PEER-LED TEAM LEARNING
LEADER TRAINING

WELL, IT WORKS FOR US
PART II: LEADER TRAINING AT
THE UNIVERSITY OF WEST GEORGIA

LUCILLE B. GARMON, DUSTY D. OTWELL, AND KIMBERLY SUTTON

Introduction

This is the second of the articles on how workshop leaders are recruited and trained at the University of West Georgia. Part I, Recruitment and Selection of Leaders, ended with the newly-selected leaders signing a contract and being given a copy of Roth, Marcus, and Goldstein's "Handbook for Team Leaders."

The first article was rather long (thirteen pages, counting appendices). This one is even longer, and probably goes into more detail than most readers need. So some of the minutiae are given in smaller print and can be skipped by those looking for the main points.

The contract-signing occurs at the end of spring semester for those who will be new leaders in the fall and at the end of fall semester for those who will be new leaders in the spring. [Note: There are also workshops during summer but these are all led by veteran leaders, so no training for new leaders needs to be conducted for summer session.]

Training actually begins with the assignment to look over the peer leaders' handbook and to read carefully the first three chapters. The formal training program, however, occurs after the new leaders return to campus a few days before classes start the next semester.

Formal Training – Scheduling and Agenda

One of the items on the application form asks for confirmation that the leadership candidate will be available for training. This coming fall, for example, classes are scheduled to begin on August 12, so that item on the application reads:

"New leaders are enrolled in a leadership course, XIDS 2002, *What Do You Know About Leadership*, for 2 hours academic credit (The XIDS course prefix is used at UWG to designate cross-disciplinary courses). Part of this course consists of training to take place over a **three-day period prior to the start of classes** on August 12, 2010. All new leaders MUST be present for the complete training August 9, 10, and 11. Would this be a problem for you?"

The necessity of being present for training, if they are offered and accept a position of leadership, is re-visited during the interviews. And when those selected sign their contracts, they notice that the first clause begins, "I will attend all sessions of the training program prior to the first day of fall [or spring] classes . . ."

For several years we have found that including what we feel needs to be part of training requires two and a half days. So, if classes are to start on a Thursday (as was the case in both fall 2009 and fall 2010), training begins Monday afternoon, then continues all day Tuesday and Wednesday. The agenda followed at the beginning of this past spring semester is given in Appendix I. Since classes this spring started on a Wednesday, the training started Sunday afternoon.

Formal Training - Preparation

Typically, three or four speakers from outside the PLTL program are asked, a month to six weeks ahead of time, to add their hour or hour-and-a-half presentations to the training program.

Usually, these are faculty and staff members from other areas of the UWG campus: the Educational Psychology Department, for instance, or the Student Development Center, or the Excel Center (which runs tutoring programs). Occasionally a presentation by an out-of-town visitor can be arranged, such as was the case with Dr. Lance Shipman Young from Morehouse College in Atlanta this past January. The times are scheduled at their convenience, but usually not on the first day of the training.

For several days prior to the start of the training program, the workshop "staff" (coordinator, asst. coordinator, and superleaders – a total of four or five people) is busy developing the agenda and preparing materials. Sections of previous training sessions that seemed less productive are modified or replaced. Some new agenda items are selected. Name tags and three-ring binders are prepared for each trainee. Copies of materials needed are run off. An annotated list of binder contents, with references to source material for much of it, is given in Appendix II. Food is purchased for breaks and continental breakfasts, while pizzas or sub sandwiches are ordered to be delivered for the working lunch on the final day of training. The cost of the food, binders, and other incidentals totals about $300 per semester.

Formal Training – Set up

The number of new leaders each semester has varied in recent years from twelve to seventeen. A large seminar room (approximately 1000 sq. ft. or 100 m²) is used for the training. This room is furnished with moveable tables and chairs. The tables are arranged into groups with three or four new leaders in each group. Seating is assigned by placing the binders and name tags on the tables. Leaders who will be working with the same course are initially seated together – first semester general chemistry, second-semester general chemistry, or allied health chemistry. Figure 1 shows two groups of new leaders during the training.

Formal Training - Components

Not counting non-working lunches and other breaks, the training program occupies a little over seventeen hours. Each of the various portions of the training program can be loosely classified as belonging to one of four categories: presentations, discussion activities, practice workshops, and, most loosely of all, general "housekeeping." These are described in turn below. [Note: the very last item on the agenda, "Leaders' Meetings for First Real Workshop," is considered separately, under the section on Continued Training – Leaders' Meetings.]

Figure 1: New Leaders at Training

Formal Training - Presentations

Close to 40% of the seventeen hours is devoted to presentations. While the "lecture" format, used informally, is effective for getting across certain types of information, leader training should ideally be interactive. So most presentations are short (ten to fifteen minutes), followed by discussion. As seen in the agenda, these presentations give students some background as to how and why PLTL workshops are set up (the workshop syllabus), and stress different techniques that can be used to present material to the students and different issues that can come up (e.g., how much bonding to do with group members). All presentations are followed by a discussion on the topic and usually an activity to put the knowledge into practice.

Several of the short PowerPoint presentations were made by previous new leaders as part of the XIDS leadership course. These include the agenda items identified as Anna Riley PowerPoint, Katie Lucariello PowerPoint, and Brittany Mitchell PowerPoint. The "Know-It-All" PowerPoint was actually adapted from a poster prepared by Yoon Ju Kim when she was a new leader at the University of Texas at El Paso. And the bonding PowerPoint comes from Arleeann Santoro, who was a workshop leaders at the University of Montana. We borrow shamelessly from other sources whenever they are willing to share what they have developed.

The longer presentations usually include built-in interactive content (if not, we don't invite that presenter back again), and can become quite lively with questions and comments.

Formal Training – Activities

About a third of the training time is spent on various icebreaker, team and skill building activities and discussions of topics introduced in the presentations. These activities allow for training to be accomplished in a fun, hands-on interactive way. Many different ice breakers could be used to kick off the training and allow the workshop staff and new leaders to get to know each other. We currently use one that pairs up the trainees. Each draws a simple figure to represent themselves and writes something by different parts of the figure (ears: what they like to listen to, feet: where they want to go in life, etc.), then explains the drawing to their partner. Each pair brings their drawings to the front and they introduce one another.

The "Traffic Jam" activity introduces the idea that different people approach the problems in different ways and that by everyone contributing a complex problem can be solved. Another activity has the trainees read through possible responses from a leader and come to a consensus at each table as to how they would feel if a leader said that to them. For example, a leader might say "I see you're having trouble with concept X. Let's go over this again because it will be on your test." One student might find this encouraging, while another might find it discouraging. To address such issue with new leaders, an activity called leader response is done where they read through possible responses from a leader and tell how they would probably react to such a response. The activity is then gone over together with the whole group, with explanations of why each person felt that individual reaction. This, we hope, will help leaders become more skillful at communicating empathy and encouragement.

Another activity establishes a scoring rubric by having has the trainees watch a video of a workshop and judge how each group member should be scored on participation and attitude. Since these marks are figured into the students' grades in the course (albeit a very small percentage), it is important that workshop leaders all have consistent standards in mind. Other activities include discussions with invited presenters and shared reflections on the practice workshops.

Formal Training – Practice Workshops

This is the heart of the training program, and probably the most useful portion of the program to the new leaders. Although it occupies only 20% of the time spent in the formal pre-semester training, it is crucial to prepare the new leaders for actually leading a workshop.

The first set of practice workshops on the second day offers trainees their first experience at being workshop leaders. To start, each table is given a set of material and time to prepare for their practice workshop. Each trainee will then take a turn being the leader and several turns being a "student" in the practice workshop. For example, suppose there are four tables (Table 1, Table 2, Table 3, and Table 4) with three leaders at each table. Each of the leaders at Table 1 goes to one of the other three tables and practices being a leader while those at Tables 2, 3, and 4 stay put and play the role of students. For the first practice workshop, the "students" are instructed to be outgoing and enthusiastic, so each practicing leader gets to work with an ideal workshop group. After fifteen to twenty minutes, depending on total time allowed, Table 1 leaders return to their table and those at Table 2 split up as practice leaders at Tables 1, 3, and 4. This rotation continues until all trainees have had an opportunity to practice leading a workshop. (For more than twelve new leaders, five tables of four each are used and veteran leaders make up the total of twenty required for this scheme.) Each table is given different material to practice with, so the "students" have not seen those workshop questions until a leader arrives from another table and passes out copies.

The second set of practice workshops on the third day of the training offers a twist of sorts. Before leaving at the end of the second day, leaders pick up two items. One is a description of a typical personality that might be encountered in an actual workshop. Each leader will play that role while a "student" in the workshop. The role that a trainee is assigned is usually quite different from his or her own personality, which helps in being able to relate to the mentality of such students. Also the table/role assignments are arranged so that at each table there is a least one "good" personality and no two playing the same role. No one is to let anyone else know what their assigned role is until discussion of the scoring rubric following this practice workshop. Appendix III has a list of the assigned roles and a brief description of each.

The other item is a set of copies of the workshop material to lead. Becoming prepared on this material is part of their homework to be done before the second practice workshop takes place the next day. This reduces

the preparation time needed at each table, as the leaders will have already studied the material and thought about strategies before they come in on the third day. There is still opportunity to "brainstorm" their ideas with others at their table before the rotation commences.

Although the leaders don't know what personalities to expect when they lead their second practice workshop, they are given an opportunity to think about strategies and techniques for each workshop problem and extra time to think about possible stumbling blocks and other potential issues that could arise. The second practice workshop gives the leaders practice interacting with "problem students" and allows them to ask questions about how to handle these particular personalities before they they get "into the trenches."

It is vitally important that the new leaders be unobtrusively observed while running the practice workshops. This will clue the workshop coordinators and superleaders as to what might need to be addressed before the real workshops begin as well as warn them of possible problems to watch for, and try to head off, in the future.

Formal Training – Housekeeping Matters

This "catch-all" category, totaling less than 10% of the pre-semester formal training time, includes such diverse items as the introductory welcome, the pretest, going over the syllabus of the XIDS course that new leaders take, a suggested agenda for the first workshop meeting, instructions on timekeeping and paperwork to be completed with Human Resources (leaders are student employees, paid on an hourly basis), information on where they should pick up materials needed for workshops and turn in reports, post-test and wrap-up. There are also matters such as finalizing which leader will be assigned to each scheduled workshop and establishing times and places for the weekly leaders' meetings. Six to eight different meeting times are arranged so that leaders for each instructor can meet together and plan how best to accommodate workshops to the needs of that instructor.

Continued Training – Leaders' Meetings

All leaders, new and veteran, are required to attend regularly scheduled leaders' meetings arranged at times that fit their schedules. It is preferred to have all leaders working with a particular instructor meet in the same one-hour time slot. This gives the leaders a time to bond with the professor and share concerns, problems, and other issues based on that particular class section. To some extent, leaders' meetings are similar to workshops, with a workshop coordinator or superleader in the role of leader and the other leaders as the students. Unlike workshops, however, leaders are required to prepare for the meetings by working out ahead of time the problems that go with that particular workshop as well as by thinking about strategies and techniques to use for each question. Therefore, each week, the leaders learn strategies to use in their upcoming workshop. In addition, leaders are given an opportunity to share accounts of anything unusual, good or bad, that has been going on in their workshops and to ask for advice on problems. Figure 2 below shows two leader's meetings in progress. In both cases, the person at the board is a leader, not the superleader conducting the meeting. With a change of personnel, these same photos could also illustrate actual workshops in session.

Figure 2: Typical leaders' meetings in session

Continued Training – Observations of Leaders

Two or three weeks into each semester, new leaders, and also veterans, are observed by a superleader. The superleader fills out a form known as the SII (acronym for Strengths, Insights, and Improvements). A typical SII form is shown in Appendix IV.

There are very cogent reasons for these observations. One of the critical components of PLTL includes "Leaders are well trained and closely supervised" so the observations, along with the leaders' meetings, journal entries, and other feedback, are part of the supervision.

The SII forms give each leader a formal report on what they are doing well and suggestions to improve their leadership skills. In addition, it gives the coordinator valuable information on how each leader is progressing as a workshop leader and possible problems that need to be addressed. For instance, a tendency to act as an answer-giver, perhaps by repeatedly saying "That's right," can be corrected if pointed out. Often leaders are unaware of ingrained habits that detract from their being most effective in a workshop setting.

Continued Training – Observations by New Leaders

During the second or third week of each semester, new leaders are to complete an assignment of observing a veteran leader. They can choose the veteran leader whose workshop time suits their schedule, preferably one whose workshop is going over the same material as the new leader's workshop that week. The new leader does not participate in the workshop being observed, but is simply a "fly on the wall." They are not required to stay for the entire workshop, but it is recommended that they be present at the beginning to see how the veteran gets things started. Some guidelines for being an observer are included with the XIDS syllabus in Appendix V.

Later on in the semester new leaders observe another new leader. The purpose of both these observation assignments is to give the new leaders some exposure to the way others are handling a workshop and some inspiration on how they might improve their own leadership.

Continued Training – "Retreat"

The new leaders are given an opportunity to meet again for a three-hour "retreat" about a month into the semester. (The word "retreat" is in quote marks because, although it would be nice to take the whole crew for some R & R in the Bahamas, we just go to a different building on campus and use a meeting room located where refreshments can be purchased a few steps away.) This is an opportunity for them to "vent" or offer success stories. The coordinators and superleaders are present and all veteran leaders are encouraged, but not required, to be there as well. Veterans can cite their own experiences and offer concrete suggestions to some of the problems the new leaders are having.

The new leaders are asked ahead of time to suggest topics they would like to see addressed in the retreat. Based on these suggestions, a speaker is scheduled whose expertise is related to the issues identified. Also, some of the essays from the SAM (Seminar in Academic Mentoring) Project at Washington University in St. Louis that relate to the suggested topics are copied and distributed for discussion. These come from the web site http://artsci.wustl.edu/~teachcen/pltl/_samcoursebooks.html (again the shameless borrowing). Case studies of fictitious but realistic workshop scenarios, such as those developed at the Department of Chemistry and Chemical Biology, Indiana University Purdue University, Indianapolis, are also discussed. Within the timeframe available we try to plan activities at the retreat that will help develop the leaders into more successful facilitators.

Continued Training – The XIDS Course

XIDS 2002 is an interdisciplinary course that carries two semester hours of academic credit for new leaders and can satisfy part of the Core Curriculum requirements. The actual class meetings for this course consist of the formal training at the beginning of the semester, the retreat a little later in the semester, and the weekly leaders' meetings. Other course requirements are the submission of a weekly journal and a paper or project at the end of the semester. The journals allow the coordinator, who is also the faculty instructor of the course, to keep up with the progress of new leaders as each works to develop his or her group into a productive problem-solving team. Each journal entry is printed out, if submitted electronically, and returned promptly after being read and annotated with marginal questions, suggestions, and encouraging comments. Superleaders are also encouraged to read their leaders' journals to identify any problems or success stories that may not have been discussed in the weekly leaders meeting. This allows the superleader to adjust leaders' meeting to be more effective toward the current events their leaders are facing. Projects, which may be a joint effort of two or more leaders, often result in material which can be used in training other new leaders the following semester.

A syllabus for the XIDS course is given in Appendix V.

Continued Training – Other Feedback

At about the midterm of each semester, all students in courses that include a workshop component are asked to complete a survey about their workshop experience. There is a Likert-type rating on the helpfulness of the workshop plus space for any comments the students care to make. Although the surveys are anonymous, they ask for enough information about the workshop attended that the leader can be identified. Copies of the responses are given to all leaders, veteran as well as new, so that leaders can be reassured if they are doing things right, and can make changes if constructive suggestions are received.

In Conclusion

A master peer leader juggles many roles such as role model, coach, cheerleader, troubleshooter, and facilitator as he or she guides the workgroup members in learning for themselves. Good training produces leaders who

can strategically pilot the students through the problems using appropriate leading questions as necessary. Good training results in leaders who can write, as one recently did in a journal entry, "I felt like a more experienced leader, for I knew which techniques to apply and the appropriate time to apply them. Also, now I automatically think of questions that connect all the concepts. Before I used to make notes in the margins of my paper, but now I can come up with questions very easily."

A well-trained leader should be able to actively engage the students in learning chemistry using a variety of techniques and strategies. Such a leader can mold a group into a cohesive unit – a team – while developing each student's confidence in the subject matter and maintaining a friendly, comfortable, supportive atmosphere.

Lucille B. Garmon, Dusty D. Otwell, and Kimberly Sutton
Department of Chemistry, University of West Georgia

<u>APPENDIX I. Agenda for Training</u>

Agenda
Workshop Leaders Training
January 3, 4, and 5, 2010
TLC 1103-1104

Sunday, January 3
Afternoon Session

1:00-1:30	Welcome, Introductions, and Human Body Icebreaker Activity
1:30-1:50	Pretest- What do you know about workshop?
1:50-2:00	The Workshop Syllabus – Garmon, Superleaders, Senior Leaders, and Other Leaders
2:00-2:30	Applying the Workshop Syllabus – Non-chemistry Activity (Traffic Jam)
2:30-2:40	Debriefing on Activity: How well did the PLTL model apply?
2:40-2:55	Activity on Stages of Group Development
2:55-3:15	Art of Questioning PowerPoint
3:15-3:35	Activity on Applying the Art of Questioning
3:35-3:45	Debriefing on Activity -- What types of questions did you use?
3:45-3:55	Break
3:55-4:00	What is Algorithmic Understanding? What is Conceptual Understanding? Which is fostered by the "No Answer Key" policy?
4:00-4:20	Activity on "No Answer Key" Policy
4:20-4:35	Get Students to Focus on Learning Instead of Grades – Metacognition/ Bloom's Taxonomy
4:35-4:50	Discussion of Hypothetical Scenarios Involving Answer Keys
4:50-4:55	Debriefing on Activity
4:55-5:15	Techniques, Strategies, "Bag of Tricks" Garmon, Veteran Leaders What's in the bag; how might you use each technique?
5:15-5:30	Questions, Concerns, Anxieties, Expectation What are you excited about? What are you scared to death about? Homework: Fill out Learning Styles inventory on line. (http://www.engr.ncsu.edu/learningstyles/ilsweb.html) BRING YOUR CALCULATOR & CHEMISTRY TEXTBOOK TO TRAINING MON-DAY AND TUESDAY. Also, re-read carefully Chapters 3, 4, 7, and 8 of RMG plus associated articles on pp. 74-78, 79, 80-81, 82, and 148-149.

Monday, January 4
Morning Session

8:45- 9:00	Continental Breakfast
9:00- 9:10	The Versatile Chemistry Workshop Leader- Anna Riley PowerPoint
9:10-10:00	Communicating Effectively How would a student in workshop respond to these leader comments? How does the leader's tone of voice make a difference?
10:00-11:00	Meet Your Students- Lance Shipman Young, Chair, Dept. of Chemistry, Morehouse College
11:00-11:15	Break
11:15-11:45	Activity on Gender, Race, Class and Culture, Sexual Orientation, Age, Handicap, Other Important Issues in Workshop – Dusty, Veteran Leaders
11:45-12:00	How to Be an Effective Leader – Katie Lucariello PowerPoint
12:00- 1:15	Break for lunch on your own (Please be back five minutes early). If possible, go by Human Resources and take care of getting on payroll.

Monday Afternoon Session

1:15-2:55	Plan and Carry out First Practice Workshop. Everyone gets a chance to be leader for 15 minutes (at least).
2:55-3:05	Reflection of First Workshop Practice
3:05-3:30	Scoring: Video Clips. How are these workshop participants doing? (Veterans) Discussion of scoring decisions; Codes of Ethics for Group Leadership Scoring; the need for consistent standards. (Brett Kimbrell)
3:30-3:45	Break
3:45-4:45	Coping with Varieties in Learning Styles – Ann Catherine Cox, former Academic Coor- dinator, Athletic Department
4:45-4:55	Q & A about Learning Styles
4:55-5:05	Bonding – How much do you do? (Video and PPT)
5:05-5:15	Break for the Day – Turn in revised list of questions, anxieties, etc. Pick up questions and role assignments for second workshop practice.

Tuesday, January 5
Morning Session

8:45 - 9:00	Continental Breakfast
9:00 - 9:15	Discussion of Anxieties, Concerns, etc. Know It All PowerPoint
9:15-10:15	Conflict Resolution – Anne Richards, Prof. Emerita, UWG Dept. of Psychology
10:15-10:25	Q& A on Conflict Resolution
10:25-10:40	Break
10:40-10:45	You're a Workshop Leader! Now What? – Brittany Mitchell PowerPoint
10:45-12:30	Plan and Carry out Second Practice Workshop When others are the leader, play your role assignment as a student in workshop.
12:30-12:40	Get food for working lunch

Tuesday Afternoon Session

12:40-1:10	Discussion of Practice Workshop; Establishment of Scoring Rubric.
1:10-1:30	Preparing for the First Day
1:30-2:00	Housekeeping and Administrative Stuff: Introduction to ADP registration for all new leaders, finalizing of workshop assignments, setting up of and leaders' meeting times
2:00-3:00	Study Tips & Suggestions for Time Management – John Frevert, Counselor, Student Development Center
3:00-3:15	Q&A. Discussion and questions on Time Management (See also pp. 67-71 of RMG.) What works for me – Veteran Leaders
3:15-3:25	Discussion Panel with Superleaders/Senior leaders – What are you still worried about? Have the concerns and anxieties been addressed?
3:25-3:35	My Experience as a Workshop Leader – Phoebe Tchoua PowerPoint
3:35-3:45	Cautions, Wrap-up, and Survival Kits.
3:45-4:15	Post Test, Evaluation of Leader Training, and Break
4:15-Until	Leaders' Meetings for First Real Workshop – Superleaders
	Also, consultations with leaders having individual questions.

APPENDIX II. Annotated List of Items Included in Training Binders

1. Agenda – as in Appendix I

2. PowerPoint of the Workshop Chemistry Model – How and why PLTL developed; the six critical components

3. Rules for Traffic Jam Activity – from PLTL Leader Training Modules developed at the University of Maine. See *Group Development*, by François Amar, Hali Fortin, Mitchell Bruce in *Progressions*, 10, No. 3, Spring 2009

4. Scenarios and Four Stages of Group Development – from above *Group Development* module

5. The Art of Questioning PowerPoint and Activity – adapted from material at The Learning Center, Central Connecticut State University

6. Algorithmic vs. Conceptual Understanding – from PLTL Leader Training Modules developed at the University of Maine. See *Answer Keys*, by François Amar, Barbara Stewart, Hali Fortin, Mitchell Bruce in *Progressions*, 10, No. 3, Spring 2009

7. Get Students to Focus on Learning Instead of Grades: Metacognition PowerPoint – adapted from material prepared by Saundra McGuire, Director, Center for Academic Success, Louisiana State University

8. Activity on Answer Keys (or lack thereof) and Workshop Scenarios – also from U. Maine *Answer Keys* module. (See above.)

9. Twenty Workshop Techniques – from *Progressions*, 10, No. 3, Spring 2009

10. Communication Skills Handout and Activity – from PLTL Leader Training Modules developed at the University of Maine. See *Communication*, by François Amar, Hali Fortin, Mitchell Bruce in *Progressions*, 10, No. 3, Spring 2009

11. How to Be an Effective Leader – by Katie Lucariello, University of West Georgia

12. First Practice Workshop Reflection Questions

13. Sample Workshop Report Form

14. Learning Styles Handout

15. Building an Emotional Bond: The Role of a PLTL Leader PowerPoint – from Arleeann Santoro, University of Montana

16. Countering the Know-It-All Disruptor PowerPoint – from Yoon Ju Kim, University of Texas at El Paso.

17. You're a Workshop Leader! Now What? – by Brittany Mitchell, University of West Georgia

18. Peer-Led Team Learning Handout on Group Activities, Group Behavior, Your Role in a Group, and Social Skills

19. My Experience as a Workshop Leader – by Phoebe Tchoua, University of West Georgia

20. XIDS 2002 What Do You Know About Leadership Course Syllabus

21. List of things to do on first day of workshop and suggested agenda

22. Copy of workbook to be used in workshops during the semester

APPENDIX III. Roles Assigned in Practice Workshop

Reference: Steve, Louise, Lee and Maria are taken from chapter 3, "Getting a Group Started, Keeping It Going" in *Peer-Led Team Learning: Handbook for Team Leaders* by Roth, V., Goldstein, E., and Marcus, G. (2001).

Steve		Louise
Come into workshop and have your notebook and pencil ready. Work on the problems before the leader starts off the group, so the leader is convinced you are a go-getter. But, when it comes to you working with the group, you don't speak or contribute at all. You are on the right track, but when the leader encourages you to share something with the group or work with another student, you look away or mumble something about not knowing the answer.		You march into the group and announce to the group, "I don't know why we <u>all</u> have to be here. I already worked through every one of the problems the professor gave us." But, when the leader looks at your paper, you have several wrong ideas. Nonetheless, you clearly seem to feel sorry for the other group members and start to tell them how to do the problems. Your own understanding appears hazy, and you tend to lead the group down the wrong path, in content and attitude.
Lee		**Maria**
You come in late and sit off to the side. You reluctantly join the group when encouraged to move. You have forgotten your workshop problems, so you are given a spare copy. Will the other students get right down to work, you have to be coaxed into starting the problem. You won't even make eye contact with the leader when they ask you to go to the board or contribute. Before the workshop ends, you rush out the door before the leader has a chance to talk to you.		You come into the room, sit down, introduce yourself and say, "Wow, I just looked over these problems—they look pretty challenging to me! I'm so glad I don't have to face this stuff on my own." When the leader gets everyone started, you immediately turn to the person next to you and say, "Hmm, what do you think? Am I on the right track here?" Soon the two of you are comparing your strategies and holding a friendly argument about the answer.
Clown		**Domineering Student**
In the workshop, you are quick to make a joke, a snappy rejoinder, or a bit of slapstick. You have a great sense of humor. You make funny faces in the workshop and try to keep everyone distracted from working problems and on other things such as how your weekend went.		Refusing to let others talk, ordering people around, making decisions without first obtaining group consensus. If people do not listen, get frustrated, you might throw the chair around, and storm out of the room.
"Deer in Headlights"		**Shy Student**
I don't get it (this is your main phrase). Looks at people funny when they say something. You get frustrated and give up easily. At certain points you might almost break down in tears.		Quiet student. Takes you a long time to feel comfortable in a group.

Midterm Leader Evaluation

Date: 1/21/2010   Time: 8 am   Location: TLC 1103

Name of Leader: Hank Helpful

Strengths

- Asked students if there were any questions about HW.
- Acted as scribe/had students act as scribe for problems.
- Had volunteers read problems out loud to rest of group.
- Good use of leading questions.
- Reiterated concepts needed for the WS by asking leading questions.
- Told students about upcoming test.

Insights

- Student with laptop – didn't seem to be using it for off-topic material.
- 2 students late – 1 new student without workbook
- 2 students had little to no participation in 30 minutes.
- Group actually talked more when leader left to grab a workbook.

Improvements

- Use students' names more often – this will help you remember them, and get the students more comfortable with speaking.
- Don't be afraid to emphasize informality of WS, this also might help get students more comfortable quicker.
- Remind students with questions on online HW to bring it with them, that'll make it easier to discuss in WS.

XIDS 2002 What Do You Know About Leadership   **SPRING 2010**
GENERAL COURSE INFORMATION AND POLICIES

Credit: 2 Semester Hours
Instructor: Lucille B. Garmon, Ph. D., Professor of Chemistry
Office: TLC 2132   **Office Phone:** 678-839-6017   **e-mail:** *lgarmon@westga.edu*
Office Hours: I will be available in my office most days from about 8:30 AM until at least 6:00 PM, except for the time I am in leaders' meetings or other meetings. I plan to arrive each day before the first workshop starts and stay until the last one is underway.

COURSE DESCRIPTION AND OBJECTIVES

This course introduces you to the concept of leadership. We will study leadership from the ways in which you, as a leader, can develop a team from the group assigned to you.

There will be an experiential component in this course. Each student is required to practice and observe leadership. Each student will maintain a journal devoted to thoughts and experiences of the semester as they relate to leadership and will write a final paper tying together these experiences and the theories presented in class and the text.

Texts: *Becoming a Peer Leader: A How-To Guide*, by Roth, Marcus, and Goldstein (referred to as RMG). Also, some selections will be taken from *Exploring Leadership, For College Students Who Want to Make a Difference,* by Komives, Lucas and McMahon. These selections will be given as handouts.

EXPECTATIONS, EVALUATION PROCEDURES, AND GRADING POLICY

Expectations: The student will attend each leaders' meeting having gone over the assigned workshop material and being prepared to participate actively in activities and discussions. The student will attend these meetings as an effective leader and well-prepared scholar of leadership.

This class will use a point system for evaluation. Points will be achieved in the following manner.

Class Work - 30% (up to 2 points each leaders' meeting) This is scored something like you will be scoring the students in your workshop, except that attendance is taken for granted and the two points are divided between preparation and participation.

A. Preparation: 0, ½, or 1 point for preparation, i.e., arriving at the meeting showing evidence of familiarity with the assigned workshop (which normally means with solutions to the problems) AND with suggestions for engaging workshop students in brainstorming promising ways to attack them.
B. Participation: 0, ½, or 1 point for participation in leaders' meetings each week. Participation points will be given for contributing to discussion, taking an active part in the meeting, exuding enthusiasm, and sharing ideas with the other leaders.

Journal - 30% (up to 2 points each weekly submission). Each student will write a reflection on his/her workshop experience. Entries may relate to what was learned in training, retreat, or weekly leaders' meetings and should include significant experiences of the past week in or pertaining to workshop. (However, the entries SHOULD NOT JUST be a chronological log of events that happened during a workshop meeting.)
  Some guidelines for writing journal entries are as follows.

1. Each week's entry is to be written up as soon after the workshop meeting as possible and handed in promptly; no later than the third day after the workshop meeting. They may be hand-written or printed, or (recommended) e-mailed to lgarmon@westga.edu. The journal may be either in the body of the e-mail mes-

sage or sent as an attachment. If your my.westga.edu address functions reliably, please use it when sending e-mail; otherwise use whatever account you can depend upon. NOTE: when sending any assignments by e-mail, it is always advisable to **SAVE A COPY OF YOUR SUBMISSION** in case of electronic problems in the transmission and delivery.

2. Length should be 200-300 words. This is about one page either handwritten or printed double-spaced with 12-point font.

3. Feelings and insights into your work as a leader and your understanding of the concept of leadership should be included. (Optional: include an SII on your performance as a leader that week.)

4. Comments on what you think you might do differently should be included.

5. You may describe your thoughts about the discussions in that week's leaders' meeting, or about any readings (in the RMG text or elsewhere) or other references you run across.

6. Refer to any applications of leadership skills you learned in the training, retreat, leaders' meeting or any readings or other references.

7. The impact you seem to be having in your position as leader, the impact group dynamics/interpersonal relations is exerting in your situation should be described.

8. Each week you will have a particular assignment to address in your journal, in addition to following guidelines 3 to 6 above. These assignments are shown on the next page. Further elaboration or clarification may be sent on each assignment. CHECK YOUR E-MAIL FREQUENTLY.

Your journal entries will be scored with the above in mind. You may rewrite any journal entries if you are not satisfied with your score. Should your journal entry be unsatisfactory you will be given one week (only) to rewrite and resubmit it for a possible revision of your score.

See next page for a list of journal assignments.

Student/faculty evaluations - 25% Up to 25 points, based on evaluations submitted by the members of your workgroup and by course faculty.

Final Project or Paper - 15% Up to 15 points for a research-based paper or project appropriate to the content of the course. A project may be a video, PowerPoint, game, survey analysis, revision of part of workbook, or something else related to improving workshops or leader effectiveness. For a term paper, you will be asked to analyze your semester's progress as a leader and relate it to the theories, concepts presented in the text and in class, and any outside resources you find useful. (You will find a richly descriptive journal to be helpful in remembering the stages through which you will progress this semester, and therefore helpful in preparing your term paper.) If you choose to do a paper it should be 5 - 8 pages, typed, double spaced, no larger than 12- and no smaller than 10-point font.

Grading Scale:
A = 90-100 total points; B = 80-89.5 total points; C = 70-79.5 total points; D = 60-69.5 total points;
F = below 60 total points

Each journal entry is due by the third day following the meeting of the workshop. Each weekend (Saturday and Sunday together) counts as one day. For instance, if your workshop meets on Thursdays, your j.e.'s are due the following Monday. If your workshop meets on Wednesdays your j.e.'s are due by Sunday night. (Actually, if I find it in my mailbox Monday morning all will be well.) Points are deducted for lateness: one-quarter point (out of 2) for each two days late up to a maximum of one point deducted.

Week 1   How well did the training prepare you for the first workshop? What specific principles and techniques did you apply? Did anything occur during the workshop that you wish had been included in the training?

Week 2   At this point, what is the prevailing reaction in your group to the "no answer key" policy? Are

you able to make any judgments about what category of the Perry scheme applies to most of your group? Are any potentially persistent or disruptive problems developing? What are your suggestions for topics to be covered at the "retreat"? (If you are having any problems with your workshop, handling these could be among the retreat topics suggested.)

Week 3   Report on your observations from sitting in on a veteran leader. (See next page for guidelines on this.) What aspects of the topic on communication from the training session are you finding most useful? Did you pick up any additional communication tips from the veteran leader you observed? Any further suggestions for retreat topics?

Week 4   Explore the pltl web site. What leader tips are there? Discuss what you find that is most pertinent to your own workshop.

Week 5   What did you find most helpful about the retreat? (Optional: What did you feel was missing and how could it have been improved?) Were you able to utilize any of the more theoretical information presented at the retreat? Describe.

Week 6   Report on your observations from sitting in on another new leader. At what stage of group development do you think the group you observed is? What about your own group?

Week 7   Reflect further on your group's development. Where are they now in the stages of: forming, storming, norming, performing? What can you do to advance the group to the next level? What about your leaders' meeting group?

Week 8   Respond to survey comments. Do the comments, on average, correspond with your assessment (cf. previous week's j.e.) of how the group is developing?

Week 9   Try a change of pace this week and do something different (e.g., meet in a different place, or allow one of the students to be a leader, or have them rate themselves on participation and attitude)

Week 10   Find a relevant website, other than www.sci.ccny.cuny, for either the content or the peer leadership aspect of your workshop experience. Give URL and describe.

Week 11   Re-evaluate where your group is now in the series of stages: forming, storming, norming, performing. Describe how the group progressed through these stages.

Week 12   The end of the semester is in sight! Outline your plans for a final paper or project. If you are planning a joint project with other leaders, have you met and begun drafting a plan?

Week 13   Re-read Chapter 3 of RMG and describe how your group compares with the ideal and how much this differs from what your group was like at the beginning of the semester.

Week 14   Discuss your progress on the final paper or project.

Week 15   How did the "Jeopardy" game go? Also, from the perspective of the entire semester, address the question: If you were a leader again with a similar group, what would you do different and what would you definitely do the same?

Final Paper or Project due by 5 PM on Thursday, May 6 (the last day of finals)

<u>Guidelines for observing other leaders</u>
For your observation assignments, you are to attend two workshops, one led by one of the veteran leaders and one by one of the other new leaders. You do not have to stay for the whole two hours, but should arrive at the beginning and plan to be there as long as you can (at least 45 minutes).
There will be a list of veteran leaders with their times and places of meeting provided. Select someone doing the same workshop material that you are (1152, 1211, or 1212) and if possible for the same instructor.
Here's what you should do.
First, select a WS to observe.
Then inform the group leader of your intention to visit that session.

When you arrive at the meeting place, introduce yourself casually. Try something like, "Hi, I'm a leader for another group. I wanted to sit in to compare notes."

Let the discussion proceed as much as possible as though you weren't there. Be a fly on the wall. Right after the group is over, or as soon as possible after you have to leave, write down your impressions so you don't lose the immediacy of what you want to say.

Your j.e.'s #3 and #6 should include the following about the session you observed.

1. What did you think about the participants' seating arrangement during this session?
2. What happened to help everyone get down to work? Was an appropriate pace maintained throughout the session?
3. What did you observe about group interaction? How much did individual students pay attention to one another?
4. How much "metacognition" was going on? Were students asked to "think about their thinking" and to explain carefully to others how they arrived at their conclusions?
5. When the leader directed questions at the group, or at an individual group member, at what Bloom's taxonomy level were most of the question?
6. If you noticed any subtle clues that one of the group members was not understanding a concept but was hesitant to say anything, did the leader also notice these clues and respond appropriately? And whether or not there was a spoken request for help, what sorts of things happened when someone's understanding broke down?
7. By the time the questions dealing with a particular concept had been completed, how well did the group members seem to understand the concept? What gave you this impression?
8. What was the general atmosphere of the WS? Did the group members seem at ease? Did they participate eagerly? Was there any laughter? Was the leader conveying enthusiasm?
9. What was the very best thing about this WS?
10. What suggestions do you have for the leader for upcoming sessions?
    Add also anything else you feel should be mentioned.

Do not forget that this j.e., as with all of yours, should also include your report on how YOUR OWN GROUP is developing and how YOU are developing as a leader. (See guidelines 3-6 on p. 2)