

## Bush ePortfolio Scenarios



Read each scenario and determine the following:

*What's the news? In what contexts would this information be valuable? Which competencies does this scenario support? What question would this scenario answer? Ex: Tell me about a time when....*

Now it's your turn. *What's your story? How would you support your answer to the question addressed by the scenario? What "achievements," work ethic, values, etc., lie beneath the vast array of your experiences?*

Reflect on an experience, explaining what skill or value the experience demonstrates and providing clear, relevant details that support your claims.

### 1. **A Late Bloomer**

You grew up in a single-parent family of limited economic means where no one you knew, outside of your school teachers, graduated from college. While you dreamed of attending college yourself, you knew your circumstances made this highly unlikely. Instead, you began working right out of high school, married and had a couple of children. But that desire to better yourself through a college education wouldn't let go. So you took a chance with a couple of courses at a community college. That success gave you the confidence to pursue—and acquire—an undergraduate degree. Today, while still working to support a family, you are a student at the Bush School working toward a master's degree, achieving what you initially believed would never be possible.

### 2. **A Cultural Mission**

You are an international student from Ecuador. While you've enjoyed making new American friends, you also yearn to share your culture in a significant way. You hear about a new Bush School student group, the Student Government Association Diversity Organization, and decide to take part. As a Bush School diversity advocate, you travel to New York City for the National Student Leadership Diversity Conference, where you meet other students from all over the world. You return to the Bush School feeling empowered as to what you can personally accomplish to increase understanding among American students and those from other countries. You make it a goal to carry this mission forward when you leave the Bush School and enter the professional world.

### 3. **An Understanding Teammate**

You are a second-year Bush School student taking part in a capstone project. Your designated responsibility is to take portions of the project written up by various team members and form them into a logical, cohesive document. While some team members are very conscientious about forwarding you thorough, well-polished text in a timely manner, others miss the established deadline or give you substandard material with which to work. Rather than embarrass these team members in front of the rest of the team, you choose to visit with each one individually. In doing so, you find that one is overwhelmed by the writing process in general, another is in charge of a student conference slated for the following weekend, and another is dealing with a family crisis. You take the time to work with each team member, finding ways to break down their writing assignments into more manageable blocks and, when needed, adjusting

their deadlines. By doing so, the stress level of the team members significantly diminishes, enabling them to contribute quality work without missing the deadline.

### **BUSH School Learning Outcomes— PSAA & INTA**

**1. Baseline knowledge**

Acquire a baseline of factual and theoretical knowledge in international relations and international political economy that will be the foundation for advanced professional work

**2. Research methods**

Construct appropriate research plans and utilize valid data and sources in preparing policy relevant research

**3. Oral communication**

Present research findings orally in an organized, clear, compelling and professional manner

**4. Written communication**

Write clearly, with well-organized presentation of material, in formats appropriate for professional contexts

**5. Second language proficiency**

Acquire oral proficiency in a second language

**6. Policy analysis**

Understand multiple theories, frameworks and approaches in analyzing international affairs and international political economy and be able to apply them to the analysis of specific policy issues

**7. Policy Process**

Participate in and contribute to the public policy process

**8. Critical thinking & decision making**

Analyze, synthesize, think critically, solve problems, & make decisions

**9. Diversity**

Communicate and interact productively with a diverse and changing workforce and citizenry

**10. Lifelong learning**

Exhibit the skills necessary to acquire, organize, re-organize, and interpret new knowledge

**11. Ethics**

Recognize an ethical dilemma and apply rational decision-making in order to address it

**12. Teamwork**

Work with others to support a shared purpose or goal

**13. Leadership**

Direct others and manage resources strategically