

VOSS ADVANCED LEADERSHIP UNDERGRADUATE EXPERIENCE

STUDENT HANDBOOK



FORT HAYS STATE UNIVERSITY
DEPARTMENT OF LEADERSHIP STUDIES

Forward thinking. World ready.

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This handbook is intended to provide information about the Voss Advanced Leadership Undergraduate Experience (VALUE) program to ensure that you feel supported, informed, and prepared to be involved in the program. The information is intended to help students and mentors have a cohesive, meaningful experience in the program.

PROGRAM OVERVIEW & LEARNING OBJECTIVES

The Voss Advanced Leadership Undergraduate Experience (VALUE) is designed to develop the most promising undergraduates into powerful agents for good, during their educational experience at Fort Hays State University. The VALUE program is a year-long curricular and co-curricular experience for upper-division students. Students are challenged to embrace and dedicate themselves to deep personal and professional development.

Students in the VALUE program are able to explore their personal interests and develop a plan of study for their final year related to one of three tracks:

- Corporate leadership
- Civic/Non-profit leadership
- Scholarship/Leadership research

The exclusive learning objectives to the VALUE program, which serve as a framework, are:

- Operations – To be successful in the leadership process, leaders and followers must be able to move from ideas and concepts to action. They must be able to implement, execute, and transform a vision into reality. Leaders and followers must simply “make it happen.”
- Collaboration – Participants in the leadership process must be able to work in a team environment to be successful. Leaders and followers must be able to exercise collaborative skills, so all are involved in the decision-making and implementation phases.

As a result of participating in the VALUE program, students will:

- Effectively diagnose a situation, understanding the root causes, issues, and underlying problems and challenges
- Demonstrate initiative to both introduce change and persist to see change through to its completion
- Create and execute change plans around their specified track
- Learn to make conscious choices about interventions throughout the change process
- Understand themselves and their role on the team
- Work successfully in a team environment
- Enhance their ability to network and communicate effectively
- Demonstrate the ability to energize and effectively work across factions with multiple stakeholders

ORIENTATION

All VALUE participants will be required to attend a program orientation at the beginning of the fall semester. The purpose of the orientation is to assist students in the identification of a VALUE track—

corporate, civic/non-profit, and/or scholarship/leadership research. Students will participate in self-reflection activities to help them identify their goals for the program, and understand their role in the mentor-student relationship.

MENTORING / COACHING

In addition to traditional academic advising, students participating in the VALUE program will work closely with mentors to think critically about their education, research, career, and/or social justice objectives to align those to their experiences in the program. These mentors are assigned to students based on their chosen track, and may be faculty or staff at Fort Hays State University or professionals outside of the institution. Through deep dialogue with their mentor, students will be challenged to develop their track as an integrated trajectory into their early career work, so that the experiences they have and service they conduct will not end upon graduation.

ADVANCED LEADERSHIP LABS

VALUE students are required to take two courses through the program. These courses are designed to provide students with hands-on opportunities that focus on the learning objectives of operations and collaboration skills. Advanced Leadership Lab I will be held during the fall semester, while Advanced Leadership Lab II will be held during the spring semester.

Advanced Leadership Lab I

In this course theory gives way to practice. Through experiential skill building activities, assessment, and coaching, this course provides students with a wide variety of skills necessary for success. The course requires students to demonstrate a strong conceptual understanding of leadership and the ability to diagnose and plan interventions. This course is a prerequisite to Advanced Leadership Lab II, and will serve as the planning and beginning stages of the execution of a chosen VALUE project and e-Portfolio.

Advanced Leadership Lab II

In this course planning turns into action as students will execute their chosen projects in their full capacity. With the continued assistance of their mentors, the students' projects will be taken to the community by way of internships, serviceships, or other projects. Students will also understand what it means to perform an assessment of their project, as well as create an end-of-program e-portfolio to share their experiences.

EXPERIENTIAL LEARNING

Experiential learning is the core of the program as it will create both curricular and co-curricular learning opportunities for students throughout the year. Students' experiential learning will be tied to their chosen track, and mentors will have a significant role in the students' experiences.

Types of experiential learning opportunities might include (depending on chosen track):

- Corporate internship – An internship experience will allow students to be engaged deeper into a corporate leadership project, centered on collaboration and operations.

- Serviceship – Through collaboration with organizations like the Center for Civic Leadership, a service experience will allow students to engage deeply with the community on a social issue, and work toward addressing that need.
- Research – Students will have a chance to work closely with faculty and other VALUE students on undergraduate research projects, conference presentations, and collaborative publishing.

Note: Students may not obtain an internship or serviceship at his/her mentor's place of business.

EPORTFOLIO

Throughout their time in the VALUE program, students will be expected to demonstrate competency across all learning goals and objectives of the VALUE program. To do so, students will build an e-portfolio, which will document their competency in the form of learning outcomes. Students will present their final report and “defend” their e-portfolio via a formal presentation either in person or via Skype. This e-portfolio will be assessed by the Leadership Studies faculty team and VALUE mentors.

VALUE TRACKS

Each student is asked to choose a track through which they will experience the VALUE program. There are three tracks to choose from—corporate leadership, civic/non-profit leadership, and scholarship/leadership research. Below are descriptions of each track. Students are expected to choose their track by the first day of class in the fall semester.

CORPORATE LEADERSHIP

Corporate leadership comes with many challenges. While increasing corporate growth and profitability, performing the leadership process is key to engaging the passion and commitment and retention of an organization's employees (Hulsmans, 2000). Simply driving a workforce for the sake of profitability is no longer a sustainable work environment; "today's employees demand personal growth and learning that will engage and stimulate them" (2000). The leadership process assists employees in making strategic decisions that positively impact the organization's people as well as the organization's mission.

Performing corporate leadership requires the ability to recognize long-term success all the while focusing on employee well-being and fulfillment (Hulsmans, 2000). Corporate leaders must be able to create an environment of trust and respect, provide two-way communication about organizational values, be open to criticism, and embrace and foster creativity, innovation, and learning.

In the Corporate Leadership track, you will have the opportunity to complete an internship or project with a for-profit organization. You will work with the company and your mentor to design an internship that allows you to develop skills necessary to be effective in the corporate world such as: networking, strategic planning and decision-making, developing organizational values, how to work with employees, and many more.

CIVIC/NON-PROFIT LEADERSHIP

Being a leader in the non-profit world requires a person to confront a host of challenges (Crawford, 2010). According to the Manager-Leader Model for Nonprofit Leadership, a non-profit leader must be a strategic thinker, a relationship builder, a collaborative decision-maker, an entrepreneurial achiever, effective communicator, a change leader, and an inspiring motivator (2010). A non-profit leader must also have the ability to understand and value diversity and be passionate about the organization's mission (2010).

All in one day, those working for a non-profit organization may need to address funding cuts from the government, meet with a competing agency about building a partnership, review program data, and work to retain talent; therefore, a non-profit leader must meet financial challenges, competitive challenges, operational/effectiveness challenges, and talent challenges (Crawford, 2010).

In the Civic/Non-profit Leadership track, you will have the opportunity to complete a serviceship or project with a local non-profit organization. Serviceships are much like internships; however, the idea behind a serviceship is service-learning. Through a serviceship, you will collaborate with a non-profit

organization, such as the Center for Civic Leadership, and engage deeply with the community on a social issue, and work toward addressing that need.

SCHOLARSHIP/LEADERSHIP RESEARCH

According to Ronald Riggio, a professor of leadership and organizational psychology at Claremont McKenna College, there is a distinction between the practice of leadership and leadership research. Suggested techniques or models used to improve the practice of leadership need to be based in solid research; therefore, leadership research helps us form the best practices of leadership. Leadership scholars approach research in a variety of ways; more recently, more scholars have begun to look at the overall process of leadership longitudinally over a period of time. Case studies are also a valuable form of leadership research as they provide depth to the understanding of leadership. Empirical research, however, is more generalizable. Leadership studies comes from a variety of disciplines such as social sciences and humanities (literature, film, and the arts), and we are continuing to see leadership research being approached in an interdisciplinary fashion.

In the Scholarship/Leadership research track you will be paired with two leadership scholars—one from FHSU and one from another institution—to guide you through an undergraduate research project. Those who choose this track will have the opportunities to conduct conference presentations, and/or publish collaboratively with faculty and/or other VALUE students.

References

Crawford, J. (2010). Profiling the non-profit leader of tomorrow. *Ivey Business Journal*, May/June.

Hulsmans, L. (2000). Corporate leadership: Are you up to the challenge. *The Banff Centre [Online]*. Retrieved from http://www.banffcentre.ca/leadership/library/pdf/corporate_leadership_article.pdf

Graduate School of Leadership at SPbCU. (2013). *Ronald Riggio: Leadership research*. Retrieved from <https://www.youtube.com/watch?v=qHmNWTr297E>.

THE MENTOR-STUDENT RELATIONSHIP

The mentor-student relationship is a major component of the VALUE program. It is through this relationship that the student will develop the ability to communicate openly, understand outside perspectives, enhance their ability to network, understand their role on a team, and work successfully in a team environment.

The mentor and student should establish trust with each other, and sign the agreement located in Appendix A. Should either party not fulfill their commitment to the mentor-student relationship, please contact the director of the VALUE program.

THE ROLE OF THE STUDENT

Students in the VALUE program are willing to go beyond the typical student experience and commit themselves to a deep degree of scholarship service.

As a VALUE participant, students are:

- Are committed to their personal and professional growth,
- Show initiative to improve,
- Are respectful of their mentor's honest, supportive, and constructive feedback,
- Are respectful of their mentor's time,
- Are responsible, organized, and attentive,
- Are invested in their development as well as the development of others,
- Are dedicated to working through the leadership process.

Students are expected to:

- Meet with his/her mentor a minimum of twice per month, during the fall and spring semesters of the academic year,
- Maintain a continuous open line of communication with his/her mentor
- Attend all Advanced Leadership Lab course sessions and complete coursework
- Engage in deep discussion with his/her mentor as well as VALUE peers

THE ROLE OF THE MENTOR

Based on their chosen track, students will be paired with a mentor to guide them through the process of developing expert operations and collaboration skills. Mentors support the student's personal and professional growth by providing opportunities for them to learn about the principles and practices of effective leadership that benefit the professional world and the community.

Mentors:

- Create an environment that allows for student development in business and social settings,
- Are honest, trustworthy, and active listeners,
- Take the student from "backpack" thinking to professional thinking,

- Assist the student to develop strategies for analyzing and solving problems and becoming effective decision makers,
- Challenge the student students to take healthy, positive, and constructive risks,
- Offer honest, supportive, and constructive feedback to help the student improve his/her competencies,
- Share insights of their own expertise and experience to help the student's development,
- Increase individual strengths through positive coaching and experiences,
- Provide guidance to the student on topics for discussion,
- Provide resources for the student to succeed,
- Offer professional and social networking opportunities

Mentors are expected to:

- Meet with his/her student a minimum of twice per month, during the fall and spring semesters of the academic year,
- Remain accessible to his/her student throughout the academic year,
- Maintain a continuous open line of communication with his/her student.

MENTOR-STUDENT MEETINGS

The Mentor-Student meetings should be approached as a time to reflect on the progress of the student's project, but also a time to discuss personal and professional growth as a leader. In addition to being an advising and/or planning session for the student project, mentors should use the questions below as a guide to facilitate discussion with the student. Students should also think about their answers to these questions prior to meetings with their mentor. Meetings may take place via email, Skype, phone, or face-to-face.

Consciousness of Self

- Why do you think it is important to be self-aware as a leader?
- Do you seek feedback from others? How do you react when you receive feedback? Why can it be difficult to receive feedback?
- What are the values that guide how you interact in groups?
- Do you think emotional self-awareness is important for wellness and personal success? Why?
- Discuss the issue or problem that is most important to you and why? How does it relate to your situation? What kind of skills and abilities can you bring towards combating that issue or problem?

Congruence

- What are the things you spend the most time on? If you were to list what you do spend your time on, what might others think your values are?
- What are some obstacles to the proper use of time? How can we ensure that we are spending our time on the things we value? Why are the things we value not always the things we spend the most time on?
- Describe a time that you had to make a difficult decision based on your values.

Commitment

- Where do your interests lie? What topics or social issues are you most passionate about?
- What are some ways you can connect your passions to activity? Are there groups you would like to be a part of, or other projects you would like to take on?
- What inspires and motivates you?
- How can you avoid burnout?

Leadership Development

- What does it mean, to you, to be a leader?
- What has been the biggest test of your leadership ability, so far? What have you learned as a result of this challenge?
- What does it mean, to you, to be a good follower?
- How do you lead from your core values?
- Do you agree or disagree with the following statement? Why?
 - “For humans to be truly happy, they have to find meaning in their lives that comes from recognizing they must make a commitment to something larger than themselves, such as humanity, the natural world, or something that transcends human existence.”

Track-Specific Questions

Corporate Leadership

- What is one thing you see in the organization that you would like to change or improve?
- What is the organization doing to change or improve it?
- What could be done to change or improve the process or service?
- What are the challenges the organization may need to overcome?
- What is your biggest fear or worry about attempting to facilitate this change in the organization?

Civic/Non-profit leadership

- What is one thing that you would like to change on campus or in the community?
- What are they doing to change it?
- What could be done to change this issue?
- What are some challenges that may have to be overcome?
- What is your biggest fear or worry about attempting to facilitate this change?

Scholarship/Leadership research

- What topic(s) in the leadership process interests you the most? Why?
- How is this topic applied in a real-world context?
- What questions do you still have about this topic?
- What can you do to answer these questions?

MENTOR-STUDENT CONTRACT

Both the mentor and student should read and complete this contract during their first meeting.

Mentors:

- Create an environment that allows for student development in business and social settings,
- Are honest, trustworthy, and active listeners,
- Take the student from “backpack” thinking to professional thinking,
- Assist the student to develop strategies for analyzing and solving problems and becoming effective decision makers,
- Challenge the student students to take healthy, positive, and constructive risks,
- Offer honest, supportive, and constructive feedback to help my student improve his/her competencies,
- Share insights of their own expertise and experience to help the student’s development,
- Increase individual strengths through positive coaching and experiences,
- Provide guidance to the student on topics for discussion,
- Provide resources for the student to succeed,
- Offer professional and social networking opportunities, if available

I will:

- Adhere to the expectations stated above,
- Meet with my student a minimum of twice per month, during the fall and spring semesters of the academic year,
- Remain accessible to my student throughout the academic year,
- Maintain a continuous open line of communication with my student, using the method agreed upon by both parties.

As a mentor, I agree to adhere to all expectations stated above:

Name _____

Signature _____

Date _____

I prefer to be contacted by:

Email _____ Phone _____

My contact information is:

Email _____

Phone _____

MENTOR-STUDENT CONTRACT

Students:

- Are committed to their personal and professional growth,
- Show initiative to improve,
- Are respectful of their mentor’s honest, supportive, and constructive feedback,
- Are respectful of their mentor’s time,
- Are responsible, organized, and attentive,
- Are invested in their development as well as the development of others,
- Are dedicated to working toward a leadership position in the future

I will:

- Adhere to the expectations stated above,
- Meet with my mentor a minimum of twice per month, during the fall and spring semesters of the academic year,
- Maintain a continuous open line of communication with my mentor, using the method agreed upon by both parties.

As a student, I agree to adhere to all expectations stated above:

Name _____

Signature _____

Date _____

I prefer to be contacted by:

Email Phone

My contact information is:

Email _____

Phone _____

WORKING WITH YOUR MENTOR: TIPS

Mentoring is a personal relationship in which a more experienced professional acts as a guide, role model, teaching, and sponsor of a less experienced student (Johnson, 2002). A mentor provides his/her student with “knowledge, advice, challenge, counsel, and support” (2002). Throughout your time as a VALUE scholar, you may encounter unfamiliar territory, especially if you have never before worked with a mentor. These tips will help you develop a quality relationship with your mentor.

1. Be ready to work at the relationship

Good relationships don't just happen; they take work. This applies to relationships with family, friends, colleagues, and your mentor. It takes time and effort to get to know each other and build trust. Establishing and maintaining trust is essential to a good mentoring relationship.

2. Plan ahead

You should always have a list of items to discuss in your mentor-student meetings. These items can be directly related to your project, or they can be more developmental. This handbook offers a variety of questions you could discuss with your mentor.

3. Initiate

In order to sustain the mentoring relationship, take the initiative to ask your mentor a question, to let him/her know your educational and professional interests and objectives, and to ask about his/her own experiences.

4. Honor your commitment

Your mentor probably has a very demanding job. He or she has volunteered to take on the added responsibility of mentoring. Please be appreciative of your mentor's time and investment; respond in a timely manner to your mentor's questions and comments (within 48 hours if by electronic communication). If you don't have the time to respond at length, send a short message letting this person know you will be in contact when you have the opportunity.

5. Expect support, not miracles

You can expect a certain level of support and advice from a mentor, but he or she can't solve your problems for you. Perhaps the most valuable quality a mentor can offer is an alternative point of view. A mentor can put the situation in perspective, offer feedback, serve as a sounding board, and identify others whose brain you might pick, activities you can engage in, or small ways you can position your work to meet your goals, as well as resources that may be helpful to you.

6. Be teachable

Be willing to learn new things, obtain another perspective, and be responsive to suggestions and constructive criticism.

7. Actively listen

All the best questions in the world are useless unless you can actively listen for the information that will be helpful to you. Be sure to listen for central ideas. Once you've identified the central idea, consider how it applies to you.

8. Be curious

Ask your mentor about their past experiences, journey, etc. Suspend your judgement and just explore. The mentoring relationship is based on mutual respect, trust, and freedom of expression. Ask them to share their stories of major points of growth and change along the way—what allowed them to reach the next level and attain goals similar to the ones you are exploring?

9. Reflect

After each mentor-student meeting, ask yourself what you learned from the meeting and how you can apply the learning. You may want to do some reflective writing in a journal or a notebook and refer to it from time to time. (Hint: Use your Mentor Reflection assignment guidelines.)

10. Look ahead at your calendar

Are there any days you know that you'll be offline and ultra-busy? If so, let your mentor know, so that if he/she doesn't hear from you, they know it's because you're away or you're swamped.

Adapted from:

Student Toolkit by Worldbank.org

7 Tips for being a Good Student by Kansas State University

Tips for Being a Successful Student by UC-Davis

Additional Resources

Management Mentors' "10 Mentoring Tips for the Corporate Mentoree"

<http://goo.gl/OYhRd7>

University of Wisconsin-Madison's "Resources for Each Phase of the Mentoring Relationship"

<https://goo.gl/ZasamY>

Making the Most of Mentors: A Guide for Students

<http://goo.gl/ZHVvLL>

WORKING WITH YOUR MENTOR: FREQUENTLY ASKED QUESTIONS

How should I communicate with my mentor?

You and your mentor should establish communication preferences when you sign the mentor-student agreement. Should your mentor not respond to your communications within 48 hours, please contact the Director of the VALUE Program.

What should we talk about in our mentor-student meetings?

Your mentor-student meetings can include a variety of discussions. It is important to understand that these meetings are not just “progress reports” about your chosen project for the VALUE program, but these meetings are also time for you to reflect on what you are learning, being challenged by, or experiencing. This handbook provides meeting preparation and reflection tips in Section G, and questions regarding self-development in Section C.

How long do meetings need to be?

As long as it takes! A meeting can be anywhere from 10 minutes to two hours! As long as both the mentor and student are comfortable with ending the meeting, and feel as though the meeting met its objectives, you may end the meeting at your discretion.

Who schedules the mentor-student meetings?

You are responsible for scheduling your mentor-student meetings; therefore, you are to initiate contact with your mentor regarding meeting times.

My mentor knows little about leadership, does that matter?

No! YOU are the teacher this time. Your mentor is the door to the real-world experiences in this program, but it is your responsibility to connect those stories to what you know about leadership.

Whose role is it to prepare to the meeting agenda?

Both the mentors and students may create meeting agendas. It is recommended, however, that meetings focus on the agenda created by the student first; then it is appropriate to discuss mentor items.

My mentor and I are struggling to build a relationship; what should I do?

If you are struggling to build a relationship with your mentor, talk to them about it. Express your concerns with them so that you can fix any issues that may be causing this roadblock. Additionally, you are welcome to contact the Director of the VALUE program or your instructor to discuss your concerns; they can help guide you and your mentor in a more positive direction.

Is everything I tell my mentor confidential?

Trust is an important part of the mentoring relationship. Whenever possible, student confidences should be kept private. However, if a student indicates that he/she or someone else may be in danger, mentors are required to immediately notify the Director of the VALUE Program and/or the Department Chair of Leadership Studies.

WORKING WITH YOUR MENTOR: MEETINGS

Not only is it important to prepare for the meetings with your mentor, but you should also take time to reflect after the meetings. Use the questions below to guide your preparation prior to the meeting, how you work with your mentor during your meeting, and how you can reflect after the meeting concludes. These guiding questions will also be helpful when writing the assigned Mentor Meeting Reflection papers in your Advanced Leadership Lab course.

Prior to Meeting

At least one day before the meeting, you should prepare an agenda for you and your mentor to follow. Consider these questions when preparing the agenda. Keep in mind, your mentor may also have an agenda for the meeting, and it is likely he/she will ask you some of the questions located in Section C of this handbook.

1. What are two concrete goals you want to accomplish in your time with your mentor?
2. What information does your mentor need to know before they can understand your current situation?
3. What have you done to make progress on the challenge you are facing?
4. What have you not done to make progress on the challenge you are facing?
5. How can I summarize the information I want to share with my mentor in a way that allows me to share all relevant information clearly without dominating the conversation?

During the Meeting

1. Share your goals for the meeting and relevant information (e.g. current situation, successes, and challenges).
2. Actively listen to what your mentor is saying.
3. Be open minded and accept constructive criticism without becoming defensive.
4. Record important information in some way (e.g. take notes).

After the Meeting

How you reflect on the meeting is the most important step in the learning process. Use these questions to guide your reflection period, and set action steps if needed.

1. What did I learn?
2. How can I apply what I learned to my challenge(s)?
3. Did I accomplish the goals I had set for the meeting? If not, why?
4. What can I do differently for next time to maximize the value of the time I have with my mentor?

EPORTFOLIO GUIDELINES

In order to complete the VALUE program, you will be responsible for creating an ePortfolio, which you will submit and present at the end of your Advanced Leadership Lab II course.

An electronic portfolio (ePortfolio) “is a digitized collection of artifacts, including demonstrations, resources, and accomplishments that represent an individual, group, community, organization or institution” (Lorenzo & Ittelson, 2005).

Artifacts are evidences that document your competence in each of the six learning goals for the program. Some artifacts that you will include in your ePortfolio will be required assignments from your courses. In order to further demonstrate your competence in a more robust and creative way, you also will include a variety of optional artifacts. Artifacts include, but are not limited to: resumes, performance evaluations, work projects, letters of recommendation, awards or other noteworthy accomplishments, published papers or newsletters, etc.

VALUE LEARNING OBJECTIVES & EPORTFOLIO FRAMEWORK

The exclusive learning objectives to the VALUE program, which serve as a framework, are listed below. There are several possible artifacts one could choose to demonstrate that these learning objectives have been met. Suggestions are included in the “Possible Artifacts” column. As you progress through the VALUE program you should indicate which artifacts from your experience you will use in your ePortfolio. For example, a possible assignment to include from your Advanced Leadership Lab I course is your Strategic Plan document as it demonstrates the ability to “create change plans.” It is important to understand that each student’s ePortfolio will look different, reflecting his/her VALUE experience. This is simply a guide/chart to help you organize your files. You will want to keep electronic copies of all papers and work completed throughout the VALUE program, and may even choose to create a folder for the collection of these artifacts as you finish your courses and VALUE projects.

Learning Objectives	Possible Artifacts	My Artifacts
Effectively diagnose a situation, understanding the root causes, issues, and underlying problems and challenges	Strategic Plan	
Demonstrate initiative to both introduce change and persist to see change through its completion	End-of-project presentation	
Create and execute change plans around your specified track	Strategic Plan End-of-project presentation	
Learn to make conscious choices about interventions throughout the change process	Mentor-Student Eval	
Understand yourself and your role on a	Mentor-student meeting	

team	notes	
Work successfully in a team environment	Mentor-Student Eval	
Enhance your ability to network and communicate effectively	Reflection paper	
Demonstrate the ability to energize and effectively work across factions with multiple stakeholders	Final presentation (spring semester)	

RESOURCES FOR CREATING AN EPORTFOLIO

You may use any web platform you are familiar with to create your ePortfolio. Below is a list of recommended sites. If you are not at all familiar with websites, you will likely find the top two in this list the most user-friendly. Additionally, several tutorial videos and “walkthroughs” are available online if you do a general search for creating online portfolio websites, and all of these sites have technical support and tutorials available.

- [Weebly](#): A platform to create free websites or blogs using a user-friendly drag-and-drop interface.
- [Wix](#): Free website builder.
- [GoogleSites](#): Free website builder, especially good for those who already use [Google Drive](#) or any of the other popular [Google Apps](#).
- [Blogger \(or Blogspot\)](#): Blogspot is a free Web hosting service.
- [Digication](#): A platform specifically designed for creating and storing electronic portfolios.
- [Wordpress](#): An open-source blogging tool and publishing platform.

GENERAL TIPS

You are responsible for independently developing and continuing work on your ePortfolio during the time you are enrolled in the Advanced Leadership Lab I and II courses.

You will want to devise a way to catalogue your artifacts and other evidence so that you can use the same document that may pertain to more than one standard. For example, you will develop a strategic plan that will pertain a few of the learning objectives.

At the end of each semester you are strongly encouraged to:

- Reflect on your learning from the semester/term in the context of each learning objective
- Develop or revise notes for each learning objective to remind you of what you have learned and how to locate relevant artifacts that demonstrate that learning
- Make notes regarding any particular assignments, texts, videos, speakers or other sources that especially influencing your learning regarding each learning goal
- Also, consider learning outside of the regular academic coursework such as speakers, videos, books, volunteering, conferences or relevant project-related activities

EXAMPLE EPORTFOLIOS

Below are several example ePortfolios. None of these are direct examples from the VALUE program, so the content and structure will be different; nonetheless, each should provide you with some ideas. A reminder that your organizing framework will be based on the VALUE program's learning objectives.

Here are two examples of ePortfolios used to highlight class projects.

https://stonybrook.digication.com/alison_fox/Home

https://stonybrook.digication.com/joshua_mason/Welcome/published

Here are two ePortfolios that reflect on an internship experience.

<http://wsenn0.wix.com/wsennportfolio>

<https://sites.google.com/a/g.clemson.edu/katharine-amalfitano/home>

These portfolios are a combination of the two types above.

<http://blogs.longwood.edu/eportfolio/>

<http://ryanandmegan.wix.com/eportfolio>

<http://ascottdukes.weebly.com/>

<http://goo.gl/dHa9mB>

<http://savitamalik.myefolio.com/Introduction>

Here are two example ePortfolios of students whose organizing framework is to demonstrate that they meet the *National Board of Professional Teaching Standards* as a capstone experience in a Curriculum and Instruction degree program:

<http://kirstendossantos.weebly.com/>

<http://tifroth.weebly.com/index.html>

Here are two example ePortfolios from people whose organizing framework is the program outcomes for a Master of Science in Leadership program at another university:

<https://campus.digication.com/emilyhalderson/Welcome/published>

<http://tylerrootmslportfolio.blogspot.com/>

The following are ePortfolios completed by past VALUE Scholars.

<http://rlguillot1.wixsite.com/mysite>

<http://taylorhanus.weebly.com/>

<http://marisolreg.weebly.com>

<http://briannaschuck.weebly.com>

<http://kaylietowles.weebly.com>

<http://meganrust.weebly.com>

EXAMPLE

MENTOR ASSESSMENT – EVALUATE YOUR MENTOR

Availability: The mentor is available to the student, and regular meetings are planned (at least twice per month).

4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

Communication: The mentor maintains a continuous open line of communication with the student.

4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

Critical Thinking: The mentor frequently leads the student from “backpack” thinking to professional thinking through asking questions and making suggestions.

4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

Critical Thinking: The mentor frequently takes the opportunity to ask reflective questions of the student. The mentor utilizes reflective questioning skills to invite the student to look at his or her practices with an eye for improvement.

4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

Problem Solving: The mentor assists the student in developing strategies for analyzing and solving problems and becoming an effective decision maker.

4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

Challenge: The mentor challenges the student to take healthy, positive, and constructive risks.

4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

Feedback: The mentor offers honest, supportive, and constructive feedback to help the student improve his/her competencies.

4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

Feedback: The mentor shares his/her insights of their own expertise and experience to help the student develop.

4
Strongly Agree

3
Agree

2
Disagree

1
Strongly Disagree

Encouragement: The mentor models a positive attitude toward the project. The encouragement to succeed is genuine.

4
Strongly Agree

3
Agree

2
Disagree

1
Strongly Disagree

Knowledge of Content: The mentor demonstrates an understanding of the leadership process. The mentor actively interprets how the student completes a task using effective leadership skills.

4
Strongly Agree

3
Agree

2
Disagree

1
Strongly Disagree

Resources: The mentor provides adequate resources to help the student succeed.

4
Strongly Agree

3
Agree

2
Disagree

1
Strongly Disagree

Managing Student Learning: The mentor can effectively manage and monitor student learning, can systematically organize mentoring sessions, and frequently offers assistance.

4
Strongly Agree

3
Agree

2
Disagree

1
Strongly Disagree

Additional comments:

Please be as detailed as possible.

Resources Consulted

California State University, Stanislaus. (2014). Faculty mentor program: Mentors. Retrieved from, <https://www.csustan.edu/sld/faculty-mentor-program/mentors>

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Metropolitan State University. (2014). *GEMS Mentoring Program*. Retrieved from, http://www.metrostate.edu/msweb/pathway/academic_success/sld/gems.html

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