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:

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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, and family leadership roles.

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 30 classes from 10 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 874-5282
- 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 member of the Leadership Advisory Committee will be assigned to the student as "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 member of the Leadership Advisory Committee 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. 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" (spring only)
- **One capstone course** (3 credits):
  HDF 490 (498 C) "Historical, Multiethnic, & Alternative Leadership Studies" (fall only)
  COMM/MGT 402 "Leadership and Motivation" (spring only)
- **An internship** (2 credits; 80 hours)
- **Portfolio class** (1 credit) HDF 492

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 300L	Civil Rights Movement in the US	HDF 290	Modern Leadership Issues (also an introductory option)
COM 100	Communication Fundamentals	HDF 498	Historical, Multiethnic, Alternative Leadership
COM 202	Public Speaking		(also a capstone option)
COM 210	Persuasion: The Rhetoric of Influence	HDF 498	Leadership in Fraternities and Sororities
COM 220	Small Group Communication	HDF 498	Student Organization Leadership Consultants
COM 221	Interpersonal Communication	HDF 498	Leadership for Activism and Social Change
COM 302	Advanced Public Speaking		
COM 322	Gender and Communication		
COM 361	Intercultural Communication		
COM 383	Rhetorical Theory		
COM 411	Advanced Rhetorical Theory		
COM 415	Ethics of Persuasion	HDF 498	Leadership for Student Athletes
COM 421	Advanced Interpersonal Comm.	HDF 498	FLITE Peer Leaders
COM 422	Communication-Conflict Intervention	MGT 300	Introduction to Management and Supervision
COM 450	Organizational Communication	MGT 301	Organization and Management Theory
COM 451	Leadership and Motivation (also a capstone option)	MGT 302	Organizational Behavior
COM 461	Managing Cultural Differences in Org.	MGT 303	Personnel Administration
CSV 302	URI 101 Mentors (and other mentors)	MGT 306	Skill Development-Org Behavior

MGT 401	Women in Business and Management	ROTC	the class series covers all the electives for this minor
MGT 407	Organization- Management Theory II	SOC300P/WMS350U	Women and Work
MGT 408	Organizational Development, Change	THE 221	Stage Management
PEX 375	Women in Sport-Contemporary Perspectives	THE 341	Theater Management
PSC 304	Introduction to Public Administration	WMS 150	Introduction to Women's Studies
PSC 369	Legislative Process and Public Policy	WMS 310	Race, Class, Sexuality in Women's Lives
PSC 504	Ethics in Public Administration	WMS 350	Feminist Politics and Militancy
PHL 212	Ethics	WMS 350Y	International Women's Issues

CENTER FOR STUDENT LEADERSHIP DEVELOPMENT

Office: Memorial Union Room 210   Phone: (401) 874-5282   **Fax:** (401) 874-5317   **Email:** cwilson@uri.edu

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.
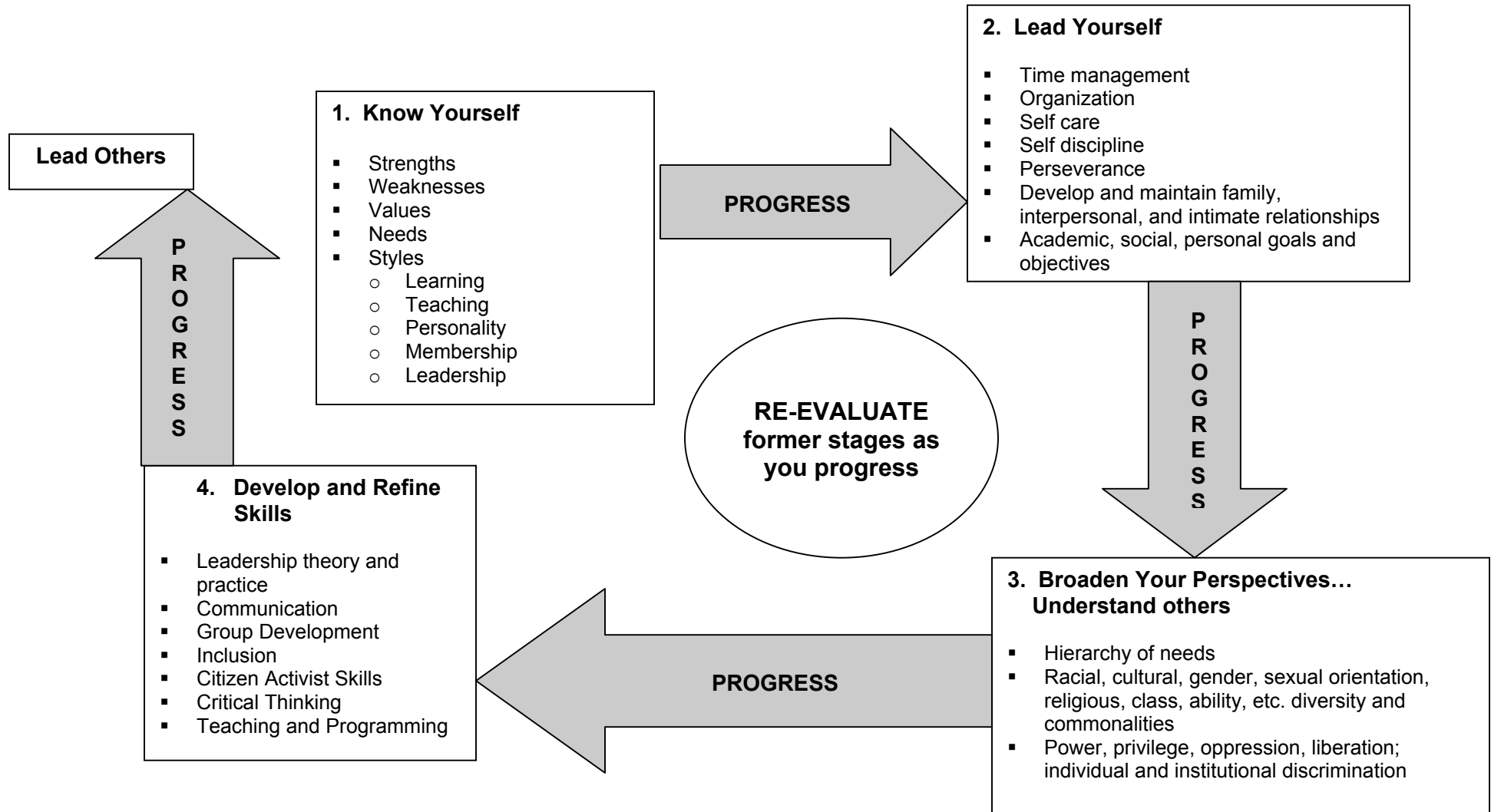
Supporting Values and Theories:
- We believe that all students, no matter what the GPA or previous leadership/membership experience, deserve a chance to engage in leadership development opportunities
- We believe that students should create their own definitions of success
- We believe that "no one person 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
    b. Leadership in Fraternities and Sororities
    c. Leadership for Activism and Social Change
    d. Leadership for Student Athletes
    e. Outreach and Peer Leadership
- 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 Komovies, McMahon and Lucas, 1998.

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

Lead Others

1. Know Yourself

- Strengths
- Weaknesses
- Values
- Needs
- Styles
  - Learning
  - Teaching
  - Personality
  - Membership
  - Leadership

PROGRESS

2. Lead Yourself

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

PROGRESS

PROGRESS

PROGRESS

RE-EVALUATE former stages as you progress

4. Develop and Refine Skills

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

PROGRESS

3. Broaden Your Perspectives… Understand others

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

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.*

Example:

Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
Student will demonstrate knowledge of stress management methods	HDF 190 290 retreat	Planned workshop for my students as an RA. Reading the book "The Worrywart's Companion"	In FLITE, I learned about time management (information included in evidence), which helped me lower my stress. We filled out a time log and I realized how much time I spent watching cable and on-line, so I re-organized my time. At the 290 retreat, I learned about my responses to stress, and how I hurt others when I am crabby. When I was an RA, I planned a workshop for my residents (program included in evidence) and learned about the body's alkaline/acid balance, and how to lower my acid environment. I read the book "The Worrywart's Companion, which helped me manage my worrying (copy of the book's cover included in evidence).
Student will demonstrate the ability to manage stress	HDF 190 290 retreat		I get up early every morning and work when it is quiet. That way, when it gets busy, I am not stressed out over the things I have to get done. I also work out 3-4 times a week. I drink lemon juice and eat celery throughout the day-keeps my stomach in an alkaline state which is more comfortable. So now if I am crabby (which I talked about above), I just tell the people around me that I need time to myself, during which I relax or read or take a shower, and when I emerge, I am better to deal with. I also keep a worrying journal that I work on 15 minutes a day-I allow myself to fret for those 15 minutes, and then I move on and wait till the next day to worry again. It's been an enormous help.

Outcome Category: Self-Leadership

Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice

	Target class	Additional Experiences	Descriptive notes regarding learning and practice
Student will demonstrate autonomy and a minimized need for approval			
Student will demonstrate personal, organizational, and academic examples of self-discipline			
Student will demonstrate the ability to manage emotions			
Student will demonstrate knowledge of stress management methods			
Student will demonstrate the ability to manage stress			
Student will express a personal code of leadership / membership ethics			
Student will demonstrate practice of the personal code of ethics			
Student will express a personal values statement			
Student will demonstrate practice of the personal values statement			
Student will demonstrate the ability to lead a project from start to finish (follow-through)			
Student will describe goals and objective statements regarding personal issues, career issues, and community issues			
Student will show evidence of goals and objectives that were planned and achieved			
Student will show knowledge of the "Hierarchy of Needs" theory by Maslow			
Student will show application of Maslow's theory to own life			
Student will describe own personal leadership style, including strengths and weaknesses, and examples of application			
Student will describe own personality style, including strengths and weaknesses, and examples of application			

Outcome Category: Leadership Theories *(including historical, multicultural, and alternative theories)*

Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
Student will show knowledge of the "Authority and Bureaucracy" theory of leadership			

Student will describe personal application of the above theory			
Student will show knowledge of the "Scientific Management" theory of leadership			
Student will describe personal application of the above theory			
Student will show knowledge of the "Management by Objectives" theory of leadership			
Student will describe personal application of the above theory			
Student will show knowledge of "Theory X and Theory Y" theory of leadership			
Student will describe personal application of the above theory			
Student will show knowledge of the "Servant Leadership" theory of leadership by Greenleaf			
Student will describe personal application of the above theory			
Student will show knowledge of the "Principle Centered Leadership" theory by Covey			
Student will describe personal application of the above theory			
Student will show knowledge of the "14 Points / TQM" theory of leadership by Deming			
Student will describe personal application of the above theory			
Student will show knowledge of the "Visionary Leadership" theory by Shashkin			
Student will describe personal application of the above theory			
Student will show knowledge of the "Individuals in Organizations" leadership theory by Argyris			
Student will describe personal application of the above theory			
Students will demonstrate knowledge of the "4 V's) theory of leadership by Grace			
Student will describe personal application of the above theory			
Student will show knowledge of the "Situational Leadership" theory by Hersey & Blanchard			
Student will describe personal application of the above theory			
Student will show knowledge of the "Relational Leadership" model by Komivies, McMahon & Lucas			
Student will describe personal application of the above theory			

Student will show knowledge of the "Social Change" model of leadership development			
Student will describe personal application of the above theory.			
Student will show knowledge of transactional and transformational leadership, and the differences between these types of leadership			
Student will describe personal application of the above theory			
Student will describe ways to maintain accountability in leadership / member relationships			
Student will describe personal examples related to maintaining accountability as a leader			
Student will describe ways to build relationships between leaders and members			
Student will describe personal examples of building relationships with members as a leader			
Student will show knowledge of the concept of constructivism			
Students will describe personal examples of implementing constructivism			
Student will describe how credibility applies to leadership, as well as the characteristics and skills of a credible leader			
Student will describe personal examples of building, maintaining, and repairing his/her own credibility as a leader			
Student will demonstrate knowledge of leadership that is used in crises			
Student will describe examples of leadership in crises situations			
Student will describe the role of experiential learning in leadership development			
Student will describe how influence applies to leadership, as well as ethical standards in influence			
Student will describe principles of effective mentoring, as well as problems particular to the mentoring relationship			
Student will describe personal examples of mentoring and being mentored			
Student will describe principles of effective peer leadership, as well as problems particular to peer leadership			
Student will describe personal examples related to being a peer leader and being led by peers			

Student will describe how power applies to leadership, as well as ethical standards in influence			
Students will demonstrate knowledge of the foundational philosophies and documents of the United States, and identify strengths and challenges within those documents and the implementation of the principles			

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

Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
Student will demonstrate how cultural anthropology / paradigms relate to leadership			
Student will describe personal example of using cultural anthropology / paradigms as a leader			
Student will demonstrate knowledge of the "Cycles of Socialization" (Harro) theory and its uses in leadership			
Students will demonstrate personal application of the "Cycles of Socialization"			
Student will demonstrate knowledge of the "Cycles of Liberation" (Harro) theory and its uses in leadership			
Student will demonstrate personal application of the "Cycles of Liberation"			
Student will demonstrate knowledge of the "Configuration of Power" (Franklin) and its relationship to leadership			
Student will demonstrate personal application of the "Configuration of Power"			
Students will demonstrate knowledge of the UMass "Continuum of Learning" and its relationship to leadership			
Students will demonstrate personal application of the "Continuum of Learning"			
Student will demonstrate knowledge of racial identity development via the Cross & Helms models			
Student will demonstrate personal application of Cross and/or Helms models			
Students will demonstrate knowledge of McIntosh's theory of privilege and its relationship			

to leadership			
Student will demonstrate personal application of McIntosh's theory			
Student will describe the differences and similarities of individual and institutional oppression and relationships to leadership			
Student will show knowledge of effective leadership as it relates to change agency			
Student will describe personal examples of being a change agent			
Student will create a personal code of inclusive leadership			

Outcome Category: Critical Thinking

Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
Student will show knowledge of five creative thinking techniques			
Student will describe personal examples of using creative thinking techniques			
Student will show knowledge of principles of critical thinking (logic is used in this minor)			
Student will demonstrate proficiency of critical thinking			
Student will show knowledge of perspective taking			
Student will describe personal examples of using perspective taking in a leadership role			
Student will show knowledge of at least five decision making methods			
Student will describe personal examples of having used five decision making methods			
Student will show knowledge of at least five problem solving / conflict management methods, as well as understanding the roots of conflicts			
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)*			
Student will describe what it means to analyze, criticize, synthesize and utilize information as a leader			

Outcome Category: Interpersonal and Organizational Concepts & Skills

Student will demonstrate knowledge of active listening techniques			
Student will describe examples of using active listening skills			
Student will show knowledge of techniques regarding giving and accepting of feedback			
Student will describe examples of giving and accepting feedback.			
Student will demonstrate knowledge of facilitation and de-briefing techniques			
Student will demonstrate proficiency of facilitation and de-briefing techniques			
Student will show knowledge of organizing meetings / setting agendas / and leading meetings			
Student will describe personal examples of organizing meetings / setting agendas / leading meetings			
Student will show knowledge of Parliamentary Procedure			
Student will show knowledge of techniques for working with difficult people			
Student will describe personal examples of using techniques to work effectively with difficult people			
Student will show knowledge of the stages of group development (Tuckman), and be able to define / describe teambuilding, group maintenance, and closure in groups			
Student will describe personal examples of group development in use.			
Student will show knowledge of group dynamics and group roles			
Student will describe personal examples of group dynamics and group roles			
Student will show knowledge of effective memberships skills in groups			
Student will describe personal examples of membership skills in use			
Student will show knowledge of the Challenge and Support theory by Sandford, and its relationship to organizations			
Student will describe personal examples of using the theory of Challenge and Support			
Student will show knowledge of the construction / elements of informative and persuasive speeches			
Student will demonstrate proficiency in informative and persuasive public speaking			
Student will show knowledge of planning and conducting interviews (as the interviewer)			
Student will describe personal examples of planning and conducting interviews (as the interviewer)			
Student will show knowledge of preparing for and effective answers in interviews (as the interviewee)			