

Fall 12-2-2010

Integrating Counselor Teambuilding and Leadership Training into the Annual Honors Freshman Orientation Retreat

Alexandria L. Kerns

Western Kentucky University, alexandria.kerns682@wku.edu

Follow this and additional works at: http://digitalcommons.wku.edu/stu_hon_theses



Part of the [Organizational Communication Commons](#)

Recommended Citation

Kerns, Alexandria L., "Integrating Counselor Teambuilding and Leadership Training into the Annual Honors Freshman Orientation Retreat" (2010). *Honors College Capstone Experience/Thesis Projects*. Paper 284.
http://digitalcommons.wku.edu/stu_hon_theses/284

This Thesis is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Honors College Capstone Experience/Thesis Projects by an authorized administrator of TopSCHOLAR®. For more information, please contact connie.foster@wku.edu.

INTEGRATING COUNSELOR TEAMBUILDING AND LEADERSHIP TRAINING
INTO THE ANNUAL HONORS FRESHMAN ORIENTATION RETREAT

A Capstone Experience/Thesis Project

Presented in Partial Fulfillment of the Requirements for

the Degree Bachelor of Arts with

Honors College Graduate Distinction at Western Kentucky University

By

Alexandria L. Kerns

Western Kentucky University
2010

CE/T Committee:

Dr. Jennifer Mize Smith, Advisor

Professor Charlotte Elder

Professor John Baker

Approved by

Advisor
Department of Communication

Copyright by
Alexandria L. Kerns
2010

ABSTRACT

Teamwork and appropriate leadership skills are essential to anyone aspiring to be an effective leader. For my Capstone Experience/Thesis project, I set out to analyze three defined problems that plague the counselor group of the Honors Freshman Orientation Retreat, and to create and implement a solution for the three problems as a whole. After analyzing each problem, I concluded that the source of the three problems relates specifically to the lack of training. Therefore, the desired situation or goal in approaching these problems was to create a solution that will encourage the counselors to overcome their prescribed ideals about the H4 and to improve on the unsatisfactory elements of each problem and to increase their effectiveness as a team and as leaders. In accordance with the above-stated goal, the focus of the training was to engage the counselors in specified training that applies directly to their situation.

Keywords: Leadership, Teambuilding, Training, Honors, Orientation, Retreat

Dedicated to Cindy and Tim Kerns, who have always supported and believed in me

ACKNOWLEDGEMENTS

I began this CE/T with three problems and a case of nerves. I ended it with a solution and self-confidence. The months in between have been, by far, the most challenging and rewarding of my academic career. These months have been full of late nights and pots of coffee, but also help and suggestions from brilliant minds. To those that have been with me since day one, I thank you profusely.

First, I would like to thank my CE/T advisor, Dr. Jennifer Mize Smith, for her guidance and patience over the course of this experience. She has encouraged, inspired, supported, and pushed me to go beyond my boundaries and to expand my aspirations, both academically and personally. I would also like to extend my sincere thanks to Ms. Charlotte Elder for her enthusiasm and willingness to become a part of this project just one month prior to my defense. Thank you, also, to Mr. John Baker for providing insight and support as part of my CE/T committee.

Thanks is due as well to the Honors College for being a guiding light throughout my collegiate experience and for helping me find something that I am passionate about. Finally, thank you to Jonathan Williams, Nikki Deese, Lesley Greenwell, and Molly Merrick for being my rock and sounding board throughout this process.

VITA

April 9, 1989Born – Morehead, Kentucky

2007.....Rowan County Senior High
School – Morehead, Kentucky

2010.....Ed Roberston Memorial
Scholarship, Western Kentucky
University

FIELDS OF STUDY

Major Field: Corporate and Organizational Communication

Minor Field: N/A

TABLE OF CONTENTS

	<u>Page</u>
Abstract	iii
Dedication	iv
Acknowledgements	v
Vita.....	vi
Chapters:	
1. Introduction and Problem Description.....	1
2. Methods.....	5
3. Problem Analysis	11
4. Solution.....	37
5. Implementation and Reflection.....	48
Bibliography	67
Appendices.....	69

INTRODUCTION AND PROBLEM DESCRIPTION

Much like the counselors for the 1991 television show *Salute Your Shorts*, as counselors for the Western Kentucky University Honors Freshman Orientation Retreat (H4), “we run, we jump, we swim, we play,” we learn, and we form friendships (Slavkin, 1991). Getting its start in 2007, H4 has become an annual Honors College retreat that is located at Camp Loucon in Leitchfield, Kentucky. H4 is a place where the incoming Honors freshmen are able to get acquainted with each other, Honors upperclassmen, and Honors faculty and staff. These are the people “who will support [the freshmen] throughout [their] collegiate career” (Chester, 2007). The goal of H4 is reflected in the theme, which is “‘Charting Your Course for College Success’ [and] as [it] suggests, a successful college experience begins with a good game plan” (Chester, 2007). H4 also focuses on helping campers recognize that the “Honors College is committed to creating positive learning opportunities by encouraging community building, academic excellence, leadership development and WKU spirit” (Chester, 2007). Essentially, H4 is an experience that is hard to duplicate, even from year to year. It is a fantastic way for current students to help the incoming students have a smoother transition into the WKU and Honors experience.

During the week prior to WKU’s M.A.S.T.E.R. Plan, the counselors stay at Camp Loucon for six days, while the campers are at Camp Loucon for four days. Prior to the arrival of the campers, the counselors, who are made up of 38 Honors upperclassmen,

complete a two-day leadership and teambuilding training. The training communicates the expectations of the Honors College to the counselors, to strengthen their sense of team, and to instill in them the necessary skills to lead with style, poise, and dignity. In addition to the training, the counselors also complete a low elements obstacle course, prepare Loucon for the campers, learn a dance for the Counselor Showcase, and practice the H4 Players' skit, *College for Dummies: Honors Edition*.

The H4 camper group is comprised of 140 members of the incoming class Honors College freshmen. For the campers, H4 is an opportunity to meet fellow classmates and Honors College staff. Throughout H4, the campers are guided by the counselors. The campers participate in numerous activities while at Camp Loucon. They complete a low elements obstacle course, participate in activities such as rappelling and zip lining, compete as a team during Capture the Red Towel, and attend sessions that have information ranging from Honors involvement to the Dynamic Leadership Institute.

During H4, the counselors are encouraged to make the campers feel welcome and to orient them into college life. On many occasions, the counselors and H4 are the campers' first introduction to WKU; therefore, it is imperative that the counselors put their best foot forward when interacting with the campers.

Problem Description

Nicole Stratten is the former Coordinator of Special Programs for the Honors College. She and I sat down in November 2009 for an informal meeting to discuss the purpose and direction of my Capstone Experience/Thesis. Nicole, who attended the 2009 H4 retreat, described three problems she had observed within the counselor group:

1) difficulty working together, 2) lack of counselor-camper integration, and 3) lack of appropriate leadership skills. Nicole and I discussed what these three problems mean and their consequences. Because of my extensive experience with H4, I was charged with analyzing the problems and constructing ways in which they could be addressed and improved.

The three problems that plague the H4 counselor group have consequences for not only the counselors, but also for the campers. Because of these problems, one of the goals for H4 is not accomplished. The counselor positions were created to support incoming freshmen throughout their collegiate career. The problems in the H4 counselor program hinder relationship building among campers and counselors. This lack of relationships does not allow the counselors to become a support system for the incoming freshmen. Additionally, the counselors have not learned and, therefore cannot practice effective leadership and teambuilding skills. This affects their H4 experience, as well as the campers' H4 experience.

In summary, H4 is an annual event for the incoming Honors College freshmen, at which Honors upperclassmen are present as leaders. However, due to the three problems that Nicole Stratten defined after the 2009 H4, some H4 goals have been compromised. The purpose of this research is to examine the three problems outlined above and to develop and implement a solution that will address these challenges in an effort to improve the H4 experience for both campers and counselors.

Unlike traditional research studies, this project is best organized in a problem-solution format. Extant literature and original data were collected to inform the problem analysis. Therefore, following this introduction and problem description, chapter two

will discuss the methods used for data collection. Chapter three will offer an in-depth analysis of each problem. The fourth chapter will examine the solution designed to improve the three problems. Finally, chapter five will review the solution implementation and offer my reflections on the effectiveness of the solution and how it may be utilized when planning future H4 retreats.

METHODS

This chapter describes the methods and procedures used to analyze the current H4 counselor problems, as perceived by Honors College personnel. After gaining approval from the Western Kentucky University Institutional Review Board (see Appendix A), three data collection techniques were employed to gather the data used to analyze the three problems.

Interviews

The first data collection technique used was the interview. Interviews are used to collect qualitative data (Keyton, 2006). The goal of using interviews is to “uncover the participant’s point of view” (Keyton, p. 269). According to Keyton, there are two obvious advantages of using interviews to collect data. First, because the interview is a conversation, the interviewer can probe, follow up, and/or pursue a topic. Second, the interviewer is able to “collect data on communication that cannot be directly observed” (p. 276).

To better understand the H4 problems, I interviewed three Honors Program directors from different institutions in Kentucky. Participants represented Eastern Kentucky University, the University of Kentucky, and Morehead State University. These institutions were selected because they have Honors Programs that are comparable to the Honors College at Western Kentucky University.

Interview formats range from spontaneous and informal to highly structured (Keyton, 2006). I chose a semi-structured interview that uses an interview protocol of open-ended questions to elicit participant responses (see Appendix B). The semi-structured format balances structure and flexibility. The predetermined interview guide allowed me to ask each participant about the same basic areas of interest, yet build conversation and pursue other relevant topics as they emerged.

Interviews were conducted by telephone and face-to-face between February 16 and March 13, 2010. Participants were orally read the approved IRB Informed Consent Form and gave their verbal agreement to participate in this project and have their responses included in the analysis. Each interview lasted 30-45 minutes. Interviews were audio recorded, transcribed verbatim, and generated eight single-spaced pages. Interview questions inquired about each person's leadership experience, their views on leadership, and the qualities they believe a good leader should possess.

Dr. Linda Frost, the Director of the Honors Program at Eastern Kentucky University, and I spoke on Tuesday, February 16, 2010 (see Appendix C). At the beginning of our conversation, I briefly described my project and its goals. Dr. Frost then told me a little bit about ECU's Honors Program and how they ensure attendance at their events. In addition, Dr. Frost informed me about the ECU Honors Program. She then asked questions about WKU's Honors College and some of the programs it plans. She and I then went on to discuss her experience with leadership trainings, where authority comes from, and the basis of good leadership.

Dr. Frank Ettensohn and I spoke on Thursday, February 25, 2010 (see Appendix D). As the Director, he oversees the daily operations of the University of Kentucky's

Honors Program. At the beginning of the interview, I proceeded by giving him a brief description of my project. After my description, we went on to discuss his leadership style and what he believes makes a good leader. We did not, however, have a chance to discuss what the Honors Program at UK does in the form of events or orientations.

Dr. Philip Krummrich, the Director of the Morehead State University Honors Program, and I spoke in the Honors House on Morehead State's Campus on Saturday, March 13, 2010 (see Appendix E). Dr. Krummrich requested that I refresh his memory about my project. I gave him a brief description about what the project will entail. We spoke for a while about the way MSU's Honors Program functions and how it is different from WKU's Honors College. Dr. Krummrich then discussed two lists with me. The first was about what he believes makes a good leader, and the second was communicative items that can be applied to leadership skills.

Surveys

Survey research is one of the most popular data collection techniques. Surveys are used to ask questions, and by using them, data can be collected "to describe, compare, or explain knowledge, attitudes, or behavior (Keyton, 2006, p. 162). There are many types of surveys, each with advantages and disadvantages. I specifically used a webpage survey, which is a self-administered survey. Advantages of using webpage surveys are cost effectiveness, timely data return, and ease of presenting visual information (Keyton, 2006).

Two online surveys were created using the free online survey program called Survey Monkey (www.surveymonkey.com). All surveys were collected and viewed anonymously, as to allow for participant confidentiality and unbiased analysis.

The first survey was conducted in February 2010. Counselors from the 2007, 2008, and 2009 H4 retreats were contacted via e-mail and asked to follow the link to complete the survey (see Appendix F). The survey included 10 questions inquiring about the counselors' leadership, teambuilding, and overall H4 experience. Responses were generally sought in the form of a Likert scale from very good to very poor, but participants were also given space for open-ended responses regarding what they would have liked to have done differently in regards to training. A total of 50 previous counselors received the survey request and were given seven days to respond. Forty-two responses (84%) were returned.

The second survey was conducted in February 2010, and was completed by 2010 H4 counselors prior to their spring training and fall 2010 H4 retreat (see Appendix G). Again, participants were contacted via e-mail and asked to follow the link to complete the survey. The survey consisted of 10 questions about counselor leadership, involvement, and teamwork. Responses were sought in the form of a Likert scale from very good to very poor, and participants were also given space to answer what they would like to see during the counselor training of the 2010 H4 retreat. A total of 38 counselors received the survey request and were given seven days to respond. Of the 38 potential participants, 22 (58%) completed the survey (see Appendix H).

Additionally, upon completion of the 2010 H4 retreat, a post survey was sent by the Honors College to each camper who had attended. I was given the opportunity to include four follow-up questions that asked for the campers' impressions of the counselor group (see Appendix I). A total of 140 campers received the survey, and 57 (41%) responded.

Observations

Observation is another data collection technique often used by researchers who are in the midst of their research context (Keyton, 2006). Researchers are able to “sequentially examine in depth the experiences and insights of participants” and are able to observe interactions firsthand instead of reading about the interactions in a report (Keyton, p. 249). Participant observation, in particular, allows the researcher to “take an active role in the interaction . . . [and] participate in core activities of the group and in some ways [behave] the same as any other individual being observed” (Keyton, p. 249).

I have been involved in the Honors College for the past three years and have had numerous opportunities to make observations relevant to this Capstone Experience/Thesis project. Specifically, I have attended each H4 to date. The first year, I attended as a camper. The second year, I attended as a counselor. The third year, I attended as a directional group leader and as the Honors Club President. The fourth year, I attended as a counselor and as student staff. Because I have played these different roles at H4, I have experienced each of the three possible H4 positions – camper, counselor, and staff. These experiences have allowed me an inimitable opportunity to examine H4 from different perspectives. I have an insider and outsider point of view. Consequently, my observations have proven both relevant and beneficial to my understanding of the problems I was charged to analyze and improve.

Analysis

When conducting, and subsequently analyzing, the interviews, I was looking for common themes. Specifically, in thematic analysis, “themes are identified in textual data based on three criteria: recurrence, repetition, and forcefulness” (Keyton, 2006, pp. 295-

296). Interview transcripts were read and re-read, looking for commonalities and differences among the definitions of and thoughts on leadership. Though the Honors Program Directors of other institutions described different scenarios and used different language, they had very similar thoughts on leadership.

The statistics were collected by using the Likert Scale, which is a response type where the responders answer close-ended questions with a five point scale. These statistics were analyzed as descriptive statistics, specifically, percentages. Percentages are used to compare a number to a base but can also be “frequently used to describe characteristics or attributes of the participants” (Keyton, 2006, p. 192). The results from the surveys were used to analyze what was typical for the H4 counselors in regards to their views on their effectiveness and preparedness as leaders.

In summary, the three methods of data collection, interviews, surveys, and observations, have allowed me to gather a considerable amount of data regarding the WKU Honors College H4 retreat. The following chapter discusses how these data were used to address and analyze the three problems that, according to Honors College personnel, plague the H4 counselors and, consequently, affect the campers’ H4 experience.

PROBLEM ANALYSIS

After the conclusion of the third annual H4 in 2009, Nicole Stratten, the former Honors College Coordinator of Special Programs, defined three apparent problems that plague the counselors. First, the counselors have difficulty working together. Second, once the campers arrive at H4, the counselors do not integrate with them. Finally, the counselors lack the appropriate leadership skills to be effective counselors (N. Stratten, personal communication, November 12, 2009). The purpose of this chapter is to analyze each problem and review applicable literature, as well as collected data, that might offer some explanation for why these challenges exist and the consequences for H4 campers and counselors.

Difficulty Working Together

Every problem has three components: 1) What is unsatisfactory? 2) What is desired? and 3) What obstacles exist? (Adams & Galanes, 2006). According to Nicole Stratten, the counselors appear to have difficulty working together. This is unsatisfactory because the counselors should be a cohesive group. The desired goal for this problem is for the counselors to put aside their differences and grow as a team prior to, during, and after H4 (N. Stratten, personal communication, November 12, 2009).

Too often, as has been my observation, the counselor relationships fall to the wayside during the semester. The obstacle that hinders the process of the counselors working together is the preconceived notion that the bonds formed at H4 stay at H4.

Specifically, counselors seem to view the bonds among themselves as only temporary. From personal observations, few counselors maintain their new friendships once back on campus. Once H4 is over, and the semester begins, many of the counselors become too wrapped up in school work and organizational duties, or they return to their close circle of friends. Due to their busy schedules, the new friendships are not nurtured into something lasting past the first couple weeks of the semester.

After reflecting on my involvement with each H4 to date and reviewing literature about group development and cohesion, the first problem appears to consist of three components: personality differences from counselor to counselor, group versus team, and a lack of team cohesiveness.

Personality Differences

Personality differences may affect group members' ability to work together, and this is mainly attributed to individuals not knowing how to interact with people who have a different personality style. Differing personality styles are not limited to only personality traits or characteristics, but also include how each person with a particular personality type behaves. Differing personality styles may also make it more challenging for people to create bonds with others. The problem cannot be blamed on the "different personal styles . . . [but rather] the fact that many members do not know how to work with others whose personalities are markedly different" (Adams & Galanes, 2006, p. 193).

A common observable theme among counselors is that each counselor gravitates toward other counselors who are similar to them in some form or fashion. For example, at the 2009 H4, the counselor group was made up of a wide range of personality types.

An instance that stands out happened one evening before the campers arrived at H4. After the completion of a particularly busy day at Camp Loucon, many of the counselors were hanging out together in the living room of the counselor cabin. That evening, the counselors were sitting around, swapping stories, and getting to know one another. It was slightly chaotic and very loud. The counselors who were participating in this exchange were all very outgoing, with the exception of two. The counselors who kept to themselves and were quiet started to become uncomfortable in that conversation, so they left. For the duration of the week, the two counselors did not integrate with the other counselors. In this case, instead of all counselors coming together, they became separated by a personality trait that cannot be altered. Although the extent to which one is more or less extroverted or introverted has no reflection on his/her capability to be an effective counselor, the initial differences in personality and comfort levels did affect the group's ability to work collectively.

Working with others is a foundational element of effective leadership. Therefore, when the counselors do not work together, it affects their ability to be effective camp leaders. A person's ability to work together, and subsequently lead, is influenced by the personality of both the leader and followers. According to MacCoby (2009), "understanding personality has become essential for leaders" (p. 6). That is, leaders who develop personality intelligence and can satisfy the personality needs of others are more likely to gain more willing followers (MacCoby, 2009). In addition to satisfying their followers, leaders who "develop Personality Intelligence . . . will understand, predict, and improve the behavior of the different types of people they lead" (MacCoby, 2009, p. 6). In other words, leaders who understand the facets of personality will not only be able to

create a better, more rewarding experience for others, but will also be able to better understand and work with those who may think and behave differently from themselves. Moreover, to be effective leaders, H4 counselors must be able to not only recognize, but also understand and embrace personality differences of both their campers and other counselors.

Another facet of personality that affects the counselors' capacity to work together is gender-linked personality characteristics that "have been associated with interpersonal outcomes, [specifically], agency and communion" (Mosher & Danoff-Burg, 2007, p. 22). According to Helgeson (1994), men are likely to develop agency related characteristics, which is a focus on oneself. In contrast, women are likely to develop communion related characteristics, which is focused on relationships with others and group involvement (as cited in Mosher & Danoff-Burg, 2007). Additionally, Wilkie (2003) presents an interesting point of view when it comes to working together as a team. She discusses the differences between males and females working together in any capacity, especially a team setting. According to Wilkie, "women [believe that] good team players work together well . . . [whereas] most men [believe that] a good team player is one who does what the coach says" (Wilkie, 2003, p. 16).

Since the counselors are a co-ed group, the personality differences linked to gender may offer some insight into counselor behaviors. The gender-related personality characteristics defined in Mosher and Danoff-Burg (2007) are also applicable to the counselors. For instance, on the first evening that the counselors are at H4, they split into their groups to make the group posters. During this time, the female counselors stay in the group to work on the poster, while the male counselors go off to do other various

activities. In addition, the proposition put forth by Wilkie (2003) has been proven by observing the counselors from the two previous H4 retreats. Based on my observation and participation in counselor interactions in 2008 and 2009, females tried harder to bring a little oomph to their tasks, whereas the males focused on getting their assigned tasks completed as quickly as possible so they could continue on with their own activities.

In short, when H4 counselors do not work together because of personality differences, it affects their leadership and, consequently, their campers. Throughout the entire retreat, the counselors, Honors College staff, and Camp Loucon staff are teaching the campers how to lead and how to be effective team members. If campers observe the counselors when they do not work together, what are they supposed to believe? Outside of the scheduled activities, what the counselors teach and the way they act are contradictory. Because of this conflict, the campers see two opposing sides to one issue. Not only does that set a poor example for the campers, but it also goes against the Honors College's goal for H4, which is, as previously stated in Chapter 1, "to create positive learning opportunities by encouraging community building, academic excellence, leadership development, and WKU spirit" (Chester, 2007).

Group versus Team

The terms group and team are almost always used interchangeably. Not many people know or care about the difference between a group and a team. Some believe that a team and a group are the same, as exemplified by Dunphy (1989) when he "used the terms interchangeably and referred to teambuilding exercises merely as a strategy for improving the effectiveness of groups" (as cited in Fisher, Hunter, & Macrosson, 1997, p. 232).

In contrast, many authors have posited different ideas about the distinction between groups and teams. Kazemak and Albert, in their article “Learning the Secret to Teamwork,” suggest that “the difference between teams and groups is a matter of teams having a clear and common purpose and their members having an understanding of their interdependence on one another, in contrast to groups having neither of these” (as cited in Fisher, Hunter, & Macrosson, 1997, p. 232).

This definition of team is what the Honors College is striving for when choosing who will become H4 counselors in future years. What the counselors are lacking when it comes to team effectiveness is that they do not fully understand what it takes to go beyond just being a group and becoming a team. For example, prior to the beginning of each H4 retreat, the counselors are responsible for helping the campers unload their vehicles and move into their residence hall rooms. Because of the numerous people arriving to the residence hall at one time, it is important for all counselors to be actively involved. In addition to the vast amount of people, weather conditions can sometimes be unfavorable. When it is extremely warm or pouring rain, the counselors may prefer to stay inside the residence hall. By choosing to stay inside instead of helping outside, the counselors may hinder the move-in process. In past years, the move-in experience has not been as successful as it could be. From experience, unloading and moving 140 campers and all of their belongings into a residence hall in less than four hours is challenging.

Move-in day is one time where it is necessary for the counselors to work as a team and part of that is being able to depend on one another. To keep the move-in process organized, a few counselors are assigned to directing traffic and check-in, while

the remaining counselors are responsible for unloading vehicles and moving the campers to their rooms. Because of the lack of time, it is essential that the vehicles are unloaded as quickly as possible. The vast majority of items that the campers bring are large and heavy. These are the items that can only be carried by two or more people. In past years, the counselors do a decent job of being team players for the first hour, but the longer the counselors are unloading, the less motivated they become, and they start drifting away or taking longer. By the end of move-in, nearly half of the counselors are still working. Move-in needs to be a team effort, and because the counselors do not provide constant support, they behave more like group members, in that they are not being interdependent and are not working toward the same goal.

This pattern of not going beyond being a group to becoming a team has also been seen at H4 during times of intense competition between the four different directional groups named North, South, East, and West. In particular, this happens during the counselor scavenger hunt that occurs before the campers arrive at Camp Loucon. During this scavenger hunt, the counselors break up into their groups and are given clues that lead them around Camp Loucon; no two groups have the same route. The prize for this activity is a specific amount of points awarded to the first, second, third, and fourth place groups. These points help the overall group win a fabulous prize at the end of H4. Because points are at stake, the counselors are very serious about this activity.

At first glance, this activity appears to unite the counselors with a common purpose and interdependence, which, according to Fisher, Hunter, and Macrosson (1997) are necessary for groups to become teams. However, this activity seems to do the opposite and supports Stashevsky and Koslowsky's (2006) notion that "achieving the

team's, and therefore, the organization's goal can be objectified by examining the team's performance, usually through a quantitative measure" (pp. 63-74). The counselors are trying to win points for their team, and in doing so, their performance is measured by speed in completing the activity.

During my last two years as an H4 counselor, I have been at a station during the counselor scavenger hunt. Every year, one or two counselors in each group become overly competitive during the scavenger hunt and loses focus on the group's goal of winning points that the rest of the group members are left behind. When the first couple of counselors arrive at a station, they would request the clue. When I would not give it, instead of cheering on their group, they would complain because the remainder was taking so long to arrive. This is a poor example of teamwork because the goal of winning becomes objectified and takes precedence over the teambuilding process. Consequently, the activity only serves to solidify the counselors as a group, rather than move them toward becoming an interdependent team. A better way to turn this into more of a team activity would be to keep the mindset that a team can only move as fast as its slowest player. If the counselors would focus on working together and keeping the team moving as a whole, it would result in a more cooperative and rewarding experience. In short, it would help the group begin to develop as a team. That is, sharing a common goal and depending on one another to help everyone be successful in reaching that goal.

Lack of Team Cohesiveness

The final facet of the counselors not working together is the lack of team cohesiveness which naturally results from not working together and not uniting with common purpose and interdependence. According to Adams and Galanes (2006),

cohesiveness “refers to the attachment members feel toward each other, the group, and the task—the bonds that hold the group together” (pp. 156-185). The Honors College wants the counselors to be a highly cohesive group, meaning that each member experiences a strong sense of belonging and conforms to the understood norms of the group (N. Stratten, personal communication, November 12, 2009). Becoming a highly cohesive group is an important factor that leads toward being a successful team. High cohesiveness results in the desire to work toward a common goal, and exemplifies a team’s interdependence among its members.

There are two specific types of cohesiveness – task and social. Task cohesiveness is where the team understands, accepts, and completes a task. Social cohesiveness pertains to the team enjoying each other’s company. These two types of cohesiveness typically do not mesh well with one another. Being task oriented can hinder the social aspect of a group, and the opposite is true as well (Adams & Galanes, 2006).

As observed at previous H4 retreats, the counselors do fairly well at being socially cohesive, though they could still use some work. Earlier, I discussed how the counselors congregate in the living room at night. They also bond, to some extent, by playing games, such as spoons and corn toss. Although the counselors do spend more time interacting socially, it still is not enough to become a fully cohesive team. Instead of everyone doing activities together and getting to know new people, the counselors tend to stay in their own cliques. Not branching out and remaining in a clique does not adhere to Adams and Galanes’s (2006) definition of being socially cohesive, where the team enjoys each other’s company.

Because the majority of their time is spent playing games and talking, the counselors need to have more of a balance between the task and social facets of cohesiveness. In past years, the counselors have never really shown a desire to be cohesive with respect to tasks. For example, at H4, each group completes a low elements course. Low elements is a “course designed to help groups work with one another” (Loucon, 2010). Low elements activities that the counselors participate in range from the nuclear fence to the trust fall. A personal favorite of mine is the nuclear fence. For this activity, the counselors are all put in a square made of rope and trees. There are two ropes, one is approximately one foot higher than the other, and both are level with the counselors’ torsos. The objective is to get each person outside of the fence, while remaining connected and without touching the fence – otherwise the group is required to start over. Once the activity is described, the counselors have two minutes to figure out how to get everyone out of the fence. It is during these two minutes where I have observed a lack of task cohesion. Yes, each counselor is working toward the goal of getting out of the fence, but each counselor also has a different idea and is sometimes not willing to listen to other ideas. Not listening to other ideas and choosing one specific idea can be detrimental to the completion of the activity. When I was a camper, this happened to our group while completing the activity. Once many of the campers from the first H4 became counselors, I thought that we would be able to complete it more easily. However, the same thing happened, and has continued to happen at each H4 since.

This activity and the others are designed to teach the “participants [how to] utilize teamwork, trust, communication, and many other skills to get through the challenges

facing them” (Loucon, 2010). When a counselor is able to step back to let someone else who is better equipped to handle a situation, that counselor is exemplifying the idea that “leaders are also followers” (Johnson, & Johnson, 2009, pp. 191-192). As one can see through the previous example, the counselors are not showing successful teamwork or task cohesiveness. It seems as if their only care is being the one who led the charge, without taking into account other team members.

Lack of Counselor-Camper Integration

The second problem with the H4 counselors, as defined by Nicole Stratten, encompasses specific issues with campers and counselors and a lack of integration among all H4 attendees (N. Stratten, personal communication, November 12, 2009). The desired goal for this problem is for the counselors to allow the campers to become a part of the same group, and to make long-lasting bonds. The obstacle that has prevented the goal from becoming a reality at the past three H4 retreats is a lack of understanding what is expected of the counselors. Specifically, counselor trainings have not explained or emphasized the desired counselor-camper relationship after the completion of the H4 retreat. Essentially, in most cases, the acquaintances formed between the campers and counselors at H4 do not progress to the level of friendship or any other long-term mentoring relationship.

Again, based upon my past observations as an H4 participant and leader, this lack of counselor-camper integration may be attributed to two more specific challenges: diversity and socialization processes in small groups. If one of the goals of H4 is to make the college transition smoother, it seems reasonable to expect counselors to build and maintain relationships with campers long after the conclusion of the H4 retreat.

However, those relationships begin at Camp Loucon. If anything hinders the counselors from interacting with their campers at H4, they are less likely to continue any sort of meaningful interaction upon their return to WKU.

Diversity

Diversity plays a large role in the interaction and integration between counselors and campers. Diversity, according to McGrath, Berdahl, and Arrow (1995), “is a characteristic of groups of two or more people and typically refers to demographic differences of one sort or another among group members” (as cited in Ely & Thomas, 2001, p. 230). According to Adams and Galanes (2006), diversity “in a group refers to the differences among members,” which, as in this case, does not necessarily mean racial diversity, but rather differences in personality, organizations, and physical or mental capacities (p. 188).

Each counselor and camper at H4 has a different personality, a different story. The differences in personality could be anything from being introverted to extroverted.

For example, there are a number of H4 counselors who are also members of another student organization. Throughout the retreat, this group purposefully targets and only interacts with campers who would be potentially interested in joining their other organization. In other words, these counselors migrate toward the campers who appear to have similar characteristics and personalities. This type of counselor behavior sometimes impedes the diversity found in counselor-camper interactions.

Mingling and getting to know numerous people will be better, in the long run, for campers and counselors alike. Having a diverse group of campers and counselors is important because it allows each individual to grow in ways they might not have if the

diversity had not been present. Exposure to different personalities, different organizations, and different physical or mental capacities may enrich the campers' and counselors' thoughts and opinions, and in turn, allow them to go beyond their norms.

In regards to challenged individuals, sometimes campers at H4 have some sort of physical or mental limitation that inhibits them from playing a significant role in the group. At the 2009 H4, one particular counselor, Marie (pseudonym), had a camper with a mental handicap. Marie had never been around anyone with this sort of handicap for an extended period of time and was not exactly sure how to handle it. She discussed it with me and said it was challenging, but rewarding at the same time. The most difficult part, according to Marie, was figuring out what made the camper agitated and how to combat those issues. Also, she expressed her sentiments that trying to "include [the camper] in conversation was taxing on [her] patience" (Marie, personal communication, September 1, 2009). In the end, though, she felt that it was a rewarding experience because she believed she truly helped the camper and taught herself something in the process.

A variety of personality differences can affect the way counselors interact with their campers. One example in particular occurred prior to the 2009 H4. A counselor, Celeste (pseudonym), was nervous prior to meeting her campers, as it was her first time being a counselor at H4. After receiving her camper and group assignment, she talked with me about her fears. Celeste has a different type of personality, and some people either love it or hate it. The biggest issue she had was expressed to me when she said, "Will they think I'm cool or a dork?" (Celeste, personal communication, August 8, 2009). This fear seems to be a common theme for Honors students and faculty alike. In an interview conducted with Dr. Philip Krummrich, Director of the Morehead State

University Honors Program, he stressed to “avoid being dorky . . . it’s hard when you’re constantly immersed in Honors, but really try to avoid it” (P. Krummrich, personal communication, March 13, 2010). As it turned out, Celeste’s campers did find her to be a bit of a dork at first, but her personality grew on them as H4 came to a close.

In short, issues of diversity may sometimes encumber the interactions between counselors and campers. The counselors tend to hit both sides of the spectrum, in regards to intermingling with the campers. While some counselors intentionally seek out campers who are most like them, other counselors are hesitant and uncomfortable interacting with campers who may have specific personality differences or challenges. In either case, the result is a lack of integration between campers and counselors that ultimately prevents long-term relationships from developing.

Lack of Group Socialization

Lastly, and probably the most pressing issue within the problem of too little counselor and camper integration, is the lack of time for the group socialization process to fully occur. Socialization is a time consuming process with the simple definition of “the process by which newcomers become part of a group’s patterns of activities” (Anderson, Riddle, & Martin, 1999, pp. 139-163). The five phases of socialization are antecedent, anticipatory, encounter, assimilation, and exit (Anderson, Riddle, & Martin, 1999, pp. 139-163). With H4 only extending over a period of four days, and with it happening at an emotional time for many campers – as they have just had to leave their families to begin college – it is nearly impossible for each of the five phases to take place. Each phase of group socialization is important, but for an event such as H4, the encounter

and assimilation phases are the most important and, consequently, the most difficult to achieve.

The encounter phase is where the members are adjusting their expectations and learning how to work together (Adams & Galanes, 2006). This phase can be easily seen during the small group sessions that occur the first evening of H4 and at other various times throughout the retreat. At H4, each counselor is grouped with four to five campers who have similar majors. The small group session is a time span of approximately 30 to 45 minutes where the counselor and campers can sit down, get to know one another, and ask questions about the Honors College, WKU, or Bowling Green. However, in this situation, time is definitely not on the counselor's side, as time with his or her small group of campers is limited.

In addition to small group time, the counselors encounter many different campers over the course of H4. Coming into contact with various campers happens mainly at meal-times. During meal-times, each table can have no more than two counselors, and the counselors are encouraged to sit with a different group of campers at each meal. This was designed so there would be greater integration among the campers and counselors. However, though the Honors College specifically set this rule and the counselors are aware of it, it is not enforced. At previous H4 retreats, there have been as many as five counselors to a table of three campers. Certainly not every table is like this, but there have been quite a few instances like this in the past. Because the counselors do not adhere to the meal-time rules, camper-counselor socialization is impeded. The counselors tend to prefer to sit with other counselors as opposed to getting to know the students and making them feel welcome, which is a goal of H4. If the Honors College

wants the counselors to successfully socialize the campers into the group, this meal-time dilemma needs to be resolved by being more stringent on the meal-time rules.

The assimilation phase is when the members begin to “show full integration” (Adams & Galanes, 2006, p. 167). Assimilation happens on a greater scale among the campers. By the final evening of H4, the campers are nearly inseparable, and the bonds that are formed during H4 often carry forward through the school year and beyond. However, the counselors and campers have a more difficult time with the assimilation phase. By the bonfire that occurs on the final night of H4, the counselors and campers are somewhere between the encounter and assimilation phases. It is apparent, though, at the bonfire that connections have been made. One can observe this when the groups are battling for the points that are awarded to the group with the most spirit. The unfortunate part of the counselor and camper relationship is that most of them fall apart during the semester because the counselors view their duties as being completed. For example, Matt (pseudonym), who has been a counselor for three years, talked with me recently about his relationship with his previous campers. He still sees some of them every so often. However, when they do see each other, the conversation is only pleasantries; it is nothing of substance. That is where it becomes obvious that the full socialization process did not completely develop.

Fostering and maintaining that relationship is important for a smooth transition into college life and the Honors College, in particular. As a student who came to WKU knowing only one other person, it would have been incredibly helpful if my H4 counselor had remained present during my first semester. Not only would I have had someone to ask for advice, but I also would have been more comfortable knowing there was someone

to turn to. If the counselors are conscientious about the relationships formed during this transitional week for the campers, there is a good chance that the campers will be heavily involved in the Honors College and the WKU community. In order to do this effectively, this desire needs to be spelled out in a clearer way by the coordinators of H4.

When group members become assimilated, they are integrated with the group, see themselves as fully participating group members, and identify with the group as a whole and the individuals in it. If the socialization process had fully occurred at H4, both counselors and campers would more likely feel the need to stay connected even after H4 has passed. Counselors like Matt would remain in regular contact with their campers, perhaps even reuniting the group from time to time for a social gathering or study session. Ideally, there would be weekly or bi-weekly contact and the counselor-camper relationship would be more like a friendship instead of an acquaintanceship.

Lack of Leadership Skills

The final problem emphasizes the counselors' lack of appropriate leadership skills. The aspects of the final problem have been determined through my reflection of previous H4 counselor trainings. The desired goal is for counselors to develop and use appropriate leadership skills when acting in the role of H4 counselor. To date, based on my previous observations, hindered by little training, the counselors do not understand what leadership is, and they possess an unclear definition of leading versus managing.

Little Training

Inappropriate or the lack of leadership skills may affect the success of the group, and this deficit is mainly attributed to a small amount of training. According to Fiedler (1976), leadership training is a legitimate means "to improve job satisfaction and to

enhance personal growth” (pp. 6-7). During the H4 retreat, counselors are expected to do a “job,” and even though training is beneficial to performance, there is too little training for the H4 counselors. At the three previous H4 retreats, the formal counselor training was in the form of a one-hour session while at Camp Loucon. There are one and a half days set aside for counselor training prior to the beginning of H4, but much of that time is spent setting up camp and doing teambuilding exercises only. The one hour session is where the counselors have previously been told what is expected of them and have been given the schedule for the four days of the retreat.

To better understand the counselors’ perspective on leadership and their preparedness, a survey was sent to 50 former H4 counselors. Of the 42 former counselors who replied to the survey, 52% believed that it would have been beneficial for them to complete a leadership training prior to arriving at Camp Loucon (Online Survey Number One). One counselor said there needed to be a “clearer definition of roles [and] responsibilities . . . [along with] more leadership exercises” (Online Survey Number One). The counselors for the 2010 H4 took a similar online survey. One counselor in particular said there needs to be “more chances to get to know other counselors [and have] more training on dealing with small groups” (Online Survey Number Two).

Clearly, the counselors recognize the need for improving their leadership skills, as well as clarifying counselor roles and discussing how to work in small groups. Though the counselors arrive early to camp, most of their preparations focus on things other than leadership, and a one-hour, on-site discussion is simply not enough time to make any significant change in their leadership behaviors.

Lack of Understanding Leadership

Subsequently, because of the little training that H4 counselors have received in the past, there is also a lack of understanding of what leadership is. By definition, leadership is “the use of communication to modify attitudes and behaviors of members to meet group goals and needs” (Adams & Galanes, 2006, pp. 250-283). Furthermore, according to the distributed-actions theory of leadership, leadership is situational (Johnson & Johnson, 2009). If one is a situational leader, he or she “provides leadership by having the diagnostic skills . . . for the group to function most effectively, have the flexibility to provide the diverse types of actions needed for different situations, and be able to utilize the abilities of other group members” (Johnson, & Johnson, 2009, pp. 191-192).

Situational leadership, in particular, applies to how H4 counselors need to practice their leadership skills. In certain situations, the counselors might not know how to lead in an appropriate way. For H4, each counselor is assigned a group of four to five campers. The first evening of H4 is when the majority of the small group contact occurs. Small group time happens after dinner, and during this time, the counselors and campers get to know one another. Many times, an extroverted counselor may have one extroverted camper and three introverted campers. In this situation, the counselor might only converse with the extroverted camper, because he or she might not know how to include the introverted campers. Because each counselor might potentially be put in this situation, it is important for them to have formal leadership training.

Of the 42 counselors for the three previous H4 retreats who completed Online Survey Number One, 93% believe themselves to be very good or good leaders (Online

Survey Number One). However, after observing the 2009 H4 retreat, Nicole Stratten did not think this was the case. There is a discrepancy between the way the counselors perceive their leadership abilities and the way others perceive their leadership abilities. The counselors view themselves as good leaders, but some of their actions may not reflect this. In order to address this inconsistency, the counselors need to have a clear definition of what being a very good or good leader entails. Each person views leadership differently, and the degree to which someone is a “good” leader is open to interpretation.

What does, in essence, make an excellent and effective leader? Numerous scholars continue to debate this topic, but according to the situational leadership theory, effectiveness depends upon the context. Therefore, for the purpose of this project, I felt it was important to explore this question within the context of Honors Programs and student leaders. In three informational interviews with Dr. Frank Ettensohn, Dr. Linda Frost, and Dr. Philip Krummrich, Honors Program Directors from the University of Kentucky, Eastern Kentucky University, and Morehead State University, respectively, each director outlined their definitions of what makes an excellent and effective leader.

Dr. Ettensohn believes there are six elements that make a leader effective (F. Ettensohn, personal communication, February 25, 2010). They are as follows:

1. A leader has to be able to jump in and show people what has to be done.
2. A leader should always remember to not ask people to do things he or she would not do to him- or herself.
3. A leader has to demonstrate knowledge, especially in a group of highly intelligent individuals.

4. A leader must also demonstrate interest, because if a leader is not interested in what they are doing, neither will that person's group or team.
5. A leader must possess the ability to listen.
6. A leader must be able to give people credit for what they do.

He tries to live by these attributes in order to keep his team motivated. Dr. Ettensohn also likened leadership to science when he said, "the leader is the person responsible for guiding the members in the right direction and to the right projects. Therefore, leadership is like a nucleus, where the center of guidance is the DNA" (F. Ettensohn, personal communication, February 25, 2010).

Dr. Linda Frost looks at leadership in a slightly different way. Dr. Frost believes that leadership is personal and that one cannot be effective as a leader until one is "first be able to read [oneself]" (L. Frost, personal communication, February 16, 2010). After learning to read oneself, a leader must be able to read the audience and know where that person's authority as a leader comes from. She went on to explain that "everyone's authority comes from their experiences, their knowledge, their wisdom, and how much they care about the people they are leading" (L. Frost, personal communication, February 16, 2010).

Finally, Dr. Philip Krummrich provided another interesting twist on what qualities an effective leader should possess (P. Krummrich, personal communication, March 13, 2010). Dr. Krummrich takes a more communicative approach to leadership, saying:

1. A leader should always anticipate conversations and be prepared for anything.
2. A leader should be careful how he or she talks. For example, never say you need to "get something out of the way" first.

3. A leader should try to send consistent messages.
4. A leader should also understand the parameters of conversation. Try not to cover anything that is too personal or unrelated to the topic at hand.
5. A leader should try to form a comfortable environment.
6. A leader should give the group something worthwhile to work on and talk about.

Dr. Krummrich also believes that leadership cannot be taught and that communication is incredibly important to being a good leader. Throughout the course of the interview with Dr. Krummrich, both of these elements were very noticeable.

As was stated previously, there are many definitions of what makes an effective and excellent leader. One can see from the information presented by Drs. Ettensohn, Frost, and Krummrich that leadership is not necessarily limited to one specific style. Rather, in many cases, it is situational or dependent on the context. For H4 counselors, this means assessing each group of campers and each individual camper and leading in ways that are most appropriate for those students.

Leading versus Managing

Finally, one's lack of leadership skills may be due in part to the widely held notion that managing and leading are simply two terms often used for the same action. To the contrary, managing and leading are two different concepts. A manager is someone who tries to get by while just doing the bare minimum of what is expected, whereas leading is going beyond that to "help the group achieve its goals" (Johnson & Johnson, 2009, p. 168). There is an old adage that managers may do things right, but leaders do the right thing.

Based upon my observations, it appears that many of the H4 counselors manage rather than lead. For example, at previous H4 retreats, the counselors are given a schedule and are responsible for getting their groups to the correct sessions and activities on time. Getting the campers to their places has never been an issue, but what the counselors do after that is the troubling part. After escorting the campers to their activities, many counselors go off to do their own thing. Not only does this hinder community building, but it also portrays to the campers that the counselors only care about other activities. This example illustrates Dr. Ettensohn's point about the need for leaders to demonstrate interest (F. Ettensohn, personal communication, February 25, 2010). If the counselor is not interested, then why should the campers be interested? According to the online survey, the 2010 counselors tout themselves as "very good at leading by example." However, this finding does not reflect the actual way counselors have behaved in the past.

Each counselor is incredibly important to H4. Each person was selected to represent the Honors College during this important time for the campers. During H4, the counselors become the face of the Honors College, and in some ways, the face of WKU as they transition into college life. Therefore, the Honors College expects each counselor to go above and beyond what is expected, that is, take the extra step to become a leader instead of simply a manager. Counselors should lead by example and do the right thing instead of merely managing the logistics of running a retreat.

The ultimate objective is for the counselors to be role models for the campers. The general thought is that if campers can see counselors, who have remained successful students while being involved on campus, and in the community, then the campers will

do all they can to be the best they can be. If counselors want to take that extra step, it might not be simple, but it can definitely be done. The counselors will have to delve deep into themselves to understand the way they can truly lead by example in a way that is beneficial to the campers.

Summary

While analyzing the three problems that plague the H4 counselor group, components of each problem became apparent through the problem analysis. Again, the three problems were outlined as follows: 1) difficulty working together, 2) lack of counselor-camper integration, and 3) lack of appropriate leadership skills. The problems were analyzed using a variety of data, including applicable literature, interviews with Honors Program Directors from other institutions, surveys of past and incoming H4 counselors, and my own participant observations from past H4 retreats.

The first problem, difficulty working together, consists of three components: personality differences from counselor to counselor, group work versus teamwork, and a lack of team cohesiveness. Personality differences, in this regard, include personality traits and characteristics, and how people with particular personalities behave. Here, the introversion and extroversion of counselors may affect the way they interact with the entire group, thus hindering or helping the group's ability to work together. Because of the varying personality traits, having personality intelligence is also beneficial, as it helps the counselors create more rewarding experiences for themselves and the campers. Gender and personality have also been linked as something that affects the way people behave in group settings. Men are typically predisposed to behave more individually, while women have more of a team-oriented mindset. Second, group work versus

teamwork is an element of the problem because the distinction is unclear to the counselors. The Honors College wants the counselors to be an effective team, which, in essence, generally prospers and is more productive than a group. The counselors should share a common goal and should help each other be successful in achieving that goal. Finally, there is a lack of team cohesiveness in the counselor group. The counselors are somewhat successful at social cohesiveness, but cohesiveness in respect to task needs to be addressed. For each of these facets, there are ways for the counselors to improve, and the counselor group must take the initiative to do so.

After analyzing the second problem, lack of counselor-camper integration, two problem components were discovered. These are diversity and lack of group socialization. Diversity refers to differences among group members, and, in this instance, it includes differences in personality, organizations, and physical or mental capacities. In a group such as the counselors and campers, diversity is important in order for them to grow in their experiences. However, though it is important, both sides of the group sometimes have difficulty overlooking that diversity to build relationships. In addition to diversity, there is a lack of group socialization among the campers and counselors. Socialization is a five step process by which new group members become integrated with the rest of the group. Because of the short amount of time that H4 occurs in, it is next to impossible for each phase of socialization to occur. However, socialization does occur to a greater extent among the campers than it does among the campers and counselors. For both of these components, the counselors need to be able go outside their personal boundaries to foster relationship building among the two groups.

Lack of appropriate leadership skills is the third and final problem. Included are three components, which are little training, lack of understanding leadership, and leading versus managing. In the past, the counselors have received little to no formal leadership training, and this is reflected in the way the counselors' leadership abilities are perceived. Additionally, past counselors have recognized the need for a more formal and intensive training. The counselors also lack understanding of what leadership is. Because leadership is different to each person, the Honors College should specifically spell out what they expect from the counselors in terms of H4 leadership. In many cases at H4, the counselors are situational leaders, meaning they lead well at certain times, but not others. The final component of this problem is the counselors' propensity to manage instead of lead. A manager does the bare minimum of work to get by, while a leader goes beyond that to truly help someone. In the past, the counselors have leaned more toward being a manager. By going beyond managing to become leaders, the counselors will be role models for the campers, which is what the Honors College wants them to be.

As one can see through the problem analysis, the three main problems that face the H4 counselors are multi-dimensional. The following chapter will explore a proposed solution to address these challenges and improve the overall role and performance of H4 counselors.

SOLUTION

After analyzing the three problems that were described in chapter three, a solution was developed. While speaking with Nicole Stratten, the previous Coordinator for Special Programs for the Honors College, she requested that the solution include some sort of training for the H4 counselors. While her direction limited my area of freedom in regards to constructing a solution, she allowed me to have great flexibility in planning, organizing, and facilitating the training sessions.

As stated in the previous chapter, past formal H4 counselor training has included a one-hour session in which the counselors receive a breakdown of what happens over the course of the H4 retreat. There are one and a half days set aside for counselor training prior to the beginning of H4, but much of that time is spent setting up camp and doing only teambuilding exercises. Without having specified leadership training, the counselors are unable to act appropriately as leaders.

Based upon the data collected and problem analysis, two new H4 trainings consisting of leadership and teambuilding activities were created to specifically address the problematic issues discussed in chapter three. A primary focus of the counselor trainings was to engage the counselors in specified training that applies directly to their situation, as opposed to having “team training [that] tends to be decontextualized – [where members] learn broad principles and basic skills that are assumed to apply to every [situation]” (Moreland & Myaskovsky, 2000, pp. 117-133). Additionally, the

counselor training was altered from previous years to help show the counselors how to be effective leaders and to help them transition from a group to a team. Based on the previous analysis, each training activity was specifically designed to address one or more of the counselor problems previously identified.

A response from Online Survey Number Two about what the 2010 counselors would like to see at the training led me to believe that the counselors are not as team-like as they should be. The majority of responses requested team and relationship building to, as one participant explained, “get to know all the counselors better as opposed to just having various friend groups assimilated” (Online Survey Number Two). Additionally, one counselor said that he or she “would like for all of [the counselors] to be very comfortable with each other, forming a solid, trusting group” (Online Survey Number Two).

The Color Personality in Leadership quiz (see Appendix J) served as a basis for the trainings for the 2010 H4 counselors. It offered valuable insight into counselor personalities and leadership tendencies, as well as provided both structure and continuity across training sessions. There are four possible outcomes to this quiz. Each different outcome, also known as a color, corresponds to personality traits that a person might possess. Each color has one word that encompasses all the personality traits that correspond to a specific type of leader. The four color personality types are: harmonious blue, responsible gold, curious green, and adventurous orange (See Appendix K).

Prior to the completion of training one, each counselor completed a Color Personality in Leadership quiz. This type of assessment was preferred by 30% of the 42 counselors from the three previous H4 retreats that replied to Online Survey Number

One. Results were used to better understand counselor personalities and the ways in which they might relate to the counselor problems. Counselors' personality colors were also considered when constructing training activities, specifically in ways to help speed up the socialization process, to help counselors develop their leadership skills, and to prepare counselors for the kinds of situations they might encounter at camp.

Training One

Training one was designed for the H4 counselors to get to know each other and to begin the teambuilding process. Training one will occur in spring 2010 so the counselors have a chance to meet one another prior to arriving at H4 in the fall. At training one, there will be three counselor activities followed by a discussion (see Appendix L). Each activity was selected to allow teambuilding among the counselor group.

Snappy Names

Because training one is the first time the counselors will work together as a group, an ice breaker will be used to learn the names of everyone in the group. Before playing snappy names, each counselor will sit in a circle on the floor and introduce themselves. After the introductions are made, I will give instructions for the game. This game requires concentration because there is a rhythm that must be adhered to. The last two beats of the rhythm are snaps. On the first snap, someone says his or her name, and then on the second snap, the first person says someone else's name. The game continues on until everyone has had a turn.

Synergize It!

Synergize It! is a game that is designed to foster teamwork and to get each person out of their comfort zone. It will also help the counselors see what it is like to work

under the pressure of different circumstances. The objective of Synergize It! is to flip a tarp or a sheet over without anyone in the group stepping off.

This activity was chosen to address the problem of the counselors having difficulty working together. Successfully completing Synergize It! is impossible without working as a team. With this activity, every person cannot step up and try to be the leader. From past H4 experiences, I have observed that this is often the case; that is, several counselors will try to be the leader which may result in unnecessary conflict, competition, or camper confusion. Those kind of behaviors would certainly hinder the teambuilding aspect of this activity. Consequently, I anticipated some difficulty in encouraging counselors to step back and let one person lead. To prevent everyone competing for the role of leader, various limitations will be placed on the counselors while participating in this activity. Specifically, each counselor will be given a sticker with a particular phrase designed to get the wearer out of his or her leadership comfort zone. The limitations will be distributed based on the results of the Color Personality in Leadership quiz. For example, based on the quiz, a person who tests as an orange leader likes to be in charge. For this activity, each orange counselor will have a sticker that says either “ignore me” or “disagree with me.” By having this restriction put on the orange counselors, they will find it difficult to be the dominant leader. Rather, they will learn to function outside of their comfort zone and grow as a team-player.

Square Sardines

Square Sardines is an activity that is used to break down personal and physical barriers while having different limitations placed upon the group. To complete this

activity, one will need a large space and a roll of masking tape. The objective of this activity is to fit each counselor inside the masking tape square for a certain time period.

This activity will be performed so the counselors will become more comfortable around each other. Square Sardines is an excellent way to grow as a team. There will be five squares for the counselors to fit into. To make Square Sardines more challenging, the size of each square will decrease while the time the counselors must stay in the square increases. The limitations placed upon the counselors will range from using only non-verbal communication to keeping one arm in the air at all times. These limitations will require the counselors to depend on their teammates and ultimately work together.

Discussion

At the end of training one, a discussion will occur. There will be five segments of discussion. The purpose of the discussion will be to further the counselors' knowledge of how the Color Personality in Leadership quiz applies to H4, how they interact with one another, problem solving, and how they interact with their campers.

During the first segment of the discussion, the counselors will break into groups and will be given four discussion questions to answer (see Appendix M). While the counselors are in their groups, I will go around to each group and listen to their discussion and pose questions for them to discuss. The goal for this segment is for the counselors to delve into what their corresponding colors mean and how the colors will mesh within the group.

Once the breakout groups have come back together, the second segment of the discussion will be to discuss Synergize It! Throughout this discussion, I will be asking various questions to each color. Most of the questions will focus on the counselors' level

of comfort and how they felt when people began treating them differently. Also in this segment of discussion, I want to know if this activity brought them closer as a team and why it did so.

The third segment of the discussion will focus on Square Sardines. This part of the discussion will be conducted much like the second segment. The conversation will focus on how the counselors worked together, if anyone stepped up as a leader, and the level of comfort. Additionally, I want to know how they feel about each other after the completion of this activity in regards to if they feel more like a team and if they feel closer to one another.

The fourth segment of the discussion will focus on scenarios. There will be approximately three scenarios, each covering camper-counselor interactions. In this segment, I want to know how a counselor will react in certain situations. These scenarios will bring out different facets of how some color personalities interact with others and how that affects the way circumstances are handled. A scenario might be along the lines of “what will an orange counselor do when he or she encounters a blue camper, and how will that counselor get the camper to open up?”

Finally, in the fifth segment of the discussion, we will talk about the training that just occurred, specifically, how to approach issues within the team, the role of communication in the activities, and what the training taught the counselors about leadership and teamwork. The responses in this part of the discussion will help the counselors and myself know what was accomplished in training one. It will also show me what needs to be focused on in training two.

Training Two

Training two will be spread over the course of two days while at Camp Loucon (see Appendix N). On the first day, the counselors will participate in two activities that focus on learning more about each other and teambuilding. The second part of training two will begin with an energizer, continue with a teambuilding activity, and finish with a discussion.

Introductions

On the first night of H4, the counselors will have a debriefing about the events and instructions for the week. Prior to this, there will be time for everyone to introduce themselves. During the introductions, each counselor will state their name, hometown, major, year, and what they are excited about or hope to learn at H4. This activity will be used so the counselors who were not present at training one will be able to learn about everyone.

Group Juggle

After each counselor has introduced themselves, an activity called Group Juggle will occur. The goal of the Group Juggle is to help the counselors become even more familiar with each others' names and to become a more cohesive group. Four rolls of masking tape will be used to complete this activity. The counselors will stand in a circle and start a pattern. Each counselor can only have the roll of tape thrown to them by one person. The person throwing the roll of tape must make eye contact and say the name of the person they are throwing to. Once a pattern has been established, the roll of tape continues to be thrown from counselor to counselor. After one roll of tape has been successfully thrown around the group once, the second roll of tape will enter the circle

and continue the pattern of the first roll of tape. This activity will continue until all four rolls of tape have successfully completed the pattern.

Zoof

This activity will begin on day two of the training. Zoof is a fast paced activity designed to energize the counselors and to test their concentration. The counselors will stand in a circle for this activity. There are four terms that the counselors will need to become familiar with to be able to play this game successfully. These terms are: zip, zap, shazaam, and kablaam. Zip will make the energy continue in one direction. Utilizing zap will reverse the direction of the energy, while shazaam will send the energy across the circle. To block shazaam, a counselor can use kablaam, and the energy will go back to the person who had it originally. If the energy does not move on quickly or the incorrect term is used, that counselor is out of the game. To begin, one counselor will go to the middle to collect the energy and send it off to another counselor. The game continues until there is one counselor left standing.

The Addie Game

The Addie Game is a teambuilding activity designed to encourage the counselors to learn about each other's problem solving styles and instructional development methods. This activity will also be used to address the problem of counselors having difficulty working together. Addie stands for "analyze the problem, design the activity, develop the activity, implement, and evaluate" (Clark, 2010). Each group leader will be given a sheet that has the steps to The Addie Game (see Appendix O). The counselors will use this approach to plan and implement an activity. Because there will be 140 campers coming to H4 the next day, I want to use this game to create an activity that will

help the campers feel as comfortable and as welcome as possible. Each group will need to create an activity that will allow the counselors and campers to meet and introduce themselves to everyone when the campers arrive at H4 on Thursday afternoon. The final activity should take no longer than 15 minutes, and the campers should be able to catch on quickly.

Discussion

Just like at the end of training one, training two will also conclude with a debriefing discussion. This discussion will be structured slightly differently from training one. There will be three segments, but only two of them will be completed as a group. The purpose of this discussion is to complete more camper scenarios, learn the difference between leading and managing, and to write a letter.

The first segment of the discussion will focus on camper scenarios, much like some of the discussion in training one. Before the scenarios, each counselor will be given a breakdown of their campers' colors. Because of their training with and immersion into the leadership colors, the counselors will have insight into how certain colors behave. It will also help the counselors diffuse potential situations. This discussion will hit upon the problem of personality differences between the counselors and campers. Many of the scenarios will be stereotypes of the color personalities, but I want the counselors to remember that not every person who is a certain leadership color will have all those attributes. After this discussion, I hope that the counselors will be more sensitive to different personality types and that they will know how to engage their campers.

The second segment of the discussion will include an activity to address the counselors' predisposition to manage instead of lead. As stated in chapter two, managing is doing just enough to get by and leading is going above and beyond the minimum requirements. The counselors will break into their groups, and will be given a piece of poster board and some markers. The poster boards will be split into two sides – managing on the left, and leading on the right. The groups will then work together to create a list of the bare minimum of what they can do as counselors. Once each group has completed this list, they will brainstorm some ways to go beyond that to become leaders. After each group has completed both sides of the poster, one person from each group will share two things from each side of their poster. By doing this activity, the counselors will better be able to grasp what they can do to be effective leaders for H4 and for the Honors College.

The final segment of the discussion will be where the counselors will write a letter to themselves. This activity was chosen to address the issue of counselors not maintaining relationships with their campers after the completion of H4. Before the activity begins, I will ask the counselors why maintaining their relationships with the campers is important to the Honors College. After they answer this question, the activity will begin. Each counselor will be given a blank sheet of paper and an envelope. The counselors will address the envelope to themselves. No one will see the letters but the counselors. Inside the letter, each counselor will need to focus on what they want to accomplish at and after H4. Once those goals are determined, the counselor should write them down. Additionally, each counselor will need to include three ways they will keep in contact with their campers during the upcoming semester. Those can be something as

simple as a Facebook event invitation or coffee every couple weeks to keep updated on what is going on in their campers' lives. The counselors can take as much time as they need to complete this letter, but once it is finished, the counselors will seal their letters and bring them to me. Approximately half way through the fall semester, the letters will be delivered to the counselors so they can see what they have and have not accomplished after the completion of H4.

In summary, the activities for these trainings were carefully crafted to encompass as many of the unsatisfactory elements of the problems discussed in chapter two as possible. The ultimate goals with these trainings are to break down barriers between the counselors, encourage them to work together as a team, and to further their knowledge about leadership. The following chapter discusses the implementation of both trainings and my reflections of the entire 2010 H4 retreat.

IMPLEMENTATION AND REFLECTION

After much thought and preparation were put into designing appropriate and effective counselor workshops, the time came to put the planned teambuilding and leadership trainings into action. This chapter discusses in detail the implementation of the training sessions, as well as my own reflections about what was accomplished and what might be improved in the future.

Training One

On Friday, March 19, 2010, Nicole Stratten, the photographers, and the counselors who were at WKU gathered in the Downing University Center, room 341 at 4 p.m. All of the chairs in the room were stacked. Therefore, as the counselors arrived, they each received nametags and took a seat on the floor. For this training, I tried to set a tone that came across as informal and fun; this was partially accomplished by sitting on the floor in a circle. Not all of the counselors were present because many of them were studying abroad at Harlaxton and Semester at Sea. The 27 counselors in attendance came into the room excited, energized, and enthused. Their reaction to being at the training was positive and encouraging. Once everyone arrived, the training began. Throughout the training, the schedule presented in chapter four was followed.

Prior to training one, the counselors completed the Color Personality in Leadership quiz. There was a wide variation of colors among the counselors. Consequently, the activities in each training addressed the variety of colors.

Snappy Names

The objective of Snappy Names was to learn the names of everyone in the group, and it was used to address the problem of unfamiliarity within the counselor group. After telling the counselors that we were going to play a game called Snappy Names, and after explaining it, some looked at me like I was a little crazy. The looks passing over many of their faces reminded me of that look one gets when someone is thinking, “you expect me to do this? I am not five.” However, those who were skeptical soon became aware that this activity requires attention, rhythm, and skill. After the counselors went around the circle and said their names, we did a practice round. Needless to say, the practice round was rough, but the counselors took it in stride by laughing about it. After a few tries, the counselors were successful at Snappy Names.

Synergize It!

After completing Snappy Names, the next activity was called Synergize It! Before breaking into groups, each person received a sticker to put on their forehead that placed restrictions upon the players, and no one knew what their sticker said. For example, the stickers that the orange counselors received said either “ignore me” or “disagree with me.” Once everyone had their stickers, the counselors split up into groups, and I explained the objectives and purpose of the activity. The activity was designed to foster teamwork and to get each counselor out of his/her comfort zone. Synergize It! also helped the counselors see what it was like to work under the pressure of different circumstances.

The problem addressed with this activity was the counselors’ difficulty in working together. To add a little more interest, I made this activity into a competition

between the two teams (North and South versus East and West). In the end, this activity was completed twice, first, with the stickers and limitations, and the second time purely just for fun. The first time it was completed was a little slow, but the counselors did remember to use the restrictions. Completing the activity the second time went much quicker. They were fully competing that time around. I was very impressed by the way the counselors worked as a team throughout this activity and how they listened to everyone's ideas, instead of one person dictating.

In the future, instead of having two tarps, I would suggest having four – one for each group. This way it could be more competitive, and we could see how the directional groups work together. In addition to the directional groups completing the activity, it would be interesting to have each color group complete the activity, no matter which team they were on. By splitting the counselors into different groups, it would allow the facilitator to acquire some insight into the dynamic of each group.

Square Sardines

Next, the counselors completed my favorite activity. Square Sardines is the activity that I feel was possibly one of the most important. It has the ability to break down personal space barriers, while addressing the problem of group work versus teamwork. This activity went more smoothly than the other two completed in this first training. It was simple to understand, yet challenging because over 30 people had to fit in a masking tape square for an allotted amount of time. As the squares got smaller and the time got longer, the more creative the solutions became. When the square was the smallest, the counselors decided to use the more sturdy people as anchors and hold the

smaller people on backs. Holding some of the group in the air was very creative, and they made it work.

Throughout the course of this activity, it was amazing to hear the amount of laughter coming from the counselors. It was reassuring to realize that, even under pressure, the counselors were able to laugh and joke with each other. This also showed me that the counselors were accepting of the new members. Many of the counselors came into this training knowing others, but there were quite a few counselors who knew no one else in the group. Square Sardines was a good choice for an activity. It was fun, challenging, and broke down personal barriers.

Discussion

The discussion that took place at training one surprised me. Many times with groups such as these, it is incredibly difficult to get the participants to talk and give input. This discussion, however, was fantastic. The only time I prompted the group to discuss something was when I wanted to discuss something specific, and the rest of the time, the counselors would build upon something another counselor had said.

During the discussion, we talked about the activities and what the counselors thought about them. The feedback about each activity was positive. All the counselors felt as if they learned something about each other and themselves while completing the activities. Another main facet of the discussion was to talk about the Color Personality in Leadership quiz and how it applied. From this discussion, I garnered quite a bit of useful insight as to how the different color personalities thought and processed things, and from observing the activities, I saw the way different leadership styles worked together. Each

counselor seemed to have a firm grasp of the leadership styles and the way they interacted.

Training Two

Tuesday, August 17, 2010 was the day the counselors converged on Camp Loucon for H4. Once we arrived at Loucon, before doing other activities, we unloaded the vans and found our rooms. Training two was split into two parts due to time constraints at H4. Part one of training two occurred at 7 p.m. on our first evening at H4, while part two of training two occurred at 10 a.m. on our second day at H4. The purpose of training two was to refresh the counselors on what they learned at training one in the previous spring. Present at the second training were all the counselors, the photographers, Drew Mitchell, and Lindsey Westerfield, who was the Honors College staff member present for all of H4. At the beginning of the first part of training two, everyone in attendance gathered in a large room in the Turner Building and sat in a circle on the floor.

Introductions

The introduction segment of training two was mainly for the purpose of acquainting the counselors who had been studying abroad to the counselors who had attended training one. The introductions were also used so the counselors could learn a little bit more about each other. When the counselors introduced themselves, they told the group their name, year, major, hometown, and what their goals were for H4 (see Appendix P). Each counselor was respectful of the other counselors and listened while everyone introduced themselves.

Group Juggle

Group juggle was the activity that concluded part one of the second training. The counselors caught on to this activity quickly. However, because the group was so large, it became chaotic even quicker. It required a lot of concentration and the counselors really had to rely on one another. This activity addressed cohesiveness, specifically, because working together is imperative for completing it successfully.

In this game, instead of using rolls of tape, it would be helpful to use different objects. Throwing the rolls of tape was slightly dangerous. It would be a good idea, in the future, to use objects such as balls, stuffed animals, Frisbees, pillows, etc. or a combination of all of these. By using the different objects at the same time, this can be related to leadership. One of the perks of having the different objects thrown at you is that it will prepare you, as a leader, to handle anything that might come up. It may be more applicable to complete the Group Juggle this way instead of with the rolls of tape, because completing it this way would allow it to be related back to leadership.

Zoof

The first activity that occurred during the second part of training two was called Zoof. I used this activity as an energizer. The group needed the energy that this activity provided. Part two of training two occurred between the completion of the low elements course and lunch. Because of the timing, counselor energy was low. After explaining this activity, we did a practice round. After the conclusion of the game, the counselors were more energized than they were when they entered the room. The counselors took something away from the game, and they applied it to another game – the dart game – that was played by all the H4 campers and counselors. The dart game has become an H4

tradition over the past few retreats. This year, the counselors applied the Zoof term used for blocking to the dart game.

The Addie Game

The next activity the counselors completed was the Addie Game. This game required critical thinking and it encouraged the counselors to learn about each other's problem solving styles and instructional development methods. The counselors broke into their groups and started brainstorming for the activity that would be used to acquaint the campers with each other and the counselors. After 20 minutes, each counselor group had created an activity, and they performed it for everyone else. For example, the East directional group came up with a rap that would introduce each person in the group to everyone else.

The Addie Game was more successful than I expected. During the training, the counselors were excited about creating the game, and that showed when they taught the game to the campers. When the campers first arrived at H4, they likely did not know many people; therefore, the timing of when the game was played was important. Because this game introduced everyone, this allowed the campers to feel more comfortable around the people with whom they would be spending the next four years.

Discussion

The discussion that took place during the second training did not exactly follow the schedule that I had planned. Time ran short, and we did not get a chance to discuss the scenarios as I had hoped. However, we were able to discuss managing versus leading and the counselors did get to write their letters to themselves.

The discussion about managing versus leading was excellent. The counselors worked together to create two different lists (see Appendix Q). The lists included what they believed makes them managers, and what they could do to go beyond that to become leaders. When the time came to present the posters, I had to stop some groups because they kept coming up with ideas as to what they could do to become leaders. During the presentations, instead of listing two items like I asked, they went beyond that and explained the reasoning behind why they chose the specific items. It was encouraging that they put their own spin on the project.

The second part of the discussion focused on the counselors' goals for H4 and for the following semester. In the letters that the counselors wrote, they included their goals and three things they intended to do to stay in contact with their campers. Since these letters were personal, the counselors sealed them. Even though I could not read what the counselors wrote, by observing their actions during that time frame, it was apparent that they took it seriously. They all took more than the allotted 15 minutes and looked as if they were concentrating. The counselors received their letters in the mail in early November as a mid-semester reminder of the promises they made to continue building relationships with their H4 campers.

Training Outcomes

Even though the trainings were successful, there are a few recommendations I would like to make for future H4 counselor trainings. The activities that were completed during the trainings should all remain. If possible, there should be more activities that address leadership.

I feel as if much of this training focused on breaking down barriers and getting a head start on knowing one another. Since this was the case, I believe that the training was successful. The success of this training became more apparent when the counselors arrived at WKU prior to leaving for H4. Having counselors in cliques was one concern when I began preparing the trainings (N. Stratten, personal communication, November 12, 2009). This concern was unfounded this year. Instead of breaking off into cliques, the counselors all stood around talking to each other about various things. The relationships among the counselors prior to H4 seemed to be at a point beyond what they have been in the past. The campers agreed that the counselors were not clique-like. In the H4 follow-up survey conducted by the Honors College to the campers, the campers were asked about their perceptions of the counselors. One camper commented that “the counselors were amazing. All of the activities and events included everyone, and the counselors (and, therefore, the campers) were not in cliques” (Camper Follow-Up Survey). This camper’s comment shows that the way the counselors behave influence the way the campers should behave. Because the counselors accepted everyone, the campers were more likely to branch out and make new friends.

From observing the activity Group Juggle when we did it, I did not believe it was as successful as I had hoped it would be. Consequently, the feedback from the campers proved differently. In the survey conducted by the Honors College as an H4 follow-up, one of the questions asked about the campers’ perception of the counselors’ cohesiveness. Each of the 40 campers who replied to the survey answered yes, and one camper said it best in their comment that reads, “All the counselors seemed like a family. They all worked together and had a lot of fun with each other and the campers. We never

saw any of them argue” (Camper Follow-Up Survey). Because of their responses, one can conclude that the campers believed that the counselors were a very cohesive group.

As a whole, I believe both trainings were completed successfully. The counselors seemed to be receptive to the trainings. The problems addressed with the trainings did not make themselves known during the 2010 H4. In the survey of campers following H4, one camper said that the counselors “supported us, gave us confidence, and kept us pumped up” (Camper Follow-Up Survey). This shows that the counselors were more involved with the campers this year.

Additionally, the campers who replied to the survey had good feelings about the camper-counselor relationships at H4. The relationships formed were described by one camper as “casual, joking, yet very solid” (Camper Follow-Up Survey). The reactions of the campers who replied to the survey were all positive.

Finally, it became very apparent on our way back to WKU that the counselors did take something away from the trainings and their week at H4. In the second training, we talked a lot about being a manager versus a leader. On the way back, there was a conversation in the van where one counselor wanted the van driver to do something. When the van driver said “no,” the counselor replied, “Stop being such a manager!” When I heard the new terminology used in an interaction between two counselors, that was when I fully realized that what I did had an impact. This counselor’s language was evidence that he had not only listened in the training discussion, but also internalized new ideas about leadership.

In future years, it is my hope that the coordinators of H4 will continue to utilize the trainings I have created. What the counselors get out of these trainings continues to

be passed on to the campers who attend H4. To maintain the program's accomplishments, I feel as if the trainings are necessary elements. The information presented might change in the future, but the basics for the trainings will remain to be important for the counselors.

H4 Reflections

The general consensus among the senior counselors who have attended each H4 was that the H4 that occurred in 2010 was the best H4 to date. The relationship among the counselors was the best it has ever been, and the campers were incredibly excited. Team spirit was prominent throughout the entire weekend. The following sections include various reflections of the 2010 H4.

Counselor Retreat

The two day H4 counselor retreat that occurred prior to the camper arrival was busy and tiring, yet rewarding. Once we arrived at Loucon on Tuesday and unloaded the vans, we ate dinner and then proceeded to complete the counselor scavenger hunt. When analyzing the problems in chapter three, I provided examples of past scavenger hunts to illustrate how the counselors did not work together. This year, however, the counselors moved as a team, and when someone fell behind, that person was cheered on instead of being left behind again. The counselors still were very competitive, but they were also more cooperative.

After part one of training two, the counselors split into their four groups to make the team posters. The counselors received points for poster creativity and for teamwork. The created posters were used to get the campers to their correct group and they were also used at other various times during H4. Creativity was in abundance while the groups

painted their posters (see Appendix R). In addition to the posters, each group made up chants to teach the campers. The North directional group became the “Nice Ninjas of the North,” and they turned the song *Ice Ice Baby* into *Nice Nice Ninjas*. The South directional group became NASCAR fans, also known as “The Dirty,” and they had chants relating to anything Southern. The East directional group became “The Yeast Side,” and they wrote a rap about representing WKU. Finally, the West directional group named themselves “The Fresh West,” and used a Fresh Prince of Bel Air theme throughout the retreat. During the poster making session the counselors worked very well together. Each counselor stayed in his/her group to create the posters and the chants. Based on my past H4 observations, the teamwork shown during this two-hour time frame was better this year than it has ever been.

A card game called Mafia swept H4 this year (see appendix S). Whenever the counselors had any extended amount of free time, there was a game of Mafia being played somewhere in the counselor cabin. This H4 was the first time any large group of counselors has gotten together to play a game on numerous occasions. At any given time, there would be at least 15 counselors playing, which is nearly half the group. There were many late nights of Mafia playing, but it allowed the counselors to bond more than they had in the past. Although H4 has concluded, the counselors still get together to play nearly every two weeks. The relationships formed at H4 among the counselors have lasted past the conclusion of H4, which was one of my goals.

The low elements course at Loucon is designed to foster teamwork. This is possibly the best part of H4 for many counselors. One particular moment from low elements that stands out in my mind occurred during the hike to the course. To get to the

course, the counselors break into groups and use the carry-all, which is where each group member is carried in a different way for a period of time with all other group members touching the group member who is being carried. The group was talking about why the carry-all is used to get to the course. An insightful counselor, Peter (pseudonym), said it was used because “we, as human beings, are meant to work in teams. We were not made to be alone” (Peter, personal communication, August 18, 2010). Many of the other thoughts were along these same lines. It was interesting to listen to the thoughts of the counselors on leadership and teamwork. This round of low elements was the one that I have taken the most from in all the low elements rounds I have completed in the past four years. Some of the activities frustrated people, but with the proper encouragement, we got through them successfully. In my opinion, the counselors went in to low elements as a group and came out as a team.

Camper Arrival / Retreat

Move-in day for the campers was chaotic, not because the counselors were unorganized, but because there were so many people in such a small area. The counselors were more effective this year than I have ever seen at any other move-in. At first, when there were just a few vehicles, the counselors would flock to a vehicle and have it unloaded in a matter of minutes. Unfortunately, when more people began arriving, the average unloading time lengthened. Moving the 140 campers in to Minton Hall in four hours was a successful venture for the counselors.

Darts and ninja became a large part of H4 once the campers moved in. The counselors had been playing these two games during their retreat, but the campers took them to new levels (see Appendix S). The campers were first introduced to these games

between lunch and the camper scavenger hunt, when the counselors were playing in the Downing University Center. The counselors accomplished a request from the first online survey that the previous H4 counselors completed. A suggestion from one of the previous H4 counselors said, “It would be nice if we brainstormed things to do during down time for the campers. For example, some of the counselors started doing different games in a circle with the campers that was a big hit. If we could get everyone trained to lead one of these “games” then I think downtime would be more enjoyable and less awkward for everyone” (Online Survey One). This suggestion was accomplished. By the end of H4, every person in attendance was playing either of these games.

Before leaving for Camp Loucon, the campers participated in a scavenger hunt around WKU’s campus. The activity offered a fun and interesting way to become acquainted with WKU. At the various stops, the campers completed activities such as WKU-related riddles and drawing Big Red. The campers chose to run instead of walk around campus, but they excelled at it, and the counselors never heard any complaints. One camper, in the follow-up survey, replied that because the counselors were so “fired up for the scavenger hunt, [it] motivated the teams to run all across campus, even though it was very hot” (Camper Follow-Up Survey). Comments like these show that the counselors did the best they could to encourage the campers and to make them feel welcome.

Each year, the counselors perform a dance for the campers during the Counselor Showcase on the first night of H4 (see Appendix T). This year’s number included a medley of Will Smith songs, and it was choreographed by four counselors. The counselors have occasionally not wanted to participate in the dance in previous years.

This year, however, the counselors were all excited about participating in the dance. The counselors practiced constantly for the Counselor Showcase, so they could get the campers excited. The final product was fantastic, and the campers seemed to thoroughly enjoy it.

Another annual element of H4 is the H4 Players' skit called "College for Dummies: The Honors Edition," that two counselors wrote for the 2009 H4. It is full of helpful information that is presented in an entertaining way that the campers might need to know before beginning their college experience. "College for Dummies" is blocked and practiced during the counselor retreat and performed on the last evening of H4 (see Appendix U). All of the counselors who participated in "College for Dummies" were excellent and they worked hard. Some of the counselors got out of their comfort zones to do silly things in front of people, which was completely out of the ordinary for them. Even though nerves got to a few of the actors during the performance, the final product was impressive. Following "College for Dummies" was a question and answer session where the campers asked questions to a panel of students and Honors College faculty and staff. The session was a little slow at first, but it eventually picked up. Campers asked questions and received helpful responses.

Just like the counselors, the campers completed a low elements course. It was interesting to see how they completed the activities compared to how the counselors completed the same activities. Inevitably, the campers took more time, but they still completed the activities. It was slightly frustrating to observe because the counselors knew the best way to complete each activity, but we could not say anything to help the campers. It was also interesting to watch the way the campers interacted when trying to

decide how to complete an activity. Instead of letting one leader step up, everyone tried to have input without listening to other ideas. This hindered the campers in some instances, but in the end, everything worked out. Interestingly, the campers were more eager to do the trust fall than some of the counselors were. Although the campers had known each other for only one day, they had no qualms about doing a trust fall into the arms of people they barely knew. In contrast, it was nearly impossible to get some of the counselors to fall, despite their having known one another for an extended period of time. The difference between the two groups was startling, but each had their strengths and weaknesses.

The bonfire at this H4 can only be described with one word – epic (see Appendix V). I never thought a bonfire would compare to the one at the first H4 in 2007. However, much to my surprise, this year’s bonfire far surpassed it. Each of the groups got so into the spirit competition that it was impossible to decide which one was more excited. The four groups dressed up to fit the theme that the counselors created, and each group showcased their WKU spirit and their team spirit by singing the Fight Song and doing their team chants.

After the spirit competition, the 12 senior counselors – eight of whom had attended each H4 – were honored by a Miley Cyrus sing along. It was an emotional time for a few of the seniors, myself included. H4 has been a staple in our lives for the past three years, and it was sad to see our H4 experience come to an end. The honoring of the senior counselors sparked a sing along among everyone at the bonfire, and it continued late into the night. When talking to a camper recently, I asked her what her favorite part of H4 was. Emma (pseudonym) replied that her favorite part of H4 was the bonfire.

“Everyone still talks about it,” she explained, “and we cannot wait to go back as counselors to make it even better next year” (Emma, personal communication, October 17, 2010). It is moving to realize that something the counselors began for the campers has had such an impact on them.

Summary

In summary, H4 is an annual Honors College retreat that occurs at Camp Loucon prior to Western Kentucky University’s M.A.S.T.E.R. Plan. For H4, there are 38 Honors upperclassmen who are the counselors for 140 incoming Honors freshmen. H4 is where the incoming Honors freshmen meet Honors upperclassmen and Honors faculty and staff who will guide them throughout their collegiate experience. Prior to the camper arrival at H4, the counselors have historically completed a two-day leadership and teambuilding training, which is used to communicate the expectations of the Honors College to the counselors, to strengthen their sense of team, and to instill in them the necessary skills to lead with style, poise, and dignity.

After the conclusion of the 2009 H4, Nicole Stratten, the former Honors College Coordinator of Special Programs, defined three problems that plagued the H4 counselor group: 1) difficulty working together, 2) lack of counselor-camper integration, and 3) lack of appropriate leadership skills. The purpose of this project was to analyze each problem and then create and implement a training program that would address and improve the problems.

Various data collection techniques were used to gather the information needed to analyze the three problems. First, I interviewed three Honors Program directors from other Kentucky institutions to gather outside perspectives on leadership and effective

leadership qualities. Second, I conducted two online surveys of past and incoming H4 counselors inquiring about leadership, teambuilding, and overall H4 experience. A third follow-up survey was sent to each camper who attended the 2010 H4. Third, I integrated my participant observations from my past H4 experiences as camper, counselor, and staff.

In addition to the original data collected, I also read extant literature about group interaction, teamwork, and leadership. Together, the literature and data were used to analyze the three problems that plagued the H4 counselor group. The analysis revealed various components of each problem.

The first problem, difficulty working together, consisted of three components: personality differences from counselor to counselor, group work versus teamwork, and a lack of team cohesiveness. The second problem, lack of counselor-camper integration consisted of diversity and lack of group socialization. The third and final problem, lack of appropriate leadership skills, appeared to occur because of little training, lack of understanding leadership, and leading versus managing.

After analyzing the three problems, a solution was developed and implemented. Based upon the problem analysis and data collected, two new H4 trainings consisting of leadership and teambuilding activities were created to specifically address the problematic issues discussed in chapter three. The Color Personality in Leadership quiz served as a basis for the trainings for the 2010 H4 counselors. It offered valuable insight into counselor personalities and leadership tendencies, as well as provided both structure and continuity across training sessions. The activities for these trainings were carefully crafted to encompass many of the unsatisfactory elements of the problems. The ultimate

goals with these trainings were to break down barriers between the counselors, encourage them to work together as a team, and to further their knowledge about leadership. My own observations, along with camper feedback, confirmed that the trainings were influential and did indeed improve upon past counselor problems.

As a whole, the entire H4 retreat was an experience that will never be forgotten by anyone who attended. In my opinion, the 2010 H4 was the best so far. The counselors and the campers worked well together and their relationships appeared stronger than in previous years. H4 has influenced and enriched my life. It is my hope that this project has made the H4 experience even better, both for the people who attended in 2010 and for the hundreds of people who will attend in the future.

References

- Adams, K., & Galanes, G. J. (2006). In Giles, N. & Katsaros, J. (Eds.), *Communicating in groups*. New York: McGraw Hill.
- Anderson, C., Riddle, B., & Martin, M. (1999). Socialization processes in groups. In L. Frey (Ed.), *The handbook of group communication theory & research* (pp. 139-163). Thousand Oaks, CA: Sage
- Chester, A. (2007). *Honors connex*. Retrieved from <http://www.wku.edu/honors/index.php?page=connex>
- Clark, D. (2010). *The Addie Game*. Retrieved from <http://www.nwlink.com/~donclark/leader/icebreak.html>
- Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly, 46*, 229-273.
- Fiedler, F.E. (1976). The leadership game: Matching the man to the situation. *Organizational Dynamics, 4*(3), 6-16.
- Fisher, S. G., Hunter, T. A., & Macrosson, K. (1997). Team or group? Managers' perceptions of the differences. *Journal of Managerial Psychology, 12*(4), 232.
- Johnson, D. W., & Johnson, F. P. (2009). *Joining together: Group theory and group skills* (pp. 191-192). Upper Saddle River, NJ: Pearson.

Keyton, J. (2006). *Communication research: Asking questions, finding answers*. New York: McGraw Hill.

Loucon (2010). *Low Elements*. Retrieved from <http://www.loucon.org/activities.php?id=8>.

MacCoby, M. (2009). To win the respect of followers, leaders need personality intelligence. *Ivey Business Journal*, 73, 6.

Moreland, R. L., & Myaskovsky, L. (2000). Exploring the performance benefits of group training: Transactive memory or improved communication? *Organizational Behavior and Human Decision Processes*, 82, 117-133.

Mosher, C., & Danoff-Burg, S. (2007). College students' life priorities: The influence of gender and gender-linked personality traits. *Gender Issues*, 24(2), 21-33.

Slavkin, S. (1991). Camp Anawanna (Cast). On *Salute Your Shorts*.

Stashevsky, S., & Koslowsky, M. (2006). Leadership team cohesiveness and team performance. *International Journal of Manpower*, 27, 63-74.

Wilkie, H. (2003). We are the way we are . . . because of the way we were. *Canadian Manager*, 61, 16, 29.

APPENDICES

A.....Institutional Review Board Application Approval Letter

B.....Interview Protocol

C..... Interview transcription with Dr. Linda Frost

D..... Interview transcription with Dr. Frank Ettensohn

E..... Interview transcription with Dr. Philip Krummrich

F.....Online Survey Number One – Questions

G.....Online Survey Number Two – Questions

H.....Online Survey Results

I.....Four questions included in the Camper Follow-Up Survey

J.....Color Personality in Leadership quiz

K..... Color Personality in Leadership quiz descriptions

L..... Schedule for counselor training one

M..... Four discussion questions from training one

N.....Schedule for training two

O..... The Addie Game

P..... Counselor goals

Q.....Photos of Managing versus Leading activity

R..... Photo of the directional group posters

S.....Description of mafia, the dart game, and ninja

T..... Photos from the counselor showcase

U..... Photos from College for Dummies: The Honors Edition

V..... Photos from the bonfire

Appendix A: Institutional Review Board Application Approval Letter



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH
HUMAN SUBJECTS REVIEW BOARD

In future correspondence, please refer to HS10-159, January 29, 2010

Alexandria Kerns
c/o Dr. Jennifer Mize Smith
Communication
WKU

Alexandria Kerns:

Your research project, *Integrating Counselor Team-Building and Leadership Training into the Annual Honors Freshman Orientation Retreat*, was reviewed by the HSRB and it has been determined that risks to subjects are: (1) minimized and reasonable; and that (2) research procedures are consistent with a sound research design and do not expose the subjects to unnecessary risk. Reviewers determined that: (1) benefits to subjects are considered along with the importance of the topic and that outcomes are reasonable; (2) selection of subjects is equitable; and (3) the purposes of the research and the research setting is amenable to subjects' welfare and producing desired outcomes; that indications of coercion or prejudice are absent, and that participation is clearly voluntary.

1. In addition, the IRB found that you need to orient participants as follows: (1) signed informed consent is required; (2) Provision is made for collecting, using and storing data in a manner that protects the safety and privacy of the subjects and the confidentiality of the data. (3) Appropriate safeguards are included to protect the rights and welfare of the subjects.

This project is therefore approved at the Exempt from Full Board Review Level.

2. Please note that the institution is not responsible for any actions regarding this protocol before approval. If you expand the project at a later date to use other instruments please re-apply. Copies of your request for human subjects review, your application, and this approval, are maintained in the Office of Sponsored Programs at the above address. Please report any changes to this approved protocol to this office. A Continuing Review protocol will be sent to you in the future to determine the status of the project. Also, please use the stamped approval forms to assure participants of compliance with The Office of Human Research Protections regulations.

Sincerely,

A handwritten signature in blue ink that reads 'Paul J. Mooney' with a stylized flourish at the end.

Paul J. Mooney, M.S.T.M.,
Compliance Coordinator
Office of Sponsored Programs
Western Kentucky University



cc: HS file number Kerns HS10-159

The Spirit Makes the Master

Office of Sponsored Programs | Western Kentucky University | 1906 College Heights Blvd. #11026 | Bowling Green, KY 42101-1026
phone: 270.745.4652 | fax: 270.745.4211 | e-mail: paul.mooney@wku.edu | web: http://ored.wku.edu/Research_Compliance/Human_Subjects/

Equal Education and Employment Opportunities • Printing paid from state funds, IRS 57375, 2006 • Hearing impaired Only: 270.745.5389

Appendix B: Interview Protocol

1. Will you tell me about your Honors Program?
2. What is the best way to get people to events?
3. What is your experience with leadership trainings?
4. How do you find which model of leadership works well for you?
5. What do you know about leadership styles?
6. What type of leader are you?
7. What are your personal views on leadership?
8. What makes a leader?
9. Do you have any form of orientation?
10. What do you value in your students?

Appendix C: Interview Transcription with Dr. Linda Frost

AK: I will be asking you questions about leadership, teambuilding, and other programs for possible inclusion in my Honors Capstone Experience/Thesis entitled *Integrating Counselor Teambuilding and Leadership Training into the Annual Honors Freshman Orientation Retreat*. All names and places will be changed, so what you say will be anonymous. Do you agree to allow me to conduct this interview, and then have the contents be available for use in my CE/T?

LF: Yes. I have a question before we begin.

AK: Okay, go ahead.

LF: What exactly is your project covering?

AK: For the last three years at WKU we have had an Honors Freshman Orientation Retreat. H4 is where approximately 200 to 250 incoming Honors Freshmen spend four days at Camp Loucon going through sessions and meeting their fellow classmates. There are between 30-50 upperclassmen from the Honors College that are counselors at H4. In the past, the counselors have had very limited teambuilding and leadership training. So, this year, for my CE/T, I am developing and integrating a teambuilding and leadership training for the 30 counselors.

LF: Wow. We don't have anything like that here. Well, not as extensive of an orientation. We have a brief new student orientation day the weekend before classes.

AK: I see. Now, will you tell me a little about the ECU Honors Program?

LF: Sure. Our program is quite a bit smaller than WKU's. We have about 500 students currently and only one residence hall. So many of our students do not have honors housing. Also, we have an Honors Student Advisory Council. They put on many of our social events, community service, and volunteer opportunities.

AK: That sounds a lot like our Honors Club. What do you think is the best way to get people to events?

LF: We go out, and we talk to people, and we talk to people some more. Also, you really have to consider the longevity of the event. The longer it has been around, the more likely you are to have a better attendance rate.

AK: Awesome. I'll have to keep that in mind for the next Honors event. As far as leadership goes, what is your experience with leadership trainings?

LF: You know, I've never completed any formal leadership training. I really wish I had the time because there are some wonderful seminars out there. A lot of my leadership

experience was not exactly meant to be leadership experience. I started teaching at a community college while I was in graduate school, and I quickly found out that one really has to know how to run the classroom. My first class was horrible! They would throw spitballs and not really ever pay attention. I felt like Laura Ingles Wilder on those days.

AK: So what did you do?

LF: I quickly figured out that I needed to figure out the model I was going to use. You can't just go into a situation unprepared. It is imperative that you have a model of how to function. You might not form a well oiled model until later, but eventually it will come.

AK: How do you find which model of leadership works well with your own personal leadership type?

LF: I believe that you first have to be able to read yourself. Leadership is extremely personal, and if you can read yourself and truly know what you want to accomplish, then you can be effective. Once you do that, it is just a matter of reading your audience. You also have to ask yourself where your authority comes from.

AK: And where does authority come from?

LF: Everyone's authority comes from their experiences, their knowledge, their wisdom, and how much they care about the people they are leading. Another question to ask yourself is, "how do I need to maneuver?"

AK: What exactly does that mean?

LF: It means that you need to know the situations, the people involved, whether or not you can let them work it out for themselves or if you need to delegate or put your foot down. Every single thing I have learned about leadership goes back to being able to read yourself and your audience. Overall, it is absolutely critical to know yourself, your style, and how you function in a group setting.

AK: I would have to agree with you. But I never really thought of it in that light before. In order to be effective as a leader, the starting point is delving into your personality and truly coming to terms with how you lead.

LF: Right. And once you do all that, you start to develop your leadership style and you learn to adapt it to various situations that will help you deal with many different types of groups.

AK: You have been really helpful. Do you have any other comments?

LF: None other than I think you are going to be very successful in your future endeavors.

AK: Thank you.

LF: I wish you the best of luck. Contact me if you need any more help.

AK: Thanks, Dr. Frost.

Appendix D: Interview Transcription with Dr. Frank Ettensohn

AK: I will be asking you questions about leadership, teambuilding, and other programs for possible inclusion in my Honors Capstone Experience/Thesis entitled *Integrating Counselor Teambuilding and Leadership Training into the Annual Honors Freshman Orientation Retreat*. All names and places will be changed, so what you say will be anonymous. Do you agree to allow me to conduct this interview, and then have the contents be available for use in my CE/T?

FE: Yes, I agree. Can you tell me a little bit about your project before you start asking me questions?

AK: Sure. For the last three years at WKU we have had an Honors Freshman Orientation Retreat. H4 is where approximately 200 to 250 incoming Honors Freshmen spend four days at Camp Loucon, which is in Litchfield, Kentucky, going through sessions and meeting their fellow classmates. There are between 30-50 upperclassmen from the Honors College that are counselors at H4. In the past, the counselors have had very little teambuilding and leadership training. So, this year, for my CE/T, I am developing and integrating a teambuilding and leadership training for the 30 counselors.

FE: That's impressive. Alright, now that I know basically what your project is about, you can move ahead with your questions. I hope I'll be able to provide some insight for you.

AK: Okay. What do you know about leadership styles?

FE: Honestly, not much. But I do know that there is not only one style of leadership. There are as many styles as there are people.

AK: That's interesting. Can you explain that a bit more?

FE: Basically, I do not think that one specific attribute makes you a leader. Leadership depends on the person. It is also the ability to motivate people to get things done – for you and for the unit. I have noticed that some use a negative approach, but I do not.

AK: What type of leader are you?

FE: I am a different type of leader.

AK: Since you're a different type of leader, will you tell me what you think makes a leader?

FE: What makes a leader? There are different elements. I will list those for you.

- First, a leader has to be able to jump in and show people what has to be done.

- Second, a leader should always remember to not ask people to do things he or she wouldn't do themselves.
- Third, a leader has to demonstrate knowledge, especially in a group of highly intelligent individuals
- Fourth, a leader must also demonstrate interest, because if a leader isn't interested in what they are doing, neither will that person's group or team
- Fifth, a leader must possess the ability to listen
- Finally, a leader must be able to give people credit for what they do.

AK: Those are very important attributes of being a leader. Would you say you possess all of those? And do they fit in your definition of you being a different type of leader?

FE: Yes and no. I try to be the best leader I can be to the rest of the staff and the students. But mainly, my thought about my personal leadership style is that, if I can lead and get things done without people knowing, the better it is.

AK: So you like to lead from behind the scenes?

FE: Yes, that is correct. If I can find good people, I let them do their thing and I try to stay out of the way.

AK: Has that proven to be successful for you in the past?

FE: Very much so. I think a big thing with that type of leadership is trust. A great leader must trust the people and keep them informed.

AK: That's a very good point.

FE: I am afraid I am out of time, but I would like to leave you with a simile about leadership.

AK: Alright, go ahead.

FE: In a group, the leader is the person responsible for guiding the members in the right direction and to the right projects. Therefore, leadership is like a nucleus, where the center of guidance is the DNA.

AK: Thank you, Dr. Ettensohn for giving me your time and helping me with my CE/T.

FE: You are most welcome. Have a good evening.

AK: Thank you, sir, you too.

Appendix E: Interview Transcription with Dr. Philip Krummrich

AK: I will be asking you questions about leadership, teambuilding, and other programs for possible inclusion in my Honors Capstone Experience/Thesis entitled *Integrating Counselor Teambuilding and Leadership Training into the Annual Honors Freshman Orientation Retreat*. All names and places will be changed, so what you say will be anonymous. Do you agree to allow me to conduct this interview, and then have the contents be available for use in my CE/T?

PK: Yes, I agree.

AK: Before we get started, do you have any questions?

PK: Well, I know you told me a little bit about your project in the e-mail you sent me originally, but could you refresh my memory and tell me a little bit more about it?

AK: Of course. For the last three years at WKU, we have had an Honors Freshman Orientation Retreat. H4 is where approximately 200 to 250 incoming Honors Freshmen spend four days at Camp Loucon going through sessions and meeting their fellow classmates. There are between 30-50 upperclassmen from the Honors College that are counselors at H4. In the past, the counselors have not had much teambuilding and leadership training prior to the campers' arrival. So, this year, for my CE/T, I am developing and integrating a teambuilding and leadership training for the 30 counselors.

PK: Impressive. We do not do much orientation for our incoming honors freshmen at MSU. I guess you would call it a defect in the program because there really isn't much guidance.

AK: Do you all have any form of orientation for the freshmen?

PK: Kind of. It isn't as intensive as WKU's though. We have a one hour course they must take called Introduction to Honors. And we do have group work and activities that we feel helps with transitions.

AK: How many students are in your Honors Program?

PK: Approximately 160.

AK: Do you have any specific attributes that you value in your students?

PK: We value them because of what they say, not because they sit around and be quiet.

AK: Do your students know this?

PK: I'm not sure. I feel like some of them do, but some of them really never come out of their shell. Some probably just think that in order to be a successful honors student, they have to sit quietly and only speak when questions are directed to them. Every once in a while, it is difficult to get them to speak up.

AK: What do you think can be done about this?

PK: I think I see where you're going with this. You are suggesting a different type of orientation for these incoming students.

AK: Perhaps that is what they need. To get out and meet other students like them, that they might potentially have something in common with.

PK: If we had the funds, we might be able to do something about that. But, at this point, nearly all of our money goes toward scholarships for these honors students.

AK: Well, they're lucky to have a scholarship, in that case. Going forward, can you tell me some of your personal views on leadership?

PK: I believe there are many things that help make a person into a leader. I think the easiest way for you to follow this would be for me to list what I think makes a good leader.

AK: Alright, go ahead.

PK: Here goes:

- First, I do not believe that leadership skills can be intentionally taught. Why? Because everyone leads differently.
- Next, I have never had any formal training, and I am not sure that formal training is the way to go, especially for college students. I just feel like it would be difficult to cater to each individual's needs.
- Third, I think that people learn by doing. Why shouldn't this be the same for leadership? It has happened that someone gets thrown into a situation where they have no choice but to take the lead. This is perhaps the best way to get someone on track to becoming a leader.
- To go along with the learning by doing, I also think leaders prove their abilities by doing. A leader will never be able to prove to their team that they are effective if they don't prove themselves.
- Also, a leader should specifically design goals for himself or herself and the team. If no one knows what they are working toward, nothing will be accomplished.

AK: Those are, I believe, all attributes that leaders should keep in mind. Each is an important leadership quality. Are there other ways that you think a person makes a good leader?

PK: There are some communicative items that also can be applied to good leadership skills. Those are:

- First, a leader should always anticipate conversations. Basically, always be prepared for anything to be thrown at you.
- Second, be careful how you talk. For example, never say you need to “get something out of the way” first.
- Third, try to send consistent messages.
- Fourth, understand the parameters of conversation. Try not to cover anything that is too personal or unrelated to the topic at hand.
- Fifth, try to form a comfortable environment.
- Sixth, give the group something worthwhile to work on and talk about.
- And finally, try to avoid being dorky. I know it’s hard when you’re constantly immersed in Honors, but really try to avoid it.

AK: That is quite a list. Thank you for that. I’m sure it will prove to be very helpful. Do you have anything else you would like to add?

PK: No, I think we covered it all.

AK: Alright. Thank you for meeting with me, Dr. Krummrich.

PK: It was my pleasure. Good luck!

AK: Thank you.

Appendix F: Online Survey Number One – Questions

Section	Question/Statement	Answer Choices
Informed Consent	By completing this survey, you have given your implied consent for the anonymous results to be used in Allie Kerns' Honors CE/T project.	N/A
General Information	What is your gender?	Male Female
	Which H4 did you attend?	2007 2008 2009
	Would it have been beneficial for you to complete a leadership and teambuilding training prior to H4?	Yes No
Leadership and Teambuilding	For the following statements, rate yourself on your performance from the H4(s) you attended. -Ability to be a leader -Ability to lead by example -Ability to take responsibility -Ability to make decisions at a moment's notice -Ability to be enthusiastic -Ability to diffuse problems among group members -Ability to encourage others -Ability to "do what you can, with what you have, where you are"	Very Good Good Neutral Poor Very Poor
	Please choose the answer that applied to you and your team during the H4(s) you participated in for the following statements. -Ability to be cohesive as a team member -Ability to keep the I out of team -Ability to clear your mind of the word "can't" -Ability to build and maintain a community with your group members -Ability to rely on your team for help -Ability to be yourself around your team -Ability to stay involved in what your team is doing	Very Good Good Neutral Poor Very Poor

	-Ability to “divide the task and multiply the success”	
Comments	What would you have liked to be done differently during the counselor training for the H4(s) you attended?	Comment box
	If the counselor training for the year(s) you attended H4 had included a more intensive leadership and teambuilding session, what should have been put into it?	Ice breakers Teambuilding activities Short (seven questions) Colors of Leadership quiz Leadership exercises Other (please specify)
	If you have ever attended any form of leadership or teambuilding trainings, please list the types – or specific – activities that you completed and found helpful.	Comment box
Thank You	Thank you for completing this survey. Your responses are greatly appreciated.	N/A

Appendix G: Online Survey Number Two – Questions

Section	Question/Statement	Answer Choices
Informed Consent	By completing this survey, you have given your implied consent for the anonymous results to be used in Allie Kerns' Honors CE/T project.	N/A
General Information	What is your gender?	Male Female
	Please answer yes or no to the following questions. -Have you ever attended an H4 before? -Have you ever been an H4 counselor?	Yes No
	How many H4 Retreats have you attended?	0 1 2 3
	As a counselor, you have many responsibilities. Answer the following questions about your ability to remain involved as a counselor. -Participating in group activities -Remaining connected with your small camper group -Assisting a camper or counselor that needs help -Help to build a lasting community among campers and counselors	Very Good Good Neutral Poor Very Poor
Teamwork	Please choose the answer that applies to you for the following statements. -Ability to work on a team -Ability to be cohesive as a team member -Ability to keep the I out of team -Ability to clear your mind of the word “can’t” -Ability to build and maintain a community with your group members -Ability to rely on your team for help -Ability to be yourself around your team -Ability to stay involved in what your team is doing -Ability to share your opinions with others in a respectful way	Very Good Good Neutral Poor Very Poor

	-Ability to “divide the task and multiply the success”	
	<p>During the counselor retreat, there is a "Get to Know Camp Loucon" activity. Rate the following activity choices from 1-4 (1 being the highest, and 4 being the lowest).</p> <ul style="list-style-type: none"> -Scavenger hunt around Camp Loucon -Relay race around camp Loucon -Skit/Song/Poem Performance about Camp Loucon -Trivia about Camp Loucon 	<p>1 2 3 4</p>
Leadership	<p>Have you completed any of the following leadership trainings or seminars?</p> <ul style="list-style-type: none"> -DLI-Dynamic Leadership Institute -LeaderShape -Fish! Training -HOBY-Hugh O’Brian Youth Leadership Seminar -Other (please specify) 	Select all that apply.
	Have you ever held a leadership position?	<p>Yes No If yes, what was it?</p>
	<p>For the following statements, rate yourself.</p> <ul style="list-style-type: none"> -Ability to be a leader -Ability to lead by example -Ability to take responsibility -Ability to communicate your thoughts to other group members -Ability to make decisions at a moment’s notice -Ability to be enthusiastic -Ability to diffuse problems among group members -Ability to encourage others -Ability to “do what you can, with what you have, where you are” 	<p>Very Good Good Neutral Poor Very Poor</p>
Thank You	Thank you for completing this survey. Your responses are greatly appreciated.	N/A

Appendix H: Online Survey Results

Online Survey Number One

For the following statements, rate yourself on your performance from the H4(s) you attended:

	Very Good	Good	Neutral	Poor	Very Poor
Ability to be a leader	47.5% (19)	45.0% (18)	5.0% (2)	2.5% (1)	0.0% (0)
Ability to lead by example	40.0% (16)	55.0% (22)	2.5% (1)	2.5% (1)	0.0% (0)
Ability to take responsibility	52.5% (21)	42.5% (17)	5.0% (2)	0.0% (0)	0.0% (0)
Ability to make decisions at a moment's notice	47.5% (19)	45.0% (18)	5.0% (2)	2.5% (1)	0.0% (0)
Ability to be enthusiastic	42.5% (17)	45.0% (18)	10.0% (4)	2.5% (1)	0.0% (0)
Ability to diffuse problems among group members	15.0% (6)	67.5% (27)	12.5% (5)	5.0% (1)	0.0% (0)
Ability to encourage others	52.5% (21)	37.5% (15)	10.0% (4)	0.0% (0)	0.0% (0)
Ability to do what you can, with what you have, where you are	55.0% (22)	40.0% (16)	2.5% (1)	2.5% (1)	0.0% (0)

Please choose the answer that applied to you and your team during the H4(s) you participated in for the following statements:

	Very Good	Good	Neutral	Poor	Very Poor
Ability to be cohesive as a team member	32.5% (13)	60.0% (24)	7.5% (3)	0.0% (0)	0.0% (0)
Ability to keep the I out of team	27.5% (11)	57.5% (23)	12.5% (5)	2.5% (1)	0.0% (0)
Ability to clear your mind of the word "can't"	35.0% (14)	45.0% (18)	17.5% (7)	2.5% (1)	0.0% (0)
Ability to build and maintain a community with your group members	43.6% (17)	38.5% (15)	15.4% (6)	2.6% (1)	0.0% (0)
Ability to rely on your team for help	27.5% (11)	57.5% (23)	12.5% (5)	2.5% (1)	0.0% (0)

Ability to be yourself around your team	50.0% (20)	30.0% (12)	15.0% (6)	5.0% (2)	0.0% (0)
Ability to stay involved in what the team is doing	37.5% (15)	47.5% (19)	12.5% (5)	2.5% (1)	0.0% (0)
Ability to divide the task and multiply the success	35.9% (14)	46.2% (18)	12.8% (5)	5.1% (2)	0.0% (0)

Online Survey Number Two

As a counselor, you have many responsibilities. Answer the following questions about your ability to remain involved as a counselor.

	Very Good	Good	Neutral	Poor	Very Poor
Participating in group activities	68.2% (15)	31.8% (7)	0.0% (0)	0.0% (0)	0.0% (0)
Remaining connected with your small camper group	68.2% (15)	13.6% (3)	13.6% (3)	4.5% (1)	0.0% (0)
Assisting a camper or counselor that needs help	77.3% (17)	18.2% (4)	4.5% (1)	0.0% (0)	0.0% (0)
Help to build a lasting community among counselors and campers	63.6% (14)	36.4% (8)	0.0% (0)	0.0% (0)	0.0% (0)

Please choose the answer that applies to you for the following statements:

	Very Good	Good	Neutral	Poor	Very Poor
Ability to work on a team	77.3% (17)	22.7% (5)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to be cohesive as a team member	72.7% (16)	27.3% (6)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to keep the I out of team	59.1% (13)	36.4% (8)	4.5% (1)	0.0% (0)	0.0% (0)
Ability to clear your mind of the word “can’t”	40.9% (9)	54.5% (12)	4.5% (1)	0.0% (0)	0.0% (0)
Ability to build and maintain a community with your group members	54.5% (12)	40.9% (9)	4.5% (1)	0.0% (0)	0.0% (0)
Ability to rely on your team for help	36.4% (8)	59.1% (13)	0.0% (0)	4.5% (1)	0.0% (0)
Ability to trust your team to catch you when you fall	27.3% (6)	72.7% (16)	0.0% (0)	0.0% (0)	0.0% (0)

Ability to be yourself around your team	68.2% (15)	31.8% (7)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to stay involved in what the team is doing	63.6% (14)	36.4% (8)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to share your opinions with others in a respectful way	63.6% (14)	36.4% (8)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to divide the task and multiply the success	54.5% (12)	45.5% (10)	0.0% (0)	0.0% (0)	0.0% (0)

For the following statements, rate yourself:

	Very Good	Good	Neutral	Poor	Very Poor
Ability to be a leader	59.1% (13)	40.9% (9)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to lead by example	47.6% (10)	47.6% (10)	4.8% (1)	0.0% (0)	0.0% (0)
Ability to take responsibility	68.2% (15)	27.3% (6)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to communicate your thoughts to other group members	45.5% (10)	54.5% (12)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to make decisions at a moment's notice	59.1% (13)	27.3% (6)	9.1% (2)	4.5% (1)	0.0% (0)
Ability to be enthusiastic	63.6% (14)	36.4% (8)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to diffuse problems among group members	52.4% (11)	47.6% (10)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to encourage others	72.7% (16)	27.3% (6)	0.0% (0)	0.0% (0)	0.0% (0)
Ability to do what you can, with what you have, where you are	63.6% (14)	31.8% (7)	4.5% (1)	0.0% (0)	0.0% (0)

Appendix I: Four questions included in the Camper Follow-Up Survey

1. How well did the counselors interact with the students?
2. Did the H4 counselors seem like a cohesive group? Why or why not?
3. Did the counselors encourage their teams to do the best? Why or why not?
4. What was your overall impression of the relationship between the counselors and campers?

Appendix J: Color Personality in Leadership Quiz

TRUE COLOR QUIZ

Can you describe yourself?

In this exercise, there are word groupings or descriptions that are placed across the page. We have supplied three words in each grouping to give you a better idea of the personality trait that we are describing. Please read, and also score the groupings going across the page. You will be required to evaluate yourself, and then place your scoring of the descriptions according to how your personality relates to those words. You must score each box: 4, 3, 2, or 1, you cannot have two numbers the same. Chose one grouping of words that describe you the best, and score it, with a 4. Then choose the next with a 3, the next with a 2, and finally the least like you with a 1. Place your score in the box below the group of words.

Section 1 ORANGE	Section 2 GOLD	Section 3 BLUE	Section 4 GREEN
Active Opportunistic Spontaneous	Parental Traditional Responsible	Authentic Harmonious Compassionate	Versatile Inventive Competent
Competitive Impetuous Impactive	Practical Sensible Dependable	Unique Empathetic Communicative	Curious Conceptual Knowledge
Realistic Open-Minded Adventurous	Loyal Conservative Organized	Devoted Warm Poetic	Theoretical Seeking Ingenious
Daring Impulsive Fun	Concerned Procedural Cooperative	Tender Inspirational Dramatic	Determined Complex Composed
Exciting Courageous Skillful	Orderly Conventional Careful	Vivacious Affectionate Sympathetic	Philosophical Principled Rational
Total of A:	Total of B:	Total of C:	Total of D:

What Have You Discovered?

Score highest to lowest score, highest being the first color, etc.

	Color	Score
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Please Note:

The highest color score is your Primary color, or the kind of personality that you mainly operate in. Your lowest scored color is your Shadow color. These are the kinds of personalities that you will struggle to deal with, and understand. **Find value in every personality color!** Do not condemn or criticize. If you can learn to appreciate and accept people, whose primary color is your shadow, it will strengthen your shadow color. By finding value in people with your shadow color will help create the ability to work through difficulties, and remain in community with people.

Remember that no matter what color your personality is, always be content with which personality you are so, REMEMBER to BE YOURSELF! We need to learn to honor every color; one color is not above another personality color.

The hope of this test is to teach us to communicate, and gives us the ability to honor all of the colors, by bringing people together with appreciation and understanding for one another, and not separation from misunderstanding and judgment. This is that challenge that we all face.

Appendix K: Color Personality in Leadership quiz descriptions

BLUE

I need to feel unique and authentic
Enthusiastic, Sympathetic, Personal
I look for meaning and significance in life
Warm, Communicative, Compassionate
I need to contribute, to encourage, and to care
Idealistic, Spiritual, Sincere
I value integrity and unity in relationships
Peaceful, flexible, Imaginative
I am a natural romantic, a poet, a nurturer

In school:

Blues are easy to get along with. They like to share things with their classmates, and they like their teachers and try to please them.

With friends:

Blues really care about what happens to others. They listen and are honest and genuine.

At home:

Blues try to keep everything in harmony. They are sensitive and like warm feelings and quiet talks.

At work:

Blues have a strong desire to influence others so they may lead more significant lives. Blues often work in the arts, communications, education, and the helping professions.

In love:

Blues seek harmonious relationships. They are a true romantic and believe in perfect love that lasts forever. Blues bring drama, warmth and empathy to all relationships.

In childhood:

Blues were extremely imaginative and found it difficult to fit into the structure of school life. They act with great sensitivity to discordance or rejection and sought recognition.
Blues responded to encouragement rather than to competition.

HARMONIOUS BLUE

Comfort Zone:

- Supportive, friendly atmosphere
- Emotions are critical
- Warm colors
- Family as a team
- Vocal exchanges such as discussions
- Wants visible signs of affection
- Prefers subject matter that is people centered and humanistic
- Importance of friendliness, sharing, and honesty

How to Work with A HARMONIOUS BLUE:

- Take a friendly approach to your builders, communication
- Talk to them in a personal way and let them help you out
- Be warm in any communication indicating you are a loving/caring person
- Show genuine concern, smile and talk to them in a friendly way
- Show personal appreciation on birthdays, etc.
- Thank them as little things mean a lot to them
- Anytime possible allow them to work or play together as a team/family
- Take time to sit down and talk to them
- See that they are able to attend parties or social gatherings from time to time
- Physical evidence of parents showing love such as a hug is very important to them

If you work with a HARMONIOUS BLUE your vocabulary should include such words as:

- Friendly, harmony, people-centered, exterior detail, togetherness, group projects, love, being accepted, giving, honest feelings, teamwork, romantic

Communication Key:

- Emotions, harmony in the workplace, friendly, caring, personal interactions

GOLD

I need to follow rules and respect authority
Loyal, Dependable, Prepared
I have a strong sense of what is right and wrong in life
Thorough, Sensible, Punctual
I need to be useful and to belong
Faithful, Stable, Organized
I value home, family, and tradition
I am a natural preserver, a parent, a helper

In school:

Golds are organized and follow the rules. They enjoy being responsible and particularly like teachers who give them special things to do.

With friends:

Golds are really dependable. They like their friends to be honest, especially about money and making plans to do things.

At home:

Golds have responsibilities and work hard for their allowances. They also like a secure family life and enjoy holidays and celebrations.

At work:

Golds provide stability and can maintain organization. Their ability to handle details and to work hard make them the backbone of many organizations. They believe that work comes before play, even if they must work overtime to complete the job.

In love:

Golds are serious and tend to have traditional, conservative views of both love and marriage. They want a mate who can work along with them, building a secure, predictable life together. They demonstrate love and affection through the practical things they do for their loved ones.

In childhood:

Golds wanted to follow the rules and regulations of the school. Golds understood and respected authority and were comfortable with academic routine.

RESPONSIBLE GOLD

Comfort Zone:

- Position of leadership and control
- Orderly, structured classroom
- Prefers subject matter that has a solid, traditional, stable foundation
- Importance of discipline
- Routine
- Conservative and practical dress and hair style
- Patriotic and family oriented
- Likes status and respect
- Pride

How to Work With a RESPONSIBLE GOLD:

- Take a bottom-line approach to your builder's communication
- Be duty conscious and show them the proper rules and directions
- Assign accountable and responsible positions according to their capacity
- Give explanations in a step-by-step concrete fashion
- Use an idea approach and cool the emotions
- Be strong in any communication indicating you are not a nerd/wimp
- Treat them in the right and proper way
- Give them authority according to their capacity to handle it
- Be prepared, concise and clear when giving directions
- Do not throw them any curves
- Follow the routine and do what is expected with power and force
- Show them the hierarchy of command and reinforce their need for law, order, and routine
- Find concrete explanations and avoid hesitation

If you work with RESPONSIBLE GOLD your vocabulary should include words such as:

- Organize, responsible, duty, saving, results, track record, power, law and order, accountability, bottom-line, prepared, clear-out, authority, leading, status

Communication Key:

- Down-to-earth and traditional

GREEN

I seek knowledge and understanding
Analytical, Global, Conceptual
I live life by my own standards
Cool, Calm, Collected
I need explanations and answers
Inventive, Logical, Perfectionist
I value intelligence, insight, fairness and justice
Abstract, Hypothetical, Investigative
I am a natural non-conformist, a Visionary, a problem solver

In school:

Greens like to learn about all kinds of things and come up with new ideas. If there is a problem, they are the best ones to solve it.

With friends:

Greens are close to people who have the same interests. They sometimes keep to themselves because they like their privacy.

At home:

Greens spend a lot of time just thinking. They like learning things from television shows about science and nature.

At work:

Greens are conceptual and an independent thinker. For greens, work is play. Greens are drawn to constant challenge in careers, and like to develop models, explore ideas, or build systems to satisfy needs to deal with the innovative.

In love:

Greens prefer to let their head rule their heart. They dislike repetition, so it is difficult for them to continuously express feelings. Greens believe that once feelings are stated, they are obvious to a partner.

In childhood:

Greens appeared to be older than their years and focused on their greatest interests, achieving in subjects that were mentally stimulating. Greens were impatient with drill and routing, questioned authority, and found it necessary to respect teachers before they could learn from them.

CURIOUS GREEN

Comfort Zone:

- Open to new and creative ideas
- Abstracting thinking
- Prefers subject matter that has a creative twist or challenges the mind
- Quiet time
- Abhors triviality, not too concerned about dress, hair style, or exterior details
- Needs extra time to do things
- Does not like to be put on the spot

How to Work with a CURIOUS GREEN:

- Take a serious approach to your planners' communication
- Be prepared with as many details and new/better ways as possible
- Support ideas or actions in a detailed fashion
- Be prepared for interior understanding as well as exterior caring
- Respond in terms or causes rather than exterior effects
- Be logical and show appreciation for ideas
- Involve them in any creative ideas and projects
- Usually make good listeners and sounding boards
- Be patient as it will take them a longer time to get to the point
- Avoid silly talk and babbling
- As they sometimes lack social skills be sensitive to their challenges to express their inner feelings

If you work with a CURIOUS GREEN your vocabulary should include such words as:

- Logical, understanding, analyze, budgeting, planning, competency, predict, inner life, cause, innovative, exactness, thinking

Communication Key:

- Build an atmosphere of freedom of thought

ORANGE

I act on a moment's notice
Witty, Charming, Spontaneous
I consider life a game, here and now
Impulsive, Generous, Impactful
I need fun, variety, stimulation, and excitement
Optimistic, Eager, Bold
I value skill, resourcefulness, and courage
Physical, Immediate, Fraternal
I am a natural trouble-shooter, a performer, a competitor

In school:

Oranges like to have fun. They enjoy sports, games, television, and entertainment.

With friends:

Oranges are a lot of fun. They can think of all kinds of things to do. They enjoy being with other fun people.

At home:

Oranges like freedom and a lot of space. They enjoy after-school activities, such as sports and special events.

At work:

Oranges are bored and restless with jobs that are routine and structured and satisfied in careers that allow them to be independent and free, while utilizing their physical coordination and their love of tools.

In love:

Oranges seek a relationship with shared activities and interests. With their mate, they like to explore new ways to energize the relationship. Oranges enjoy giving extravagant gifts that bring obvious pleasure to their loved ones.

In childhood:

I had the most difficult time fitting into academic routine. I learn by doing and experiencing rather than by listening and reading. I need physical involvement in the learning process and motivated by my own natural competitive nature and sense of fun.

ADVENTUROUS ORANGE

Comfort Zone:

- Action
- External situations
- Prefers subject matter that is useful, dynamic, practical, and has a hands-on importance
- Here and now are important

How to Work With an ADVENTUROUS ORANGE:

- Take a light-hearted, fun, action approach to your adventurer's communication
- Move it and be an action centered person
- Show you are competitive and a winner
- Be strong in any communication indicating you are not a nerd or wimp
- The more spontaneous you are the more you will be appreciated
- An easy-come, easy-go manner laced with good humor
- Give immediate results or feedback whenever possible
- Note what actions they appreciate (sports, rockets, stunts, music)
- Brush up on your knowledge as they love to talk about exciting subjects
- Be concrete and avoid theoretical explanations
- Take them to places and allow them to participate in action things
- The quicker you get them to commit the more chance you have of them following through
- Reminders may be necessary
- Write out all instructions

If you work with as ADVENTUROUS ORANGE your vocabulary should include such words as:

- Fun, excitement, spend, adventure, spontaneous, action machines, gamble, chance, games, quick, fast, change, act out, joke, entrepreneur

Communication Key:

- Freedom of action, excitement, and fun

Appendix L: Schedule for counselor training one

Training One

1. Snappy Names – 4:05 – 4:20
 - **Objective:** To learn the names of everyone in the group
 - **Problem Addressed:** Unfamiliarity with other counselors
 - Sit in a circle and say everyone's first name once
 - Set the rhythm – slap slap clap clap snap snap
 - Speed it up!
1. Synergize It! – 4:20 – 4:40
 - **Purpose:** This activity is designed to foster teamwork and to get each person out of their comfort zone. Synergize It! will also help the counselors see what it is like to work under the pressure of different circumstances.
 - **Problem Addressed:** Difficulty working together between counselors.
 - **Objective:** To flip a tarp or a sheet over without anyone in the group stepping off of it.
 - Give each person a sticker to put on their forehead that corresponds to their color – the phrase should be something that will get the counselor out of his or her comfort zone.
2. Square Sardines – 4:40 – 5:00
 - **Purpose:** The goal of this activity is to break down personal and physical barriers while having different restrictions placed upon the group.
 - **Problem Addressed:** Group work versus teamwork.
 - **Objective:** To fit each counselor inside a masking tape square for a specific amount of time without anyone stepping outside of the square.
 - A roll of masking tape and a large floor space will be needed for this activity. Make a large square of masking tape on the floor. Once all the counselors are in the square, begin timing. Once the first round is completed, begin making the square smaller and the time longer. Do this up to five times. Each time, put a different restriction upon the group – such as only use non-verbal communication or only people with green eyes can talk.
3. Discussion – 5:00 – ?
 - **Goal:** To further the counselors' knowledge of how the Color Personality in Leadership quiz applies to H4, how counselors and campers interact with one another, and problem solving.

Appendix M: Four discussion questions from training one

How well do you think your color describes you?

What are the strengths and weaknesses of being your color?

What do you think you can bring to the group?

What leadership qualities are present or missing in your group?

Appendix N: Schedule for counselor training two

Training Two (at H4)

1. Introductions (15-20 minutes)
 - Name, hometown, major, year, what each person hopes to learn at H4
2. Group Juggle (10-15 minutes)
 - **Purpose:** To help the counselors become even more familiar with each others' names and to become a more cohesive group.
 - **Problem Addressed:** Lack of team cohesiveness.
 - 4 rolls of tape will be needed.
 - One person starts with the first roll of tape and chooses someone across the circle. Each person has to say the name of and make eye contact with the next person they throw it to. Round one continues until each person has caught the roll of tape.
 - Continue with rounds two, three, and four until each roll of tape is added in – hint: begin each roll of tape once a couple of people have caught the first.
3. Zoof – beginning of part two of training two (10-15 minutes)
 - **Purpose:** To energize the counselors and to test their concentration.
 - **Problem Addressed:** Group work versus teamwork.
 - Zip goes in one direction.
 - Zap reverses the direction.
 - Shazaam goes across the circle.
 - Kablaam blocks shazaam.
 - One person collects the energy from the center of the circle and they throw it off to someone with a zip. The game continues. If someone hesitates or says the wrong thing, they are out. When someone gets out, a new person collects the energy from the center.
4. The ADDIE game – Analyze, Design, Develop, Implement, Evaluate (30 minutes)
 - **Purpose:** A teambuilding activity that is designed to encourage the counselors to learn about each other's problem solving styles and instructional development methods.
 - **Problems Addressed:** Counselors having difficulty working together and lack of small group socialization.
 - Will require poster board/markers.
 - Each team will build a short activity that will allow the counselors to meet and introduce themselves to the campers. This activity will also be used when the campers arrive, so they need to be able to pick it up quickly. At the end, everyone will present their activity. Split into teams.
 - Analyze the problem – Is it a training problem?
 - Perform a short task analysis – How do people get to know each other?
 - Design the activity – Develop objectives.
 - Develop the activity – Outline how you will perform the activity.
 - Implement – Have each direction introduce themselves in front of the group using the activity created.

- Evaluate – Give prizes to the most original, funniest, etc. by having the entire group vote.
5. Scenarios with colors (30-45 minutes)
- **Purpose:** To encourage the counselors to actively think about the ways they can engage each of their campers, no matter what their personality type. This will also help the counselors know how to effectively diffuse any type of situation.
6. Managing versus leading
- **Purpose:** To analyze what the counselors do as managers and how they can go beyond that to become leaders.
 - **Problem Addressed:** The predisposition to manage instead of lead
 - Each small team should find a place somewhere in a large room. Each team will receive something to write on with a line down the middle. On the left side, take a couple minutes to write down the bare minimum of what is done as H4 counselors (managing). (3-5 minutes). Now, on the right side, write down what can be done in addition to the list on the left side to become a true leader (leading). (3-5 minutes).
 - One person from each team will share two items from both lists.
7. Personal letters
- **Purpose:** For the counselors to write, in their own words, what they want to do to remain connected with their campers, at and after H4.
 - **Problem Addressed:** Counselors rarely maintaining relationships with their campers post-H4.
 - No one will see the letter but the writer. These letters will be mailed back to each counselor halfway through the fall semester, so please put a local address on the envelope. In this letter, the counselors should focus on what they hope to accomplish at and after H4. Write those goals down. Also add a list of three things that can be done to keep in contact with campers this fall and beyond. Take as much time as needed. Once finished, put the letter in its addressed envelope, seal it, and take it to the facilitator.
 - Include discussion about why this relationship maintenance is important.

Appendix O: The Addie Game

Analyze the problem – campers don't know each other

Perform a short task analysis – how do people get to know each other

Design the activity – develop objectives

Develop the activity – outline how you will perform the activity

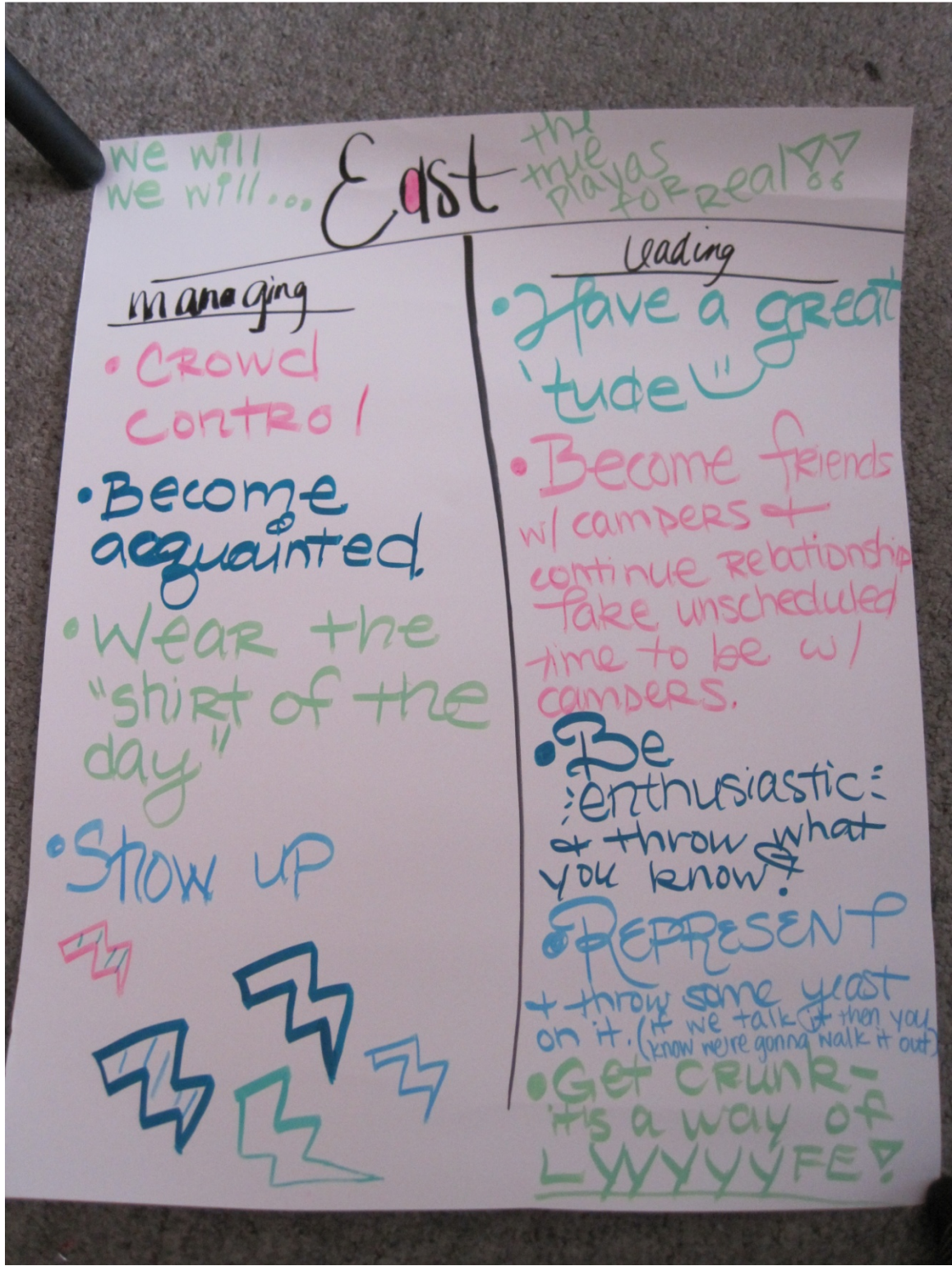
Implement – each direction will perform their activity in front of the group

Evaluate – prizes will be points!!

Appendix P: Counselor Goals

- Learn each camper's name
- Know details about campers
- Learn how to be a leader
- Learn camper's worst fears
- Learn the best way to tie-dye
- Meet the campers
- Become a better team
- Make the perfect s'more
- Learn camper's fears and fix them
- What brought campers to WKU
- How to survive without being darted
- Meet everyone in the "Dirty South"
- How to stay cool
- Memorize chapter 12 of Romans
- Help campers learn from their mistakes
- Learn how to dance
- Learn how to lead a Dynamic Leadership Institute session
- Be on a winning team
- To get campers fired up about college, WKU, and Honors
- Learn about where campers have been and where they want to go
- Learn how to be a better leader
- To have a good time
- Learn to play *The Climb* by Miley Cyrus
- To show people why I keep coming back
- Keep in contact with campers
- Learn what made campers want to be Honors
- Learn what the campers want the Honors Club to be
- To help campers with their worries

Appendix Q: Photos of Managing versus Leading activity



South

Managing

Safety

getting campers to activities on time.

Small talk/
friendliness

sitting with fellow
counselors

Leading

caring

being involved
with campers

getting to know
them

making sure
every camper has
someone to sit w/

North

managing

- telling campers what to do
- only learning names
- letting loners be loners
- not keeping in contact
- only hanging out with same group of counselors
- only showing up

leading

- getting to know campers on a personal level
- leading by example (participating)
- talking to everyone. Not just your campers.
- extending leadership past H4
- make an active effort to help the transition to college.

Weist

Managing

- leading campers around (herding!)
- learning names of campers
- answering questions
- being there, but staying with counselors / friends

Leading

- reach out and connect with campers
- volunteering info
- enthusiasm
- branching out from your comfort zone
- starting conversations
- volunteering to help with other activities

Appendix R: Photo of the directional group posters

Photo taken by Sam Oldenburg

(Each directional group poster can be seen clearly in this photo)



Appendix S: Description of mafia, the dart game, and ninja

Mafia – In 2010, the H4 counselors bonded by playing the card / strategy game called Mafia. For this game, each player is given a card. The red number cards represent townspeople, the black number cards represent mafia, a queen represents the nurse, and a king represents a detective. There is always just one nurse and just one detective. However, the amount of mafia depends on how many townspeople there are. Mafia generally is equal to less than half of the number of townspeople. There is also a narrator. The objective of this game is for either the townspeople or the mafia to win. The townspeople win when all the mafia are out of the game, and the mafia win when there are more mafia than there are townspeople.

The narrator tells everyone to “go to sleep,” which means that all the players close their eyes. The narrator then asks the mafia to “wake up,” which means that only the players who received black number cards open their eyes. The mafia then chooses someone to take out of the game. Once the mafia have made their decision, the narrator asks them to go back to sleep. The next person to “wake up” is the nurse. The narrator asks the nurse who he or she wants to save, which means if the nurse just so happens to choose the person the mafia wanted to take out of the game, the townspeople have an advantage. Once the nurse has made his or her decision, that person goes back to sleep. After the nurse saves someone, the final person to “wake up” is the detective. The detective can point to one person per round and the narrator can give thumbs up for townsperson or nurse or thumbs down for a mafia member. Once the detective goes back to sleep, the narrator asks everyone to “wake up.” The narrator then tells the players who was taken out of the game during the night. Then the accusations begin. Any player can accuse and make a case against another player for being mafia, but the accused does get a chance to defend him- or herself. After the accusation and the defense, all the players vote. If the vote does not pass, there can be another accusation. However, only three accusations can occur in each round.

The Dart Game – With the 2009 H4 counselor group, The Dart Game began, and has become an H4 tradition. The Dart Game does not use real darts, but rather, imaginary ones. In essence, if one makes eye contact with another, a dart can be “thrown.” If a dart hits someone, that person must lay or sit down wherever he or she is until someone else comes along to un-dart them, but “pulling” the dart out of the darted person’s neck. It is possible to block darts. One does this by covering their neck with their hands. Or, in a recent amendment by the 2010 counselors, by saying shazaam (from the energizer we completed in training two called Zoof) before the dart is “thrown.” Please view the picture below. It demonstrates how one “throws” a dart.



John Bennett Alexander, Counselor, 2009 and 2010

Ninja – Ninja was a game introduced to the counselors at the 2010 H4. This game is not limited to a specific amount of people. Essentially, the group members begin by standing in a tight circle. The person who is the designated started makes a noise – similar to noises one hears in karate matches – and the group members jump back into a pose, such as one a ninja would make. Each player is allowed one defensive and one offensive move each turn. The players take turns around the circle, similar to how a wave would progress. The objective of this fast paced game is to touch someone’s hand with an offensive move. If this happens, the person whose hand was touched is out. The game continues until there is a champion.

Appendix T: Photos from the counselor showcase
photos taken by Sam Oldenburg and Sammy Jo Hester



Appendix U: Photos from College for Dummies: The Honors Edition
photos taken by Sam Oldenburg



Appendix V: Photos from the bonfire
photos taken by Sam Oldenburg and Sammy Jo Hester

