V.A.L.U.E.
Student Orientation

VOSS ADVANCED LEADERSHIP UNDERGRADUATE EXPERIENCE

Fort Hays State University
Saturday, September 12, 2015
OVERVIEW

- Introductions & Icebreakers
- Background of VALUE
- What is VALUE?
- Program Requirements
- VALUE Tracks
- Activity
- Goal Setting
- Working with your Mentor
- What’s Next
INTRODUCTIONS & ICEBREAKER
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 communication well
• solve problems
• have a strong work ethic
• take initiative

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

WHAT IS VALUE?

VALUE is 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 Lab 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 organization

Scholarship/Leadership research
  • Undergraduate research projects
"Cracking Open Your Learning, Thinking and Working Styles..."

September 12, 2015

Presented by:
Dr. Jill Arensdorf, Leadership Studies
Fort Hays State University
Objectives of the Hour

- What makes us tick?
  - Learn about our own personal learning/working styles
- What makes others tick?
  - Explore how to work with other learning/working styles
- How do we tick with one another?
  - We don’t have to tick the same way, but try to understand each other and align strengths to those situations
  - Stretch ourselves
- Have fun
Research References

- David Kolb
- Kansas Self-Help Network: Center for Community Support and Research
- Mary Jo Clark & Pat Heiny
What makes you tick?

- Complete the self assessment
  - First column –
    - 1. discriminating; 6. abstract; 9. intense
  - Second column
    - 2. relevant; 4. risk taker; 5. productive
  - Third column
    - 1. involved; 6. concrete; 7. future oriented
  - Fourth column
    - 2. impartial; 4. aware; 5. questioning
Evaluating your style

- Do you like to learn by talking to people?
  - 85%

- Do you like to learn by reading?
  - 15%

- Do you like to get things done?
  - 80-85%

- Do you like to sit back and reflect?
  - 15-20%
Let’s talk about it

- What is it like to operate in this quadrant?
- What is satisfying to you?
- What is frustrating or difficult for you?
- What do you need from people in other quadrants to be effective in your work?
The Challenge: Stretch yourself

- How can you stretch yourself as a VALUE participant this year?
- How might you utilize your understanding of working styles to create an even more cohesive team?
SETTING & ACHIEVING GOALS

CORY KEEHN
Fort Hays State University
Saturday, September 12, 2015
MENTOR-MENTEE ROLES & EXPECTATIONS

KALEY KLAUS
Fort Hays State University
Saturday, September 12, 2015
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 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

*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?
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.

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<thead>
<tr>
<th>Mode of Communication</th>
<th>Notes</th>
<th>STILL TO DO</th>
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<tbody>
<tr>
<td>Face-to-Face</td>
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<td>Skype/Web Conference</td>
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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!
NEXT STEPS

• Pick a Track, Meet your Mentor!
• Travel opportunities this year
• Your ePortfolio
• LDRS 490 A: Advanced Leadership Lab
  • Wednesdays; 1:30 – 4 pm
  • RH 312
  • September 16 – December 11
QUESTIONS?

**Kaley Klaus**
Director of VALUE & Lecturer of Leadership Studies
krklaus@fhsu.edu

**Jill Arensdorf**
Chair & Associate Professor of Leadership Studies
jrarensdorf@fhsu.edu

**Justin Greenleaf**
Assistant Professor of Leadership Studies
jgreenleaf@fhsu.edu