



Introduction to the Group Project Assignment

HDF 190: First Year Leaders Inspired to Excellence (FLITE)

March 1st, 2011

Overview of the Project

- Form a "community" among your group-- discover and learn to work best with each others strengths
- construct and grant proposal
- construct a proper APA poster presentation addressing all necessary components

Strengths and Compatibility

- Use your strengths to help you:
 - see who has certain skills
 - determine who would be best to “take the lead” on tasks
 - see how each member of your group thinks/ works

Group Commitment

- Important that all members contribute
- You will hold each other accountable by honoring your group contract
- Enjoy the process.. the process is just as important as the outcome

Establish the Mission Statement of your organization

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Mission Statement:

1. What are the opportunities or needs that we exist to address? (the purpose of the organization)

People might want to know what they want to peruse (major), but they don't know what they want to do with it.

2. What are we doing to address these needs? (the business of the organization)

We will hold a workshop/ certification program to expose the students to what opportunities are out there, and how they can use their skills and talents to further develop them.

3. What principles or beliefs guide our work? (the values of the organization)

Everyone has a chance to be extremely content with their field of study, and we just want to facilitate them in finding their way.

*Compatibility, Adaptability, Strengths * You're on the right track!
PERSUE YOUR PASSIONS!

Leadership Group Structure:

Group Leaders: each proficient in their field of study

One large presentation, start the group on their "*journey of discovery*"
Pose the question: "What can I DO as a leader?!" EVERYTHING!

Divided into "*breakout sessions*", specifying different majors
--> tying them all into leadership development (how to lead in your field of study)

Committee's: Breakout Sessions:

Education

- Secondary education
- Elementary

Life Sciences

- Bio, Environmental, Medical, etc.

Social Sciences

- Psychology, Political Science, History, Economics

Poster Presentation:

Social change model: (OUTCOME) students role: End Result : Promotes students to pass on their knowledge and wisdom to others.

RE

Servant Leadership: (Process) Professional Mentors Role: Non-profit volunteer “paying forward”, using their knowledge to help those who need it, Ethics: doing it for the greater good.

Relational Leadership: (Process) Student & Professional mentor & Student role:

Inclusive=developing talent .

Empowering= empower members of the group to pursue their passions.

Purposeful= mentors have a commitment to students, position, and the organization.

Ethic= Good in nature, pay it forward, greater good.

Process Oriented= ** Building and maintaining a team, accomplishing the groups
purpose or vision

Delegation:

Rusty: APA poster compiling/ question three

Christina: Grant Proposal processing

Teresa: Group Paper Formation

Alicia: Q&A prep / (Slide 6) Engaging students.

Steph: Research of the CSLP values/ (Slide 5) service activities from APA poster presentation

Group Paper:

- 1) Includes Delegation
- 2) research finding on center SLD (steph)
- 3) how we came up with our mission
 - * as a group!! Dealing with feedback OUTTTT COMMEE 😊 😊 😞 😊
- 4) how does group reach concessions
 - Discussion, asking questions, research, critical thinking, self exploration, preparation
- 5) what problems/ challenges did we come up with
 - Unique idea/ scheduling/ collaborating all of our combined ideas to form one unique organization
- 6) How was the structure decided:
 - Volunteer, Group consensus, !!!EVERY OPINION CONSIDERED, RESPECTED, & COUNTED!!

The Poster Presentation

- Desktop Link: HDF190-poster presentations.pdf
- Sample #1: Russ's poster presentation from last year

ORGANIZATION

eLE@d

Pursue your passions!

PRESENTERS

*Alicia Binberg Christina Warren
Stephanie Segal Teresa Lincoln
Russell Levensky*

Grant Proposal

College students already associated with majors are in need of leadership education. Students are looking to advance in their careers and have limited resources to advise them in how to advance in their professions. Students want to gain a greater awareness about their and other's strengths in order to apply them to their lives. Students lack the knowledge of the types of jobs available within their college.

The current recession suggests that the unemployment rate has gone drastically down. The economy is falling and people are taking jobs that they are either over qualified or under qualified for. In order to rebuild the economy, organizations must reevaluate to improve their inner workings and the length of this recession insists that these organization have not employed the essential leader.

By running a (2day 24hr one day retreat) ** seminar we will be able to introduce the students to their leadership strengths by doing a strengths quiz,***REQ.\$\$)*, teach the student various leadership models, unite college professors with students, introduce the various jobs currently held by professionals, certify that the participatory students have completed leadership training and assessment, and offer volunteer opportunities for mentors within the college.

Knowing your strengths is a great knowledge because it gives insight to your personality. By giving strength assessments, students become aware of the leader inside of them and become inspired to test the results out in their field of study. Students will learn what areas they are strongest in and what positions they area most likely to succeed in. Teaching the leadership models benefits the student by expressing the uniqueness of every leader and inspiring them to fit into a model. By uniting the students with the professionals in their field we create a networking system within the college. Holding career presentations allows students to get ideas of what types of jobs that are currently out their in their field of study. Certifying students will allow them to stand out within their resume so employers are aware of their leadership skills. Student mentors within the university are looking for mentor opportunities, this seminar will offer them the opportunity to work with their peers developing leadership skills.

By coaching people in the ways of leadership, we will benefit company's by educating their employees on how they can lead to innovate the company. Career service programs, leadership minor opportunities, career advisors within universities have tried eliminating this problem, and have succeeded in there efforts. By creating a more personable atmosphere and by having students mentoring students, we will empower the university community to peruse their passions. Using more student affiliated channels, such as email and face book, will bring the opportunity to learn important information to the students rather then having the students reach out for the information. By certifying the student participant, we will create a wanting for the certification and a way to highlight the new leaders to employers.

The goals of the seminar is to talk leadership with the college student. We want to connect students with their strengths by having them complete a strengths quiz. We want to educate the student in leadership models. We want to encourage the university community to pursue their passions by building confidence. We hope to accomplish a more united, networking community.

The organization will consist of students looking for career advise, prepared student mentors, and professionals within the university to share their experiences and talk about their jobs.

The eLead seminar is focused on benefiting the student so that the student will have a greater chance in succeeding in their field of study. By introducing students to the various ways of leadership, we will promote leaders in the working community. As a united country, we are in need of passionate, inclusive leaders that will renovate organizations and this seminar empowers students to become that leader. The eLead seminar supports professional networking and uniting the academic community.

By the time the funds expired, we would have empowered and inspired leaders to pay it forward by continuing the mission statement in their works. Professional's would want to participate in the event because it allows them to network within their field of study. Certified students will have positive outcomes and will want to come back to the seminar also refer others.

By asking for feedback in the form of surveys and suggestions we will be able to read how each participant felt about the seminar, and also find ways to improve the seminar. By creating confidence in students, we will have succeeded because its what they can do with their new knowledge and confidence that eLead is promoting.

Individual Response Paper

Russell Levendusky
HDF 190 (FLITE)-- Group Presentations
Individual Response Paper

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Pursue your passion!

First of all, I can honestly say that I absolutely loved working on this project with my fellow members of my group. Not only are we all happy with the end result, I would say that we all definitely “enjoyed the process” and the journey that we embarked on for the project. For an academic assignment, I had a blast! We had so much fun, while working hard, and I know as a group we have formed long lasting friendships because of the project.

I felt a definite sense of belonging while being an active member of our team. I used my strengths to compliment what I would do for the task. Because of my context and organizational strengths, my group members nominated me to become the “gatekeeper” of the group. I know that one big issue is managing everyone’s busy schedules, so I took it upon myself to formulate a schedule for meeting times based on everyone’s availability. My role as a gatekeeper was also to keep the group focused, and at the same time make sure everyone got a “say”, as to what they believed the project should entail.

Before the project even “began”, the group had very healthy discussion and brainstorming sessions. We utilized the whiteboard (in the conference rooms in the library) to really explore and organize all of our ideas for the project. We definitely have an understanding that the process is just as important as the actual end result, so we were sure to be “loving the process” the whole time. We put a large emphasis of brainstorming, because that is the best way where everyone can express their ideas,

and have them heard. We knew that it was an integral part of the group process, in which everyone contributed their ideas.

I would say that we all defiantly positively contributed to this project. On thing that I felt important as the “gatekeeper” was to delegate roles to each person in the group. We really utilized the worksheet that told us what all of each others strengths were, so when deciding who would “spearhead” each different task, we picked the ones that would best coincide with our strengths. In addition to completing our specific tasks, no one was really responsible for “doing just one thing”. We all took on a task that we knew we could compile, formulate, and produce, but truly all of the work done on the project was done as a group and everyone gave their input and efforts.

As I said we had a strong system of delegation for this task. WE divided up roles based on our various different strengths. At the same time that each person was assigned to a specific task, all of the work was truly done as a group and that person really just organized our thoughts for that specific part. Below is our delegation chart that we formulated in one of our group meetings:

Delegation:

Rusty: APA poster compiling/ especially slide three

Christina: Grant Proposal processing

Teresa: Group Paper Formation

Alicia: Q&A prep / (Slide 6) Engaging students.

Stephanie: Research of the CSLP values/ (Slide 5) service activities from APA poster presentation

In closing, I defiantly believe that as a result of this project we all have a stronger understanding of how to effectively work in a group dynamic. We really built strong friendships throughout the experience, and really used our understanding of Relational Leadership, in order to be inclusive of all individual opinions, thoughts, and ideas. In

Sample #2

- Jaqueline's Poster Presentation from HDF 190 last year.

L.E.A.D. U.

(Leadership Education and
Development University)

Presenters: Jacqueline Atkins,
Tara Nitardy, Megan Angelo,
Nicholas Kleiner, CJ Sanchez

Mission Statement

- Providing an environment that fosters and feeds leadership and self-understanding or growth through a supportive atmosphere based around camp experiences.
- Social Change needs all levels of society—we need the grant so that students can come here for close to free so any and everyone can get involved in this program.

Theories of Leadership

- Certificate training program: Relational Leadership.
- Learning days: Social Change Model, Tuckman's Theory of Group Development.

Leadership Group Structure

- 75 Students– 25 per group
3 leaders per group
3 committees
2 coordinators

Committees– heads of committees float around at the program

- * multicultural committee
- * Team building committee
- * activist/ service committee
- Leaders– assist to provide examples of situations formulate plan to teach information to students

Coordinators:

- *relational leadership
- *Techniques to keep on track
- *how to oversee a program
- * How to create positivity

Service Activities

- Learning Day
 - *teach them about the social change model
 - *show how this theory is actually applied
 - * guidelines as to what they will be doing the following day
 - * develop group– forming, storming and norming
 - * service groups come and talk about their organizations.
- Application Day
 - *students apply what they learned to the

Recruitment Campaign

- Students Involved:
 - *Advertise at Highschools, Leadership Groups, Teacher Recommendations, Online.
- Mentors:
 - *FLITE Class, Students in the Leadership Minor, or any student interested in volunteering can apply.

Time Management

- Keeping up to date with progress
- Enjoy the process - in order to do this you need to PLAN (find availabilities and schedule meeting times)
- Honor your group contract
- Follow our "Timeline" guide to keep on track (worksheet)