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MESSAGE FROM THE DEAN

Success in business can be defined in many different ways. It can be financial – earning enough to have a comfortable life and lifestyle. It can be meeting a challenge – doing something no one else has done or doing it better than before. It can be impact – making a positive difference in the lives of others every day. There are literally dozens of ways to define success in business.

However you define success, in business or in life, you will have a hard time reaching it – and maybe never will – without the help of others and without the ability to work with and through other people towards a common goal.

The Leadership and Professional Development Program in the East Carolina University College of Business is designed to help you succeed in the business world and in life. It will help you understand what it means to be a leader. It will give you hands-on skills to not only help you be a leader but also how to be an excellent team member. It will help you realize that when you graduate you will be viewed as a leader and a professional in your place of work and where you live and it will give you the tools to help you live up to those expectations. It will give you the interpersonal skills you need to start down the road to success in business and in life. From the moment you start your first job.

The faculty in the College of Business started this program for a few reasons. One is the strategic objective of ECU is to be known as the Leadership University. What better College to be at the front of that endeavor than the College of Business? Another is to address the challenges set out by UNC Tomorrow – the UNC System’s vision for the future – to prepare students personally and professionally to be successful in the 21st century world.

But most important, it is the right thing to do. The Leadership and Professional Development Program is a comprehensive and integrated plan to help you get started on your career path in the right way. It will make you a better person and make you more successful in your career and in life.

The importance of this effort and the value of these skills and abilities might not be clear to you, but, as someone who was in the business world for many years, I assure you that this program will set you apart from others. Your technical skills and knowledge of your discipline are extremely important. Equally important is your ability to work with others, to appropriately act and interact in professional and social settings, to think of the world and your place in it in a broad way, and to set an example for those with whom you work and live.

The extent to which you will benefit from the Leadership and Professional Development Program at ECU is largely in your hands. I urge you to take full advantage of this excellent new opportunity.

Very best wishes for your future success.

Fredrick Niswander, Ph.D.
Dean
The College of Business faculty believes that we should be doing more to develop the whole student. Rather than limiting our focus to traditional textbook topics, we must go beyond those areas and develop a total professional student product. The Leadership & Professional Development Program was conceived in 2005. After a year of discussion and work among departments, an updated mission was approved and new strategic goals developed. The most significant change was a requirement that the college focus on training future business and community leaders. The change created the mandate for a major curriculum review to ensure that leadership development was a focus of the core program of study.

In 2006 the College of Business curriculum committee convened, conducted that review, and agreed that the core curriculum needed to include a leadership focus. Several committees were formed to look at various approaches. Eventually a new program was developed and approved by the faculty. The resulting program is novel in its inclusiveness and impressive in its scope.

The first change to the College of Business curriculum allows all students admitted to the university to be immediately admitted to the College of Business. This change provides four years for the college to focus on leadership development, and allows first year students to take a new required course called “Strategy First.”

Strategy First is an innovative course that requires students to focus on why businesses do the things they do from a strategic perspective. The textbook for Strategy First is BusinessWeek magazine. Students read assigned articles from the most recent issue, and then participate in instructor-led discussions of the articles in class. Students gain experience with critical thinking and with having a global mindset when dealing with business issues. Throughout this course and those that follow, there is a focus on developing a sense of personal responsibility and accountability.

From Strategy First in the freshman year, students move to Leadership I in their sophomore year. Leadership I is an applied course in practical leadership techniques. Students learn how to lead a small group or team to a successful conclusion. They learn about their own personality traits and how to recognize and deal with teammates who differ. The focus will continue to be on developing a sense of personal responsibility and confidence.

During the junior year students will progress to Leadership II. The focus of this course is on professional development. Students in this course learn to appreciate the importance of projecting a professional image. They learn about appropriate business etiquette, dress, and dining. They study international business customs and norms. They continue studying the role of ethics and develop an appreciation for the business value of diversity. They continue to develop their communications skills.

The final course in the leadership series is taken when students are seniors. This is a reflective, case-based course in which students study both effective and ineffective leadership examples and reflect on the causes of their success and failure. Students also reflect on their own leadership development over their last four years and develop a stronger sense of who they are and how they will lead. An important element of this course is to help prepare students for behavioral-based interviews, which have become the norm in the business environment.

All learning requires reinforcement to be retained and applied. Having four courses over four years provides opportunities beyond what any one semester leadership course could; however, additional reinforcement and experience in other settings is critical. This applied reinforcement is accomplished with the Leadership & Professional Development Portfolio, which is required of all business graduates. The elements in the portfolio complement the content of the leadership courses and encourage students to stretch their own personal leadership development. The portfolio will contain examples and evidence of the many activities and accomplishments directly related to leadership training students experienced during their college career. A significant benefit of the portfolio is that it provides students an advantage in a competitive job market by allowing them to accumulate and display their best work for prospective employers.
LEADERSHIP & PROFESSIONAL DEVELOPMENT PROGRAM EXPECTATIONS

When people conduct themselves professionally, an environment that enhances learning and professional development is created. Professional conduct includes acting with integrity, maintaining high ethical standards, being respectful of others, and presenting an appropriate appearance. The following is an overview of the standards for the College of Business students.

ACADEMIC INTEGRITY

The College of Business is firmly committed to producing graduates with a high degree of integrity. We require ethics to be an integral part of the curriculum, and we assess our students to determine their ability to act in an ethical manner. An outgrowth of this is our academic integrity policy. We as business professionals are convinced that academic integrity has no grey areas; there is no such thing as cheating a “little bit.” We have the same penalty for all academic integrity violations: “Failure” for that portfolio item or course. Students will have to redo the failed item/course as well as complete an educational requirement related to the offense. Documentation will be forwarded to the university for inclusion in the student’s permanent record. All of the following are considered academic integrity violations: cheating, plagiarism, falsification of work, or any attempt to engage in these activities.

Acting in an unethical manner reduces the value of an ECU College of Business course or degree to that of diploma mill universities. Everyone’s reputation would suffer. Academic integrity is not a trivial matter and we take it very seriously.

For additional information on the university’s academic integrity policy, please visit University Academic Integrity

COLLEGE OF BUSINESS LEARNING GOALS

Graduates will be leaders who think critically, communicate effectively and ethically apply business concepts in a diverse global context.

COMMUNICATE EFFECTIVELY

Outcomes: Our students will:

A. Create professional quality written documents utilizing appropriate technology
B. Deliver professional quality presentations utilizing appropriate technology
C. Demonstrate leadership and interpersonal skills through effective communication in a group setting

THINK CRITICALLY

Outcomes: Our students will:

A. Know the steps required to make decisions or solve complex problems
B. Be able to apply the critical thinking steps to solve problems

UTILIZE EDGE PERSPECTIVE (ETHICS, DIVERSITY, GLOBAL, ENVIRONMENTAL)

Outcomes: Our students will:

A. Be able to identify EDGE issues
B. Develop solutions to problems that show awareness of the ethical issues, respect for the value of diversity, have a global perspective and have respect for the environment
APPLY CORE BUSINESS CONCEPTS

Outcomes: Our students will:

A. Demonstrate competence and understanding of core business disciplines and concepts
B. Demonstrate competence to integrate knowledge across disciplines in solving a business problem
C. Discuss the importance of effective leadership on business success

THINK CRITICALLY (DECIDE)

Graduates will be leaders who understand the importance of, and have the ability to think critically.

- **DEFINE**: Define the problem, issue, or opportunity.
- **ESTABLISH**: Establish the criteria appropriate to making your decisions.
- **COLLECT**: Collect and analyze data relevant to your decision making task.
- **IDENTIFY**: Identify and evaluate possible solutions.
- **DO / DEFEND**: Do what you have chosen based upon the proceeding steps. Be prepared to defend your rationale and actions.
- **EVALUATE**: Evaluate the outcomes of your decision; review and revise as needed.

UTILIZE EDGE PERSPECTIVES (ETHICS, DIVERSITY, GLOBAL, & ENVIRONMENT)

For long-term success, business leaders need an **EDGE**. They must learn to think **Ethically, Diversely, Globally & Environmentally**.

Today’s leaders are challenged to succeed in highly dynamic settings characterized by increasing globalization, diversity, environmental concerns, and ethical complexity. These themes provide opportunities and challenges that transcend every aspect of organizational operations. The Leadership & Professional Development Portfolio and the entire College of Business curriculum increase students’ awareness of these opportunities and challenges and provide significant practice in dealing with them.

**ETHICS**

Effective leadership often requires “moral courage” when making decisions; situations characterized by no clear right or wrong answer, moral ambiguity, and multiple stakeholders’ perspectives are commonplace in today’s organizations. The ability to consider complex ethical dilemmas from multiple perspectives while being cognizant of the interdependence of business and society is a necessary skill for all business professionals. The actions of business leaders affect not only themselves, but also customers, employees, investors, suppliers, governments, citizens, and communities.

While working to achieve their corporate vision, ethical business leaders attempt to do what is best for others, strive to do what is right instead of what is easy or expedient, avoid actions that can create injustice, and pursue goals while exercising diplomacy, loyalty, diligence, and regard for others. According to Krause¹, a leader’s actions become the model for, and set the benchmark for, the group. At all times, a leader must be aware that those actions set an example for others.

**DIVERSITY**

The College of Business recognizes that diversity and respect for human differences go beyond the academe and are key sources of vitality and innovative spirit in all organizations. The College seeks to promote diversity, to nurture it, and to realize its full benefits by sending our graduates into the business world with a complete understanding of its value. The College will take full advantage of the value of diversity, and focus on diversity not as an end unto itself, but rather a means to that end, within the context of learning, living, and conducting business.

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University Diversity Definition

The university defines diversity in a broad context to include the representation, integration, and interaction of different races, genders, ages, ethnicities, cultures, national origins, abilities, religions, sexual orientations, gender identity, veteran status, socioeconomic status, intellectual positions, and perspectives. The university desires a pluralistic academic community where teaching, learning, and living occurs in an atmosphere of mutual respect in pursuit of excellence.

Resource:
Office of Equity, Diversity, and Community Relations

GLOBAL

As markets shift further toward globalization, leaders must deal with an increasingly “shrinking” world. Today’s leaders must recognize that businesses half-way around the world can affect their organizations just as significantly as businesses right down the street.

Facilitated by technological, economical, and political forces, globalization presents opportunities to maximize an organization’s effectiveness via new markets and resources. An appreciation of the potential associated with globalization is necessary for all College of Business students. Graduates must be able to interact effectively with people from many cultures and backgrounds and to synthesize diverse skills, experiences, and knowledge to solve problems.

ENVIRONMENT

The College of Business believes that all students should appreciate the role of social responsibility and environmental considerations in corporate and individual strategy. According to AACSB (1994):

Business also has a responsibility to foster improved conditions for wealth creation. It must enhance its own future success and its ability to create more wealth by contributing to the communities where it hopes to prosper. Businesses cannot thrive in environments where societal elements such as education, public health, peace and personal security, fidelity to the rule of law, enforcement of contracts, and physical infrastructures are deficient.

In addition, in an ever more interdependent world, environmental sustainability is a consideration for all organizations - from automobile manufacturers to energy companies. Increasingly, business leaders are being called upon to lead environmental conservation efforts not only in their own companies, but throughout the world community as well. Leaders hold a privileged position of influence and decision-making within society; environmental protection, enhancement, and sustainability are fundamental to the success of all organizations.

APPEARANCE

Business professionals are often judged by how they present themselves. Hygiene and attire should at all times be situation appropriate. Remember, you only get one chance to make a first impression.

COMMUNICATION

Communication skills are critically important for business professionals, and all forms of communication – written, verbal, and electronic – must conform to appropriate professional standards. Examples of appropriate professional communication include, but are not limited to: using proper titles (i.e. “Doctor or Professor”) when addressing individuals, assuring that written documents use appropriate spelling and grammar, and giving emails the same consideration as other forms of more “traditional” business communication. When everyone conforms to professional communication standards, the resulting environment of mutual respect and open dialogue benefits all.

Please see Behavioral Norms (below) for guidelines and specific examples.
PROFESSIONAL EMAIL ETIQUETTE TIPS FOR STUDENTS

There are certain professional standards expected for e-mail use. E-mail messaging now exceeds telephone traffic and is the dominant form of business communication. Here are some things to keep in mind regarding professional e-mail conduct:

1. **Use your university email account.** This will allow for the message to be marked as legitimate and not spam. It also gives your professor an idea who is sending the message without having to guess.

2. **Use appropriate salutation and closure.** Address your professor directly. Do not launch right into a request. Example: ‘Dear Dr. Smith’, ‘Hi, Dr. Jones’, ‘Dr. Williams, I hope all is well with you...’ Always close your email with something polite like, ‘Thanks’, ‘Thanks for your time,’ ‘See you in class Wednesday,’ ‘Regards’, etc. Then re-type your first and last name as your signature.

3. **Be informal, not sloppy.** Your friends and colleagues may use commonly accepted abbreviations in e-mail, but when communicating with professors and advisors, students should follow standard writing protocol. Your e-mail message reflects you as a student, so traditional spelling, grammar, and punctuation rules apply.

4. **Keep messages brief and to the point.** Just because your writing is grammatically correct does not mean that it has to be long. Nothing is more frustrating than wading through an e-mail message that is twice as long as necessary. Concentrate on one subject per message whenever possible. Include all information your recipient will need to answer your email when you are asking a question. “This class is closed” or “When is the test” is not sufficient information.

5. **Use the subject field to indicate content and purpose.** The subject line is there for a reason. Do not leave it blank! Don’t just say, "Help" or "Sorry". Be brief, but specific about the subject of your email.

6. **The Reply Button.** Use the reply button when replying to an email of the same subject. Do not reply to an email with a new question or unrelated information. Send a new email with a new subject for that. Do not save old emails so that you can respond later with new questions without having to look up the email address. Most email programs have address books that will serve this purpose. If not, take the time to write down important email addresses so that you will have them when you need them.

7. **Use sentence case.** USING ALL CAPITAL LETTERS LOOKS AS IF YOU’RE SHOUTING. Using all lowercase letters looks lazy. For emphasis, use asterisks or bold formatting to emphasize important words. Do not, however, use a lot of colors or graphics embedded in your message, because not everyone uses an e-mail program that can display them.

8. **Use the blind copy (BCC) and courtesy copy (CC) appropriately.** Don’t use BCC to keep others from seeing who you copied; it shows confidence when you directly CC anyone receiving a copy. Be cautious with your use of CC; overuse simply clutters inboxes. Copy only people who are directly involved.

9. **Do not use e-mail as an excuse to avoid personal contact.** Don’t forget the value of face-to-face or even voice-to-voice communication. E-mail communication isn’t appropriate when sending confusing or emotional messages. Don’t use e-mail to avoid an uncomfortable situation or to cover up a mistake; this type of situation should be dealt with in person.

10. **Remember that e-mail is not private.** Never put in an e-mail message anything that you wouldn’t put on a postcard. Remember that e-mail can be forwarded, so unintended audiences may see what you’ve written. You might also inadvertently send something to the wrong party, so always keep the content professional to avoid embarrassment. Students should never include personally identifiable and private information such as your social security number in your emails.

11. **Be sparing with group e-mail.** Send group e-mail only when it’s useful to every recipient. Use the "reply all" button only when compiling results requiring collective input and only if you have something to add. Recipients get quite annoyed to open an e-mail that says only "Me too!"

12. **Remember that your tone cannot be heard in e-mail.** Have you ever attempted sarcasm in an e-mail, and the recipient took it the wrong way? E-mail communication can’t convey the nuances of verbal communication. In an attempt to infer tone of voice, some people use emoticons, but use them sparingly so that you don’t appear unprofessional. Also, don’t assume that using a smiley will diffuse a difficult message.

13. **Use a signature that includes contact information.** To ensure that people know who you are, include a signature that has your contact information, including your mailing address, Web site, and phone numbers.
BEHAVIORAL NORMS/EXPECTATIONS FOR BUSINESS STUDENTS

Although each of your professors will have different policies and expectations for you with regard to appropriate classroom behavior, the following are generally accepted norms for all College of Business Students.

- In all interactions:
  - Be on time and do not disrupt others by preparing for departure before class/meeting is dismissed.
  - Meet deadlines and commitments
  - Be alert / involved / engaged – no heads down / eyes closed
  - Be prepared – it is the only way to have quality participation
  - Display a willingness to ask questions
  - Show tolerance & respect for questions from others
- No “other” materials while in class/meetings – newspapers, other meetings, etc.
- No electronics – phones, pagers, palms, iPods, etc.
- One person talking at a time
- No food in the room
- Mutual respect at all times – “Positive Communications”
- Work hard, learn a lot, enjoy, & add value
- Look, act, sound “smart”
- Absolute Integrity / Honesty

RESOURCES AVAILABLE TO HELP YOU BE SUCCESSFUL

- Center for Student Success
  - Advising Center
  - Business Communications Center
  - Career Center
- Freshmen Writing Center
- Leadership Coaches
- Peer Mentors
- ProNet
- Office of Online Programs
- Office of Equity, Diversity, and Community Relations
- Volunteer Service Learning Center
LEADERSHIP & PROFESSIONAL DEVELOPMENT PORTFOLIO OVERVIEW

The Student Leadership and Professional Development Portfolio (LaPDP) showcases student learning. Audiences for the portfolio include the student, the university, and prospective employers. The portfolio is a collection of documents, activities, writings, and exposures from the entire college experience. At a minimum, the portfolio will document the leadership and professional development requirements set forth by the College of Business. At the discretion of the student, other items deemed significant can be added. Employers will be encouraged to take advantage of the opportunity to view students’ portfolios.

All students will be assigned a leadership coach upon entering the College of Business. This coach will work with the student to ensure that all items in the portfolio are completed on time and in an acceptable manner.

PURPOSE

The portfolio provides reinforcement of learning objectives identified as critical for all College of Business graduates. Long term benefits include enhanced value for a degree from ECU College of Business, and increased student employability.

Primary Objectives:

- Reinforce concepts/critical skills taught in the leadership series
- Improve consistency of required content
- Reinforce the process of critical thinking through applied activities
- Facilitate student / faculty interface
- Improve student self-confidence

Secondary Objectives:

- Provide opportunity to accumulate and display best work for prospective employers
- Reiterate learning essential to job placement
- Improve interview skills
- Improve written and oral communication
- Apply acquired leadership & professional skills
- Provide an additional method for evaluating student potential

LaPDP EXPECTATIONS

All items included in the portfolio must meet professional standards. For example, documents are to be double spaced, conform to appropriate grammar, and progress according to the suggested timeline. Videos, Slide shows and other media are acceptable but must also meet professional standards. All items included in the LaPDP must be in a readily accessible format (such as Word, PDF, WMF, H.264, etc.), pre-approved by your leadership coach and require no more than reasonable storage space.

Progress toward completing your LaPDP is reviewed regularly; however, it is your responsibility to stay on task. Students who have not made satisfactory progress will be prohibited from enrolling in BUSI 3200 until such progress is obtained. Please realize this may delay your academic progress.

TRANSFER STUDENTS

The personal reflection statements and service learning items are pro-rated based upon year of entry; for example, transfer students enrolling after completing 60 hours will complete half the full requirements. All other items must be completed as specified.
PORTFOLIO COMPONENTS & SUGGESTED TIMELINE:

This is a suggested track and will vary depending on the order in which courses are taken. Students should make regular progress to maximize the benefits of the portfolio and look for opportunities to improve the quality of their portfolio where appropriate.

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*These are courses in which the requirement might be covered. Students must complete all requirements even if they do not take a class that covers the material. Additional information is available to identify courses in which students may have an opportunity to complete the requirements.
1. PERSONAL REFLECTION

DESCRIPTION:

Students will write and submit a personal reflection statement each year they are in the College of Business. This reflection will address several mandatory and optional topics.

PURPOSE:

The personal reflection provides students with a structured opportunity to process their educational and life experiences. Personal reflection is a critical aspect of learning; effective learning will not occur unless one reflects. Personal Reflection is an active process by which one reviews, analyzes and evaluates experiences, draws on both theoretical concepts and previous learning, and from this develops a greater understanding of the past and an action plan for future experiences.

TIME FRAME:

All business students will write a personal reflection statement for each academic year they are enrolled in the College of Business. Introduced conceptually in the Business 1200 course, the personal reflection statement will be facilitated over the course of the four years by the Leadership Coach. The final personal reflection statement will be completed during the student’s senior year and will encompass the numerous experiences the student has learned from during the previous years.

ACCEPTABLE COMPLETION REQUIREMENTS:

Students will be given an approved list of content questions, both suggested and mandatory, to be addressed on an annual basis. This list is suggested content areas for inclusion. Students should exercise personal judgment and initiative in reflecting upon their myriad experiences, and will have many opportunities to reflect upon other activities required as part of the portfolio completion process; these reflections may also be appropriate for inclusion.

Reflection statements must be written with the same attention to spelling, grammar, and professional presentation to which all College of Business documents are expected to conform. At a minimum, reflection statements should be two pages and address all mandatory items.

Personal Reflection Documentation

STUDENT RESPONSIBILITY:

Successful completion and portfolio documentation of the personal reflection statement is the student’s responsibility. The student’s leadership coach will check to make sure the student has completed the necessary items by the appropriate time points mentioned throughout the document.

Reflection statements will be reviewed for plagiarism. If plagiarism is detected the student must complete the plagiarism module, attend a plagiarism session offered by the Office of Student Rights & Responsibilities, and re-do the personal reflection statement.

OPTIONAL ENHANCEMENTS:

Students engage in many activities during the year that are appropriate for inclusion in a reflection statement. Students should realize they have opportunities to lead every day in all sorts of situations. Engaging in journaling or diary keeping can be excellent ways to help remember those situations and what was learned from them.

2. SERVICE LEARNING REQUIREMENT

DESCRIPTION:

Students must complete 70 hours of volunteer service and or service-learning through the Volunteer Service-Learning Center before graduating.

PURPOSE:

The Service Requirement is intended to develop well-rounded and service-oriented students in alignment with the university’s goals. Successful business leaders are traditionally active in the communities they serve. Students must understand the importance of and rewards associated with serving the community in business-oriented ways. This requirement is intended to enhance students’ academic experiences, develop their social responsibilities, and improve their communication and collaboration skills. The intended outcomes include a stronger awareness of the community and social issues, an increased respect for people and diversity, and a greater sense of self leadership.

TIME FRAME:

Students will complete 10 hours per academic semester (or 20 hours per academic year) until all 70 hours have been completed. It is strongly encouraged that students complete the 70 hours prior to reaching 100 hours of coursework so that processing of the hours does not delay graduation.

ACCEPTABLE COMPLETION REQUIREMENTS:

Students must register with the VSLC (visit OneStop or Registration) before starting any service experience. Students will not receive any credit for service learning completed before registration. Projects may come from other geographic areas as long as it meets VSLC criteria. Organizations that are service based 501(c)3 charities, such as VSLC Service Agencies, will generally meet this criteria. Proper documentation must be uploaded by the students.

Service Learning Documentation
Service Learning Registration Form
Service Learning Timesheet

OTHER DETAILS:

Please be advised that certain activities including blood drives, etc may not count toward this service requirement. It is the student’s responsibility to confirm eligibility (through VSLC) of each service activity prior to performing them.

First-year students must register with VSLC before fulfilling any service requirements. Registration may be completed during orientation, in the Advising Center, or online through VSLC’s website. Service-learning activities that are part of a course curriculum and coordinated through the VSLC are acceptable.

STUDENT RESPONSIBILITY:

It is the student’s responsibility to complete the necessary documentation and ensure that it is entered into the portfolio. The student’s leadership coach will check to make sure the student has completed the necessary number of hours by the appropriate time points mentioned previously.
OPTIONAL ENHANCEMENTS:

Participate in group reflections sponsored by Volunteer Service-Learning Center.

Incorporate insights into personal reflection and/or EDGE statements.
3. PROFESSIONAL READING

DESCRIPTION:

Students must read 4 books from a predetermined list prior to graduation. Students will submit a critical analysis of each book. To complete the requirement on time, students should read at least one book per year.

PURPOSE:

The Professional Reading requirement will develop well-rounded students in alignment with the university’s goals. Students must learn to think critically and to apply knowledge from their educational experiences as well as from other sources. The reading requirement will provide students with an opportunity to examine other ideas and viewpoints as well as topics not always presented in the classroom. In addition, the paper requirement will improve students’ writing and critical analysis skills.

TIME FRAME:

Students will read one book per academic year and submit a review and critical analysis. Some books may be read as part of a course requirement. However, the write-up must meet the portfolio criteria.

ACCEPTABLE COMPLETION REQUIREMENTS:

Students will choose from a preselected list of books. The list will change depending on the number of semester hours completed. For example, there will be one list for freshmen & sophomores, a second list for juniors & seniors.

Professional Reading Documentation

FRESHMEN - The student will complete a 1-3 page analysis. The report will be divided into three sections. Approximately 1/3 of the report will be a summary of the book that was read. The next section will include a discussion of what you learned from the reading in regard to leadership. The final section will be a conclusion and critique of the book, and must address the following issues: Discuss one point that you disagree with and why you disagreed with it? What was the most important point you learned from reading the book? Would you recommend the book to someone else? Why or why not?

SOPHOMORE – The student will complete a 2-4 page analysis. The report will be divided into three sections. Approximately 1/3 of the report should be a summary of the book you read. The next section will include a discussion of how the book relates to your course work. The final section will be a conclusion and critique of the book, and must answer the following questions: Would you recommend the book to someone else? Why or why not? What did you like about the book? What didn’t you like about the book?

JUNIOR – The student will complete a 3-5 page analysis. The report will be divided into three sections. Approximately 1/3 of the report should be a summary of the book you read. The next section will include a discussion of how the book relates to your area of concentration. The final section will be a conclusion and critique of the book, and must answer the following questions: Would you recommend the book to someone else? Why or why not? What did you like about the book? What didn’t you like about the book?

SENIOR - The student will complete a 3-5 page analysis. The report will be divided into three sections. Approximately 1/3 of the report should be a summary of the book you read. The next section will include a discussion of how the book relates to your career aspirations. The final section will be a conclusion and critique of the book, and must answer the following questions: Would you recommend the book to someone else? Why or why not? What did you like about the book? What didn’t you like about the book?
STUDENT RESPONSIBILITY:

It is the student’s responsibility to complete the necessary documentation and ensure that it is entered into the portfolio. The student’s leadership coach will check to make sure the student has completed the necessary number of reviews by the appropriate time points mentioned previously.

Papers will be reviewed for plagiarism. If plagiarism is detected the student must complete the plagiarism module, attend a plagiarism session offered by the Office of Student Rights & Responsibilities, and re-do the critical analysis of a book.

OPTIONAL ENHANCEMENTS:

Students are encouraged to read additional books related to leadership and their individual concentrations, and are encouraged to write and reflect on them.

APPROVED BOOKS

FRESHMAN & SOPHOMORE LIST:

• Peacock in the Land of Penguins
• A Business Tale: A Story of Ethics, Choices, Success (and a very large rabbit)
• Kingdomality
• 5 Temptations of a CEO
• 4 Obsessions of an Extraordinary Executive
• The Accidental Leader
• Let My People Go Surfing: The Education of a Reluctant Businessman
• The Fred Factor: How Passion in Your Life Can Turn the Ordinary Into the Extraordinary
• Now, Discover Your Strengths

JUNIOR & SENIOR LIST:

• Blink: The Power of Thinking Without Thinking
• Through the Labyrinth: The Truth About How Women Become Leaders
• Let My People Go Surfing: The Education of a Reluctant Businessman
• The Goal
• The World is Flat
4. LEADERSHIP SPEAKER SERIES

DESCRIPTION:
The student will be required to attend 6 professional leadership presentations before graduation.

PURPOSE:
To expose the student to individuals who have exhibited effective leadership.

TIME FRAME:
Three of these events must be attended by the time the student completes 60 semester hours. The other 3 events must be completed prior to graduation.

ACCEPTABLE COMPLETION REQUIREMENTS:
A minimum of three of these events must be College of Business sponsored events.

Acceptable events include:

A. Cunanan leadership series
B. Beta Gamma Sigma speaker series
C. Other speaker events outside the College of Business.
D. Other: leadership presentations to other student/professional organizations...for example, the GBA has various professional speakers (some leadership related) each year. The leadership coach will have to decide what credentials a speaker must possess in order for a presentation to qualify as a leadership event. The credentials could include
   1. an established record of leadership in business, the community, etc. and
   2. a demonstration of how the talk or presentation exhibits effective leadership skills.

DOCUMENTATION REQUIRED:

A. For the Cunanan leadership series or for the Beta Gamma Sigma presentation, students will sign in at the presentation and complete the appropriate form.
B. For events outside the College of Business, a signature on the form by the organization hosting the event is necessary. For example, if the speech were on athletic leadership, a coach or other professional at the event would need to sign the form.

Leadership Speaker Series Documentation

STUDENT RESPONSIBILITY:
It is the student’s responsibility to complete the necessary documentation and ensure that is entered into the portfolio. The student’s leadership coach will check to make sure the student has completed the necessary number of events by the appropriate time points mentioned previously.

OPTIONAL ENHANCEMENTS:
Students are encouraged to take advantage of every opportunity to learn from successful business leaders. Students are encouraged to incorporate highlights into personal reflection statements.
5. LEADERSHIP PERSONALITY ASSESSMENT

DESCRIPTION:
As part of BUSI 1200, 3200, & 4200 the student must complete leadership / personality assessments as prescribed by their professors.

PURPOSE:
The Leadership Personality Assessment provides students with the opportunity to gain insight into their own leadership style/tendencies, and to increase their draw awareness of differences among individual leadership styles.

TIME FRAME:
The assessments are completed as part of the BUSI 1200, 3200, & 4200 courses; the documentation to the portfolio must be submitted by the end of the semester during which the course is taken.

ACCEPTABLE COMPLETION REQUIREMENTS:
Students must include a copy of the personality assessment results (what was your “type?”), as well as a two page write-up that details the personality type, the implications of this for leadership, their strengths and weaknesses based upon leadership type, and challenges and opportunities this may present to them as future leaders.

Leadership Personality Assessment Documentation

STUDENT RESPONSIBILITY:
It is the student’s responsibility to complete the necessary documentation and ensure that is entered into the portfolio. The leadership coach will check to make sure the necessary documentation is complete.

OPTIONAL ENHANCEMENTS:
Students are encouraged to seek out other assessments that may provide insight into their individual personality and leadership traits. Opportunities to do this exist in many places, including the Center for Student Leadership and Civic Engagement, and the Center for Student Success.
6. EDGE PEREPECTIVE STATEMENT (ETHICS, DIVERSITY, GLOBAL, & ENVIRONMENT)

DESCRIPTION:

Students are to demonstrate their understanding of the impact of ethics, diversity, globalization, and the environment on their role as future leaders by writing a series of perspective statements that specifically identify and reflect upon these issues throughout their program of study.

PURPOSE:

The EDGE perspective statement provides students with a structured opportunity to process their educational and life experiences as related to the EDGE topics and identify the interdependencies among them and leadership. Each of these areas presents both opportunities and threats with regard to leadership, and students need to think critically and reflect on this in order to further their own leadership development.

TIME FRAME:

Students will write and submit a Perspective Statement each year they are in the College of Business. Introduced conceptually in Business 1200, the Perspective Statement will be facilitated over the course of the four years by a Leadership Coach. The final Perspective Statement will be completed during a student’s senior year and should encompass the numerous experiences the student has learned from during the previous years. Each year, students must address one of these topics and are encouraged to reflect upon their experiences in the others as well.

Yearly required topic:

- **Freshman**: Discuss the role of social responsibility and environmental considerations in corporate and individual leadership.
- **Sophomore**: Discuss the impact of international & globalization issues on today’s leaders.
- **Junior**: Discuss the numerous ways that you have experienced, and been affected by your exposure to diversity during the past years. How will what you learned about diversity make you a better leader in the future?
- **Senior**: Discuss an ethically-complex decision you made during the past four years; describe what factors entered your decision making and why you think you made the right decision at that time.

ACCEPTABLE COMPLETION REQUIREMENTS:

To facilitate writing the Perspective Statement, students will be provided opportunities within the LaPD Program and are encouraged to look for additional opportunities to broaden their perspectives. Students should exercise personal judgment and initiative in reflecting upon their perspectives each year.

Perspective Statements must be written with the same attention to spelling, grammar, and professional presentation that all College of Business documents are expected to conform to. At a minimum, Perspective Statements should be one complete page and address the mandatory item for that year.

EDGE Perspective Documentation

STUDENT RESPONSIBILITY:

Successful completion and portfolio documentation of the Perspective Statement is the student’s responsibility. The student’s leadership coach will check to make sure the student has completed the necessary items by the appropriate time points mentioned throughout the document.
Papers will be reviewed for plagiarism. If plagiarism is detected the student must complete the plagiarism module, attend a plagiarism session offered by the Office of Student Rights & Responsibilities, re-do the EDGE perspective statement.

**OPTIONAL ENHANCEMENTS:**

There are many activities appropriate for inclusion in a perspective statement that students engage in during the year. Students are encouraged to remember that being a leader is something that they have the opportunity to do every day in all sorts of situations. Engaging in journaling or diary keeping can be excellent ways to help remember those situations and what was learned from them.

**OPPORTUNITIES WITH THE LAPDP**

Students are encouraged to incorporate their learning from classes as well as personal experiences in their perspective statements. The required item must be addressed each year, but insights into the others can be addressed as well. Several opportunities to address these items exist within the portfolio:

**Item 2: Service Learning** – Seeking out opportunities to experience different perspectives can be accomplished while engaging in your service learning requirements.

**Item 3: Professional Reading** – There are several books on the book list that are related to these issues.

**Item 4: Leadership Speaker Series** – Students may attend speaking engagements that address some of these items.

**Item 6: Professional Organization Membership** – Numerous organizations exist which provide opportunities for interaction with people with different views.

**Item 8: Group Involvement** – Interaction with students from different backgrounds can be an excellent way to benefit from differing experiences and points of views.

**Resources:**

- Diversity: Office of Equity, Diversity, and Community Relations([http://www.ecu.edu/ecudiversity/](http://www.ecu.edu/ecudiversity/))
- Environment: Yale – Center for Business and the Environment ([http://cbey.research.yale.edu/](http://cbey.research.yale.edu/))
7. ACTIVE PARTICIPATION IN PROFESSIONAL ORGANIZATION

DESCRIPTION:

Students must be active in a student or professional organization.

PURPOSE:

Active participation in professional organizations exposes students to learning outside the classroom and enhances networking skills.

ACCEPTABLE COMPLETION REQUIREMENTS:

Active participation in an organization means at least two semesters where you do at least one of the following:

- Serve as an Officer
- Serve as a Committee Member
- Attend more than 50% of the organization’s general meetings

Any professional organization recognized by the College of Business is acceptable (http://author.ecu.edu/cs-bus/studentorganizations.cfm). In addition, recognized organizations beyond the College will also be accepted. Examples include: Chamber of Commerce, Rotary, Civitan, Kiwanis, Optimist, Knights of Columbus, as well as professional organizations that meet locally such as SHRM & AITP. For more possibilities see http://dir.yahoo.com/Business_and_Economy/Organizations/

Ideally, students should join an organization in their freshman year, begin involvement in their sophomore year, and actively contribute to an organization in their junior year.

TIME FRAME:

Although students have until graduation to complete this item, they are strongly encouraged to become involved, and document involvement, as soon as possible.

DOCUMENTATION REQUIRED:

The student organization’s secretary will be responsible for certifying participation at the end of each academic year. For non-student organizations the form completed by an officer of the organization will be accepted.

Professional Organization Membership Documentation

STUDENT RESPONSIBILITY:

It is the student’s responsibility to complete the necessary documentation and ensure that it is entered into the portfolio.

OPTIONAL ENHANCEMENTS:

Students are encouraged to seek out and become involved in additional professional organizations and take on leadership roles. This item can help students complete the EDGE Perspective Statement requirement of the portfolio.
8. PROFESSIONAL WRITING

DESCRIPTION:

As part of many courses in the Business curriculum, students are required to write resumes, cover letters, research papers, case papers, and other forms of professional writing. This LaPDP item requires documentation of professional writing. The student will satisfactorily complete several writing projects before graduation.

PURPOSE:

Effective leaders communicate with others in ways that inform, instruct, entertain, or persuade as appropriate. Written communication skills are especially important given that many employers express concern over the lack of them among recent college graduates. Providing evidence of profession writing samples the portfolio will document the adequacy of students' skills in this area.

TIME FRAME:

The specific required written communication documents will be complete when the student takes the required Business Communications course (ENGL 3880) and other courses in the business curriculum.

ACCEPTABLE COMPLETION REQUIREMENTS:

The student will complete the following documents according to the standards of their Business Professors.

A. Resume
B. Cover letter for job resume
C. Executive summary for an otherwise large report
D. Professionally worded positive and negative messages (letters, memos, emails)
E. 2 research/case/term papers

DOCUMENTATION REQUIRED:

A. Submission of actual written document
B. Confirmation of C or better grade received from instructor

Professional Writing Documentation

STUDENT RESPONSIBILITY:

It is the student’s responsibility to complete the necessary documentation and ensure that it is entered into the portfolio. The student’s leadership coach will check to make sure the student has completed the necessary number of items by the appropriate time point mentioned previously.

OPTIONAL ENHANCEMENTS:

Students are encouraged to continue to enhance the documents completed for this item and to update the content in the portfolio. For example, the student may want to add or substitute an executive summary completed for a business class for the one completed in ENGL 3880.
Add activities and experiences to the resume as they are accomplished throughout your university experience. Incorporate accomplishments added to the resume into personal reflection statements.
9. GROUP INVOLVEMENT

DESCRIPTION:
The student will be required to participate in at least two groups consisting of at least three individuals each. In addition, students are encouraged to seek opportunities to lead groups and document their leadership experience.

PURPOSE:
Group involvement exposes the student to the issues, challenges, benefits and rewards unique to cooperating and coordinating efforts within a group environment to accomplish a task.

TIME FRAME:
Students must operate within a group during their leadership 2200 course; the first group involvement must be completed at the conclusion of this course. The second required group involvement task must occur after the student completes at least 75 semester hours and come from a 3000 or 4000-level College of Business course.

ACCEPTABLE COMPLETION REQUIREMENTS:
Students must document participation in at least two groups in the courses specified and must receive satisfactory ratings or higher from at least two group members for at least one of the group projects.

DOCUMENTATION REQUIRED:
Documentation required includes the completed evaluation form with complete contact information from the referring student members uploaded into portfolio.

Group Involvement Documentation

STUDENT RESPONSIBILITY:
It is the student’s responsibility to ensure group involvement opportunities are completed. Numerous opportunities for group involvement exist in the College of Business curriculum and it is the student’s responsibility to utilize these opportunities to fulfill this requirement. Students struggling with this requirement should seek guidance from their Leadership Coach. It is the student’s responsibility to complete the necessary documentation and ensure that it is entered into the portfolio.

OPTIONAL ENHANCEMENTS:
Students are encouraged to take advantage of additional opportunities to act as leaders, and to incorporate highlights of their group involvement into personal reflection statements. This item can help students complete the EDGE Perspective Statement requirement of the portfolio.
10. PROFESSIONAL PRESENTATIONS

DESCRIPTION:
Presentations are made as part of many College of Business courses. Students are required to document completion of any two in-class presentations, subject to the presentation having been made before a group of peers, and graded by the class professor. Students can choose to upload and document as many presentations as they would like.

PURPOSE:
Effective leaders communicate with others in ways that inform, instruct, entertain, or persuade as appropriate. In-class presentations facilitate the development of oral communication skills that are currently a major requirement of the professional world.

TIME FRAME:
This LaPDP item requires documentation of two such presentations – one each during the student’s junior and senior years; at least one of which must be videotaped and uploaded to the portfolio.

ACCEPTABLE COMPLETION REQUIREMENTS:
Students must complete the form that is part of the e-portfolio item and upload the video as an attachment where appropriate.

Professional Presentation Documentation

STUDENT RESPONSIBILITY:
It is the student’s responsibility to complete the necessary documentation and ensure that it is entered into the portfolio. The student’s leadership coach will check to make sure the student has completed the necessary documentation.

OPTIONAL ENHANCEMENTS:
Students are encouraged to seek out other opportunities to improve their oral communication skill set. Involvement in student groups often provides excellent opportunities to practice speaking in front of groups. In addition, working with the Center for Student Success, students may ask for additional feedback on their communication skills, or have presentations recorded for inclusion in their portfolios.
11. PROFESSIONAL BEHAVIOR/ETIQUETTE AND APPEARANCE

DESCRIPTION:

Students must complete two modules covering professional behavior and appearance. The requirement focuses on:
   a) interviews,
   b) normal workday,
   c) business casual,
   d) client entertainment (including dining, etc.).

PURPOSE:

The professional behavior and appearance requirement provides the student with information and guidelines to help them make positive impressions on the business community.

TIME FRAME:

The assessment is completed as part of the BUSI 3200 course and the documentation to the portfolio must be submitted by the end of the semester during which BUSI 3200 is taken.

ACCEPTABLE COMPLETION REQUIREMENTS:

1) Complete one of the following related to professional behavior:
   a) Attend an ECU sponsored event which focuses on professional behavior/etiquette.
   b) Conduct a personal consultation with an individual approved by your instructor in BUSI 3200.
   c) Attend other events or training as approved by your instructor or leadership coach.

2) Complete one of the following related to professional appearance:
   a) Attend an ECU sponsored event which focuses on professional appearance.
   b) Conduct a personal consultation with a representative from a reputable retail outlet or consultant.
   c) Attend other events or training as approved by your instructor or leadership coach.

DOCUMENTATION REQUIRED:

Documentation required includes a completed signed form verifying attendance.

Professional Behavior/Etiquette and Appearance Documentation

STUDENT RESPONSIBILITY:

It is the student’s responsibility to complete the necessary documentation and ensure that it is entered into the portfolio.

OPTIONAL ENHANCEMENTS:

Students are encouraged to seek out and document additional opportunities for enhancing their professionalism.
12. EMPLOYER INFORMATIONAL EVENTS

DESCRIPTION:

The student will be required to attend 4 employer informational events before graduation.

PURPOSE:

To enhance networking & interpersonal skills as well as explore employment opportunities within various organizations.

TIME FRAME:

At least 2 of these events must be attended in the junior year with the remaining attended prior to graduation.

ACCEPTABLE COMPLETION REQUIREMENTS:

A minimum of one half of the requirements must come from College of Business sponsored events.

- Events must include interaction with potential employers. Acceptable events include:
  - Events organized by the Center for Student Success
  - Other student specific events approved by Leadership Coach such as:
    - Face-to-face professional level interviews
    - Job Fairs
    - Face-to-face interactions related to career development

DOCUMENTATION REQUIRED:

Documentation of attendance at College of Business sponsored events through the Center for Student Success. Non-College of Business interactions should be documented with copies of business cards as well as a summary of the interaction.

Employer Informational Events Documentation

STUDENT RESPONSIBILITY:

It is the student’s responsibility to complete the necessary documentation and ensure that it is entered into the portfolio. The student’s leadership coach will check to make sure the student has completed the necessary number of events by the appropriate time points mentioned previously.

OPTIONAL ENHANCEMENTS:

Students are encouraged to take advantage of every opportunity to learn about organizations and employment opportunities.

Incorporate highlights into personal reflection statements.
Students are fully responsible for both completion and documentation of all LaPDP activities. Students must complete & submit appropriate verification documentation for each portfolio item. Standardized forms for this purpose are available within the LaPDP website for download. Please locate the appropriate form, download it to your computer, complete it, save the completed form to your computer using the appropriate naming strategy, and then upload the completed form to your LaPDP for review by the Leadership Coach.
FREQUENTLY ASKED QUESTIONS

Question: What is the Leadership & Professional Development Portfolio (LaPDP) and what is its purpose?

Answer: The Student Leadership and Professional Development Portfolio (LaPDP) showcases your learning while part of the College of Business. Audiences for the portfolio include the student, the university, and prospective employers. The portfolio is a collection of documents, activities, writings, and exposures from across your college experience. At a minimum, the portfolio will document the leadership and professional development requirements set forth by the College of Business. At your discretion, other items deemed significant can be added.

The portfolio seeks to provide reinforcement of learning objectives identified as critical for all College of Business graduates. Long term benefits include enhanced value for a degree from ECU College of Business, and increased student marketability.

Question: What are the consequences if I do not making adequate progress?

Answer: You will be unable to graduate if you have not met the requirements outlined in the LaPDP. The LaPDP is a catalog curriculum requirement and no exceptions will be made.

Question: Who do I contact with technical questions?

Answer: Several resources exist to assist you with your portfolio. The first resource is your COAD1000 or BUSI1200 instructor. You will be learning how to use the portfolio in these classes and the instructors will be more than happy to assist you. Other resources include your academic advisor, and your leadership coach. If none of these individuals can assist you, Matt Long (longm@ecu.edu) is the technology administrator for the University for IWebfolio.

Question: Who is my Leadership Coach & what does he/she do?

Answer: Your Leadership Coach is assigned to you by the Center for Student Success and you can confirm who your coach is from within Banner. The Leadership Coach exists to encourage and oversees your progress toward completing the required LaPDP items during your academic tenure. The Leadership Coach will review and approve all items submitted to the LaPDP. Ultimately it is your responsibility to upload and complete the LaPDP requirements. Leadership Coaches play an active role in encouraging, validating, and monitoring your progress.

Question: Is there a limit to the number of items that I can include in my Leadership & Professional Development Portfolios?

Answer: Yes, you can only include items in the LaPDP that are required. However, you can create additional portfolios beyond the LaPDP utilizing the same software. These portfolios may be shared with employers, family, etc.