This guide is intended to provide basic information about the Leadership Development Program to ensure that you feel supported, informed and prepared to be involved in the program. The information is intended to help you contribute to a cohesive, meaningful experience as you mentor a student in the Green Certificate.

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Why YOU Matter

Your role as a mentor is integral in the development of our students on their leadership journey.

According to the Multi Institutional Study of Leadership Insight Report on Leadership Program Delivery (2012), mentoring relationships are a high impact practice for student leadership development.

“My mentor was a great sounding board for my future plans and concerns about my future. The meetings I had were both fun and caused me to reflect on what I can do to make my plans turn into reality.”

“My mentor really gave me challenges that would force me to approach certain situations from a different perspective. As a leader sticking to the same routine is not always the most effective way to accomplish things. My mentor challenged me to think of new solutions to different problems.”

“I loved my LDP mentor!”

YOU truly have an opportunity to impact student development and engagement.
ABOUT THE PROGRAM

The Leadership Development Program provides opportunities for leadership development through a developmentally sequenced, co-curricular certificate program based primarily on the Social Change Model of Leadership.

GUIDING PRINCIPLES OF THE PROGRAM

- All students have the capacity to demonstrate leadership.
- Leadership is a process that leads to social change.
- Leadership is purposeful and collaborative.
- Leadership is service and civic engagement.
- The application of sound leadership principles enables us to leave the world in a better place than when we entered it.
- Leadership concepts are explored across all academic disciplines and can be learned through curricular and co-curricular experience.

The Leadership Development Program has earned National Recognition over the years:

- ACUI Region 2 Outstanding Community Building Program Award, 2010
- Multi-Institutional Study of Leadership: Campus Spotlight, 2013
- NASPA Student Leadership Programs Knowledge Community Spotlight Program of the Year, 2014
- NASPA Excellence Award: Gold Award in Union, Activities, Greek Life, Leadership and related, 2014
- NASPA Excellence Awards, Grand Bronze Winner, 2014
- SUNY Outstanding Student Affairs Program: Campus Activities, 2014

Additional information on the Social Change Model is included under “Resources” section.
How is the program structured?

All students begin the Leadership Development Program in the Green Leadership Certificate

Green Certificate Requirements
1. Attend the Annual Leadership Development Program Kickoff Event (Fall 2014)

2. Attend a minimum of 6 Leadership Sessions under the major components of the Green Certificate.
   - 2 Consciousness of Self
   - 2 Commitment
   - 2 Congruence

3. Meet monthly with mentor and complete journals prior to meeting
   - Start of Program Meeting: discuss where the student is in their development as a leader
   - End of Program Meeting: discuss how the student has grown as a leader
   (FOR BOTH: use rubric found on page 8)

4. Complete six journal responses and send to mentor via email prior to meeting

5. Attend the Tunnel of Oppression event (Spring 2015)

6. Attend the Leadership Conference (Spring 2015)

7. Participate in one community service event

8. Attend 1 Table Talk session (Spring 2015 only)

9. Complete the End of Program Evaluation (Spring 2015)

As a result of this 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)
- View leadership as a process and a way to develop others (Changing View of Leadership)
- Confidently and accurately define what makes them unique as a leader (Self-Efficacy)
What is your role?

Guide students through their development by:

Establishing a safe environment

Encouraging meaningful reflection

Listening and challenging the mentee to think critically about actions and beliefs.

Helping develop strategies for analyzing and solving problems and becoming effective decision makers

Sharing your own experiences

Discussing what leadership development opportunities are available

Providing guidance and serve as a role model for mentees.

Encouraging participation in The College at Brockport campus community.

Our Expectations of You

**Meet** monthly with each mentee to talk about what they are experiencing and learning

**Read** and respond (formally or informally) to journal responses. (Prompts are available on the mentor resources webpage: www.brockport.edu/leadership/mentors.html)

**Discuss** their progress and growth by completing a Pre- and Post- Evaluation using rubric provided

- During the **first meeting**, go over the rubric with the student so they can see what areas they want to focus on during the year. Hold onto that pre-program evaluation.

- During your **final meeting**, revisit the rubric and indicate where the student falls at the end of the year. Then, the return evaluation to the Leadership Development Office, College Union 203 (mail) or College Union B115 (in person).

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 the Graduate Assistant for Leadership Development, Hannah Torrance, at htorranc@brockport.edu or x2988.
Navigating the Year
A suggested timeline for Mentors

September/October

Key Events: LDP Kick-Off, Workshops
First Mentor Meeting
- Mentee assignments are sent out and
  initial contact is made
- At first meeting, review responses from the student
  questionnaire (sent via email with assignment) and
  complete rubric evaluation to determine where the student
  is at the start of the program.
- Set expectations for the mentoring relationship
- Set goals for the semester with the student

January/February

Key Events: Leadership Conference, Tunnel of
Oppression, Workshops, Community Service,
- Reconvene meeting with your mentee
- Suggest meeting before the conference to discuss how to
  get the most out of the conference experience
  - Once student has attended the Leadership
    Conference or Tunnel of Oppression, have student
    reflect on the experience
- Create a schedule of workshops the student will attend
  in the spring semester to ensure completion

May

- Submit Evaluations to the Leadership Development
  Program by May 1.

November/December

Key Events: Workshops, Community Service, Mentor
Meetings
- Meet with your mentee. At these meetings, discuss how
  the process of the Green Certificate is going. Discuss
  journals and answer questions
- At the end of the semester, check on progress and discuss
  goals and opportunities for the next semester.

March/April

Deadline to complete program: April 10

Key Events: Table Talks, Final Workshops, Last
Mentor Meeting Evaluation, Awards Ceremony
- Meet with your mentee.
- At last meeting, complete the Green Certificate
  Evaluation Rubric, indicating areas of growth
- Discuss final journals and program completion
- Make plans for continuing the relationship in the future
Using the Rubric

What is the Evaluation Rubric For?

The Green Certificate Evaluation Rubric will assist you in understanding where your mentee is in their leadership process as well as help our program see as whole, how I are students are progressing through the program.

When do I Use it?

You will use the rubric during your first meeting with your mentee, (Pre-Evaluation) and your final meeting with your mentee (Post-Evaluation). Completing a pre-evaluation will give you an initial starting point with your mentee and allow you to see growth as you continue to meet throughout the year.

How do I Evaluate my Mentee?

**Pre-Evaluation:** Students will be completing an intake survey that will ask the following questions that will reflect our learning outcomes for the certificate:
- On a scale from 1 (I still want to explore what strengths, weaknesses I have) to 5 (I can confidently describe my strengths, weaknesses and values), how confident are you with identifying your strengths, weaknesses, and values in regards to leadership? Please briefly explain your choice (Consciousness of Self)
- What are the values and beliefs you feel are important to you as a leader? In what situations do you think about them? (Congruence)
- What societal issues are currently important to you and how have you taken action within these causes? (Commitment)
- What does leadership mean to you? (Changing View of Leadership)
- Do you currently feel that you are a leader? (Insert yes and no options). Please briefly explain why or why not (Self-Efficacy)

Mentors will be sent the answers to these questions along with their mentee information. During your initial meeting, you will talk more with the student and complete the pre-evaluation, underlining where the student seems to fall developmentally.

**Post-Evaluation:** During your final meeting with your mentee, you will revisit the pre-evaluation and work together to discuss where you feel the student is at this time. Indicate (either in a different color or on a different rubric) where the student falls at the end.

Will I be Going Over this with my Mentee?

Yes! We strongly encourage you to go over the rubric with your mentee and discuss further how they feel about their leadership process. We feel that this will not only help you get to know your mentee better, but also be able to have dialogue about leadership

What Do I do When I am Done?

Once you have completed the pre-evaluation, hold on to it until your final meeting with your student. After your final meeting, please send along the completed evaluation(s) will be due by **Friday, May 1**

What if I am Unsure Where to Place my Mentee According to the Rubric?

Follow the grid to the best of your knowledge. If you are unsure, that is okay. Just let us know on the comment section or by contacting us what areas that you were unsure of on the rubric and we will revisit the rubric for changes.
Leadership Development Program
The College at Brockport, State University of New York
Green Leadership Certificate Student Evaluation

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Strengthening</th>
<th>Practicing</th>
<th>Engaging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consciousness of Self</strong></td>
<td>Student is in the process of figuring out strengths and weaknesses in the context of leadership.</td>
<td>Student can identify strengths and weaknesses, and can recognize areas of growth.</td>
<td>Student applies areas of strength and actively seeks to improve areas of weakness.</td>
</tr>
<tr>
<td><strong>Congruence</strong></td>
<td>Student is exploring how beliefs/values connect to their actions as a leader. Student may feel congruency is situational.</td>
<td>Student can identify their beliefs and values and understands the importance of acting congruently.</td>
<td>Student considers values and beliefs when making decisions.</td>
</tr>
<tr>
<td><strong>Commitment</strong></td>
<td>Student is exploring what person, idea or cause they are passionate about and how they connect to leadership.</td>
<td>Student can identify a person, idea or cause that could be of interest to be involved in. Is searching how to take action in involvement areas.</td>
<td>Student can identify an idea, person, or cause that directly reflects their values and attitudes. Student can evaluate the purpose of their commitment and connect it to their involvement area.</td>
</tr>
<tr>
<td><strong>Changing View of Leadership</strong></td>
<td>Student views and sees leadership in others. Student does not see self as leader.</td>
<td>Student views leadership in the lens of taking action. Student begins to see how their strengths and weaknesses, values, and attitudes could make them a leader.</td>
<td>Student views leadership as a process. Student is beginning to practice their strengths and weaknesses, values, etc. within their involvement without holding a position.</td>
</tr>
<tr>
<td><strong>Self-Efficacy</strong></td>
<td>Student is exploring where they fit in as a leader. Seeks personal examples of leadership to increase confidence.</td>
<td>Student recognizes they have the ability to be a leader, and is working toward defining their leadership style. Student seeks learning opportunities and involvement.</td>
<td>Student feels comfortable expressing their opinions through their involvement. Working toward a more accurate understanding of their leadership style</td>
</tr>
</tbody>
</table>

Comments:

At the end of the year, please send to the Leadership Development Program in the envelope provided.
Detailed Description of Green Requirements

Leadership Development Program Annual Kickoff

Each year, all Leadership Development Program students are invited to attend our Annual Kickoff Event in the fall. Students get the opportunity to meet other students in the program as well as hear about the experience at each stage of the program.

Monthly Mentor Meetings

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 on the Leadership Development Program website. Students will be able to submit their journals through myBrockport.

Leadership Sessions

Students will have the opportunity to make the most of their leadership development. Students have the option to attend “Green Certified” Leadership Sessions which includes our workshops held each week, selected campus events, speakers from departments, community events, or Residential Life programming. Leadership Sessions must have our “Green Certified” stamp of approval in order for the session to be eligible. At this time, only events located on myBrockport will be eligible. Each Leadership Session is labeled with the specific category it fulfills: Consciousness of Self, Congruence, and Commitment. (students are required to complete two of each category)

Community Service

Students must participate in one community service event. Community service events can be found by visiting www.brockport.edu/serve or by visiting the Community Development Office. Options for service events are not limited to these options, and students should discuss appropriate service options with mentors.

Socio-Cultural Sessions

Students are required to attend one socio-cultural session in the spring where topics on diversity, equity and inclusion will be discussed. Students will have the opportunity to reflect on the importance of socio-cultural dialogue as it relates to leadership.

Tunnel of Oppression

The Tunnel of Oppression is an interactive event that highlights and introduces participants to contemporary issues of oppression, power and privilege. During The Tunnel, participants are guided through a series of scenes that aim to educate and challenge them to think more deeply about issues of oppression. Mentors are encouraged to attend this event with their mentee.

Annual Student Leadership Conference

The Annual Student Leadership Conference co-sponsored by Brockport Student Government will be held in the spring of 2015. The conference offers the opportunity to meet with various alumni, faculty, staff and students. Registration for the Leadership Conference will begin in January, and students must register ahead of time.

Annual Student Leadership Awards Ceremony

Each year, student leaders are recognized at the Leadership Awards Ceremony. Students in the Leadership Development Program receive their certificates and the winners of several prestigious awards are announced, including: Marion Schrank Leadership Award, Huot Leadership Scholarship, Chancellor’s Award and Who’s Who among College Students. Information about how to apply for these awards will be provided throughout the year.

Did you know??

As part of the Leadership Development Program, students have the opportunity to attend various conferences at little or no cost. Students have attended conferences such as the Western New York Student Leadership Conference, and RIT Conncology Conference. Students attending a conference may also request full or partial funding from the Leadership Development Program.
RECOMMENDED DISCUSSION QUESTIONS BY TOPIC

Consciousness of Self
- Why do you think it is important to be self-aware as a leader?
- How much time do you spend in introspective activities? Why or why not?
- Do you seek feedback from others? How do you react when you receive feedback? Why can it be difficult to receive feedback?
- If you were to write the story of your life, what major events would be included? How have these events inspired who you are today? What events have taught the most lessons?
- What are the values that guide how you interact in groups?
- Discuss the issue or problem that is most important to you and why? How does it relate to your situation? What kind of skills and abilities can you bring towards combating that issue or problem?

Congruence
- How can a person build trust and credibility with others?
- Can core values change? Are they fixed or flexible? Variable or absolute?
- Is it possible to always be a person of congruence? In which situations might it be more difficult?
- What are the things you spend the most time on? If you were to list what you do spend your time on, what might others think your values are?
- What are some obstacles to the proper use of time? How can we ensure that we are spending our time on the things we value? Why are the things we value not always the things we spend the most time on?
  - Describe a time that you had to make a difficult decision based on your values.

Commitment
- If there was one job you would do for free, what would it be? What types of jobs would be more important than pay to you?
- Where do your interests lie? What topics or social issues are you most passionate about?
- Think of times when you have felt most energized working on a projects. Are there themes across these examples (ex. working with children, creativity, large scale change, etc.)?
- What are some ways you can connect your passions to activity? Are there groups you would like to be part of or projects you would like to take on?
  - How can you avoid burnout?

Social Change
- Think of leaders who have created positive social change. What was something that was similar about these leaders? Did they have a common strategy?” Did they lead a movement and if so how did they get others involved and sustain their involvement?
- What is one thing that you would like to change on campus? What are they doing to change it? What could be done to change this issue? What are some challenges that may have to be overcome? What is your biggest fear or worry about attempting to facilitate this change?

Tunnel of Oppression, Power and Privilege
- In what ways do we see privilege apparent in everyday life?
- What groups currently hold the most power in the United States?
- Consider your own identities. Which of the oppressed groups do you find yourself relating to? Which of the privileged groups do you relate most to?
- After experiencing the Tunnel of Oppression, in what ways could you address oppression in your daily life?
The Social Change Model of Leadership Development, outlined in Leadership for a Better World, provides a model to frame our four certificates. The primary purpose of leadership, as proposed by this model, is to have a positive impact on one’s community. Additional leadership development theories that influence the student experience include StrengthsQuest, Servant Leadership, the Student Leadership Challenge. Similarly, strong consideration of the Learning Reconsidered 2 learning outcome framework impacts program development.

Exhibit 1. The Social Change Model of Leadership Development
Theories We Use

Leadership Identity Development Model

MODEL AND THEORETICAL FRAMEWORK
The Leadership Identity Development (LID) Model (Komives, Longerbeam, Owen, Mainella, & Osteen, 2006) provides our program an understanding on how our students develop the social identity of being collaborative, relational leaders interdependently engaging in leadership as a group process (Komives, Lucas, & McMahon, 1998, 2007). We use the LID model to better assess where our students are in their leadership journey and how we can provide further development opportunities.

FIGURE 1. Developing a Leadership Identity: Illustrating the Cycle