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SLC 101  
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### Self-Reflection: Relational Leadership Model

The main components of the Relational Leadership Model are inclusion, empowerment, ethics, purpose, and process. Once these five components come together, they are able to cause an individual or an organization to have a lasting impact on the community around them. A group that I was a part of in high school was called Advanced Via Individual Determination (AVID) and this class is the perfect example of what the Relational Leadership Model looks like in action. The goal or the purpose of the class was to present choices that were available to students that they could take advantage of once we graduated high school. This was a class that many scholars had the chance to take advantage of great opportunities. The class would have individuals like college admission officers and navy recruiters come in and speak to us. Along with presenting us with options that we had post-high school, they taught us methods and strategies that we could implement in both high school and college that would ensure our success. The class wanted to ensure that all who attended would leave knowing that their future was up to them and that there were plenty of options for they could choose from.

The process in which AVID was able to achieve this goal was by scheduling the class as an elective where students were required to come every other day. During that 90 minute period, we were given information and strategies that were vital for us to have post-high school. Some of those methods or strategies were note-taking, time management, effective communication, and organization. In AVID, we were required to have a three-inch binder where we kept all of our work. In the binder we were required to have dividers and folders that kept all our work nice and neat. Every week on Fridays, our teacher would come around and grade us on the organization and contents of our binders. In response to this, we learned the importance of keeping our work

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and materials organized, so we were successful in our classes. Another requirement that we had in the class was that we had to participate in group activities called tutorials. In tutorials, we had to group ourselves with students who had similar classes and we had to discuss questions we had on the material we were learning. In these groups, we learned effective communication and we learned how to work through the problems that our peers presented. The class was very process-oriented and ensured that everything we did in the class had a purpose. The class made everything we thought was going to be scary college seem like a breeze and seem possible no matter the type of background we had.

The class was open to all students who saw it as a necessity to have apart of their academia. It was very inclusive and I got to work with students who were very different from myself. Something that I would have added to the class would be sessions where the grade levels would mix. I would have seniors come down and talk to freshmen and have them give them advice on how to get through high school and on how to find out the next steps they want to take post-high school. The classroom atmosphere was very empowering because it made students who thought that college was not going to be in their future whether it be because of their background, ethnicity, grades, or financial situation seem like a reasonable option. It made students realize that nothing could stop them from getting the education that they deserved and were entitled to. AVID teachers would work hard daily to make sure that they gave words of encouragement which in return made us realize that anything was possible. AVID promoted ethical thinking and decision making. It encouraged scholars to make choices that would benefit them and their community.

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After this analysis of AVID, it caused me to realize that many schools do not have a class such as AVID. They are not able to have the chance to see all the amazing options that are out there for them when they graduate high school. They are not able to see that there are other organizations and activities they can take advantage of; instead of feeling forced to go straight to college. For my service action proposal, this has made me realize that I should work toward educating low-income schools that there are options out in the community that is there to ensure a successful future for their students. Once these students are aware of the options that they have for themselves, they are going to go on and do amazing things in our communities. I could have local low-income schools come to State and encourage them to study hard so that they are able to attend once they graduate. Also, I could go to these schools and have them complete different activities that will give them a sense of what they want to do once they graduate high school. I have to make sure that my service action is inclusive and helps all students. This analysis has given me insight into what I want my service action proposal to look like and I am excited to see how it turns out in the end.