

# **V.A.L.U.E.**

## **Student Orientation**

**VOSS ADVANCED LEADERSHIP  
UNDERGRADUATE EXPERIENCE**

*Fort Hays State University*

**Saturday, August 15, 2020**

### **OVERVIEW**

- **Introductions**
- **Background of VALUE**
- **What is VALUE?**
- **Program Requirements**
- **VALUE Tracks**
- **Working with your Mentor**
- **What's Next**

# **INTRODUCTIONS & ICEBREAKER**

## **VALUE BACKGROUND**

The Voss Advanced Leadership Undergraduate Experience (VALUE) is the result of a generous gift, provided to the Department of Leadership Studies, from the family of Omer G. Voss.

The aim of the program is to prepare students for the real-world, and learn how to “get things done” and collaborate in a professional environment.

## WHAT EMPLOYERS WANT

**Employers are increasingly seeking students who:**

- have leadership experiences
- can work in a team
- can communicate well
- solve problems
- have a strong work ethic

**The VALUE program aims to offer students the experiences to gain these abilities and enhance your leadership education.**

National Association for Colleges and Employers [NACE]. (2015). *Job Outlook 2016: Attributes Employers Want to See on New College Graduates' Resumes* [Press release]. Retrieved from <https://www.naceweb.org/s11182015/employers-look-for-in-new-hires.aspx?terms=job%20outlook%202016%20survey>

## WHAT IS VALUE?

**VALUE is a an undergraduate program for students that show great leadership potential.**

**Comprised of both curricular and co-curricular experiences, VALUE will offer students the opportunity to gain experience in one of three sectors:**

- Corporate leadership,
- Civic/non-profit leadership, or
- Scholarship/Leadership research

**Paired with a mentor, students will complete a large project over the course of the year.**

## LEARNING OUTCOMES

### Operations

- Effectively *diagnose* the situation, understanding the root causes and issues 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

### Collaboration

- *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

## PROGRAM REQUIREMENTS

- **Attend all required VALUE events (e.g. orientations)**
- **Complete all coursework for two, three credit hour Advanced Leadership Seminar courses, offered in the fall and spring semesters**
- **Meet with a mentor a minimum of two times per month**
- **Complete a project within a chosen program track**
- **Compile an end-of-program portfolio demonstrating competency in the program's learning objectives**

## TRACKS

### Corporate leadership

- Internships at local organizations

### Civic/Non-profit leadership

- Serviceships in the CCL, or other non-profit organization

### Scholarship/Leadership research

- Undergraduate research projects

## CORPORATE

**Operating within a for-profit organization, you'll work on a single or variety of projects. Projects should be developed to move the organization forward, meeting its needs, and achieving it's set goals while working under its values.**

### Past Projects

- Development and implementation of employment workshop
- Strategic Planning Consulting Firm intern
- Marketing internship for local business(es)
- Product Sales Intern for local organization
- Business development for self-owned business

## CIVIC/NON-PROFIT

**Operating within a non-profit organization or for the purpose of a non-project project, utilize leadership skills and behaviors for the common good.**

### **Past projects:**

- Collaboration with Kansas Youth 4-H
- Collaboration with DSNWK and local school districts
- Promoting social emotional connections in FHSU and Hays community
- Assessment of sorority philanthropy
- "Consent Rocks" project
- Marketing and event coordination
- Fundraising efforts for the International Sister City Committee in the City of Hays
- Social work/therapy intern for local children's psychiatric hospital
- Campus-wide Body Positivity Awareness Campaign
- City-wide "Be Kind" campaign in Salina, KS

## SCHOLARSHIP/RESEARCH

**Utilizing various leadership skills and behaviors, perform research about a particular topic of interest, OR about an organization, catering to its need(s).**

### **Past Projects**

- Living learning community (LLC) student experiences
- Coaching styles in higher education athletics
- Organizational culture
- Followership styles of giraffes
- Understanding the "calling" of religious leaders
- Gender and relationship violence on the FHSU campus
- Former presidents and leadership styles

## RESEARCH: WHY IN THE WORLD WOULD I WANT TO DO THAT?

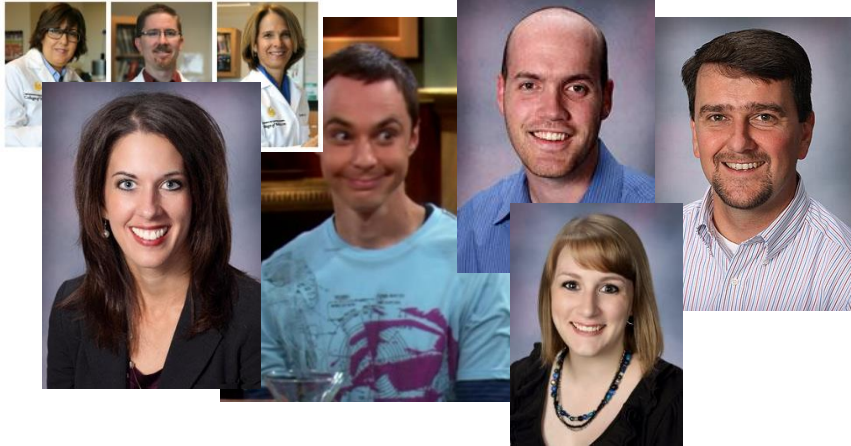
## POINTS TO PONDER

What images come to mind when you hear the term “research”?



## POINTS TO PONDER

Who comes to mind when you hear the term “researcher”?



## THE NEED

**Many organizational leaders make ill-informed and irrational judgments about organizational change**

- While leadership does require intuition, many decisions could, and *should*, be based on well developed data to inform decisions

**Purpose:**

- Provide necessary knowledge & skills to design and execute research/assessment activities



## TYPES OF SOCIAL SCIENCE RESEARCH

### Pure or fundamental research

- Intent of advancing knowledge or theoretical understanding
- Developing refining leadership theories
- Examining factors associated with the development of a particular leadership style
- Examining outcomes of associated with particular leadership theory

## TYPES OF SOCIAL SCIENCE RESEARCH

### Applied Research

- Intent of applying research results to some specific problem
- Needs assessment of a community issue
- Gauging the level of employee morale/satisfaction
- Conducting performance appraisals; in order to implement reward systems (e.g., bonuses, merit pay)

## TYPES OF SOCIAL SCIENCE RESEARCH

### Evaluation Research:

- Determine the merit (e.g., quality), worth (e.g., value), significance (e.g., importance) of something such as a program, policy, or consumer product
- Leadership Development:
  - Assessment of learning: what worked? What didn't?
  - Evaluation of community programs

## EXAMPLES OF LDRS FACULTY PROJECTS

- Understanding community impact from LDRS 310 project teams
- Understanding factors associated with effective online 310 student projects
- Understanding the use of social media in non-profit organization
- Determining effectiveness of batterer intervention training
- Examine changes in students' Psychological Capital through a leadership education program

## **EXAMPLES OF LDRS STUDENT PROJECTS**

- Understanding the development of effective peer mentoring relationships within learning communities
- Understanding effectiveness of new academic advising initiatives at FHSU
- Team development through a semester-long service-learning course
- Student experiences in living learning communities

## **MENTOR-MENTEE ROLES & EXPECTATIONS**

## WORKING WITH A MENTOR

The VALUE program has identified several professionals to serve as your potential mentors throughout the next year. All mentors have experience in one or more VALUE tracks.

**Mentors are coaches who will guide you through this experience by:**

- Establishing a meaningful relationship with you
- Providing honest and constructive feedback regarding your project
- Challenging you to take positive risks
- Sharing his/her experiences with you
- Offering you advice, but only when you ask them to
- Engage in meaningful reflection with you

## WORKING WITH A MENTOR

**Mentors are NOT:**

- A supervisor
- To give you “advice” on academic coursework
- To track your VALUE program requirements
- To control your project progress

## HOW ARE YOU MATCHED WITH A MENTOR?

Mentors are matched with scholars based on shared VALUE track interests.

For example, a mentor with experience in civic/non-profit leadership will be paired with a scholar who desires the same track experience.

You will not be paired with a potential supervisor of your project.

## YOUR ROLE AS A STUDENT MENTEE

As a student mentee you :

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

## THE LOGISTICS

- **Meet with your mentor a minimum of twice per month during the fall and spring semesters in person OR via another agreed-upon mode of communication**
- **Maintain a continuous, open line of communication with your mentor**
- **Submit mentor evaluations each semester**

## ESTABLISHING AN EFFECTIVE MENTOR-STUDENT RELATIONSHIP

**Relationship is the operative word – as with any relationship it is the responsibility of both parties to create openness and trust. It is crucial for the mentor and the mentee to discuss their hopes and expectations at the outset. The Mentor-Mentee agreement located in the Student Handbook can guide your conversation. Other things to discuss include:**

- Time, place, and means for contact and meetings (e.g. e-mail, telephone, face-to-face, times of day, days of week, etc.)
- Mutual availability
- How differences or conflicts might be handled, should they arise
- How feedback to each other will be managed

Adapted from the Canadian Society of Association Executives *Mentoring Orientation Guide*.

## YOUR FIRST MENTOR-STUDENT MEETING

Typically, first meetings allow two people to get to know a little bit about each other, attach a face to a name, and gain a bit of comfort.

To do this, you need to think about what setting would feel comfortable for both of you, such as:

- FHSU Memorial Union
- Local coffee shop
- Local restaurant for a lunch/dinner meeting
- Skype or Zoom

***It is the responsibility of the VALUE Scholar to contact his/her mentor to schedule the first meeting.***

Adapted from the Canadian Society of Association Executives *Mentoring Orientation Guide*.

## YOUR FIRST MENTOR-STUDENT MEETING

Also, plan out some conversation starters by asking yourself:

- What are things I could tell my mentor about myself that would help us get to know each other a little bit?
- What about my story might be interesting and relevant to him/her?
- What are some questions I could ask my mentor to get to know him/her a little bit?

Adapted from the Canadian Society of Association Executives *Mentoring Orientation Guide*.

## TAKING NOTES IN YOUR MENTOR-STUDENT MEETINGS

Your Student Handbook contains two copies of meeting notes pages. Use these pages to keep track of your mentor-mentee conversations and next steps.

For additional copies of the notes pages, visit the VALUE Webpage.

**MENTOR-MENTEE MEETING**

Date \_\_\_\_\_

Mode of Communication: Face-to-Face Skype/Web Conference Email Phone

**NOTES**

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**STILL TO DO**

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## MENTOR-STUDENT CONFIDENTIALITY

Trust is an important part of the mentoring relationship.

We have asked your mentor to keep student confidences private, whenever possible.

However, if you happen to indicate that you, or someone else, may be in danger, mentors are *required* to immediately notify the Director of VALUE and/or the Chair of Leadership Studies.





## EVALUATION OF MENTORS

Students are not the only ones who can learn from participating in VALUE, mentors can too!

The Director of VALUE will administer an evaluation twice per semester, to give both you and your mentor the opportunity to evaluate each other.

Learn from the results!

STUDENT ASSESSMENT – EVALUATE YOUR STUDENT (STUDENT)				
Fall – Midterms				
Availability: The student initiates contact with the mentor (at least twice per month) and regular meetings are planned.				
4	3	2	1	
Strongly Agree	Agree	Disagree	Strongly Disagree	
Communication: The student maintains a continuous open line of communication with his/her mentor.				
4	3	2	1	
Strongly Agree	Agree	Disagree	Strongly Disagree	
Critical Thinking: The student has demonstrated the ability to think professionally, rather than "backpack" thinking.				
4	3	2	1	
Strongly Agree	Agree	Disagree	Strongly Disagree	
Critical Thinking: The student offers thoughtful responses to reflective questions asked by the mentor.				
4	3	2	1	
Strongly Agree	Agree	Disagree	Strongly Disagree	
Problem Solving: The student has demonstrated the ability to solve problems as they occur and he/she may even go beyond the help of the mentor to other resources.				
4	3	2	1	
Strongly Agree	Agree	Disagree	Strongly Disagree	
Feedback: The student looks for feedback and criticism on his/her performance and project so that they can improve.				
4	3	2	1	
Strongly Agree	Agree	Disagree	Strongly Disagree	
Feedback: The student respectfully accepts feedback and criticism in a professional manner.				
4	3	2	1	
Strongly Agree	Agree	Disagree	Strongly Disagree	
Commitment: The student is committed to their development throughout the experience.				
4	3	2	1	
Strongly Agree	Agree	Disagree	Strongly Disagree	
Enthusiasm: The student is enthusiastic about their VALUE experience.				
4	3	2	1	

## FALL 2020 CONFERENCE

- **Kansas Leadership Center**
  - *Your Leadership Edge* Conference
  - Virtual
  - Wednesday – Thursday, November 11-12, 2020
  - Registration information will be provided in the first few weeks of class!

## NEXT STEPS

- **Pick a Track; Meet your Mentor!**
- **Your ePortfolio**
- **LDRS 401: Advanced Leadership Seminar**
  - Wednesdays; 1:30 – 4 pm
  - RH 211

## QUESTIONS?

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