Annie Humphers-Ginther

Welcome!

Thank you for taking the time to access my eFolio siteand learn more about me! My name is Anastasia (Annie) Humphers-Ginther. I will graduate in May 2015 from Minnesota State University, Mankato by completing a Bachelor's degree in Technical Communications and an accompanying minor in Community Health. Soon after, I will pursue a Master's Degree at Minnesota State University, Mankato in Technical Communications.

My goal with this eFolio is to provide an organized reference to the work that I have accomplished and the values I hold about various subjects such as academia, leadership, research, and global citizenship. I hope you find it helpful and informative. Enjoy!

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Annie Humphers-Ginther

In this section:

- [What you'll find here](#)
- [Work/Volunteer Experience](#)
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Personal Information

I was born on May 19, 1993 in San Francisco, California to my parents Shawn and Susan. Three years later, my sister Sara was born in San Francisco. In 1996, we moved to Fargo, North Dakota. After settling in to the general area (and the notorious weather), we crossed the river to Moorhead, Minnesota, where I have lived ever since with my family, two dogs, and one cat. I attended Moorhead Senior High School from Fall 2007 to Spring 2011, where I participated in orchestra, cross country, basketball, track, and various other activities. During my senior year of high school, I decided to further my education at Minnesota State University, Mankato.

Since that decision, I have had wonderful, life- shaping and changing experiences during my undergraduate career that have influenced me academically, in preparation for the professional world, and socially, in becoming a better communicator and leader.

Mission Statement

My mission is to have a positive impact on society through knowledge, hard work, and citizenship. I not only want to live life, but I want to have a purpose in life and in what I do. My goal is to become a [Health Services Manager](#) or other professional where I can use expertise in [technical writing](#) and community health in order to help a wide variety of people and impact their health and well-being.
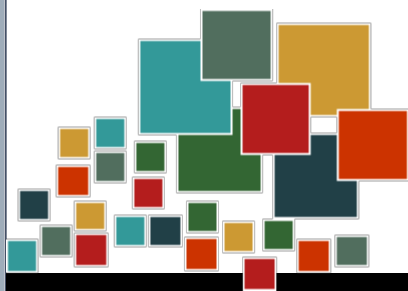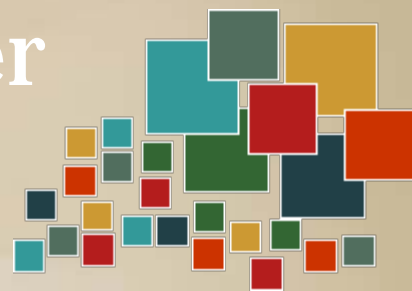
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Annie Humphers-Ginther

Moorhead Senior High
 School

Minnesota State
 University, Mankato

Education

I am currently enrolled as a full-time student at Minnesota State University, Mankato majoring in Technical Communications and minoring in Community Health. Below, you will see links to schools I have attended during my career as a student and the Advanced Placement (AP) classes that I have taken at Moorhead Senior High School (including the tests that I have passed with their corresponding scores).

Moorhead Senior High School

9th-12th Grade

Address: *2300 4th Avenue South Moorhead, MN 56560*

Phone Number: *(218) 284-2300*

Advanced Placement Courses

This is a list of Advanced Placement courses taken I have taken at Moorhead Senior High School in Moorhead, Minnesota, their scores (on a scale of 1-5; students usually need a 3 or higher to receive college credit), and the college courses that I have tested out of and their corresponding credits.

A.P. United States Government:

Score received: 4

Classes tested out of: POL 111 95 United States Government, POL 100 95 Introduction to Politics

Credits passed: 6.00

A.P. Calculus AB:

Score received: 3

Classes tested out of: MATH 121 95 Calculus I

Credits passed: 4.00

A.P. Psychology:

Score received: 3

Classes tested out of: PSYC 101 95 Psychology

Credits passed: 4.00

A.P. American Literature:

Score received: 3

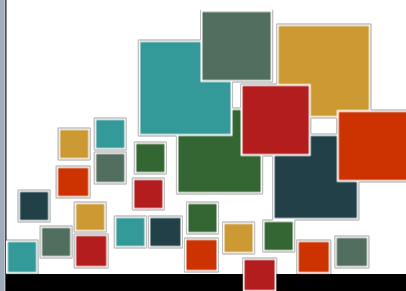Classes tested out of: ENG 110 95 Intro to Literature

Credits passed: 4.00

Minnesota State University, Mankato

Secondary Education

Address: *122 Taylor Center Mankato, MN 56001*

Phone Number: *(507)-389-1822*

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In this section:

- Freshman
- Sophomore
- Junior

Undergraduate Critical Coursework

A list of my critical classes for each semester is provided, along with links to important essays and/or projects for various courses.

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In this section:

- Leadership
- Research
- Global Citizenship
- Honors Competencies Working in Unison

Minnesota State University, Mankato Honors Program

Minnesota State University, Mankato Honors Program

The Honors Program at Minnesota State University, Mankato is a program in which students seeking more advanced and challenging courses can learn together to become more competent in three main areas: leadership, research, and global citizenship. Through developing these competencies, students have an upper hand when graduating college and moving into the "real world" of work and life with other adults, as well as a masterful ability to self-reflect and self-evaluate based on experiences.

I joined the Honors Program because I was extremely satisfied with my personal decision and outcome in taking Advanced Placement and Honors courses in high school. I wanted to continue my search to become a better person by taking challenging courses and learning about how people adapt to live a succesful life in today's world.

This section of my eFolio breaks down critical events and learning experiences that contributed to my competencies in leadership, research, and global citizenship. I include details as well as reflections about each of the events with hopes of tying them together in my competency philosophies and outlooks.
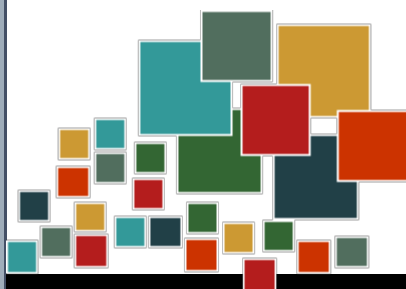
Honors Curling Social 2012

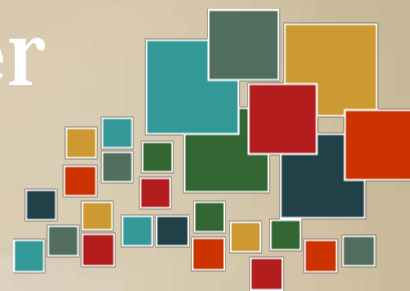### Honors Halloween Charity Event

Honors Program BBQ

Annie Humphers-Ginther

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- - - - - - - - - - - - - - - - - - - -

- Leadership
  - Growing the Leader in You
  - Student Ambassadors
  - Spanish Club
  - Co-Editor of the Honors Beacon Newsletter
  - Alpha Lambda Delta Honors Society
  - Taking Initiative as a Health PRO
- Research
- Global Citizenship
- Honors Competencies Working in Unison

My Leadership Philosophy

I've come to understand that there are many leadership styles that work for many different situations, rather than one perfect leadership style to use in every situation. A successful leader has used experience to build on traits that they already embody and there is no one perfect leadership model. Three important leadership experiences I had in college (being a Health PRO, accepting the Spanish Club secretary election, and co-editing the Honors Beacon (among others)) contributed to my current leadership philosophy:

*I am a leader. I am confident in my potential to positively impact people and initiatives with which I work. Three foundational leadership values I hold at high regards are **transparency**, **communication**, and **recognition**. **Leadership transparency** precedes group honesty, integrity, and trust; I will be transparent in my methods and intentions with the groups I lead. **Leadership communication** opens doors to positive team relationships; positive relationships are necessary for the team to reach a common goal. **Leadership recognition** emphasizes recognizing others (peers, supervisors, or those who follow my lead) for a job well done, thereby facilitating work morale. By utilizing these leadership values, I will continue to learn effective leadership practices and grow as a leader.*

Though I will revisit my leadership philosophy as I take on more challenges, all the experiences I have had and awareness I have gained from researching other leaders has helped form my philosophy. I reflected on types of leadership I prefer (see below). These experiences taught me that there is no perfect leadership model. Situations differ with every group, and a good leader is able to adapt to produce a positive outcome.

As a Health PRO, I learned how valuable **recognition** of others is to make a pleasurable educational atmosphere; without recognizing the work that others do in a group, the group morale might suffer and be less focused and confident in the outcome. As the Spanish Club secretary, **communication** with club members was integral to group success and helped to produce positive outcomes for members since many of us only saw each other once or twice per week. And, as the Co-Editor of the Honors Beacon, I learned the importance of **transparency** on a small team: the other editor of the Beacon worked different hours, so we had to fully correspond about our individual efforts to make one, coherent piece of work.

Meeting the Honors Program leadership competency and becoming a competent leader in my own eyes means that I can recognize and reflect on my personal leadership skills, weaknesses, and values as well as other leaders' skills, weaknesses, and values. I can define my philosophy and refine it it later--it is not a contract or concrete statement that I will live by forever; rather, I am leaving it as an open document I can change as I go. Open documentation of my leadership philosophy allows room for growth and

adaptation to become a better leader, which is a continuing goal I will have in the forefront of my career.

Assessing My Own Leadership Style(s)

Leadership is a skill acquired through many years of practice and learning. To become a competent and effective leader, one needs to know how to express themselves clearly and relate to their followers. Success in leadership means success in assertiveness, which is something necessary in being a confident person.

To define such an important aspect of professionalism is to hold a strong personal opinion of what one expects out of a leader and what one thinks the qualifications for respectable leadership entails. I do not believe that successful leaders are born with *all* of the traits necessary to have a highly positive impact on others (though some traits may come to some more easily than others). I also do not believe leaders are born with the refined ability to lead others. A successful leader has used experience to build on traits that they already embody.

I have witnessed and learned from many great leaders in my life; I also have come across leaders who are hopelessly unsuccessful, impractical, and who did not positively impact my life. I formed my own opinions on what I think a leader should be able to do with the skills they have and how they should approach their constituents depending on the audience. Because I have formed these opinions, I am able to define what my personal leadership qualities are, as well as the ones I should aspire to obtain. In turn, the process of refining my qualities will help me grow and develop on a personal and professional level in the future.

A good leader should have the skills to obtain sufficient knowledge about what they are leading. In other words, followers should feel comfortable with asking their leaders questions and confident that their leaders will give accurate information in return. I think that some leaders have traits that define them apart from their followers, but I do not think that these traits are impossible to be acquired by anyone. I also believe that parts of leadership can be learned abilities. Many people have the capacity to develop successful leadership skills, although some do not.

An ideal leader has positive behavior when they perform their duties, especially towards and on behalf of their constituents. The relationship a leader has with his/her constituents stems from a combination of traits. I do not believe a leader is successful *because* of the relationship s/he has with followers, but because the leader has created and kept good relationships with others.

With regards to my personal leadership approach, I attempt to balance **Authoritarian qualities** with a **Democratic atmosphere**. I think that a professional workplace needs structure, objectives, and supervision over its workers. With these Authoritative concepts, followers also need a calm and welcoming atmosphere where they can feel comfortable, secure, and proficient. After taking Tom Rath and Barry Conchie's "StrengthsFinder 2.0 Assessment," I learned that my strongest skills are **achievement, analytical thinking, deliberation, discipline, and learning**. I am an achiever because I am a hard worker; I take pride in what I do and I like to get things done in a timely manner. Not only do I work hard because I have responsibilities, but I work hard because I want to achieve great things. Working on something and completing it successfully brings me satisfaction. I am able to examine the cause-and-effect of many situations in order to find out the right path to take because I am an analytical thinker. Because I think in this way, I am able to uncover possible obstacles that peers working on projects may have to face. While doing this, I am deliberative and careful of the decisions I make. Since I am disciplined, I enjoy routine and structure in my life. I have always

been one to make lists and schedules, following them faithfully. Throughout my schooling, I have had a knack for learning new things and I am highly satisfied when I achieve something that I have been working on for a long time. Furthermore, I am also content and pleased when I learn something new and interesting.

As my undergraduate career comes to a close, I feel as though I have learned a substantial amount and have grown in my leadership qualities and capabilities exponentially since my first days on campus. Since the beginning of the 2011 school year, I became involved in many fundamental activities and organizations that were essential foundations of my leadership skills; this section of my eFolio reflects upon the qualities of that foundation.

A strategic foundation of my growth as a leader is my involvement in the Honors Program and taking advantage of the opportunities the Program offered me throughout my undergraduate career. One of those opportunities, as it relates closely to leadership, was jumping on the chance to meet with a personal mentor through MNSU's Alumni Mentor Match Program. I was paired with Micki, a former MNSU undergraduate who has since been employed in the Mankato area in the Health field (directly related to my Community Health Minor). We met periodically throughout last year (2013/14) and will continue to meet this year (2014/15). During meetings, I was able to ask her for advice, opinions, and recommendations about the health field, getting a job, and life in general. I really enjoy meeting with a mentor because I get to see someone else in an informal leading position; I get to see how Micki answers my questions about things she has already been through and what advice she gives me as someone beneath her leadership/mentorship skills. She provided me with such wonderful advice and is a great supporter of my scholarly endeavors, and that supplements the traditional support group I already have (friends, family, professors, etc.) with an external view on aspects of life and leadership growth.

Click here to view my reflection of an incredibly influential honors leadership course that gave me the confidence to be an effective leader.

Structure of the Leadership section

To the left of this page, you see a series of links underneath the "Leadership" heading; each link leads to documentation about how a certain experience has impacted my leadership philosophy and style. Within the documentation, I related the experience to one of the three foundational leadership values from my leadership philosophy (transparency, communication, recognition) and inserted that as a heading under the experience title (e.g., leadership quality focus: transparency/communication/recognition). The one exception is the "Growing the Leader in You" reflection, as it shows a more holistic view of how that particular course impacted me as a leader.
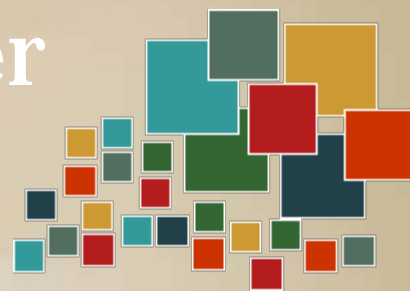
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Adding to Scholarly Knowledge

Research has greatly facilitated the progression to a knowledge-filled modern-day society; without the drive and capability to ask and answer questions , knowledge would never develop. The way that knowledge progresses and research is conducted varies from society to society, but, for the most part, good researchers have reached a general consensus about the process of conducting research.

A researcher's ability to parallel their work to an accepted paradigm is a significant way of exhibiting quality research and information. When a scholar does or is not able to follow steps that have been agreed upon by others, his/her work may be valued less than if s/he had followed acceptable research methods. Research facilitates knowledge. Knowledge, in turn, enables understanding, skill development, and problem solving. With more widespread knowledge, society can become more advanced. The way research is done significantly affects whether the information is worth sharing and worth valuing. Information tends to be valued more when the researcher has followed certain steps of development to find what is called a paradigm--a consensus that has been agreed upon by many scholars.

When research is done badly, there is no chance it will ever be considered or accepted. There are many instances when research can be considered illegitimate. When it is plagiarized, wrongfully published, or gained by faulty experimentation are just a few instances. Good researchers have an obligation to conduct honest and truthful research and experimentation. Scholars are also obliged to conduct research ethically; this means that they are required to conduct their research with the betterment of society in mind. It is also highly important to learn how to conduct good research before delving into projects.

My goal at Minnesota State University, Mankato was to learn about other scholars' research skills, apply them during my early to middle undergraduate career, and then master them during my upper-level schooling to then apply the learned skills in the work force.

Another goal that I have Minnesota State University, Mankato is to become a researcher who is successful in conducting and presenting honest research. During my undergraduate process, I want to learn more about research, what it entails, and how it applies to the real world. I will then be able to develop and refine my knowledge about gathering and presenting information that I obtained from doing research both by myself and with a professor.

Looking Back: A Research Reflection

As I close in on graduation, I no longer see research projects as single, isolated projects that are used for the sole purpose of grade reception. Now, I see the larger research projects and papers I am creating as interconnected tidbits of the most important information we have during our time (i.e., each new research project generates new findings, which help excel knowledge and the greater good). These interconnected tidbits of information, regardless of the discipline to which they relate, connect together in scholarly knowledge and the information available to everyone.

I think about research projects that I completed during my college career and how they have much greater impacts than I can imagine. For example, if I publish, present, or somehow express the findings of my research to anyone else, I have just created a whole *new* level of knowledge and information to the entire world. Now, everyone is that much closer to finding the answers they need to any question because I conducted and shared your research with others!

My growth as a researcher has been a steady, eye-opening realization that research is a complex piece of world knowledge. Throughout my research infancy, I concentrated on the mechanics of looking up information for a graded end result. As I grew out of that phase, I completed various research projects that allowed me to see that my research did not just impact me and my grade(s); rather, I was contributing a small piece of new information that allowed others to become closer to finding the answers they need and, thus, adding to scholarly knowledge.

Helping the greater good through research is as much self-rewarding as it is rewarding for the community of scholars exposed to my research results. My most prominent research achievements, presenting my Honors World Dance in Cultural Perspective paper at the National Collegiate Honors Council Conference and conducting Community Health research that was submitted to the Society for Public Health Education, stand as reminders that presenting new information to others is a rewarding experience; I would say, much more rewarding than getting a single grade, because I was able to interact with and speak to other scholars, answer questions about my research, and ignite a flame for further research to be done on the subject.

Interacting and engaging with other scholars in a research venue allowed me to make connections between our isolated research endeavors. I don't see research projects as single, isolated projects that are used for the sole purpose of grade reception anymore. Now, I see the larger research projects and papers we (scholars) are creating as interconnected tidbits of the most important information we have during our time. These interconnected tidbits, regardless of the discipline to which they relate, connect together in the communal worldly knowledge.

For the future, I will complete the current research project I am conducting by being accepted into the Society for Public Health Education's 66th annual meeting conference, presenting at that conference in Oregon this coming spring (2015), and getting my research group's paper published in a scholarly, peer-reviewed journal. Before becoming a competent researcher, I would have seen this task as daunting and nearly impossible. Now, however, it has become a conceivable goal and one that I have high hopes of achieving in order to contribute my knowledge and findings to cumulative works that other scholars have already established.
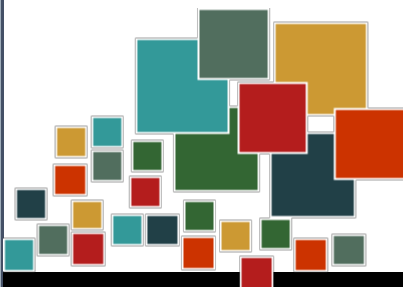
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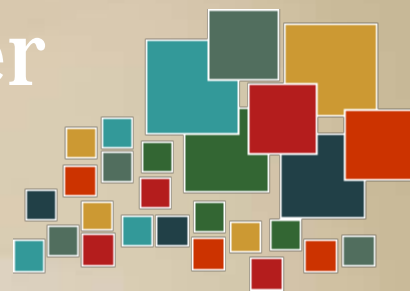
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Knowledge + Awareness: Interdependent Ingredients for the Recipe of a Modern Global Citizen

Just like with any recipe in any country and in any culture, there is more than one ingredient that goes into making the dish wonderful. Becoming a modern global citizen requires more ingredients than just existing in the modern world and being aware that there are other languages spoken. That being said, the two integral parts of the modern global citizen recipe, knowledge and awareness, are essential foundational pieces of the recipe (i.e., they are the "base" of the competent modern global citizen). A global citizen knows that s/he must add ingredients to the knowledge and awareness base to grow into and become a real, worldly citizen. A global citizen who can interact with peoples from other cultures, speak other languages, see through different cultural lenses, and mitigate culturally infused conflicts.

Global competency is one of the most important skills to have when working in the modern world. Communication strategies are becoming more advanced because of an increasing knowledge and awareness of technology, so people need to be able to learn about other cultures they may be working with as well as apply those learned skills through traveling and other methods.

Complete global competency skills are hard to come by and must be learned through experience and practice, which is why they are so important to have. In today's society, the working person must possess the skills to learn from, relate to, and adapt to being with people from other cultures. This culturally skilled person has an open mind to learning and trying new things. Lack of global competency is detrimental to the workplace as an advanced organization and to global interactions in general.

At Minnesota State University, Mankato, I acquired global citizen traits and applied them to experiences that mimic my future in the workplace and the world. Before I could become an independently, globally competent person, I had to have the understanding and knowledge of what ideal global competency is and what it entails.

To be considered a globally competent person, one must be able to first recognize the cultural differences in which s/he lives and also between his/her nation's cultures and others; s/he must have the correct attitude to go about learning to gain knowledge and adapt to new surroundings; and s/he must have some ability to speak, understand, and think in at least one other foreign language that is not his/her native tongue.

To become more successful in my own global citizenship at Minnesota State University, Mankato, I immersed myself in cultural activities, clubs, and classes. I have become competent in communicating in a second language (Spanish) as I have participated in

Minnesota State Mankato's Spanish club, completed necessary Spanish coursework, and studied abroad in Cuenca Ecuador. I have also, arguably, become competent in a third language: that of technological communication (i.e., marketing, online documentation, instructional video creation to a user, etc.) by excelling as a technical writer.

I stepped into someone else's shoes, so to speak, while I studied abroad and lived with a host family, I expanded my cultural knowledge outside of language and textbooks by attending university events that highlight another culture and traveling to Europe with my family, I helped end-users of computer and informational products by creating trainings and documentation for them, and I learned more about what culture means and how cultures differ through worldly-focused courses.

To complete the recipe for a global citizen and work on making it better, I need to continuously grow my global competency, having the right attitude with the right intentions to learn more about other cultures so I can accept, adapt to, and integrate cultural differences into my life. It is extremely important for everyone in today's society to be culturally and globally competent because global citizenship generates communication ties and fosters cross-cultural relationships. These ties produce overall societal advancement, which is the most beneficial thing for everyone living in society.
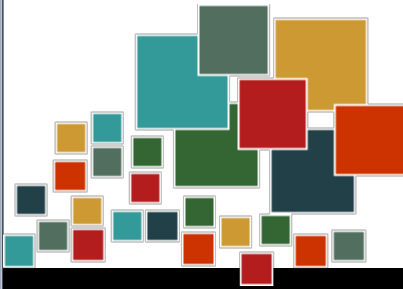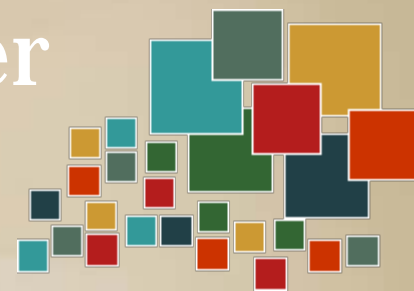
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Honors Outcomes

Competencies in Unison: Internship Example

Next semester (2015), I will be an intern at the Lincoln Community Center in Mankato, Minnesota. Below, I have provided my goals and objectives for this internship--those which I plan to achieve and measure by the end of the semester (May 2015).

The purpose of having this information in the "Honors Competencies Working in Unison" section of my eFolio is to show, by evidence, how I plan to use the Honors Competencies and my leadership, research, and global citizenship skills in a real-life situation.

Goal #1: participate in the end-to-end process of gathering funding for *Connecting Kids* program.

Objective A

I will initiate the process of and follow through with gaining permission from appropriate parties to track academic engagement of youth participating in the *Connecting Kids* program. Permission and data will be gathered from parents, social workers, and possibly principals of participating schools. This objective will be measured by one of my supervisors, Al Roehm, and his *Connecting Kids* colleagues, who will allow me to move forward with Objective B after permission is granted for the project.

Objective B

I will initiate the process of data tracking and collection of academic engagement in youth participating in the *Connecting Kids* program. By the end of my internship (May 2015), *Connecting Kids* will have a solid process to track academic engagement, record academic engagement, and present qualitative and quantitative data to stakeholders that proves the quality of *Connecting Kids*. This objective will be measured by one of my supervisors, Al Roehm, and his *Connecting Kids* colleagues.

Goal #2: have a key role in the Mankato Area Public Schools (MAPS) Volunteer Program.

Objective A

By having a key role in the [MAPS Volunteer Program](), I will help recruit volunteers to the program, act as a resource for volunteers by helping with orientations and trainings throughout the semester, scheduling volunteering times, scheduling meetings with the volunteer coordinator, Alison Troldahl. My participation in this role will be measured by my success in orienting the volunteers and organizing the volunteer schedule, thereby making an impact on those who receive volunteer help.

Objective B

My key role in the MAPS Volunteer Program will also include acting as a volunteer for a brief period of time to become more accustomed to the program and be able to act as a better, more professional and knowledgeable resource for other volunteers. The purpose of the Volunteer Program is to "connect reliable volunteers with essential classroom and support placements which are mutually beneficial to the students, staff and volunteers" (Volunteer Handbook).

Goal #3: enhance my leadership, research, and global skills.

Objective A (leadership)

I will have key roles in both direct and indirect community program offerings through the Lincoln Community Center (i.e., volunteering and conducting orientations/trainings as well as using my technical writing skills behind the scenes to collect data). These key roles will allow me to have a measureable experience of diverse leadership growth, as detailed by a written reflection and final report at the end of my internship experience.

Objective B (research)

My role in participating in the end-to-end process of gathering permission to track academic engagement in youth participating in *Connecting Kids*, devising methods to track that data, and creating a template and/or actual presentation for important stakeholders of the program will enhance my research skills in a real-life situation, as measured by a written reflection and final report at the end of my internship experience.

Objective C (global citizenship)

The Lincoln Community Center is essentially the cultural hub of Mankato, Minnesota. By working as an intern at the Center, I will interact cross-culturally with families, volunteers, children, and adults in various programs offered at the Center. My global citizenship growth throughout this process will be measured by a written reflection after the internship and my final report detailing the internship experience.

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