CAREER & LEADERSHIP SKILLS ACADEMY

PROGRAM GUIDEBOOK

SUMMER 2025

In Partnership with the Pennsylvania Bankers Association and Shippensburg University of Pennsylvania

PA Bankers Association

Shippensburg University
Center for Career and Workforce Development

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General Information

Welcome to the Pennsylvania Bankers Association **Career and Leadership Skills Academy**. This professional development opportunity is a collaboration of the Pennsylvania Bankers Association and Shippensburg University of Pennsylvania. Completion of this program leads to a collaborative non-credit certificate from the Pennsylvania Bankers Association and Shippensburg University of Pennsylvania. The program includes 13.5 hours of synchronous online instruction.

Program Learning Objectives

1. Learners will obtain and gain insight on critical career and professional development foundational skills including DEI, interpersonal skills, communication, leadership, teamwork, problem-solving, critical thinking, and emotional intelligence
2. Learners will develop an inclusive leadership style and approach that fits their personal abilities and workplace context.
3. Learners will understand a Banking leader's role in equity and inclusion and sustainable business practices.

Intern Expectations

The Career and Leadership Skills Academy Program Expectations are:

- Be Present
- Be Engaged
- Be Respectful

Participants in this program are expected to adhere to principles of respect and civility at all times, fostering an environment of inclusivity and professionalism. Hostile communication, sexual harrassment, discrimination, or any form of disrespect will not be tolerated.

Students who do not adhere to these expectations will be given a warning. Those who violate the expectations a second time will be asked to leave the program.

Zoom Link

Zoom Link: https://ship.zoom.us/j/99430168435
Meeting ID: 994 3016 8435

Dates

All times are *Eastern Standard Time*.

June 5 - August 7	Thursday Online Classes
	Cohort One from 9 a.m. – 10:30 a.m.
	Cohort Two from 11:00 a.m. – 12:30 p.m.
June 19	*We will meet on Wednesday, June 18 instead of Thursday, June 19.*
July 3	*Off for Holiday (Independence Day)*
Week of August 11	Graduation Ceremony (hosted by the banks)

Issues with Connecting

Contact Mary Angela Baker ASAP via email at mabaker@ship.edu with any connection issues.

Attendance

To earn the Certificate of Completion students must attend 8 of the 9 of the sessions; attendance will be taken each week at the beginning and end of each session. If you need to miss a session, you must contact your supervisor and Mary Angela Baker (mabaker@ship.edu) before the session to receive an excused absence.

For those students who have more than one excused absence, one make-up assignment may be submitted. Students must watch the recording of the missed session, discuss the session questions with their supervisor, and then write a one-page reflection paper (300-400 words). The paper includes the name and title of their supervisor, lessons learned from the recording and discussion questions, and action student will take or have taken. The paper is submitted to Mary Angela Baker within one week of the missed session being posted on the Resource Page.

Calendar

Topics and Instructors Summer 2025

Date	Session Topic	Instructor
June 5	Leadership Styles	Dr. Malaika Turner
June 12	Promoting Belonging in the Workplace	Dr. Lesli Somerset Talley
June 18	Leadership and Business Etiquette	Dr. Allison Carey
June 26	Time and Stress Management	Dr. Toru Sato
July 3	HOLIDAY - NO CLASS	
July 10	Emotional Intelligence	Dr. Matthew Shupp
July 17	Group & Team Dynamics	Dr. Tammy Manko
July 24	Communication and Intentional Listening	Dr. Wendy Kubasko
July 31	Are You Career Ready? Building Your Brand	Victoria Kerr
August 7	Networking	Alix Rouby
August 11	Graduation	With your bank leaders

Session Time:

Cohort 1	9:00 am - 10:30 am
Cohort 2	11:00 am - 12:30 pm

Session Topic Description, Discussion Questions, Success Indicators, and Action Plan

June 5

Dr. Malaika Turner

Leadership Styles

This session will discuss leadership styles and the relationship between leadership and influence and the ripple effect it has on the workplace. Learners will discover their personal leadership style and learn the importance of communicating a shared vision.

Discussion Questions

1. What is your leadership style?
2. What impact do you want to make as a leader?

Action Plan: Identify a person who is a leader to you and ask yourself: What leadership attributes do you admire? How do you see them in action? What's one leadership trait you could leverage in your leadership growth?

Success Indicators: Learners will be able to identify their leadership style, define imposter syndrome, and identify ways to combat imposter syndrome.

Notes

Reflection: Leadership

What is the definition of leadership to you? In what ways do you want to make an impact as a leader?

Leadership Styles

1) Authentic Leadership

2) Coach

3) Visionary

4) Servant

What is your Leadership Style?

How do you influence people?

What is imposter syndrome?

How does leadership impact teams and work groups?

June 12

Dr. Lesli Somerset Talley

Promoting Belonging in the Workplace

This session will act as a micro sensitivity training and cover diversity, equity, and inclusion in the workplace. Students will gain insight on the intersection of social and professional identities and its impact on workplace spaces.

Discussion Questions

1. What social identities do you feel have had the greatest impact on your workplace journey or identity?
2. In what areas related to diversity, equity, inclusion, or belonging do you still have questions?

Action Plan: In the upcoming weeks, what one action will you commit to that promotes diversity, equity, and/or inclusion?

Success Indicators: Students will be able to describe the impact of intersectionality on stereotypes, insensitive language, and bias behaviors. They will recognize actions, language, and behavior that excludes/intimidates others. Students will demonstrate skills and competencies that promote and manage a diverse workplace community.

Notes

Reflection: Promoting Belonging in the Workplace

Why is it important to promote belonging in the workplace?

Languages in the workplace

1) Ableism

2) Gender and Sexuality

3) Race and Ethnicity

What is intersectionality?

What are microaggressions and what messages do they send?

What is privilege?

How do you navigate power and privilege?

June 18

Dr. Allison Carey

Leadership & Business Etiquette

This session examines common social practices and expectations in the workplace, such as in the conduct of email, business meetings, and colleague interaction, provides examples of cross-cultural variation in these expectations, and discusses how to identify, meet, and at times challenge these expectations to create a positive work environment.

Discussion Questions

1. How narrow and pre-determined are the social expectations in the workplace, or how much flexibility is there?
2. What are the most important social or business etiquette practices to adhere to and why?
3. Why/how does adhering to etiquette standards foster a positive work environment and why/how might these standards foster inequality or act as a barrier to communication?

Action Plan: Write a thank you note to a faculty member, staff member, colleague, friend and/or family member that has assisted you in the last three months in your professional career path.

Success Indicators: Students will identify best practices in colleague interaction focusing on (a) varied types of interaction (e.g., colleague informal interaction, supervisor/Staff-intern interaction), (b) interaction inside and outside of the office and (c) interaction across generation. Students will be able to describe how typical expectations regarding business etiquette may foster or hinder workplace civility, relationships, and performance.

Notes

Reflection: Leadership & Business Etiquette

Assessing the Expectations of your Workplace

On a scale of 1-5 , with 1 being that my workplace has clear, set, and very narrow social expectations and 5 being my workplace has very flexible social expectations, how would you rate your workplace?

1 2 3 4 5

What are Professional Expectations in Your Workplace?

_____

_____

_____

Differences in Colleague Interactions in the Workplace

1) Etiquette in Introductions

_____

_____

2) Supervisor/Intern Interactions

_____

_____

3) Meeting Etiquette

_____

_____

4) Informal Interactions in the Office

_____

_____

5) Interactions at External Office Functions

_____

_____

What are the Generational Differences ...

Gen Z

_____

_____

Gen Y/Millenials

_____

_____

Gen X

_____

_____

Boomers

_____

_____

June 26

Dr. Toru Sato

Time & Stress Management

This session will review key skills of managing both stress and time management within your personal and professional lives. Participants will learn techniques that will help them feel more in control of their lives and give them greater satisfaction at work and at home.

Discussion Questions

1. What are low-stress and time-efficient techniques you can utilize to reduce tension in your life?
2. What are the impacts of stress and poor time management in your performance in the workplace?
3. What are practical techniques for identifying key time wasters, setting boundaries, handling interruptions, and maximizing productivity?

Action Plan: Go for a walk outside. What strategies will you commit to destress and manage time?

Success Indicator: Students will recognize procrastination and apply relevant techniques to achieve their goals. They will also identify the basic principles of stress management and recognize their stress triggers and how to manage them effectively.

Notes

Reflection: Time & Stress Management

What are time management challenges?

What can you do about the challenges?

List the ideas you can implement.

What are the four layers of being?

July 10

Dr. Matthew Shupp

Emotional Intelligence

This session will cover the aspects of emotional intelligence to help leaders manage their emotions and relationships with others. Emotional intelligence has been cited as the top predictor of career performance and is an invaluable skill.

Discussion Questions

1. Which aspects of emotional intelligence do you think you are strongest?
2. Which would you prioritize to develop? How?
3. How do you plan to incorporate emotional intelligence tactics into your work relationships?

Action Plan: How do you plan to incorporate emotional intelligence tactics into your work relationships within the bank?

Success Indicators - Students will be able to define emotional intelligence and recognize how it is exhibited, reflect on emotional intelligence's importance in the workplace, and assess who has influences on them and in what areas of their life.

Notes

Reflection: Emotional Intelligence

How important is Emotional Intelligence to one's personal or professional life?
On a scale of 1-4 with 1 being that you do not like acronyms to 4 being you think that EI has more importance to one's IQ.

How do you define leadership?

Five Key Elements to EI

1) Self-awareness

2) Self-regulation

3) Motivation

4) Empathy

5) Social Skills

Intentionality of Action

Context

Self

Others

Takeaways

July 17

Dr. Tammy Manko

Group and Team Dynamics

This session will review collaboration, teamwork, and group dynamics essential to effective functioning within organizations. Participants will learn the stages of team development, how to build a cohesive group, development of group norms, barriers to effective teamwork, and group decision-making dynamics.

Discussion Questions

1. What are the various stages of team dynamics and/or its functionality?
2. What are characteristics of high performing teams?
3. How can you support teambuilding and grow team cohesion within a group?

Action Plan: How would you go about building team camaraderie in your current role? What is one thing you learned during this session that you can implement in the coming months?

Success Indicators - Students will be able to understand team development stages and develop strategies for building high-performance teams and discuss how team characteristics, strengths/weaknesses, and composition influence team effectiveness.

Notes

Reflection: Group & Team Dynamics

What are barriers to effective teamwork?

Characteristics of high-performing teams and what do they look like on a high-performing team?

1) Leadership

2) Mission & Goals

3) Communication

4) Relationships

5) Development

What are Work Groups and Work Teams? What are the differences?

What are the effects of group think and what are the group decision-making methods?

What are the different biases?

What is C3O?

July 24

Dr. Wendy Kubasko

Communication and Intentional Listening

This session will provide participants strategies for interpersonal communication and professional communication using social emotional learning. Communication is typically the highest in-demand skill for leadership positions at all levels.

Discussion Questions

1. What are the characteristics of empathetic listening?
2. What factors might be a barrier in your communication with others?
3. How can improving your communication enhance your customer service and collaborative interactions?

Action Plan: From whom can you get honest feedback regarding your communication style and potential growth areas? What is one tactic to increase your listening potential?

Success Indicators: Students will identify and apply principles of effective verbal communication, practive active empathetic listening skills, and reflect on the impact of digital devices on interpersonal communication.

Notes

Reflection: Communication & Intentional Listening

Task-Oriented, Relational, Analytical, or Critical?

What is Active vs. Passive Listening? What's the Difference?

What are the steps to Active Listening?

1.

2.

3.

4.

Benefits of Listening

Improves

Increases

Encourages

What is the Power of Pause?

How do you use Active-Empathetic Listening?

July 31

Victoria Kerr, MA

Are You Career Ready? Building Your Brand

This session will discuss and develop the career readiness competencies necessary to find, acquire, and maintain a rewarding career. Learners will focus on how critical the development of soft skills such as leadership, teamwork, communication, problem solving, and more are in transitioning into the workplace post-graduation.

Discussion Questions

1. How can the NACE career readiness competencies improve my ability to build personally and professionally?
2. How can I explore my potential, leveraging the career readiness competencies, as an undergraduate student? What are the ways I can demonstrate career readiness in my role?
3. What can I do to prepare for a successful transition into the workplace?

Action Plan: Ask three new colleagues at the bank to describe you in 3 adjectives. What is their first impression of you? What do they see as your "brand?"

Success Indicator: Students will be able to demonstrate career readiness skills needed to compete professionally in an ever-changing world of work, describe key lessons they have learned through the internship and identify elements of leadership to practice or develop when returning to work. They'll also be able to formulate their approach to leadership going forward.

Notes

Reflection: Building Your Brand

What does your brand look like?

Personal Branding

1) Market Differentiation

2) Strategic Networking

3) Career Readiness

How have you developed Career Readiness Competency?

What are transferable skills and how do we use them?

How can you show that you are the right choice?

August 7

Alix Rouby, MBA

Networking

This session will explain the importance of networking for career-building. Participants will learn methods to initiate conversations, tips and tricks for networking effectively on and offline and understand how certain behaviors might come across positively or negatively.

Discussion Questions

1. What are the steps to take towards building your own strong network?
2. What are different strategies for professional communication in the modern workplace?
3. How can skills like listening, empathy, and emotional intelligence relate to relationshipbuilding?

Action Plan: Go out of your way this week to have a conversation with someone (you don't know) who you would like to add to your professional network?

Success Indicator: Students will be able to recognize the messages professional dress and presentation send, demonstrate networking techniques with employers effectively on and offline, and practice techniques for engaging and maintaining conversations.

Notes

Reflection: Networking

Why is it important to network?

Why is it important to network?

What is preventing me from networking?

What is preventing me from networking?

Building my Networking List – Name 5 places you can make connections

Building my Networking List – Name 5 places you can make connections

How does my LinkedIn profile reflect who I am?

How does my LinkedIn profile reflect who I am?

Next steps – what can I do to build my network...

... in the next week?

... in the next month?

... in the next year?

Overall Program Success Indicators

Interns will be able to describe their leadership style and approach, communicate effectively in multiple forms and situations, show an increased aptitude for common business functions, and demonstrate a commitment to eliminating biases and actively encouraging equity in the workplace.

Upon completion, interns will be more confident with greater abilities to solve problems on their own andleverage critical career and professional development skills as they transition into the workforce.

Through the various sessions, interns will be able to demonstrate greater understanding of their role in the banking industry. They should also demonstrate a desire for further learning and training, as the program will foster a commitment to lifelong learning and a pathway to further education.

Program Resource Page

All documents from the sessions, including PowerPoint slide decks, pre-readings and additional resources, are available at the following website:

https://workforce.ship.edu/pa-bankers-career-and-leadership-skills-academy/

**Note - this site is link access only*

Session Evaluations

After each session learners will be asked to complete an evaluation. The questions each time will be:

Open-Ended Questions

- What is one thing from this session that you will apply in your current position?
- Please finish this sentence: This session will help me in my position because...
- My favorite part of this session was...
- What is one suggestion for improving this session?
- What is one action you will take because of this session?
- Please feel free to share any additional feedback

On a scale of 1-5, with 5 being Very Much Agree, and 1 being Very Much Disagree:

- The instructor is well prepared and understands the subject matter.
- The instructor is engaging and encouraged student participation during the session.
- I feel I now have a better understanding of this session's subject.
- I am confident I can apply what I learned in this session in the workplace during the next three weeks.

On a scale of 1-5, with 5 being Very Valuable, and 1 being Not at All Valuable:

- Overall, rate how valuable the content of this session is to your internship success.

Zoom

We will be using Zoom for all our online meetings. Zoom is a web conferencing platform that is used for audio and/or video conferencing. There are many different resources available to learn how to use the Zoom features, both in YouTube videos and websites. You can find them by Google searching: How to Use Zoom.

Zoom is updated frequently; be sure to check the posting date of any resources to ensure you have recent information. We will be using the Chat feature during our sessions. The saved script will be posted on the Program Resource Page.

Zoom Meeting Etiquette for Students

Join the Meeting Early

You should join early so you can test your technology and be ready when the session begins.

Check your Camera and Microphone

Turn your camera and mic on. Meeting virtually is no different from meeting face-to-face. People want to see and hear you while at work.

Remember You are Always on Camera

Use a work appropriate background which can include a virtual background. Ensure you have adequate lighting and your face is well lit and not in shadows.

Look at the Camera when Speaking

Just like you would look people in the eye during a face-to-face meeting, look at the camera when you are speaking.

Find Your Strongest Internet Connection

If possible, connect to your hardwired internet. Try to have the most reliable internet connection.

Eliminate Distractions

Turn off email notifications, put your cell phone on silent, put a sign on the door, and, if at home, put pets in another safe place.

Stay on Mute if You're Not Talking

Background noise can be distracting. If you aren't sharing anything at the moment, you should remain on mute until talking or presenting. Before you speak, make sure your mic is unmuted.

Be Respectful – Raise Your Hand

If you want to speak, physically raise your hand or use the "raise hand" feature that is available in the participant panel.

Use Chat

Chat can be used for questions and comments about the presentation and as a way to share other resources. Note that the chat will be saved each session.

Don't Eat During the Meeting

It can be distracting to watch other people eat. Try to hold off on eating if you can, or if not, consider briefly turning off the video and audio until you are done eating.

Dress Appropriately

It is crucial to remain professional and dress appropriately. Wear something similar to what you would typically wear to work.

Diversity, Equity, Inclusion, and Access Statement

If you need to talk with someone regarding issues related to diversity, equity, inclusion, and access please contact the following individual:

Shippensburg University

Dr. Manuel Ruiz,
Assistant Vice President for Inclusion and Belonging and Director of Social Equity
Shippensburg University
Email: MRuiz@ship.edu
Phone: 717-477-1161

Diversity, equity, inclusion, and access is a priority of Pennsylvania's State System of Higher Education, as well as each partner participating in this program.

Shippensburg University makes every effort to provide educational opportunities to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, gender expression, marital status, disability, or veteran status. This applies to all members of the community, all applicants for admission or employment and all participants in college-sponsored activities.

All partners view DEIA as integral to the collaborative educational success and continued professional growth of every student, employer, and employee. The institutions/organizations make intentional efforts to provide opportunities to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, gender expression, marital status, disability, or veteran status. Decision making processes consider diverse identities and perspectives as essential elements to all aspects of relationship with and connection to the institution/organization.

Statement of Compliance

The Office of Inclusion, Belonging, and Social Equity at Shippensburg University coordinates the university's compliance with laws and regulations relating to equal opportunity, sexual harassment, and disabled accommodation. A full description of the Statements can be found on the University website: https://www.ship.edu/About/Statements_of_Compliance/

As a participant in this program, you are expected to uphold principles of respect and civility in all interactions with fellow students, program instructors, and others. Hostile communication, sexual harassment, racism, or any form of disrespect will not be tolerated. Such behavior undermines the integrity of the program and may result in removal from the program. We maintain a zero-tolerance policy towards actions that compromise the well-being and inclusivity of our community.

Instructor Bios

Mary Angela Baker, MA

Principal Consultant

Firm Fortitude

MABaker@ship.edu

Mary Angela Baker, MA, is the principal consultant at Firm Fortitude, a consulting and learning center focusing on professional development and the 60-year lifelong learning curriculum. She has an extensive career in professional development, continuing education, outreach, and community engagement. She was the director of the Center for Extended and Lifelong Learning at Salisbury University and the director of the Leadership Institute at St. Catherine University. Baker is active in several leadership initiatives, including the University of Minnesota's Carlson Women Global Connect, the United Way of the Eastern Shore, and the International Leadership Association. She has a BS in Business from the University of Minnesota, and a MA in Organizational Leadership from St. Catherine University. With her husband, Jack, and border collie, Willa Grace, she spends her free time at Assateague Island National Seashore.

Dr. Allison Carey

Professor, Chair of the Department of Sociology and Anthropology

Director of the MS in Organizational Development and Leadership

Shippensburg University

ACCare@ship.edu

Allison C. Carey Ph.D is Professor in and Chair of the Department of Sociology & Anthropology and Director of the MS in Organizational Development and Leadership at Shippensburg University. Her research focuses on disability rights, policies, and activism. Her books include Disability and the Sociological Imagination (2023), Allies and Obstacles: Disability Activism and Parents of Children with Disabilities (coauthored, 2020), and On the Margins of Citizenship: Intellectual Disability and Civil Rights in 20th Century America (2009), as well as several edited collections. She is a co-founder of Shippensburg University's interdisciplinary minor in Disability Studies. She has been awarded the Outstanding Career in the Sociology of Disability award (2021) and Outstanding Book in the Sociology of Disability (2022) from the Disability and Society section of the American Sociological Association and the Scholarly Achievement award (2010, 2021) from the North Central Sociological Association.

Victoria M. Kerr, MA

Senior Director - Career Center

Shippensburg University

VMBuchbauer@ship.edu

Victoria Kerr is the Executive Director of the Career Center at Shippensburg University. Since starting at Shippensburg University in 2013, Victoria loves developing new and innovative programs designed to assist students in reaching their academic and career goals. She is passionate about connecting students to their purpose and developing those interests, skills, and abilities into a successful career path. Previous to Shippensburg University, she served as the Director of the Career Center/Undeclared Students at Shepherd University and held roles within Human Resources for over 8 years at the American Bar Association, American Woodmark, and ATPCO. Victoria holds a Master of Arts in College Student Development from Shepherd University and a Bachelor of Arts in Law and Society from American University. She is currently completing her Ed.D. in Educational Leadership at Shippensburg University, where she continues to fuel her love for career readiness within education.

Instructor Bios

Dr. Wendy Kubasko

Program Chair and Associate Professor, Educational Leadership Department

Shippensburg University

WLKubasko@ship.edu

Dr. Wendy Kubasko brings over twenty-five years of experience in public education. She earned her undergraduate degree from Shippensburg University of Pennsylvania. Beginning her career outside of Washington, D.C., Dr. Kubasko chose to work with underserved populations. She moved to Phoenix, Arizona teaching middle and elementary schools in Title I school districts. She earned her Master's in Curriculum and Instruction in Mathematics at Arizona State University.

After years in the classroom, Dr. Kubasko moved into district support roles, first as a professional development coordinator, then as a Director of Curriculum and Instruction, Administrator for Academic Services, and finally, the Assistant Superintendent for Avondale Elementary School District.

In 2015, Dr. Kubasko received her Ed.D. in Educational Leadership and Innovation from the Mary Lou Fulton Teachers College at Arizona State University. Dr. Kubasko's research centers on the use of collaborative learning for school and district leaders around common problems of practice. Currently, Dr. Kubasko is an associate professor at Shippensburg University of Pennsylvania in the Educational Leadership and Special Education Department.

Dr. Tammy Manko

Speaker & Trainer, MeaningfulLife, LLC

University Career and Professional Development Professional

Instagram & Twitter/X: @TPManko

meaningfullifetpm@gmail.com

As the owner and founder of MeaningfulLife, LLC, and the director of a university career center, Tammy Manko is an award-winning higher education professional with experience and expertise in the areas of body language/communication, professional networking, relationship building, leadership, career readiness, etiquette, positivity, change management, customer service, and various professional development topics.

She holds a doctoral degree in Educational Leadership, a master's degree in Higher Education Administration, and a bachelor's degree in English, is a lifelong learner, and enjoys reading and sharing knowledge. She has three sons and loves spending time with family/friends, traveling when she can, and interacting with others.

Instructor Bios

Alix Rouby, MBA

Director of Internships and Experiential Learning

Shippensburg University

AJRouby@ship.edu

Alix Rouby is the Director of Internships and Experiential Learning at Shippensburg University and an Adjunct Faculty member in the Department of Counselor Education. Upon receiving her Master of Business Administration from Indiana University of Pennsylvania, she held various positions in the private sector before joining Shippensburg University in 2016. After spending three years in the John L. Grove College of Business, Alix joined the Career Center team in June 2019 to assist all Ship students with their internship-related questions and needs, from resume reviews, internship search, interview preparation, to internship registration. Alix also funded the Raider Ready Professional Clothes Closet which provides interview outfits to all Ship students at no cost. She is currently enrolled in the Doctorate of Education in Counselor Education and Supervision at Shippensburg University and provides mental health counseling services through Growing Edges, a free community clinic serving the public.

Dr. Toru Sato

Professor - Department of Psychology

Shippensburg University

TOSato@ship.edu

Toru Sato received his Ph.D. in Psychology at York University in Canada and currently serves as a Professor in the Department of Psychology at Shippensburg University. He is passionate about studying emotions, human relationships, and consciousness. He is the author of “Two, One, None: Conversations on Meditations” and “The EverTranscending Spirit: The Psychology of Human Relationships, Consciousness, and Development” as well as numerous essays, book chapters, and research articles. He has had the privilege to work with numerous individuals on their personal development mainly in the areas of time management, stress management, relationship issues, and mindfulness skills.

Dr. Matthew Shupp

Professor - Department of Counselor Education

Shippensburg University

MRShupp@ship.edu

Dr. Matthew R. Shupp is a Professor in the Department of Counselor Education at Shippensburg University where he developed and teaches a course on Emotionally Intelligent Leadership. Prior to his role as faculty, Dr. Shupp was a student affairs professional in a variety of institutional settings.

He is both a National Certified Counselor (NCC) through the National Board for Certified Counselors (NBCC) as well as a Board Certified Tele-Mental Health Provider (BC-TMH). He is an Approved Clinical Supervisor (ACS) and licensed as a professional counselor (LPC) in the state of Pennsylvania. Most recently, Dr. Shupp was selected for addition to the Fulbright roster as a Fulbright Specialist (2021-2025).

Instructor Bios

Dr. Lesli Somerset Talley

CEO

Salty Career

L.Talley@chatham.edu

Dr. Lesli Somerset Talley has built her career around empowering individuals to thrive in diverse environments. Armed with a diverse educational background including a B.S. in psychology, an M.A. in student affairs in higher education, and a Ph.D. in instructional management and leadership, she specializes in career development, intersectionality, and workplace inclusion. Lesli founded Salty Career, a pioneering recruiting and consulting firm where she offers personalized guidance and support to employers and job seekers navigating the ever-changing workforce, always with a keen focus on diversity, equity, and inclusion. Beyond her work with Salty Career, Lesli is deeply involved in real estate development through her companies Enk Real Estate Development and Three Acres Funding. With a keen understanding of diverse backgrounds and perspectives, she works diligently to improve local Pittsburgh communities and model how to responsibly build wealth through real estate.

Dr. Malaika Turner

Founder and CEO

The Speakher LLC,

www.thespeakher.com

drmalaika@thespeakher.com

Dr. Malaika Turner is the founder and visionary behind The Speakher, LLC. Through customized motivational workshops and dynamic trainings, she equips individuals, teams, and organizations to elevate their voice, expand their influence, and walk confidently in their purpose. She is also the creator of Go Be Great and Be Nothing Less, a motivational clothing brand that goes beyond apparel. Dr. Turner has partnered with high school and college athletes, empowering them to serve as brand ambassadors for Go Be Great And Be Nothing Less. As the host of her podcast Pivot with Dr. Malaika, she provides a platform for guests who have had intentional or unexpected changes in their life yet still winning.

Discover more at: www.thespeakher.com

Mentorship Program

Meeting Schedule

Please send a draft of your SMART goal to your mentor before your first meeting.
Meeting Date, Time and Format (In-Person, Video Conference, Phone)

First Meeting:

Second Meeting:

Third Meeting:

Suggested meeting cadence: Connect three times for 60-90 minutes during early June, late June/early July, and late July.

Questions to Consider with Mentor

- Why is this goal is important?
- What are the benefits of achieving this goal?
- What are potential obstacles?
- What are potential solutions?
- Who are the people you will ask for help?
- What other resources will you require?
- What steps need to be taken to get you to your goal?

Example Meeting Structures

Meeting #1

- Introductions; get to know each other personally and professionally
- Discuss the challenge the mentee is currently facing and wants help working through
- Establish a SMART goal for the mentee to start tackling this challenge throughout the duration of the program
- Talk about next steps/how the mentee can achieve the SMART goal (Example: 3 small steps you could take to move toward your goal in the next 90 days; plan them out to discuss across the sessions)

Meeting #2

- Accountability: Review your SMART goal and the action(s) you took since the last meeting
- Discuss what the mentee tried; what worked, what didn't work?
- Discuss next steps the mentee can take

Meeting #3

- Accountability Review your SMART goal and the action(s) you took since the last meeting
- Discuss what the mentee tried; what worked, what didn't work?
- Discuss next steps the mentee can take, if needed
- Celebrate success if goal is completed

Mentorship Program

Meeting Schedule

Please send a draft of your SMART goal to your mentor before your first meeting.
Meeting Date, Time and Format (In-Person, Video Conference, Phone)

First Meeting:

Second Meeting:

Third Meeting:

Suggested meeting cadence: Connect three times for 60-90 minutes during early June, late June/early July, and late July.

Questions to Consider with Mentor

- Why is this goal is important?
- What are the benefits of achieving this goal?
- What are potential obstacles?
- What are potential solutions?
- Who are the people you will ask for help?
- What other resources will you require?
- What steps need to be taken to get you to your goal?

Example Meeting Structures

Meeting #1

- Introductions; get to know each other personally and professionally
- Discuss the challenge the mentee is currently facing and wants help working through
- Establish a SMART goal for the mentee to start tackling this challenge throughout the duration of the program
- Talk about next steps/how the mentee can achieve the SMART goal (Example: 3 small steps you could take to move toward your goal in the next 90 days; plan them out to discuss across the sessions)

Meeting #2

- Accountability: Review your SMART goal and the action(s) you took since the last meeting
- Discuss what the mentee tried; what worked, what didn't work?
- Discuss next steps the mentee can take

Meeting #3

- Accountability Review your SMART goal and the action(s) you took since the last meeting
- Discuss what the mentee tried; what worked, what didn't work?
- Discuss next steps the mentee can take, if needed
- Celebrate success if goal is completed

Mentor Guidelines

Best Practices	Things to Avoid
• Listen attentively • Provide direction • Share your stories • Ask powerful questions to deepen learning or insight • Focus on something achievable (small, attainable goals) • Be an accountability partner • Help mentee recognize their strengths and untap their potential • Encourage mentee to move into action • Drive open and candid dialogue • Provide honest feedback in all conversations • Create a safe space • Celebrate Success	• Distractedness/divided attention • Focus on weaknesses vs. strengths • Talk only about yourself • Feel like you have to have all the answers • Betray confidentiality • Use irrelevant examples/stories • Miss a meeting without prior notification

Mentee Guidelines

Best Practices	Things to Avoid
• Be clear about your objectives & what you're looking for out of the relationship • Come prepared to each meeting with questions/ ideas/things to talk about and any "homework" • Ask your mentor about their work, life, experiences • Be open to new ideas & your mentor's perspectives • Be proactive about reaching out • Focus on something achievable (small, attainable goals) • Be action-oriented, especially because you have limited interactions • Be mindful of time in meetings (starting & ending ontime) • Drive open and candid dialogue-this should be a safe space • Formally thank your mentor for their time, knowledge and expertise	• Distractedness/divided attention • Feel like you have to have all the answers • Betray confidentiality • Forget that you have valuable experiences to share with your mentor, too! • Miss a meeting without prior notification Not prepared

SMART Goal Worksheet

Mentee:

Mentor:

A **SMART** goal is defined as a goal that is specific, measurable, achievable, realistic and time-bound.

Specific: Goals should be simply written and clearly define what you are going to do. Specific is the what, why, and how of the SMART model.

Measurable: Goals should be measurable so that you have tangible evidence that you accomplished the goal. Usually, the entire goal statement is a measure for the completion of the goal, but there are several short-term or smaller measurements built in along the way.

Achievable: The goal should be achievable; it should stretch you slightly so you feel challenged but also be defined well enough that you can achieve it. You must possess the appropriate knowledge, skills, and abilities needed to achieve the goal. Achievable goals are motivating. Impossible goals can be demotivating.

Realistic: The goal should be something you can realistically accomplish within the given timeframe.

Timely: Goals should be linked to a timeframe that creates a practical sense of urgency, or results in tension between the current reality and the vision of the goal. Without such tension, the goal is unlikely to produce a relevant outcome.

Goals to Consider

- Manage one's professional brand; increase social media presence
- Building or enhancing a LinkedIn Profile
- Reasearching graduate schools
- Expanding one's network outside of cillege/university
- Gaining more visibility within your current organization
- Dealing with difficult supervisor
- Starting a new job
- Interviewing techniques
- Coping with interview stress - best practices
- Reasearching potential employers
- Increasing executive presence
- Enhancing your communication skills

SMART Goal Worksheet

Date:

Goal:

Specific	• What do I want to accomplish? • Why do I want to accomplish this? • What are the requirements? • What are the constraints?	
Measureable	• How will I measure my progress? • How will I know when the goal is accomplished?	
Attaianable	• How can the goal be accomplished? • What are the logical steps I should take?	
Realistic	• Is this a worthwhile goal? • Is this the right time? • Do I have the necessary resources to accomplish this goal? • Is this goal in line with my long term objectives?	
Timely	• How long will it take to accomplish this goal? • When is the completion of the goal due? • When am I going to work on this goal?	