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)*

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ADVISING INFORMATION *(students will include own documentation)*

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

OUTCOMES

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

**CENTER FOR STUDENT LEADERSHIP DEVELOPMENT**

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

**CSLD Mission Statement**

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

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

**CSLD Vision Statement**

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

**CSLD Values Statement**

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

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

**Minor in Leadership Studies**

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

# GENERAL INFORMATION

* Regardless of your major, you can minor in Leadership Studies.
* Requirements may be satisfied by completing 18 or more credits related to leadership and offered by more than one department.
* Twelve (12) of the 18 credits must be at the 200 level of instruction or above. A course grade of “C” or better must be earned in each graded course. At least 12 of the credits must be earned at URI.
* No course may be used to apply to both the major and minor fields of study. Courses in General Education or for other minors may be used for the minor\* (\*this does not apply to students in the College of Business). With the exception of internship credit, all courses for the minor must be taken for a grade. The Introductory class must be taken before the internship and the capstone course.
* Application for the minor must be filed in your academic dean’s office no later than the beginning of the final semester or term.
* Approval of the minor does not guarantee that the suggested courses will be available to you on a schedule correlated with your graduation plans nor guarantee space in any required course.

# CORE REQUIREMENTS- 9 Credits

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

### MINOR ELECTIVES-9 credits

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

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

**Becoming a Positive Leader through Development & Involvement**

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

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

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

**2. Lead Yourself**

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

**P**

**R**

**O**

**G**

**R**

**E**

**S**

**S**

1. **Develop and Refine**

**Skills**

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

**P**

**R**

**O**

**G**

**R**

**E**

**S**

**S**

**3. Broaden Your Perspectives…**

**Understand others**

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

**Lead Others**

**PROGRESS**

**PROGRESS**

**1. Know Yourself**

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

**Outcomes**

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

**Outcome Category: Self-Leadership**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Outcome** | | **Target class** | **Additional Experiences** | **Descriptive notes regarding learning and practice** |
| 43. | Students will describe personal examples of implementing constructivism | HDF415/190  **HDF413** | | FLITE  **SOLC** | I believe the FLITE class is a unique example of constructivism at work. The class appeals to several types of learn methods. For those who learn better by reading content on a text book, we have avenues for them to learn that way. For those who are visual learners, we have ways for them to learn content. For those students who are more hands on e have avenues for them to learn. The inclusiveness is the reason why the FLITE curriculum exemplifies constructivism.  **SOLC is one of the best examples of constructivism due to its application experiential learning. In an everyday class you’re expected to learn material, have homework on the material, and then get tested on what you remember. In SOLC the approach is a lot different. The instructors prepare us for the retreats we plan and execute by having us actively learn about how to do it. Experience in my opinion is the best teacher and that’s how we hone our facilitation skills in SOLC. We have presentations and assignments that relate back to planning and organizing a retreat. Each week we start off the meeting and end it with one of the class members facilitating an activity. It gives members in the class the opportunity to practice and develop their facilitation skills. There is also a lot of self-evaluation that goes in the class, it helps each facilitator look at themselves and their performance so there is room for improvement.** |
| 44. | Student will demonstrate knowledge of experiential learning in leadership development (Kolb) | HDF 4I3 | | SOLC | Experiential learning is active experimentation, concrete experience, reflective observation and Abstract conceptualization. At first all these terms seem a bit intimidating but what experiential learning is active learning and understanding of a concept the experience. According to experiential learning there are 4 steps. First step is when a learner actively watches or observes an activity, the learner can also be taught said activity. Second step is when the learner reflects on the observation of the activity he or she observed. Third step is when the learner attempts to understand the experience with a theory or model, the fourth step is then the application of the theory to the experience. |
| 45. | Student will describe personal application of experiential learning in leadership development (Kolb) | HDF413 | | Chi-O Shadow Experience | During the Chi-O retreat I was able to apply experiential learning. In the SOLC class we learn and are showed several facilitation activities and also how to debrief, the first step of the model. Then we are asked to shadow a retreat, we watch how to lead facilitators lead activities and plan the retreat. At the end of it we are told to write a reflection on the experience. There is always a reason for doing certain activities; this is where theory comes in play. For Chi-Omega, since the group was going through some storming the lead facilitators picked activities that would help the group work effectively thorough that storming stage. When it was time to be lead-facilitators I was able to utilize my experience in Chi-O to be effective when facilitating SASA’s retreat. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Outcome** | **Target class** | **Additional Experiences** | **Descriptive notes regarding learning and practice** |
| 83. | Student will create a personal code of inclusive leadership | HDF415  **HDF413** | Leadership  **SOLC** | As a leadership minor I understand first-hand how much it means to me to be in the minor. I can testify to the immense knowledge and growth I have gained through the minor. As a believer in the relational leadership model inclusiveness is really important. Those who I think can benefit from being a leadership minor I make sure I recommend they take it on as a minor. There are many talented people who I know can be a positive addition to the minor and can also benefit from it.  **In SOLC we were each broken up into groups to do a presentation on certain aspects of facilitating. My group was given, Building a Community. What I started to learn after researching and talking to my group was that inclusion is very important to building a community. As part of a group everyone should be respected and everyone’s opinion should be valued, in order for them to be part of the community it is crucial they feel included. Even if group members seem different they should still be included, as long as their values and way of life is congruent to that of the group they should always feel included and valued.** |

**Outcome Category: Interpersonal and Organizational Concepts & Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Outcome** | **Target class** | **Additional Experiences** | **Descriptive notes regarding learning and practice** |
| 104. | Student will describe examples of giving and accepting feedback. | Communication 100  **HDF413** | Class  **SOLC** | During the fall semester I took Comm.100. In that class each student had to do an individual presentation and a group presentation. At the end each presentation the audience had to write down things the presenter or presenters did wrong or right pertaining to their presentation. During my individual presentation I was able to get feedback from my fellow classmates on what the positive things I did while presenting and also things that I need to improve on. I read through all the feedbacks and was pleased with what my classmates had to say. Some of the comments about my speech were that it was too long and that I should have not have told to the class that I had an accent because it just made them focus on the accent, other comments where that my introduction was captivating and that I was really enthusiastic about what I was talking about. Their feedback really helped me get better as a public speaker. I was also able to give feedback to other students during their presentations.  **After every retreat the participants are giving evaluation questions on the retreat. At the end of the retreat the facilitators have the opportunity to look at these evaluations and see that the participants thought about their retreat. Also every Monday after a retreat the facilitators as a whole in the SOLC class get the chance to reflect and give feedback on the retreat that happened the week before. These feedbacks help us get a glimpse of what the participants thought about the retreat, and what we as facilitators thought about the retreat.** |
| 105. | Student will demonstrate knowledge of facilitation and de-briefing techniques |  |  |  |
| 106. | Student will demonstrate proficiency of facilitation and de-briefing techniques | HDF415  **HDF413** | Social Change: Stepping stones  **Chi-Omega Retreat** | After the stepping-stones activity that was based on the three components of the social change model, we all sat on the floor in a circle and talked about the activity and what the students had learned. Luckily for me the students we more than ready to share what they had learned as a result of the activity. Although I had a paper of de-briefing questions, I choose not to rely on it. What I have noticed a as a facilitator is that sometimes if the activity goes really well, de-briefing tends to just happen. The activity had gone so well that I knew the students would be able to put into the words what they had learned through the activity. I made sure to guide my question towards the goal of the activity.  **During the Chi-O retreat one of the activities we had planned for them was ‘On the Bus, Off the Bus’. Since we knew that they were going through a bit of storming within the group we needed them to talk about issues that were causing them to storm. When we were picking questions for the activity we knew we wanted to start things off on a light note, help the girls feel comfortable before going into more serious question. Before we started we made sure the women knew that they should be as honest as possible, in order for them to get to the depth of the issues they needed to trust each other. We wrote guidelines on how the group would approach the discussion.**  **As we began the activity the atmosphere in the room got a bit heavy as we got to the more serious questions. During the activity, we made note of the response to questions we had asked that we knew would challenge the members. During the debrief we went straight to those tough question we had asked. Fortunately for us the facilitators the group was very willing to have a discussion that was civilized and inclusive. Everyone got to say what they felt needed to be said** |
| 110. | Student will describe personal examples of organizing meetings / setting agendas / leading meetings | B.O.N.D  **HDF413** | B.O.N.D recruiting process  **SASA retreat** | As Brotherhood elder for B.O.N.D, one of my responsibilities was organizing and leading the new B.O.N.D process. Before getting into B.O.N.D brothers have to go through a process where they do community service and learn about the values, at the end of the process there is an interview by the e-board from there we decide if they should be in B.O.N.D. this fall I had to organize all the meetings for the process, that meant booking the rooms and also making an agenda for each time I met with the potential brothers. With the help of one of the founders I was able to make an agenda for how each meeting would go. During each meeting I would talk to the brothers about the five B.O.N.D values and as part of planning the meeting I was able to invite each of the founding members to talk about what value they represented.  **Before each retreat the facilitation group meets at least three times to prepare for the retreat. Based on the goals the group has told us they would like to accomplish we plan the retreat. We start putting together the agenda for the retreat. We make sure to include times that each activity will take so we as facilitators know exactly what is going on when. Each facilitator usually has an activity they will have to facilitate, during the SASA retreat I was in put in charge of facilitating and leading the de-brief for ‘Indoor Trolleys’, a high energy activity** |
| 114. | Student will show knowledge of the stages of group development (Tuckman, Bennis or others) | HDF413 | SOLC | Tuckman’s stages of group development include Forming, Storming, Norming, Performing, and Adjourning. According to Tuckman, groups go through each level of this model. The first stage is Forming is when the team or group feels comfortable together, there is no adversity yet, if there is members of the group often times avoid it. At this stage no one wants to step on anyone’s foot, it can be also described as the ‘honey-moon’ stage. The second stage is storming. In this stage groups usually start facing adversity, ideas within the groups start clashing. Those who didn’t speak up during the forming stage now feel the need to be heard. There might be some power struggle within the group at this time also. Norming, the third stage is when the group finally comes together under on goal. They realize there is conflict and turmoil; in efforts to bring everyone back together they look within themselves and realize why they are there. Norming leads to the fourth stage which is Performing. The group has its goal in mind, now they begin to execute, each member is carrying its own weight and is working towards the group’s overall goal. Adjourning, the last stage is when the group reflects on what went well, and what didn’t go so well. They take and enjoy the moment and their accomplishments. Each stage in Tuckmans’ model is essential to the growth and development of a group. There needs to be adversity so the group and work past it and learn about they really are. |
| 115. | Student will describe personal examples of group development in use (Tuckman, Bennis or others). | HDF413 | Chi-Omega Retreat | When planning for the Chi-Omega retreat we had initially thought the group was in the Forming and performing phase of Tuckmans' stages of development. During the planning meeting before the retreat the facilitators and I for that retreat were told that Chi-omega was actually going through major storming. We had to restructure our entire approach to the retreat. We started looking for activities we knew would help the group through the storming phase. Since the older members were the ones who had a majority of issues we decided to split them and the newer members up during the last activity which was ‘On the Bus, off the bus’. As a group we were able to be adaptable and identify the stage which the group was going to and then plan accordingly. |
| 117. | Student will describe personal examples of group dynamics and group roles | North Wood Challenge course | Retreat | As a north woods challenge course facilitator I have to be able to analyze and understand the group dynamics of the individual groups. It’s important to do so because it helps when it comes to facilitating each activity; it tells us if we should limit or expand what we choose to do with each group, it gives us an idea of who is who in the group so we can effectively cater to the groups needs based on individual members. I remember having a group come on the challenge course, although they worked well together, from observations, the group as a whole weren’t at a level we would have liked for some of the activities we had planned so we changed the agenda and didn’t do it. For some groups they can exceed expectations and give us the opportunity to do activities we can trust them with. |
| 118. | Student will show knowledge of effective memberships skills in groups | BOND  SOLC | Member | As part of a member of BOND and SOLC I feel like I have enough knowledge on membership skills within groups. Part of any group means listening to what members of the group have to say. It especially helps if there is some type of discourse or disagreement within the group. A lot of people take listening for granted but it is very crucial to the effectiveness and future of the group. Just by exercising effective listening skills members of a group will be able to feel comfortable being in a group and are more willing to contribute to enhance the group as a whole. |
| 119. | Student will describe personal examples of membership skills in use | BOND  SOLC | Member | Another important membership skill necessary to be in a group is being congruent. Congruency is one of the C’s that make up the social change model. Congruency means talking the talk and walking the walk. If a group member says they are going to do something, especially if it pertains to the success of the group then they need to be able to take on that responsibility and complete the task. Nothing hurts the group more than lack of congruency from people within a group.  As recruitment chair for BOND I have certain tasks and responsibility. I need to make sure I am doing my job because if I don’t I hurt the group as a whole.  Earlier this semester there was a situation when I had planned a community service project for the newer members of BOND. Due to some mishaps on my part I wasn’t able to go. When it came time to face the newer members and those who actually went, I was very embarrassed, I had set a negative example for them. I was not very congruent. Luckily I apologized and was able to turn it into a teaching moment. |
| 120. | Student will show knowledge of the Challenge and Support theory by Sanford, and its relationship to organizations |  |  |  |
| 121. | Student will describe personal examples of using the theory of Challenge and Support (Sanford) | HDF413 | SASA Retreat | During SASA’s retreat I got to facilitate ‘Indoor Trolley’. We split the group up and had participants attempt the activity, one group clearly had no problem making it from one end of the room to the other, the other group, on the other hand were having some trouble with it. They were not communicating very well and could not seem to make progress, I challenged them to look within their methods and see if there was something they could fix. They eventually figured that they only needed one person to talk during the activity. The whole time I was encouraging them, I was able to support their efforts in completing the activity. |
| 125. | Student will describe personal examples of planning and conducting interviews (as the interviewer) | B.O.N.D | NEW B.O.N.D interviews | As recruitment for BOND part of my job is planning and conducting the NEW BOND interviews. This year was the first year we included all the brothers in the interview process. Weeks before the interview I came up with an agenda for the interview process, I also came up with an evaluation rubric for the individuals and groups. All through the interview I made sure the interviews were going smooth. Each brother interviewing the prospects knew what questions to ask, through the interview they were able to keep it clear and precise. I booked rooms in the union ahead of time and made sure we had enough time to conduct interviews and also discuss the interviews after. |
| 129. | Student will describe personal examples of working in collaborative/coalitions | URI MCC | One Love Weekend | Every spring at URI there is an event called One love weekend. One love Weekend is a weekend long event where MCC orgs on the campus come together, there are games and challenges throughout the weekend. Each MCC organization is against each other during this weekend long event. For the event to run effectively there needs to be collaboration from individuals in all the organizations. The One Love Committee is comprised of people from each organization participating in it, the committee meets months before the weekend and plans for the weekend. The event has successfully been run for five years now and each year each org looks forward to collaborating with each other when the weekend comes around. |
| 130. | Student will show knowledge of Intercultural communication considerations | COM100 | Intercultural Communication | In COM 100 we got to learn about communication across different countries and cultures. What is important to know is that not all gestures and emblems are not the same every country. It Is important to be observant and aware when in a different cultural setting. In some countries thumbs up doesn’t always mean good job or approval. Being able to be aware of the several different communication rules that might be present in an intercultural setting will help when it comes to communicating. |
| 133. | Student will describe personal examples related to maintaining accountability as a leader | BOND | BOND PROCESS | As recruitment chair for BOND I had to put together the process and also execute. I set certain standards for the newer guys in BOND to meet and I had to exemplify those standards when talking and meeting with the newer guys. When it comes to my role on e-board I am accountable for the process and the outcome of the process All through the process I felt like I was able to be congruent with my words and actions. |
| 134. | Student will describe ways to build relationships between leaders and members | SOLC | Chi-O retreat | During the Chi-O retreat we knew there would be older and newer members. We made sure to pick activities that both older and newer members could enjoy together. A good activity that we ended up doing is the posters activity. We drew out the words Chi-O in bubble letters, in group mixed with older and newer members we had them write in the bubble letter what they would be bringing to the Chi-O and outside we had them write what they want to get out of Chi-O. This activity helps the older members connect on a deeper level with the newer members. I believe the activity helps both types of members see what each member is made off and what they can add to the group they all care about. |
| 137. | Student will describe personal examples of building, maintaining, and repairing his/her own credibility as a leader | BOND | NEW BOND process | As part of the new BOND process there is a community service component. The guys in the process are told to participate in the breast cancer walk. As a leader of the process I told them I would be there. Due to circumstances I was not able to make it to the walk. When I woke up the morning of the walk and realized I had missed I was very embarrassed with myself. I had made an event mandatory and even I could not make it. When I say the guys trying to get into BOND later on that day I had nothing to say but to apologize and help them understand how my actions didn’t align with my words. As a leader my credibility was questioned in the moment. From that day on I knew I had to be on tasks with everything I did with them. Luckily the rest of the process went well and I felt I was able to build my credibility back up. |
| 143. | Student will describe personal examples related to being a peer leader and being led by peers | HDF415 | FLITE | As a peer leader it is important to handle each student fairly. Picking favorites usually leads to conflict within the group.  It is also important to get to know each students individually, if every student know and feel comfortable around you, it’s easier to talk and listen to them  As a peer leader it is crucial to set a standard of excellence for your students. if you raise the bar as a peer leader they will more than likely wan to exceed every expectations  As a peer leader it’s important that time management will be key to being successful. Having an agenda and writing everything down will helpful in prioritizing and making sure everything is getting done |