

Mackenzie Dockendorf

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Hello, a bit about me:

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Thank you for taking the time to look at my eFolio! My name is Mackenzie Dockendorf and I am currently a freshman at Minnesota State University, Mankato. I am majoring in Exercise Science with emphasis in Physical Therapy, and a possible minor in Spanish. I am a member of the MSU Honors Program where I look to strengthen my skills in the following competencies: leadership, research, and global citizenship.

Mission Statement: My mission as an Honors Student here at MSU Mankato is to strive to be the best that I can be. I aim to make a difference in my community through volunteer work. I intend to better myself as a student and an individual by sticking to my values of integrity, hard work, and determination.



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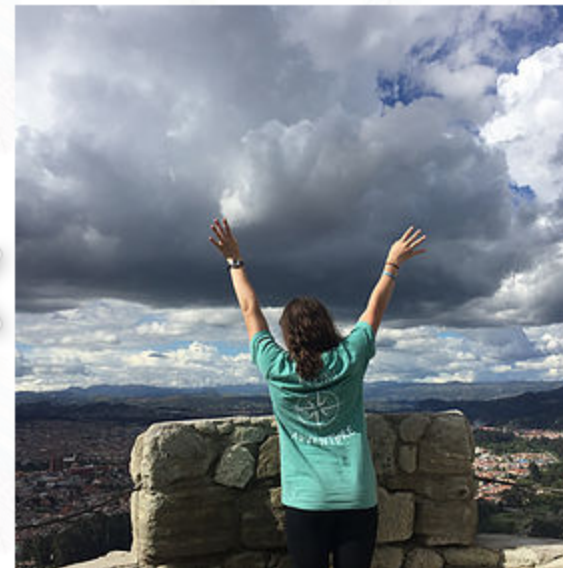
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About Me



Athletics

Here at Minnesota State University, Mankato, I am involved in NCAA Division II athletics. I am a member of the Cross Country and Track & Field teams. It is challenging to be a student-athlete, but I have learned many valuable lessons over the course of my athletic career.



Hobbies

Being outdoors and having the opportunity to experience nature is one of my favorite things to do. My hobbies include hiking, swimming, skiing, and simply lounging outdoors. I also truly enjoy photography, and taking pictures of nature. I feel connected to nature whenever I am participating in outdoor activities. Well-known scientist and philosopher, Albert Einstein, once said, "Look deep into nature, and then you will understand everything better."



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Minnesota State University, Mankato

School: Minnesota State University, Mankato

Address: 122 Taylor Center Mankato, MN 56001

Admissions Phone: 507-389-1822

GPA: 3.70

I am currently a senior at MSU, Mankato and I am an exercise science major with a pre-physical therapy emphasis. I am a member of the Honors Program, and a member of the cross country and track & field teams. During my time at MSU, I participated in the Pre-Physical/ Occupational Therapy Club, Spanish Club, and Catholic Mavs.

Sartell High School

School: Sartell High School

Address: 748 7th Street N. Sartell, MN 56377

Office:

GPA: 3.975

I graduated from Sartell High School on May 30th, 2015. During my time at SHS, I was involved in National Honor Society, serving on the academic breakfast committee. I collaborated with this selected committee in order to coordinate an academic breakfast rewarding students of high academic achievement. I also participated in cross country, nordic skiing, and track & field.



Photo: www.mnsu.edu



Photo: www.sartell.k12.mn.us



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Volunteer Experience

College Volunteer Work

I have been involved in the Pre-Physical/Occupational Therapy Club the entire academic year. During my time with this club, I have given my time to Rake the Town, Sibley Park cleanup, and the Relay for Life. I have contributed close to 15 hours for this recognized student organization and I plan to contribute more in the future. I have also contributed annually to the Mankato Marathon. The Track & Field team serves as a cheer team for the marathon around mile 7 of the marathon course. Over the past 3 years, I have contributed around 15 hours to this volunteer effort.

High School Volunteer Work

During high school, I was in National Honor Society for 2 years. This program requires a set number of volunteer hours per semester. I compiled 70+ volunteer hours over the time period of 2 years. In addition to these volunteer hours, I accumulated 60+ hours at a long-term care facility. I assisted residents in transportation throughout the campus. I also coordinated various activities such as cards, dice, and music events in order to enhance the living environment for the residents.

Work Experience

Student Manager

Employment Type: Part Time

Minnesota State University, Mankato Annual Fund

Start Date: September 2016-Present

I work 3 times a week during the school year on campus. I learned how to operate a data system known as Campus Call. This data system is preloaded with prospect information, which includes information about friends, family, and alumni. I monitor student fundraising assistants to ensure that they correctly update addresses, degree information, and employer information on the prospect files. We use Campus Call to acquire prospect pledges that are designated to various funds that are available on campus. These pledges aid students who are seeking scholarships. They also improve the future of the university by improving programs, research opportunities, and student involvement activities. As a student manager, I practice high-level detail orientation. I complete a folder that consists of pledge reports, credit card reports, change demographic reports, and assistant director comment follow-up reports nightly. I help set up the shift by preparing the computers for the student fundraising assistants. I was a student fundraising assistant for a semester before becoming a supervisor.

Youth Track & Field Coordinator

Dates: Summer 2016 - Present

I create a positive environment where kids feel welcome and ready to learn the basics of Track & Field. I designed a timed practice rotation for the 3 scheduled days of practice to ensure the children are able to experience a variety of events daily. I typically manage about 100 children with the assistance of volunteer coaches who are members of the high school track & field team. I travel to track & field meets and ensure the children show up to the events that they have signed up for. Prior to attaining the position of coordinator, I volunteered as a coach for 4 summers in high school.

Customer Service and Cashier

Employment Type: Part Time

Sartell Hardware Hank & Rental

Start Date: April 2013 - Present

I work weekly during the summer and occasionally on the weekends at Sartell Hardware Hank & Rental. I have developed innovative ways to solve numerous hardware related problems, and I have provided superior customer service to 75+ cliental daily. I also have to utilize computer programs that enhance the productivity of the company.

St. Cloud Orthopedics Sports Center Job Shadow

Dates: February 2015 - May 2015

Through my high school Health Careers class, I worked as a job shadow in a postion that I hope to become in the future. I observed patients complete various exercises to promote healing and strengthening. Over the course of this job shadow, I accumulated 24 hours of experience. I gained insight on the field of work that I hope to pursue in the future.

Gymnastics Coach

Dates: December 2015 - December 2016

I work weekly during the summer and occasionally on the weekends at Granite City Gymnastics in St. Cloud, MN. I instruct recreational and competitive level classes. These classes require me to follow a rotation schedule and I have to construct weekly activities for my gymnasts to participate in. I also instruct gymnasts in private lessons, and I coordinate and supervise birthday parties.



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Honors Program

Mission Statement:

According to the Honors Program page from Minnesota State University, Mankato Website:

"The mission of the Honors Program at Minnesota State University, Mankato is to create future leaders, researchers and global citizens by providing high ability and motivated students with exceptional learning opportunities, mentoring relationships, and a community of scholars that foster their development as future leaders in a global society."

Leadership

Research

Global Citizenship

Learning Plan: 2018-2019



Personal Learning Plan

The Honors Program requires students to complete a personal learning plan every year. This learning plan lays out the goals a student has for the given year in each of the Honors competencies: leadership, research, and global citizenship. The requirements for the competencies are met in this plan, but the plan symbolizes something more. The learning plan provides students with the opportunity to demonstrate these three competencies outside of the classroom setting. As time goes on, my learning plans will include increasingly more challenging goals that will allow me to continue to grow as a student in the Honors Program.



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Leadership Synthesizing Essay

What are the most important qualities that a leader should possess? There are an infinite number of possible answers. Individually, everyone has certain qualities/strengths that empower them to be the best leader that they can be. Leadership has always played a significant role in my personality and life experiences. I strive to serve others with charisma, while also having a thirst for knowledge and learning. I learned in my **Honors First Year Experience course** that to become an effective leader a person needs to be able to take charge of a group, but also provide valuable insight in the process. I also learned that in order to be an effective leader a person must be aware of their personal strengths and weaknesses. The opportunity to complete the Strengths Finder assessment tool revealed that my strengths included "harmony" and "developer". As a leader, I strive to include my peers, while simultaneously developing the leader within myself and others.

Through my experience in the **Developing Your Mentor Philosophy course**, I served as a mentor to a new Honors student. The mentor/mentee relationship fostered throughout this course allowed me to put my strengths and values as a leader to the test. This setting permitted advice and knowledge was shared equally. I discovered the value and importance of listening within this relationship setting. It was necessary to accurately and intently listen to my mentee in order to determine the content and advice that they were seeking. The importance placed on actively listening within this relationship allowed me to develop listening skills that benefited my overall leadership capabilities. The conversations were two-sided and this allowed my leadership strength of harmony to come to light throughout the semester. As a leader, I look to foster a relationship that is harmonious and comfortable. This is important because that type of setting is most likely to foster creativity, innovation, and development. Mentorship has the ability to facilitate excellence in ourselves and those around us on a daily basis.

Working in a **call center**, I learned that in order to effectively complete the job at hand a sense of group unity needs to be established. As a call center team, we collectively work towards the goal of building rapport and acquiring pledges from alumni and friends of the university. My superiors and I place a high degree of importance on facilitating and building relationships among the students employed within the facility. Cohesive relationships are important because we are working together throughout the entire semester towards achieving our individual and group goals as employees. As a manager, I establish relationships with the other employees where trust is mutually shared. My experience as an Honors mentor also helped my leadership abilities in the call center because I am continuously listening to conversations among the employees and the prospects. It is my duty as a leader to provide constructive criticism and to assist the employees in handling a difficult phone call. The call center functions according to a team dynamic. We are working together in order to improve our interpersonal skills, while also looking to improve the university as a whole.

As the Vice President of the **Pre-Physical/Occupational Therapy Club**, I have discovered how a variety of leadership styles and values can come together within a team to accomplish a goal. As a team, it is important that a sense of community is established and within the club the sense of community is vital. One of my strengths as a leader is harmony, I strive to lead harmoniously among the other board members. The board members and I are leading the other students towards developing and enhancing their resumes with a variety of experiences. I quickly learned that my leadership role within the club fluctuated throughout the semester according to the needs of the other board members and the students themselves. This club has taught me that leadership styles and values are not set in stone and that people are able to develop their leadership abilities over time. Overall, my undergraduate experience has allowed me to grow as a leader in a variety of settings. I have strengthened my leadership abilities within a team setting and I have established concrete leadership values. Moving on from my undergraduate career, I intend to continue developing my leadership skills through the ever-changing and dynamic academic world.

First Year Experience Course

Throughout my Honors First Year Experience class, I learned about what it means to be an effective leader. I found that being a leader means that you not only have to take charge of a group of people, but you also have to provide valuable insight. Individually, everyone has certain qualities that empower them to be the best leader that they can be. During the leadership unit, we were provided with the opportunity to take a strengths finder assessment which revealed our top 5 strengths as a leader. My strengths included: harmony, discipline, restorative, developer, and includer. In this course, we participated in group activities where we were provided with opportunities to test out our leadership strengths and skills. These activities helped me identify what leadership role is most comfortable and will allow me to succeed. This course helped me identify my personal leadership values and allowed me to reflect upon my strengths and weaknesses through a culminating essay, which accomplished level one and two leadership values. I also accomplished level one of leadership teams.



The supplemental essay provided me with the opportunity to share my knowledge of leadership, and shows how I intend to use my leadership skills on campus and in the community.

Mentor Philosophy Course

In the HON 401-Developing Your Mentor Philosophy course, I was provided with the opportunity to serve as a mentor for an honors student who was new to the program. I discovered the roles, qualities, characteristics, and techniques of an effective mentor. This course facilitated the use of a variety of well-known philosophical figures who helped me form my own definition of knowledge. I was able to use this personal definition of knowledge and other experiences to build my own individual mentorship philosophy. My philosophy consisted of the culmination of a wide variety of experiences, emotions and new learning all utilized to help facilitate a successful relationship. The mentorship experience in this course has helped me understand how to act and react in similar mentorship situations in the future. Overall, mentorship has the ability to facilitate excellence in ourselves and those around us on a daily basis and it is crucial that we are all aware of our strengths and weaknesses when it comes to forming these types of relationships. I accomplished level 2 and 3 for values because I was able to further reflect on my strengths and weaknesses and we formulated a presentation where we each critiqued one another's leadership/mentorship philosophy. I accomplished level 2 for teams because I was able to reflect upon my role in the team setting of a mentee/mentor relationship.



The mentor philosophy essay is a combination of my past experiences, newfound learning, and reflection of the use of my strengths and weaknesses as a leader. I emphasize my goal and ability to facilitate excellence in mentorship relationships through the use of my leadership values.

Student Manager at Annual Fund

I started working at the Minnesota State University, Mankato Annual Fund first semester sophomore year. This was September 2016 and I am still presently employed here. This leadership experience consisted of establishing myself initially as a student fundraising assistant, while progressively working my way towards a management role. This allowed me the opportunity to observe and understand the leadership styles and roles took place in the Annual Fund, as I was able to experience from both roles. This helped me achieve levels 1 and 2 of teams. I oversee fundraising assistants while they obtain pledges, gather prospect information, and build rapport with our alumni and friends. This role has allowed me to achieve level 3 of teams by practicing my leadership skills by taking control of situations, assessing problems, making decisions, and effectively guiding team members through a task. I tend to excel when I am given the opportunity to lead and take charge of a situation or group of people. I have also been able to take suggestions and guidance from those higher up in my division to advance my leadership capabilities within the Annual Fund. The group dynamics in the call center consist of a group of student managers overseeing a group of student fundraising assistants. The student management team serve as leaders to the callers through encouragement, training, guidance, and advice. As a student manager, I serve as a resource for the student fundraising assistants to utilize in a situation that requires my assistance. During the 2017-2018 academic year, I was the training coordinator for the new hires. I was the initial contact between a new hire and the content that is discussed and utilized within the call center. I provided the new hires with the training that they required in order to be a successful and well-rounded student fundraising assistant. I have learned that without the proper guidance and leadership initially in the career of a student fundraising assistant that their likelihood to find success is greatly diminished. Through this knowledge, I took on the role of training to ensure that the students were being provided the guidance they needed to be successful. I do feel that I have accomplished level 3 and 4 of values and teams in this experience. I critique my coworkers and my own leadership within our call center group, as well as utilizing my own personal values within the campus community within the call center. I have been able to practice call center practices within our group towards the common goal of raising more money for the university and establish a leadership philosophy for the annual fund for the future trainee's/hires.



The attached document is a letter of reference provided by my superior in regards to a graduate school application. The letter of reference addresses the leadership tasks of my job and my ability to perform these tasks at a sophisticated level.

Pre-Physical Therapy/ Occupational Therapy Club

I recently accepted a position on the Executive Board of the Pre-Physical Therapy/ Occupational Therapy Club for the 2018-2019 academic year. I was named the Vice President of the club. The duties of the Vice President include posting up meeting and recruiting signs and posters, as well as keeping a record of all current club members. The Vice President is also in charge of planning club social events. I joined this club as a freshman and was an active member. As an active member, I participated in planned club events such as meetings, volunteer opportunities, and social events. I have had the opportunity to experience the club from the role of a member and now as a member of the executive board. As a member, I passively led within my cohort by attending events and providing advice or guidance to my peers if needed. As a member of the executive board, I am actively leading the cohort of students by attending to my roles as a vice president. I am also serving as a resource to the younger students in the club, as I recently completed my applications for graduate school to receive my Doctor of Physical Therapy degree. I am a resource in the sense that they are able to ask me questions regarding my undergraduate experience. I lead them through one of my key strengths as a leader which is being a developer. I assist the undergraduate students in developing their undergraduate resume and experiences in order to better prepare them to complete their own graduate school applications. I also lead by utilizing my strength of harmony among the group and ensuring that our club is a safe space where students feel comfortable and able to ask any questions they may need answered. I have learned that students need this additional source of guidance, as often times they are not receiving what they need from their academic settings. I have also learned that providing students with these resources early on in their academic experience is likely to increase their chances of completing a well-rounded and successful graduate school application. I have learned that my role as a leader is key to aiding students through their questions and concerns of becoming successful as a undergraduate student and in their future career endeavors. I have been able to serve as a life line to the younger students, similarly I utilized this life line when I was also in their position as a young undergraduate student. We work in a group to accomplish the common goal of increasing membership, establishing a community presence through volunteer work, and assisting the students of our campus in readiness prep for graduate school. This experience has helped me achieve level 4 for both values and teams as an undergraduate student. I have used my own leadership values and practices within a campus organization to achieve level 4 of values. I achieved level 4 within teams because I foster a leadership philosophy within the campus organization that was fostered throughout the semester and in the future continuation of the organization.



The attached artifact is an example of a task that is included in my position description as a Vice President. I was tasked with constructing and distributing a club poster for the Fall 2018 semester.



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Research Synthesizing Essay

Research serves as a gateway into the community of scholars. Research has allowed me to invest my time into content and issues that are of interest to me. I view research as an opportunity to further advance my academic career, while simultaneously establishing myself as a member in a community of scholars.

In the **Introduction to Honors course**, I learned about the literacy skills that are needed to obtain credible information, and how to use this information effectively. The synthesis of information was highlighted by the importance of conducting ethical research. Ethical research is based upon the notion that credit is being given to the original source of information. I learned how to properly synthesize information without committing an act of plagiarism, and I learned how to cite my sources professionally. This course introduced a variety of research resources that the campus provides, which includes the Undergraduate Research Center and the library article databases. I located and incorporated these campus resources into my individual knowledge base. The skills acquired in this course served as a platform for any future research opportunities that I conducted during my academic career.

The completion of a write-up in the **Principles of Human Physiology course** tested my research capabilities. The write-up was based on a physiologically relevant career. In my research, I discovered the realm of careers associated with physiology is extensive. The career that appeared relevant to me was that of a clinical exercise physiologist. I utilized my research skills to discover the training requirements, average salary, hours, and typical duties of a clinical exercise physiologist. I synthesized this information into a well-rounded career description. I was able to draw upon multiple sources and perspectives to present a collective statement regarding the career of a clinical exercise physiologist, which demonstrated significant growth in my information synthesis competency component.

Completing a variety of science courses is needed to effectively prepare myself to apply for graduate school, and the courses mentioned above established a necessary research base to succeed in these courses. In **General Biology 105**, I was required to complete a photosynthesis & cellular respiration laboratory report. This lab report provided me with the opportunity to draw upon at least four reliable academic sources to formulate integrated hypotheses. The research process related with this laboratory report was extensive, which indicates that I effectively and ethically utilized information to accomplish a long-term research goal. The research performed provided me with the opportunity to reflect on the research process and my new found knowledge related to photosynthesis & cellular respiration. This laboratory report tested my ability to synthesize a large amount of information into a concise and explanatory manner.

The opportunity to partake in an **original research study** arose during the junior year of my undergraduate career. The research study is entitled *The Relationship Between Wearable Activity Tracker Use, Habitual Physical Activity, and Physical Self-Efficacy in Females*. The research project was completed in conjunction with a graduate student and a faculty advisor. I had the opportunity to test my research abilities by partaking in the review of literature, finalization of survey questions, and the collection of survey data. I formulated a research presentation highlighting important aspects of our overall research study, and disseminated this information at a faculty/staff Lunch n' Learn. This project required the application of my research abilities, knowledge, and skills.

Research continues to play a significant role in my academic career. In the future, I look to continue completing research related to my interest of physical therapy. I strive to become an esteemed member of the community of scholars based on my role and experience related to the field of research.

HON 201-Research Essay



In the Introduction to Honors course, we covered the research competency by completing a required research essay. We reviewed literacy skills that are needed in order to obtain credible information and to use this information effectively. I was introduced to the research resources that the campus provides, which includes the Undergraduate Research Center and the library article databases. This demonstrates that I fulfilled level one and level three of information literacy by locating and incorporating these resources into my knowledge base. In this course, I was introduced to the importance of citing my resources in order to ethically use other's information, which achieves level two of information literacy. I also learned how to take other people's ideas and incorporate them into my own, which fulfills level one of information synthesis.

Careers in Physiology Write-up



In the course BIO 330- Principles of Human Physiology, we completed a write-up on a career relevant to physiology. In my research, I discovered that there are a wide variety of careers associated with physiology, but the one that was relevant to me was the career of a clinical exercise physiologist. I researched the training requirements, average salary, hours, and typical duties. I synthesized this information into a well-rounded description of the career of a clinical exercise physiologist. They monitor how the body adapts during physical activity and need to be aware of the acceptable levels of physical stress placed on a client to prescribe appropriate exercise programs. I was able to draw upon multiple sources and perspectives to present a collective statement/ description of a clinical exercise physiologist, which demonstrates my ability to achieve level two and three of information synthesis.

General Biology 105 Lab Report



In the General Biology 105 course, I was required to complete a photosynthesis & cellular respiration laboratory report. This lab report required that I draw upon at least four reliable academic sources to formulate an integrated hypotheses, which achieves level three of information synthesis. This lab report also took an extensive amount of time as it is 22 pages long, which means that I effectively and ethically utilized information to accomplish a long-term, specific research goal. This accomplishes level four of information literacy. I was also able to reflect upon the research process and the new knowledge of photosynthesis & cellular respiration that I was able to achieve, which accomplishes level four of information synthesis. This lab report incorporated a large amount of information that I was able to synthesize in a concise and explanatory fashion. This experience allowed me to further build upon my research skills by advancing in each research competency level.

Research Project

Weed, K., Visser, M., & Dockendorf, M. (2018). Relationship between wearable activity tracker use, habitual physical activity, and physical self-efficacy in women. Poster session presented at the annual meeting of Northland American College of Sports Medicine.



Survey



Activity Trackers

101

Presentation

Relationship Between Wearable Activity Tracker Use, Habitual Physical Activity, and Physical Self-Efficacy in Females

Katelyn Weed, Mary Visser, Mackenzie Dockendorf
Viola Holbrook Human Performance Laboratory, Minnesota State University, Mankato

Introduction

Relationship of the known health benefits of physical activity (PA), self-efficacy, and habitual physical activity (Habitual PA) have been extensively studied in the past. However, research that has focused on the relationship between PA, self-efficacy, and wearable activity tracker use is limited. The purpose of this study was to determine the relationship between PA, self-efficacy, and wearable activity tracker use in females.

Methods

The quantitative was designed Quasi-Experimental (QEP) design was used. The study was conducted in a population of females who were members of the Viola Holbrook Human Performance Laboratory. The study aimed to determine the relationship between PA, self-efficacy, and wearable activity tracker use in females. The study included a survey of 101 females who were members of the Viola Holbrook Human Performance Laboratory. The survey included questions about PA, self-efficacy, and wearable activity tracker use. The data was analyzed using Microsoft Excel and SPSS (Version 21). Correlations between variables of interest were calculated for the entire sample, and regression was run on the four quartiles based on the PA score and the high PA score were placed in the fourth quartile. Differences between these groups were calculated by one-way ANOVA. Significance for all statistical tests was set at p=0.05.

Results

One-way ANOVA tests were conducted to determine differences between PA, self-efficacy, and wearable activity tracker use. The results showed that high PA, self-efficacy, and wearable activity tracker use were significantly higher in the high PA score group compared to the low PA score group. The results also showed that high PA, self-efficacy, and wearable activity tracker use were significantly higher in the high PA score group compared to the low PA score group.

Discussion

Results suggest that high PA, self-efficacy, and wearable activity tracker use are related. The results also suggest that high PA, self-efficacy, and wearable activity tracker use are related. The results also suggest that high PA, self-efficacy, and wearable activity tracker use are related.

During the 2017-2018 academic year, I participated in research with graduate student Katelyn Weed, and faculty mentor Mary Visser. Our project is titled *The Relationship Between Wearable Activity Tracker Use, Habitual Physical Activity, and Physical Self-Efficacy in Females*. This project included the component of a survey that was sent out to faculty and staff through the instrumentation of the Wellness Committee. I have included a copy of the survey to the left of the poster above. In the midst of collecting survey data, I formulated a presentation highlighting multiple aspects of our project. This presentation served as a Lunch n' Learn for faculty and staff. I presented this information to faculty and staff on 2/21/2018, which meets all levels for the dissemination of results competency component. I have attached the presentation above to the left of the research poster. Through this research project I exercised the components of the research competency. I met all levels of the information literacy competency component by assisting with the formulation of the literature review for the final project. I read through numerous ACSM articles and synthesized information relevant to our project, which achieves level three of information literacy. This research project cemented my research capabilities and strengths. I accomplished level one and two of original research by establishing and developing a research question that was multidisciplinary. Level three of original research was accomplished when I conducted primary research for the Lunch n' Learn. The completed poster and presentation for the Lunch n' Learn achieves level four of the original research component because it exhibits that I completed the research work. As I look to continue my academic career in graduate school, I plan to pursue research projects. The skills that I attained from this experience will be beneficial as I continue my journey through the world of academic scholars.



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Global Citizenship Synthesizing Essay

I have established a personal motto in relation to the global citizenship competency that is “think globally, act locally”. A globally competent person is one who finds different ways to get involved within their community and around the world. The achievement of global competence is reached when a person utilizes a skillset that includes a concept of time, understanding of the nature of intercultural communication, degree of formality when interacting with different cultures, and ability to cooperate within a group working towards a joint goal.

In the **Introduction to Honors** course, the concept of global citizenship was presented to me for the very first time. I quickly learned that global citizenship is far more than the study of a second language. I came to realize that establishing a global mindset is crucial to achieving global competence. I had the opportunity to practice a high level of adaptability by placing myself in cultures that were different than my own. My attendance of the Mankato International Festival during this course allowed me to explore the boundaries of my own culture, while opening my eyes to the diversity present within our campus community.

Studying the Spanish language has helped me establish a knowledge and understanding foundation, which has been vital to the development of the global citizenship competency. Over the course of 10 years, I have greatly improved my language proficiency and level of cultural awareness associated with the Hispanic culture. I had the opportunity to learn about the history and functioning of orphanages in Hispanic countries, while simultaneously comparing them to those in the United States in the **Spanish 210W** course. The composition and conversation skills that I learned in this course assisted in formulating an individual cultural project in **Spanish 310**. This project was centered around increasing my cultural understanding and awareness of the tradition of Semana Santa in Spain through an informant interview, academic research, and personal comparison. My communication skills were also tested in this course through the completion of a lengthy informant interview with a native speaker. My communication skills were also tested in this course through the completion of a lengthy informant interview with a native speaker. My progression in learning the Spanish language continued by completing the remainder of my upper level coursework and a 4-week study abroad term. I was challenged to practice and effectively communicate among my peers and native speakers throughout my undergraduate career.

Studying abroad during the May term of 2017 provided me with the opportunity to utilize the Spanish language foundation that I built in my lower level language courses. This 4-week culturally immersive experience took place in Cuenca, Ecuador. My personal prejudices of varying cultures were tested through the full immersion into a cultural situation that involved living with a host family. I took part in classes every day of the week that challenged me to explore the complex questions about the Ecuadorian culture. I also experienced regular cultural immersion programs that involved local cuisine, dancing, history, travel, and religion. My language literacy and communication skills greatly improved through continual practice of the Spanish language through the entirety of my experience.

During the Fall 2017 semester, I was presented with the opportunity to participate in the **International Poetry Recital**. This event took place on campus and brought together individuals from a variety of diverse backgrounds. I grew in my communication abilities by performing a translation and recital of a Spanish poem. I need to convey accurate verbal and nonverbal communication to the audience. The portrayal of the emotion of the poem was a critical aspect. I learned that even when I may not know the language, I can listen and view the recital of the poem to capture the emotional and diverse nature of each and every poem.

HON 201- Global Citizenship Essay



In the Intro to Honors course, I was exposed to the concept of global citizenship for the very first time. When the term was first addressed to me in class, I thought that it solely included studying abroad or learning how to write and speak in a different language. Through taking this course, I came to realize that achieving global competence is of greater complexity than the two skills listed above. I learned that in order to achieve global citizenship competence I need to facilitate a global mindset through an understanding of intercultural communication and ability to work in a group setting. I became aware that adaptability is the key to success when someone strives to be globally competent. I need to be adaptable and willing to participate in situations that are related to cultures that are different than my own. I achieved level one and two of self-awareness by realizing my role as a member of a culture, and demonstrated emerging awareness by recognizing the boundaries of my own culture. I achieved level one and two of knowledge and understanding by detailing my experience of attending and asking questions about other cultures at the Mankato Area International Festival in my artifact. This class provided me with the opportunity to better understand the concept of global citizenship, and laid a framework regarding the steps I need to take to become a globally competent citizen. I know that in order to achieve my goal of becoming a globally competent citizen I need to continue to interact with various cultures in the future.

Studying the Spanish Language



SPAN 210W
Final Project



SPAN 310
Cultural Project

Establishing a knowledge base of a second language is a crucial aspect of the global citizenship competency. I declared a minor in the Spanish language, which was accompanied by a variety of courses that centered around cultural traditions, communication, and composition. In the SPAN 210W course, I completed a final project that consisted of choosing a self-captured image that provoked a personal connection in my life. My personal connection led me to assess and reflect on an image of children in an orphanage in Puerto Vallarta, Mexico. The purpose of my project was to discuss the history of the orphanage and the importance of a stable home for a child growing up in Latin America. This project led me to achieve level one of communication by establishing an emerging level of cultural understanding in regards to verbal and non-verbal communication through peer interactions. I continually practiced the communication portion of the global citizenship competency through peer interactions, Spanish club, and on campus events. I utilized the foundation of the Spanish language that I developed earlier in my undergraduate career to complete the SPAN 310 course. This course focused on the elements of conversation and composition. I developed an individual cultural project that consisted of a written and oral component discussing the tradition of Semana Santa in Spain in comparison with that of the United States. I achieved level three of knowledge and understanding by interviewing Dr. Torner as my informant because I was able to ask questions about his culture and family values in relation to Semana Santa. I met level three of self awareness by recognizing my own perspectives on the research I completed and the information provided by my informant when comparing this to my own culture and the manner in which I celebrate Holy Week here in the United States. One example of how the two celebrations differ is that in Spain on Easter Sunday they slaughter, ceremoniously present, and consume an entire lamb. This was particularly difficult for me to understand because I was always taught that the lamb was sacred in the Catholic church and that it represented peace and serenity during the Easter season. I accomplished level three of communication by processing my second language of Spanish during the informant interview and in the oral component of the presentation of my final project to my peers. I continued to progress in studying the Spanish language by pursuing a study abroad experience and a final upper level Spanish course. I relied on the foundation I developed early on in my studies to facilitate successful and effective communication among culturally different individuals. The courses and experiences I took part in while at MSU allowed me to expand my language proficiency and cultural understanding of the Spanish language as a whole.

HONR455-Practicum of Study Abroad in Cuenca, Ecuador



Study Abroad
Journal #1



Study Abroad
Journal #2



Final Project

During the May term of 2017, I had the opportunity to study abroad in the country of Ecuador. I was located in the city of Cuenca, but I had the opportunity to travel within the southern region of Ecuador through cultural immersion experiences. This trip allowed me to pursue my passion of interacting with individuals of a culture that is different from my own. I experienced significant personal growth through my full immersion into the Hispanic culture. I was challenged in my personal prejudices of varying cultures when living with a family and experiencing a culture different than mine. I lived with a host family that consisted of an older mother, her two daughters, and a dog. This family dynamic was different than what I was used to seeing in a household in the United States. This helped me achieve level four of self-awareness because I was immersed in a family dynamic that was different than my own. I had never previously lived with my own grandmother and her daughters. I was able to develop further understanding of this family dynamic through my attendance of a family Mother's day event with the entire extended family. I came to understand that the older individuals in the country of Ecuador are greatly favored and appreciated. During this experience, I attended classes 5 days a week and I was challenged to ask complex questions about the Ecuadorian culture. These classes were highlighted by cultural immersion programs that involved local cuisine, dancing, history, travel, and religion. I was continually exposed to a variety of different individuals within the same culture, which allowed me to formulate an increased understanding of cultural norms and values of the locals. I achieved level four of knowledge and understanding by partaking in opportunities while living abroad that pushed me to interact with culturally different individuals. I also achieved level four of communication because I was practicing and speaking the Spanish language during the entirety of my 4-week study abroad experience. I was motivated to recognize difficult verbal and nonverbal communication techniques that were common in their culture. For example, my host family would utilize slang words that I was unaware of prior to this experience such as "guagua" which stands for little girl when they were interacting with individuals within their own family and community. Also, many of my classmates originated from locations all around the world, which included Ireland, Switzerland, and France. Among my peers, it was necessary to practice accurate and comprehensive nonverbal communication skills as we were often communicating in our second language of Spanish. Overall, this experience taught me that I need to be confident in my ability to speak the Spanish language, and that it is okay to not know the proper way to interact within a newfound cultural situation.

International Poetry Recital



During the Fall 2017 semester, I was completing the course SPAN 365-Selected Readings when I was presented with the opportunity to partake in the International Poetry Recital. It took place in the auditorium on campus and was highlighted by the recital of numerous poems that were spoken in a variety of languages. The poems that were recited consisted of both original writing and reciting other individuals work. This experience helped me grow in my communication component of global citizenship because I performed the translation of the poem from English to Spanish. I have attached my translation of the poem along with a photo that was displayed as imagery during my recital. I achieved level four of communication by reciting the poem in front of a diverse group of people that consisted of professors, students, and community members. This achieved level four because I had the opportunity to experience a variety of cultures. I was immersed in the verbal and nonverbal communication of individuals from all over the globe. I experienced the raw emotion and visuals of cultures that were different than my own. This provided me with a diverse and complex understanding of the differences from my own culture and cultures that were previously unknown to me. I was required to provide an accurate translation of the poem, which was a perfect way for me to practice my writing and information synthesis skills. The portrayal of the emotions and themes behind the poem was also vital to the recital in its entirety. This allowed me to practice my nonverbal communication skills by portraying the cultural differences that were underlying in the poem I recited. I completed this experience with a feeling of connectedness and unity among the individuals involved in the Mankato multicultural community.



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