

Mentee Expectations

Mentee Name: _____

Use this worksheet to develop an understanding of what you expect to gain from your mentoring relationships. By clarifying your own expectations, you will be able to communicate them more effectively to your mentors. Add items you deem important.

The reasons I want to be mentored are to:

- Receive encouragement and support
- Increase my confidence when dealing with professionals
- Challenge myself to achieve new goals and explore alternatives
- Gain a realistic perspective of the field
- Get advice on how to balance work and other responsibilities and set priorities
- Gain knowledge of “dos and don’ts”
- Learn how to operate in a network of talented peers
- Other

I hope that my mentor and I will:

- Tour my mentor’s workplace
- Meet over coffee, lunch, or dinner
- Go to educational events such as lectures, conferences, or other events together
- Other

I hope that my mentor and I will discuss:

- Professional development subjects that will benefit my future career
- Career options and job search preparation
- The realities of the workplace
- My mentor’s work
- Technical and related field issues
- How to network
- How to balance work and family life
- Personal goals and life circumstances
- Other

The things I feel are off limits in my mentoring relationship include:

- Disclosing our conversations to others
- Using non-public places for meetings
- Sharing intimate aspects of our lives
- Other

I hope that my mentor will help me with job opportunities by:

- Opening doors for me to job possibilities
- Introducing me to people who might be interested in hiring me
- Helping me practice for job interviews
- Suggesting potential work contacts for me to pursue on my own
- Teaching me about networking
- Critiquing my resume
- Other



Mentor Guide



Thank you for taking the time to look this over.

How to get involved- the short version!

Blue Leadership Mentor:

The EPLP development Task Force recognizes that the mentoring of students by faculty and staff is an integral part of the higher education leadership development experience. Under the College's leadership development program the mentoring relationship will assist mentees with their leadership journey by providing resources necessary to assisting with their individual, group and community experiential growth and development.

Guiding students through their leadership development journey means that the mentor will be expected to:

- Meet monthly with mentees
- Update tracking info on Google Doc
- During monthly meetings discuss what leadership development opportunities they have participated in, their experiences, and what they have learned about themselves.
- Provide guidance and serve as a role model for mentees
- Discuss requirements and their progress in the Blue Certificate Program
- Encourage participation in the Alfred State campus community
- Attend Stu-yes to celebrate student success

Blue Leadership Presenter:

The Emerging Pioneers Leadership Program task force recognized that the expertise of faculty, staff and community members are essential when providing high quality, leadership development workshops. Leadership presenters fulfill an important role by providing workshops connected to program learning outcomes and goals to contribute to a cohesive leadership development experience.

What is the role of the presenter?

Leadership presenters utilize their expertise to contribute to student learning outcome achievement, impacting student's understanding of leadership concepts and skills. In the Blue Leadership Program, the presenter creates and engages a session that is 45 minutes in length, focused on individual leadership development in the context of Consciousness of Self, Congruence and Commitment.

Gold Leadership Mentor:

Same concept, regarding mentoring relationship with one exception, Gold Mentors will assist group in completion of a civic engagement project. The monthly meetings with the group will cover Social Change Theory (Controversy with Civility, Collaboration and Common Purpose).

Guiding students through their leadership development journey means that the mentor will be expected to:

- Meet monthly with group
- Guide students to common ground regarding passion and direction of Pioneer Project
- Assist students with preparation of presentation and poster presentation at conclusion of Pioneer Project
- Attend Stu-yes to celebrate student success

This year the Organizational Suite will be hosting a variety of Leadership presentations. These presentations are open to everyone, you do not need to be enrolled in EPLP to come and learn and participate. *If you are interested in hosting a session please email us at leadership@alfredstate.edu, we are always looking for new programs and topics to bring to our students.

Every Other Monday from 3:00-4:00PM

Women's Empowerment Mondays: Every other Monday we will be hosting a Women's Empowerment workshop that enhances leadership skills, discusses topical issues that are pertinent to women such as: body image, financial issues, negotiating salaries and employment opportunities among other issues.

Every Other Tuesday from 3:30-4:30PM

Roundtable Tuesdays: Every other Tuesday we invite you to check out the topic for our Roundtable discussion. We invite a campus expert (or two) to facilitate and moderate the discussions—but a Roundtable is really all about the participants. This is your chance to come and share best practices with your peers, collaborate on programs and ask questions of the experts. Roundtables are a great way to network, idea share and voice your concerns to an engaged audience. Check the schedule for topics as it changes every semester. Want to see a topic added or host a Roundtable? Email us at leadership@alfredstate.edu.

Once a Month on Wednesdays from 5:00-6:00PM

SLI Alumni Speakers: Who better than one of our own to come back and let you know, first hand, how their experience at Alfred State has helped them get to where they are today? These are candid, honest discussions with alumni who have been in your shoes. Come here how they got from here to where they are now! These individuals have been out in the business/working world for a number of years, but still keep in close contact with not just the school but the friends and faculty and staff that they met along their way. They are thrilled to come back to campus and see the changes that have been made since they have been gone and meet the next generation of Pioneers. The schedule changes every semester so check the leadership publications. (*Because of numbers this event is hosted in the SLC Small Events Space, Third Floor.)

Alternating Thursdays:

Mentor Chats, 3:30-4:30PM, Org Suite

In the tradition of TED Talks, we host Mentor Chats, where individuals from campus come and share a life experience that they have had that has impacted them in some way, helped them develop leadership skills and brought them to where they are today. You are invited to come and join these lively and informative discussions. You will be surprised at how many interesting people we have on campus! If you are interested in hosting a Mentor Chat email us at leadership@alfredstate.edu. We are always looking for new topics and stories.

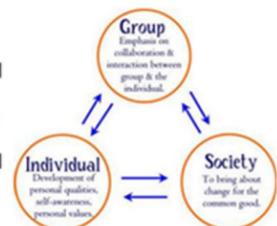
NEW! SLI Leadership Movie Series, 7:30PM (*These films will be hosted in the SLC Small Events Space, Third Floor)

What do movies such as Ghostbusters, The Goonies and Wolf of Wall Street have to do with leadership? A lot! Every other week we have chosen a movie that falls into one of the five Spheres of Well-Being that Gallup (founder of StrengthsQuest) have identified as an index in which to measure how college graduates are doing. These five spheres are: Social, Physical, Financial, Career and Community. In partnering with Purdue University they hope to provide a "powerful national bench-marking tool—not a ranking—created by higher education, for higher education." What better way to learn and discuss these spheres than with some friends, a bag of popcorn and some amazing films!



What is the Social Change Theory?

SOCIAL CHANGE IS GOOD



WASHINGTON, D.C. – December 17, 2013 – Gallup has partnered with Purdue University to build and conduct the largest representative study of college graduates in U.S. history. The Gallup-Purdue Index will measure the most important outcomes of higher education – great careers and lives that matter – and provide higher education leaders with productive insights for meaningful performance improvements. The initiative aims to create a national movement toward a new set of measures, created by and for higher education, and to help foster a new level of accountability for the sector.

While there is almost universal agreement that the ultimate outcome of a college degree is the increased probability of getting a good job and having a better life, there is not a tool to measure these critical outcomes. Higher education currently suffers from skyrocketing tuition costs, student loan debt, and a misalignment between degrees conferred and jobs available. President Barack Obama and the Department of Education have called for new ways to measure higher education outcomes and increase accountability and transparency. Gallup and Purdue are collaborating to go beyond "classic economic" measures, which provide limited value to education leaders, and use "behavioral economic" measures validated by Gallup's worldwide research on workplace engagement and well-being. The Gallup-Purdue Index will provide the first measure that evaluates the long-term success of graduates in their pursuit of "great jobs" and "great lives."

"Decades of Gallup research have helped measure and quantify whether a person has a great job and a great life," said Brandon Busteed, Executive Director, Gallup Education. "Right now, there isn't a college or university in the country that can tell – from a research-based perspective – to what degree their graduates have great jobs and great lives. Together with Purdue, and soon other leading higher ed institutions, Gallup is excited to get at what really matters."

The Gallup-Purdue Index provides a definitive measure of how college graduates are doing on five key dimensions of well-being: purpose, social, physical, financial, and community. It will also measure their workplace engagement including things such as whether they like what they do, do what they're best at, and have someone who cares about their development. In addition to the validated constructs Gallup has used to determine workplace engagement and well-being, Gallup will measure items that test the "customer" engagement of alumni, including their emotional attachment to their educational experience. The study will also include many crucial demographic items such as race, gender, household income, profession, student loan debt, whether respondents have started or plan to start a business, and whether they were first-generation college students, among other items.

Gallup will invite other institutions of higher education to join this research collaborative to measure these outcomes among their students and alumni starting this academic year, and will work with them to drive continual process improvement throughout the student experience. The Gallup-Purdue Index will serve as a powerful national benchmarking tool – not a ranking – created by higher education for higher education. The findings of the inaugural Index will be available in early spring of 2014 with public findings reported on Gallup.com annually.



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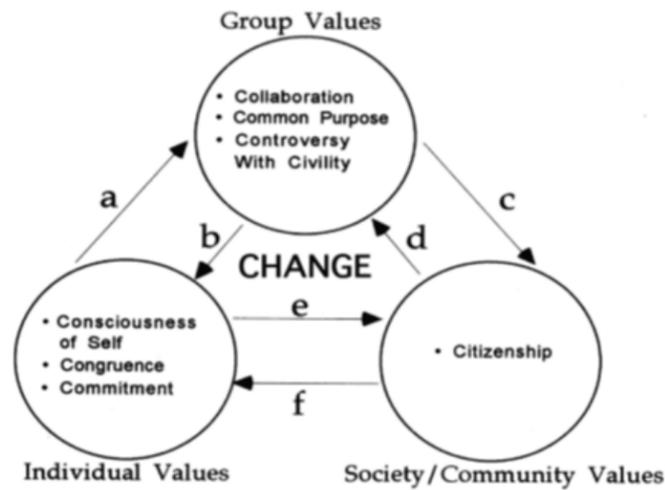
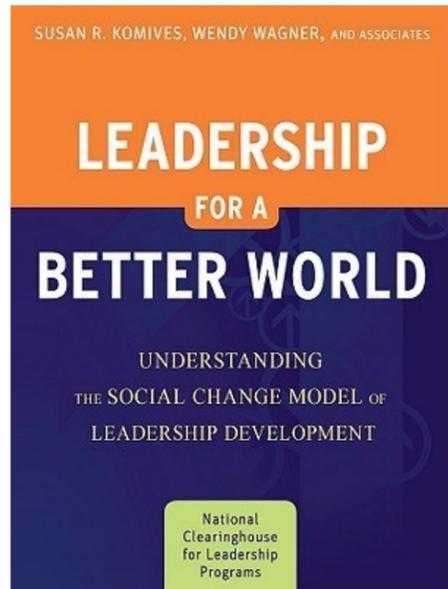


Exhibit 1. The Social Change Model of Leadership Development

The Emerging Pioneers Leadership Program Mentor Guide

Alfred State College promises to reveal to each student, each day his or her capacity for intellectual, physical and creative accomplishment. Your role as a mentor/advisor/presenter is integral in the development of our students on their leadership development journey. Thank you in advance for your support.

The Social Change Model of Leadership Series maintains the following guiding principles:

- All students have the capacity to demonstrate leadership.
- Leadership is purposeful and collaborative.
- Leadership is service and civic engagement.

Leadership concepts are explored across all academic disciplines and can be learned through curricular and co-curricular experience

The Emerging Pioneers Leadership Program is completely a collaborative initiative in which we welcome your involvement.

This guide is intended to provide basic information about The Emerging Pioneers Leadership Program to ensure that you feel supported, informed and prepared to be involved in the program. Also, the information is intended to help mentors contribute to a cohesive, meaningful experience in the leadership development program. Lastly, your role is incredibly important as students rated the positive mentor relationship and workshops as the most beneficial components of the program. You truly have an opportunity to impact student development and engagement.

Model and Theoretical Framework

The Social Change Model of Leadership Development, outlined in *Leadership for a Better World* by Susan Komives, et al, provides a model to frame the four leadership certificates. Additional leadership development theories that influence the student experience include StrengthsQuest, Servant Leadership, the Student Leadership Challenge, etc, with a strong consideration of the Learning Reconsidered 2 learning outcome framework.

Mission

The Emerging Pioneers Leadership Program prepares students to be effective and ethical leaders in service to the college and the global community. By engaging them in an extensive series of personal development experiences, including mentorship, community service, and project based learning.

Emerging Pioneers Leadership Program Supplemental Club and

Organization Training.

JIT Training

The Emerging Pioneers Leadership Committee recognizes that there are skills and topics that clubs and organizations may need additional training with. The EPLP offers Just in Time Supplemental Instruction with this need in mind. Just in Time training offers student organizations one on one training with a mentor who specializes in an area where an organization may find themselves lacking, or in need of more skill building. This instruction is scheduled through the Emerging Pioneer Leaders; this way the students can meet with the mentor at a time that is conducive to their schedule (for example, at a weekly meeting). Topics and mentors offered through the Emerging Pioneer Leadership Program include, but are not limited to:

JIT will occur by a student, advisor, club, or organization reaching out to the leadership committee via leadership@alfredstate.edu and expressing a struggle/concern in an area, we will then enlist an identified expert to administer training for them within 7-10 days. The goal of JIT is to provide training in an identified area, to an identified population as quickly as possible.

Ideas/Suggestions are always welcome. The Supplemental Training Program is offered year round for student organizations that seek assistance. This list is not all that is offered, if your organization has a concern or issue please contact us and we can accommodate.

All JIT programming is based on Gallup's Wellbeing research:

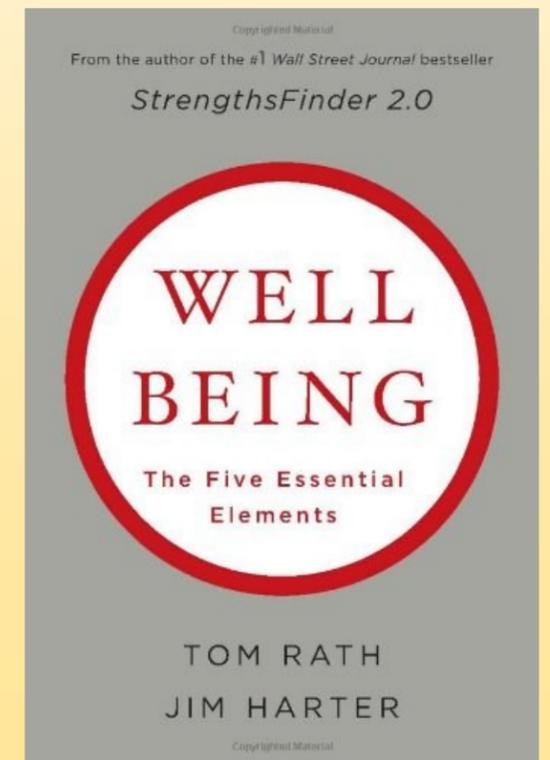
Much of what we think will improve our wellbeing is either misguided or just plain wrong.

Contrary to what many people believe, wellbeing isn't just about being happy. Nor is it only about being wealthy or successful. And it's certainly not limited to physical health and wellness. In fact, focusing on any of these elements in isolation may drive us to frustration and even a sense of failure.

When striving to improve our lives, we are quick to buy into programs that promise to help us make money, lose weight, or strengthen our relationships. While it might be easier to treat these critical areas in our lives as if they operate independently, they don't. Gallup's comprehensive study of people in more than 150 countries revealed five universal, interconnected elements that shape our lives:

The Five Essential Elements

- Career Wellbeing
- Social Wellbeing
- Financial Wellbeing
- Physical Wellbeing
- Community Wellbeing



Civic Action Project: The purpose of this project is for students to experience various forms of civic participation and connect them to the topic of citizenship through reflection. Students will participate in each of these activities and write a 1 page reflection paper for each utilizing the Kolb Model approach- experience, reflection, insight, application



- Service/Voluntarism
 - Advocacy
- Political Engagement
- Community Education

Civic Testimony: Each student will have 5-8 minutes to testify about an issue and submit a specific proposal related to this issue. This proposal needs to be congruent with the ongoing theme of citizenship/being a change agent. Testimony will be given in front of a panel (facilitator and committee members in the format of a City Council meeting or similar public meeting.

Develop e-portfolio

Reflection papers— Students develop and submit reflection papers for each seminar session – turned in to blackboard.

Core Knowledge Areas

Civic Knowledge: The process of applying discipline-specific knowledge to civic engagement

Civic Skills: The demonstration of engaging in a process to solve and increase the awareness of some civic problem

Civic Values: Having a disposition to the world that understands the need for civic engagement

Civic Motivation: Continued commitment to engaged citizenship

Learning Outcomes

The Blue Leadership Certificate focuses on the first 3 C's of the Social Change Model of Leadership Development: Consciousness of Self, Congruence, & Commitment. This stage of leadership development focuses on individual values. *As a result of the Blue Leadership Certificate Program, students will be able to:*

- Identify their strengths and weaknesses, values, attitudes and emotions that motivate action. (Consciousness of Self)
- Examine how their actions are consistent with their beliefs and values. (Congruence)
- Describe their investment in an idea or person in terms of intensity and duration in order to serve the group and its goals. (Commitment)

The Gold Leadership Certificate focuses on the second 3 C's of the Social Change Model of Leadership Development: Collaboration, Common Purpose and Controversy with Civility. This stage of leadership development focuses on group values, building off of the Blue Leadership Certificate's focus on individual values. *As a result of the Gold Leadership Certificate Program, students will be able to:*

- Explore the different understandings of citizenship, including how the Social Change Model conceptualizes it (Citizenship)
- Identify the power that students possess as an individual, and recognize ways that they employ that power in a group or organization to influence change. (Change Agent)
- Develop an action plan for how to create change whether it is initiating a "movement" or creating change within an organization they create or already belong to. (Change Agent)
- Identify the role they play within a group. (Collaboration)
- Describe the group's common purpose, including aims, values and vision (Common Purpose)
- Discuss their views and values with contrasting others in a civil manner that develops positive relationships. (Controversy with Civility)

The Pioneer Leadership Certificate will focus on Citizenship within the Society/Community portion of the Social Change Model. *As a result of the Pioneer Student Leadership Certificate Program, students will be able to:*

- Identify and assess community needs. (Citizenship)
- Select to participate in ongoing civic engagement. (Citizenship)
- Define various attributes and behaviors associated with citizenship and be able to define what citizenship means to them. (Citizenship)
- Examine their role as a citizen in their community. (Citizenship)
- Discuss and analyze local, national and global issues by participating in the seminar course. (Critical Thinking)

Just in Time Training is designed for club and organization leaders to help develop the tangible skills needed to achieve success as a group. *As a result Just in Time Trainings, students will* (based on the Student Leadership Challenge):

- Examine personal values and evaluate how their actions are congruent with their beliefs (model the way)
- Develop clear goals and establish meaningful ways to assess the achievement of these objectives (inspire a shared vision)
- Experiment with innovative approaches to challenges faced by their organization (challenge the process)
- Design opportunities that will engage others in the success of their organization (enable others to act)
- Value and actively recognize the contributions of others (encourage the heart)

Workshops are open to ALL organization leaders, Senate funded and non-Senate funded.

Mentor Program:

- Knowledge acquisition, integration and application- Mentors will be able to relate how their education and experience connects to their mentee's current and future life experiences.
- Cognitive complexity- Mentors will be able to articulate the pro's and con's about a complex issue and assists students in the formulation of their own position regarding that issue.
- Civic engagement- Faculty will recognize and communicate opportunities for students to make responsible reflective decisions about and for both themselves and the community around them.
- Faculty and staff will assist students in their leadership journey by meeting with them monthly and discussing journals and experiences with their mentee.

| Certificate Program | Leadership Development Area |
|-----------------------|--------------------------------|
| Blue | Individual |
| Gold | Group |
| Pioneer | Society |
| Just in Time Training | Club/Organizational/Individual |

PROGRAM GOALS

Co-curricular Programming and Support Services

Through involvement in EPLP, students will establish a thorough understanding of individual values, including an understanding of Social Change Series.

Through involvement in the Pioneer Certificate, students will demonstrate an understanding of citizenship and their role in the world around them.

Learning Environment and Quality of Place

Through collaboration with the Center for Civic Engagement, students will engage in a variety of service and volunteer opportunities.

Academic Quality and Engagement

Students will gain multifaceted leadership development through the establishment and integration of an Academic Seminar Classes.

STRATEGIC GOALS

Co-curricular Programming and Support Services

Students involved EPLP will engage in opportunities for recognition and professional development.

Learning Environment and Quality of Place

Through the establishment of the Student leadership center, faculty, staff and students will utilize a variety of resources and materials to gain knowledge of leadership concepts.

Through collaboration with the Center of Civic Engagement, students will engage in a variety of service and volunteer opportunities.

Culture of Philanthropy and Alumni Engagement

Through the establishment of an alumni network, provide resources, mentors and connection opportunities for students involved EPLP.

Pioneer Level Distinctives



Six seminars spaced evenly through semester (every other week)

Overall focus of seminars will focus on citizenship and building capacity to be a change agent in your community

Seminars will be co-taught with community members

Allegany County Jail (Criminal Justice)

Department for Social Services (Social Services)

Chamber of Commerce (Business)

Literacy West NY- (education)

Allegany County Board of Legislators (government)

Advocacy/Environment

Require at least one Field Experience/

**Students who complete the Pioneer Level are given a green chord to wear a graduation.

Gold Leadership Certificate Group Meeting #2

1. Welcome
 - a. Ask if they attended any seminars, workshops, etc. Encourage to share experience with the group.
 - b. Review the 3 C's of the Group Core Values, focus on Common Purpose
 - c. Collaboration
 - d. Common Purpose

Identified as having 3 key components: it's occurrence within groups; its presence in shared visions, aims, and values; and its role in working with others. Group members must be genuinely invested in the common purpose.

 - c. Controversy with Civility
 - d. Identify areas of interest within the group to start thinking about what their project, initiative, etc could be. Brainstorm list of interests/passions as a group. Connect to Gold Leadership Program experience where they identified their strengths, weaknesses, interests, etc. Save this list for future meetings.
 - a. Ask and record answers: Why does this group exist? What are some of the shared ideals? What is the vision and goals of the group? What are expectations of each other in the group?
 - b. Closing:
 - c. Establish meeting schedule
 - d. Remind students that an online portfolio is required and will be used as a summative assessment- all assignments will have to be uploaded so it will be important for them to save their work. Questions?

Gold Leadership Certificate Group Meeting #3

1. Welcome
 - a. Ask if they attended any seminars, workshops, etc. Encourage to share experience with the group.
 - b. Review the 3 C's of the Group Core Values, focus on Controversy with Civility
 - c. Collaboration
 - d. Common Purpose
 - e. Controversy with Civility

“Challenges group participants to discuss diverse opinions and perspectives while maintaining respect for those sharing other views. Civility can be a value, attitude or behavior.”
3. Discussion Questions
 - a. What is the difference between controversy and conflict?

Conflict builds opposing sides and is oppositional in nature while controversy allows for sharing of multiple points of view, perspectives, etc, before coming to a group decision. All voices are heard and valued.
 - b. Can you think of a time that a controversy turned into a conflict? How and why did that happen? What could have happened so the situation did not turn into a conflict?
 - c. What are effective communication strategies to use when your opinion differs from others?
 - d. Reflection: How have your experiences, values, opinions, worldview, etc, influence your approach to working with others?
 - e. Determine group project based on group values, goals, vision, etc. Give students time to create an action plan, designate responsibilities, revisit expectations, etc. Help students establish a timeline so they can be successful in achieving their group goals.
 - f. Closing:
 - a. Establish meeting schedule and answer any questions

LEADERSHIP MENTOR

The Alfred State Leadership Development Task Force recognizes that the mentoring of students by faculty and staff is an integral part of the higher education leadership development experience. Under the College's leadership development program, the mentoring relationship will assist

mentees with their leadership journey by providing resources necessary to assisting with their individual, group and community experiential growth and development.

What is the role of the mentor?

Mentoring relationships are power free and should be based on trust, acknowledgment of mutual benefit, confidentiality, and sound, responsible and respectful communication. Mentors need to be positive, and provide constructive and honest feedback in a safe, non-judgmental environment. Mentors are facilitators and teachers; they are like a sounding board ena-

bling the individual to discover and determine their development requirements and then work towards developing these requirements. To do this the Mentor will typically:

- Establish a non-threatening relationship in which individuals feel safe and secure raising and talking about issues;
- Assist the individual to reflect on their actions, thoughts, beliefs and feelings;
- Listen, clarify, reflect on and, when called for, challenge the individual's actions, thoughts and beliefs;
- Assist the individual to develop strategies for analyzing and solving problems and becoming effective decision makers, share insights of their own expertise and experience to help the individual's development, provide guidance to the individual on the topics for discussions.



Guidelines

Guiding students through their leadership development journey means that the mentor will be expected to:

- Meet monthly as group with their mentees.
- Update Google Doc <http://bit.ly/eplptracking> completion of requirements.
- During monthly meetings discuss what leadership development opportunities they have participated in, their experiences, and what they have learned about themselves.
 - Provide guidance and serve as a role model for mentees.
 - Discuss requirements and their progress in the Blue/Gold Certificate program.
 - Encourage participation in Alfred State campus community
- Attend kick off and Stu-eyes

If a student does not show up for mentor meetings or complete required assignments, attempt to contact that student. If you are unable to get a response, notify leadership@alfredstate.edu.

BLUE LEADERSHIP CERTIFICATE OVERVIEW & CHECKLIST

The Blue Leadership Certificate focuses on the first 3 C's of the Social Change Model of Leadership Development: Consciousness of Self, Congruence, & Commitment. This stage of leadership development focuses on individual values while future stages will focus on group and societal values.

Blue Leadership Certificate Learning Outcomes:

Students will be able to identify their strengths and weaknesses, values, attitudes and emotions that motivate action. (Consciousness of Self)

Students will be able to examine how their actions are consistent with their beliefs and values. (Congruence)

Students will be able to describe their investment in an idea or person in terms of intensity and duration in order to serve the group and its goals. (Commitment)

PROGRAM REQUIREMENTS

| Date Complete | Leadership Development Experiences & Assignments |
|---------------|---|
| _____ | Pre-program Personal Philosophy of Leadership Statement Must be sent via email to mentor prior to attending first workshop Attend Kick-off\ Schedule one meeting with Career Services- complete resume |
| _____ | <u>Attend a minimum of 4 workshops:</u> Attend "Strengths Quest" Workshop (MANDATORY) Attend Congruence Workshop (Student choice) Attend Commitment Workshop (Student choice) |
| _____ | Two Approved events |
| _____ | Meet monthly with mentor & send journals as email attachment prior to meeting Journal 1: Kick off What is Leadership? Journal 2: StrengthsQuest (Consciousness of Self) Journal 3: Congruence Journal 4: Commitment Journal 5: Campus/Community Event 1 Journal 6: Campus/Community Event 2 |
| _____ | Attend Stu-eyes |
| _____ | Post-program Personal Philosophy of Leadership Statement Must be sent via email to mentor after completing all other program requirements |

ADDITIONAL INFORMATION ABOUT REQUIREMENTS

Kick off retreat

This event will be offered at the beginning of each semester outlining the second 3 C's of the Social Change Model of Leadership Development: Collaboration, Common Purpose and Controversy with Civility. During this time groups will be assigned to a mentor and the first group meeting will take place. Students will start to discuss their plan for the Pioneer Project that they will accomplish during the semester.

Pioneer Project:

This project conducted by a team under the supervisor of a mentor must be completed within one semester. Example topics are listed below, but it is up to the team to decide what service project they will complete in the community. Limited funds available upon request.

Suggested Timeline-

Month one: First meeting- Choose topic and formulate a plan to complete Pioneer Project

Month two: Second meeting and completion of Pioneer Project

Month three: Third meeting and discussion of poster presentation

Month four: Presentation of Pioneer Project to committee

Group Presentation or Poster in SLC:

After completion of service Pioneer Project student groups can choose to present the process to the committee or hold poster presentation hours in the SLC.

Gold Leadership Certificate Advisor Group Meeting #1

Spring and Fall meetings for the Gold Leadership Certificate Program groups will be based on specific group needs to achieve their group goals, aims and values. Gold Leadership Advisors will determine the frequency and duration of meetings in order to provide support for the group to complete their project, initiative, etc.

1. Introductions
 - a. Talk about your educational background, your position at the college, your involvement, etc.
 - b. Ask them to tell you a little bit about themselves: Major, Academic year, Campus involvement, why they chose to do the green leadership program, etc.
 - c. Introduce the 3 C's of the Group Core Values, focus on Collaboration
 - d. Collaboration
"The relationship between group members and their ability to work together to achieve shared visions. It involves win-win situations where all parties are on the same side, creating high levels of commitment and synergy among all members."
 - b. Common Purpose
 - c. Controversy with Civility
 - d. Discussion
 - a. What is the difference between cooperation, collaboration and compromise?
 - b. How does your understanding of yourself and others contribute to collaborative efforts? Discuss diversity and inclusiveness concepts in this question.
 - c. What is the role of communication in collaboration?
 - d. Ask students to share a time where they were successful at collaborative efforts and maybe a time they were not successful in collaborating with others and why?
 - e. Closing:
Establish meeting schedule and answer questions

GOLD LEADERSHIP CERTIFICATE OVERVIEW & CHECKLIST

The Gold level focuses on group dynamics and civic engagement. Students identify a project or passion that they wish to work on over the course of a semester (i.e. sustainability, women's empowerment, Project Prom Dress) and they are paired in a group to complete their Pioneer Project.



The Gold Leadership Certificate focuses on the second 3 C's of the Social Change Model of Leadership Development: Collaboration, Common Purpose and Controversy with Civility. This stage of leadership development focuses on group values, building off of the Gold Leadership Certificate's focus on individual values. Learning Outcomes:

1. Identify the role they play within a group. (Collaboration)
2. Describe the group's common purpose, including aims, values and vision (Common Purpose)
3. Discuss their views and values with contrasting others in a civil manner that develops positive relationships. (Controversy with Civility)

PROGRAM REQUIREMENTS

The Gold Program Certificate must be completed in one semester

| Date Complete | Leadership Development Experiences & Assignments |
|---------------|---|
| _____ | Attend kickoff retreat |
| _____ | Attend Group Meetings (Seminars) 1 Per Month |
| _____ | Complete Pioneer Project |
| _____ | Group presentation about Pioneer Project (Poster in SLC or in front of committee) |
| _____ | Attend Stu-eys |

ADDITIONAL INFORMATION ABOUT REQUIREMENTS

Personal Philosophy of Leadership Statements

Each student will write two Personal Philosophies of Leadership Statements- one at the start of the program in the fall semester and one at the end of the program in the spring semester. The guided questions for this assignment are the same for both responses. The goal of this assignment is to learn what each student's initial personal philosophy of leadership entailed and how it has evolved. Writing prompts and assignment are located later in this packet.

Please let us know if you have any ideas for workshops or if you would like to present on any of the above topics!

Leadership Workshop or Seminar Presenter

The Emerging Pioneers Leadership Program task force recognized that the expertise of faculty, staff and community members are essential when providing high quality, leadership development workshops. Leadership presenters fulfill an important role by providing workshops connected to program learning outcomes and goals to contribute to a cohesive leadership development experience.

What is the role of the presenter?

Leadership presenters utilize their expertise to contribute to student learning outcome achievement, impacting student's understanding of leadership concepts and skills. In the Blue Leadership Program, the presenter creates an engaging session that is 45 minutes in length, focused on individual leadership development in the context of Consciousness of Self, Congruence and Commitment. In the Gold Leadership Program, the presenter contributes during the kickoff event where other presenters may be involved and then on their own throughout the semester. This extended seminar format allows presenter to have students work in groups, applying acquired knowledge. The focus is on development in the areas of Collaboration, Common Purpose and Controversy with Civility.

Assessment:

In order to assess student satisfaction and learning, pre and post tests are administered in all workshops by a student volunteer. Feedback from the evaluations will be shared at the end of each semester or upon request.

Campus/Community Events

Each student must attend two approved campus/community events. Depending on the student's strengths, affiliations, involvement, etc, the student should determine an area that is unfamiliar to them and attend an event to broaden their experiences with diverse peoples, topics, etc. The goal is for the student to have a wide range of experiences on campus and in the community that may not be familiar to him/her. As with the community service event, students should discuss options with their mentors. A list of approved campus/community events will be sent out weekly to all students and mentors.

Resume Completion

Students are required to complete their resume and set up a time with the Career Development office for review. For an appointment contact: Elaine Moresman morsmaem@alfredstate.edu x4061

Leadership Development Program Tracking Guide

Throughout the year, students are asked to complete a series of requirements. Mentors track whether or not the student completes requirements by using a Google Doc grade book. Mentors will enter grades for:

- Personal philosophy of leadership statements (2 total - pre and post)
- Journals (5 total)
- Events (2)

Annual Stu-eyes Awards Ceremony

Each year, student leaders are recognized at the Stu-eyes Leadership Awards Ceremony. Students The Emerging Pioneers Leadership Program receives their certificates. Mentors and students can celebrate a great success together.



**Looking for a tool to help measure success?
Take a look at the rubric below!**

**Emerging Pioneers Leadership Program
Alfred State College
Blue Leadership Certificate Student Progress Report**

**Student Name:
Mentor Name:
Evaluation Date:**

The Blue Leadership Certificate Student Evaluation is intended to be developmental in nature through identifying areas of growth, maintenance and excellence. Leadership Mentors can use this document as a tool, supplemented by leadership program requirements such as journals, meetings, conversations etc.

Blue Leadership Certificate Program Learning Outcomes:

Blue Leadership Certificate students will be able to:

- Identify their strengths and weaknesses, values, attitudes and emotions that motivate action. (Consciousness of Self)
- Examine how their actions are consistent with their beliefs and values. (Congruence)
- Describe their investment in an idea or person in terms of intensity and duration in order to serve the group and its goals. (Commitment)

| | Emerging | Developmental | Proficient | Exemplary |
|-----------------------|---|---|---|---|
| Consciousness of Self | Unable to concretely identify areas of strength and weakness. Lacks a clear understanding of personal values, attitudes and emotions. | Identifies some strengths and weaknesses, values and attitudes and emotions but continues to explore this area of self-awareness. | Describe strengths, weaknesses, values, attitudes and emotions that motivate action. | Thoroughly and thoughtfully describe strengths, weaknesses, values, attitudes and emotions that motivate action. Examine how strengths and weaknesses fit with those of others. |
| Congruence | Unable to identify beliefs and values and struggles to connect how actions correspond with ideas. | Identifies beliefs and values; recognizes that acting congruently with beliefs and values should be more consistent. | Connects personal beliefs and values with actions consistently. | Analyzes how actions are consistent and beliefs and values consistently and thoroughly. Helps others examine how actions are consistent with personal beliefs and values. |
| Commitment | Is in the process of finding an idea/person to invest in. Fails to connect personal values, attitudes, etc, with a purpose. | Identifies a person, idea or cause that could be of interest to be involved with but has yet to take action. | Describe investment in an idea, person or cause in terms of intensity and duration in order to serve the group and its goals. | Demonstrates significant investment in an idea, person or cause in order to better lead the group into action. Actively assumes leadership positions within that group. |

Comments:

Discuss the workshops or events that they have attended and ask them to elaborate on those experiences:

Some talking points could be

Who was the presenter of the workshop and what was it about? (Date and time recorded on their mentor checklist). If they attended an event, provide a summary.

What did you learn from this workshop? Specifically about leadership?

Did you find this workshop beneficial in your process of becoming a stronger more efficient leader?

If you could change something about this workshop so that it would be more beneficial to participants in the future, what would you change?

Determine next meeting. Discuss any further items you deem appropriate.

**Blue Leadership Certificate
Mentor-Mentee Meeting Agenda #5**

Go over what the meeting will entail:

Read (before they come to the meeting) and discuss the mentee's guided journal entry for this month.

Ask them about and discuss workshops they have attended. What have they learned from attending these workshops?

Take a look at their Guided Journal and discuss it with them:

Here is what they are asked to write about:

| | |
|---|---|
| Journal 4 & 5 Campus/Community Events | Briefly describe the event you attended and why you and your mentor thought you should attend the particular event What did you learn after attending the event? How did the event challenge or affirm your individual values? How did attending the event make you feel? How did the event affect you as a leader? How did it enhance your leadership abilities? |
|---|---|

Some talking points could be:

Why did you choose to go to that event?

Was it outside of your comfort zone?

Did you learn anything from the event/experience in relation to your individual values and leadership development? Explain.

How did attending the event make you feel?

What can you take away from attending the event in terms of your role as a leader?

Discuss the workshops or events that they have attended and ask them to elaborate on those experiences:

Some talking points could be

Who was the presenter/key people and what was it about? (Date and time recorded on their mentor checklist). If they attended an event, provide a summary.

What did you learn from this event? Specifically about leadership?

Did you find this workshop beneficial in your process of becoming a stronger more efficient leader?

If you could change something about this event/experience so that it would be more beneficial to participants in the future, what would you change?

Determine next meeting. Discuss any further items you deem appropriate.

**Blue Leadership Certificate
Mentor-Mentee Meeting Agenda #6**

1. Go over what the meeting will entail:

a. Read (before they come to the meeting) and discuss the mentee's guided journal entry for this month.

b. Ask them about and discuss workshops they have attended. What have they learned from attending these workshops?

2. Take a look at their Guided Journal and discuss it with them:

Determine what students did not complete so they are aware of what they need to do to complete the program. Discuss any further items you deem appropriate.

Blue Leadership Certificate Journals and suggested Questions:

Each journal is intended to be reflective based of the participants' leadership development experiences within the realm of the Social Change of Leadership Development. Journals will be discussed monthly- please submit within 72 hours of attending event or workshop.

| | |
|---|---|
| Pre Leadership Philosophy: | This is a general definition of leadership based on the student's perception of the word "leadership" and what it means to them- this is a personal reflection piece. |
| Journal 1- Kick off (if the attended) | What would you like to learn from this program? Are you excited to take part in the program? What are your initial thoughts after the Kick-off? |
| Journal 2- Consciousness of self (StrengthsQuest) | What personal qualities do you possess that enhance your interactions with others in your group to work towards a common goal? What are your strengths? How do your strengths help/hurt you as a leader? What would you like to work on individually? |
| Journal 3- Congruence | How do your values influence your role as a person, student and leader? What ethical challenges can you anticipate as being a leader and how do you plan on maintaining ethical behavior? How do your values influence your thinking, feeling and behavior towards others? |
| Journal 3- Commitments | How do your individual values/strengths/interests motivate you to act? What are some things that you would like to change in the community and what are some ways you can improve the overall community? How can you utilize your strengths and interests to motivate others towards a common goal? How can you work with others who do not share the same values/interests towards a common goal? |
| Journal 4- Event 1 | Briefly describe the event you attended and why you and your mentor thought you should attend the particular event? What did you learn while attending the event? How did the event challenge or affirm your individual values? How did attending the event make you feel? How did the event affect your leadership philosophy? How did it enhance your leadership abilities? |
| Journal 5- Event 2 | Briefly describe the event you attended and why you and your mentor thought you should attend the particular event? What did you learn while attending the event? How did the event challenge or affirm your individual values? How did attending the event make you feel? How did the event affect your leadership philosophy? How did it enhance your leadership abilities? |
| Post Leadership Philosophy | This is a philosophy statement, same concept as the Pre Leadership Philosophy statement- discuss why is it is similar to the Pre and why, if it is different from the Pre. |

Monthly Mentor Meetings

Each student has a mentor for his/her leadership growth and development. The mentor will serve as a support system, guide and facilitator of leadership development by encouraging reflective, meaningful conversations and review of assignments. Students are required to meet with their mentor at least once a month. Prior to each meeting, the student will compose a written journal to discuss with the mentor group. Suggested items to discuss in journals are outlined later in this document.

Blue Leadership Certificate Mentor-Mentee Meeting Agenda #1

This meeting will take place during the kickoff event- discuss scheduling of mentor meetings- conduct and ice-breaker with your mentees.

Blue Leadership Certificate Mentor-Mentee Meeting Agenda #2

Go over what the meeting will entail:

- Introductions
- Review mentee's "Personal Philosophy of Leadership Statement" and talk about it with them.
- Read (before meeting) and discuss the mentee's guided journal entry for this month.
- Ask them about and discuss workshops they have attended. What have they learned?

Create a conversation to get acquainted with one another:

- Talk about your educational background, your position at the college, your involvement with the blue leadership program, etc.
- Ask them to tell you a little bit about themselves: Major, Academic year, Campus involvement, why they chose to do the blue leadership program, etc.

Take out a copy (they may bring it or email it to you) of the mentee's "Personal Philosophy of Leadership Statement" and discuss it with them:

Some talking points could be:

- How long did it take you to complete this statement?
- How did you come up with this Philosophy?
- Did you find it challenging to come up with the words and articulate on paper what your personal philosophy on leadership?
- What are some of the experiences you had in the past that lead to this statement?
- Ask them for clarification on a part of the statement that you don't understand.

Take a look at their Guided Journal and discuss it with them:

Here is what they are asked to write about:

| | |
|--|--|
| Journal 1 & 2 Kick off and Strengths Quest (Conciseness of Self) | What personal qualities do you possess that enhance your interactions with others in your group to work towards a common goal? What are your strengths? How do your strengths and weaknesses help/hurt you as a leader? What would you like to work on individually? |
|--|--|

Discuss the workshops that they have attended and ask them to elaborate on those experiences:

Some talking points could be

- Who was the presenter of the workshop and what was it about? (Date and time recorded on their mentor checklist)
- What did you learn from this workshop? Specifically about leadership?
- Did you find this workshop beneficial in your process of becoming a stronger more efficient leader?
- If you could change something about this workshop so that it would be more beneficial to participants in the future, what would you change?

After you finish up that discussion, wrap things up by setting up a schedule for the remainder of the meetings you will have this semester. Discuss any further items you deem appropriate and send them on their way. Remind students that an online portfolio is required and will be used as a summative assessment- all assignments will have to be uploaded so it will be important for them to save their work.

Blue Leadership Certificate Mentor-Mentee Meeting Agenda #3

Go over what the meeting will entail:

- Read (before they come to the meeting) and discuss the mentee's guided journal entry for this month.
- Ask them about and discuss workshops they have attended. What have they learned from attending these workshops?

Take a look at their Guided Journal and discuss it with them:

Here is what they are asked to write about:

| | |
|-----------------------------------|--|
| Journal 2 Workshop: Congruence | How do your values influence your role as a person, student and leader? What ethical challenges can you anticipate as being a leader and how do you plan on maintaining ethical behavior? How do your values influence your thinking, feeling and behavior towards others? |
|-----------------------------------|--|

Some talking points could be:

- How did you determine what you value?
- Who or what in your life may have influenced your values?
- Are your values concrete or do you think they are changing?
- How do your values influence your various roles and relationships?
- What ethical challenges do you foresee in a leadership role and how can you maintain ethical behavior?
- Think about your values and how they are similar and different to others on campus, in the community and in the greater world. How does this impact your interactions with others?

Discuss the workshops or events that they have attended and ask them to elaborate on those experiences:

Some talking points could be

- Who was the presenter of the workshop and what was it about? (Date and time recorded on their mentor checklist). If they attended an event, provide a summary.
- What did you learn from this workshop? Specifically about leadership?
- Did you find this workshop beneficial in your process of becoming a stronger more efficient leader?
- If you could change something about this workshop so that it would be more beneficial to participants in the future, what would you change?

Determine next meeting. Discuss any further items you deem appropriate.

Blue Leadership Certificate Mentor-Mentee Meeting Agenda #4

Go over what the meeting will entail:

- Read (before they come to the meeting) and discuss the mentee's guided journal entry for this month.
- Ask them about and discuss workshops they have attended. What have they learned from attending these workshops?

Take a look at their Guided Journal and discuss it with them:

Here is what they are asked to write about:

| | |
|-----------------------------------|---|
| Journal 3 Workshop: Commitment | How do your individual values/strengths/interests motivate you to act? What are some things that you would like to change in the community and what are some ways you can improve the overall community? How can you utilize your strengths and interests to motivate others towards a common goal? How can you work with others who do not share the same values/interests towards a common goal? |
|-----------------------------------|---|

Some talking points could be:

- How are your personal passions reflected in the activities, classes or work that you do?
- How can you communicate with others whose values and passions differ from your own in order to accomplish a common goal?
- At times it can be difficult to remain dedicated, particularly when facing adversity. How can you remain motivated and committed during these times? How can you motivate others?
- What are some things that you would like to change in the community?
- How can you become a change agent to improve your community?