L.E.A.D.S. Program Description: L.E.A.D.S., an acronym for Learn Empower Acts Discover and Serve, is a 10 week social change leadership development program which was created specifically for college students who seek to lead in a more socially responsible way and who want to learn to work effectively with other to create social change over their lifetime.	The LEADERSHIP BADGE validates that the earner has demonstrated the ability to leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to use empathetic skills to guide and motivate, and to organize, prioritize, and delegate work. In order to obtain the L.E.A.D.S. Leadership Badge, a student must obtain a score of at least 15 points with all dimensions rated at competent or above.			
Competency 1 & 2	**Activities to Complete**	**Accomplished - 5**	**Competent - 3**	**Developing - 1**
Assessing individual and collective strengths, weaknesses, as capacities to achieve the desired goal Reflecting on how one's leadership affects process and outcomes and adjusting as appropriate	• Personality Assessment • Values Assessment • Leadership Philosophy • Weekly and/or end of the semester reflection • End of the semester presentations	• Demonstrates a thorough understanding of their identity and core values by completing a values assessment • Understands aspects of personal identity by completing a personality assessment and analyzing multiple identities through dialogue and participation in group activities • Able to accurately describe their personality assessment to others in their end of the semester presentations	• Demonstrates a thorough understanding of their identity and core values by completing a values assessment • Understands aspects of personal identity by completing a personality assessment and analyzing multiple identities through dialogue and participation in group activities	• Demonstrates aware of some aspects of personality, identity, and core values, struggles to define and articulate a cohesive sense of self
Competency 3	**Activities to Complete**	**Accomplished - 5**	**Competent - 3**	**Developing - 1**
Engaging diverse or competing perspectives	• Informational interviews/reflection • Personality Assessment • End of the semester presentations • Conflict assessment	• Completes a reflection that includes how they have worked to build relationships with their peers in the program and how they have been consistent with values around groups	• Completes a reflection that includes how they have worked to build relationships with their peers in the program and how they have been consistent with values around groups	• Does not complete any reflections throughout the semester. • Does not create a multimedia presentation

		of individuals. This reflection will detail the exact diverse or competing perspective they have experienced during their relationships throughout the semester. • Create a multimedia presentation that highlights at least three skills they have effectively gained throughout the program. They will then share 2-3 competencies that they have met in the program.	of individuals. • Create a multimedia presentation that highlights at least three skills they have effectively gained throughout the program.	
Competency 4	**Activities to Complete**	**Accomplished - 5**	**Competent - 3**	**Developing - 1**
Articulating a vision and strategy	• Vision board • Leadership philosophy • Goal identification • End of the semester presentations • Goal Mind Map	• Creates their own leadership philosophy articulating their vision. • Creates one professional, one educational and one personal goal. • Create a personal vision board that incorporates their goals and leadership philosophy.	• Creates their own leadership philosophy articulating their vision. • Creates one professional, one educational and one personal goal.	• Does not understand the importance of establishing a shared vision
Competency 5	**Activities to Complete**	**Accomplished - 5**	**Competent - 3**	**Developing - 1**
Organizing, prioritizing, and delegating work, roles and responsibilities	• End of the semester presentations	• Completed 100% of all projects/assignments in a timely manner. • Demonstrates	• Completes 75% of all projects/assignments • Demonstrates organization and	• Completes very few of assignments/projects • Does not participate in group work and/or

		organization and delegation skills through group work and/or presentations through timely submission. • Students must include in their presentations a piece around their understanding of roles, and responsibilities within their group work over the semester as well as the highlighting at least three benefits of working within a group.	delegation skills through group work and/or presentations through timely submission.	presentations.
Competency 6	**Activities to Complete**	**Accomplished - 5**	**Competent - 3**	**Developing - 1**
Reviewing outcomes and assessing implications for future plans	• Leadership philosophy • Goal identification • Goal mind map	• Creates a Goal Mind Map with at least one educational, one personal and one professional goal. • Develops a plan on how these goals can be achieved and how they pertain to their academic and/or personal life. • Creates an alternative plan in the case that their original course of action shifts.	• Creates a Goal Mind Map with at least one educational, one personal and one professional goal. • Develops a plan on how these goals can be achieved and how they pertain to their academic and/or personal life.	• Student does not create a Goal Mind Map and develop plan to achieve their goals

The Leadership competencies described by NACE are adapted from dimensions defined by USM Digital Badging Initiative Collaborative.