

[Service-Learning Project]

*Submitted to*

Dr. Edward A. Gibbons, III

Of

Louisiana State University  
School of Leadership and Human Resource Development  
College of Human Sciences and Education  
In partial fulfillment of course requirements for LHRD 4723

by

*[Natalie Richard]*  
*HSD. [Ursuline Academy], [2018]*

[November 20, 2020]

## **Journal Entries**

October 15, 2020

Today was my first day going to volunteer at The Southdowns School. After I received a rundown on the after-school care flow, I observed the initial ten minutes once the kids arrived. The kids in the after-school program are in the Pre-Kindergarten program. Since this service just recently became available to parents, only three kids were currently there today. Two boys, Robert and Knox, and one girl, Erin, all four years old. I tried my best to start a conversation with them and let them take their time adjusting because I could tell they were shy. I was informed by my supervisor that Knox has autism. The biggest adjustment for me today was having to be in charge of a child, who has a disability, that whom I have no relationship. Out of all of the years and experience, I have to work with children of various ages, I have little to none with special needs kids. In the upcoming days, I know this will be where my leadership skills can help me adjust to building trust and forming a better relationship with Knox. I want him to view me as a friend and feel comfortable with me, but also need him to respect me.

October 22, 2020

This is the second day I spent volunteering at the Southdowns School. I was excited to return to the school and get to play with the kids. Today it was me, Abby, and Mrs. Monica working aftercare. One by one, all of the kids started to enter the cafeteria. After they sat down at the table, I pulled up a chair so I could try initiating some conversation. They all recognized me from being there the week before but were all being shy with me. My main goal today was to try to connect a little bit more with Knox. When we went into the gym to play, Knox went straight to the bouncy balls because he wanted to play basketball. My plan was to also grab a ball and shoot

some balls into the hoop after Knox, so he could see that I was interested in playing basketball too. This quickly caught his attention, and whenever he would score a basket, I would give him a high five and cheer him on. Overall, this was the main highlight today, because I knew I had laid the foundation to the start of a friendship with Knox.

October 29, 2020

Today, two days before Halloween, I went to the Southdowns School to do some volunteer work. Erin arrived first, followed by Knox and Robert. After snack, Erin and I worked on some puzzles together, and we talked about our Halloween costumes. When we went into the gym Knox and I played basketball again together. Today, Knox was in a good mood. When I first arrived, Abby had told me that she was going to let me mainly watch Knox today because it seemed like he really likes me and listens to me. After she told me this, I instantly felt a sense of reassurance that my plan with Knox was working. Today Abby also had made a picture frame, with Knox's picture in it, that had velcro cutouts of different sports balls attached to it. This was a toy only Knox was allowed to play with, and the constant tearing apart of the velcro always caught Knox's attention. This gave Erin and Robert time to color on the dry erase board, without worrying about Knox coming and drawing on top of their work.

November 5, 2020

Today I learned that Knox has an amazing throwing arm and loves football. He pretty much gets excited about every sport he plays and is good at all of them, considering he is only four years old. When I went into the gym today, I threw a small foam football back and forth at each other. Before I threw it, he always said "ready, set, go!" It was great to see Knox get so

excited to play a sport and be able to see him grow closer to me. We also had another student join us in the after-school care program today. Her name was Kylie. She had a very outgoing and silly personality and asked what my name was the moment she met me. She and Erin were friends, so it was nice to have another girl around that she could play with. It was a nice and quick afternoon because all of the kids got picked up fairly early.

November 6, 2020

Today I came to volunteer at the Southdowns School. I showed up right in time for a snack when all of the kids had arrived. I pulled up a chair and sat in between Robert and Knox. Knox had a rough day today. He was abnormally cranky and extra whiny. We knew it was because he was tired and probably did not have a nap. During snack, Abby brought Knox his milk and he instantly had a fit and was asking for water. Unfortunately, due to COVID precautions, the water fountains were taken out and the kitchen staff had already left. We had no way of providing water to Knox, which made him even more upset. He eventually distracted himself with some activities, but as the evening progressed, he became more irritable and found himself being the last kid in aftercare. Eventually, he just sat on a chair closest to the door and waited for his dad to pick him up. Whenever Knox would get upset, we found that when we let him do his own thing and be alone, he could calm himself down.

November 9, 2020

Today when I came to volunteer, there was a new student that had joined the group, Titan. Titan is known for having behavioral issues and can sometimes be a lot to handle. By the time I arrived, all of the students were inside the cafeteria playing with an assortment of things. Knox was coloring, Erin and Robert were playing with play dough, and Titan was playing with

moveable shapes. Titan was very loud and did not really have a sense of personal space. Soon after I got there, Titan's dad came to pick him up. The whole situation felt a little uneasy because something just did not feel completely right sending him home that day for Abby and me. For the rest of the afternoon, the kids spent time coloring turkeys. Abby had printed out these coloring sheets for the kids to color. Now, the turkeys are hung up on the wall as festive decorations.

November 11, 2020

Today I spent time in the gym with the kids. I was supervising them, as well as playing football and soccer with Knox. Today Titan, Robert, Knox, Erin, and Kylie were all in aftercare. When we returned to the cafeteria, Abby had an activity planned for all of the students. She had paper plates and cut out pieces of thanksgiving food on top with a glue stick next to each one. All of the kids glued their food on their plates and were then able to color it. While this activity was going on, Titan was having a lot of problems listening to Abby and following instructions. He was throwing a tantrum and acting out. When Titan's dad came and picked him up, Titan's attitude completely changed. He did not want to go home with his dad and looked scared to go with him. It was so bad, Abby had to walk him out and carry him to the car. This occurrence was really concerning, and we reported it to our supervisor at the end of the day.

November 17, 2020

Today was my last day volunteering at the school before Thanksgiving break. It was great to be at the school and see all the kids. I arrived a little bit later today, so only Erin, Robert, and Kylie were there. It was bitter-sweet to not have Knox there on my last day, but I was happy I got to see everyone else. Not soon after I got there, Kylie was picked up. Erin and I were coloring with each other while Robert was playing with play dough. Robert had a bad day today. He was very disruptive and made sure he did the exact opposite of what he was told to do. Abby had put

him in time out, but that technique did not work. She also had created a new board that had different sections on it saying: outstanding, I am doing great, ready to learn, stop and talk, and tab out (take a break). Each student had a clothespin with their name written on it, and based on their behavior, would be told to move up or down. Once they got to the final tab out, they could no longer move up and earn a possible sticker.

### **Journal Entry Reflection**

Although my time spent with the kids at The Southdowns School was short, I have learned so much about myself as an individual. During such unprecedented times, I am so grateful to be given this volunteer opportunity with the YMCA and wish I could have started sooner in the semester. I have been able to form personal relationships with all of the kids there. I think I will mostly miss seeing their little faces light up every time I walk into the cafeteria and hear them say “Miss Natalie.” I was seen as a leader to the kids. They came to me and asked me for permission to do certain activities, or if they wanted to go into the gym. I lead a few games in the gym and certain coloring activities for Halloween and Thanksgiving. Each afternoon, the kids follow a specific schedule that walks through the activities of the day. Snacks are always first, then gym play, then free time inside. It is also very important that we stress how the kids need to wash their hands regularly. The majority of my time spent at the school was centered around leading and directing them through activities.

The first major takeaway from this project is the importance of patience. Patience has always been a quality trait that I had always struggled with. I cannot clearly pinpoint exactly why I am so impatient with people, but I am. Working with these children has been a constant reminder for me to be more conscious of my patience with people. I have also learned that four

year old kids do not listen. A lot of the time, I found myself repeating requests to clean up their mess or to go wash their hands before they start to eat snacks. Besides Erin and Kylie, the boys consistently needed to be physically directed to the sink, and always asked for assistance. When I felt myself growing more irritated, I would take a deep breath and remind myself that they are only four. This technique was very helpful and is something I will continue to do outside of volunteering.

The second major takeaway from this project is that the Southdowns School is a safe haven for many of its kids. It is really easy to get distracted while juggling a lot of different activities at once. Sometimes when there are distractions, we overlook the possibility that these kids may be going home to no dinner or even abusive parents. The kids feel safe and protected at school, even when they are in our care. One night titan, who has behavioral issues, had made comments to the head student in charge, Abby, and to myself that his dad had hit him in the past. Obviously, hearing a child so young say these things about his father is concerning, but it was the only time he had mentioned anything about violent behavior at home. Sometimes kids will also say things that are taken out of context too, so we made a note of it to mention it to our boss. That same day, his dad had picked him up and his facial expressions and whole presence changed. He was completely scared of going home. Abby had to pick him up and walk him to the car because he would not let go. These were all evident signs that something may be going on at home that could be concerning. That night, we went through all the procedures of reporting potential parental abuse, and all had to write a detailed summary of how his day was. This event was a constant reminder that we do not know what our peers experience outside of school and social events. It is just always a good idea to love everyone as our brother or sister.

The final major takeaway from this project is that children just yearn for someone to listen to them. Initially, I was really concerned with my lack of experience working with kids who have disabilities, but I quickly realized they are no different than kids without disabilities. I quickly developed a good connection with Knox, who has autism. The biggest challenge with Knox is that he struggles with communication. Knox is incredibly smart for his age and very athletic. We made this connection with each other based on our shared love for sports. Knox loved having me around and playing games with me. He would always be more inclined to listen to me before Abby or anyone else. Even though he struggled physically with communicating, he found other ways to communicate with me. The little moments we spent together allowed us to form a relationship-centered around trust and playfulness.

## Leadership Questionnaires

### Chapter 2: Trait Approach

The purpose of this questionnaire was to assess my characteristics and qualities as a leader. While completing the questionnaire, I mainly answered with four and five, meaning I agree to the statement about myself. This questionnaire allowed me to better reflect on my own strengths and weaknesses, and what skills I should focus more time on.

#### Leadership Trait Questionnaire (LTQ)

*Instructions:* The purpose of this questionnaire is to measure personal characteristics of leadership. The questionnaire should be completed by the leader and five people who are familiar with the leader.

Make five additional copies of this questionnaire. This questionnaire should be completed by you and five people you know (e.g., roommates, coworkers, relatives, friends). Using the following scale, have each individual indicate the degree to which he or she agrees or disagrees with each of the 14 statements below. Do not forget to complete one for yourself.

\_\_\_\_\_ (leader's name) is

Key: 1 = Strongly disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly agree

1. <b>Articulate:</b> Communicates effectively with others	1 2 3 4 5
2. <b>Perceptive:</b> Is discerning and insightful	1 2 3 4 5
3. <b>Self-confident:</b> Believes in himself/herself and his/her ability	1 2 3 4 5
4. <b>Self-assured:</b> Is secure with self, free of doubts	1 2 3 4 5
5. <b>Persistent:</b> Stays fixed on the goals, despite interference	1 2 3 4 5
6. <b>Determined:</b> Takes a firm stand, acts with certainty	1 2 3 4 5
7. <b>Trustworthy:</b> Is authentic and inspires confidence	1 2 3 4 5
8. <b>Dependable:</b> Is consistent and reliable	1 2 3 4 5
9. <b>Friendly:</b> Shows kindness and warmth	1 2 3 4 5
10. <b>Outgoing:</b> Talks freely, gets along well with others	1 2 3 4 5
11. <b>Conscientious:</b> Is thorough, organized, and controlled	1 2 3 4 5
12. <b>Diligent:</b> Is persistent, hardworking	1 2 3 4 5
13. <b>Sensitive:</b> Shows tolerance, is tactful and sympathetic	1 2 3 4 5
14. <b>Empathic:</b> Understands others, identifies with others	1 2 3 4 5



## Chapter 3: Skills Approach

By definition, leadership skills are the ability to use one's own knowledge and competencies to accomplish a set of goals and objectives. This questionnaire focuses mainly on three different types of leadership skills: technical, human, and conceptual skills. A "high range" skill result would be a score between twenty-three to a thirty. A "moderate range" skill result would be between fourteen and twenty-two. Lastly, a "low range" skill result would be a score of six to thirteen. I scored highest in the Human skills section with a score of twenty-three, in the high range. My second highest was Technical skills with a score of twenty, in the moderate range. My lowest score was in Conceptual skills with a score of twelve, in the low range. Scoring highest in the Human skills section is not surprising because I work best with people and have always enjoyed serving and giving back to others in need.

### Skills Inventory

**Instructions:** Read each item carefully and decide whether the item describes you as a person. Indicate your response to each item by circling one of the five numbers to the right of each item.

Key: 1 = Not true    2 = Seldom true    3 = Occasionally true    4 = Somewhat true    5 = Very true

- |                                                                             |           |
|-----------------------------------------------------------------------------|-----------|
| 1. I enjoy getting into the details of how things work.                     | 1 2 3 4 5 |
| 2. As a rule, adapting ideas to people's needs is easy for me.              | 1 2 3 4 5 |
| 3. I enjoy working with abstract ideas.                                     | 1 2 3 4 5 |
| 4. Technical things fascinate me.                                           | 1 2 3 4 5 |
| 5. Being able to understand others is the most important part of my work.   | 1 2 3 4 5 |
| 6. Seeing the big picture comes easy for me.                                | 1 2 3 4 5 |
| 7. One of my skills is being good at making things work.                    | 1 2 3 4 5 |
| 8. My main concern is to have a supportive communication climate.           | 1 2 3 4 5 |
| 9. I am intrigued by complex organizational problems.                       | 1 2 3 4 5 |
| 10. Following directions and filling out forms comes easily for me.         | 1 2 3 4 5 |
| 11. Understanding the social fabric of the organization is important to me. | 1 2 3 4 5 |
| 12. I would enjoy working out strategies for my organization's growth.      | 1 2 3 4 5 |
| 13. I am good at completing the things I've been assigned to do.            | 1 2 3 4 5 |
| 14. Getting all parties to work together is a challenge I enjoy.            | 1 2 3 4 5 |
| 15. Creating a mission statement is rewarding work.                         | 1 2 3 4 5 |
| 16. I understand how to do the basic things required of me.                 | 1 2 3 4 5 |
| 17. I am concerned with how my decisions affect the lives of others.        | 1 2 3 4 5 |
| 18. Thinking about organizational values and philosophy appeals to me.      | 1 2 3 4 5 |

### Scoring

The skills inventory is designed to measure three broad types of leadership skills: technical, human, and conceptual. Score the questionnaire by doing the following. First, sum the responses on items 1, 4, 7, 10, 13, and 16. This is your technical skill score. Second, sum the responses on items 2, 5, 8, 11, 14, and 17. This is your human skill score. Third, sum the responses on items 3, 6, 9, 12, 15, and 18. This is your conceptual skill score.

Total scores: Technical skill 20 Human skill 23 Conceptual skill 12

## Chapter 4: Behavioral Approach

The behavioral approach of leadership mainly focuses on the leader itself, what they do, and how they act in any situation. This questionnaire is designed to measure the two different types of leadership behaviors: task and relationship. I scored in the “very high” range for relationship behavior, and in the “moderately low” range for task behavior. The very high range score for relationship behavior represents the measure of how people-oriented I am. I put a heavy emphasis on making sure my followers feel comfortable with each other and themselves in the organization.

### Leadership Behavior Questionnaire

**Instructions:** Read each item carefully and think about how often you (or the person you are evaluating) engage in the described behavior. Indicate your response to each item by circling one of the five numbers to the right of each item.

Key: 1 = Never    2 = Seldom    3 = Occasionally    4 = Often    5 = Always

- |                                                           |           |
|-----------------------------------------------------------|-----------|
| 1. Tells group members what they are supposed to do.      | 1 2 3 4 5 |
| 2. Acts friendly with members of the group.               | 1 2 3 4 5 |
| 3. Sets standards of performance for group members.       | 1 2 3 4 5 |
| 4. Helps others in the group feel comfortable.            | 1 2 3 4 5 |
| 5. Makes suggestions about how to solve problems.         | 1 2 3 4 5 |
| 6. Responds favorably to suggestions made by others.      | 1 2 3 4 5 |
| 7. Makes his or her perspective clear to others.          | 1 2 3 4 5 |
| 8. Treats others fairly.                                  | 1 2 3 4 5 |
| 9. Develops a plan of action for the group.               | 1 2 3 4 5 |
| 10. Behaves in a predictable manner toward group members. | 1 2 3 4 5 |
| 11. Defines role responsibilities for each group member.  | 1 2 3 4 5 |
| 12. Communicates actively with group members.             | 1 2 3 4 5 |
| 13. Clarifies his or her own role within the group.       | 1 2 3 4 5 |
| 14. Shows concern for the well-being of others.           | 1 2 3 4 5 |
| 15. Provides a plan for how the work is to be done.       | 1 2 3 4 5 |
| 16. Shows flexibility in making decisions.                | 1 2 3 4 5 |
| 17. Provides criteria for what is expected of the group.  | 1 2 3 4 5 |
| 18. Discloses thoughts and feelings to group members.     | 1 2 3 4 5 |
| 19. Encourages group members to do high-quality work.     | 1 2 3 4 5 |
| 20. Helps group members get along with each other.        | 1 2 3 4 5 |

### Scoring

The Leadership Behavior Questionnaire is designed to measure two major types of leadership behaviors: task and relationship. Score the questionnaire by doing the following: First, sum the responses on the odd-numbered items. This is your task score. Second, sum the responses on the even-numbered items. This is your relationship score.

Total scores: Task 32 Relationship 45

## Chapter 6: Path-Goal

Path-Goal Theory primarily focuses on how leaders help their followers achieve particular goals. When tasks are presented to the followers and are ambiguous the three possible leader behaviors could be directive, participative, and achievement-oriented. This questionnaire is directed at measuring what type of behaviors I would accurately display. I scored the highest in the participative style, with a score of twenty-eight, and my second highest score was the supportive style, with a score of twenty-seven. My lowest score was the directive style, with a score of nineteen. These results suggest that I use the participative and supportive styles most often.

### Path-Goal Leadership Questionnaire

*Instructions:* This questionnaire contains questions about different styles of path-goal leadership. Indicate how often each statement is true of your own behavior.

Key: 1 = Never 2 = Hardly ever 3 = Seldom 4 = Occasionally 5 = Often  
6 = Usually 7 = Always

- |                                                                                      |                      |
|--------------------------------------------------------------------------------------|----------------------|
| 1. I let followers know what is expected of them.                                    | 1 2 <b>3</b> 4 5 6 7 |
| 2. I maintain a friendly working relationship with followers.                        | 1 2 3 4 5 6 <b>7</b> |
| 3. I consult with followers when facing a problem.                                   | 1 2 3 4 5 <b>6</b> 7 |
| 4. I listen receptively to followers' ideas and suggestions.                         | 1 2 3 4 5 <b>6</b> 7 |
| 5. I inform followers about what needs to be done and how it needs to be done.       | 1 2 3 <b>4</b> 5 6 7 |
| 6. I let followers know that I expect them to perform at their highest level.        | 1 2 3 <b>4</b> 5 6 7 |
| 7. I act without consulting my followers.                                            | 1 <b>2</b> 3 4 5 6 7 |
| 8. I do little things to make it pleasant to be a member of the group.               | 1 <b>2</b> 3 4 5 6 7 |
| 9. I ask followers to follow standard rules and regulations.                         | 1 2 3 <b>4</b> 5 6 7 |
| 10. I set goals for followers' performance that are quite challenging.               | 1 <b>2</b> 3 4 5 6 7 |
| 11. I say things that hurt followers' personal feelings.                             | <b>1</b> 2 3 4 5 6 7 |
| 12. I ask for suggestions from followers concerning how to carry out assignments.    | 1 2 3 4 5 6 <b>7</b> |
| 13. I encourage continual improvement in followers' performance.                     | 1 2 3 4 <b>5</b> 6 7 |
| 14. I explain the level of performance that is expected of followers.                | 1 2 3 <b>4</b> 5 6 7 |
| 15. I help followers overcome problems that stop them from carrying out their tasks. | 1 2 3 4 <b>5</b> 6 7 |
| 16. I show that I have doubts about followers' ability to meet most objectives.      | 1 2 <b>3</b> 4 5 6 7 |
| 17. I ask followers for suggestions on what assignments should be made.              | 1 2 <b>3</b> 4 5 6 7 |
| 18. I give vague explanations of what is expected of followers on the job.           | 1 2 3 <b>4</b> 5 6 7 |
| 19. I consistently set challenging goals for followers to attain.                    | 1 2 3 <b>4</b> 5 6 7 |
| 20. I behave in a manner that is thoughtful of followers' personal needs.            | 1 2 3 4 5 <b>6</b> 7 |

## Chapter 7: LMX

After completing the LMX 7, I can better understand the relationship between leaders and followers. While completing the questionnaire, I answered in response of a follower in my personal working position. My score from the questionnaire was twenty-four. This is an indication of a high moderate range. This closely relates to a stronger, higher-quality, leader-follower relationship. If I answered the questionnaire in the leader position, I would expect the final score results to be in the higher range as well.

### LMX 7 Questionnaire

*Instructions:* This questionnaire contains items that ask you to describe your relationship with either your leader or one of your followers. For each of the items, indicate the degree to which you think the item is true for you by circling one of the responses that appear below the item.

1. Do you know where you stand with your leader (follower) . . . [and] do you usually know how satisfied your leader (follower) is with what you do?

Rarely	Occasionally	Sometimes	Fairly often	Very often
1	2	3	4	5

2. How well does your leader (follower) understand your job problems and needs?

Not a bit	A little	A fair amount	Quite a bit	A great deal
1	2	3	4	5

3. How well does your leader (follower) recognize your potential?

Not at all	A little	Moderately	Mostly	Fully
1	2	3	4	5

4. Regardless of how much formal authority your leader (follower) has built into his or her position, what are the chances that your leader (follower) would use his or her power to help you solve problems in your work?

None	Small	Moderate	High	Very high
1	2	3	4	5

5. Again, regardless of the amount of formal authority your leader (follower) has, what are the chances that he or she would "bail you out" at his or her expense?

None	Small	Moderate	High	Very high
1	2	3	4	5

6. I have enough confidence in my leader (follower) that I would defend and justify his or her decision if he or she were not present to do so.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

7. How would you characterize your working relationship with your leader (follower)?

Extremely ineffective	Worse than average	Average	Better than average	Extremely effective
1	2	3	4	5

## **Leadership Questionnaires Reflection**

After answering the following twelve questionnaires, I have gained more accurate insight into my own strengths and weaknesses. Overall, I was not really surprised by my results from the questionnaires. I have always been known as a “people person.” Throughout my childhood, I was always really shy. To an extent, I was slightly introverted, and kept to myself most of the time; however, as I grew older, I became more outgoing and extroverted. Fast forward to the present, and I am a social butterfly. I love meeting new people and making new friends, and am way more willing now to step out of my comfort zone to do so.

One of the first strengths I possess as a leader is my human skills. This questionnaire has reinforced what I had already known to be true, I am drawn to people. In the skills approach, human skills were my highest score. I am more inclined to focus on the needs of my fellow followers or coworkers first. The second strength I possess as a leader is seen in the behavioral approach questionnaire. I have a strong relationship behavior. This signifies that my approach to leadership is very people-oriented. Similar to the human skills I possess, the relationship behavioral skills also coincide with my outgoing and extroverted personality. Lastly, the third strength I possess as a leader is how adaptable I am. Life is so unpredictable, and it is important that a leader can readjust their lesson plans in a fast manner.

One of the first weaknesses I possess as a leader is that I struggle with how I handle stress. Oftentimes with school, I get overwhelmed very easily, which leads to me getting very stressed. Because I deal with stress a lot in my daily life, I try to use coping strategies. Sometimes the strategies work, but most of the time they do not. As a leader, one must be able to know themselves as an individual, so they can know how to appropriately address similar

problems like stress amongst their followers. A second weakness I identify with is being a good delegator. I know I am a very organized person, with OCD tendencies at times. I tend to get so invested in a project that I would prefer to just complete it on my own. Sometimes this is not a terrible thing to do, but all of my responsibilities quickly add up and I am suddenly overwhelmed. Being an efficient delegator will allow me to better advise and handle other potential problems that arise. Lastly, the last weakness I possess is that I am not confrontational. It is not easy to sit a peer down to discuss a hard conversation. It takes a lot to get me to the point of confronting someone. To be a good leader, I must be able to feel comfortable talking to people directly about any problems or concerns that arise, so they can be aware of their mistakes.

Overall, I have learned that I have a lot of potentials to excel as a leader in the future. I have experienced different settings as a follower and sometimes a leader, and have the knowledge and understanding of what makes a great leader. Human interaction and care are already a priority in my mind. I just have to put more work and effort into being assertive and taking charge. I believe that my confidence and ability to be confrontational will continue to develop over time with the more practice and experience I get.

## **Contribution to Society**

Throughout my time spent at LSU, I have met a plethora of individuals. From my involvement in Stripes, LSU Ambassadors, and Chi Omega, I have been given the amazing opportunity to meet amazing people. These organizations have given me insight into what makes a leader and how students can be leaders of organizations and still be successful in school. After being nominated for the Purple and Gold's *Emerging Leader* award my freshman year, I knew I made the right decision to minor in Leadership Development. I wanted to build my self-confidence, gain more public speaking skills, and trust that after graduation, I will have all the knowledge needed to face the real world. Taking these three leadership courses have greatly impacted my self-confidence. I am more comfortable standing up in a room with colleagues and voicing my opinions. I enjoy taking initiative in any group assignment. While growing up and maturing as an individual, I believe my leadership skills have grown and developed with me as well. I am so thankful for the immense amount of information this class has provided me, and would recommend a leadership development minor to anyone.

After LSU, I intend on continuing my education in the field of healthcare to become either a physician assistant or optometrist. Whichever path I choose, I know I will be prepared to lead my fellow classmates and professors in whatever way necessary. After taking these classes, I feel even more confident that I will excel as a healthcare provider. Patients will always seek advice from a doctor, listen to their suggestions, and ask a ton of questions. Learning various techniques of a leader will help me adjust and adapt to any scenario a patient may address me with. These classes have made me more self-aware as an individual and a more well-rounded person. Knowing my strengths and weaknesses has instilled more confidence in me. I know one

of my strengths is my human skills. I have always been a friendly and caring person, and now I can use certain techniques, like the behavioral approach, to assist my future patients.

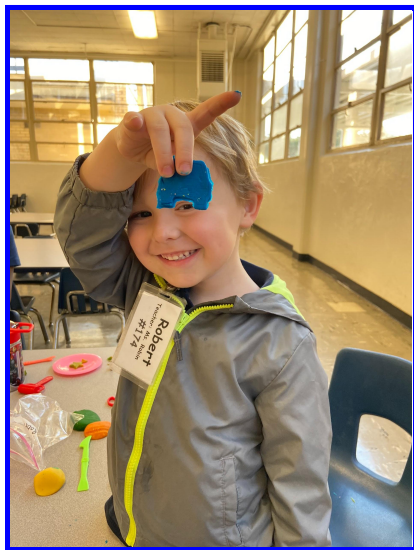
The Southdowns School is a public elementary school that caters to students with and without disabilities. The majority of the students that attend the school are minorities. Although working the after-school program does not seem like much, it is. Oftentimes, students of color have parents that work multiple jobs or long hours for minimum wages. Statistics have also shown that many students that may live in poverty, grow up in broken homes with divorced parents. Having a child with disabilities can also be time-consuming, expensive, and challenging. Every family is different, but it is comforting for parents to know their child will be able to receive an education, in a safe environment, despite having disabilities or minimal funds. The services that the Southdowns School provides to these students and families are unique. Not many schools in the city of Baton Rouge cater to these particular demographics. This is why it is even more important to volunteer and be able to provide these families the option of before and after school care. These resources decrease some of the worries and stress that many parents face when worrying about getting to work on time or finding a babysitter. As stated previously, we are also providing the kids with a safe place they can feel comfortable at and can enjoy being a kid. We never know what a child may go home to when they leave school, so just playing gym games and coloring with the kids was a huge service in itself. The connections I made with all of the children at the school are all different in their own way.

This experience has definitely been challenging, but mostly a huge blessing. I was a little out of my comfort zone initially with my lack of experience working with special needs children, but quickly adjusted and adapted to new forms of communication. I am sad to see my time in leadership classes have come to an end, but I am looking forward to diving into new leadership



positions and putting all my knowledge to the test! Thank you, Dr. Gibbons, my past and present teacher assistants, and the Southdowns School, for making me push myself to become a better leader and most importantly evolve as a person.

### Collection of Evidence

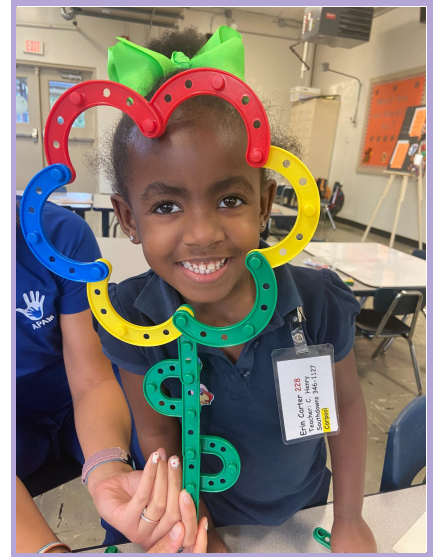


- This is Robert, Erin, and Kylie showing off the awesome shapes they made with the playdough!
- The kids love arts and crafts! Robert and Erin on the two side pictures were making fun structures with modeling clay. The middle picture shows Erin and Knox making a sun!

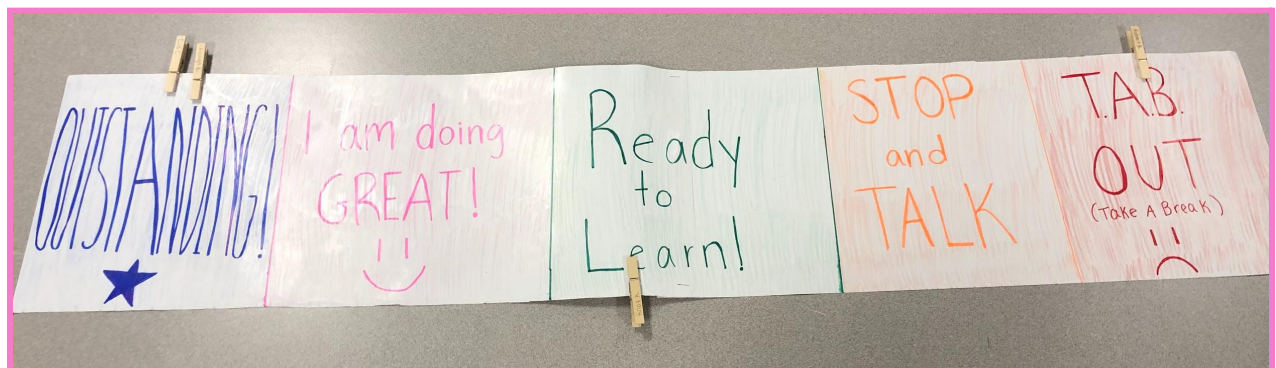
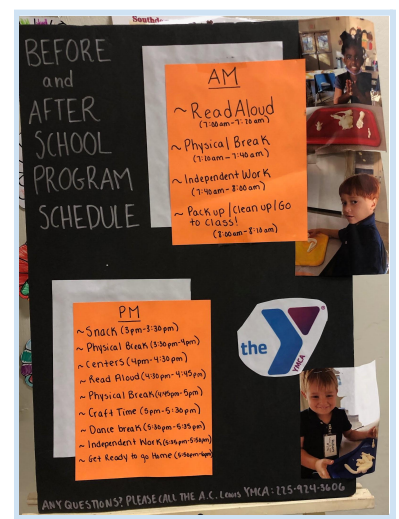
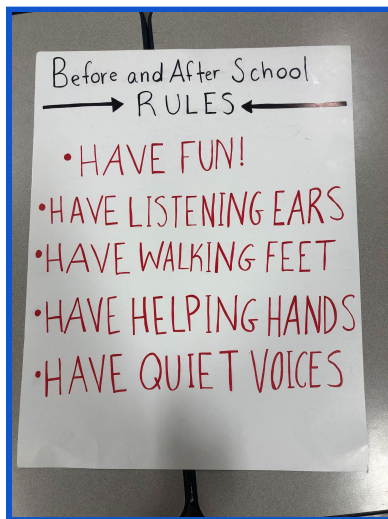




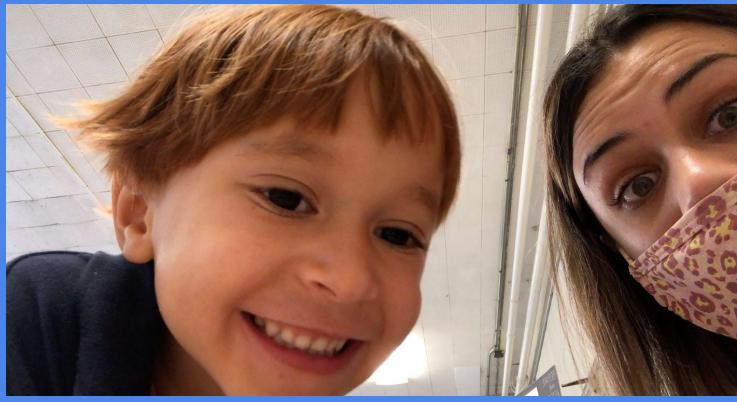
- Meet Knox (on the left), Kylie (in the middle), and Erin (on the right)!!



- The below pictures highlight the decorations that are hung in the cafeteria! The bottom picture shows Abby's behavioral chart!



- Lastly, these are some goofy selfies of me and Knox! I know we should not have favorites, but he has my heart for sure!





# Time Log

**LSU** | School of Leadership & Human Resource Development

LHRD 4723 - Advanced Leadership Development  
Service-Learning Project Time Log

Date	Time In	Time Out	Total Hours Worked	Daily Activity	Supervisor Signature
10/15	2:30	5:20		Assisted with after school care	abby Casser
10/22	3:00	5:30		" "	abby Casser
10/29	2:40	5:10		" "	abby Casser
11/5	2:45	5:35		" "	abby Casser
11/6	3:30	5:30		" "	abby Casser
11/9	4:30	6:45		" "	abby Casser
11/11/2020	3:40	5:55		" "	abby Casser
11/17/2020	4:00	6:45		" "	abby Casser