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The Falcon Leadership Institute

Alyssa Banham

HONORS PROJECT

Submitted to the Honors College
at Bowling Green State University in partial
fulfillment of the requirements for graduation with

UNIVERSITY HONORS

4/24/14

Dr. Julie Ann Snyder, Center for Leadership Advisor

Michaelangelo Misseri, College Student Personnel Advisor

For my honors project, I chose to use my experience as the Undergraduate Assistant for the Falcon Leadership Institute. This is the first year of the Falcon Leadership Institute, which is a program run through the Center for Leadership. I first got the idea for the program when I attended the COSGA conference last spring at Texas A&M. I attended a presentation about a program that they do with about forty of their first year students. In this program, members attended meetings throughout the year which focused on different topics relevant to leadership in a college setting. When I returned to BGSU campus after attending this conference, I contacted Dr. Julie Ann Snyder from the Center for Leadership to speak with her about implementing a program similar to the one I had learned about at A&M. Dr. Snyder agreed to implement a pilot program for this year, and we began the planning process in April of 2013.

Throughout the summer and the rest of the year, I worked closely with Dr. Snyder and Michaelangelo Misseri – the program’s Graduate Assistant – to create this program and make sure that it run smoothly. The planning process was most intense during the summer. I met with Michaelangelo every week for most of the summer to begin to create meeting outlines for the semester ahead, as well as a retreat plan, and a schedule for the program for the entire year. As far as the program structure was concerned, we decided on a bi-weekly meeting schedule, as well as an overnight cohort retreat in late September. There is a section of this project where I include some of the cohort meeting breakdowns, as well as a detailed outline of the retreat plan.

Other than cohort meetings, there were a few other parts of the program that we had to put together. I wanted to make sure that we included a mentorship aspect to the program, as well as a cohort service project that would be completed at the end of the year. Because mentorship was going to be a rather large aspect of the program, we decided to ask another undergraduate student, Eric Juzkiw, to become the second Undergraduate Assistant and deal specifically with

mentors. He contacted upperclassmen students who may be interested in taking our cohort members on as mentees, and also monitored mentor progress through monthly mentor reports and progress updates. Adding Eric to the team allowed Michaelangelo and I to focus more on the cohort members and meetings, which is something that I really appreciated throughout the entire planning process.

To aid in planning and teaching, we were provided with the book “Exploring Leadership: For College Students who Want to Make a Difference” by Susan R. Komives. Each cohort meeting was paired with a chapter from the book, and activities that came from the workbook companion of the book. Each cohort member was provided with a copy of the book as well. The book and subsequent lessons were based almost entirely on the framework of the relational and servant leadership theories, so those leadership theories are where most of our focus was for the year. Other theories were discussed, but because the Center for Leadership embraces the relational leadership theory, we felt it was a good choice to use as our main focus of the meetings.

We initially offered membership to 15 future first year students, based on the fact that they had enrolled in the Center for Leadership’s Leadership Certificate Program. Through completing the entire FLI program, the cohort members would be completing a majority of the requirements for the Leadership Certificate Program. In order to document their progress through the year, each cohort member created a personal blog, where they would respond to prompts given to them at the end of each meeting. Members were also given assessments at the end of each meeting to assess their learning after each lesson.

Through a series of events where cohort members dropped out of the program, and new members were added in, we ended the year with five members that stayed with the program with

the entire year. This number turned out to be ideal, and it was a really great number of students to work with, especially because of the newness of the program. These members were Dominic Badea, Stephanie Surblis, Nick Frank, Alyssa Collert, and Margret Dorian – all first year students of various majors and various hometowns. The only unifying factor of these students initially was that they were interested in learning more about leadership, and it proved to be a great way to bring them together.

I have had an amazing year working with these students, getting to know them, and teaching them what we know about leadership. It has been a great experience for me, especially because it is my last year at BGSU, and I will remember it forever. Looking back, there are only a few things that I would do differently during the process, and these are recommendations that we have also made to the future leadership of the group. I think that having meetings every week during the first few weeks of classes, rather than every other week, would help with retention and the attrition problem that we did have at the beginning of the year. I also, as the undergraduate assistant, would have made more of an effort to connect with the cohort members outside of FLI. I feel as though I have formed good relationships with the cohort members, but I would like to have gotten to know them better as people throughout the year.

I have divided the rest of this project into five sections- cohort meetings, assessments, member reflections, cohort retreat, and service project. I will use those sections to provide all materials that we have created throughout the year, as well as a brief, more specific, personal reflection on each topic.

Cohort Meetings

We planned the program to have a cohort meeting every two weeks. The meetings happened every other Friday at 3:30 until 5:00. In order to prepare for each meeting, we created a detailed outline for the activities and teaching that was going to take place during that meeting. The first semester meetings were focused more on individual characteristics, and understanding the self. The topics that these meetings covered ranged from diversity, to StrengthsQuest, to Ethics. The second semester's meetings were designed to focus more on the world at large, with topics such as teams, groups, and change.

Each meeting was designed to correlate with a chapter in the book that each cohort member was given, and the members were asked to read the chapter before the meeting. During the meetings, we had structured activities and guided discussions that would aid in student learning in that area. Initially we ran into a problem where the meeting layouts focused more on activities, and less on teaching. We were finding that cohort members were not picking up as many of the theories that we wanted them to, and therefore had to make adjustments when planning subsequent meetings. Second semester, therefore, we had a significant change to teaching most of the meeting, with a short activity during the meeting to create a different way that the students could absorb the information.

Another difficulty that came up happened after the meeting on November 1st, on Diversity in Leadership. After the meeting, as a leadership team we felt as though the members hadn't picked up the topics that we wanted them to. Therefore, we changed the plan for the next meeting to make sure that the members would understand the concepts that we wanted them to. Instead of covering ethics, we planned to have the members participate in the activity Archie Bunker's Neighborhood, in order to further emphasize the importance of diversity in leadership.

In the end we were satisfied with our decision, as the Archie Bunker activity ended up being a really great learning experience for our members, and for us as facilitators.

Overall, I think that the cohort meetings were successful. If I had to change anything, I would incorporate more ways for students to demonstrate what they learned in their readings during the meetings. In general, they would do the readings, and then we would do activities that would teach them the same materials that were covered in the readings. I think that giving them a chance at the beginning of the meeting to show what they gained from the reading on their own in one way or another would have been a good contribution to the cohort meetings, and perhaps would have enhanced member learning.

I have included after this page a copy of a few cohort meeting breakdowns in their final forms.

September 27th Cohort Meeting

Goals:

- Explore the relational leadership theory.
- Provide an introduction to servant leadership theory.
- Introduce the service project to students.
- Introduce mentors to students.

Learning Outcomes:

1. Students will be able to understand and identify the five components of relational leadership theory.
2. Students will be able to ascertain the meaning behind servant leadership theory.
3. Students will be aware of service project expectations and requirements.
4. Students will connect with their student mentor.

Content:

3:30-4:00pm:

30 Minutes Introduction to Relational Leadership Theory **LO 1** - Julie

- *Goal:* To introduce students to the five components of relational leadership theory, and promote discussion about all five components.
- *Introduction:* The definition of leadership provided by the book will be displayed on a white board or large poster paper (leadership is a relational and ethical process of people together attempting to accomplish positive change). The students will be split into five groups, and each group will be given one of the components of the relational leadership

model. The discussion is designed to introduce the students to the five components of relational leadership, and help the students begin to apply them to a specific community or context.

- *Activity:* The students will be split into five groups, and each group will be given one aspect of the relational leadership theory. Each group will be given a piece of large paper and markers. The groups are then to spend 10 minutes writing down what they know about their component (definitions and applications), as well as why they believe the component is important. After ten minutes, each group will present their work to the rest of the group.

4:00-4:30pm:

30 Minutes Introduction to Servant Leadership Theory **LO 2** -Alyssa

- *Goal:* To introduce students to servant leadership theory, and help students begin to think about the ways that servant leadership can benefit both the leaders and the communities that they serve.
- *Introduction:* Discussion about the 10 characteristics of servant leadership. These are – listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and community building. Clarify any confusion about any of these characteristics before beginning the activity.
 - *A great leader is a servant first* (Robert Greenleaf): What does this mean to you?
- *Activity:* Facilitators will place large pieces of paper around the room, one for each characteristic of servant leadership (outlined in reading). Each member will be given 4 statements, all of which match to one of the characteristics on the wall. They will then

walk around the room and match the statements to the characteristics. Each characteristic will have 4 statements that correspond with it. This should take 15 minutes. After each statement has been matched, facilitator will go through all of the statements with the group and make sure that they are all in the correct place.

- *Discussion Questions:*
 - Do you think any of these characteristics is more important than the others? Why?
 - Are there any on the list that surprise or confuse you? Why?
 - Why is servant leadership and important concept?
 - How can we apply this in everyday life, especially on campus?

4:30-4:55pm:

25 Minutes Introduction to Mentors **LO 4** - Michaelangelo

- Famous Duos
 - Each member gets the name of one half of a famous couple on their backs, the other half corresponding with their mentor (who has the other card on their back).
 - Everyone walks around the room and tries to discover who they are and who their other half is.
 - They can ask each other yes or no questions only.
 - Once a pair has found each other they sit down.
 - **Pairs:**
 - Peanut Butter and Jelly
 - Socks and Shoes
 - Salt and Pepper

- Peas and Carrots
- Bacon and Eggs
- Bread and Butter
- Bow and Arrow
- Macaroni and Cheese
- Soap and Water
- Milk and Cookies

4:55-5:00pm:

Assessment

January 31st Cohort Meeting

Goals:

- Discuss Tuckman's stages of group development
- Identify how conflicts arise in groups, as well as the different kinds of conflicts that may arise in groups.
- Identify the complex roles that exist within groups and teams and relate the roles to personal involvement experience.
- Identify and practice using the behavior-feelings-reason model of conflict resolution.

Learning Outcomes:

5. Students will be able to identify Tuckman's stages of group development.

6. Students will be able to identify the kinds of conflict that arise in groups, as well as strategies to resolve those conflicts.
7. Students will be able to identify the roles that exist within groups and teams, and the difference between group-building and task roles.
8. Students will be able to identify the behavior-feelings-reason model of conflict resolution.

Competency:

Group Development

Reading:

Chapter 8- "Interacting in Teams and Groups"

Content:

3:30-3:50pm:

20 Minutes Tuckman's Touch Points **LO 1**

- *Goal:* To identify, define, and apply Tuckman's stages of group development to groups that students are currently a part of.
- *Introduction:* Facilitator will spend a few minutes discussing the stages of group development (forming, storming, norming, and performing) with the students, defining each of the stages so that there is no confusion.
- *Activity:* Students will reflect individually on groups in which they have been a member.

To help them with their learning, students will reflect on the following questions:

- *What are the group's purposes?*

- *How would you describe its structure?*
- *What is the length of time the group is intended to exist?*
- *What stage of development of Tuckman's model do you believe this group is in?*
- *How do you know the group is in this stage?*

After students have answered these questions, students will be divided into groups by the stage of Tuckman's model they identified. As a group, they will answer the following questions:

- *What are the key components of this stage?*
- *What challenges have you observed at this stage?*
- *What victories have you experienced or hope to experience in this stage?*
- *What strategies might you use to assist the members of this group proceed to the next stage?*

Students in each group will then present their answers to these questions.

3:50-4:10pm:

20 Minutes Balloon Challenge LO 2, LO 4 – Alyssa

- *Goal:* This activity will allow the students to explore the different aspects of group dynamics and roles. Discussion after the activity is designed to ask students to think about task roles and group-building roles, and some challenges that were faced by the group when attempting to accomplish their task.
- *Introduction:* Facilitator will lead a brief discussion on the common roles in groups (pg. 323 in text). Students will define and give an example of each role in use before the

activity can begin. Facilitator will also ask students to identify the difference between task and group-building roles.

- *Activity:* Each student in the group will be given a different colored balloon. The students will blow up the balloons and will write their names on them in permanent marker. The job of each person is not to let their balloon touch the ground. The group will then be given an extra balloon of another color and told that this balloon is the team balloon. It is the responsibility of the entire group to keep this balloon from touching the ground. The objective is to keep all balloons off the ground for two minutes, and the team will receive points for each balloon still afloat at the end of the two minutes.

Each balloon is worth a different amount of points, for example:

Yellow= 1 point

Green= 3 points

Blue= 5 points

Pink= 7 points

Red= 15 points

The students will then try this activity for two minutes. After two minutes, the points will be tallied up. Then the students will have five minutes to discuss what went well in the game, and what they could do better. After these five minutes of strategizing, the students will perform the activity again. After the second round of the balloon challenge, the points will be tallied again to see if there was any improvement.

- *Discussion Questions:*
 - How did this activity reveal group dynamics?
 - How did you handle the ‘team balloon’?

- Did it matter that each of you had your name on a particular balloon?
Why?
- Following the first round, when you had time for discussion, what group roles were highlighted?
 - Was the discussion more about group-building or task roles?
 - Did any dysfunctional roles hamper the group's progress?
- How did the discussion and strategy change between rounds one and two?
 - What group building strategies did you employ?
 - Did you default to a particular role set?

4:10-4:20pm:

10 Minutes Behavior-Feelings-Reason LO 4

- *Goal:* To introduce the behavior-feelings-reason model of dealing with conflict.
- *Introduction:* The facilitator should provide a brief overview of the behavior-feelings-reason model of dealing with conflict. The following will be written on a board or large piece of paper so that all students can see.
 - *When you (name the behavior), I feel (state the feeling or emotion), because (provide reason).*

After asking if any students have questions about the model, students will practice using the model.

- *Activity:* Students will pair up with a partner and draw a conflict related scenario out of a hat or bowl. Students will use the behavior-feelings-reason model with their partner

based on the chosen scenario. Each should take turns practicing this model. Once the pairs have each taken a turn, the facilitator will lead a brief discussion

- *Discussion Questions:*
 - How might the behavior-feelings-reason model assist you in negotiating conflict?
 - How did our reactions to conflict through the language we use make an impact on the situation?
 - Can you think of examples where situations became lose-lose or win-lose due to the language people used in their work with one another? How about win-win situations? What are the differences between the two?
- *Conflict scenarios:*
 - Your roommate has been watching television or listening to music very loudly at night when you like to be sleeping, and it has been causing you some frustration.
 - You loaned your friend some money a month ago to pay off some of their bills and he or she has not paid you back yet.
 - You overheard your friend talking badly about you recently to another friend.

4:20-4:55pm:

35 Minutes Conflict in Action **LO 2, LO 3** – Eric

- *Goal:* This activity will help students recognize the different conflicts that can arise in groups, as well as the reasons for those conflicts. The discussion afterwards will also highlight the different roles that people play in communities and in resolving conflicts in groups.
- *Introduction:*

- *Activity:* Each student in the group will be given a role to play in the scenario, as well as a copy of the instructions below:
 - *Instructions:* The dean of students has called you to an emergency meeting with other student leaders on campus. Upon arrival, the dean tells the group that an anonymous donor has given the institution a gift of \$750,000 to be designated for either the expansion of the campus' student union building, or the creation of a new scholarship geared toward economically disadvantaged applicants. The condition of the gift is that it is up to a specific group of student leaders identified by the donor to work together to make the final decision of which project gets funded, and the group must reach a consensus within 15 minutes. The person who has been designated the chair should begin the discussion.
 - *Roles:*
 - **Chair** You are the designated chair for this meeting. Selected personally by the anonymous donor, your goal is to use the 15 minutes wisely, keeping everyone on track to reach a decision with which everyone can agree. Remember: everyone must agree on one of these projects to fund by the time limit or neither project will be funded. Be aware of factions and personal agendas that may arise.
 - **President of the Multicultural Student Union** As the president of the Multicultural student Union you feel strongly that the funds should be put toward the establishment of scholarships for economically disadvantaged students. These funds would be important for continuing to provide access for students who typically could not afford attending college. From your

perspective it is more important than adding more space to the student center which was renovated ten years ago. Do everything you can to promote your peers to vote for the scholarship funds.

- **Resident Assistant** You have been a resident assistant on campus for the past two years, and you recognize that both projects could be really useful for this institution. Vote your conscience and what you think is right based on the points that the group brings up.
- **Student Employee in the Student Union** As a student worker in the student union, you are quite aware that space is a premium within the building. A huge increase in the number of student organizations on campus the past four years has resulted in a lot of traffic within the Union during almost all operating hours. This money could be really helpful in providing additional meeting rooms and office space- not to mention a much needed coffeehouse and performing arts space in the building. You know that the scholarship money could also be useful but your allegiance is with the Student Union. Try to convince others to see your point of view and vote for that project.
- **Upward Bound Head Counselor** As the head counselor of the Upward Bound program, you know that many of the students you've been working with in Upward Bound would benefit from the scholarship funds. However, you're also aware that if the student union expansion happens, the Upward Bound program would finally be able to move into a new

office space. You're torn, so you'll need to listen to the arguments of others to figure out where exactly you want to vote.

- **Captain of the Track and Field Team** You find it ridiculous that you have to vote for either of the two projects. The money, in your opinion, should really be spent on building a much-needed indoor track arena that could also be used as a multipurpose venue for campus. The campus could attract big name entertainers and audiences, generating more money for the institution, and your team could have a year-round, top-quality space for practices and meets. You should do everything you can to convince everyone to join in your line of thinking. However, in the end, if you can't convince everyone, you support the vote of your best friend, the Upward Bound Head Counselor.
- **Student Government College of Business Senator** You and the chair have never gotten along, and your personal issues with the chair are still unresolved. You believe that you should be running the meeting, and you feel as though the chair should know that you're unhappy and that you would be the better choice to lead the proceedings. Ultimately, though, you're going to do anything to support your best friend, the president of the Multicultural Student Union.

- *Discussion Questions:*

- How do you feel the role-play went, particularly when conflict increased?
- What group dynamics did you observe that created conflict for the group?
 - How was that conflict resolved?

- What could you as a group have done differently to resolve those conflicts better?
- How might personal feelings or hidden agendas create further issues for the group? What would you do about this if this was a real group of which you were a member?
- How might have the group worked together to create a win-win situation? What strategies may have been important to use for that to have been the outcome?
- Did people in the group utilize the Behavior-Feeling-Reason statements? Would that have helped the group process?

4:55-5:00pm:

Assessment

Member Reflections

Each cohort member was asked to create a personal blog where they would document their reflections about each cohort meeting, as well as a few campus activities they were required to go to throughout the year. These reflections would then be used to give the members credit for the Leadership Certificate Program, as documentation for the meetings that they attended and the topics that were covered there. Members were provided with a reflection prompt via email after the meetings, and then were given five days to complete their post. They were also required to respond in some way to two of their peers' posts.

Overall, I think that the reflection blogs weren't as successful as we had hoped they would be. Going to a blog every other week to post a reflection seemed to be difficult for our members to remember, and therefore most of them have been very behind on their blog posts for the entirety of the program. Because of this, if I could change anything about this part of the program, I think I would have created another way for the members to write their reflections. Whether this be adding in a few minutes of time at the end of cohort meetings to allow them to write their reflections immediately and hand them in, or finding another online platform that would be easier for them to interact with, I would find some other way to complete this part of

the program. The reflections are essential for the members to get credit for the work they are doing, so in the future of the program it will be crucial to find a way for them to reflect that will be easy for them to complete consistently.

Included after this page is excerpts from personal reflection posts that have been pulled from members' blogs.

Nick Frank's Retreat Reflection

1. What are 3 things you learned at the meeting?

-Well if I could sum up everything from the campfire confessionals that would be one. I learned so much personal stuff about everybody, and it gave me some insight into how everyone is who they are, and it was really cool. That was one of my favorite parts.

-Another thing I learned is that we work really well together, and trust is already running through our little group. I was in student council for all 4 years of high school, and even at the end of senior year we didn't trust each other as much as us in FLI do.

-Finally, I learned that heights are scary, but taking your time and getting encouragement from others makes a world of difference. Leaving your comfort zone is hard, but it's a lot easier with the help of friends.

2. What was your favorite part about the retreat? Did you learn anything that surprised you? Did you learn anything about yourself or others in the group that will help you for the rest of the semester?

-I learned a lot of things, both about myself and the others in the group. Because of this, my favorite part was probably the campfire confessionals. I thought a lot about myself and learned some new, personal stuff about everyone that was very defining of characters. But also loved watching everyone find their strengths and their own niches with different activities. I think this will help us a lot in the future, knowing that everyone will have their own important part in everything we do.

3. What do you consider to be your biggest strength? What do you consider to be your biggest area of improvement?

-I like to think that my biggest strength is keeping up everyone's spirits. I love to make people happy, so encouraging people and making jokes when tensions may be high or when someone is feeling down are what I feel is my niche. I believe that speaking my opinion is a weakness of mine though, especially if I disagree with something, because I hate feeling like a bother or that I'm holding someone back.

Margret Dorian's August 30th Cohort Meeting Reflection

1. Name of Cohort Meeting – Introduction, Team Building, and Schedule

2. What are 3 things that you learned at the meeting? Briefly reflect on each.

-I learned all about the wonderful opportunities that FLI will provide me to interact and engage with fellow members and the BG community. I feel very fortunate to be one of few students that have this opportunity.

-I learned how important it will be to read, complete assignments, and blogs to get the most out of the program experience. Having a program which is based upon what the participants bring to the table is very encouraging and motivating.

-I learned that although the program may seem overwhelming at times there are plenty of people and resources to support me and my fellow cohort members.

3. My name is Margaret Dorian but most people call me Maggy. I am an accounting major from Lewiston, NY which is right outside of Niagara Falls. I attended Lewiston-Porter High school where I was heavily involved in academics and athletics. I play both soccer and basketball and was lucky enough to be elected Class President for four years. My time as class president gave me a great opportunity to interact with students and faculty and I loved every minute of it. I have two older brothers Curtis & Erik and two small dogs Trevor & Natasha. I hope to become a Certified Public Accountant and hopefully assist a non-profit someday in their endeavors and mission. I have had the chance to participate in a few leadership programs and seminars over the years, each one helping me to grow as a leader. I am very eager and excited to begin a new chapter of my life here at BGSU and be a part of this wonderful new institute in cooperation with the center for leadership.

4. My definition of leadership is the ability to bring together a variety of opinions, ideas, suggestions, and resources connected to yourself and others to accomplish a mission or goal while making your surrounding area or community a better place and/or developing change or growth.

Stephanie Surblis' January 31st Meeting Reflection

1. Name of Cohort Meeting – Teams, Groups, and Communities.

2. 3 Things I Learned

-I learned that every member of a group has a role that is critical to the group being successful.

-I learned that groups go typically go through four stages, known as forming, storming, norming, and performing.

-I learned that, as a group, we are fairly good at keeping several balloons in the air at a time, especially when we communicate with each other.

3. This helps me understand that each member is critical to our group being successful. I think that I tend to take on a role where I take charge and am very vocal with my opinion. I also try to make a plan of action so that the group I work with accomplishes our goal. It would be very difficult for me to play a role of a summarizer because I would want to add my own spin to the discussion.

4. My definition has broadened throughout our lessons. When I started I pictured the presidents of organizations when I heard the word leader but since going through these lessons I have come to understand that leaders are everywhere but are not always obvious and do not always have a title. I see now that those are usually the best leaders because people follow them simply out of admiration for the way they act, not because they possess power because of a title they have.

Assessments

At the end of each cohort meeting, we administered assessments to each cohort member covering the material that was presented at that meeting. We included important theories and frameworks that we felt the students needed to remember about the week's lesson. The assessments were anonymous, and were merely a tool for us as a leadership team to see what the students were learning, and what they weren't. I had very little to do with creating the assessments, and was not a part of the process that graded the assessments after the meetings and established what our members knew and didn't know. Therefore, I can't definitively say whether or not the use of assessments was successful or not. Because of this, if I could change something about the experience, I think I would choose to use the assessments from past meetings more when planning subsequent meetings. I think that the use of assessments is a good idea, and if used properly can aid in the overall student learning. I have included a few examples of these assessments for reference.

September 27th Cohort Meeting Assessment

Match the components of the relational leadership model to the descriptions below.

Purposeful

Inclusive

Empowering

Ethical

Process

Empowering Claiming a stake in the process and aspects of being involved

Ethical Driven by values and standards

Process The recruitment and involvement of members, how the group makes decisions, and how the group handles the tasks related to its mission and vision

Purposeful A commitment to a goal or activity

Inclusive Understanding, valuing, and actively engaging diversity in views, approaches, styles, and aspects of individuality

Identify the characteristics of servant leadership based on the following traits.

A. Listening B. Empathy C. Healing D. Awareness E. Persuasion F. Conceptualization

G. Foresight H. Stewardship I. Commitment to Growth of People J. Building

Community

E Use of openness and persuasion rather than control

F Viewing things from a holistic, integrated position

I Believing every individual can learn and develop

B Letting someone know their feelings are valid

G Stems from an understanding of the past

What is your mentor's name and three ways you hope they can help you this year?

Name: Different for each

1. Different for each

2. Different for each

3. Different for each

January 31st Cohort Meeting Assessment

Identify the stages of Tuckman's theory of group development in the appropriate order.

1. Forming

2. Storming

3. Norming

4. Performing

Identify a conflict that occurred in a group you have been a part of. Tell us about that conflict and how the group worked to resolve the conflict.

Different for each

Identify three common roles assumed in groups.

1. Information seeker Opinion seeker Clarifier

2. Gatekeeper Encourager Mediator

3. Follower

Using the behavior-feelings-reason model, react to the following conflict.

You are working on a group project for a class and you don't like some of the language used by one of the group members when you meet.

Different for each

Cohort Retreat

The cohort retreat was something that we planned for late in September in order to allow the cohort members to bond with each other outside of the bi-weekly meetings. Planning began early in the summer, with finding a camp that would allow us to stay overnight, as well as provide us with space to do team-building activities. Low-ropes and high-ropes courses were also something that we wanted to be available. Eventually we settled on Camp Palmer, which agreed to lead team-building activities with us on the low-ropes and high-ropes course that they had on their grounds.

Planning the retreat was a large project that was almost entirely my responsibility. I was given the tick-tock form to fill out by Dr. Snyder, and almost complete freedom to fill our time at the retreat with activities that I thought would be beneficial to our cohort members. I think that planning the retreat and then implementing it is one of my favorite parts of the entire program experience. I eventually created a document that covered every minute of the retreat, activities that were going to be happening, and the materials we needed for the weekend. The retreat began early in the morning on September 28th, and we returned home in the afternoon of September

29th. If I could do it again, I think that I would have moved the retreat to a time earlier in the year, because it was a great opportunity for the cohort to bond, and I think they would have benefited from having that experience earlier.

The entire retreat experience was excellent, in my opinion. Before the retreat, I think that the cohort members were unsure how to act around each other, and they didn't know each other very well. After the retreat, I saw their relationships begin to develop. The situations that they were put into in the retreat forced them to become comfortable with each other quickly, and it ended up being beneficial to the entire group dynamic. My personal favorite part of the retreat was completing the high-ropes course, which happened near the end of the retreat. The entire group had to communicate with each other while walking on ropes approximately twenty feet in the air, and it created a situation that allowed us as a group to exercise the communication skills that we had learned through the weekend. If I could change one thing, I would have planned a few extra activities to pad the time during the first day. I planned everything to the minute, but our cohort members completed some of the activities faster than I had planned, and therefore we had some dead space to fill that I was not expecting.

Included after this page is a copy of the detailed tick-tock plan for the retreat.

2013 FLI Retreat

Detailed Tick-Tock

September 28 & 29 2013

SATURDAY, SEPTEMBER 28

6:30-6:55 AMPack bus

Meet @ Union Lot

7:00 AM Leave for Camp Palmer

Alyssa

Michaelangelo

Others

9:00 AM Arrive at Camp Palmer

Upon arriving at Camp Palmer:

- Unload bus - All
 - All food and bags to Rob's Cabin

9:30 AM Introduction to Retreat – Alyssa and Michaelangelo

10:00 AM Teambuilding – Lead by Camp Palmer Staff

12:00 PM Lunch

- Follow up with dietary restrictions

1:00 PM Review of Service Project and Expectations – Alyssa and Michaelangelo

- Service Project
 - Students will be given the list of requirements and expectations for the service project, as well as due dates.

- Facilitators will answer any questions that the students have about the service project.
- Students will then brainstorm ideas for their service project and come up with a rough idea of what they want their service project for the year to be.
- Expectations
 - For each other:
 - *Members will discuss expectations that they have for each other throughout the FLI program*
 - *These expectations will relate to the relational leadership model, so members will make expectations for each of the five relational leadership components. **Purposeful, inclusive, empowering, ethical, and process-oriented.***
 - *Alyssa will take these down and send everyone a digital copy of the expectations via e-mail*
 - For facilitators:
 - *Members will discuss expectations that they have for the program facilitators throughout the FLI program.*
 - *These expectations will relate to the relational leadership model, so members will make expectations for each of the five relational leadership components. **Purposeful, inclusive, empowering, ethical, and process-oriented.***
 - *Alyssa will take these down and send everyone a digital copy via e-mail.*
- *Learning Outcomes:*

- Students will create expectations for each other and the staff to promote accountability
- WILL NEED LARGE POST IT NOTES AND MARKERS

1:55 PM Tarp Flip Over

- *Facilitator-* Alyssa

2:20 PM Team Coded Communication

- *Facilitator-* Michaelangelo
 - Entire group will be divided into two teams
 - *Teams to be determined*

2:45 PM Takeaway

- *Facilitator-* Alyssa
 - Will need to acquire fifteen larger objects so that gameplay may happen outdoors in the grass rather than seated at a table.
 - *Teams to be determined*

3:05 PM SHIPWRECK!

- *Facilitator-* Alyssa and Michaelangelo

3:25 PM Head to THE Wall

3:30 PM THE Wall

- *Lead by camp facilitators*

5:00 PM DINNER

- Follow up with dietary restrictions

6:00 PM Structured fun

- Scenes from a bag – 1 hour
 - Students will be split into three groups and given five random props from a bag. The groups will then be given twenty minutes to put together a five minute skit that uses all of the props and has to do with leadership. The groups will then present their skits in front of everyone.
 - Materials needed- 10 random props to be determined
- Wacky Olympics – 2 hours
 - *Sponge Relay*
 - The entire group will be divided into two teams. Two buckets for each team will be placed on either side of a length of grass (length to be determined). One bucket will be full of water and have one sponge placed next to it. Everyone on the team will take turns filling the sponge with water and running to their other bucket and squeezing the water into the

bucket. The first team to fill their second bucket to the fill line is the winner.

- Materials needed- 4 buckets, 2 sponges, water

- *Hula Hoop Circle*

- Group is divided into two teams and holds hands in a circle. A hula hoop is introduced around one person's arm. The goal is to get the hula hoop around the entire circle without breaking the circle. The first group finished is the winner.

- Materials needed- 2 hula hoops

- *Twisted Pretzel Pass*

- Group is divided into two teams. Set up teams, give each player one stick pretzel and have them put one end into their mouth. The first player on each team is also given a twisted pretzel to be balanced on the other end of the stick pretzel. They are to turn and pass the twisted pretzel to their teammate that is standing next to them. That player will turn and pass the twisted pretzel to the next player and so forth until the twisted pretzel has been passed all the way to the end of the line. If the twisted pretzel is dropped the person previous to them is to pick it up, place it on their stick and pass it back to them. If it breaks or is not whole, an official is to give them a new twisted pretzel. The team that is first to pass the pretzel down to the end of the line is the winner.

- Materials needed- several stick and twisted pretzels

- *Garden Bubble Gum Blow*

- Group is divided into two teams. Have your teams line up and sit down if possible. On go, the first person in each team puts on the garden gloves. They will then open the package of gum, pull out a piece, unwrap it, chew it, blow a bubble, and then pass the gloves to the next player. The first team to complete the task wins.
 - Materials needed- enough gum for entire group, two pairs of garden or winter gloves
- *Brain Teasers*
 - Two teams will be shown pictures of word puzzles in turn. The teams will take turns answering, but if a team does not know the answer the other team will have a chance to steal. A correct answer on the team's turn is worth two points, a correct answer on a steal is worth one point. After all 18 pictures have been identified (6 tries for each team), the teams will be given a phrase of their own to create a word puzzle for. The teams will be given a piece of paper, markers, and ten minutes to finish the puzzle. Teams will then trade puzzles and try to guess what the other team's phrase was. A correct answer is worth 5 points.
 - Materials needed- paper with each of the 18 brain teasers, two blank pieces of paper, and markers.

9:00 PM Bonfire

- **S'MORES!**
 - Graham Crackers, Marshmallows, chocolate
- Highs and Lows of life

- Hot seat

After Bonfire Free time

SUNDAY, SEPT 29

7:00 – 8:00 AM Wake up

8:00 AM BREAKFAST

- Follow up with dietary restrictions

9:00 AM High Ropes Course

12:00 PM LUNCH

- Follow up with dietary restrictions

1:00 PM Wrap-up

- *Alyssa and Michaelangelo*
- Touch Someone who
- *Processing questions:*
 - What was your favorite part of retreat?
 - What did you learn that you will take back with you to campus?
 - How are you feeling about the rest of the year with FLI?
- GROUP PICTURE!
- Load the bus

2:00 PM Leave Camp Palmer

See Large Group Script

Session Lesson Plans

Session Title: *Tarp Flip Over*

Session Content Summary: Group members will work together to accomplish a task that requires a great deal of group cooperation and communication.

Session Length: 25 Minutes

Facilitator: Alyssa

Supplies: A blanket or tarp large enough for every member of the group to stand on at one time.

Take Away Item: N/A

Room Set-Up: Done outside, no set up required

A/V Needs: None.

Definition & Goals (3-5):

By completing this task, students will begin to:

- Think about teamwork and how members function together and as individuals within the group
- Learn how to work as a group during structured and unstructured activities.
- Understand the importance of communication and use of its different styles.

Specific Learning Outcomes (3-5)

- Students will learn the importance of communication and its different styles
- Students will have fun

-Students will learn more about their role in the cohort and how they interact with the different cohort members.

Program

Introduction/Putting Topic in Context:

As an introduction, we will discuss the importance of communication within groups. Even if there is only one member of a group who is not communicating properly, it can hinder the entire group from completing the task at hand.

- *Questions to ask:*
 - What is communication? What makes communication affective?
 - Have you ever been a part of a group that didn't communicate very well? What happened?
 - What do you think are some common mistakes made by groups when they try to communicate?

Step-by-Step Procedures (including time allotment):

Introduction-5 Minutes

Explain activity- 1 Minute

Activity execution – 10 to 20 minutes, depending on how fast the group can complete the activity

Processing- 5 minutes

Total: 25-30 minutes

Alyssa Introduction – 5 minutes

As an introduction, we will discuss the importance of communication within groups. Even if there is only one member of a group who is not communicating properly, it can hinder the entire group from completing the task at hand.

- *Questions to ask:*
 - What is communication? What makes communication affective?
 - Have you ever been a part of a group that didn't communicate very well?
What happened?
 - What do you think are some common mistakes made by groups when they try to communicate?

Alyssa Explain Activity- 1 minute

Everyone in the group will stand on the tarp (blanket?). The objective of the game is to get the entire tarp flipped over without anyone in the group touching the ground.

GROUP COMPLETES ACTIVITY 10-20 minutes

Alyssa Processing – 5 minutes

- What did you notice happening during this activity?
- How important was communication within the group when trying to complete the activity?
- What did your group do well?
- What could your group have done better?

Assessment Questions (one per learning outcome)

- How important was communication within the group when trying to complete the activity?

- What was your role in the group? Is this the role you usually play?
- Did you enjoy the activity?

Session Title: Team Coded Communication

Session Content Summary: The teams will devise a secret code that will allow a certain small piece of information to be passed between all members of the team, and in doing so will strengthen communication skills within the group.

Session Length: 30 minutes

Facilitator: Michaelangelo

Supplies: Enough sticky notes for the entire group, pens

Take Away Item: N/A

Room Set-Up: N/A, done outside.

A/V Needs: N/A

Definition & Goals (3-5):

What do you hope to accomplish?

By completing this activity, students will:

- Understand the importance of communication and its different styles
- Develop personal connections within the group
- Practice communication skills

Specific Learning Outcomes (3-5) (Audience; Behavior; Condition; Degree)

PLA scholars who participate in this learning session will be able to...

- Students will gain knowledge of their fellow group members

-Students will learn more about their role in the cohort and how they interact with their fellow cohort members.

-Students will learn the importance of communication and its different styles

-Students will have fun!

Lesson

Step-by-Step Procedures (including time allotment)

Introduction and activity explanation-5 Minutes

Groups devise codes- 5 Minutes

Activity execution – 15 minutes (5 minutes for 3 rounds)

Processing- 5 minutes

Total: 30 minutes

Michaelangelo *Introduction and Activity Explanation – 5 minutes*

The objective of the game is to use your secret code to communicate a secret piece of information throughout your entire team.

- Devise a secret coded communication system for your team which will allow you to share a very simple piece of information throughout the whole group. This piece of information will be a single digit number between 1 and 9.
- The code must be non-verbal and non-written

- It must be conveyed using secret signals- it cannot be spoken, mouthed, written, signaled by holding up a number of fingers, or ‘tapped’ using fingers or feet, etc.
- The winning team is the first to successfully convey the number to all team members.
- Teams will have 5 minutes to devise their codes
- The instructor will show the team leader a number on a piece of paper.
- The team leader will then communicate the number to the rest of their team using the secret code.
- To ensure that each member of the team got the correct number, each person will write down what they think the number is on a piece of paper after the communication time has ended.
- 3 rounds will be played, the team who wins the most rounds will be the winner.

Facilitator divide group into two even teams of 2 (will be determined later when we have a set number of participants)

TEAMS COME UP WITH THEIR CODES - 5 minutes

GROUP COMPLETES ACTIVITY 15 minutes (3 rounds, 5 minutes each)

Michaelangelo Processing – 5 minutes

- How well did your team work together?

- How successful was your code?
- How difficult was it to communicate without words?
- How can we apply this activity to our everyday lives at BG?

Assessment Questions (one per learning outcomes)

- What did you notice happening during this activity?
- How important was communication within the group when trying to complete the activity?
- What role do you think you played during the activity?
- What did you learn?

Session Title: Takeaway

Session Content Summary: While completing this activity, group members will have to use communication and teamwork to devise a strategy in order to win the game.

Session Length: 25 Minutes

Facilitator: Alyssa

Supplies: 15 larger objects (to be determined)

Take Away Item: N/A

Room Set-Up: Done outside. Teams will stand on either side of the group of objects, and the objects must be put on the ground and not on top of each other so that they can all be clearly seen.

A/V Needs: N/A

Definition & Goals (3-5):

Through completing this activity, students will:

- Begin to think about their own style of group leadership and participation
- Think about the importance of everyone in the group participating in figuring out a problem in order to get the most potential solutions.
- Learn about the importance of communication and its different styles

Specific Learning Outcomes (3-5)

- Students will learn the importance of communication and its different styles
- Students will learn more about their role in the cohort and how they interact with their fellow cohort members.
- Students will have fun!

Lesson

Step-by-Step Procedures (including time allotment)

Introduction and activity explanation-5 Minutes

Activity execution – 15 minutes (5 minutes for 3 rounds)

Processing- 5 minutes

Total: 25 minutes

Alyssa *Introduction and Activity Explanation – 5 minutes*

- Group will be separated into two teams (different from the previous game), and will stand on either side of the group of objects.

-Each team may remove one, two, or three objects on their turn.

-The winner is the team who removes the last object(s).

Facilitator divide group into two even teams of 2 (will be determined later when we have a set number of participants)

GROUP COMPLETES ACTIVITY *15 minutes (3 rounds, 5 minutes each)*

Alyssa Processing – *5 minutes*

- Did your team have a strategy going in to the game?
- How did your strategy differ (if you had one to begin with) after the first round of game play?
- What role did you find yourself playing as a part of the team?

Assessment Questions (one per learning outcomes)

- Did your team have a strategy going in to the game? How did your strategy differ (if you had one to begin with) after the first round of game play?
- What role did you find yourself playing as a part of the team?
- How important was communication during this activity?

Session Title: SHIPWRECK!

Session Content Summary: While completing this activity, group members will have fun while interacting with their fellow group members.

Session Length: 25 Minutes

Facilitator: Alyssa

Supplies: N/A

Take Away Item: N/A

Room Set-Up: Done outside. No set up needed

A/V Needs: N/A

Definition & Goals (3-5):

Through completing this activity, students will:

- Think about teamwork and how members function together as individuals within the group
- Learn how to work as a group during structured and unstructured activities.
- Develop personal connections within the group.

Specific Learning Outcomes (3-5)

- Students will learn the importance of communication and its different styles
- Students will learn more about their role in the cohort and how they interact with their fellow cohort members.
- Students will have fun!

Lesson

Step-by-Step Procedures (including time allotment)

Introduction and activity explanation-5 Minutes

Activity execution – 15 minutes

Processing- 5 minutes

Total: 25 minutes

Alyssa *Introduction and Activity Explanation – 5 minutes*

-The facilitators are the captains of the ship, and the group is the crew. The facilitators will give commands to the crew to perform specific movements.

-If the crew members do not follow the commands, or is the last to follow the command, they must go to the 'brig' (i.e. they are out)

-The goal is to be the last crew member standing.

-Commands:

- ROLL CALL- The crew members must stand with their feet together, salute, and say 'aye-aye captain!'
- CROW'S NEST- Crew members act out climbing a ladder to the crow's nest
- SAILOR OVERBOARD – Players pair up and one gets on their hands and knees, while the other puts their foot on their back and pretends to look out a spyglass.
- DROP ANCHOR- Players lie on their backs with their legs up to act like an anchor.

- PIRATES – Players close one eye, put up one finger like a hood, and hobble walk like they have a peg leg
- ROW TO SHORE- Players will sit in lines of three, act as though they are rowing a boat, and sing “Row, Row, Row Your Boat!”

GROUP COMPLETES ACTIVITY *15 minutes*

Alyssa Processing – *5 minutes*

- What was the most important thing that you learned today?
- Did you discover something about yourself and the way you interacted in the group that surprised you?
- Why is communication important as a leader?

Assessment Questions (one per learning outcomes)

- What was the most important thing that you learned today?
- Did you discover something about yourself and the way you interacted in the group that surprised you?
- Why is communication important as a leader?

Service Project

The service project is an aspect of the program that I was most excited about, and also most determined to include in the program. I wanted to give our members a way to use what we taught them throughout the year in a way that would benefit the community in some way. The planning for the project was left entirely up to the members, and began when they were at the retreat. Dr. Snyder led a brainstorming session with the members at the retreat to help them narrow down their focus for what they wanted to do for their service project. The initial idea that they came up with was that they wanted to work with the families of children who have cancer. They didn't have a concrete idea, but the purpose of the brainstorming was to simply get them thinking about the project.

Throughout the year we gave the members a few opportunities to flesh out their ideas at meetings, including a formal presentation of their idea to the leadership team at the end of the first semester. The idea that they eventually settled on was putting on a Valentine's Day party for the children and families at the children's hospital in Toledo. When they came back to school for second semester, however, the members were informed that they could not do their event at the children's hospital because of the impending flu season. Because of this, they had to quickly revamp their idea, and come up with a new project to implement within a few short weeks.

I think that overcoming these adversities was really important to the growth of our students, and to teach them how to lead through adversity. The project finally developed into a Valentine's Day party for members of the Sterling House nursing home, and it was a great success. The cohort members were entirely responsible for decorating the dining room at the nursing home, providing entertainment, and running an after dinner bingo session. After the project, the cohort members presented about their experience to the FLI leadership team, as well

as some important administrators around campus. From their presentation, I can say that they all enjoyed their service project experience, and learned some practical applications for their leadership skills. My hope for the future of the service project is that the projects will only grow larger in terms of scale and community impact. This year's project was great, but only impacted a very small community. I hope that in the future FLI members will be able to reach a much larger population with their service projects.

Final Thoughts

In conclusion, I will be sad to watch FLI go into new hands, but I am confident in the work we have done, and I know that the program will continue to make a positive impact for the students who participate in it in the future. I don't think I can say enough thank yous to the people who helped to make this year possible for me. Not everyone gets to end their college experience with something like this, so I feel extremely fortunate and extremely grateful.