

FELLOW TO FELLOW

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Leadership Experience Summaries

One of the changes to the Business Fellows Program has been the creation of the Leadership Experience Projects. Every Fellow had the opportunity to choose a project that aids organizations on campus or in the community and provide a \$5,000 value. Fellows took up this challenge with great enthusiasm and the summaries of their projects can be found throughout the newsletter.

ONEGAI SHIMASU: A LESSON IN LEADERSHIP

Aikido (pronounced eye-key'-dough) is one of the newest martial arts and is considered by many to be the most intricate and difficult of martial arts to learn. That being said, its roots are deep and old, and have a long lineage through other arts (fencing, judo, jujitsu, aikujitsu, etc.) back to the days of the ancient Japanese samurai.¹

Aikido is also an art that is evolving in form, practice and application. Thirty years ago it was practiced by only handfuls of people in the U.S. Today hundreds of thousands of Americans are studying its usefulness. For many, including doctors, business executives, lawyers, teachers, soldiers and psychologists, aikido has personal and professional value beyond its physical workout form. For these people it has become a means by which one learns from one's challenges and adversaries. Aikido becomes a discipline for conflict resolution. It has also become a tool used for expanding one's ability to communicate with

colleagues—as in *Dialogue*²—where new paradigms of understanding can be formed. Another way to put it is, it's the JoHari Window³ in action.

Today - Lesson Number One - Onegai Shimasu

The practitioners (students) assemble before class and they take their places in the dojo (*dough'*-Joe = schoolhouse). They sit in kneeling positions lined up in order of their rank attained through study, practice and testing. The sensei (*sen'*-say = teacher) moves to the center of the room, turns, faces and collectively greets them saying, "Ohnegai shimasu" (*own-hey-gah-shay-mah'-su*). Receiving this greeting the students reply in unison, "Ohnegai shimasu." Training has started.

The sensei signals the senior student to join him on the mat. There, as a team, they demonstrate a technique that is to be practiced and studied. After a few repeti-

tions their demonstration stops. Regardless of how simple the technique appeared on its surface it was actually an intricate connection of moves requiring rigorous attention ... to stance, hand extension, body alignment, eyes, body rotation, distance between partners, breath control, grace of movement, weight in legs and arms, softness of shoulders ... and most importantly ... attitude.

The sensei invites the remaining student body to step out and work with what has been demonstrated and what each has seen ... and to be observant of the differences.

"Ohnegai shimasu," the practitioners offer each other as they repeatedly pair-up and move onto the mat. These words will be repeated dozens of times over the next ninety minutes, becoming almost mantra-like, as this ritual proceeds.

(CONT. ON PAGE 2)

What's happening here?

LEADERSHIP WHEN THE HEAT'S ON

Last summer I received a book entitled "Leadership When The Heat's On" by Danny Cox as part of a management training tool kit during sales school. I referred to this book many times throughout my 13 week selling period as a student manager of a group in Kentucky. There is one

chapter in particular I referred to often that helped me to refine my leadership skills, Chapter Two: The Emerging Leader Process which defines ten characteristics of an effective leader.

Leadership Characteristics
Characteristic One: Uncompromising Integrity

Uncompromising integrity is the most important quality. All of the other characteristics stand upon this steel-reinforced concrete foundation. One of the strongest indicators of integrity is the willingness to help someone else, even when there's nothing tangible to expect (CONT. ON PAGE 3)



ONEGAI SHIMASU (CONT. FROM PAGE 1)

“In this schoolroom everyone is expected to have the mind of a student, a learner’s attitude ... the beginner’s mind.”

This is a strange world for the guests who come to observe and for any new students who happen to be experiencing their first night on the mat. People are turning to each other, bowing and uttering a strange language. Words that sound almost like “Oh My Gosh, My Mustache, Sue?!?” Then they hop up onto the mat and begin tossing each other around. The teacher claps. Everyone runs back to the edge of the mat and sits (kneels) down. But now their order is more randomly distributed — senior students wedging themselves between junior students. The sensei does another demonstration. The students bow to each other in new pairs and greet each other once more saying something about their “mustaches” ... and they go at it again.

A quick understanding as to what is unfolding (and what will continue to unfold over the next hour and a half) could be found in something more western ... from Peter Senge, the director of the Center for Organizational

Learning at MIT’s Sloan School of Management: “Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs.”⁴

In this schoolroom everyone is expected to have the mind of a student, a learner’s attitude ... the beginner’s mind. This is the Lesson #1. This is Rule #1. It is to be in practice by everyone... student and sensei ... all the time. As a way of acknowledging and reminding each other, the teacher and student alike will greet each other repeatedly throughout the evening, making their requests to engage for the sake of learning something new and for the sake of helping each other in that endeavor. The effort is individual and collective. It doesn’t matter how old one is. It doesn’t matter how much money one has or the success she or he has in the outside world. It doesn’t matter who is male and who is

female, who is tall and who is short, who is skinny and who is round. None of that matters because everyone is important.

With this in mind the greeting is repeated throughout the evening. Onegai shimasu ... or as was explained to me, “Please Teach Me.”

When the evening is over the sensei again bows and thanks the students for their effort. The students find their individual partners for that session and thank them for being their teachers.

Who are you teaching? Who’s teaching you? What are you learning? Who’s learning from you? What are you studying? Who’s studying you? Are you willing to learn ... for the long haul? What is your practice??? Onegai shimasu. Please Teach Me.

-Lance Giroux

1. *Aidiko* by Kisshomaru Uyeshiba (Hozansha Publishing Co, 1973)

2. *Let’s Talk, Or Shall We Have A Dialogue* by George M. Heenan, Director, Institute for Venture Management (Entrepreneurial News, May 1998)

3. http://www.noogenesis.com/game_theory/johari/johari_window.html

4. p 139, *The Fifth Discipline: The Art & Practice of The Learning Organization* by Peter M. Senge (Currency Doubleday, 1990)

Random Wisdom

“Don’t tell people how to do things, tell them what to do and let them surprise you with their results.”
~ George S. Patton

RELAY FOR LIFE

American Cancer Society’s first-ever Aggie Relay for Life occurred on March 31, furthering the fight against cancer with research dollars. A team of ten Fellows performed the task of gathering teams and donations to help make the Aggie Relay a success. The American Cancer Society said to expect 10-19 teams for a first-time Relay, but they did not know about the service-oriented spirit so prominent in Aggieland. All

109 teams, which formed, participated in the first-ever Aggie Relay for Life, raising over \$129,000 and breaking national Relay for Life records.

Volunteers took turns walking the track at Texas A&M’s Penberthy Intramural Field for 12 hours from 7 p.m. March 31 to 7 a.m. April 1. Teams raised funds and attained sponsorships to complete the marathon, donating

the proceeds to the American Cancer Society to help beat cancer in the Bryan-College Station area. Each team’s goal was to keep at least one team member on the track at all times.

Relay for Life began with a cancer-survivor victory lap. The relay represented the hope that those lost to cancer will never be forgotten, that those who face cancer will be supported and that one day cancer will be eliminated.

WHEN THE HEAT'S ON (CONT. FROM PAGE 1)

in return.

Characteristic Two: High Energy

Great leaders don't get involved in petty issues. They know that pettiness is the biggest drain of energy on an organization.

Characteristic Three: Good At Working Priorities

Setting priorities is important. The difference between merely setting priorities and *working* priorities is similar to the difference between a dreamer and a doer. It's important to dream and plan, but all the dreaming and the planning in the world doesn't accomplish a thing. The *doer* makes it happen.

Characteristic Four: Courageous

The willingness to take risks and accept responsibility for their outcomes is a consistent quality among effective leaders.

Characteristic Five: A Committed and Dedicated Hard Worker

I'm not talking about workaholics who use their jobs to shield them from personal or family problems. I'm referring to people who have the support and encouragement of their friends and family. What would you be doing if money were not a primary consideration?

Characteristic Six: Unorthodox and Creative

Effective leaders in any

field are a bit unconventional, with an urge to create. They're not likely to stick very long with something that's not working. The effective leader is an innovator.

Characteristic Seven: Goal Orientation

Keeping focus on your goals will set you up to face tough decisions concerning your personal life as well as your work life. Be sure to associate with people who are taking the same career and lifestyle bus that you are. Selecting appropriate people to spend your time with is an example of knowing the difference between those who take responsibility for what they can become and those who cry because they haven't arrived there yet.

Characteristic Eight: Inspired and Contagious Enthusiasm

Genuine enthusiasm is contagious. Enthusiasm comes from witnessing the accomplishment of your daily *goals*, not just your *tasks*, which are part of a larger plan. Growth and improvement as a leader, especially a leader under pressure, requires genuinely inspired enthusiasm.

Characteristic Nine: Staying Levelheaded

Effective leaders are levelheaded people. They grasp facts in a hurry. They

have the ability to organize chaotic situations. They see things as they really are, as opposed to how they wish they were. Effective leaders don't *react* to problems, they *respond* to them. These people prefer to fix problems rather than talk about them. They act without being told to because they understand that in the real world problems aren't stopping places, they are *decision points*.

Characteristic Ten: A Desire to Help Others Grow and Succeed

True leaders not only want their people to succeed, but also to grow and develop. When an organization functions in a nurturing environment where pettiness is eliminated and ideas are openly exchanged, the result is synergy.

The content of this article was adapted from *Leadership When The Heat's On* by Danny Cox with John Hoover. The book is published by McGraw-Hill and can be purchased for \$16.95. You can visit the author's website at www.DannyCox.com.

-Stephanie Williamson

"True leaders not only want their people to succeed, but also to grow and develop."

HELPING U GAIN SUCCESS (H.U.G.S.)

Helping U Gain Success (H.U.G.S.) is one of several leadership experience projects took place within the Fellows program this spring. Six of the current Fellows have undertaken the task of establishing a university-recognized student organization that will pair A&M students as peer mentors of special needs students at A&M Consolidated High School in College Station.

The goal of H.U.G.S. is to provide the special needs students with life skills that will enable them to be active members of the community. The special needs students are given the opportunity to learn conversational skills, age appropriate emotional reactions to various situations, and how to interact with peers and build meaningful relationships. H.U.G.S. will allow Texas A&M stu-

dents to serve their community by making an impact in the lives of a truly special group of people. The mentoring process will consist of two hours per week of classroom time that will provide the A&M Consolidated students one-on-one time with their peers from Texas A&M. This interaction will benefit both groups of students as they transition to their next stage in life.

LETTER FROM THE DEAN

“If one of our participants can’t use what they learned in class over the weekend in their positions on the Monday following class, we shouldn’t be teaching it.”

Often, our former students will ask about a “degree for life.” Obviously, once a student graduates, the world continues to change...and the need for our former students to continue their education and enhance their skill sets continues to change. Like many top business schools, Mays Business School offers two different types of opportunities for working professionals to update their knowledge: our Executive MBA program and our Executive Development Programs.

Mays offers an Executive MBA program in The Woodlands, Texas, for students who are fully employed in managerial positions. Our average student has 17 years of work experience, 11 years of managerial experience, and has traveled throughout the world as a business professional. We are unique in that we deploy our very best faculty in this program; working executives are a challenging audience. The program meets on alternative Fridays/

Saturdays for a duration of 22 months. We have one simple motto for our program: the material needs to meet the “Monday” rule. That is, if one of our participants can’t use what they learned in class over the weekend in their positions on the Monday following class, we shouldn’t be teaching it.

Mays Business School also offers non-degree Executive Development Programs to working professionals throughout the world. Of particular note is our relationship with Halliburton, which sends its “rising stars” from across the world to the Wehner Building for our programs. In fact, last year, we provided education to over 700 business professionals.

Executive education provides us with many values. First, it is an opportunity to expose our School, University, and faculty to organizations that may not be familiar with Mays Business School. Only a small portion of our Executive

MBA or Executive Development students are Texas A&M graduates. These relationships have resulted in donations and additional job opportunities for students in our on-campus programs, both undergraduate and graduate. In addition, executive education provides our faculty with the ability to immerse themselves with leading organizations and study current business issues. In addition to their own professional development, these experiences provide them with additional knowledge they draw upon in both their research and on-campus teaching activities.

It is critical for leading business schools to be highly active in executive education. Doing so provides benefits to Mays Business School far beyond the instruction we give to these organizations and creates extraordinary opportunities for our faculty and students.

- Jerry Strawser '83

RENEW THE VIEW

What an amazing experience the Renew the View Fellows project has been. In January, we went on a hunt to take pictures of areas around the A&M campus. We found destroyed flower beds, trashy landscapes and path-worn grass. Cody Miklis, Sam Jordan and Marisa Schumacher, and I began searching for a solution to make our campus look cleaner and preserve its beauty for future generations of Aggies.

The event Campus Cleanup we co-planned with Environmental Issues Committee took place on Saturday, April 22, 2006. Each team of student volunteers was assigned projects to clean up campus including planting trees, painting

fences, picking up trash, spreading mulch, or many other small tasks. Physical Plant said that budget cuts caused a lack of staff, supplies, and money to maintain every area of campus. Renew the View is helping Physical Plant and the student body to make Texas A&M a beautiful, clean environment.

Working with Marisa, Sam and Cody to create advertising, collect donations, recruit participants, and help facilitate the event with the Environmental Issues Committee has been a wonderful experience. All of us brought different strengths, skills, and knowledge to the group, from writing documents, interviewing campus leaders, contributing computer-graphic skills,

financial budgeting skills, creative marketing, to management of teams.

The Fellows group has given me a chance to know my teammates on another level, to trust and learn from each other, to have fun, and to make a difference for Texas A&M University. Renew the View’s values that we use to accomplish our goal of completing a successful project are C.A.U.S.E.-Conscientiousness, Aggie Spirit, Unity, Service, and Excellence. The Texas A&M University campus will always be here when we return to visit, but its landscape and how it looks will change, I hope only for the better.

OF THIS I AM SURE

This is the inaugural issue of "Fellow to Fellow." Rather than provide you with highlights from the past Fellows semester, we are trying to provide you with knowledge that you can use. Each issue I will provide some food for thought on the Fellows mission of "Developing team-oriented leaders prepared to face the challenges of tomorrow."

In the research on teams, one thing always stands out: Team members want their fellow teammates to have good problem solving skills. It is my belief that the reason for this desire is that teams are created to solve problems that a single individual cannot solve alone. Therefore, team members implicitly understand the importance of having good problem solving skills. In fact in the book *The Wisdom of Teams* by Katzenbach and Smith, the authors identify problem solving as one of the essential skills required of a team.

Problem solving is a complex process. I define problem solving as the ability to find and implement solutions that close the gap between actual and desired performance. This ability is often called problem finding. This type of ability requires being in touch with the world around you and having an inquisitive mind. You have to be willing to ask "Why?" and not get discouraged when others roll their eyes or try to silence you with "Just because" or "That's just the way we do it around here."

Once the problem is identified, it is necessary to generate possible alternatives that will close the gap. It requires an inquisitive mind but it also requires the use of all the previous knowledge that you have stored in your mind.

It is the process of combining and recombining knowledge and ideas in new and useful ways. You have to be willing to ask "What if?" and "How about?" to create new workable solutions that will close the gap between reality and desired performance.

Once some potential alternatives have been generated to close the gap, the ability to choose the best alternative is essential. This ability is often called decision making. While decision making still requires the use of all of your knowledge, it also requires that you use this knowledge in an evaluative method. It requires evaluating each potential alternative to determine which alternative is most feasible. The feasibility of a potential alternative can be determined by many different criteria but three critical criteria that will be used in this evaluative process are functionality (can the potential solution really solve the problem?), cost (can we afford the solution?), and time (can the solution be implemented in a reasonable amount of time?).

Once the most promising alternative is selected, the ability to actually implement the solution is needed. This ability is often referred to as action taking. While action taking still requires an evaluative process, it is not evaluation of previous knowledge stored in memory but evaluation of the actual experiences occurring as you attempt to implement the chosen alternative. While the alternative may have looked good on paper or on the marker board, it might not work as well in reality. Other people who are affected by the change might resist the new solution. In that case, you might need to persuade these people that the solution is a good one or you might have to modify the

solution to accommodate the resisters. You might even find that you have found a new problem and need to start the process over again.

Of this I am sure: very few of us are good at all parts of the problem solving process. Thus, the reason we need teammates is because they complement our specific ability in problem solving. I am also sure that we don't always value the abilities of others in the problem solving process. In fact, we often denigrate their ability because it is not similar to our ability; therefore we have trouble appreciating the way that our teammates gather knowledge or use that knowledge during problem solving. Quite often this lack of respect for other peoples' abilities in problem solving leads to conflict within the team.

The more we understand the whole problem solving process and the more we learn to appreciate the problem solving abilities of our teammates, the more collaborative our team will become and the more problems we will solve. Today there is a profile that can identify the parts of the problem solving process that you and your teammates prefer. It is called the Creative Problem Solving Profile. It was developed by Dr. Min Basadur.

- Tim O. Peterson '88

"You have to be willing to ask 'What if?' and 'How about?' to create new workable solutions that will close the gap between reality and desired performance."

Fellow to Fellow

Director.....Tim O. Peterson, PhD
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Leadership Coordinator.....Clark Bosslet
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Selections Coordinator.....Jose Artega
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A SAMURAI EXPERIENCE

Group XXIV Fellows had the opportunity to participate in a unique leadership and team building experience entitled, The Samurai Game. On February 18, 2006, the group gathered at Texas A&M University's Recreation Center for this highly anticipated class requirement. Lance Giroux, President of Allie-dRonin, facilitated this simulation. The students were first asked to travel back in time and transform themselves into medieval Samurai warriors. Forming two teams (armies), and electing a daimyo (team leader) were the first tasks. Next, the teams proceeded to compete against each other in a series of one-on-one contests. These matches required extreme focus, centeredness, team support, and personal integrity.

The teams and their leaders were chosen in a very unique way. Austin Bird, who was elected daimyo for one team, said "Being chosen was an honor and still humbling at the same time." Lincoln Edwards was chosen to be daimyo for the opposing team, and he said, "The role was intense and filled with pressure." Lincoln felt he had to pretend to know what to do even when he was not sure himself. There were many rules, some easier to remember than others. However, sometimes there were penalties for things unknown to the participants until they did

them. Austin thought it was interesting that as soon as he was put into this position, many of the Fellows sought his knowledge on what they could or could not do. He had received the same verbal instructions as they had, yet was held to a higher standard of expertise based on his position.

Before the game began, the group was encouraged to remember to be fully present in each moment. Lindsey Malecha had heard of leadership presence before, but the Samurai Game solidified the relevance of this to her. "I learned the importance of leadership presence in each moment, and that by devoting all my energy to each moment I am ultimately more productive," Lindsey said. Cresta Bradley added, "The experience definitely taught me to be more aware of my surroundings as well as things in my life." Some of the contests were simple questions that could be answered with ease if you had paid attention to things in the room.

One unique aspect of the Samurai Game is the ability to commit an act of honor. After a Samurai faces another in a one-on-one battle, they usually must decide between themselves who is the winner. One way to do this is to admit you have lost by taking your own life, hypothetically speaking, by dropping down and laying on the ground. This act is regarded as very honorable

and may lead to positive outcomes for your team later on in the game. It was also honorable to take your life when you knew you had broken a rule even if no one actually witnessed this. Many Fellows were seen simply dropping to the floor sporadically because they had broken a rule and knew taking their own life was the most honorable thing to do.

The Fellows were challenged to exercise leadership presence, integrity, and commitment during the game. Lauren Sanford said, "It was a great team-building experience that taught me to trust my team members." The game was fast paced and the future seemed very uncertain at times. "The Samurai Game was unlike anything I have ever experienced before," Amanda O'Brien said. The experience enabled the group to see how critical decisions are, especially when they must be made under pressure. All decisions have consequences and the Samurai Game showed the group how important it is to make them wisely. Angelina Fonseca said, "The game definitely broke down people so that you could see their true personality." The Samurai Game brought the students away from their comfort zones to a place where they could develop and strengthen who they are individually.

- Cami Gueguen

"The Fellows were challenged to exercise leadership presence, integrity, and commitment during the game."

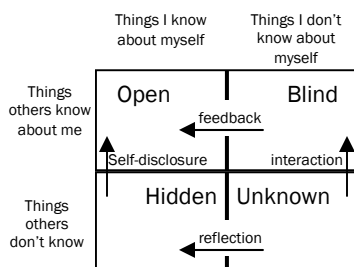
JOHARI WINDOW: A LEADERSHIP TOOL

The Johari Window, invented by Joseph Luft and Harry Ingham, is one of the most helpful models in describing the process of human interaction. It divides personal awareness into four quadrants: open, blind, hidden, and unknown. People can increase awareness of their character by moving through the sectors as

interaction, disclosure, reflection and feedback progress. For instance, as one becomes more self-confident he may begin to invite others to actively give feedback on his blind spots and thus bring things that were before unknown to him into the open area. These interactions allow for one to become more

self-aware and establish trustworthy relationships and better communication skills. The Johari Window can be used as a tool for further development and can be applied to the workplace as well as personal growth.

- Adapted from Duen Hsi Yen website , <http://noogenesis.com/game_theory/johari/johari_window.html>



HOW AUTHENTIC ARE YOU?

It's impossible to lead people who don't trust you, and it's impossible to build trust without cultivating authenticity. According to Kevin Cashman, asking these three questions will help you to explore your authenticity.

Do you know yourself?

Get in the habit of asking yourself two crucial questions: "Why do I pursue the work and the life that I do?" and "What do I act like during the most fulfilling times of my life?" Your answers will help you spot the

defining thread of your experiences, and they will lead you to your purpose.

Do you know how to listen – and to hear?

Most leaders think that not speaking is the same as listening. But hearing people's words is only the beginning. Do you also hear their fears? Their intentions? Their aspirations? When you start to hear at a deeper level, you'll start getting information from people. Better yet, people will know that you care about

them, and they will eagerly commit to you.

What's your appreciation ratio?

In the business world, confrontation, criticism, and even hate are more socially acceptable than expressions of appreciation. That's too bad, because appreciation is a truly value-creating activity. It energizes people, and it makes them want to exceed their goals and perceived limits.

Source: www.leadersource.com, Kevin Cashman.

"When you start to hear at a deeper level, you'll start getting information from people."

CONSULTING4HOPE

Leadership Development Project team, Consulting4Hope, has spent this semester working with the Hope Pregnancy Center in College Station to provide data collection, analysis and recommendations on the Center's marketing strategy.

The Hope Pregnancy Center (HPC) is a free community organization that provides assistance in crisis pregnancy situations, encouraging pregnant women to choose life while providing them with free pregnancy and STD screening, parenting classes, and supplies for new babies. Re-

cent changes in structure have provided the opportunity to reevaluate the reach and message of the center in the community and specifically to students at Texas A&M University. Seizing this opportunity, Diane Davis, HPC volunteer, gathered a group of Fellows to provide marketing consulting services to the Center at no cost.

The group issued a survey to 400+ students across A&M to try to identify the most important services and media vehicles used by its largest demographic of users in order to increase aware-

ness of the center and its mission. They also created a new survey for clients to take upon leaving to ensure quality service that is exceeding expectations.

This dynamic and passionate group includes Diane Davis, Austin Bird, Cresta Bradley, Sheri Rock, Cami Gueguen, and Lindsay Malecha, who look forward to presenting their findings to HPC with suggestions that will influence the advertising and broaden the impact the center will be able to have on the A&M and Bryan/College Station community.

INTEGRATION OF AN EIGHTH HABIT

Stephen Covey's book, *Seven Habits for Highly Effective People*, has become world renowned for personal development. The original seven habits include:

- Be proactive
- Begin with the end in mind
- Put first things first
- Think win-win

- Seek first to understand and then to be understood
- Synergize
- Sharpen the saw

Covey has recently added an Eighth Habit which he believes is necessary for personal fulfillment. He found that 50% of workers were not satisfied with their work at the

end of the week. This habit encourages people to optimize their performance by being passionate and seeking out talents that truly inspire.

Further explanation can be found in his book, *The 8th Habit: From Effectiveness to Greatness*.

— Adapted from FranklinCovey©

Random Wisdom

"The environment you fashion out of your thoughts, your beliefs, your ideals, your philosophy is the only climate you will ever live in. The key is in not spending time, but in investing it"

~ Stephen Covey

Business Fellows Program

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Fellows Calling

Fellows Vision

Excellence in All We Do.

Fellows Mission

Developing team-oriented leaders prepared to face the challenges of tomorrow.

Fellows Values

Fulfillment: *To know that our accomplishments make a difference, to feel that our relationships are vibrant, and to believe that our lives have meaning*

Excellence: *Sustained superior performance*

Teamwork: *Ability to work collaboratively with others in achieving a shared purpose.*

Relationships: *A resilient bond between two people developed through mutual benefit, strengthened by mutual trust, and maintained through service to each other.*

Commitment: *Willing to use our time, talent, and treasure to achieve a shared purpose.*

Integrity: *Individual and group behavior which demonstrates adherence to a mutually accepted set of value and guiding principles.*

Fellows Covenant

Fellows is a premier undergraduate professional program of Mays Business School with excellence as its cornerstone. Therefore our behavior is constantly under scrutiny whether on campus or away.

This is our great promise:

- *To hold ourselves accountable to the core values of Fellows,*
- *To maintain a servant's attitude in everything we do,*
- *To use our best judgment in all situations.*

FELLOWS GROUP XXIV: CHANGES

Because of the decrease of course hours in Mays Business School's degree plans, this is the first semester that the Fellows Program has consisted of a single semester. As a result some changes have taken place to provide the most benefit to the Fellows during the shortened time frame. As mentioned before, Fellows had the opportunity to participate in a leadership project throughout the semester. They formed teams based on their individual strengths and gave a value of \$5,000 to the organization they chose to help. The position of Leadership Experience Coordinator was created to oversee these projects.



Fellows Group XXIV

Fellows also had the option of becoming mentors to one of the freshmen learning communities for the following semester. Those that chose this route gained a coaching certificate and will share leadership theories they have learned about to their small group of freshmen.

At the end of the semester, Fellows submitted their leadership tri-folds, which outlined their personal and professional purposes, such as core values and mission statements. Classes continued to be on Wednesday nights. From 6 p.m. to 8 p.m., Fellows attend lectures on a variety of leadership topics, including the different components that are covered in the tri-folds. This has given the seminar more of a clear and compelling purpose. From 8 p.m. to 8:30 p.m. Fellows network with industry partners and, if they are interested, attend a presentation by the industry partner until 9 p.m.