

LEAD.

LEADERSHIP ENGAGEMENT AND DEVELOPMENT



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Contents

About..... 1

Mission..... 1

Vision..... 1

Competencies & Learning Outcomes 2

 Community Leadership 2

 Personal Leadership..... 3

 Professional Leadership 5

Levels of Achievement 6

 Recognition 7

Workshops 7

Lynda.com: Online Learning Tool 7

Community Service 8

 Logging Community Service Hours 8

Professional Development Sessions 9

Emerging Leaders Retreat..... 9

Portfolio 10

 Professional Photo 10

 Resume 11

 Letter of Recommendation..... 12

 Formal Evaluations..... 13

 Co-Curricular Transcript..... 13

 Reflections 15

About

The Leadership Engagement and Development (LEAD) Program, headed by the Department of Student Engagement (DSE), is a cross-departmental collaboration to further the growth of meaningful co-curricular experiences for students.

DSE recognizes that, just as gaining subject matter competency in specific disciplines is important, leadership skills are also critical to working within any workforce. Paired with strong academics, employers look for leadership potential when recruiting for internships and job openings. Furthermore, leadership skills improve your experience with group projects, student organizations, communication, and overall success.

DSE believes it is important for students to thoughtfully engage in their activities, in and out of the classroom. The LEAD Program will challenge students to reflect on their participation in this program and the application of skills in real life experiences.

The LEAD Program documents, events, and information will be centralized on the [LEAD Program Control Tower](https://thecontroltower.erau.edu/organization/LEAD) page: <https://thecontroltower.erau.edu/organization/LEAD>. If interested in the program, please **request to join** this page.

Mission

The LEAD Program is organized by DSE to provide programming, workshops, and resources to student leaders that enhance and supplement their growth in community, personal, and professional leadership.

Vision

The LEAD Program will develop leaders who:

- Are self-aware and recognize personal responsibility;
- Understand how to effectively integrate into and collaborate with diverse groups;
- Recognize the importance of community involvement and a global mindset.

Community Leadership

Students will explore different ways to impact and understand their local and global community.

Global Perspectives: Topics will highlight various perspectives in order to deepen an appreciation for varied viewpoints.

Desired Outcome(s):

- Student understands that considering perspectives other than one's own can be helpful in understanding and appreciating others, finding solutions to problems by looking at them from another point of view, and learning new information that may shape, confirm, or alter one's worldview.

Networking: Topics will address the benefits of productive, mutually beneficial relationships. Those benefits could include: increased collaboration and shared commitment on projects, strengthened personal and professional support, heightened creativity, and deepened ability to express oneself honestly and respectfully.

Desired Outcome(s):

- Student understands strategies to cultivate connections with others:
 - that contribute positively to the well-being of those involved
 - in order to have a mutual support system
 - and opportunity for meaningful exchange

Public Service: Topics will emphasize personally and/or professionally engaging in meaningful service that positively contributes to communities (i.e. participating in community processes and decision making, collaborative initiatives, or volunteer work).

Desired Outcome(s):

- Student experiences the benefits and challenges to serving one's community and sees their connectedness to a greater good.
- Student has completed a set number of approved community service hours within the academic year.
- Student can thoughtfully reflect on their community service experience to clearly explain its significance to them personally and to the greater community.

Resources: Topics will discuss attitudes and behaviors to improve project success through strategically accessing and utilizing existing and potential resources (i.e. entities, persons, materials).

Desired Outcome(s):

- Student demonstrates knowledge of on-campus and community resources.
- Student has a positive attitude and ability to access and leverage resources strategically.

Transformation: Topics will explore the different ways people are motivated to engage, methods to inspire ownership, and thoughtful consideration of environmental conditions.

Desired Outcome(s):

- Student understands motivation strategies and how to select and apply motivation strategies to best inspire and encourage that person to complete a task or achieve a goal.
- Student understands strategies to share power, information, and resources with others so they can have a sense of ownership, accountability, and commitment regarding a task or process so as to lead to higher-quality work, greater timeliness, follow-through, and greater commitment.
- Student understands how to apply strategies that are both appropriate and within the environmental conditions at hand in order to create change.
- Student demonstrates the ability to clearly communicate a compelling vision and need for change that generates enthusiasm and commitment from their audience.

Personal Leadership

Students will explore self-awareness and personal responsibility.

Fiscal Soundness: Topics provide tools needed to plan for and achieve financial balance and success.

Desired Outcome(s):

- Student is able to create a detailed personal budget.
- Student understands the difference between short and long term investments.
- Student understands college finance options and how to manage financial obligations (i.e. student loans, Public Service Loan Forgiveness options, etc.).

Transitions: Topics will address strategies that assists one with transitioning in response to a known or unknown change.

Desired Outcome(s):

- Student understands strategies that assist one in quickly, positively, and smoothly transitioning oneself in response to a known or unknown change in an effort to move forward productively.

Self-Awareness: Topics will address recognizing personal feelings, beliefs, actions, skills, and personality to emphasize strengths and mitigate weaknesses to optimize productive leadership.

Desired Outcome(s):

- Student understands that it is important to be aware of one's own personality, beliefs, capacity, and interests so as to develop a greater depth of self-understanding in order to engage in more authentic and productive behavior.
- Student can identify top strengths.
- Student can identify areas of improvement.
- Student can apply and build on strengths to leverage greater happiness and success.

Values: Topics will highlight the nature and importance of values, being mindful of personal values, and understanding how values may shift over time.

Desired Outcome(s):

- Student can identify their personal values.
- Student understands that acting in alignment with one's own values can contribute to one's authenticity, as well as inspire others.

Wellness: Topics will address a way of life oriented toward optimal health and well-being in which body, mind, and spirit are integrated by the individual to live more fully within the community.

Desired Outcome(s):

- Student recognizes the interconnectedness between personal wellness and success.
- Student has strategies for self-care.
- Student knows resources to get help in maintaining optimum physical, spiritual, and mental health.

Professional Leadership

Students will explore perspectives and skills that will help them be better leaders in their student organizations and career fields.

Communication: Topics will address open communication as the exchange of information, thoughts, and concerns in a constructive manner and in situations where viewpoints may differ; and conflict negotiation as resolving conflict through creating a safe, respectful, and trusting environment.

Desired Outcome(s):

- Student understands strategies to effectively manage disagreement;
 - Including but not limited to: keeping tension and emotion to a minimum, focusing solely on the issue at hand, and balancing the needs and interests of all involved, and finding common ground.
- Student demonstrates knowledge of potential communication barriers.

Cultural Awareness: Topics will address awareness of cultural values, beliefs, perceptions of ourselves and others; understanding and recognizing bias; and fostering an inclusive environment.

Desired Outcome(s):

- Student understands the importance of having exposure to people from different backgrounds, belief, and/or experiences.
- Student recognizes that cultural awareness can be valuable to enhancing group effectiveness and functioning.
- Student engages in ways to cultivate a welcoming environment that includes others in roles, processes, and experiences to foster a greater sense of belonging and/or shared commitment.

Ethics: Topics will address moral principles that govern a person's or a group's behavior.

Desired Outcome(s):

- Student understands that ethics are a standard of conduct based on socially accepted values.
- Student understands that acting ethically promotes productive functioning and well-being of groups and society.

Group Collaboration: Topics will address integrating others’ ideas, strengths, and abilities to better address common goals; how groups form and develop to foster connection and commitment; and how to enhance a group’s efficiency and effectiveness in an empowering manner.

Desired Outcome(s):

- Students understand how to utilize others’ ideas, strengths, knowledge, and abilities so that each person is operating at his or her highest capacity both for the success and morale of each individual as well as higher productivity and effectiveness of the group.
- Student understands group dynamics, the difference between leading and managing, delegating, etc.

Project Management: Topics will address initiating, planning, executing, controlling, closing, and reflecting work to achieve specific goals and meet specific success criteria; and effectively providing direction that is clear about what members need to do, a process for doing it, and any expectations to promote clarity and transparency.

Desired Outcome(s):

- Student understands strategies to provide direction to team members so they are clear about what they need to do, the process for doing it, and any expectations.
- Student has the ability to plan a thorough event management outline.
- Student successfully initiates, plans, executes, oversees, completes, and reflects on a specific project – preferably a project which requires group collaboration.

Levels of Achievement

Blue	White	Gold
Attend 25% of workshops (2016-17)	Attend 50% of workshops (2016-17)	Attend 70% of workshops (2016-17)
Attend 8 workshops (2017-18)	Attend 12 workshops (2017-18)	Attend 15 workshops (2017-18)
Complete 10 Community Service Hours	Complete 30 Community Service Hours	Complete 50 Community Service Hours
Attend 1 Professional Development Session	Attend 2 Professional Development Session	Attend 3 Professional Development Session
		Attend the Emerging Leaders Retreat*
		Complete a Portfolio*

The first 3 requirements are to be met **within an academic year** (i.e. AUG 2016 - MAY 2017).

* These requirements may be fulfilled during any year. They are only needed once. Gold Status cannot be attained until these requirements have been met.

Please see below for more information on requirements.

Recognition

All students who meet requirements will be recognized at the Annual ERAU Leadership Awards Ceremony, which is usually hosted in April.

- 1) Students who achieve the **Blue** level will receive a **certificate**.
- 2) Student who achieve the **White** level will receive a **certificate** and **medal**.
- 3) Student who achieve the **Gold** level will receive a **certificate, medal, and graduation cord**.

Workshops

There are **three types** of workshops DSE offers: Eagle Leadership Series (ELS), Optional, and Partner.

- **ELS Workshops:** organized through DSE
- **Optional Workshops:** published at short notice
- **Partner Workshop:** organized/hosted by other campus departments/organizations and deemed to be beneficial to a participants' growth in leadership based on the LEAD Learning Outcome Areas

Lynda.com: Online Learning Tool

[Lynda.com](#) is an online learning platform that all students are provided memberships to access while they are enrolled at ERAU. Lynda.com has content covering everything from hobbies to professional skills that are marketable to employers.

Students who are unable to attend the required number of workshops may complete Lynda.com courses for a substitute workshop credit.

How to start learning through Lynda.com:

1. Log onto ERNIE.
2. Go to Tools. Click "Lynda.com (Online Training)."
3. Connect your LinkedIn profile.
4. Refer to the recommended Lynda.com courses listed on the [LEAD Program Control](#) Tower page.
5. Complete courses and exercises.
6. Show it on your LinkedIn profile.
7. Complete the LYNDA Course Completion Form to receive LEAD Workshop credit.

Community Service

Students may select an organization/activity of their choice in which to dedicate their community service hours. These hours will be under the review of DSE. Community service must be volunteer-based, non-paid, and fulfilled within the academic year (including the previous summer).

Logging Community Service Hours

Before getting started:

- Make sure you are a member on the [LEAD Program Control Tower](#) page.
- If not, request membership. Go to the LEAD Program page and click the “Join Organization” button.
- Once your request is approved, then you will be able to log community service hours through the program.

How to log hours:

1. Log on to The Control Tower with your ERAU credentials (**EX:** Each person has 2 versions of their email. **Please USE** doej23@my.erau.edu **NOT** johndoe23@my.erau.edu).
2. Click your name at the top right corner of the screen. A drop-down list should appear.
3. Click “Involvement.” Your Screen should look like this:



4. Click the “Service Hours” tab.
5. Click the “Add Service Hours” button. 
6. Select one of your Student Organizations **OR** the [LEAD Program](#) as **your organization**. **DO NOT submit hours under multiple organizations.**
7. For the **description**, please include:

- The name of the community service organization (i.e. Autism Speaks, Yavapai Humane Society, etc).
 - Name of contact to verify hours.
 - Explain how you contributed your service.
8. List the **date** the service was provided and **how much time** was dedicated to the service.
 9. List the **email** and/or **phone number** of the service organization's contact.
 10. Click the "Create" button. 
 11. Wait for your hours to be approved by DSE administration. These hours will not show up on your Service Hours until they are approved.

Professional Development Sessions

Professional Development Sessions are organized by the university's career services. These sessions cover topics such as: graduate school admissions, writing a statement of purpose, writing a resume, interview preparation, utilizing online portfolios and networking tools, etc.

For more information on this type of programming, contact:

Melissa Mena
Director of Career Services
jamesaec@erau.edu

Emerging Leaders Retreat

The Emerging Leaders Retreat is focused on developing leadership skills through building campus community. The retreat will focus on [StrengthsQuest](#), understanding leadership, planning, delegating, and healthy leadership. The Retreat is an all-expense-paid overnight 2-day program held at a local retreat center/camp in early spring.

Students who wish to attend the Retreat must apply through the Control Tower online form published by DSE. Students may also be nominated by campus community members (i.e. campus advisor, professor, student, etc.) to attend. If a student is nominated, DSE will invite them to apply. The nomination form will also be published by DSE on the Control Tower.

DSE will review all applications/nominations, and select approximately 30 students to attend the retreat. Students may only attend this retreat once, unless they are asked by DSE to return as peer mentors.

Portfolio

To attain Gold recognition, students must submit a portfolio. Students may choose a format of their choice. For example, a hard-copy, ePortfolio on Canvas, LinkedIn, or Seelio.

Portfolios should include:

- A Professional Photo
- Resume
- 2 General Letters of Recommendation
 - 1 Academic
 - 1 Professional
- (If applicable) Formal evaluations from previous internship/work supervisors
- Co-Curricular Transcript – *See below for how to attain this item through The Control Tower*
- Reflection Writing Pieces (all required) – *See below for writing prompts*
 - Personal Values Statement
 - Community Service Experience and Takeaways
 - Example of Skills Application
- (If applicable) StrengthsQuest Results

Professional Photo

First impressions are important. You should have a professional photo on your online social-professional networks (i.e. LinkedIn, Seelio, etc).

Here are some tips to get you started:

- DO NOT take a “selfie.”
- Your photo should be current.
- Wear professional or business casual attire.
- Choose a solid-colored, light background.
- You should be the only subject. Do not have other objects, people, or animals in your photo.
- Your face should be in focus.
- The picture does not need to be straight-on. Angle your body 30-40 degrees and face the camera.
- Use a head shot: head, neck, shoulders.
- Keep your head straight and upright.
- Use a pleasant, welcoming facial expression.

If you need more guidance on this piece, please contact career services or DSE.

Resume

DSE recommends consulting with career services when you are creating your resume so the format and contents best fit your desired industry.

Your resume should include:

- Your name
- Your contact information (i.e. professional email, phone number, etc.)
- College Education – Undergraduate, Graduate
 - Name of College
 - Dates of attendance (i.e. Aug 2012 - May 2016)
 - Name of degree/program (i.e. Bachelor of Science in Global Security and Intelligence)
 - Additional Info: Minors, Specializations, Concentrations
 - Cumulative GPA (CGPA)
 - (Optional) List how many hours per week you work
- Professional Experience
 - Company
 - Location (i.e. Prescott, AZ)
 - Dates of Employment
 - Title of Position (i.e. waiter, administrative assistant, sales representative, etc.)
 - Description of your work duties
 - (If applicable) Special projects and a description
- Other Relevant Experience (if applicable)
 - Leadership
 - Highlighted Projects
 - Relevant Coursework (include description of course material and/or projects)
 - Honors and Awards
 - Language
 - International Travels

Tips:

- List items in chronological order – most to least recent.
- Use key words and phrases from the job description of the position you wish to apply for.
- Keep it neat and easily readable.

Letter of Recommendation

It is important to practice proper etiquette in acquiring a letter of recommendation, as well as being mindful of who would be willing to provide you with a quality recommendation.

DSE requires 2 general letters of recommendation:

- 1 from an academic source (i.e. professor, academic advisor, etc.)
- 1 from a professional source (i.e. supervisor, manager, etc.)

When requesting a letter of recommendation:

- Send a **formal, written request** to your recommender via e-mail. Give your recommender a heads-up that you will be sending an e-mail request.
- Give your recommender a **5 to 6 week notice**.
- Give your recommender your **deadline** to submit the letter.
 - If applicable, provide the submission information for the letter (i.e. mailing address, e-mail address).
 - If applicable, a stamped and addressed envelope for each letter (do not include a return address).
- Request the letter to be **written on a formal letterhead**.
- Give your recommender a **brief overview of why you are requesting the letter**.
 - Name of the organization/scholarship/program/etc.
 - A short description of what you are applying for.
 - A statement of your interest.
- Give your recommender a brief reminder of **your history with them** (i.e. past classes, employment, volunteer work, etc.).
- Give your recommender an **academic transcript**.
- Give your recommender a current **resume**.
- Give your recommender an idea of what **experiences or skills** you would like them to highlight.
- Give your recommender **your full name and contact information** (i.e. phone number, e-mail) in case they have questions.
- Politely **follow-up to see what the status is of your letter**.
- After the letter has been submitted, **send a formal “thank you”** to your recommender.
- **Keep your recommender updated** about the status of your application.

Choosing a source:

- **Do not** ask family or friends.
- Choose **someone with the best insight** into the part of your life you would like to highlight.
- Choose **someone who knows a lot about you and your abilities**. They will be better able to write about your unique skills, abilities, and motivation which makes for a more influential letter.

Formal Evaluations

Many employers do periodic evaluations of employees. You may have undergone a formal evaluation during an internship or other employment. Ask your employer/supervisor for a copy of this evaluation to include in your portfolio. Evaluations are a good way to show the quality of your work and professional growth based on real life experience and applications.

Co-Curricular Transcript

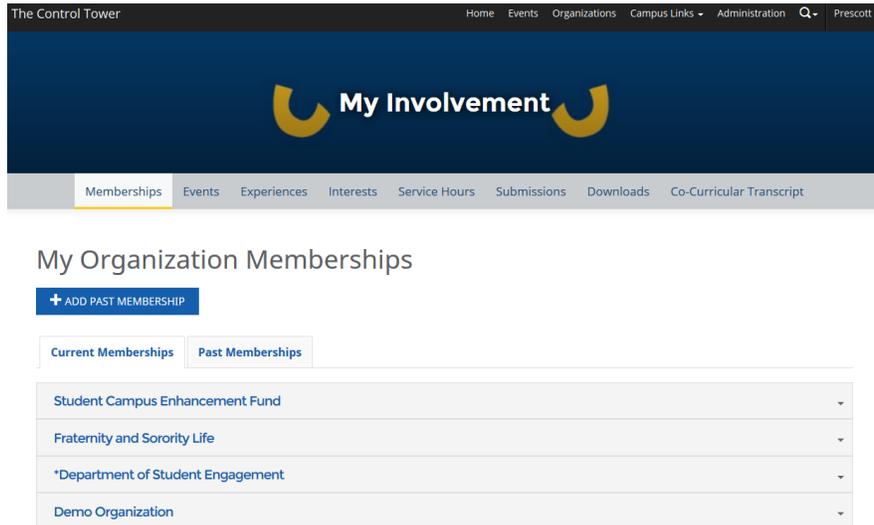
The Control Tower can be utilized to track your extra-curricular involvement through your college career. The Co-Curricular Transcript is a great way to centralize your experiences outside of your typical academic life.

You can include:

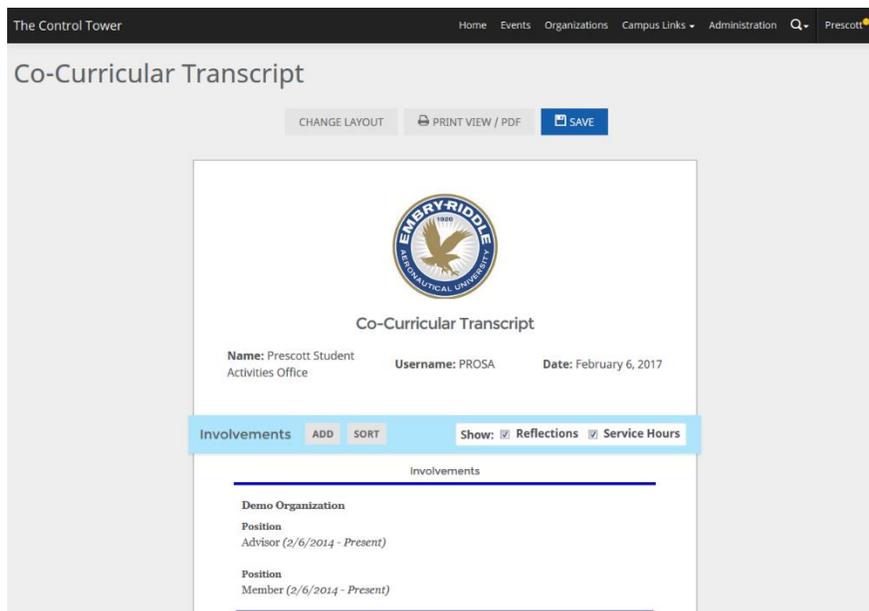
- Memberships and Leadership Positions held in on-campus organizations
- Service Hours
- Study Abroad
- Internships
- On Campus Employment
- Projects

How to find your co-curricular transcript:

1. Log on to The Control Tower with your ERAU credentials (**EX:** Each person has 2 versions of their email. **Please USE** `doej23@my.erau.edu` **NOT** `johndoe23@my.erau.edu`).
2. Click your name at the top right corner of the screen. A drop-down list should appear.
3. Click “Involvement.” Your Screen should look like this:



4. Click the “Co-Curricular Transcript” tab. Your screen should then look like this:



Reflections

Personal Values Statement:

Your personal values statement should outline what is most important to you in life. It is important to recognize personal values in order to stay focused and best find a career that is harmonious with your values. This statement can help define your moral fiber to potential employers and set a standard by which to define your own success.

Tips to getting started:

- Make a list of important qualities.
- Consider your strengths.
- Consider what makes you feel good about yourself.
- Consider what you want to achieve in the future.
- Try some imagery. Imagine yourself 5 to 10 years from now. Envision what you are working on, what industry you are in, the scale and impact of your work, the people you are involved with, and your role.

Be thoughtful:

- When applying for a position, think about how your values align with those of the company you are applying for and how your values will help you fulfill your duties in that position.
- Identify specific experiences that tie your actions to your values.
- Consider inconsistencies between your values and other aspects of your experiences/activities.
- Why are those values important to you and your endeavors?

Community Service Experience and Takeaways:

It is good to get involved in community service for a number of reasons. For starters, it strengthens your community, allows a chance to give back, and encourages civic responsibility. You can gain professional experience through volunteer work.

Here are some questions to help you get started:

- Tell us what organization or cause you dedicated yourself to. Describe the duties of your service.
- How has this service positively impacted your community? Why is community service important?
- What specific skills did you use during your service?
- How did this service align with your personal values?
- Describe what you have learned about yourself/your community and/or how you have grown as a result of your service.

The questions above are meant to be a guideline, but you are not limited to these prompts. Please feel free to expand further on your experience.

Skills Application:

This part of your portfolio should focus on a specific experience in which you applied skills that align with the LEAD Learning Objective Areas (see above). You should **write about an experience which allows you to discuss topics in all 3 Learning Objective Areas:** Community, Personal, and Professional Leadership.

- What was the experience/activity/project?
- Did this pertain to a student organization/job/class?
- Did you work alone or with a group?
- What role did you play?
- What was its significance?
- Tell us how this event was successful or unsuccessful.
- What challenges did you face?
- How did it help you grow or learn about yourself?
- (If applicable) Provide details about your planning process (i.e. timeline, list of tasks, resources used, group dynamics, etc.).