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AM Horizons LEADERSHIP COMPACT

Advisor Handbook | AM Horizons Training Group (AM Horizons)

Leadership Compact

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Advisor Role

1 Compact and Company

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- VEERPS (Communication skills)
- Fist-to-Five (Consensus building)
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- Chance For Change (Group Problem Solving)
- 30-Minute Meeting
- Team Facilitator's Role
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WHAT IS COMPACT?



Founded in 1988, the AM Horizons Leadership Compact (Compact) program helps emerging leaders to reach their potential, train their peers, and make a positive difference in their schools and communities. Currently, more than 300 students participate in the AM Horizons Leadership Compact through 30 teams in nine cities.

Individual participants are expected to achieve the following learning objectives:

- Understand and value racial, cultural, economic, and religious differences. Learn to solve problems as a group and appreciate how team interaction reflects the challenges facing a global society
- Appreciate that individuals can make a difference through leadership opportunities in schools and service in their communities

MAKING A DIFFERENCE

The nature of each team's activity in its school varies according to the needs and approach of the particular school. Thus, the program is site-specific. Some schools retain their AM Horizons Leadership Compact team as an independent leadership team. Other schools have AM Horizons Leadership Compact & Company members dispersed throughout other student organizations.

All Compact teams train peer leaders to aid in the process of positive change. Regardless, each team knows it has responsibility to make a positive difference in the climate of the school.

WHAT MAKES COMPACT UNIQUE?

The AM Horizons Leadership Compact program is based on AM Horizons's Team Formula for Effecting Change, a process that is used to empower groups of individuals to form teams that work together for a common purpose.

- It is a process for change.
- It is a process that can be used in a variety of contexts: schools, businesses, religious institutions, and community organizations.
- It is a process that can be used for a variety of purposes: organizational change, strategic planning, mission statements, academic processes such as cooperative and service learning, cultural awareness, and diversity.
- It is a process that incorporates team building and leadership skills.
- It is experiential.
- It is simple and fun.
- It emphasizes time management.
- It uses mnemonic devices.
- It empowers the team and its members.
- It focuses on participants as creators and doers.
- It focuses on facilitator as resource and guide.

Getting Started



Once administrative support is obtained for forming an AM Horizons Leadership Compact Team, two important steps must be undertaken: selection of the Compact advisor and selection of the Team itself.

COMPACT ADVISORS

The role of a Compact advisor is key to the AM Horizons leadership program and to the achievement of individual growth and team success. This is a multifaceted position, replete with opportunities and challenges. The analogy of advisor as “coach” is appropriate; just as a coach serves a multitude of roles—coordinator, liaison, facilitator, role model—so does an advisor.

Both advisor and coach must know their students well, their strengths and weaknesses, and see their potential both as individuals and as members of a team. They must call practices (meetings), observe skills (i.e., facilitator process observer,

recorder) and leadership style, offer reflections, give feedback to the team as well as to individuals, and serve as a resource.

The Compact Team's goals are supported by the advisor, who has several responsibilities:

- Participates in advisor training to become knowledgeable about the AM Horizons Team Formula for Effecting Change, and to address ongoing challenges of advising.
- Olds Team meetings on a weekly basis and participates in school team workshops.
- Asks essential, open-ended questions concerning time lines, ground rules, Vision, Goals, Actions, etc.
- Acts as a process observer for individual members and to the team and provides honest assessment including techniques for improvement.
- Leads reflection/claiming sessions with the team to evaluate, refocus, or coach.
- Provides multiple opportunities for each team member to practice and master skills of facilitator, recorder, and process observer
- Serves as informed Compact liaison with school administrators, faculty, parents, and the community.
- Keeps records for the team, submits necessary information and forms to the AM Horizons Compact staff, and consults with the AM Horizons Compact staff as needed.
- Attends AM Horizons summer International Leadership Conference as a staff member and serves as facilitator and resource for the Compact Team.

TEAM SELECTION CRITERIA

1. Each school selects five rising juniors (current sophomores) and five rising seniors (current juniors).
2. Each school selects a team that represents the cultural, gender, and economic diversity of the student population.
3. We encourage each team of 10 to represent a bell curve with a majority of potential leaders.
4. Selected students must be able to attend school day workshops which are an essential component of the Compact curriculum. Team members should have average academic ability. They must be sufficiently motivated to assume personal responsibility for making up missed class assignments on the school year workshop days.
5. Selected students are encouraged to attend AM Horizons Training Group's summertime International Leadership Conference.

TEAM SELECTION PROCESS

1. Potential Compact team members should fit the above selection criteria.
2. In the initial program year, selection of team members will reflect recommendations from faculty principal, counselors, and students. In ensuing years, the team plays a primary role in selecting new members by creating its own selection process.
3. Selection process and appropriate forms should be completed in early spring.

The Work of the Team: TEAM FORMULA FOR EFFECTING CHANGE

STEP ONE: ASSESSMENT



What do we know about ourselves, our team, our community?

To be an effective team, it is important to understand individual members, the group's strengths and weaknesses, and the community within which it will operate. For that reason, assessment is the first step of the Team Formula for Effecting Change, used by AM Horizons Leadership Compact Teams.

Some teams have a long history of being together and have developed a very effective style, while other teams have just formed or their effectiveness is seriously in question. Each team presents a unique set of opportunities and challenges.

How can we learn about the team before working with it? To answer this question, we should take a look at two important characteristics of all groups. First, groups are made of individuals.



It may be a very simple statement, but is worth some thought. We must constantly be aware that we are working with a collection of individual people who, through their association together, have formed the group. We should avoid thinking of our groups by their most easily identifiable characteristic. For example, we may be working with a group of adolescents, but this group is composed of many different personalities. Replace a few of these personalities and you have an entirely different group.

The second important characteristic of every team is its history and effectiveness. To gain a picture of team effectiveness, we have designed a series of questions that should be completed by each member of the group without consultation with other members. The goal is to learn how the members of the team view their history and what they perceive as their strengths and weaknesses. Assessment is also an essential part of team-building and must continue throughout the process.

Finally, in order to be able to work effectively within the community, it is important to gain an understanding of that environment. The School or Community Survey is designed to

PERSONAL SKILL ASSESSMENT GUIDE

Circle the number following each statement which most closely indicates how you rate your ability to do what is listed. Circle 3 if you do it very well; circle 2 if you do it moderately well or okay; circle 1 if you need improvement or do it poorly.

	Very Well	O.K.	Poorly
1. I am positive about myself and my abilities	3	2	1
2. I am enthusiastic	3	2	1
3. I understand and know what is important to me	3	2	1
4. I can admit and deal with mistakes	3	2	1
5. I can keep written records	3	2	1
6. I can speak before a group	3	2	1
7. I am a good listener	3	2	1

8. I can get my ideas across to others	3	2	1
9. I accept and care about others	3	2	1
10. I encourage others	3	2	1
11. I can meet and get along with others	3	2	1
12. I trust other people	3	2	1
13. I can ask questions	3	2	1
14. I can be open-minded	3	2	1
15. I can see things objectively	3	2	1
16. I can learn from and teach others	3	2	1
17. I can set and carry out goals	3	2	1
18. I can identify and use resources	3	2	1
19. I can make choices	3	2	1
20. I follow a process to make decisions	3	2	1
21. I can plan programs	3	2	1
22. I can evaluate people and programs	3	2	1
23. I am a responsible person	3	2	1
24. I can make use of resources	3	2	1
25. I cooperate with others	3	2	1
26. I can work as a team member	3	2	
27. I can organize a group activity	3	2	1
28. I can involve people	3	2	1

TEAM EFFECTIVENESS SURVEY

In preparation for working with the Team Formula for Effecting Change, please take approximately 20 minutes to answer the following questions. It is important for you to know that the answers you provide will be shared with the group. Your facilitator will provide the group with a list of answers to each of the questions. No attempt will be made to link any individual answer to the person who made the statement.



Please, be as honest as possible in your responses.

1. How long have you been a member of this team?
2. Explain how decisions that affect your team are made.
3. Are members of the team involved in formal peer reviews, or is there any formal way in which peer evaluations are used within the team?
4. Who are the power figures within the team and why?
5. What positive change do you wish would occur within the team?
6. What things does the team do well?
7. What problems does the team face?

8. What suggestions do you have for improving team effectiveness?

9. How important is improving team effectiveness to you?

10. Were you involved in the decision to attend this training?

AM Horizons PEER LEADERSHIP TEAM school survey External Assessment

1. List two positive aspects of our school:

2. What one thing would you like to see improved in our school

3. It is important to improve this area because:

4. Name a specific project which the AM Horizons Team might undertake to improve the area listed in Question 2.

5. Who should be involved in the project?



6. What other resources are available?

7. What challenges would we face?

STEP TWO: TEAM BUILDING



Are we a team? Are we ready to work together?

Experiential activities are the cornerstone of cohesive team formation, and, like Assessment, are a continuous part of the Team Formula.

Many activities—icebreakers, mobile initiatives, low challenge courses—can foster team building, and should be selected as appropriate. Early in the group's formation it is important to do several activities that will help group members come to know and trust one another.

As the group's work gets underway, it is also necessary to continue to do team building activities to maintain the group's cohesiveness and build on the levels of trust established earlier.



These activities can help group members work out conflicts and differences in style that inevitably surface as individuals work together. AMH usually facilitates this process for Compact Teams in the spring during a team building workshop, although advisors should play a role in on-going team building efforts.

STEP THREE: VISION



What are we working to accomplish?

Seldom, if ever, do groups begin with a shared vision. Most often, working teams begin with action/tasks and never articulate a common vision or goals. Group members might erroneously assume that others in the group are working toward the same goals. A vital step for Compact shared vision to which their subsequent efforts will be directed.

AM Horizons's visioning process enables Team members to share their dreams and clearly state the goals toward which the group is working.



1. Introduce BrainROVER as a tool for Visioning. Often referred to as brainstorming, AM Horizons calls it BrainROVER—a mnemonic device to remind us of its guidelines. This Tool is used whenever the team generates ideas. Teach BrainROVER.
2. BrainROVER Vision ideas. Begin by asking the Vision question: “What would a school be like if it were the perfect place to learn?” BrainROVER answers to the Vision question with the entire team. During the process, the advisor (or AYE facilitator) records answers on newsprint in front of team. Repeat each idea as you record it.

STEP FOUR: CONSENSUS



Advisor/facilitator keeps repeating, “This is the ideal Perfection We can do anything we can dream! No reality here!” Create a mood with your voice. Stand to side so all can see. Tear off newsprint as it fills and put it on the floor until it can be posted at end of vision process. Repeat vision question frequently. Allow for silence. Facilitator makes no comments or input

Teams is creating a shared VISION:

- focus groups for students, teachers, administrators
- student/teacher meetings
- open forums
- workshops on “teacher as coach”

Consensus Building:

Using Fist-to-Five, choose three goals from any of your Team’s categories. Usually, Teams determine one goal per quarter with the additional goal for fourth quarter being team selection. Write the goal statements following goal setting guidelines as indicated in “Words Want Workable Measures.”

Example of a goal statement:

The Compact Team will sponsor two faculty/student focus groups during the school year to develop more positive relationships between students and faculty.

STEP FIVE: CREATE AN ACTION PLAN



How do we get things done?

During this phase, the Team gets into the nitty-gritty plan of action by determining actions (large steps) and tasks (small steps) needed for the team to accomplish its goals.

Choose one goal as an example. Using Brainrover, have the Team create a list of actions. Make sure actions are clear steps and not new goals.

Create your Action Plan using the Action/Tasks Planner.

1. BrainROVER Actions for Goal 1.
2. Prioritize Actions.
3. BrainROVER Tasks for Action I.
4. Prioritize Tasks.
5. Record on Action/Task Planner.
6. Repeat this process with other goals.

Example: GOAL: We will hold two faculty-student focus groups during each semester of the school year on the topic of faculty-student relations.



ACTION: To secure permission.

EXAMPLE: BrainROVER Actions

- Check school calendar for possible dates.
- Share idea with principal/administration.
- Share idea with student government and other clubs.

STEP SIX: ACT



It is important to meet or communicate on a regular basis so that leaders can make sure that tasks and responsibilities are being met.

Team Note Book

- Meet at a regularly scheduled time
- Have team notebook with past notes and projects inside
- Have an attendance roster with contact information
- Rotate Team roles and responsibilities, Facilitator, Recorder, Process Observer

STEP SEVEN: REACH THE GOAL/RE-VISION



What did we do? How did we do it?

Toward the end of the year it's time to reflect on the group's progress and achievements. Throughout the year, re-visions occur; Teams improve goals, actions, tasks, constantly revising to meet the needs of the situation. However, when the process is completed, team members re-vision by evaluating their personal and group effectiveness. Take some time to reflect on individual contributions and the team's interactions.

To Re-Vision also means to vision anew. After goals are attained, the team evaluates its effectiveness and creates a new vision to begin the process again. The vision doesn't always have to change drastically, or even at all. Re-Visioning allows the group to recommit to a mutual vision. It also provides an opportunity for new Compact members of the group to contribute to the vision.

Tools For Team Leadership



Tools for Team Leadership are a set of simple devices with mnemonic cues to help teams work together effectively.

LEADERSHIP SKILLS

- 'Words 1 Workable Measures! (Goal-setting guidelines)
- BrainROVER (Generating ideas)
- VEERPS (Communication skills)
- Fist-to-Five (Consensus-building)
- Task M (Task management)
- CHANCE for Change (Group problem-solving)
- 30-minute meeting

GROUP ROLES

- Team Facilitator
- Team Recorder
- Process Observer

BRAINROVER



Brainstorming/Generating

Ideas To achieve solutions to problems or to plan activities, it's important that a group have many ideas from which to choose. AM Horizons 's technique for generating many ideas is called Bra1nROVER, often called brainstorming. Our brains ROVE freely from idea to idea, enabling a team to generate a sizeable list of ideas or solutions to a problem. The letters in ROVER will help remember the rules for BrainRoving:

R.O.V.E.R.

Refrain from judgment.

Outrageous ideas are great!

Vast numbers of ideas are created.

Elaborate on others' ideas.

Record ideas.

To practice BrainROVER, remember. . . ROVER!

FIST-TO- FIVE



Making a Group Decision/ Consensus Building

When a group comes to consensus on a matter it means that everyone in the group can support the decision; they don't have to all think it's the best decision, but they all agree they can live with it. Whenever a group is discussing a possible solution or coming to a decision on any matter, Fist-to-Five is a good tool to determine what each person's opinion is at any given time.

To use this technique, the facilitator restates the position the group has seemingly arrived at, and asks everyone to show their level of support. Each person shows the number of fingers corresponding to their opinion (see below). If anyone shows fewer than three fingers, the group should address those people's concerns. A better solution will often result from dealing with the doubts of group members.



For fist-to-five, use the following:

Fist.

1 Finger.

2 Fingers.

3 Fingers.

4 Fingers.

5 Fingers.

Fist: A no vote—I will block you if you try to implement it.

1 Finger: I don't agree, but I promise not to block it.

2 Fingers: It's not my first choice, but I'll try.

3 Fingers: I'm neutral.

4 Fingers: It's a good idea, and I will work for it.

5 Fingers: It's a great idea, and I will be one of the leaders in implementing it.

CHANCE FOR CHANGE

Group Problem Solving

Sometimes when problems crop up it can be difficult to keep a positive outlook. A productive attitude to take is that problems offer an opportunity to revise situations and possibly make them better. Remember, a problem is a CHANCE for change. Follow these steps:

CHANCE

Clarify the problem.

What is the problem? State it in a sentence.

Have heaps of solutions.

Using BrainROVER, how many solutions can we generate?

Assess solutions.

What are the pros and cons of each solution?

Narrow solutions to the best one.

What is the best solution?

Create actions and tasks to implement the solution.

How can we apply the solution to the problem?

Evaluate the “best” solution after it’s implemented.

How did the solution work?

TEAM FACILITATOR'S ROLE



The facilitator serves as a neutral party whose responsibility is to help the group achieve its purpose. He/She moderates discussion, encourages participation, and helps the group stay on track. In simple terms, a team facilitator's task is to make the group process EASY!

E Elicit responses from each individual in the group.

A Ask open-ended questions to guide the group process

S Summarize and re-state individuals' ideas and opinions.

Y Your ideas and opinions are NOT shared.

PROCESS OBSERVER'S ROLE



The process observer does not play a part in the group process. He/She observes how the team works together and provides feedback that allows for individual and team growth.

A process observer has good LOOKS!

Lips are sealed. Watch silently.

Observe HOW the team completes the task.

Observe HOW team members interact and HOW individuals contribute to the process.

Keep observation notes.

Share observations during claiming.

Advisor Timeline

In the role of coach to the Compact Team, the advisor will focus on different concerns during different parts of the year. The following are general guidelines for each season of the year.

SUMMER

The focus during the summer is to get the Team members to essential team building, visioning, goal setting, and action planning skills during this flexible time. This will enable the Team to begin the school year with a plan in place, and motivated to accomplish it.

Advisor tasks during the summer include:

- Plan and prepare for the Summer Planning Conference: Team Roster, Handbook forms, meeting with parents, your transportation and staff application.
- Attend Summer Planning Conference. Work with Compact Team to create Vision, Goals, and Action Plan.
- Meet with AM Horizons staff to critique conference and develop intervention strategies for team performance.
- Schedule and prepare for meetings and briefing sessions with school administration, faculty, and student body.
- Meet with Team, administration, and faculty to share Team's Vision, Goals, and Actions.

FALL

The focus during the fall season is to enable the Team to practice peer leadership, to engage other students as Company members, and facilitate the accomplishment of the Team's goals by supporting the Team's introduction of this program, its role, and its goals to administration, faculty and students.

Advisor tasks include:

- Work with students to insure team standards, efficient procedures, and meeting schedules.
- Meet with students to review goals and complete written action plans.
- Implement Company recruitment plan.
- Attend Compact workshop.
- Conduct fall review of team process/program.
- Supervise Team Re-Vision of goals or actions.

Frequently Asked Questions by Advisors

WHAT IS A COMPACT TEAM?

It's a group of emerging leaders who reflect the cultural, gender, and economic diversity of the student population. Together they work to make a positive difference in their school while developing their own leadership potential and training their peers.

HOW MUCH TIME DOES IT TAKE?

One 30-minute meeting each week, school year workshops, and attendance at the International Leadership Conference for one week in the summer.

WHAT DO I NEED TO DO FIRST?

After gaining administrative support for the program, the first thing to do is pick a team of five juniors and five seniors. (Refer to Team Selection on page 2—2.)

WHAT HAPPENS IF THE TEAM DOESN'T WORK?

Like any team, some work well, some don't. Learning occurs in both situations. Your reflection feedback is key to the learning process and to improvement of skills of individual members of the team.

WHERE CAN I GET HELP?

AM Horizons staff members, other advisors, and our staff members at the are good resources to draw upon.



DO I DIRECT THE COMPACT TEAM?

Ideally, no. When the Compact gets “stuck” use open-ended questions to guide the team; help members determine what they think is happening to the team, or the project. After you help to clarify the problems, encourage team members to use the Tools for Team Leadership to address them. (Remember, a problem is a chance for change.) Allow them time (i.e., 10 minutes) without you in the room to come up with a solution. You return to hear their report.



Action/Task Planner (see forms)

30-MINUTE MEETING NOTES

RECORDER: _____ DATE/TIME: _____
 PROCESS OBSERVER: _____ FACILITATOR: _____
 TEAM NAME: _____ LOCATION: _____
 PRESENT: _____ ABSENT: _____

- I. Small Talk (5 minutes)
- II. Call to Order (1 minute)
- III. Past Actions/Tasks (to be reported) (10 minutes)

ACTION:
 What needed to be done?

TASKS
 Steps to completion
 Who was responsible?
 A.
 B.
 C.

- IV. Future Actions/Tasks (to be discussed) (10 minutes)

ACTION
 What needed to be done?

TASKS
 Future Steps
 Who's responsible?
 Deadline
 A.
 B.
 C.

V. Claiming (4 minutes) _____
 NEXT MEETING: _____ LOCATION: _____
 RECORDER: _____ DATE/TIME: — PROCESS OBSERVER: _____
 FACILITATOR: _____

Team Assessment Questions

1. According to the data, who are the key players on our team?
2. What can we do as a team to motivate members who are not as committed?
3. At this point, who should be a second year team member/leaderr?
4. What kind of new members do we need for next year's team?
5. 'What method(s) or process should be used in recruiting and selecting new team members for next year? Note: Teams should reflect the cultural diversity of the school and should draw from different groups in the school.

The ability to honestly and accurately assess oneself and others is a key leadership skill. Transfer each individual average assessment rating to the composite sheet. Average those numbers and put that average in the last box, labeled, "Individual's Overall Average." This composite will be used as the basis for later discussion.

TEAM ANALYSIS SHEET FOR ADVISORS

Periodically throughout the school year it's a good idea for the advisor to stop and reflect upon the team's progress. In this way, the advisor can keep focused on the on-going process of developing the Team's cohesiveness and the leadership abilities of team members, and assessing areas where attention should be focused in the future. It may also be helpful to share this analysis process with the team.

Ask yourself

1. How is the team's morale?
2. 'What are the "high points" of the team?
3. What are the "low points" of the team?

Are there friction, tension, or power struggles between individuals?

Does the team have cliques?

How's the attendance of team members?

4. Have any of the above items impaired progress toward goals?



5. What solutions to problems were attempted or are planned?
6. How committed are Team members to the group and its goals?
7. How supportive and positive are the administration and faculty?
8. Have other teachers been responsive and supportive of the program?
9. What is the attitude of the overall student body to the team and its goals?
10. Where is your team with Compact & Company?
11. How many Company members are involved?
12. What are your frustrations in advising the team?
13. What do you need to do as an advisor to support the Company?
14. In what ways can AM Horizons provide further assistance to you and your team?

Compact & Workshops

An important aspect of the AM Horizons Leadership Compact program is the ongoing leadership development that occurs during the school year in day-long workshops and during Compact workshops during the summer. These workshops are designed to give appropriate training at various times of the year and to help keep Team members motivated and energized to continue their work.

The focus of each workshop follows this timeline:

Spring: Teambuilding Workshop

External Assessment

Summer: Team Formula Workshop

Vision, Goals, Action Plan (Attendance at ILC)

Fall: Peer Leadership Workshop

Facilitation Training, Motivation of Peers

Winter: Renew and Re-Vision Workshop

Beginning of new team selection, school and cluster team activities

Early Spring: Evaluation and Recognition

Large Group Facilitation

Sample Workshops

AM Horizons staff members are available to help advisors plan and carry out workshops for Team members. The following workshop agendas are offered as samples of the types of training sessions Compact advisors have found effective for their Team members.

Spring Workshop—Teambuilding

Aiming: The purpose of the workshop is to learn the team’s strengths, have fun, and begin building team spirit and cohesiveness. The morning is spent in an outdoor setting with teambuilding activities—mobile initiatives and low challenge course elements. The afternoon is spent beginning the process of creating a Vision and goals. Then choosing one category to use as a basis for goal setting.

Use one Team’s vision to create three or four categories as an example.

1:40—1:45 Give each Team five minutes to put its vision into three or four categories. List the categories on a second piece of newsprint and give corresponding numbers to the ideas on the Vision sheet. (Use previous Team as an example.)

1:45—1:50 Give each Team five minutes to formulate a goal that meets the AYE goal-setting guidelines. Tell them to write down their goal and mail it to the Compact coordinator within two weeks. Explain that the goals and action plans will be perfected at the ILC.

Claiming: Give each Team five minutes to come to a consensus on what were the Team's three strengths from the morning session and what is one area of growth the Team needs. Write the three strengths and one area for growth on a sheet of newsprint. Choose a first year Team member to give a report to the large group. Spirit leaders, teach VEERPS! (See Tools for Team Leadership.)

Exclaiming: Recite the Danforth quote: "Never give up until you have released your unused capacity for service and shared your gifts with others. One enkindled spirit can set hundreds on fire."

Summer Workshop—Team Formula for Effecting Change

To most effectively help the Team members develop as individuals and as a team, the Team Formula for Effecting Change is taught during the seven units of training.

Workshops follow this schedule:

Unit 1 Teambuilding and ground rules; Team introduction to Compact courses; adjective name game/slogan/cheer.

Unit 2 Facilitation Exercise

Unit 3 & 4 Team Formula for Effecting Change; Vision, Goal, Action Plan; School year ground rules and consequences

Unit 5 Cluster Team Evaluations; sharing Cluster Teams information in 30-minute meeting format; refinement of Vision, Goals, Action Plan

Unit 6 Company Recruitment plan



Unit 7 Preparation and presentation of Team reports; Closure and celebration

Call Us

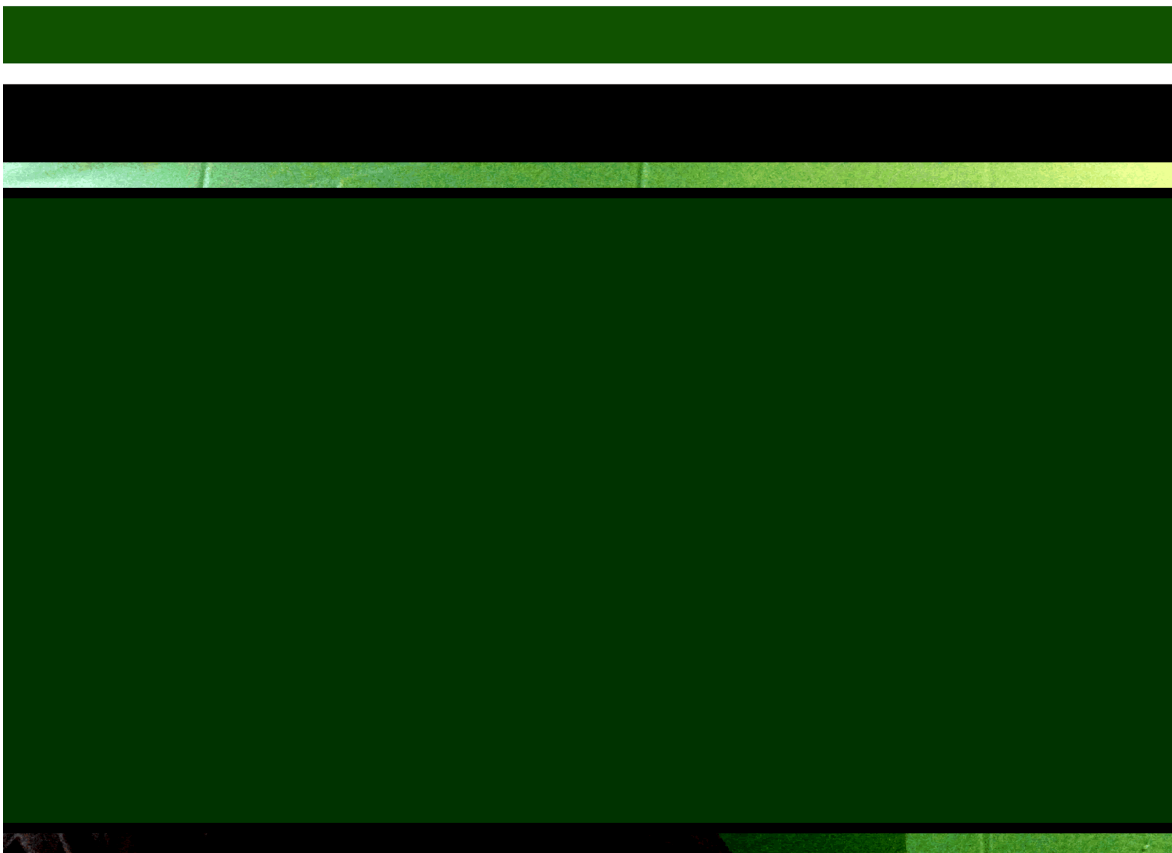
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LEADERSHIP DIVERSITY EMPOWERMENT



There are many words that define Mr. Andre Koen: Educator, student, improvisational comedian, speaker, activist, facilitator, coach, mentor, leader, team member, community organizer, diversity trainer, motivator, friend and son; The most representative, however, is, "Andre, the Enkindled Spirit".

Andre Koen



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