf thought of this leadership style as a leader becoming a leader through a desire to serve. This style is characterized by leaders who serve others and lead while keeping an organization's values and integrity as the main goals. Leaders who possess these traits such as, the ability to persuade and to conceptualize, good listening skills, show empathy and to heal. While they are working with their organization they will often build a strong community feeling. This style is often successful because the followers of a servant leader find their own needs met which allows them to fulfill their own potential. Leaders who use servant leadership show great respect for others and work hard to motivate others. (I have included the class hand out as evidence).</p> <p>In addition servant leadership also has 10 characteristics these being, listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and building community. Listening plays a large role in servant leadership it means that a manager is able to actively listen to a subordinate and be able to support or discuss the topic further. This is particularly important when looking at what is unspoken in a management setting. Empathy, servant leaders are able to understand and empathize with others about what is going on. It is important to look at employees not only as workers but people who want to be recognized for the work they do. Healing, a servant leader will work to heal their self or others and foster a strong work environment through personal development. Awareness, this is how it sounds a servant leader will be aware of what is going on personally and in the group. Persuasion, for persuasion this is not a servant leader taking his power over others but to rather convince. Conceptualization, be able to think past the day to day activities and see the long term goals. Foresight, being able to see what may become a future problem, by doing this a servant leader can learn from the past and build for the future. Stewardship, Building a community, a servant leader wants to build a sense of community that will allow the group work in a stronger manner. Lastly Commitment, the servant leader will build feeling of not just workers but allows people to want to be part of the community and add to it.</p>
25.	<p>Student will describe personal application of the above theory</p>	HDF 290	<p>Intrafraternity Council</p>	<p>A personal application to the above theory can be seen in taking my role on the Intrafraternity Council (IFC). I took the position of Alumni and Archives chair for the reason that the position was vacant and there was an upcoming event that needed to be organized and executed in two weeks. For the event I first sat and listened to what needed to be done from the president of IFC. I then set a plan of action and formed a committee in which I assigned tasks out in which I thought the others were capable of performing. By doing all of this I was able to pull off the event, which had an attendance of over 200 people. (for evidence I have attached the check list of tasks and who was assigned to them)</p> <p>This past year I have become the Interfraternity Council president. After taking these positions I have used the servant leadership style to help motivate and lead the members of my board along with the chapter presidents. A great example of this was when we took on the goal to raise \$75,000 for habitat for humanity. When the discussion started about this topic it was met with some opposition and apprehension. To move past this I sat down and listened to all of the points the chapters and a few of my board members were saying. Such points of what if we don't get to our goal, what if we don't want to do it came up. I then empathized with everyone in the conversations saying "it is a large goal and if we cannot make it the goal roles over to the next semester till we do raise the \$75,000" by saying this I eased many of the worries that others had. By doing this I healed the situation and created the awareness of the chapters seeing that the goal was possible but it would be more of a long term process. The final action that I took was persuasion to get the last couple chapters who still had reservations on board; I did this through talking about the publicity that each chapter would gain from us reaching the monetary goal. A few unintentional actions then started to take place after convincing</p>

				many of the chapters we had used our foresight and answered many of the questions about future problems. This allows one of our fundraisers to bring in \$15,000. It also created a strong sense of community for how each chapter had a vested interest in the same goal. Which further built on the commitment that chapters now had for the fundraising goal?
26.	Student will show knowledge of the "Principle Centered Leadership" theory by Covey			<p>Principal Centered leadership is a theory that was developed by Stephan Covey. This theory is designed to fix the underlying issues rather than just fixing the surface issues. This style involves the use of returning to the heart of the problem rather than searching for new strategies. The principles are fundamental truths and moral rules that are used to guide a person decision. By using this style it allows leaders a consistent way to see the problem and judge it.</p> <p>To become a principal based leader you need to be willing to change your habits. The reasoning behind needing to change your habits is because this style is practiced from within and works on four levels. Personal, interpersonal, Managerial and organizational. Each of these levels of these levels has a guiding principle that determines has a leader should manage each situation. For personal and Interpersonal leadership it is based around building trust for yourself and your followers. Managerial leadership puts a focus on empowering your followers by delegating work and responsibilities to allow them to feel energized about the goals. Organizational responsibilities involves alignments is finding the best job and fit for each individual, and aligning the goals of the employees with the organizations goals on all of the other levels.</p> <p>If you are a person using Principal based leaders they have the following characteristics: continual learning, service oriented, a belief in people, and the ability to lead balanced levies and synergistic. They are also continually learning, and see life as an adventure and are always seeking self renewal.</p> <p>Principal based leaders often have the following characteristics: Continually learning, service oriented, radiate positive energy, a belief in other people, the ability to lead balanced levies and synergistic. They are continually learning, see life an adventure and continually seek self renewal. (I have included the class handout as evidence.)</p>
27.	Student will describe personal application of the above theory			
28.	Student will show knowledge of the "14 Points / TQM" theory of leadership by Deming			
29.	Student will describe personal application of the above theory			
30.	Student will show knowledge of the "Visionary Leadership" (now often cited as "Transformational Leadership") theory by Sashkin			<p><i>Visionary leadership is a style that will be guided based on an idea of the future or a vision of the future. It is important for the leader to have a vision for numerous reasons. The vision is used to guide the team as to what direction they are going. Individuals that are visionaries are normally more innovative and will work harder to reach their goals; it will also bring people to work as a team. There are eight principals that can be used to enact visionary leadership. 1. Visionary leaders should take the stance of someone looking from the outside in and for personal perceptions of change work within societal values. 2. Hold their ground in the face of resistance. 3. Take apart the old system, focusing on replacing the leaders and working on a top down method. 4. Direct the transformation through symbolic images and behavior of the visionary leaders. 5. To make sure the transition to the new make sure that there are organizational maps or physical systems for the employees to follow. 6. Real change leaders are necessary to ensure transformation. 7. Create an innovative style of receiving feedback from results. 8. Create a new daily work system that offers a new approach to human capabilities and improvement activities (http://www.rediff.com/money/2007/may/16lead.htm). By using this style it allows for workers to create good decision making skills. Works also gain a sense of trust due to the lack of supervision. From doing this it allows members of the team to feel valued and respected, and to allow for them to very involved in the process. (I have included the class hand out as evidence)</i></p>

31.	Student will describe personal application of the above theory	HDF 290		<p><i>While I was captain of my volleyball team, visionary leadership style is the best way to describe how I motivated my team. After being elected captain my goal was to win our division. During the season, I would always mention to my team which was mostly seniors how great it would be to win the division on our last year. As the seniors started to become more motivated and realized it possible the idea was then passed along to the other teammates. By creating this sense of an overall goal and aspiration our team started to show up earlier and work harder than we had in the past. Ultimately we were not able to reach our goal of winning our division; we just lacked a lot of the height that other teams brought to the court. Our team was still able to finish with a record above .500 which was respectable being in division 1. (As evidence I have attached a sample or the work out that our team followed).</i></p> <p><i>To build off of the above in further detail of being a visionary leader I can relate this while I was planning my trip to mardigras this year. I first started off being a person looking from the outside in seeing the possible flaws and trouble that could come from going to Mardigras. By doing so I now had the counter arguments that I may run into when talking to my friends about going such like where we would stay and what it could cost. The next step was confronting resistance this resistance came from the appearance of my Mom who thought this trip was ludicrous and would only be detrimental to me in my last semester of college. I was able to change her view by working on the top down model in leaders by talking to my grandparents who thought the trip was a terrific idea and the put pressure on my mom on seeing how you are only a kid once. By working down I was able to convince my Mom that the trip was practical idea. Instead of creating a organized map we all created a rough itinerary of where we could be reached or what we would be doing while in New Orleans. To be able to give feedback we also brought our phones to stay in contact with everyone and provide feedback on what was going on. Lastly we create our new daily work system to ensure that the work for classes that needed to be done was completed before we leave this year. Our trip was not a usual use of visionary leadership but in the indirect method it was interesting to see how leadership is applicable in many different ways.</i></p>
32.	Student will show knowledge of the "Individuals in Organizations" leadership theory by Argyris			
33.	Student will describe personal application of the above theory			
34.	Students will demonstrate knowledge of the "4 V's" theory of leadership by Grace (Center for Ethical Leadership)	HDF 290		<p><i>The 4 V model was created by Dr. Bill Grace who based the leadership on his formal leadership research. This theory is based on a general idea that individuals who lead with this style that is based off of a inner journey of integrity and the individual is also making an outer commitment to the common good. Individuals accomplish this through the use of the 4 V's which are values, voice and vision and virtue in the middle. Values which are when ethical leadership looks at the commitment to ones core values. By first looking at your own values it allows for us to then integrate that into our choice making. Vision is allows a leader to frame their actions, especially looking at service to others. Voice allows for the process of communicating our vision to others that will motivate them to accomplish our vision. Lastly virtue which is the center of the process is the idea that we become what we practice. For example if you strive to do what is right and practice that every day you will start to carry that over into everyday life and your leadership style. These are the four major parts of the 4 V model but there are also 3 other sections that surround the V's; these are Service, Polis and Renewal. Service is the connecting piece for Vision and Values, meaning that your values will be tested when you work with others and it will show your real vision of what you plan on accomplishing. Then there is Polis which connects voice to vision, where you need to be able to communicate your vision if you want to ever be able to reach your goals. Renewal is the piece for Voice and Value, with this connection it allows the individual to see if there action and what they are saying relate to the values that they really have. (As evidence I have attached the class hand out) (http://ethicallleadership.org/about-us/philosophies-</i></p>

				<i>definitions/ethical-leadership)</i>
35.	Student will describe personal application of the above theory			
36.	Student will show knowledge of the "Situational Leadership" theory by Hershey & Blanchard			
37.	Student will describe personal application of the above theory			
38.	Student will show knowledge of the "Relational Leadership" model by Komives, McMahon & Lucas			<p>The relational Leadership model is broken up into 4 areas, inclusive, empowering, ethical, purpose all surrounded by the process.</p> <p>Looking at the Purposeful level of the leadership style you see that you need to have commitment to a goal or activity. While working with this type of commitment it is important to think about working with others through common ground and facilitate the positive change you are working for.</p> <p>Inclusion mean gaining an understand, valuing and engaging the diversity inside of a group. While working to gain this understanding it is important as a leader to look at the aspects that make individuals different such as sex, culture. IF you are able to find out more about your group individuality aspect you will gain multiple perspectives on tasks.</p> <p>Empowering is a level that it is broken down into two dimensions, the sense of self, environment conditions that includes all participants. Individuals that are thinking if they have the sense of self think "I have a legitimate right to be here, and say what I feel and think". A person who is including others is thinking "You should be involved in this; you have a right to be here too;" both of these statements show the way an individual feels powered and helps the group.</p> <p>The Ethical stage of relational leadership makes sure that your ideas are all ethical and moral. What this means is that the decisions that are being made are driven by values and standards. By decisions being lead in this manor it helps for ideas to be good and moral in their nature.</p> <p>Lastly all of these ideas are driven by the process, the way the group goes about what they are doing. The process takes part during every stage of the group, through recruiting of members, involvement and decision making. One of the most important parts of the process is making sure that it is defined to all parties. By defining the process it allows all parties to see the energy, synergy and bring momentum to the group.</p>
39.	Student will describe personal application of the above theory			<p>I feel like this is the style that I am applying to IFC. In our meetings we are looking at the future, and the direction that IFC will be going. During this process we are working our hardest to make sure that all of the chapter presidents feel like they are being heard and included into the process. By functioning in this manner we are working around the idea of inclusiveness. Through structuring our decisions in this way it allows for everyone to have the chance to speak (with a few time limits) which allows them to feel valued. The second part is that we allow fraternities the opportunity if they feel passionate about something to take over the event. The third area of purpose we are trying to follow closely. Our focus is that we will be able to help the fraternities grow while holding them to the higher standards which they were founded off. The knowledge of this purpose has helped to guide many of our decisions and what is allowed. By knowing everyone has the same future goal in mind it ensure that when people speak it is to further along that idea. Our group ethics are focused around the idea of brotherhood, scholarship and justice which is roughly what all fraternities are based off of. The fifth part of relational leadership is allowing everyone the possibility to be involved. In the start of every semester we have a leadership that all chapter presidents attend and we go over what is getting done and the presidents decide on what they want to have done and what should be stopped. (for evidence I have included a copy of IFC minutes)</p>
40.	Student will show knowledge of the concept of constructivism			

41.	Students will describe personal examples of implementing constructivism			
42.	Student will demonstrate knowledge of experiential learning in leadership development (Kolb)			
43.	Student will describe personal application of experiential learning in leadership development (Kolb)			
44.	Student will show knowledge of the "Social Change Model of Leadership Development" by Astin et al			<p>The Social Change model was developed by a group of higher education professionals. The idea behind the model is that as a leader you think about yourself and the change that you are able to have. For a person practicing the social change model they will be working on individual, group, societal/community values. Inside each of these 3 themes you have the 7 C's.</p> <p>We first look at the main theme of societal/community values, the C that is applicable here is citizenship. The way that citizenship fits in is through individual and the group become committed and connected to the community. This is kind of the idea of patriotism having the pride for the place you live and wanting to do what is necessary to improve it.</p> <p>Next looking at the group bubble of the social change model we have, collaboration, common purpose, and controversy with civility. Collaboration means working with the group to accomplish the goal, in many cases this will empower one's self and others. Common Purpose is the group having a goal that everyone supports and understands the importance of completing. Controversy with civility really means that if there is an issue in the group individuals have the ability to communicate what the issue is without feel like they are going to be attack for what is said.</p> <p>Lastly, there is individual which includes, consciousness of self, congruence and commitment. When you are conscious of self you understand what your morals and value a, attributes and motives for your actions, you are able to take full responsibility for your actions. Congruence is responding in a manner that is genuine. Finally we have commitment which is the drive behind the work and effort that is being put into the task and maybe why you are leading.</p>
45.	Student will describe personal application of the above theory			
46.	Students will demonstrate knowledge of the "Leadership Identity Development Model" by Komives et al			
47.	Students will describe personal application of the above theory.			
48.	Students will demonstrate knowledge of the Strengths-Development Model by Hulme et al			
49.	Student will describe personal application of the above theory			

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

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
50.	Student will demonstrate how cultural anthropology / paradigms relate to leadership			
51.	Student will describe personal example of using cultural anthropology / paradigms as a leader			
52.	Student will demonstrate knowledge of the "Cycles of Socialization" (Harro) theory and its uses in leadership			The Cycles of Socialization describes how we learn and can influence people. The cycle starts at the beginning, which is where we are born. At this point in our lives we have no blame, no guilt and no choice. While you are at this point you are gaining a sense of biases, history, habit and tradition. When you start to move on to the next stage which is institutional and cultural socialization, you pass through your first socialized where you learn on a personal level where parents, close family and teachers are shaping values rules. After going through the first socialization we are now into the institutional and cultural socialization. In this level of the cycle we are bombarded with messages from schools, television, culture, media, and language this bombardment affects us on a conscious and unconscious level. Moving farther along the trail we reach enforcements which are where you will see people using the knowledge that they have gained to make stereotypes and assumptions. For example to men walking closely together could be thought of as gay or when a crime is committed assuming it cannot be the white male that committed it. As a result of all of this information that we have gained and biases and conscious and unconscious information can lead to people having ignorance, self hatred for thoughts along with violence and crime. After we have reached these results we have two options, we can use a decision to change or do nothing and restart our cycle. If we decide to change we are now interrupting the cycle and reframe from some of our thoughts along with becoming educated and change. If we decided to stay the same we do nothing, don't make waves and follow the status quo. All of these actions surround the core, because of the core surrounded with the negatives it can have a negative element which leads to not seeing any change taking place. If we fill the center with positives and hopes we will see individuals deciding to make the change.
53.	Students will demonstrate personal application of the "Cycles of Socialization"			
54.	Student will demonstrate knowledge of the "Cycles of Liberation" (Harro) theory and its uses in leadership			
56.	Student will demonstrate personal application of the "Cycles of Liberation" (Harro)			
57.	Student will demonstrate knowledge of the "Configuration of Power" (Franklin) and its relationship to leadership			
58.	Student will demonstrate personal application of the "Configuration of Power" (Franklin)			
59.	Student will demonstrate knowledge of racial identity development via the Cross, Helms or other models (Ferdman & Gallegos; Kim; Horse; etc.)			

60.	Student will demonstrate personal application of model(s) of racial identity development above			
61.	Students will demonstrate knowledge of McIntosh's theory of privilege and its relationship to leadership	HDF 412		Privilege and its relationships to leadership according to Peggy McIntosh, describes the invisible privileges that exist when an individual is part of the dominant social group. She discusses certain advantages that have become built into things such as race, gender, sexual orientation. In many cases the dominant social group will receive unearned powers, by keeping this power it just continues the cycle. In McIntosh's theory it describes that prejudice does not have to be intentional or inequality but instead can be placed into our subconscious. Examples are not worrying whether or not when you are walking if you will be safe or not or if you children will receive the same treatment when they are in class. She says that until we accept the fact that we are gaining these privileges we will not be able to make the same privileges available to everyone. When you are leading it now becomes more important to think about the privileges you may be receiving. By thinking in this way and looking at the other privileges and sharing those it will no longer be a privilege and will make things equal.
62.	Student will demonstrate personal application of McIntosh's theory			This is something that I have never really put much thought into when thinking about why certain things may be happening. After learning more about McIntosh, I should become more aware of why things are happening. For example I am a white male that identifies as straight so in many cases I may receive a high wage in the work force than a woman which is not something that is never justified. From the way I identify it means that as I progress in my career I need to make sure that I am aware of ways to stop the cycle that maybe taking place in many situations. One experience in my life where I was the part of the minority class was I went to buy a new suit. When I first walked in to the store and was looking around I did not receive any attention from the store clerks, which I am assuming is because I was the youngest person in the store by 10 or 15 years. Once my grandfather walked in and started talking to me someone immediately walked over and asked if I needed help. This is an example of because of my age I did not receive certain privileges. From experiencing this I feel as if I was able to see what it is like to be on the other side and how not having the privileges feels.
63.	Student will describe the differences and similarities of individual and institutional oppression and relationships to leadership			
64.	Student will show knowledge of effective leadership as it relates to change agency			The theory of change discussed how it is possible to address the systematic oppression that is in our society, by acting as an Ally. It describes an ally as a member of a dominant group that helps the disadvantaged groups. The ally takes actions to stop the oppression that exists, and to help empower the groups that currently do not have the power. At some point we are the entire dominant group in some situation or another. It then becomes that we work for the advantage of a targeted area that is not dominant that we become and ally to them. When we work like this we are taking away the power that people who oppress the minority groups. Some actions that minorities take part in include, calling out members of their group who say or may act in ways that are not appropriate. They may also join members who are disadvantaged and help their groups. In some cases being an ally can stop violence by saying it is not alright to harm others, this is "breaking the silence" and in the future the minority group will be more likely to be heard. A third way in the theory goes into by being an ally you now are a positive role model to others. You have now broken the cycle and people who are still forming identities will see your actions as what is the norm and will help to end the oppression. It shows them that they have a choice in the ways that they behave.
65.	Student will describe personal examples of being a change agent			
66.	Student will create a personal code of inclusive leadership			When I am a leader, I will make every effort to avoid any prejudice or biased behavior or attitudes towards any persons because of the way they may identify or their backgrounds. I will also be aware of any unconscious advantages that I may have to pass them along to others. I will try to be inclusive to those that I am working with and leading and have no tolerance for those that try to oppress others

				because of how they identify or backgrounds. I will also make every effort to not remain silent when I see inequality taking place.
67.	Student will demonstrate knowledge of the "Model of Intercultural Sensitivity" by Bennett and its uses in leadership			
68.	Students will demonstrate personal application of the "Model of Intercultural Sensitivity" by Bennett			

Outcome Category: Critical Thinking

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
69.	Student will show knowledge of principles of critical thinking (logic is used in this minor)	HDF 412		<p>Logic can be divided up into four main areas being, formal, informal, symbolic and mathematical. Formal logic works through process in a very step by step process which people would normally call very "logical". Informal logic what is used during everyday conversations and writing. You also find the most logical fallacies during this time. Symbolic logic is the study of symbolic abstractions and mathematical logic looks at the structures of logic and applies it to other fields.</p> <p>Inside formal logic there are two types of reasoning. The first is deductive reasoning, this is when a large observation is made and applied to smaller more particular incidents. The second is inductive reasoning which does the vice versa you take a small observation and pass it along to a larger scale.</p> <p>It is also important to pay attention when having a logical argument to look at logical fallacies. These fallacies include, Ad Hominem, begging the question, hasty generalization, slippery slope and false analogy.</p>
70.	Student will demonstrate proficiency of critical thinking	HDF 412		In HDF this semester we spent a considerable amount of time talking about the fallacies. While we were having this discussion we watched the movie 12 angry men. During this movie we outlined the fallacies as we identified them. By being able to find them during the movie shows my proficiency. (For evidence I have attached our sheet)
71.	Student will show knowledge of at least five decision making methods			
72.	Student will describe personal examples of having used five decision making methods			
73.	Student will show knowledge of at least five problem solving / conflict management methods, as well as understanding the roots of conflicts			
74.	Student will describe personal examples of having used five problem solving / conflict management methods (if student has been trained in mediation, that information goes here)			
75.	Student will describe what it means to analyze, criticize, synthesize and utilize information as a leader			
76.	Student will demonstrate knowledge of leadership that is used in crisis	Bus 341 (Organization)		<i>In crisis management there are some key aspect that leader must depict. These traits are to inspire trust in their ability, create a sense of calm by the leader showing his concern for the welfare of the</i>

		Behavior)		<i>group, show that everyone is sharing a equal amount of risk and sacrifice to overcome the threat. In many cases though there will be differences in the day to day crisis management though because of the variable that can go into each situation. For example there is often quick decisions making involved, that needs effective communication and a strong chain of command to deal with the problem. In some cases a leader needs to know immediately what direction they will follow in a quick decisions making problem because it is possible someone's life may depend on it. A case where more of facilitation base crisis management the leader needs to focus on empowering others to contribute. By focusing on integrating everyone into the situation it allows for an environment where people can work together and fix a large problem much easier. Another major process to handling crisis management is to have proper planning ahead of time, which will allow everyone to know what their role is if something goes wrong. Specific steps for them to follow would be, assess the situation, look at the realities of the situation, take action, stabilize the situation, find and fix factors that are leading to the problem, ask for help if you need it. Lastly the most important factor for you as a leader is to not panic and keep calm, because if you look nervous or afraid you will lose your credibility and others will worry more, and could lead to the crisis becoming larger.</i>
77.	Student will describe examples of leadership in crisis situations			
78.	Student will describe how power applies to leadership (Franklin)			

Outcome Category: Interpersonal and Organizational Concepts & Skills

	Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
79.	Student will demonstrate knowledge of active listening techniques	Com 100		<i>To be able to talk about being an active listener you first need to make the distinction between listening and hearing. Listening involves actively taking in and processing the message, while hearing is merely the physical act of sound hitting the eardrum. To be an active listener you need to be aware of the five points: show that you're listening, provide feedback, defer judgment, and respond appropriately. To pay attention you need to make sure that you are giving the person that is presenting or talking to you your undivided attention. This means that you are looking at them to read non verbal communication cues like body language along with listening to the verbal communication. While giving a person your undivided attention you need to make sure you are not being distracted by things such as texts messages people around you. The most difficult part of paying attention is making sure you are still listening and not preparing how you will respond to what is being said. Then you need to show the speaker that you are listening. Some of the best ways to do this is the use of non verbal communication such as body language, along with verbal cues to encourage the speaker to continue. Before you start to provide feedback you need to make sure that you are aware of what is being said. This means that while listening to the speaker you may need to occasionally ask clarifying questions or ask the speaker to summarize the points that have been covered to make sure you are aware of the main points. While you are listening and providing feedback you want to make sure that you defer your judgment till the speaker has finish speaking. If you interrupt the speaker it makes understanding the speaker more difficult along with harder for the main points to be presented. Finally, when it comes</i>

				<p><i>time for you to respond, make sure you do it appropriately. This means even if you disagree what you just heard and the statements made you need to remain respectful and explain your point of view. You want to make sure that you remain open and honest while you respond as well.</i></p> <p><i>In addition to be an effective listener it requires that we not only do things that will make you a strong listener, but you want to avoid actions that will make you and effective listener. These things include pretending to listen, attempting to turn the attention towards yourself, selective listening (only hearing what you want to hear), taking remarks as personal attacks, listening in order to just refute. It is important that when we are listening to be mindful of active and positive listener and avoid negative practices. (For evidence I have attached my Com 100 syllabus.)</i></p>
80.	Student will describe examples of using active listening skills	HDF 290	Orientation leader	<p><i>An example of a time that I needed to use active listening skills would be in Com 100 when we would need to evaluate and respond to the presentations that took place during class.</i></p> <p><i>A much more involved example is from this past summer when I worked as an orientation leader to the incoming freshman class. While you are talking to your students you need to facilitate the discussion and not talk at your students. What this means is that you are actively listening to what the students are saying and their body language so that you will be able to ask follow up questions. Also while we are listening and preparing to give feed back to students, there are times when questions that are asked that are inappropriate that can be aggravating and it is important to not practice the ineffective listening practices such as listening so you can just argue back, or just pretending to listen and not take in what is being said.</i></p> <p><i>Another example of a time when I was actively listening was when I worked as an orientation leader and would sit and hold discussion with my students. While holding the discussion with the students it was important to stay involved and to make sure that I was able to find the meaning behind the question that the students were asking. In many cases while students were asking questions there were many other things going on that I needed to be aware of, this at times caused problem in giving the students my undivided attention. I was able to learn as the summer went on that there was more time than I thought and when students would ask question I could block out what was going on and be able to answer the student's questions effectively. I was also at times able to ask a follow up question for them to make sure they took away the most they could from orientation. (For evidence I have attached a sheet that was given during orientation on how to actively listen)</i></p>
81.	Student will show knowledge of techniques regarding giving and accepting of feedback	BUS 345		<p>There are some very important steps to remember when you are giving or receiving any type of feedback. When you are giving feedback it is very important to make sure that the information you are saying in communicated clearly, this will prevent your words from being misinterpreted and the error reoccurring. You also need to make sure you avoid certain words like "but", when you say but it really takes away from everything you just said. Lastly when you are communication with the individual about the feedback thing about how they may feel if you were in their shoes and getting reviewed. Also since change is difficult you may not see any type of change right away.</p> <p>When you are receiving feedback the most important thing is to not take anything that is being said person because if you do you then become very defensive. While you are receiving your feedback it is important to ask questions because what you're being told is another person's opinion so you may not see what needs to be done clearly.</p>
82.	Student will describe examples of giving and accepting feedback.	BUS 345	Interfraternity Council	<p>In my business in society class much of the work that we do is in a team, from having such a large amount of team work being required it leads to differences in work ethic and quality being seen. Do to this our professor took a class to sit us down and teach the class how you should deal with taking feedback. Each team member of the group was required to write down three pros and cons that each team member was committing. After doing this our professor described what you do when your receive your feedback, you sit smile and say thank you because the feedback is just describing what you are doing not attacking you. After our professor went through this we went through and gave out our feedback for the team members.</p>

				Another example of giving and accepting feedback is for the Interfraternity board we ran end of the semester reviews on what is being done. With these reviews we clearly outline what needs to be improved upon as a chair positions for them next semester. I also ask each position to give me an evaluation of my performance and where they would like to see change. By doing reviews in this manner I am able to avoid my members feeling like they are being attacked from me just reviewing them and working towards improving how the board functions. (evidence is the evaluation form)
83.	Student will demonstrate knowledge of facilitation and de-briefing techniques	Bus 365	Orientation Leader	<p><i>As a facilitator it is important to know the goals and points that you are trying to get across to the individuals you are facilitating. It is important to think of what type of facilitation that you are trying to accomplish if it is a discussion or a class or if you are facilitating activities. If you are leading a discussion the role of a facilitator is to make the group involved through open ended questions that will lead the group to the goals and points that you are trying to make. The point of a facilitator here is to act more as a guide to the major points not as a person that is talk at the individual and let the answers be discovered by the individuals you are talking to. Outside of just asking question you also want to make sure that everyone has the chance to speak, and at times this means you call on students that are quite.</i></p> <p><i>If you are leading a class or an activity the role of a facilitator takes a little bit of a different approach you need to think of what you are trying to accomplish in the sense of a pyramid. You want to create a base of information at the start to build on. This allows for the process to be continues discovery until the end of the class/activity Before you start any of the activities it is most important that you make sure you have stated clear instructions of what is ahead and that everyone is aware of what needs to be reached. Running the class also takes much more preparation to have back up events if one that you are trying to run falls through and the individuals just aren't interested. You also need to monitor the group's energy and make sure that there is continuous energy and involvement otherwise it will be like pulling teeth to have your group to reach your points. After you have run the events and kept the group involved you want to make sure that you debrief them on what just happened. This can be some of the hardest parts to accomplish because you now need to switch roles and start thing about question that need to ask so you are not spoon feeding the information. (As evidence I have attached one of the training sheets from URI 101 which covers how to effectively facilitate a group.)</i></p>
84.	Student will demonstrate proficiency of facilitation and de-briefing techniques	Bus 365 (marketing principles)		<p><i>As part of our Business 365 class which is marketing principles. As part of the class you need to run a class with your group where you are presenting a chapter of the book. During your presentation you are required to facilitate the class discussion. For our facilitation we created an activity sheet for the student to fill as we were presenting to keep them involved the entire time. When we first started off our presentation we introduced our selves along with presenting the major points we planned on accomplishing so to make sure the class was aware of what we wanted to convey to them. As we moved on to our presentation and started to cover the topic we asked questions to the class that brought them into the discussion such as "when dealing with international markets what are some problems you may face". Facilitating the discussion in that manner we were able to keep the classes attention and activity level up. When we neared the end of our discussion we went back to the class and asked them to sum up some of our major points, we also went through the work sheet that we handed out to confirm that the class had answered the questions and not only wrote down the answer but verbally heard what was covered again in summary.(for evidence I have attached the requirements for the presentation)</i></p>
85.	Student will show knowledge of organizing meetings / setting agendas / and leading meetings			<p><i>When you are setting up and preparing for a meeting, there are some general steps that much take place before hand. First prepping for a meeting is one of the most important things you can do. This includes logistics, such as picking a date, time and a place to hold the meeting. When you are looking at placed to hold your meeting you want to make sure is plausible for all parties to get there and has minimal distractions. While thinking about a meeting time you need to consider how long the meeting will last. Looking farther into logistics you need to think about who should be attending the meeting and what is appropriate to expect from the members regarding on who should present. You will also</i></p>

				<p>need to create a meeting to show what the meeting is directly about and to show the main topic points for those attending the meeting. While you are doing this you want to make sure you include time frames for each topic that way you are able to keep the meeting moving. After you have create the agenda with the main points you then need to distribute those to ever is attending the meeting you can do this either at the meeting or a day before hand. When you start running the meeting there are a few points that you should consider. First, there should one be one leader or facilitator for the meeting. This person is responsible for tracking time and making sure that the meeting is following the topics as well. Probably one of the most important roles of the facilitator is to observe the members in the meeting to make sure they are still involved and listening to what is being said. Way that the facilitator would be able to accomplish this is to occasionally stop and clarify really long topics also allow for breaks. By doing this it will give people the opportunity to take a break from all the information and come back feeling fresh, it also will allow for a chance for the members to form questions and become more involved. While the meeting is going on it is also a good idea to have a secretary to take notes about what is being said and to distribute minutes out after allows the follow up to occur. By creating minutes it gives you the opportunity to talk about the next steps that you will be taking to continue your progress. (http://www.smallbusinessnotes.com/managing-your-business/how-to-organize-meetings.html)</p>
86.	Student will describe personal examples of organizing meetings / setting agendas / leading meetings	CSV 302 (URI 101 Mentor Team)	Sigma chi Vice President	<p>While serving as my fraternity's vice president it was my job to run the executive board meetings. This job included booking the meeting space at the beginning of the semester, contacting the chair positions that were responsible for attending and creating the weekly agendas. While I was V.P. I was able to success fully book the memorial union room 312. I also contacted our secretary and made sure he was going to take minutes at the meeting to pass onto the general chapter so they were aware what was being discussed. By setting up and holding our meetings in this manner we were able to have one of our most successful years on all fronts winning multiple awards at the end of the year banquet for Greek Life.</p> <p>A second example of a time when I was responsible for holding meetings and creating agendas was when I took CSV 302 (URI 101 Mentor Team). While I was in this class I was responsible for the recruitment process for the entire URI 101 students. What this means is during the month of the semester I was charged with organizing all of our events and getting other members of the mentor team there. Every week we held weekly meetings during these meetings I would create the agenda of when the upcoming events were and the number of member I needed to attend. Through creating these agendas ahead of time and informing the members at the meeting I was able to have attendance at all of our events and recruit over 250 applicants. (As evidence I have attached one of our chapters minutes)</p> <p>The way that I ran both of these meetings was through the use of Roberts's rules of orders in the way that meeting agendas were created. These agendas followed a very structured path starting with stating what the meeting is along with stating the date. After this was stated the meeting then moves into roll call of attendance and the approval of last week's minutes. The meeting then moves into the executive reports moving from president, vice president, parliamentarian, treasures, and secretary. When the secretary finished we then move onto the service chair reports starting with the programming moving to recruitment, service and involvement, public relations, academic affairs, risk management, alumni and archives. The final reports come from the Greek advisor, Greek affairs interns. When all of these reports finish we then talk about any old business, open the floor to new business and announcements. When all of these are finished someone needs to motion for adjournment and gain a second before we are able to end the meeting.</p>
87.	Student will show knowledge of Parliamentary Procedure	Business Law	Sigma Chi President Interfraternity President	<p>In my business law class we reviewed the steps of parliamentary procedure, to summarize what we were supposed to do is that at the start of the meeting you announce what the meeting is for and the date it is being taken place on. After this you follow through for approval of the previous min that have been taken and sent out. A member with voting rights will motion to pass the previous minutes and then a vote is taken. Upon doing so you move into executive officer reports starting at the president</p>

				and working down. Upon doing this if you have chair positions you can have them present their reports followed by new and old business and lastly announcements. Evidence (Roberts Rules of order)
88.	Student will show knowledge of techniques for working with difficult people	Bus 341 (Organization Behavior)		<i>There are many different ways to deal with difficult people. One of the most important things to remember when you are working with difficult people is that you may not be able to control the people being difficult but you can control your own emotions. People can become frustrated while working on a project and have different methods of working on things than you, when this happens you have a choice of how you want to respond, negatively or positively. If this does happen you need to remember to detach yourself and remember to get over and let the emotional outbursts that a difficult person may have, and stay objective. A great way to do this is act as if the bad behaviors never took place and reinforce the positive behavior that is taking place. Another way to deal with a difficult individual if they start to attack you personally with comments and are off topic is to try to change the direction of what they are talking about back to the actual point. You will also want to not take what is being said personally because what they are saying is because they are upset and don't really reflect their real thoughts. If some of these methods aren't working one idea is to simply walk away from the problem and deal with it later after you and the difficult individual have calmed down. Or you can talk to the individual about how they cannot take advantage of you, when doing this you want to be calm and firm and make sure that you are not attacking the other person yourself. A ways to avoid the person feel as if they are being attacked here is to use "I" language verses "you". Also ask about ways you can work to improve the communication and the situation that has arisen. In conclusion though the most important thing to remember is that you need to remain calm and not take the attacks personally. (I have attached slide from class showing dealing with conflict</i>
89.	Student will describe personal examples of using techniques to work effectively with difficult people			A few summers ago I worked at Richmond Country Club; while I worked there I had a very difficult boss to work with. While I was working I was the youngest employee by about 15 years that worked on the course. This meant that my boss wanted to make sure that I "earned my stripes", what this really meant was he was going to give me the hardest most miserable jobs that he could find. The techniques that I used to defeat this was instead of taking the jobs as miserable jobs I took the opportunity to do them better than anyone before me. By doing so I was able to get the attention of the owner and applauded for my efforts which also lead to a pay raise. I also never took the jobs as a personal attack I pretended to myself that he indeed wanted me to learn about the course and earn my stripes instead of just passing work off. By not allowing myself to feel personally attacked I was able to maintain a smile when I was work and have fun with the other employees that were on the course.
90.	Student will show knowledge of the stages of group development (Tuckman, Bennis or others)			
91.	Student will describe personal examples of group development in use.			
92.	Student will show knowledge of group dynamics and group roles			
93.	Student will describe personal examples of group dynamics and group roles			
94.	Student will show knowledge of effective memberships skills in groups			
95.	Student will describe personal examples of membership skills in use			
96.	Student will show knowledge of the Challenge and Support theory by Sanford, and its relationship to organizations			This is a theory developed by Sanford, where you are searching for the best environmental factors to improve growth. The theory was developed for students to develop based on balance of challenge and support. If you have too much support and not enough challenge this creates an overly comfortable environment, which leads to little development. On the other hand if you have too little support and too much challenge, it in turn makes development impossible and negative experience. The theory is not

				saying that individuals will not fail at all; it is saying that the individuals will have the resources available to help prevent failure and if they fail a support system is in place to help correct the issues. The theory also shows that the task individuals will be working on will be in reason of difficulty. (For evidence I have attached a hand out that shows when you are most productive using challenge and support.)
97.	Student will describe personal examples of using the theory of Challenge and Support			
98.	Student will show knowledge of the construction / elements of informative and persuasive speeches	Com 100		<i>During my Com 100 class freshman year, the first part of the class is aimed at public speaking and the different ways that you can go about it. Before giving our speeches to the class, we first spent about week learning about the difference of informative and persuasive speeches. After learning a little about the history we then moved on to working on our presentations. The first part was to pick our topics. The teacher encouraged us to pick a topic that we knew well along with something that would be entertaining to the class to hear about. Once we had decided on the topics we moved on to narrowing down the key points which we chose to discuss and meet the allotted time. It was now time to start writing our speeches were we had to keep in mind a few key areas like a paper these include the thesis, summarizing our points and interesting intro and conclusion. During our presentation we made sure to consider our audience, and assume that they knew nothing about the topic. By doing this it went a long way with establishing credibility, through relating our personal experiences along with the classes experiences we also included quotes and facts about the topic. The speech was broken into four main components, introduction, body, conclusion and transitions in between. In terms of an introduction we wanted to make sure that we had an attention grabber to make sure the class was listening, we also wanted to introduce ourselves and the topic. Then moving onto the body paragraphs then just included our main points of information for the speech. While doing this making sure we stayed on topic and addressed all the main areas was very important. If we didn't do this we would have lost much of our credibility but if we did do this we gained more credibility and made the presentation better. After presenting all the main points we moved onto our conclusion were we summarized the main points along with ending on an interesting note that would keep that class discussing what we said for a long time. (As evidence I have included the hand outs on effective public speaking)</i>
99.	Student will demonstrate proficiency in informative and persuasive public speaking	Com 100, HDF 290		<i>Through the course of this semester we have given many speeches, this includes informative or a persuasive speech. I chose to do my topic on new student programs and the importance that they play on student transitions. In this speech I focused on talking to the class and bring back their memories that they had from URI 101 or orientation and relating those memories to fact and figures that I had obtained in my research. By allowing the class to relate to the persuasive speech it allowed for me to not just talk at them during the presentation but to connect with them and see the importance that the new student programming really plays in transitioning students. I was able to obtain a 94 which demonstrates my proficiency in most cases of presentation. (As evidence I am submitting my outline for the presentation.)</i> <i>Another example of a time when I used persuasive or informative presentation comes from when I took Com 100 freshman year. Again we were asked to give one or the other in a presentation. This presentation was a little different because it was a group presentation where we decided to present the informative speech on why eating health may be a little more work but will lead to a better life style. During the presentation we divided up the facts evenly to ensure equal group interaction and to break up the speech for the class that was listening.</i>
100.	Student will show knowledge of planning and conducting interviews (as the interviewer)	Bus 390 (career passport class)		<i>When interviewing it is important to keep a few key points in mind. First make sure you are prepared in advance. This includes doing such tasks as reviewing any relevant or important materials, along with preparing pertinent questions. Some examples of this would be reading articles or works by the person being interviewed if they have any. The second point to remember is the tone of the interview. You want to make sure that you show that you appreciate the interviewee allowing you the interview and</i>

				<p>taking time out of their day to talk to you. While you are preparing your questions for the interview you want to, keep them on task along with varying the areas and types of questions. Lastly you want to make sure that you keep the interview in the allotted time along with thanking the person at the end of the interview. (http://www.dandb.com/credit-resources/human-resources-management/interview-effectively-as-an-employer/) (as evidence I have attached a hand out that I received in my Bus 390 class)</p>
101.	Student will describe personal examples of planning and conducting interviews (as the interviewer)	HDF 290	Interviewed Incoming URI 101 mentors	<p>In the small business, local politician or nonprofit leadership section, we were required to interview an individual in one of the fields. I chose to interview an alumnus Carl Graveline who has recently started his own business. Before I interviewed Carl I created a list of questions that would all me to answer all the parts of the rubric for the assignment, I also create questions that helped me learn more about Carl and how he had come to where he has and how I might be able to reach those points. We held the interview over the phone because Carl currently living in Connecticut. As Carl was answering the questions I was I wrote down the points so that I would be able to create my speech later on along with writing the paper. (As evidence I have included my speech, because this covers all the major questions I asked Carl)</p>
102.	Student will show knowledge of preparing for and effective answers in interviews (as the interviewee)	HDF 290		<p>Before you walk into an interview, it is very important that you show interest and enthusiasm for the position. One way to do this is to research the company, along with making sure that you know about the company's history along with some of their past accomplishments and future goals. A great way to show your preparation is to have questions prepared yourself. Once you have finished your pre interview preparation you want to think about what you will be wearing to the interview. Conservative professional dress is always a safe decision to go with. Now that you are ready to go to the interview you want to make sure you arrive to the person's office no more than 10 min early. This shows that you take the interview serious and does not inconvenience that interviewer by you showing up to early. Going into the interview now you want to make sure you are paying attention with responding at the appropriate time along with smiling and having positive body language. After the interview you want to make sure that you thank the interviewer, and within the next few days send a hand written letter thanking them again. (As evidence I have attached a hand out from my business 390 class)</p>
103.	Student will describe personal examples of preparing for and being interviewed	HDF 290	Amica Insurance Interview	<p>This past semester I was interviewed to be a URI 101 mentor. The interview was conducted by students and was a group interview. For the interview I dressed in a business casual manor to make sure that I was dressed nicely but also not over the top. Before I went into the interview I made sure to review information on being a URI 101 mentor along with talking to past mentors so I would have questions to ask the interviewers. While the interview was taking place I made sure to allow the other candidates the opportunity to asker questions and is involved but I also remained involved. After the interview I thanked the interviewers along with sending a thank you follow up letter the next day. I found out a few weeks later that I had been selected to be a URI 101 mentor, which shows that the interview process went well. (As evidence I am including the acceptance letter that I received after the interview)</p>
104.	Student will show knowledge of effective collaboration / coalition building			<p>A coalition is an alliance among individuals and organizations that work together to accomplish a common goal or issue. Many times these goals look a wide array of change and will bring individuals in with a divers set of skills. To be successful with all of these people with different skills it is important to allow the individual goals they can meet but a larger picture where everyone is needed. By doing this it motivates everyone to stay together and accomplish the goal. Successful coalitions need to have clear requirements for the people participating to allow them to know what is needed. Tips for ways to build a community coalition include: involving a diverse group of individuals, allow for prep time on tasks to build a strong team. Invest in a shared vision of what is to be accomplished. (http://www.hudhre.info/documents/BuildingEffectiveCoalitions.pdf)</p>
105.	Student will describe personal examples of working in collaborative/coalitions	HDF 290	Philanthropy Week	<p>This year I ended up running Philanthropy week for Greek life. I originally was only going to be responsible for checking in on the process and giving limited feedback. This did not end up happening because the programming chair ended up dropping the position before the week started. After I</p>

				became tasked with running the event I brought in other members from my IFC board that possess different skills to accomplish the task in the short amount of time that we had. From our common goal of planning the week and the individual tasks that I assigned we ran a smooth week of events and brought in new events such as minute to win it (contestants have a minute to win a challenge) and dollar wars (participants need to collect as many single bills as possible). For evidence I have attached the event descriptions what we created.
106.	Student will show knowledge of Intercultural communication considerations			
107.	Student will demonstrate proficiency in intercultural communication			
108.	Student will describe ways to maintain accountability in leadership / member relationships			When trying to maintain accountability there are a few steps that you should take into mind. First is seeking out other like minded people who want to be in a relationship where accountability is going to be involved. This idea goes off that if you are working with an individual and they do not want to be accountable there is no point building/maintaining the relationship. Second you want to also be vulnerable with what is taking place, if both parties have a vested interest in the process it is easier to keep the individual accountable. Third, be honest accountability is only as useful as the feedback and honesty that is taking place. Fourth, meet regularly, by meeting it gives you the ability to keep the process on track and maintain the accountability that has been created. Lastly, ask the right type of questions. If you are asking relevant questions you will be able to see if what is said to be getting done actually is. (http://www.homework.com/tips-maintaining-accountability-ta-a-122.html)
109.	Student will describe personal examples related to maintaining accountability as a leader	Bus 404 (Audit)	IFC Standards board	<p>Maintaining accountability as a leader is a task that is always relatively difficult. During this school year as a member on the IFC standards board I have held meetings to punish fraternity for missing events or other various incidents. When we are holding the standards we ask the chapters their side of the story and look for as much detail as possible. After hearing their side of each incident we then ask a round of questions to answer any last concerns. Once this process is over we then have the defendants leave the room and discuss the punishment for the offense. We later bring the defendants in and let them know if we found them guilty with a punishment or let the issues go. By doing this we have been able to keep many of the chapter in line and out of trouble, because of this my board and the fraternities have gained a better experience this year.</p> <p>In my business 404 class which is Audit, we are currently talking about maintaining accountability with companies when we are holding audits. During the class our professor has talked about if you are performing the audit and not being given what you expect you have the right to hold them accountable and say "I am the auditor and I get what I want". By acting in this manner it ensures you gain all information that is needed to make sure there are no material misstatements in the financial statements. (for evidence I have attached the ifc constitution)</p>
110.	Student will describe ways to build relationships between leaders and members			
111.	Student will describe personal examples of building relationships with members as a leader	Bus 345 (Business in society)	Tour Guide	While I worked as a tour guide during the summer from my freshman year to sophomore year I gave many tours. While I was leading tour the parents and students looked at me as the leader of group in what we would see and when we would get there. During the tours I always tried to get to know the families or a better level than just where they were from and wanted to study. The reason that I would do this is because it allowed me to better answer the questions and show why URI fits the students. One particular tour where this stands out is with small tour the students were all interested in majoring in engineering. After I had learned this we changed the route of the tour to stop by the engineering quad and seeing a classroom. After allowing the students to see this parent were very thankful and sent me an email later thanking me again. By gaining this relationship with the potential students on the tour I like to think I was able to recruit them to URI.

112.	Student will describe how credibility applies to leadership, as well as the characteristics and skills of a credible leader			Maintaining a sense of credibility as a leader is extremely important. To be seen as credible it means that you are believable, reliable, trust worth and confident. In today's world people are much more likely to follow someone that they find credible. Traits that people look for when deciding if you are credible are, trust, worthiness, discretion, confidence, and the most important integrity. To show that you carry the before listed traits really break down into a series of actions. When working on a project having an overall vision of where you would like to take the project while also keeping it very positive. You should also be competent meaning that you should not just talk you also have to take action. Stay consistent and true with those decisions you are making along with knowing your values and the group values. Let others also contribute and give you feedback on what you are working out. Then use the suggestions that you're given for change. If you ever do lose your credibility you will most likely lose the trust of the people working with you. For evidence I have attached an article about politicians losing credibility and then support.
113.	Student will describe personal examples of building, maintaining, and repairing his/her own credibility as a leader	HDF 290		
114.	Student will describe principles of effective mentoring, as well as problems particular to the mentoring relationship			
115.	Student will describe personal examples of mentoring and being mentored	HDF 412	Amica Insurance Campus ambassador	As an Amica Insurance Campus representative, I am responsible for advertising, when Amica will be on campus recruiting along with attending the job fairs. I have never held a job like this before which means that I am interacting a great deal with my boss Derek. Derek is the current manager of the training and development department. Ever since I have started the position I have worked closely with Derek and he has taught me much about how I need to act/dress at events. For example when just holding a general booth it is acceptable to just have a sports coat with a tie and slacks. Where when you are at a career fair you need to be in a suit. This information has become very helpful not only as a student talking to students but when I am talking to potential employers that I am interviewing with. Derek has also mentored me on many different styles of interviews and how I can be successful. (for evidence I have attached a copy of an Amica event that I helped to put on about being professional in an online environment) I believe this evidence shows the information I have been given to mentor me in being professional.
116.	Student will describe principles of effective peer leadership, as well as problems particular to peer leadership			
117.	Student will describe personal examples related to being a peer leader and being led by peers	HDF 290	Sigma Chi Derby Days Chair	In my fraternity we have a national philanthropy event; the event is called Derby Days. Derby days is typically an event that runs for 3 to a week long. I was our past derby days chair, this meant that I was tasked with creating a committee to help me with this process of working on all the logistics. With this system I was responsible for leading my brothers and making sure we booked all of the correct locations and had approval that we needed. I was also tasked with during the week making sure that if someone had a question about the event for that particular day I knew the answer for them. Our Derby Days ended up being a huge success and we were able to raise a total of about \$3,000 dollars in 3 days. (for evidence I have included one of our flyers)