



Master of Professional Studies in Organizational Leadership ePortfolio Guidelines

This document contains guidelines for completing the ePortfolio, which serves as your *comprehensive exam* for the Master of Professional Studies (MPS) in Organizational Leadership.

The ePortfolio will be submitted during your culminating experience course (LDRS 890 or LDRS 895) at the end of your program. It is highly recommended you begin working on your ePortfolio at the conclusion of your first semester, and continue incremental work throughout your experience.

What follows is a description of the ePortfolio and the requirements for submission, as well as discussion on specific tools, rubrics, documents, and examples, to ensure you are prepared to successfully complete this project.

Introduction

All graduate degree programs at Fort Hays State University require some sort of comprehensive exam. A comprehensive exam is an independent requirement from the culminating experience in that it seeks to examine the students' learnings from the entire graduate program. Comprehensive exams vary by major, discipline, and school. Some require a traditional exam consisting of essay questions, while others require research, or oral presentations.

For the MPS in Organizational Leadership, your comprehensive exam is submitted in the form of an ePortfolio, which is "a digitized collection of artifacts, including demonstrations, resources, and accomplishments that represent an individual, group, community, organization, or institution" (Lorenzo & Ittelson, 2005). Your MPS ePortfolio, in particular, should represent your comprehensive learnings, based on the program's six learning goals. The ePortfolio tells the story of your learning experience (what you did, how you did it, why you did, etc.), how what you have learned all comes together, and, perhaps most importantly, the ePortfolio demonstrates how you will continue your learning after getting your degree.

MPS Learning Goals & ePortfolio Framework

The Master of Professional Studies program is organized around six broad learning goals. The ePortfolio is how graduates will demonstrate *mastery* of these learning goals. You will do this by *critically reflecting*, through reflective writing, on "artifacts" you select that demonstrate the meeting of these goals (e.g. papers, discussion postings, interviews, group projects, journals, peer assessments, etc.) completed in your classes. You can also critically reflect upon selected

artifacts from your professional practice, where appropriate (e.g. team and individual projects, professional development activities, etc).

In sum, you will collect artifacts that align to each learning goal, and write accompanying narratives that:

- Clearly describe the growth, achievement, accomplishments gained as a result of creating the artifact.
- Illustrate the ability to effectively critique the work and provide suggestions for constructive practical alternatives.
- Accurately connect the artifacts or learning experience with other relevant/related experiences.
- Make a variety of connections between your coursework and other parts of your life.
- Demonstrate your understanding of the cultural/personal lens and plans for future professional development.
- Describe your goals for continued learning (long-term and short-term).
- Superbly incorporate Kolb's Experiential Learning Model and DRAG-IT structure of reflective writing.

It is critical you not only reflect on the experience you had when creating the artifact, but how what you learned through that process has been applied to your professional practice. You are expected to discuss how your learning has transcended the classroom/coursework and has been applied in your professional and/or personal life.

Learning Goals
Knowledgeable: Understand and apply the theoretical concepts of leadership, organizational behavior, and systems and evaluate their effectiveness in leading change initiatives.
Visionary and Change-Oriented: Demonstrate the ability to envision opportunities and desirable futures; develop means of attaining them and initiate change processes at individual, organizational and global levels.
Collaborative: Develop the capacity to foster successful teams and to create effective formal and informal collaborative networks.
Critical Thinking: Apply appropriate research and analysis techniques to investigate complex situations, to formulate informed decisions and to evaluate outcomes for individual and organizational improvement.
Global Competence: Develop in-depth knowledge and understanding of the organizational implications of issues affecting modern global organizations and demonstrate an appreciation of diverse perspectives and an ability to function effectively in global situations.
Communicative: Practice effective oral and written communication by conveying complex ideas and information in a coherent and professional manner, utilizing technology as appropriate.

One of the best ways to ensure you stay on track in developing your ePortfolio from the very beginning of your program is to make a habit of reflecting at the end of each and every class. In fact, don't be surprised if you see this as a required assignment at the end of some of your classes.

1. What has really worked well for you in this class? What new "learnings" have you become excited about? Why? (Probe around prior/current organizational experiences that may have come to mind during various topics).
2. What have you learned about yourself through this class? (Dig deep here and identify new insights, ideas, or ways that you look at your talents and abilities).
3. How can you use the material taught in this class in any of the organizations that you are currently part of? How? Give concrete examples of how you might use the material. As you contemplate the future, how do you see the material taught in this class being of use to you?
4. Of the six broad learning objectives for this program, which ones can you demonstrate as a result of this course? What specific artifacts will you use from this class in your ePortfolio to support the meeting of those objectives?

Artifact Chart

Noted above, you will collect artifacts throughout your time in the MPS-OL program to include in your ePortfolio. These artifacts should demonstrate your mastery of the program learning goals. Artifacts completed in your classes include, but are not limited to: papers, discussion postings, interviews, group projects, journals, peer assessments, etc. You can also select artifacts from your professional practice, where appropriate (e.g. team and individual projects, professional development activities) if you feel they adequately demonstrate application of your learnings.

We have created an artifact chart to help you organize your collection process. See Appendix A.

Evaluation Rubric

Your work will be assessed utilizing a holistic scoring rubric, which describes various levels of achievement with regard to artifact selection and reflection. Students should strive to complete work at the Distinguished level.

See Appendix B to view the scoring rubric.

ePortfolio Platforms

The most common way to design and submit an ePortfolio is through a web platform. You may use any web platform you are familiar with. Below is a list of recommended sites. Several

videos tutorials 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.
- [Squarespace](#): Website builder
- [Site123](#): Free website builder
- [Sitebuilder](#): Free website builder
- [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.

Important Note: By default, some website builders will make all uploaded attachments “private,” meaning they cannot be viewed publicly (e.g., by faculty reviewers). GoogleSites, in particular, keeps all files added to the site from Google Drive private until shared appropriately. It is important you view your site from a public perspective to ensure all files are accessible by faculty reviewers.

If you do not wish to use a web-based platform, consider using OneDrive in conjunction with Microsoft Word or PowerPoint to present an interactive document.

Confidentiality and Privacy in ePortfolios

Throughout your graduate experience you will be asked to examine strengths and growth opportunities (a.k.a., weaknesses) in your own leadership capacities, in the leadership capacities of others, as well as within organizations. Authentic evaluation and critique often reveal important information to guide change; it also reveals insight that many may not want to be shared publicly.

The Department of Leadership Studies strives to honor the important values of confidentiality and privacy. We encourage students to apply these principles to the ePortfolio. There are several steps you can take to ensure confidentiality is maintained for the people and organizations you assess as part of your academic coursework.

We invite you to be mindful of the tool used to create the ePortfolio. Students ought to consider the primary audience(s) that will interact with the portfolio. We require the portfolio to be reviewed by departmental faculty; however, many students also are interested in sharing the portfolio outside FHSU to a much broader audience. Many students are using the ePortfolio as a type of “resume” in order to showcase personal and professional development, and desire

to make their ePortfolio widely available on the internet. Yet, some students prefer to limit the availability of the ePortfolio to the departmental faculty members.

Regardless of whether you desire to broadly share your ePortfolio across the web or limit the review to only departmental faculty, we strongly encourage students to take appropriate steps to ensure confidentiality of others (both persons and organizations) identified in the artifacts included in the ePortfolio.

Students do this by redacting sensitive or identifiable information. Here is a short tutorial explaining how to do it: <https://www.youtube.com/watch?v=jw3VoBQ0NcU>.

Other resources on anonymizing documents include:

<https://helpx.adobe.com/acrobat/using/removing-sensitive-content-pdfs.html> and <https://infowaregroup.com/blog/how-to-safely-redact-legal-documents-in-microsoft-word>.

Reflective Practice in your ePortfolio

As stated above, you will critically reflect on your learning experiences in your ePortfolio; therefore, your ePortfolio should be created using reflective practice. Reflective practice is “learning through and from experience towards gaining new insights of self and practice” (Finlay, 2008). The idea is to take your learning from the classroom to various parts of your life—essentially, transcending your coursework. Reflective writing is the process through which you’ll provide evidence of reflective thinking and practice. There are many models to reflective practice and reflective writing. The MPS in Organizational Leadership program has adopted the DRAG-IT method of reflective writing, which is based on Kolb’s Experiential Learning Model.

See Appendix C for a more detailed description of the DRAG-IT writing method. Your critical reflections should apply these models of writing and reflection.

References

Finlay, L. (2008). Reflective on ‘reflective practice.’ Practice-based Professional Learning Paper 52, *The Open University*.

Lorenzo, G., & Ittelson, J. (2005). An overview of e-portfolios. *Educause Learning Initiative*, 1, 1-27.

Example ePortfolios

We have had many students over the years create exemplary ePortfolios. Here are few examples of ePortfolios departmental faculty believe demonstrate mastery of this deliverable.

Brittney Squire

This ePortfolio was made using GoogleSites. Please note: The wording of the Global Competence outcome was revised Fall 2017, so this example Portfolio uses the original wording of that outcome. Anyone who was enrolled in the MPS program from Spring 2018 or later is required to use the new wording; those admitted prior to Spring 2018 can use either wording.)

<https://sites.google.com/mail.fhsu.edu/bmsquiregraduateportfolio/welcome>

Jenn Moore

This ePortfolio is an example of a student utilizing OneDrive in conjunction with Microsoft Word. Please note the links to the artifacts have been disabled for privacy.

Aaron Jefferson

This ePortfolio was made using GoogleSites. What is provided here is a PDF download of the site, so the formatting is a little "off;" regardless, the information provided in the ePortfolio is a great example.

Trisha Sylvester

This ePortfolio also was crafted using GoogleSites. While some of the artifacts are not publicly accessible, they are each labeled by course and assignment title. She offers a thorough reflection of learning by examining not just the content from the course but also the transfer for that learning into other contexts where she 'does leadership.'

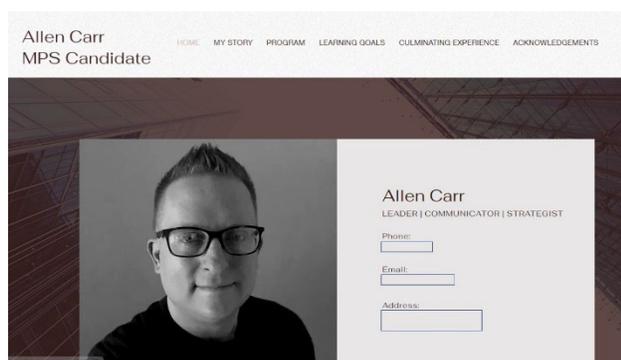
<https://sites.google.com/mail.fhsu.edu/tlsylvest/ergraduateportfolio/welcome>



Allen Carr

This ePortfolio was created using Wix. Like the above portfolios, this student does an excellent job describing their learning experiences, and connecting theory to practice.

<https://www.allencarrportfolio.com/>



Allison Muth

This ePortfolio was created using GoogleSites. It has many strengths, including the student's ability to connect leadership concepts to experiences, apply learning in the professional context, and plan for future development. Some of the artifacts may be disabled.

<https://sites.google.com/mail.fhsu.edu/professional-portfolio/welcome>



APPENDIX A
ePortfolio Artifact Chart

Learning Goals	My Artifacts	Class	Rationale
<p>Knowledgeable: Understand and apply the theoretical concepts of leadership, organizational behavior, and systems and evaluate their effectiveness in leading change initiatives.</p>	<p><i>[insert name of assignment, project, artifact, e.g. Case Study Narrative]</i></p> <p><i>You should have multiple artifacts in each box</i></p>	<p><i>Insert which class this artifact came from, e.g. LDRS801</i></p> <p><i>You should have multiple classes listed in each box</i></p>	
<p>Visionary and Change-Oriented: Demonstrate the ability to envision opportunities and desirable futures; develop means of attaining them and initiate change processes at individual, organizational and global levels.</p>			
<p>Collaborative: Develop the capacity to foster successful teams and to create effective formal and informal collaborative networks.</p>			
<p>Critical Thinking: Apply appropriate research and analysis techniques to investigate complex situations, to formulate informed decisions and to evaluate outcomes for individual and organizational improvement.</p>			
<p>Global Competence: Develop in-depth knowledge and understanding of the organizational implications of issues affecting modern global organizations and demonstrate an appreciation of diverse perspectives and an ability to function effectively in global situations.</p>			
<p>Communicative: Practice effective oral and written communication by conveying complex ideas and information in a coherent and professional manner, utilizing technology as appropriate.</p>			

Download a .docx version of this chart at <https://www.fhsu.edu/leadership/mps-ol-program-info>.

APPENDIX B

ePortfolio Scoring Rubric

Selection of Artifacts

Novice	Apprentice	Proficient	Distinguished
The artifacts and work samples do not relate to the purpose of the eportfolio.	Some of the artifacts and work samples are related to the purpose of the eportfolio.	Most artifacts and work samples are related to the purpose of the eportfolio.	All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. A wide variety of artifacts is included.

Selection of Artifacts: Sub-Scores per Learning Outcome

<i>Learning Outcome</i>	<i>Rank</i>			
	<i>Novice</i>	<i>Apprentice</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>LO 1: Knowledgeable:</i> Understand and apply the theoretical concepts of leadership, organizational behavior, and systems and evaluate their effectiveness in leading change initiatives.	1	2	3	4
<i>LO 2: Visionary and Change-Oriented:</i> Demonstrate the ability to envision opportunities and desirable futures; develop means of attaining them and initiate change processes at individual, organizational and global levels.	1	2	3	4
<i>LO 3: Collaborative:</i> Develop the capacity to foster successful teams and to create effective formal and informal collaborative networks.	1	2	3	4
<i>LO 4: Critical Thinking:</i> Apply appropriate research and analysis techniques to investigate complex situations, to formulate informed decisions and to evaluate outcomes for individual and organizational improvement.	1	2	3	4
<i>LO 5: Global Competence:</i> Develop in-depth knowledge and understanding of the organizational implications of issues affecting modern global organizations and demonstrate an appreciation of diverse perspectives and an ability to function effectively in global situations.	1	2	3	4
<i>LO 6: Communicative:</i> Practice effective oral and written communication by conveying complex ideas and information in a coherent and professional manner, utilizing technology as appropriate.	1	2	3	4

DRAG-IT Reflection (DRAG)

Novice	Apprentice	Proficient	Distinguished
<p>Descriptions of the artifacts are missing; those that are there do not describe why artifacts in the eportfolio demonstrate achievement.</p> <p>Identifies connections between academic knowledge (e.g., models and theories) and experiences, and only minimally describes their impact on personal life.</p>	<p>Describes why a few of the artifacts in the e-portfolio demonstrate achievement.</p> <p>Compares academic knowledge (e.g., models and theories) and experiences but only describes them at a surface level.</p>	<p>Describes why most of the artifacts in the eportfolio demonstrate achievement.</p> <p>Effectively selects and develops examples of academic knowledge (e.g., models or theories) and experiences, and why the experience enhanced their understanding.</p>	<p>Clearly describes why all of the artifacts in the eportfolio demonstrate achievement.</p> <p>Meaningfully synthesizes connections among academic knowledge (e.g., models or theories) and experiences, and why the experience enhanced their understanding.</p> <p>References models or theories from relevant content.</p>

DRAG-IT Reflection (IT)

Novice	Apprentice	Proficient	Distinguished
<p>No attempt at self-criticism.</p> <p>Uses, in a basic way, skills, abilities or theories gained in one situation in a new situation.</p> <p>Describes own performances with general descriptors of success and failure.</p> <p>Reflections do not identify goals for continued learning.</p>	<p>There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal assumptions, preconcepts or biases.</p> <p>Uses skills, abilities or theories gained in one situation in a new situation to contribute to understanding of problems or issues.</p> <p>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</p> <p>A few of the reflections identify goals for continued learning.</p>	<p>Reflection demonstrates ability to question one's personal assumptions, preconceptions and/or biases and defines new modes of thinking as a result of their academic and practical experiences.</p> <p>Adapts and applies skills, abilities or theories gained from academic experience to new situations to solve problems or explore issues.</p> <p>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</p> <p>Most of the reflection specify goals for continued learning.</p>	<p>Reflection clearly articulates personal assumptions, preconceptions and/or biases and defines new modes of thinking as a result of their academic and practical experiences.</p> <p>Adapts and applies, independently, skills, abilities or theories gained from academic experience to new situations to solve difficult problems or explore complex issues in original ways.</p> <p>Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.</p> <p>All reflections clearly identify goals for continued learning (short- and long-term).</p>

Reflection: Sub-Scores per Learning Outcome (Separate scores for DRAG & IT)

Learning Outcome	Rank			
	Novice	Apprentice	Proficient	Distinguished
LO 1: Knowledgeable: Understand and apply the theoretical concepts of leadership, organizational behavior, and systems and evaluate their effectiveness in leading change initiatives.	1	2	3	4
LO 2: Visionary and Change-Oriented: Demonstrate the ability to envision opportunities and desirable futures; develop means of attaining them and initiate change processes at individual, organizational and global levels.	1	2	3	4
LO 3: Collaborative: Develop the capacity to foster successful teams and to create effective formal and informal collaborative networks.	1	2	3	4
LO 4: Critical Thinking: Apply appropriate research and analysis techniques to investigate complex situations, to formulate informed decisions and to evaluate outcomes for individual and organizational improvement.	1	2	3	4
LO 5: Global Competence: Develop in-depth knowledge and understanding of the organizational implications of issues affecting modern global organizations and demonstrate an appreciation of diverse perspectives and an ability to function effectively in global situations.	1	2	3	4
LO 6: Communicative: Practice effective oral and written communication by conveying complex ideas and information in a coherent and professional manner, utilizing technology as appropriate.	1	2	3	4



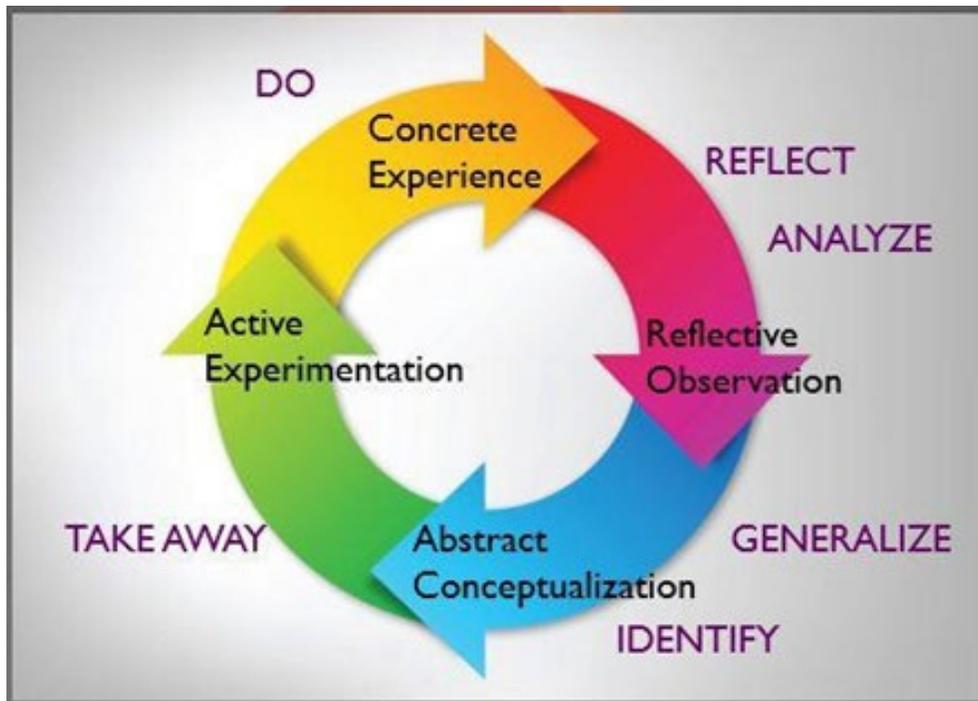
APPENDIX C

Reflective Writing with DRAG-IT

What is reflective writing?

Reflective writing is evidence of reflective thinking. In an academic context, reflective thinking usually involves DRAG-IT, an acronym to help you through the reflective process, which is based on Kolb's Experiential Learning.

DRAG-IT is an acronym that helps guide learning through reflective conversations and activities. Critical reflection is a tool to facilitate learning and foster leadership for social change. The DRAG-IT method is iterative. Many times, it is great to ask multiple questions in each piece of the thread or to walk through the thread many times: asking a reflection question that leads into an analyze question, which prompts a generalize question and then back to another reflection.



D – DO

This represents the subject of the discussion (e.g., learning experience; artifact).

R – REFLECT

This brings out the details and information of what happened during the experience

As yourself questions such as:

What happened when...? What was the most surprising aspect of...? What do you remember most about...? What did you do? What were the positive and negative aspects of...?

A – ANALYZE

This gets to the HOW and WHY of the experience. Digging deeper into the cause and effect of the experience/activity/etc. Make some connections to the discipline by referencing models or theories from leadership literature.

Ask yourself questions such as:

Why were you successful? Why was the experience/activity/etc. easy or difficult? How did it feel to...? How did you find resources that were helpful? Who was involved that helped or hindered this experience? How did you react to the experience?

G – GENERALIZE

This is the “now what?” part of the reflection. Make connections between this experience and other parts of your life—connections it makes to professional practice, personal development, etc.

Ask yourself questions such as:

Have you ever experienced something like this before and how did you react then? What is the most important thing you learned from this experience? How can you use what you’ve learned for your future? If something like this happened again (good or bad), how would you deal with it differently? If someone else were about to experience what you are experiencing (good or bad) what would you want to share with them?

I – IDENTIFY

This piece helps you identify your role and others’ role in the learning process. It helps you recognize the many perspectives that might exist from a single experience.

Ask yourself questions such as:

What questions does this raise for you to explore in the future? What are the next steps in answering these questions? How did you experience this differently than others may have? Where does your bias play a part in this? How can you turn this experience into a positive move forward?

T – TAKE AWAY

Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practicing professional, give yourself a challenge or make a commitment to stay engaged in your learning.

Ask yourself questions such as:

What does this learning mean for your future? What might you do differently because of this learning? How might this impact your goals and aspirations in this area? What will I do to make sure I continue to hone this skill/knowledge? How will apply this learning to the future? What can I positively change in my personal or professional life because of this experience?

A structure for reflective writing

Reflective thinking – especially if done in discussion with others – can be very free and unstructured and still be very useful. Even reflective writing can be unstructured, for example, when it is done in a personal diary. In assignments that require reflective writing, however, as you are expected to do for your ePortfolios, you may want to take a more structured approach.

Below is an example of the DRAG-IT method applied to an MPS ePortfolio reflection essay. See *ePortfolio example*: [Allison Muth](#). The entire reflection for Allison’s Collaborative outcome is located on her portfolio website; however, we have included a few pieces of her submission in this example to help you identify the components of the DRAG-IT model.

Do/Reflect/Analyze/Generalize (DRAG)

Artifact

The purpose of this [LDRS 801 Case Study Teaching Notes] project is to verify that I can analyze and synthesize multiple concepts of leadership theory and apply them to real-world contexts. In this assignment, I worked with three other classmates to write a case study and teaching notes on the concepts of transactional/transformation leadership, LMX theory, adaptive leadership, and crisis leadership. This project helped me define team roles, act as a champion, and use appropriate brainstorming techniques. It helped me show commitment, actively listen to others, and build trusting relationships as I served as the group leader. Overall, we were able to define mutual goals and think strategically to create a powerful leadership teaching lesson.

Reflection

One of the teams that I had the privilege of working with was on the case study and teaching notes assignment. During my undergraduate degree, I completed the same assignment in LDRS 306: Leadership and Team Dynamics and had an understanding of how to successfully construct this project. As the group leader, I set up a document that outlined our weekly meeting time, an agenda for the meeting, and action items that needed to be established by our next meeting. It outlined our goals, objectives, group norms, and our timeline to be successful. Therefore, we all had a common goal to achieve and had a clear understanding of the time we needed to dedicate to accomplish a high-priority assignment. Moreover, in our first meeting, we spent a considerable amount of time discussing our backgrounds, strengths, and weaknesses and divided the work based on personal interests and our skill sets. As an example, two members focused on the story for the narrative case study while the other two members used their story to outline the theories utilized in the teaching notes section. In another instance, I provided theories based on crisis leadership to the case study while another teammate constructed the annotative bibliography. As a leader, setting up and assigning roles was one of the most challenging parts. In fact, in our third meeting, we addressed flaws in some of the assigned roles and a few of us switched initiatives. This helped me understand that roles are not permanent and can be continuously reevaluated. This is a piece of advice that Dr. Jeni McRay provided to me as I sought advice to improve my

team. Moreover, an individual will emerge as a leader in the areas where their strengths shine and step back as a follower when they know another team member holds the expertise they need to complete the section. By the time we had completed the assignment, we had formed trusted relationships, a credible process, and connected the project to a larger purpose by thinking strategically. As I look back on this experience, I evaluated this team based on Hackman's (2012) conditions of team effectiveness: establishing a compelling purpose, bringing the right people to the table to create a real team, developing team norms of conduct, obtaining support from the organizational context, and seeking team-focused coaching. Importantly, debriefing and reflecting after the completion of the project helped me identify ways in which I could change my attitudes, behaviors, and skills to better prepare for future teams. "Assessing how well the team compares to these established indicators provides a valuable source of information to guide the leader to take appropriate actions to improve team success" (Northouse, 2019, p. 376.). Overall, we received an excellent grade, and we were extremely proud of this assignment. To this day, our friendships remain, and we will be graduating with each other this May.

[More reflection on two more artifacts...]

Identify/Take-away (IT)

To demonstrate how I use teamwork and collaboration in a professional workplace environment, I have included a few examples below of committees I have served on during the course of my graduate education:

CivicPlus Employee Recognition Committee:

This committee is focused on peer-to-peer recognition initiatives. As a member, I am responsible for reviewing peer-written submissions, scoring them, and collaborating with other committee members to select five monthly winners that demonstrated our core values: purpose-driven, ambitious, team player, trustworthy, and innovative. This committee was created to extend recognition and rewards to employees who go above and beyond in their daily duties. Individuals and teams can achieve excellence if they are given the resources they need to do their jobs, are recognized for their contributions, and are rewarded for their outstanding performance.

CivicPlus Community Engagement Committee:

My current professional organization is proud to support initiatives that make a positive difference in the Manhattan, Kansas community and surrounding areas. As a member of this committee, I assist with reviewing community donation proposals, approving or declining the ask, and providing recommendations on the funding amount for all approved requests. This committee also participates in charitable events that align with our core vision and our broader communication, marketing, and recruitment strategies. I work alongside others from

different departments to make a unified commitment that is in the best interest of the corporate institution and the pool of applicants.

[Additional application of content]

My current organization has completed three acquisitions within the last year and has grown exponentially. The acquisitions have been beneficial for keeping our organization's competitive edge in the technology market, expanding our product lines to our existing client base, adding new competencies and resources specialists (e.g., financial, legal, and human resources), improving access to capital, and acquiring fresh ideas and perspectives from newly added executives. However, as we acquire organizations that have similar core values, some employees have duplicated roles and have opposing viewpoints on the restructuring of responsibilities. Personally, I have been affected by the acquisition and now reside in the marketing department, rather than sales, and perform a different set of tasks with others from all four organizations. I have been able to use my ability to diagnose organizational issues and helped streamline processes by creating a new set of standard operating procedures for the inbound marketing department. As I continue to work for this fast-paced organization, my goal is to help foster an environment where we can stay productivity-focused but rely on each other to listen, take risks, be respectful, and compensate for one another. As a senior member of the team, I must develop training procedures that make other employee's career development a priority and allow them to be self-sufficient, follow ethical principles as a role model, and "provide a place where people can feel safe and connected with others, but are still allowed to express their individuality" (Northouse, 2019, p.230). In short, I aspire to enhance my ability to work on diverse teams by establishing a collaborative, integrated culture that plays to the strengths of our company's new set of operating principles.

[References...end]

Above is just one way of structuring reflective writing. In your ePortfolio, the do/reflect portion will be about individual artifacts, while the analyze/generalize and identify/takeaway sections will be comprehensive of all artifacts and experiences.

Moreover, you'll notice that not all content from the example reflection is specifically identified as part of the DRAG-IT structure. This is because there is additional content in the student's reflection that provides *context* to the reader. One should write their ePortfolio reflections without assuming the reviewer knows their learning experience.

As you write, bear in mind the following key points (all of which are important to the faculty teams evaluating your ePortfolio).

- Reflection is an exploration and an explanation of events/artifacts/experiences – not just a description of them. Good reflective writers connect examples with theories and relevant practices and provide a plan for how it informs future leadership.

- Genuine reflective writing often involves revealing anxieties, errors and weaknesses, as well as strengths and successes. This is fine (in fact it's often essential!), as long as you show some understanding of possible causes and explain how you plan to improve. We want you to reflect on how you have grown through your educational process. How are you different as a result?
- It is normally necessary to select just the most significant parts of the event/idea/artifact on which you're reflecting.
- If you try to "tell the whole story," you're likely to use up your words on description rather than interpretation.
- It is often useful to "reflect forward" to the future as well as "reflecting back" on the past.
Consider future goals.