



Presidents Leadership Class

UNIVERSITY OF COLORADO **BOULDER**

APPLIED LEADERSHIP EXPERIENCE (ALE) HANDBOOK

A COMPLETE GUIDE TO LOWER AND UPPER DIVISION ALEs

*"We do not learn from experience...
we learn from reflecting on experience."*

— John Dewey

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This handbook provides an overview of the Applied Leadership Experience program along with step-by-step instructions on how to start, complete, and make the most of the experience. Please read through the entire handbook before proposing your first Applied Leadership Experience (ALE).

BACKGROUND

The Presidents Leadership Class (PLC) Applied Leadership Experiences (ALEs) are a long-standing experiential aspect of our curriculum (*formally Walkabout Intensives*). PLC requires that students complete two experiences, one lower-division and one upper-division, in their four years (*students are advised to begin planning their lower-division ALE the summer following freshman year*). An **Applied Leadership Experience (ALE)** is any long-term, non-classroom based experience, enhanced by a prescribed process that requires a supervisor, student-articulated goals and expectations, and specified methodologies to reach those goals and expectations.

- ★ **Lower Division ALEs** can be initiated at the end of second semester of your first year in PLC
- ★ **Upper Division ALEs** can only be initiated as rising juniors or rising seniors and only if your lower-division ALE has been completed.

ALEs generally (*but not exclusively*) fall into the three following broad areas or domains from which you can select your ALE. If you have an opportunity that falls outside of the domains below, please propose your idea to the ALE Coordinator.

1. **Student Leadership Experiences:** Any experience in which a student is filling a leadership role. This can include, but isn't limited to, student government, leading a student organization, RA position, sitting on the board of a non-profit, or coaching a sports team.
2. **Traditional Internships:** Along with traditional internships (paid and unpaid), this includes research assistantships, volunteer positions with defined objectives, jobs and other paid positions, etc.
3. **PLC-Facilitated Experiences:** This includes student staff positions or completing the Applied Leadership Wilderness Leadership Course (ALWC).

PLC views the two ALEs as following the leadership development steps of **observe, learn, act**. The lower-division ALE focuses on observing and learning from other people and leadership styles, and the upper-division is focused on *leadership in action*, with more hands-on opportunities to further your leadership development through real-world encounters and experiences.

PURPOSE

The ALE program directly correlates to all six of the PLC domains of leadership education: *critical thinking & analysis, academic & professional excellence, creativity, ethical reasoning, thoughtful implementation, and community impact*. You can read about the domains of leadership education [here](#). In the context of the PLC curriculum, ALEs are the student's primary experiential learning component and have **two main objectives**:

1. The ALE ensures students have hands-on, real-world exposure throughout their college career to supplement their academic growth, develop marketable experience, and practice leading groups.
2. The process used to track the ALE is aimed at building the skill and practice of working with a supervisor to establish personal and professional objectives, methodologies to achieve those objectives, reflecting on progress along the way, and being accountable for delivering on-time assignments/deliverables. A fellow student will hold the position of ALE Coordinator and will help you meet your personal and professional objectives.

Ultimately, students will develop a self-awareness of their ability to meet a stated objective and identify areas in which they came up short along the way. This process helps students recognize and discuss, in greater depth, the skills and experience they have gained during a given ALE.

ALE REQUIREMENTS

- All PLC students complete **two ALEs**.
- The **lower division ALE** must be **100 or more hours** focusing on the **observing** and **learning** steps of leadership development.
- The **upper division ALE** must be **250 or more hours** in length, have a **hands-on/leading focus (doing leadership)** and the student must **hold a position of responsibility** with an opportunity for personal leadership development.
- The deliverables (*items due*) for the ALEs are listed below:

Lower Division ALE Deliverables	Upper Division ALE Deliverables
a. Lower Division ALE contract	a. Upper Division ALE contract
b. Weekly Journal Entries (see prompts)	b. Literature Review on Chosen Leadership Framework
c. Mid-Point Reflection Memo	c. Mid-Point Reflection Memo
d. Mid-Point Supervisor Evaluation	d. Mid-Point Supervisor Evaluation
d. End-Point Supervisor Evaluation	d. End-Point Supervisor Evaluation
e. Final Synthesis Paper	e. Final Paper - Leadership Framework & personal ALE
	f. Synthesis Presentation at ALE Symposium
<i>*See corresponding lettered descriptions below</i>	<i>*See corresponding lettered descriptions below</i>
<i>More information is provided in ALE Deliverables section of this handbook (see page 15)</i>	<i>More information is provided in ALE Deliverables section of this handbook (see page 15)</i>

- **Lower-Division ALE**
 - First is your **ALE contract**, in which you identify your goals, objectives, and methodology. The same contract is used for both lower and upper division ALEs, but you customize the contract with your specifics for the position, your goals, your methodology, etc.
 - Second, during your **lower division ALE** you will be required to **submit a journal entry once a week to a Google Drive folder** shared with the PLC professional staff and the ALE Coordinator. This journaling can be in a written format, a vlog, blog, or other method. The prompts for your journaling will be determined before your ALE

begins. They may focus on the PLC core competencies, or the reading material provided to you by your supervisor.

- c. Third, you will complete a **mid-point reflection memo**. This is a one-page memo that evaluates progress toward your goals, indicates challenges you are facing, and discusses methods you will use to continue progress (see appendix D for PLC memo template).
 - d. Due with your mid-point reflection memo is a **mid-point evaluation from your supervisor**. You will be provided with a template of the evaluation form at the start of your ALE. You must also provide an evaluation from your mentor at the **end of your experience**.
 - e. Lastly, at the end of your ALE you will complete a final **synthesis paper**, which is an in-depth reflection on your experience and what you have learned from it.
- **Upper Division ALE**
 - a. First is your **ALE contract**, in which you identify your goals, objectives, and methodology. The same contract is used for both lower and upper division ALEs, but you customize the contract with your specifics for the position, your goals, your methodology, etc.
 - b. Second, during your **upper division ALE** you will be required to conduct a **literature review** (*scholarly article, book*) of a **leadership framework** to which you feel connected and/or resonates with you. For example, you may subscribe to the ancient philosophy of servant leadership, or you might resonate with Dan Pink and his theory on motivations. If you don't know what leadership theorist/model/lens you "fit" with best, you need to do some research. **Start here:** *Trait Theory, Behavioral Theory, Transactional Leadership Theory, Transformational Leadership Theory, Jim Collins, Barry Posner, Stephen Covey, Simon Sinek, Daniel Pink, Marshall Goldsmith, Warren Bennis, Tom Rath...*
 - c. Third, you will complete a **mid-point reflection memo**. This is a one-page memo that evaluates progress toward your goals, indicates challenges you are facing, and discusses methods you will use to continue progress (see appendix D for PLC memo template).
 - d. Due with your mid-point reflection memo is a **mid-point evaluation from your supervisor**. You will be provided with a template of the evaluation form at the start of your ALE. You must also provide an evaluation from your mentor at the **end of your experience**.

- e. Fourth, using your completed literature review, you will **write a** subsequent and **final paper** focusing on your past view(s) of leadership, your current view(s) of leadership, how your current ALE can be informed by your views, and how you want to make an impact going forward.
- f. Lastly, at the end of your ALE you will complete a **synthesis presentation**, which is an in-depth reflection on your experience and what you have learned from it. This will be done at one of the semester ALE symposiums. You will be prepped for this by the ALE coordinator with a date, slide template, and what is to be presented.

LOWER DIVISION APPLIED LEADERSHIP EXPERIENCE

A lower-division ALE is intended to help you **observe, learn, and reflect** about leadership, while getting accustomed to the ALE process and ensuring you have a quality experience. Lower-division ALEs do not need to be leadership specific, but should come from the three broad domains mentioned above. Additionally, all lower-division ALEs will meet the following requirements:

- Cannot be retroactively applied to past experiences
- Minimum of 100 hours in duration
- Have a designated advisor or supervisor who commits to help you construct your ALE contract and aide in your leadership development
- Includes all deliverables listed in the table above for Lower Division ALE
- All materials submitted on-schedule and approved by the ALE Coordinator. Students **will not receive credit** if all materials are not submitted on time.

UPPER DIVISION APPLIED LEADERSHIP EXPERIENCE

The intent of an upper-division ALE is to be a very formative leadership-specific experience as reflected in scope, specificity, and deliverables, particularly compared to a lower-division ALE. *You must show that you are **actively leading (doing leadership)** in the context of the field you're working in, applying what you have learned about leadership in PLC and elsewhere.*

An upper-division ALE should come from one of the three domains – student leadership positions, internships, or PLC facilitated experiences – and must meet the standards below. Some examples of what can count as an upper-division ALE include being an RA, holding a significant leadership position in a student organization, sitting on the governing board of an organization or managing a

project in an internship. The PLC professional staff and ALE Coordinator are available to help work with students and supervisors to ensure a leadership component can be built into an ALE. Upper-division ALEs must meet the following standards:

- Cannot be retroactively applied to past experience
- Minimum of 250 hours in duration
- Have a designated advisor or supervisor who commits to help you construct your ALE contract and aide in your leadership development
- Include all deliverables listed in the table above for Upper Division ALE
- All materials submitted on-schedule and approved by the ALE Coordinator. Students **will not receive credit** if all materials are not submitted on time.

The Upper-Division ALE differs from the Lower-Division ALE in these ways:

- **You must have completed your lower-division ALE.**
- Must have a demonstrated leadership component.
- Your ALE contract must include leadership goals along with learning goals.
- The ALE advisor/supervisor must be able to offer specific and measurable organizational outcomes.
- Conduct a final synthesis presentation to the PLC professional staff and other faculty, staff and affiliates at the ALE symposium. Presentations should be no more than 5-minutes in length. See below for further instructions.

PROCEDURE FOR A SUCCESSFUL EXPERIENCE

Successful ALEs will focus on what PLC intends for students to take away from the experience. We look for and evaluate the following criteria:

- All deliverables are turned in **complete and on time.**
- Students reflect on and can discuss the successes, challenges and failures experienced while pursuing their established goals.
- Students can reflect on and discuss what they learned from a ALE and how that learning will be applied to future situations.

PLC wants students to synthesize lessons learned from that experience into future action. Therefore, the success of a ALE *is not* evaluated on:

- Meeting each of your stated goals
- Expressly following the methodology stated in your contract
- Meeting each of your personal expectations

INCOMPLETE ALE POLICY

Failing an experience is rare. It is more common for students not to complete the ALE by simply not completing or submitting their paperwork. If a student does not complete his/her ALE in accordance with the standards above, credit **will not be granted**. The following are criteria that will lead to a failed or incomplete ALE:

- Failing to turn in ALE products (e.g. memos or synthesis) as scheduled. This is the most common problem students face.
- Substandard work that fails to demonstrate an ability to reflect, learn or put effort into an ALE.
- Misconduct, negligence, truancy or other unacceptable behavior as reported by a student's advisor/supervisor.

If a student does not complete the ALE, it is the student's responsibility to contact the PLC professional staff and the ALE Coordinator to make arrangements for another ALE.

GETTING STARTED: SELECTING AN EXPERIENCE

ALE development has two main components:

1. The process of *choosing an experience that will help you develop your leadership*
2. The *intentional planning and reflection* process students go through to evaluate their progress in meeting their goals.

Your first step is selecting an experience. The domains that you can choose experiences from are purposefully broad. We expect you to be entrepreneurial in your pursuit of possible opportunities. If you are unsure if something fits, ask. If you're worried that something doesn't meet the requirements but still believe it to be a valuable leadership experience, convince us. Bottom line, you should seek activities that:

1. Are challenging
2. You are passionate about and committed to
3. Support your personal, professional and/or academic growth

If you would like help finding or selecting an ALE, contact the PLC professional staff and/or the ALE Coordinator for assistance. You will spend a lot of time thinking about the experience you choose. The best experiences are those that you will be excited to talk about in the future – to potential employers, friends, grad-school admission boards, etc... thus, avoid using anything that you find less than exceptional.

Finally, select opportunities that are challenging and exciting. Allow yourself to be pushed – you won't be judged negatively for not achieving the goals you set out for yourself. Failure, change, and needing to adapt are inherent parts of learning to lead. Our fundamental expectation is that you work hard and reflect deeply on your experience.

Once you have selected an opportunity, you must set up a meeting with the ALE Coordinator to discuss the opportunity and begin filling out your ALE contract. To schedule this meeting email nicholas.essek@colorado.edu .

COMPLETING THE ALE CONTRACT

After you have met with the ALE Coordinator, your next step is to complete the ALE contract. You **must meet with your supervisor/advisor** to complete the contract. The [ALE contract link is here](#) and must be emailed to nicholas.essek@colorado.edu. You will find the link to the supplemental ALE Contract Tracker [here](#). Both contract and supplemental form must be submitted before the contract will be approved. The contract is the starting point of your experience and once your contract is approved and signed, your ALE has officially begun. It is important to communicate with your supervisor/advisor in order to make sure your contract accurately reflects the experience you will be having in your ALE.

The following information breaks down each section of a contract and provides guidance on how to complete it:

Part I – Contact Information

- ◆ First you need to indicate which level of ALE you are initiating: Lower-division or Upper-division
- ◆ Provide your contact information
- ◆ Provide organization/company and supervisor information

Organization: Enter the name of the organization, company or firm you work for

My Position: Enter your position title (intern, data analyst, Class Advisor)

Supervisor: This is typically your direct supervisor. For some organizations, such as student groups, a traditional supervisor is not available. In these cases, work with the ALE Coordinator to establish a feasible mentoring protocol.

Supervisor Email: Same

Part II – Timeline

ALEs will occur in **three sessions** including a **fall, spring, and summer session**. The timeline for the dates when your ALE begins, the mid-point, the end-point, and when you will turn in your synthesis will be determined by the ALE Coordinator.

For the **2018 Summer Session:**

- Rough/Final draft contracts must be turned in by April 30th
- The first reflection memo will be due June 25th
- The final date for summer ALEs will be August 27th

For the **2018 Fall Session:**

- Contracts will be due September 3rd

- The reflection memo will be due October 15th
- The final date for **fall only ALEs** will be December 3rd

By signing your contract, you commit to adhering to the timeline for your specific ALE session. Adjustments will be made if a student is doing a year long ALE. Under the ‘deliverables’ heading, you should include two items: 1) any PLC requirements due and 2) any project or organizational milestones you have established with your supervisor.

ALE Timeline:	Date**:	Deliverables to PLC:
Start Date	4/30	Contract (if not previously completed)
Mid-point Memo & Eval Date	6/25	Mid-point memo and first supervisor evaluation due.
End-Point Eval Date	8/27	Second supervisor evaluation due.
Journal Due Dates		Lower Division only (multiple dates or day of the week for each week i.e. Mondays 5/31-8/31)
Literature Review Due Date	6/29	Upper Division only
Final Paper Due Date	8/10	Upper Division only
Final Synthesis and ePortfolio Update Due	TBD	* Final synthesis paper for lower-division * ALE Symposium date for upper-division
<i>*Final synthesis paper should include a link to updated ePortfolio</i>		
<i>**Dates entered above are for Summer 2018 ALEs</i>		

Part III – Contract Details

Personal Expectations for the Experience: In this section, you will provide an overview of the expectations you have for this experience. Predominantly, we want to know why you chose this experience and how it relates to your personal, professional, or academic growth. Include here the things you hope to be exposed to and any goals that are separate from learning goals.

Leadership Role (for upper-division ONLY): Describe the leadership components of your role. This should include a short description of the individuals, group, or community that you are working with and what objectives you have for them.

Supervisor/Organization Expectations: Discuss here the expectations that your advisor/supervisor and/or the organization at large have of you in this experience. These expectations must come directly from your supervisor and not be generated by you. Sit down with your supervisor and get a thorough understanding of what he or she expects from you in this position. You should develop this as a practice for all future employers, mentors, etc...to prepare yourself to be successful.

Learning Goals: Learning goals are specifically skills or knowledge you expect to take away from the experience. For example, a goal may be to become more proficient using a certain HTML editor or developing a better understanding of group dynamics. For each goal, you must indicate how you will track progress toward that goal. You must answer the question, “How do you know that you have become more proficient at using Salesforce?” or “How do you know that you have a better understanding of group dynamics?”

Leadership Goals (for upper-division ONLY): Similar to learning goals, indicate personal goals specific to how you lead. For example, if you tend to be a democratic leader and would like to practice being more direct with people, then your goal could simply be, “To become comfortable being more direct when leading a group.” Also, like with learning goals, you must indicate how you will know if you are working toward that goal.

Project Goals and Deliverables: When you sit down with your supervisor to understand her or his expectations, you should also discuss the specific goals and deliverables for your ALE. It is critical for this section to identify how you will observe and measure progress towards your goals. It’s exceedingly difficult to track progress or success if you cannot readily identify what progress looks like. The ability to identify observable metrics is an invaluable one and, further, will form the backbone of how you represent your past success on resumes, in interviews, or on applications.

Supplemental Material: List of the book, article, Ted Talk, etc your mentor has given you to aid you in developing your leadership experience. These can be used to help frame your journaling or aid you in meeting supervisor expectations.

To ensure that your objectives are feasible, measurable, and observable, use the standards of SMART Objectives (*adapted from the Boettcher Foundation Enrichment Grants*):

1. **Specific:** First, ensure your goal is not vague. A vague goal is *help homeless people in Boulder*. A specific goal is *make three visits per week to the north Boulder Homeless Shelter to educate residents on Boulder Food and Family’s programs*.
2. **Measurable:** All goals must be measurable so you can identify if you are getting closer to success. A goal that is difficult to measure is: *ensure the homeless and needy have enough*

to eat. A measurable goal that is similar is: solicit sufficient donations to support 120 meals per day for the food bank.

3. **Accountable:** SMART goals articulate impact or accountability. In other words, your goal should answer the questions “for whom?” or “for what purpose?” A goal that lacks accountability is: *develop a marketing campaign*. A goal that demonstrates accountability is: *develop a marketing campaign to increase awareness of services and increase level of food donations*. Here, you are accountable to a specific outcome, i.e. increasing the level of food donations.
4. **Realistic:** Often, goals can be too idealistic or lofty. For example, *end hunger in Boulder County* is much less attainable than *expand awareness, monetary, and in-kind support to enroll four additional families into Boulder Food and Family programs*.
5. **Timely:** Good objectives are also grounded in timeliness to support accountability and monitoring progress. *Release the marketing campaign soon* is a hard goal to be held accountable to compared with *release the final press statement for the marketing campaign on October 29th and have the first commercial aired on November 10th*.

Here’s an example of well-written goals: *During my time with Boulder Food and Family, I have three goals:*

1. *Develop a marketing campaign using radio ads, social media, and flyers posted around town to encourage an increase in food donations. We aim to see a 7-10% increase in donations over the lifecycle of the campaign, which starts October 30th and runs through January 3rd.*
2. *I will assist the Yellowpine food pantry team in expanding their outreach to 12 new families through weekly visits to the north Boulder Shelter.*
3. *I will assist my supervisor, the Communications Director, in developing a database that integrates our volunteer and donor profiles with our email client, to be completed by the end of my walkabout.*

Methodology: Describe the methods or process you will use to meet your goals. This should be considered your *initial plan* for how you will be successful. Break the section down by each project goal and deliverable stated above. At this point, you may still be in the planning phase with your supervisor and, as such, the expectation is that you have thought through how to *start movement* on your goals as opposed to have the full plan laid out. For example:

1. *I will work with the communications director to develop the primary themes of the campaign, assess the budget, and review past communications initiatives to design a new*

- campaign's focus and scope. I will have the initial campaign design complete by August 15th.*
- 2. Each Tuesday and Thursday evening after my shift at the office, I will visit the shelter with one of my co-workers to hand out flyers, talk with residents, and help educate them on the services offered by Boulder Food and Family.*
 - 3. We will first generate a call for proposals from CRM platforms, and then work to integrate our various lists, databases, and contact rosters into one coherent email database.*

Anticipated Challenges: Describe the challenges you foresee in this experience and how you plan to overcome them?

Personal Attributes: In PLC and other classes, you have completed assessments such as StrengthsQuest and the VIA Character Strengths inventory. Use this section to describe how your strengths will be leveraged during this experience?

ALE DELIVERABLES - EXTENDED EXPLANATION

1. Mid-Point Reflection Memo:

Mid-point memos should be no more than one page typed in the PLC memo format (see appendix A). The purposes of memos are to check-in on your progress toward your goals and discuss any changes, challenges, or issues you may be experiencing. Memos will be emailed to the ALE Coordinator at nicholas.essek@colorado.edu on the dates indicated in your contract. Even if the date in the contract is not the exact midpoint for your experience, you will submit the memo at this time reflecting on your progress thus far. Your memo should cover the following:

- An evaluation of your progress to-date
- Challenges and successes you have achieved/are facing
- Discuss methods you will or have used to continue progress

2. Mid and End-Point Supervisor Evaluations:

Your supervisor is asked to complete two evaluations of your performance during your experience. **You** will contact your supervisor directly to request those evaluations and will send the evaluation form downloaded from the [PLC website](#). Ask that the mentor share the evaluations with you directly and then email it along to nicholas.essek@colorado.edu so that your records can be updated. **It is up to you** to ensure your supervisor is aware of the evaluation component of your experience and agrees to complete both evaluations.

3. Final Synthesis Paper (LD) or Presentation (UD)

A final synthesis is devoted, expressly, to your reflection on your experience and articulating what you have learned and how you will apply it to your future.

A **Lower-Division ALE** requires a paper that successfully communicates the synthesis criteria below.

- Overview of your personal and supervisor expectations, learning goals, project goals.
- Evaluate your efficacy in achieving goals or expectations: Where were you most successful? Where did you encounter significant challenges or obstacles?
- Discuss what you have learned in this experience. Indicate in what *PLC domains of leadership development* you observed the most and least amount of personal growth. The PLC domains of leadership education are **critical thinking & analysis, academic & professional excellence, creativity, ethical reasoning, thoughtful implementation, and community impact**.
- How will you apply this experience to future endeavors, either personal or professional?
 - **Project deliverables as a synthesis:** Occasionally, the deliverable you have for an ALE project can function as a lower-division synthesis paper. A good example of this is publishing research as a research assistant. If you believe your project deliverable can function as a synthesis, contact the ALE Coordinator for approval.

An **Upper-Division ALE** requires a synthesis presentation to be given at the ALE Symposium in either the fall or spring semester. Your presentation should be **no more than 5-minutes** in length.

You may use any presentation format or aid of your choice but you will have the choice to use a slide template provided for you by the ALE Coordinator. Your presentation audience will be the PLC professional staff as well as the current first-year cohort and any other invited guests.

Your 5-minute synthesis presentation must meet the following criteria:

- Overview of the host organization and your position. Share interesting/fun details about the organization that might attract future PLC students.
- Overview of your personal and supervisor's expectations, learning goals, and project goals if any.
- Evaluate your efficacy in achieving those goals or expectations: where were you most successful? Where did you encounter significant challenges or obstacles?
- Discuss how the ALE process impacted your experience.
- How will you apply this experience to future endeavors, either personal or professional?
- Leave 1 minute for questions from students.

If you cannot present on the designated dates for the symposiums, you will need to issue a doodle poll to the professional staff to arrange a presentation date and time. To do so, follow the directions below:

Arranging an alternative time and location for your synthesis presentation:

1. Send a Doodle Poll (or similar) to PLC professional staff with a variety of presentation dates/times to choose from.
2. Once a date/time where at least two staff members can attend is identified, **you** will reserve a room in the Norlin Commons and notify attendees of the location, date, and time.

UPPER DIVISION EXEC SUMMARY & ePORFOLIO UPDATES

Executive Summary with Resume, LinkedIn Profile, and ePortfolio:

A one-page executive summary of your synthesis presentation should be emailed to nicholas.essek@colorado.edu and each member of the professional staff (cc: Jessie and Aaron) at least **24-hours prior** to the presentation. The executive summary should include: summary of presentation, updated resume with inclusion of the UDW experience, link to updated LinkedIn profile, and link to updated ePortfolio (see below)

PLC/LSM ePORFOLIO REQUIREMENTS

You have, and will continue throughout life, to demonstrate leadership (and followership) in many settings. These experiences may be:

- Short-term or long-term opportunities
- Obvious or subtle leadership roles
- Work, community or peer related
- Amicable or contentious situations
- Effective or ineffective in their outcomes

Identifying, connecting and documenting these experiences with your academic coursework is an essential way to further developing your leadership knowledge and skills.

Using the Leadership Studies Minor *Thoughts to Ponder* (below), demonstrate and reflect upon **at least one experience** prior to taking the LEAD 4000 Capstone. This reflection must be 500 words minimum. Where applicable, protect the anonymity of persons in your recorded experiences, especially if writing about a contentious leadership situation.

Use the Post feature on your ePortfolio page or the tools available on the site to create additional pages to document your experiences and share artifacts of your work.

LSM “Thoughts to Ponder”:

The ALE synthesis criteria covers most of the items below and will be sufficient in meeting the ePortfolio requirements for both PLC and the LSM. However, the Leadership Studies Minor offers the following suggestions to consider in your final synthesis for uploading to your ePortfolio.

- Reflect on your leadership experiences, covering the following:
- Describe your role, the experience, the timeline
- Goals, Challenges. Successes, Roles, Failures
- Potential, actual continuity/sustainability of the project (e.g. leadership handoff)
- Leadership lessons learned
- Linkages to leadership course work, and any other significant learning
- Feedback from your supervisor, mentor, peers involved in the experience
- Reflect on your learning from this feedback

COMPLETING YOUR EXPERIENCE

Your ALE will be complete when you have successfully submitted all of your deliverables (see table on page 5) and your final synthesis paper or presentation has either been turned in or presented and approved. Once an ALE has been completed, the student’s record will be updated. No other action is required on the part of the student.

Appendix A: PLC ALE Memo Template

To: Recipient(s) name and professional title

CC: Those who may receive this memo for awareness purposes

From: Your name and title

Subject: General Memorandum Guidelines

Date: The date the memo is written

1. Your first paragraph expands on the subject. This memo format is intended to give you general guidelines to follow when drafting professional memorandum for school, PLC or work settings.
2. The body of your memo should be concise and to the point, with paragraphs separated by major ideas.
3. The length of your memo should be **no longer than 1-2 pages**.

Signature Block

Your Name

Your Title

Appendix B: ALE Scholarships

Enrichment Fund Scholarships for Applied Leadership Experiences:

PLC Enrichment Fund scholarships are awarded to PLC students based on situational and project needs twice yearly. Funding can be applied for second semester freshmen, sophomores, juniors, and first semester seniors. Awards are granted based on the following criteria for a student on a semester basis:

- Students are in good academic and program standing
- Project/Opportunity will allow student to enrich their academic/leadership development, especially in their field of study; and/or complete PLC and the LSM.

Students can apply for scholarships of up to \$1000 per semester. Enrichment funding amounts and numbers awarded will vary by available resources, the number of applications received, and by adherence to the criteria listed above. The Enrichment Fund Scholarship is just as competitive as any other scholarship. Awards and amounts are not guaranteed for any category, and applications are evaluated at a high standard of excellence.

Enrichment Funds are allocated each semester through the Office Financial Aid against the cost of tuition. Awards cannot be allocated as cash/check nor can they be awarded during the summer (except in the case of PRLC courses in Maymester).

The PLC Assistant Director, Jessie Kasynski, will accept enrichment applications each fall and spring semester.

Appendix C: Previous ALE Host Organizations

PLC Staff -- 1st Year CA	MiTek Industries	Semester at Sea
Leeds Student Council	Envysion	Global Inquiry
PLC Staff- Global Issues CA	University of Regensburg	CU Student Government
Fresca Foods	The Good to Great Project	Cub Scouts
Dream Outside the Box	Lancaster University	PLC Staff -- Recruitment and Selection
The American Enterprise Institute at CU Boulder	Miramontes Arts and Sciences Program- CU Boulder	Mile 21 A Cappella
Startup Colorado	Springs Fabrication, Inc	Critical Language Scholarship
Spinal Cord Injury Recovery Project	Spring Leaf Financial	The Club at Rolling Hills
Global Livingston Institute	Federal Reserve Bank of Boston	The River Center
CU Boulder Residence Life	The American Legion Colorado Boys State	ABC Pediatrics
Generation Teach	YMCA of Boulder Valley	Pediatric Heart Lung Center – University of Colorado School of Medicine
GlobeMed	Brookdale at Boulder Creek	Financial Stewards Associates
CU Energy Poverty Club	Foothills Park and Recreation District	2N Civil Engineering
PLC Staff -- Multi CA	Experience Mission	Broadreach College
Colorado Engineer	Greenwood Wildlife Rehabilitation Center	CU Environmental Center
CU Residence Life	CU Engineering Fellows	Sigma Phi Epsilon
Kappa Kappa Psi-Alpha Iota	University of Colorado Sleep and Development Laboratory	Colombian Agency for Reintegration
CU Boulder Microfabrication Laboratory	Starz Entertainment	CU Science Discover
Students for Education, Medicine & Service (SEMS)	YMCA of Boulder Valley – YMCA Camp Santa Maria	i3 Impacto Social
First Presbyterian Church- Middle School Ministry Fishy	University of Colorado Women's Club Ultimate Team-Kali	Perkins Single Molecule Biophysics Lab
PLC	Comedy Works	Dr. Alphonse Keasley
Table Mesa	St. Lukes United Methodist Church	Dr. Thomas Cech's Lab
Study Abroad Project: Brazil	Post Brewing	Honors Residential Academic Program
Engineers Without Borders -- CU Boulder Adventure Lodge	PLC-Wilderness Applied Leadership	Brocade
Raytheon - James Webb Space Telescope	Capable Teens	Snack Out Loud Food
NIST	PaySimple	CU Boulder Tri Team
Arvada High School Marching Band	Paul Scherrer Institute	Engineering Lab
PLC Staff -- Community Fellow	CU Biochemistry Department	CUEMS
University of Colorado Anschutz Medical Campus	Leinwand Lab	Colorado Engineer Magazine
Colorado Shakespeare Festival	Kappa Kappa Gamma	Learning Assistant Program
National Residence Hall Honorary	Persian Student Organization	Creekside Elementary School
CU RA	Southwestern Advantage	International Volunteer Headquarters
Colorado Space Grant Consortium: Stratospheric Bacteria and Microbe Accumulator	Fellowship of Catholic University Students	Center for Global Health
The Wayfaring Band	Boy Scouts of America	Elitch Gardens
University of Colorado, Robert Garcea's Lab	Yin Labs	Boulder Valley Women's Health
	CU Sports Medicine Internship	Judi's House
	International Law Institute	NASA
		Black Dog Digital

