Student Learning Outcomes Assessment Plan

The Student Learning Outcomes Assessment Plan (SLO Assessment Plan) documents student learning outcomes and assessment plans for any new undergraduate and graduate degree program, certificate program, minor, and distance education program (online-only modality).

After receiving approval from the respective Undergraduate or Graduate Council, the University Assessment Committee will review this SLO Assessment Plan.

For programs with more than five student learning outcomes, please continue the outcomes toward the end of this document.

Please contact the Office of Institutional Effectiveness (Phone: 817-257-4169) for additional tools and information for writing effective student learning outcomes. If an online or distance learning component is proposed for the new program, please consult with the Koehler Center for Instruction, Innovation, and Engagement Resources (Phone: 817-257-7434).

Name of Program: Leadership Minor

Department: Management and Leadership

College: Neeley School of Business

Program's Goal or Mission Statement (Please demonstrate alignment across program, college/school, and university mission:

The objective of the leadership minor is to develop students' leadership knowledge and competencies to prepare them to lead people and organizations to meet the needs of an ever-changing, complex world. The leadership minor supports the TCU Mission and the Neeley School of Business Promise. Leadership is at the core of the TCU Mission: "The mission of Texas Christian University … is to educate individuals to think and act as ethical leaders and responsible citizens in the global community." The leadership minor supports the TCU mission directly through leadership coursework and electives on topics such as "leading a diverse workforce," "international management," "social entrepreneurship," and "empathy."

Leadership and innovation are also at the core of the Neeley School of Business promise: "The Neeley School of Business unleashes human potential with leadership at the core and innovation in our spirit." The leadership minor develops these skillsets through leadership coursework and elective options to further grow students as leaders of innovation. Among the electives that

support the Neeley promise focus on innovation directly are “global digital innovation,” “raising entrepreneurial capital,” “corporate entrepreneurship,” and “social entrepreneurship.”

The coursework and electives support the purpose of enabling people and organizations to meet the needs of an ever-changing, complex world through courses that focus on complementary knowledge and skills related to effective interpersonal interactions (e.g., “principles of negotiation,” “foundations of selling”), problem-solving (e.g., “organizational research and consulting,” “empathy,” “game theory”), innovation, especially as impacted by technology (e.g., “global digital innovation,” “corporate entrepreneurship”), as well as values-centered global leadership (e.g., “leading a diverse workforce,” “social entrepreneurship,” “international management,” “art and science of human flourishing,” “ideas of leadership”).

Continue learning outcome on this page.

Student Learning Outcome: Demonstrate personal and interpersonal leadership skill awareness, development, and planning.

Identify and Describe the Measure

Identify and describe the **Measure** for student learning. Examples of a measure include: assignment, exam, project, essay, or relevant artifact.

Measure: Leadership Development Plan

The Leadership Development (LDP) is the final evaluative exercise in BUSI 30833 Foundations of Leadership. The LDP is a multi-faceted plan requiring students to both identify elements of personal and interpersonal leadership skills and chart a path for future growth. As the initial course, BUSI 30833 serves as the cornerstone and introduction of all three program-level SLOs.

Identify the **Evaluation Tool** that will demonstrate the acquisition of this Student Learning Outcome, and explain how the evaluation tool assesses the knowledge or skill. Examples of evaluation tools include: holistic rubric, itemized analysis, analytical rubric, or relevant evaluation method.

Evaluation Tool: LDP Rubric

The LDP Rubric will be used to evaluate student LDP submissions for successful completion of course level SLOs, which map to the three program level SLOs. The attached rubric evaluates the **course** level SLOs: 1. The student's awareness of personal leadership skills; 2. The awareness of areas for growth; 3. The quality of the students' goals and action plans for future skill development. Successful completion of the LDP as measured by the attached rubric and specifically **course** SLOs 2 & 3 will indicate achievement of this **program** level SLO.

Attach a copy of the Measure and Evaluation Tool.
SEE APPENDIX A

Identify and Describe the **Methodology**

List the course(s) where the program will collect **data**.

Describe how the program will collect data. If course(s) exists outside of the department, please attach a statement of collaboration from each program/department that ensures consistent data collection.

Identify the frequency of data collection (spring, summer, and/or fall semester).

Methodology: Data will be collected as a student artifact in an evaluative exercise at the end of each semester of BUSI 30833 Foundations of Leadership. Each student will submit an LDP as a component of successful completion of the course.

Describe how the department will use and disseminate the **Findings** to program faculty.

Findings: Leadership minor faculty meetings will be the main source of finding dissemination. Faculty will use those findings in updating existing courses and future sections to assure students meet the necessary SLOs. Additionally, findings will be aggregated and submitted for assessment as required for accreditation.

Include the program's goal or mission statement (Please demonstrate alignment between program, college/school, and university mission).

The objective of the leadership minor is to develop students' leadership knowledge and competencies to prepare them to lead people and organizations to meet the needs of an ever-changing, complex world.

Continue learning outcome on this page.

Student Learning Outcome: Demonstrate team and organizational leadership skills.

Identify and Describe the Measure

Identify and describe the **Measure** for student learning. Examples of a measure include: assignment, exam, project, essay, or relevant artifact.

Measure: The successful participation and completion of an experiential activity is essential to the achievement of this SLO. Students will complete an experiential leadership activity in MANA 40213 Leading Dynamic Teams.

Identify the **Evaluation Tool** that will demonstrate the acquisition of this Student Learning Outcome, and explain how the evaluation tool assesses the knowledge or skill. Examples of evaluation tools include: holistic rubric, itemized analysis, analytical rubric, or relevant evaluation method.

Evaluation Tool: Peer Evaluation

Individuals will rate themselves and their team on participation, leadership, and teamwork on an experiential learning activity. The tool is a peer evaluation of observable teamwork behaviors during the program activities. Peer evaluation is used to rate team and interpersonal behaviors that instructors may not be able to rate due to inaccessibility of internal team processes.

Attach a copy of the Measure and Evaluation Tool.

SEE APPENDIX B

Identify and Describe the **Methodology**
List the course(s) where the program will collect **data**.

MANA 40213 – Leading Dynamic Teams

Describe how the program will collect data. If course(s) exists outside of the department, please attach a statement of collaboration from each program/department that ensures consistent data collection.

Data will be collected at the conclusion of the experiential activity each semester of MANA 40213. Students will submit self/peer evaluations as a component of the activity.

Identify the frequency of data collection (spring, summer, and/or fall semester).

For MANA 40213, data will be collected each spring and fall semester the course is offered.

Describe how the department will use and disseminate the **Findings** to program faculty.

Findings: Leadership minor faculty meetings will be the main source of finding dissemination. Faculty will use those findings in updating existing courses and future sections to assure students meet the necessary SLOs. Additionally, findings will be aggregated and submitted for assessment as required for accreditation.

Program's Goal or Mission Statement (Please demonstrate alignment between program, college/school, and university mission):

The objective of the leadership minor is to develop students' leadership knowledge and competencies to prepare them to lead people and organizations to meet the needs of an ever-changing, complex world.

Continue learning outcome on this page.

Student Learning Outcome: Apply critical thinking to organizational leadership problems

Identify and Describe the Measure

Identify and describe the **Measure** for student learning. Examples of a measure include: assignment, exam, project, essay, or relevant artifact.

Measure: Case Analysis: The purpose of the case analysis is to help students learn how leadership works in organizational contexts. The cases will challenge students to think about leadership as it occurs in the context of organizational culture, structure and politics. Case studies also allow students to practice critical thinking skills.

Identify the **Evaluation Tool** that will demonstrate the acquisition of this Student Learning Outcome, and explain how the evaluation tool assesses the knowledge or skill. Examples of evaluation tools include: holistic rubric, itemized analysis, analytical rubric, or relevant evaluation method.

Case Analysis Rubric

Attach a copy of the Measure and Evaluation Tool.

SEE APPENDIX C

Identify and Describe the **Methodology**

List the course(s) where the program will collect **data**.

BUSI 40853 Leading in a Complex World

Describe how the program will collect data. If course(s) exists outside of the department, please attach a statement of collaboration from each program/department that ensures consistent data collection.

The case analysis is an artifact of student work completed during the course. Successful completion of the case analysis is a component of BUSI 40853.

Identify the frequency of data collection (spring, summer, and/or fall semester).

Data will be collected in BUSI 40853 each fall and spring semester the course is taught.

Describe how the department will use and disseminate the **Findings** to program faculty.

Findings: Leadership minor faculty meetings will be the main source of finding dissemination. Faculty will use those findings in updating existing courses and future sections to assure students

meet the necessary SLOs. Additionally, findings will be aggregated and submitted for assessment as required for accreditation.

Program's Goal or Mission Statement (Please demonstrate alignment between program, college/school, and university mission):

The objective of the leadership minor is to develop students' leadership knowledge and competencies to prepare them to lead people and organizations to meet the needs of an ever-changing, complex world.

Continue learning outcome on this page.

APPENDIX A

Leadership Development Plan

BUSI 30833 – Foundations of Leadership Dr. Kim Cook

Leadership Development Plan

"So, the point is not to become a leader. The point is to become yourself, to use yourself completely – all of your skills, gifts, and energies – in order to make your vision manifest. You must withhold nothing. You must, in sum, become the person you started out to be, and enjoy the process of becoming."
Warren Bennis

Core Values	**3**
Professional Community and Image	**4**
Personal Vision Statement	**5**
Skills	**6**
Knowledge	**7**
Leadership Development Goals	**8**
Action Plan	**9**
Identity and Leadership	**10**
Skills Matrix	**11**

Leadership development is a process of learning, self-study and personal growth. A structured action plan can jump-start your momentum for personal development and keep you moving toward your goals.

The Leadership Development Plan (LDP) is an ongoing action plan that can be used to facilitate your development as a leader. In the plan, you assess who you are and envision what you want to become as a leader. In doing so, you will, determine your ***Core Values***, complete a ***Personal Vision Statement,*** and define personal and professional ***Leadership Development Goals*** for the three competency areas for Leadership Development - ***Knowledge, Skills,*** **and** ***Attributes*****.**

Your final challenge will be to determine an ***Action Plan*** that guides you through steps to take in order to move from your current reality to the achievement of each goal.

Adapted from: https://bush.tamu.edu/wp-content/uploads/2020/07/PSLP-Individual-Leadership-Plan-2013.docx

Core Values

"It's not hard to make decisions when you know what your values are."
Roy Disney

We talked about values often this semester. Your core values are the principles you use to govern your life and define integrity and ethics for you. Effective leaders hold fast to these standards and do not waver, using them to help weigh choices in life. Every effective leader has a list of things they believe to be of worth, quality or esteem. They are the things the leader prizes and is willing to "go to bat" for.

Your values will most likely compliment your Personal Vision Statement because we learned that values are the foundation of vision. Furthermore, make sure any goals and action plans you develop are consistent with your values.

To prioritize your values, identify 8-12 that are most important to you below.

- ☐ ***Achievement*** – some sense of accomplishment, mastery, goal attainment
- ☐ ***Advancement*** – growth, seniority, and promotion resulting from work well done
- ☐ ***Adventure*** – some sense of accomplishment, mastery, goal attainment
- ☐ ***Affiliation*** – interaction with other people, recognition as a member of a particular group, involvement, belonging
- ☐ ***Affluence*** – high income, financial success, prosperity
- ☐ ***Authority*** – position and power to control events and other peoples' activities
- ☐ ***Autonomy*** – ability to act independently with few constraints, self-reliance, ability to make decisions/choices
- ☐ ***Balance*** – lifestyle that allows for a balance of time for self, family, work, and community
- ☐ ***Challenge*** – continually facing complex and demanding tasks and problems
- ☐ ***Collaboration*** – close, cooperative working relationships with groups
- ☐ ***Community*** – serving and supporting a purpose that supersedes personal desire, "making a difference"
- ☐ ***Competency*** – demonstrating high proficiency and knowledge, showing above-average effectiveness and efficiency at tasks
- ☐ ***Competition*** – rivalry with winning as the goal
- ☐ ***Courage*** – willingness to stand up for one's beliefs
- ☐ ***Creativity*** – discovering, developing, or designing new ideas, formats, programs, or things; demonstrating innovation and imagination
- ☐ ***Diverse Prospectives*** – unusual ideas and opinions, points of view that may not seem right or popular at first but bear fruit in long run
- ☐ ***Duty*** – respect for authority, rules, and regulations
- ☐ ***Economic Security*** – steady and secure employment, adequate financial reward, low risk
- ☐ ***Enjoyment*** – fun, joy, and laughter
- ☐ ***Fame*** – prominence, being well known
- ☐ ***Friendship*** – close personal relationships with others
- ☐ ***Health*** – physical and mental well-being, vitality
- ☐ ***Helping Others*** – helping people attain their goals, providing care and support
- ☐ ***Humor*** – the ability to laugh at oneself and life
- ☐ ***Influence*** – having an impact or effect on the attitudes or opinions of other people
- ☐ ***Inner Harmony*** – happiness, contentment, being at peace with oneself
- ☐ ***Integrity*** – acting in accordance with moral and ethical standards; honesty, sincerity, truth, trustworthiness
- ☐ ***Knowledge*** – the pursuit of understanding, skill, and expertise; continuous learning
- ☐ ***Loyalty*** – faithfulness; dedication to individuals, traditions, or organizations
- ☐ ***Personal Development*** – dedication to maximizing one's potential
- ☐ ***Responsibility*** – dependability, reliability, accountability for results
- ☐ ***Self-Respect*** – pride, self-esteem, sense of personal identity
- ☐ ***Spirituality*** – strong spiritual or religious beliefs, moral fulfillment
- ☐ ***Wisdom*** – sound judgment based on knowledge, experience, and understanding

From the values selected above or the values activities we went through in class, identify 3-5 Core Values that align most closely with 'Who you are" and "Who you want to be."

1.
2.
3.
4.
5.

Professionalism and Image

> *"Imagine the [leadership] styles, then, as the array of clubs in a golf pro's bag...the pro 'senses' the challenge ahead, swiftly pulls out the right tool, and elegantly puts it to work."*
> *Goleman, Boyatzis, & McKee*

Effective leaders know their personal strengths, their areas in need of improvement, the characteristics they display in their relationships with others, and their preferences towards specific situations. They also understand that taking strategic and proactive approaches to developing and managing their professional image pays off. In summary, effective leaders have self, social, and situational awareness, and manage themselves and their relationships.

The good news is that you can be the author of your own identity. Spend some time below reflecting on your approach and needs for developing your own image.

Your Desired Professional Image

What do you want key constituents to say about you when you are not in the room (your core competencies, strengths and character traits)?

Your Current Image, Culture, and Community

What are the expectations for professionalism and competence in the field you are pursuing?

How do others currently perceive you? (Ask a colleague, classmate, roommate)

Strategic Self-Presentation

What stereotypes correlate with your intended profession and how will you handle them?

How will you build intentionally community while maintaining authenticity? (Meaning not faking it or experiencing imposter syndrome)

Information for "Attributes Analysis" was retrieved from an article by Mallory Spark about Professor Laura Morgan Roberts' expertise in Professional Images
http://hbsworkingknowledge.hbs.edu

Personal Vision Statement

> *"The very essence of leadership is that you have to have a vision. You can't blow an uncertain trumpet."*
> *John C. Maxwell*

Before you can lead others, you must be able to lead yourself. A personal vision statement entices you to think about your life, clarify its purpose and identify what is really important to you. You have done this once this semester, use that as a starting place if you want, but edit it to make sure it captures where you want to go. Invest time reflecting on the things that are central to your being in order to answer the question, "Who am I and what is my higher calling?" After writing your vision statement, use it as the standard by which you judge your activities and choices.

The following suggestions from *The 7 Habits of Highly Effective People* by Stephen Covey may help you capture what is succinctly central to your being.

- ★ A personal vision statement focuses on what you want to be (character) and to do (achievements and contributions) and on the principles upon which being and doing are based.
- ★ A personal vision statement becomes a personal constitution, the basis for making major, life-directing decisions, the basis for making daily decisions in the midst of emotion and circumstances that affect our lives.
- ★ The personal vision statement may be written in a variety of ways. Some may choose lists, paragraphs, to poems. "Because each individual is unique, a personal mission statement [should] reflect that uniqueness, both in content and form."
- ★ Once you have a sense of mission/vision, you have the essence of your own proactivity. You have the vision and values which direct your life. You have the direction from which you set your development goals. Most importantly, you have the power of a written constitution, against which every decision can be effectively measure.

Please create your Personal Vision Statement.

After you have written a draft of your Personal Vision Statement, evaluate it by asking yourself:

- ☐ Do I feel this vision statement represents the integrity I stand for?
- ☐ Are direction, purpose, challenge, and motivation signaled in this vision statement?
- ☐ Am I aware of the strategies and skills that will help me accomplish what I have written?
- ☐ If I were to share my Personal Vision Statement with the world, is this an accurate portrait of who I want to be?
- ☐ Final Test: Does this vision statement inspire me?

Please create your definition of leadership.

Leadership Skills

Skills are the abilities that leaders use to translate their syles, strategies and plans, tools and techniques into practice. Identifying skills for development requires a level of self-reflection (Step 1) to determine those skills you have developed and used in previous leadership/professional opportunities. It also requires self-reflection (Step 2), thinking about the skills that will be important to your future success.

Step 1:

Use the skills you have developed and used in previous leadership/professional opportunities. In particular, think about skills that make you marketable to a prospective employer (what are the skills you list on your resume). The goal is not only to list what you are good at doing, but also to produce solid examples of how you previously applied those skills in work or leadership roles to achieve positive outcomes. Use the Optional Skills Matrix on page 11 if you are struggling to identify skills that you have developed.

Skill	Describe how you effectively have demonstrated that skill

Step 2:

Below is a list of skills that the National Association of Colleges and Employers, many organizations, government agencies, and large/small businesses deem important for leadership roles. Put a check by those skills that you feel you could improve. Another way to identify skills that organizations deem important is to find a job description in the area you are most interested in for a career. Circle the skills outlined in the job description that you need to attain or further develop. You might choose to focus on skill areas that you are already good at, but by strengthening them, you will be a more effective leader.

Personal Skills

- ☐ Developing Self Awareness
- ☐ Managing Personal Stress
- ☐ Solving Problems Analytically and Creatively
- ☐ Professionalism and Work Ethic
- ☐ Critical Thinking

Interpersonal Skills

- ☐ Coaching, Counseling, and Supportive Communication
- ☐ Gaining Power and Influence
- ☐ Motivating Others
- ☐ Managing Conflict

Group Skills

- ☐ Empowering and Delegating
- ☐ Building Effective Teams and Teamwork
- ☐ Managing Change
- ☐ Equity and Inclusion

Technical Skills

- ☐ Making Oral and Written Presentations
- ☐ Policy Analysis
- ☐ Economic Analysis
- ☐ Personnel Management
- ☐ Budgeting
- ☐ Project Management
- ☐ Language Proficiency
- ☐ Quantitative/Data Analysis

Other Skills (Think about the skills that job announcements in your intended field emphasize)

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Step 3:

From Steps 1 & 2, identify 3 skills on which you would like to focus. As you continue to complete your Leadership Development Plan, you will reflect on these skill areas and develop goals related to them.

1.
2.
3.

Development and Planning

> *"A hallmark of achievement is in continually learning – and teaching – ways to do better."*
> *Goleman, Boyatzis, McKee*

Effective leaders spend time studying the field of leadership and management. All leaders need information, and they have to be able to process that information in the best manner possible. Effective leaders know when to be critical and analytical in their thinking, when to be creative, and when to take the time to think conceptually.

On the previous pages, you identified potential areas of growth for leadership skills. Complete the following matrix, which will help you determine particular areas where you should gain more knowledge and/or experience for the skills identified on page 11 if you completed the optional Skills Matrix.

Skills	What do you understand about the skill?	What experience do you have using the skill?	What development needs do you have that will better help you use the skill?
Ex. **Managing Change**	*Change is inevitable; not being open to change risks personal and professional growth; most people have a negative attitude toward change.*	*Leader of an organization that was analyzing past goals and objectives and creating new ones in order to better serve members and community.*	*Gain information and experience in how to get others motivated about change; create change without setting off a state of panic*
1.			
2.			
3.			

Leadership Development Goals

Using the information obtained from analyzing your Attributes, Skills, and Knowledge, **develop 3 *STRETCH* Leadership Development Goals** and **2 Manageable Goals per *STRETCH* Goal**. Although you may be enticed to develop multiple goals, studies show that working on too many goals could decrease the probability of achieving any of them. These goals should directly be related to the skills you listed on page 6 in Step 3 and/or page 7.

STRETCH Goals are challenging goals that will result in a breakthrough toward reaching your Personal Vision Statement.

SMART Goals are S.M.A.R.T. goals (see definition below) that will help you get started toward your STRETCH Goals and Vision.

★ **STRETCH Goal :**

- **SMART Goal:**
- **SMART Goal:**

★ **STRETCH Goal :**

- **SMART Goal:**
- **SMART Goal:**

★ **STRETCH Goal :**

- **SMART Goal:**
- **SMART Goal:**

Example

STRETCH Goal : Become a master storyteller

- **SMART Goal:** Improve storytelling skills by learning how to craft engaging and memorable stories that convey a message or a lesson. (Specific)
  - Measurable: Track the number and quality of stories created and shared with others, such as colleagues, clients, or friends. Use feedback or ratings to assess the impact and effectiveness of the stories.
  - Attainable: Enroll in a storytelling course or workshop, read books or articles on storytelling techniques, and practice the skills learned with a mentor or coach.
  - Relevant: Storytelling is a valuable skill for leaders, as it helps to influence, teach, and inspire others. Improving storytelling skills can enhance the leader's communication, creativity, and confidence.
  - Time-bound: Set a deadline for completing the storytelling course or workshop, and a timeline for applying the skills learned in different contexts. Review the progress and results after six months

Action Plan

"Direction, not intention, determines your destination."
Andy Stanley

Your Action Plan identifies very specific steps you will take, resources you will locate, and the support system you will build to reach your Leadership Goals and work toward your Personal Vision. It moves you from "Current Reality" to achieving your goals. This is your plan for achieving the goals you listed on the previous page. Take 3 of your manageable goals from page 8 and identify the actions, resources and timelines for each one.

Complete the plan below and use the information to jump-start your development.

SMART Goal #1	Specific Actions to Take (what are the specific tasks you are going to complete to achieve your goal)	Resources to Assist Development (are there books, articles, websites, or people who can help you)	Timeline (by what date will you accomplish your goal)

SMART Goal #2	Specific Actions to Take (what are the specific tasks you are going to complete to achieve your goal)	Resources to Assist Development (are there books, articles, websites, or people who can help you)	Timeline (by what date will you accomplish your goal)

SMART Goal #3	Specific Actions to Take (what are the specific tasks you are going to complete to achieve your goal)	Resources to Assist Development (are there books, articles, websites, or people who can help you)	Timeline (by what date will you accomplish your goal)

Finding Ourselves in Community: Identity and Leadership

On the preceding pages, you have identified your **values**, aspects of your desired **professional community and image**, your **vision** statement, your personal **skills**, and your **goals**, and **action plans** for development of those goals. Now is your chance to pull it all together. **In the space provided below, illustrate how these components contribute to your identity as a leader, and how that identity impacts your relationship with those around you, now and/or in the future.** You can do this any way you choose, including an infographic, with words, a photo, a drawing, a link to a video, or any other way that you can.

Optional: Skills Matrix

Since the job search process mirrors that of a marketing campaign the first step is to identify the customer their wants and needs. After determining what the customer, or in this case the employer, wants, you must determine whether and how you can meet their requirements. This page is intended to help you complete Step 1 from the Leadership Skills section on page 6. The skills you list here are skills that you have a strong background in already. Feel free to use what you know about yourself from taking the StrengthsQuest assessment.

Step 1:
Webster's Dictionary definition for skill: the ability to use one's knowledge effectively and readily in execution or performance. Potential employers want to hear about specific skills you can contribute that will strengthen their organization. Take some time to reflect on what specific knowledge, skills and abilities you can contribute to an organization at this point in your career. Your previous leadership, volunteer and work experiences are a good starting point in this self-reflection.

Step 2:
Build the matrix by describing the following using the START approach:

1. (S) – Situation
   What was the situation? You should describe it in enough detail that someone with no understanding could comprehend the situation.
2. (T) – Task
   What was required in the situation? What steps or responsibilities were required of you?
3. (A) – Action
   What did you do? How did you do it? What was your contribution to the task and situation?
4. (R) – Results
   What happened because of your actions? How did your work contribute to the overall purpose?
5. (T) – Takeaways
   What were the key learning principles that you took away from the experience? How does this transfer to other experiences?

Note that this matrix will grow throughout your academic and professional career and will benefit you through the job search process and enhance your career management success. In the job search process, this matrix will help you in targeting your resume to meet the needs of the job in which you are applying, writing a cover letter, interviewing and networking.

Points to note:

- You may have multiple examples or only one example for each skill.
- In Results, quantify whenever you can. How many? How much? Dollars? Percentages?
- Think along the lines of how you purchase products or services. You want to know what something does, how, why, and the results. Those are all needed to close the sale of a product or service. If you were to be that "product" how and by how much did you make a difference? (Increased by 10%, recruited 5 members, etc.)

Skill	Situation	Task	Action	Results	Takeaways

Criteria	Deficient	Sufficient	Proficient	Comments
COURSE SLO 1 Articulate a definition and core components of leadership. **COURSE SLO 4 Define key concepts associated with identity and the formation of social identities.**				
Core Values (p. 3)	No Core Values identified	1-2 Core Values identified	3-5 Core Values identified	
Personal Vision Statement (p.5)	Direction, purpose, challenge, and motivation are missing from statement.	Direction, purpose, challenge, and motivation are present, but limited or general in statement.	Statement is inspirational, directional, purposeful, challenging, and motivational.	
Definition of Leadership (p.5)	Unclear explanation of leadership concepts and their relevance to course material.	Some explanation of leadership concepts but may lack depth or relevance to course material.	Adequate explanation of leadership concepts with relevance to course material.	
COURSE SLO 2 Assess your leadership competencies and develop a plan for individual leadership growth. **COURSE SLO 3 Analyze your individual leadership strengths and contributions in a team setting.**				
Leadership Skills (p. 6)	Little to no self-awareness of necessary skills for leadership. Only one skill identified.	Some self-awareness of necessary skills for leadership. Two skills identified.	Strong self-awareness of necessary skills for leadership. Two skills identified.	
Development and Planning (p. 7)	Little to no understanding of the skills and areas for development.	Some understanding of the skills and areas for development.	Strong understanding of the skills and areas for development.	
Leadership Development Goals (p. 8)	Goals are general with little to no elements of SMART goal elements. Stretch and SMART Goal goals may not integrate.	Goals are specific, may have some elements of SMART, but not complete. Stretch and SMART Goal goals may have incomplete relationship.	Goals are SMART. The relationship between Stretch and SMART Goal goals are clear and have strong relationship.	
Action Plan (p. 9)	Action plan is not realistic or is not well developed. Unlikely to lead to goal achievement.	Action plan is limited in application and relevance to goal achievement	Action plan is practical and well developed. Clear path to goal achievement if followed.	
COURSE SLO 5 Explain how values, norms, biases, and practices continually shape identity and thereby your leadership competencies. **COURSE SLO 6 Illustrate how one's development identity informs relationships with others in communities.**				
Professionalism and Image (p. 4)	Little to no awareness of self, stereotypes, and relationship with community.	Some awareness of self, stereotypes, relationship with community.	Strong awareness of self, stereotypes, relationship with community.	
Identity and Leadership (p. 10)	Portrays little to no awareness of self and how that impacts relationship with community.	Portrays limited awareness of self and how that impacts relationship with community.	Portrays strong awareness of self and how that impacts relationship with community.	

APPENDIX B

Cardboard Boat Regatta Rules

NOTE: This is an example experiential activity only. The actual experiential activity used can vary in any given semester so that we can maintain the learning novelty of the activity and ensure that it is temporally relevant.

Boats must be made ONLY of cardboard and duct tape. NO reinforced cardboard tubes, no liners, tarps or coated cardboard.

Duct tape may be used to seal seams and to reinforce the bottom of the boat, but boat cannot be covered in tape for waterproofing purposes.

Boats may be a maximum width of 60" (5ft) and a maximum length of 84" (7ft).

Boats must be completely enclosed, or permit the crew to remain fully on top of the vessel (no legs & feet can be used to propel your boat). No raft or surfboard styles.

Boats must be propelled by the use of arms or cardboard paddles. Paddles must meet the same construction requirements as the boat (cardboard and duct tape only). No electrical power to propel the boat will be permitted.

The boat's passenger area must not be enclosed above the occupant's shoulders, so not to interfere with escape should the vessel begin to sink.

Design is the team's choice. Make your boat look like a race car, a yacht, dragon, flying saucer. Imagination encouraged!

Boats can be decorated with permanent markers. Use of paint, stickers, etc. is not allowed.

Teams can have a theme and dress and/or decorate boat according to theme.

Teams are not allowed to reinforce or adjust their boat in any way after the event has begun.

There will be a pre-race inspection, if any illegal items are discovered, the boat will be disqualified.

The boats must be piloted by two team members (and only two).

Team members who start the race in the boat must finish the race without leaving the interior of the boat. If a team member exits the boat for any reason during the race, the team will be disqualified.

When a boat has finished the race, the team must remove the boat and any leftover cardboard debris from the water area and dispose of it at the designated trash area once the judging is over.

The competition will start at 11:00 and conclude at 1:00 on December 1st.

Bring towels and a change of clothes, you WILL get WET!!

Most importantly… Have FUN!!!

Prizes:

Speed Boat Award for fastest finish.

Titanic Award for most spectacular sinking.

Design Star Award for best boat design

Team Spirit Award for coordination and team enthusiasm (including members on the deck)

Team Member Evaluation

Note: This is a sample rubric.

Your Name: _____

A critical aspect of team leadership is being able to objectively evaluate your team's skills and contributions toward a goal. <u>This is a confidential form and will not be shared with your team.</u> YOU MUST RATE EACH PERSON INCLUDING YOURSELF.

	Name First and Last	**Most significant skill or contribution to the project**				
1						
Rating:	Rate this individual on their:	Poor	Need Improvement	Average	Above Average	Excellent
	Team Leadership Skills	1	2	3	4	5
	Project Participation	1	2	3	4	5
	Teamwork abilities	1	2	3	4	5
2						
Rating:	Rate this individual on their:	Poor	Need Improvement	Average	Above Average	Excellent
	Team Leadership Skills	1	2	3	4	5
	Project Participation	1	2	3	4	5
	Teamwork abilities	1	2	3	4	5
3						
Rating:	Rate this individual on their:	Poor	Need Improvement	Average	Above Average	Excellent
	Team Leadership Skills	1	2	3	4	5
	Project Participation	1	2	3	4	5
	Teamwork abilities	1	2	3	4	5
4						
Rating:	Rate this individual on their:	Poor	Need Improvement	Average	Above Average	Excellent
	Team Leadership Skills	1	2	3	4	5
	Project Participation	1	2	3	4	5
	Teamwork abilities	1	2	3	4	5
5						
Rating:	Rate this individual on their:	Poor	Need Improvement	Average	Above Average	Excellent
	Team Leadership Skills	1	2	3	4	5
	Project Participation	1	2	3	4	5
	Teamwork abilities	1	2	3	4	5

Is there any information you'd like to share about the group, individual members, or this project?

_____

_____

_____

_____

_____

_____

_____

APPENDIX C

BUSI 40853 Case Analysis

Purpose: The purpose of the case analysis is to help you learn how leadership works in organizational contexts. The cases will challenge you to think about leadership as it occurs in the context of organizational culture, structure and politics. Case studies also allow you to practice critical thinking skills.

Instructions: The student should demonstrate the ability to synthesize information in a focused and precise analysis. Therefore, the write-up should be in bullet format and no more than 2 pages single-spaced (e.g., front and back side of one sheet of paper). The write-up format ensures that all students are adequately prepared for class discussion and have thought through the issues deeply and analytically. The format of the write-up should be as follows (using these headers):

Core Problem Statement

- A clear and succinct statement of the core (primary) problem from which everything else emanates.

Contributing or Related Problems

- Bullet points of contributing or related (secondary) problems.
- Order should flow from most important to least important.
- Needs to demonstrate analysis and interpretation and not just be a simple restatement of facts.
- Organization and ordering of the bullet points should consider the flow and effectiveness of presenting the analysis (e.g., bullet points of related issues placed together; ease of understanding by the reader and logic; synthesis and flow of the analysis).

Recommendations

- Bullet points of recommendations.
- State exactly what should be done.
- Recommendations must be complete to the extent that it is clear how they will improve the situation and that they take into consideration possible ramifications or additional problems that could arise as a result of the recommendation.
- Do not include contributing problems here; if as you write this section you find you are doing further analysis then take the analysis and incorporate it into the section

above. This section should be recommendations only and they should build from the analysis provided earlier.

Submission Instructions: Prepare your writeup in outline format with bullets, consistent with the headers above. The emphasis is not on length but on effectiveness of analysis. Recommendations must be complete to the extent that it is clear how they will improve the situation. Submit the writeup to TCU Online by the due date and time (no papers will be accepted after the due date). Please save the file you turn in as a word document with name as follows: **Last name, First name Case Analysis (e.g., Doe, Jane Case Analysis).**

Case Analysis Rubric
(15 points)

Criteria:	Below	Meets	Exceeds
Problem Statement: The problem statement succinctly and accurately nails the core leadership problem from which all other leadership challenges in the case emanate. It is not straightforward restatement of facts from the case but, rather, clear synthesis of the leadership challenge(s) that need(s) to be addressed.	2.8 or fewer points The problem statement is not effectively identified. It may be a straightforward restatement of facts from the case, may not accurately capture the problem, or may not be the *core* problem (from which other problems emanate).	3.2 points The problem statement effectively identifies a core leadership problem from which the other leadership challenges emanate. Not straightforward restatement of facts from the case but, rather, clear synthesis of the leadership challenge(s) that need(s) to be addressed. Great job!	3.75 points Outstanding problem statement! Really nailed the issue. Was able to condense information and present it effectively in your own words to succinctly nail the core problem. Clearly and accurately synthesizes the leadership challenge, while showing deep insight, awareness, and knowledge of the issues.
Contributing Problems: The contributing/related problems go beyond simple regurgitation/listing of facts from the case. Student demonstrates own analysis and interpretation. The issues are presented in order of importance, and the analysis is concise and complete.	2.8 or fewer points The contributing/ related problems are lacking or missing. Statements are straightforward regurgitation/listing of facts from the case. Weak or lacking in analysis and/or interpretation. The issues are not well organized (i.e., presented in chronological order rather than order of importance). Analysis is hard to follow, off target or incomplete.	3.2 points The contributing/ related problems go beyond simple regurgitation/listing of facts from the case. Student provides analysis and interpretation. The issues are presented in order of importance, and the analysis is complete. Nice job!	3.75 points Outstanding job on contributing problems! Demonstrates superior understanding, analysis and interpretation. The issues are extremely well presented to show a tight, precise, concise and well-integrated analysis and understanding of the problems.
Recommendations: The recommendations clearly and precisely indicate how to fix the issues, and do not raise further issues or leave key things unaddressed. Recommendations build from earlier analysis and do not present new problems here that should have been listed in	2.8 or fewer points Recommendations do not clearly or precisely indicate how to fix the issues. Recommendations may create further problems or may leave key things unaddressed.	3.2 points Recommendations indicate how to fix the issues, and do not raise further issues or leave key things unaddressed. Recommendations build from earlier analysis and do not	3.75 points Outstanding recommendations! Shows superior knowledge, insight, understanding and ability to apply leadership knowledge in the case context. Clearly and precisely

previous section (i.e., this section is recommendations only).	Recommendations might not build from earlier analysis or might present new problems that should have been listed in previous section.	present new problems that should have been listed in previous section (i.e., this section is recommendations only). Nice job!	indicates how to fix the issues, and does not raise further issues or leave key things unaddressed. Recommendations build from earlier analysis and do not present new problems that should have been listed in previous section (i.e., this section is recommendations only).
Written Presentation: The analysis flows from section to section and shows a tight, integrated interpretation, synthesis and set of recommendations. Each section was set up appropriately and the information was easily accessible. The writing was professional and grammatically correct.	2.8 or fewer points The written presentation did not flow well from section to section. Not appropriately organized or effectively presented. Some parts of the analysis may be weak, missing, off track or incomplete. The sections were not set up appropriately or the information was easily accessible. The writing was problematic or may have included grammatical errors or typos.	3.2 points The written presentation met expectations. It flowed from section to section and shows very good analysis and interpretation. Each section was set up appropriately and the information was easily accessible. The writing was professional and grammatically correct. Nice job!	3.75 points Outstanding presentation—this is a "wow" paper! The analysis flowed extremely well from section to section and showed a tight, integrated interpretation, synthesis and set of recommendations. Each section was set up appropriately and the information was easily accessible. The writing was professional, engaging and grammatically correct.