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Welcome Mentor!

Thank you for your willingness to join Utah Valley University’s team at The Center for the Advancement of Leadership (CAL)! We are thrilled to partner with you as we all strive to help improve the quality of leadership within the community.

As a mentor, we hope you will enjoy the opportunity to help develop, inspire, and connect with incredible student leaders from UVU. It is proven that “mentoring relationships have the capacity to transform individuals, groups, organizations, and communities” (Kram & Ragins, 2007, p. 3).

You play a critical role in helping link CAL students to the CAL mission:

“The Center for the Advancement of Leadership prepares individuals with the leadership knowledge and skills necessary to be competitive in the world market and to make significant contributions to society”

Through your mentorship and involvement, CAL students will more meaningfully connect their academic experience to their overall leadership development.

We look forward to serving with you! Thank you for sharing your leadership!

Gratefully,

Amy Harmer
Assistant Director

THE CENTER for the ADVANCEMENT of LEADERSHIP

Utah Valley University

office | 1-801-863-8437 | amy.harmer@uvu.edu
The Center for the Advancement in Leadership (CAL) @ UVU
L.E.A.D. PROGRAM 2017-2018

CAL Assistant Director:
Amy Harmer

L.E.A.D. Program Coordinator:
Mark Slik

L.E.A.D. COHORTS:

Cultural Envoy Leadership Program (CELP)
- CELP Coordinator: Victor Narsimulu

I Am First (IAF)
- IAF Coordinator: Garrett Nagaishi

Traditional Leadership (CAL)
- CAL Coordinator: Mark Slik

Ambassadors
- Ambassadors Coordinator: Chad Johnson

ROTC
- ROTC Coordinator: Richard Elias

Technology Management
- Tech Mgt. Coordinator: Mark Slik

Women in Leadership
- WIL Coordinator: Mark Slik

= DIRECT SUPERVISION

= COLLABORATION
NOTE: Each COHORT contains at least ONE (or more) TEAM(s)

Each 1st Year

L.E.A.D. TEAM contains the following:

1 TEAM MENTOR
(COMMUNITY MEMBER)

4-7 TEAM MEMBERS
(STUDENT PARTICIPANTS)

1 TEAM LEADER
(STUDENT PEER)

*amount of teams varies
Depending on the size of division/ cohort

NOTE: Each cohort contains at least ONE (or more) TEAM(s)

Each 2nd Year

L.E.A.D. TEAM contains the following:

TEAM MENTORS
1 PER TEAM MEMBER
(COMMUNITY MEMBER)

4-7 TEAM MEMBERS
(STUDENT PARTICIPANTS)

1 TEAM LEADER
(STUDENT PEER)

*amount of teams varies
Depending on the size of division/ cohort
L.E.A.D. Program Description

The L.E.A.D. Program is a two year program and focuses on four key areas of leadership development: Learn, Engage, Acquire, and Discover.

L.E.A.D. Program Benefits

- Development & understanding of leadership skills and knowledge
- University Distinction recognition on official transcript
- Letter of recommendation from CAL
- Scholarship opportunities
- Connection to community mentor

Learn

- **Mentor Meetings** – Monthly, L.E.A.D. students meet with a mentor to develop both professionally and personally. Mentors often share their own experiences and expertise to help students in their lives.
- **Capstone Interviews** – Students interview professionals within their field of study. Interviews enable students to network and understand how leadership is applied in their specific discipline.

Engage

- **Experience** – 50 leadership hours required per semester Often, L.E.A.D. students become involved with on-campus organizations like Student Government, UVU Clubs, Wolverine Ambassadors, and UVU Service Learning; however, L.E.A.D. students may choose to engage in off-campus opportunities where they actively fulfill a leadership role.
Acquire

- **Theory** – To gain a knowledge of leadership styles, L.E.A.D. students attend workshops and seminars. L.E.A.D. students are also encouraged to read books or watch webinars to gain leadership insights. The CAL hosts its own monthly lecture series, which students are encouraged to attend.

- **Coursework** – L.E.A.D. students also complete several leadership courses which teach an academic concept of leadership. These courses include Principles of Leadership and over 70 other leadership focused electives.

Discover

- **Strengths Quest Finder (YEAR 1 PARTICIPANTS ONLY)**

- **360° Evaluation (YEAR 2 PARTICIPANTS ONLY)** – When beginning the program, each L.E.A.D. student participates in a multi-rater assessment process which identifies his or her strengths and opportunities for growth. Students then create an action plan using the feedback from the evaluation.

- **Reflection Journals (ALL PARTICIPANTS)** – While pursuing leadership distinction, students keep a monthly journal of progress made on their action plan. In this way, students are able to reflect on what they have learned and are able to track their growth.
8 Helpful Tips for CAL Mentors & CAL Mentees

As a L.E.A.D. Program Mentor you serve as a guide, friend, and resource who shares your experiences, knowledge, and expertise to help pave the way for students to succeed at UVU and beyond.

The Center for the Advancement of Leadership uses the following as guidelines to define a good mentoring relationship:

1) Reciprocity

“The equal engagement of the mentor and mentee. Mentor and mentee each have a role to play and a responsibility to the relationship. Each one has much to gain from the relationship” (Fischler, Lory A., and Lois J. Zachary. “Shifting Gears: The Mentee in the Driver’s Seat” Adult Learning 20.1-2, 2009.)

2) Learning

“Learning is the purpose, the process, and the product of a mentoring relationship (Zachary, 2005). Even if the relationship itself is good, without the presence of learning, there is no mentoring. By learning we mean more than simply acquiring knowledge... The learning that goes on in a mentoring relationship is active learning (Daloz, 1986). The mentee gains “expanded perspectives; knowledge about the ins and outs of the organization, field, or profession; an understanding of what works and what doesn’t work; and, most importantly, a deepened self-knowledge and understanding.” (Fischler, Lory A., and Lois J. Zachary. “Shifting Gears: The Mentee in the Driver’s Seat” Adult Learning 20.1-2, 2009.)

3) Relationship


4) Partnership

“The mentee plays a much more active roles in the learning than in the traditional mentor-driven paradigm... The mentor’s role has changed from the “sage on the stage” to the “guide on the side” (Zachary, 2000)...the mentor is less of an authority figure and more fully engaged in the learning relationship.”
5) Collaboration

“Mentor and mentee engage in sharing knowledge, learning, and building consensus and, in the process, mutually determine the nature and terms of the collaboration... This give and take contributes to creating shared meaning and something greater merges because of it.” (Fischler, Lory A., and Lois J. Zachary. “Shifting Gears: The Mentee in the Driver’s Seat” Adult Learning 20.1-2, 2009.)

6) Mutually Defined Goals

“Clarifying, articulating, and monitoring learning goals are critical to achieving a satisfactory mentoring outcome. It is hard to achieve a goal when it has not been clearly defined. Mentoring partners must continuously revisit their learning goals throughout the mentoring relationship to keep in on track. Without well-defined goals, the relationship runs the risk of losing its focus.” (Fischler, Lory A., and Lois J. Zachary. “Shifting Gears: The Mentee in the Driver’s Seat” Adult Learning 20.1-2, 2009.)

7) Development

“A mentoring relationship is future-directed, moving from where the mentee is to where the mentee wants to be by developing the skills, knowledge, abilities, and thinking to get there.” (Fischler, Lory A., and Lois J. Zachary. “Shifting Gears: The Mentee in the Driver’s Seat” Adult Learning 20.1-2, 2009.)

8) Mentor Sessions Focus on Personal Development Topics

When a mentor focuses on a student’s personal development, mentor sessions become more effective and the student is more likely to be “open to new experiences, to appreciate diversity, to be a role model, or to live up to their potential” (Campbell, Dugan, Komives, & Smith, 2012,p.619).
Benefits of Mentoring

Mentoring provides benefits for both the mentee and the mentor.

Here are a few of the benefits:

<table>
<thead>
<tr>
<th>Mentee Benefits</th>
<th>Mentor Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Openness to new experiences</td>
<td>✓ Meaningful connections</td>
</tr>
<tr>
<td>✓ Gained appreciation for diversity</td>
<td>✓ Share your expertise</td>
</tr>
<tr>
<td>✓ Connection between coursework and application</td>
<td>✓ Influence, motivation, encouragement</td>
</tr>
<tr>
<td>✓ More likely to live up to their potential</td>
<td>✓ Refine coaching and mentoring skills</td>
</tr>
<tr>
<td>✓ Expanded networks</td>
<td>✓ Expand your professional networks</td>
</tr>
</tbody>
</table>
Role of CAL Team Leader

➢ What is a CAL Team Leader?

A Team Leader is a second year L.E.A.D. Program student or a graduate of the L.E.A.D. Program. They carry many responsibilities which include:

➢ Meeting one on one monthly with each team member.
➢ Tracking each team member’s progress in the L.E.A.D. Program.
➢ Approving team member’s theory hours, leadership experiences, and reflections.
➢ They attend monthly mentor meetings with their team.
➢ And, they are the mentor’s right hand person.
Individual Mentor Meeting Tips

➢ First Meeting with your Mentee – “Meet Your Mentor” Event

This is a fun event that takes place on campus toward the beginning of the academic year. “Meet Your Mentor” serves as a fun way to get to know your mentee and mentee’s Team Leader. You’ll enjoy refreshments and the opportunity to set your mentoring goals and expectations with your Mentee.

➢ Individual Meetings with Mentee

Each meeting should focus on the topics and goals decided on by the mentee and mentor. It has been found that the goals and topics initially chosen tend to change and progress as your student changes and progresses. We encourage you, with your student, to revisit goals and chosen topics and make any needed additions and changes.

The Team Leader is a great person to assist you in following up with assignments given to your mentee, getting information to and from your mentee, and many other things to lighten your load.

➢ Location, Location, Location

L.E.A.D. students are required to meet face to face, for at least an hour once during each of the following months: September, October, November, January, February, and March. We recommend meeting at your place of employment, on campus at UVU, at a restaurant, at the library (or anywhere else you both choose).

➢ Ending Celebration

A special end of year celebration is held toward the end of the academic year. At the event mentors and students are recognized and together we celebrate the accomplishments of the school year.
Suggested Mentoring Topics

1. DEVELOPING SELF & OTHERS
   - ATTIRE
   - BODY LANGUAGE
   - COMMUNITY DEVELOPMENT
   - CREATIVITY
   - DELEGATION
   - DIVERSITY
   - PERSONAL VALUES
   - WELLNESS

2. COMMUNICATION
   - LISTENING
   - VERBAL COMMUNICATION
   - E-MAIL DO’S & DON’TS
   - TRANSITIONS

3. RESULTS-ORIENTED
   - ACCOUNTABILITY: PERSONAL, TEAM, ORGANIZATION
   - GOAL SETTING
   - TIME MANAGEMENT
   - TIMELINESS

4. STRATEGIC VISION
   - CREATING SHARED VISION
   - PURPOSE DRIVEN LEADERSHIP

5. PROFESSIONAL AND TECHNICAL EXPERTISE
   - CUSTOMER SERVICE
   - HOSPITALITY
   - MEETINGS

6. ETHICAL BEHAVIOR AND TRUST
   - HUMILITY
   - INCLUSION
   - INTEGRITY
   - UNDERSTANDING

7. ORGANIZATIONAL AGILITY
   - TEAM CULTURE
   - TEAM WORK

www.UVU.edu/leadership for Mentor Discussion Guides
UVU Core Themes

STUDENT SUCCESS
UVU support students in achieving their educational, professional, and personal goals.

SS.1
UVU supports students' preparation for and achievement of academic success at the university.

SS.2
UVU provides a meaningful and well-rounded university experience.

SS.3
UVU prepares students for success in their subsequent academic, professional, and lifelong learning pursuits including serving as leaders, people of integrity, and stewards of their communities.

INCLUSIVE
UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.

I.1
UVU provides accessible and equitable educational opportunities and resources for all students.

I.2
UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.

I.3
UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.

I.4
UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.
UVU Core Themes (continued)

ENGAGED

UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.

_E.1_

UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.

_E.2_

UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.

_E.3_

UVU serves as a portal of civic engagement and an engine of regional economic and business development.

SERIOUS

UVU fosters a culture of academic rigor and professional excellence.

_S.1_

UVU champions learning through outstanding teaching in an academically rigorous environment.

_S.2_

UVU supports a culture of scholarship and creative work and promotes accomplishments in cultural, academic, and co-curriculum/extramural endeavors.

_S.3_

UVU attracts, develops, and retains high achieving students and highly qualified faculty, staff, and administrators.

_S.4_

UVU is recognized for high quality, efficient, and effective programs and services.
Frequently Asked Questions

➤ How much time will this require?

We anticipate this requiring about 1-2 hours per month; 30 min. - 1 hour of preparation and 1 hour of meeting. Also, mentor meetings take place only during the months of September, October, November, January, February, and March.

➤ When, where, and how often will I meet with my Mentor Team?

You will meet once per month, face to face, for about an hour during the months of September, October, November, January, February, and March.

➤ How long should I expect to remain in a mentoring relationship?

During the academic year. However, we encourage our mentors and mentees to keep in touch and continue their relationship long after the school year is over.

➤ How many mentees will I have?

1st Year Students: Each team has (1) Team Leader, who is typically a second year L.E.A.D. student or a graduate of the program, and about 4-6 students in their first year of the L.E.A.D. Program.

2nd Year Students: Our second year students, who are not Team Leaders, are required to find their own, individual mentor whom they meet with one on one. At times our second year students desire to meet one on one with their first year mentor. We have told our second year students that they may NOT ask a first year mentor to also mentor them. This is to allow the student to expand his or her network as well as not overburdening our first year Mentors.

➤ What if there is a problem with my mentoring relationship?

We understand that in rare cases situations arise that are unforeseen. If this is the case, please don’t hesitate to discuss this with the Assistant Director of the Center. Their contact information can be found in this packet.

➤ Where can I find more information?

http://www.uvu.edu/leadership

The Center for the Advancement of Leadership main office phone | 801-863-6466
Important Dates

**Wednesday August 30, UVU Grande Ballroom (Sorenson Student Center)**
- 6:30pm  Mentoring Training
- 7:00pm – 8:30pm “Meet Your Mentor” (Dinner served)

**October**  Mentor Meeting*

**November**  Mentor Meeting*

**January**  Mentor Meeting*

**Thursday, January 25.  Location TBD.**
- 7-8 PM  Winter Mentor Training

**February**  Mentor Meeting*

**March**  Mentor Meeting*

**Wednesday, April 11, UVU Grande Ballroom**
- 6:00pm – 8:30pm Year End Banquet (Includes Dinner & Awards)

*Monthly Mentor Group Meetings are selected by the Mentor (you) + Mentee
CAL Contact Information

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