# Welcome to Mighty Oak Acorn Workbook

## Overview

As part of CSE 170 Technical Teamwork, you will work in teams of 3-4 on four different Acorn projects. This workbook is to assist you in forming those projects.

## Purpose

The purpose of working on projects is to help you better understand the complexity and practicality of the elements you learned in class. You and your team create the projects through careful preparation, guidance by the Spirit, and teamwork using inspiration, collaboration, and innovation.
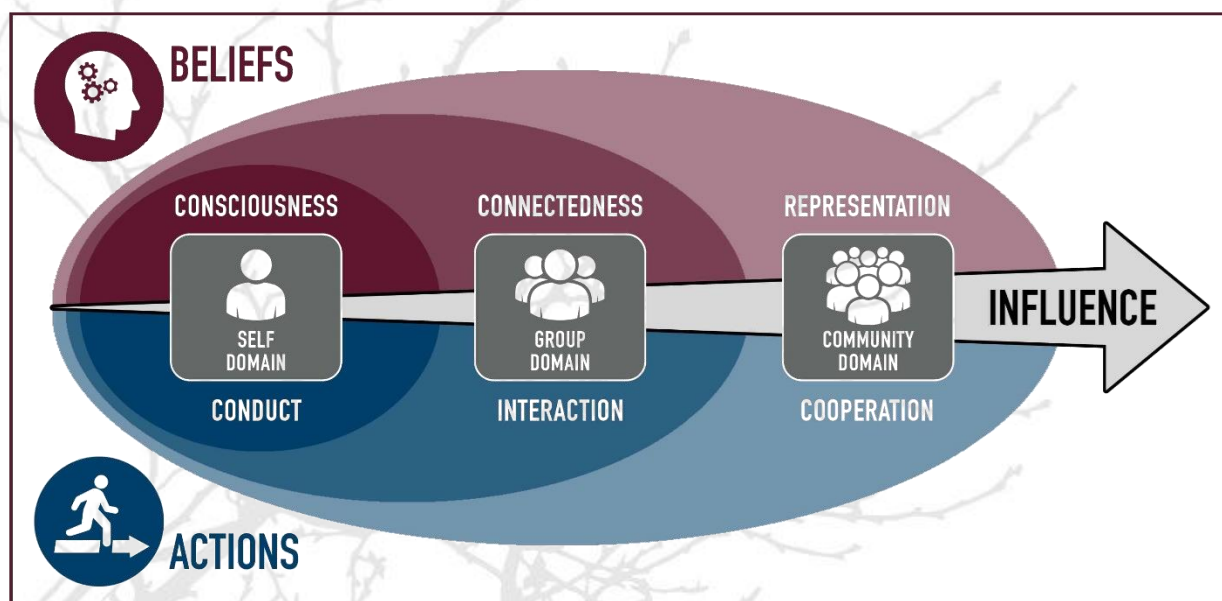
## Background

Please read and watch the following information

- https://www.byui.edu/president/past-presidents/jacob-spori
- https://www.byui.edu/devotionals/justin-hodges

## Requirements

Each project will focus on the Influence model and the Institutional Learning Outcomes.



Each project will focus on the Self, the Group, or the Community. Tying in the Belief or Action attributes associated in the Model of Consciousness: Conduct, Connectedness, Interaction, Representation, and Cooperation.

The university has four Institutional Learning Outcomes.

Each of your Acorn Projects will be assigned one of these learning outcomes.

- A Disciple of Jesus Christ
    - We believe in Jesus Christ as the Son of God and strive to follow Him.
- Sound Thinkers
    - We frame and solve problems using creative and critical thinking.
- Effective Communicators
    - We develop and express ideas that are purposeful, organized, and clear
- Skilled Collaborators
    - We work effectively with others to accomplish a shared vision.

**NOTE: All I.L.O.s need a project.**

## Four Project Breakdown:

A project will consist of the following parts

- List the values associated with the project & a statement of the project vision
- Describe each of your roles
- A statement of your vision of success
- Each project must be a minimum of 10-20 hours.
- The project will have a Specific, Measurable, Achievable, Realistic, Timely Goal.
- Definition of the Goal: Who, What, Where, When, How & Why
- List of Milestone, Achievements, Checkpoints, and Deliverables.

What should you do for your project? That is up to you and your team. You and your team will have to have some brainstorming ideas. Research some ideas, have backup ideas, and work together to synergize to come up with an innovative project.
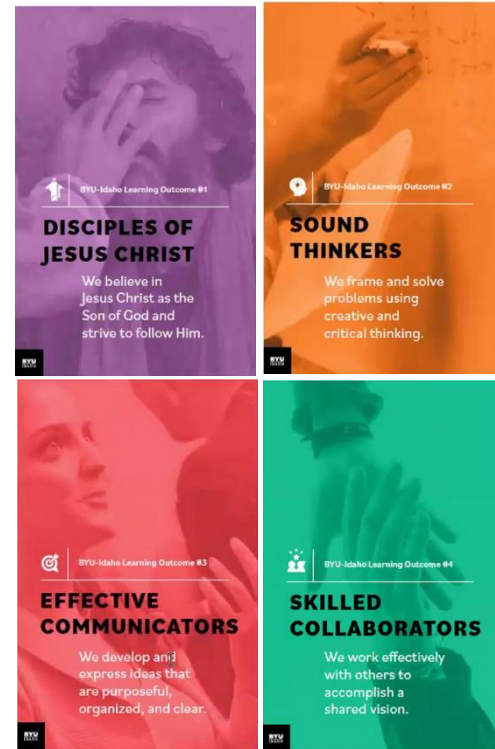
## Types of Projects

Acorn projects are small; they are smaller than class projects and bigger than individual and team assignments. You work on the Acorn Projects as a team.

Examples of Acorn project:

> Rules: You may use one of these examples as is. You may modify another. The other two you must come up with as a team.

- Attend a Career Services event as a team and work on a deliverable
- Participate in "Get Involved": Recreation, Ushering, Get Connected, I-Serve, Peer Mentoring, Rep Council, Tutoring
- Participate in a service project, service information, training that will help other students at BYU-Idaho.
- Create a program together, use a collaborative tool and resource repository.
- Join a Department Society and work together to contribute to a project
- Attend a Society Event such as a Hack-A-Thon, participate as a team
- Participate in a Sport, Sporting Event, or Team activity
- Attend a Leadership conference/activity produced by Student Services
- Participate in an Escape Room, Rope Course, or similar activity
- Discover 4+ campus building activities: for example Geology, Animal, Garden tour, Planetarium
- Plan three group date, with at least 3 activities
- Play 5 different players vs the board, 2-3 times, or an RPG game

## Participation

Each project should be a significant effort. It will require some brainstorming, planning, execution, and reflections.

Each project should for the team be about 10-20 hours cumulative, with multiple sessions.   If there are four in a group, this breaks down to 2-4 hours each. I suspect that you will be around 3-5 hours each.

You work together as a team and do not split up the projects individually among yourselves.

# Brainstorming

The following are tools and concepts you should know about brainstorming and managing your team's project and members. We will be covering each of these throughout the semester in detail and are here for reference and reminders.

- Ownership
    - o Ownership is one of the hardest things to learn. Ownership is taking the goal of the team and making it yours. It goes along with the scripture, "Be One." You put your whole might, mind, heart, and soul into it.
- Listening
    - o Listening is a key element in brainstorming. We have two ears and one mouth. For some reason, our ear does not hear when our mouth is moving and making sounds. Lord intended us to listen twice as much as we talk. If it became a problem, use the tool "the Talking stick," which the person holding the stick gets to talk about, then pass it along.
    - o "Seek first to understand, then to be understood" – Steven R. Covey
- Brainstorming
    - o This process is where you through ideas on the wall and vote on them. It is best to come prepared with 4-5 ideas, accept other ideas, and be prepared to have your ideas merge with others to be better ideas.
    - o A couple of questions to ask to help with the process
        - ▪ If you had unlimited finances, what would you do?
        - ▪ If you had magic, what would you do?
        - ▪ If you had unlimited time, what would you do?
- Problem Solving
    - o We are problem solvers. For thousands of years, your ancestors solved problems. You can solve problems. The problem sometimes is making a choice and committing to it.
    - o Steps: Describe the problem, gather information, determine important factors, visualize the solution, create action steps.
- Decision making
    - o Do not get stuck in the analysis paralysis loop, which is thinking about a solution and not taking any action. Pick a solution and go with it. A boat never sails if it does not get in the water.
    - o Sort, Rank, and Vote on the solution. And then do it. The change will happen along the way that will make it better.

- Conflict Management
    - Everyone has different experiences and opinions based on those experiences. Everyone has different backgrounds and values-based on those backgrounds. That is ok and is necessary. Without conflict, a boat does not sail, and planes don't fly. We do not strengthen our muscles, bones, and tendons. Good Conflict Management creates a space where ideas can share, discuss, analyze, poked at, torn apart, and put back together better, without insults, put-downs, or negative feels.
    - "You can empower yourself, but can only encourage others."
    - Tools: Negotiate with rules and limits, be cooperative, be direct, be aware of yourself and others, establish trust, be open.
- Communication
    - Oh, communication. Say what you mean. Say what you are going to say, say it, and say what you said. Keeping your thoughts back does not work with brainstorming. Letting everyone participate is also just as important. Being present is also needful.
        - Form of Communication: Nonverbal, Oral, and Written
        - Blueprint of Communication: Message, Sender, and Receiver
        - Assure good communication: Common ground, Sincerity, Authority (to act, not be acted upon), and clarity.
        - Barriers of Communication: lack of receptiveness and a good environment.
- Coaching and Mentoring
    - Ask for help is necessary. Ask to have some to report to also necessary. You don't think you need a coach; you can do it on your own. Think again. Every professional has a coach; that is how they got to be a professional—sports, Business, C.E.O., etc.
    -
- Change
    - Things are going to change; plan on it. The first plan never works out. The original idea will not be the final product. Being adaptable is necessary. Ask a carpenter if every cut is exact or is just close enough. Ask an artist if all lines are straight. An Engineer is there no tolerances. Build in the wiggle room.
        - When change is needed, leading change can make it happen
        - How to lead change: recognize the change, empower others to make the change, base change on value, mission, and vision, establish urgency, move ahead with the unknowns (manage and mitigate the risks, don't get stuck in analysis paralysis),

- Feedback
  - You are going to receive feedback. Prepare for it. That is how you learn. Make sure you go in without your eye wide shut, seeing but not seeing. Other perspectives allow you to see what you forgot you saw. Remember, the feedback is not you. It is reality. It is you being looked at through someone else's eyes and mind, repeated back to you through your eyes and mind. It is like taking a photograph, making a drawing of it, and then you are describing what you saw from the drawing. Receiving feedback is like receiving the word at the end of the play, the game Telestrations.
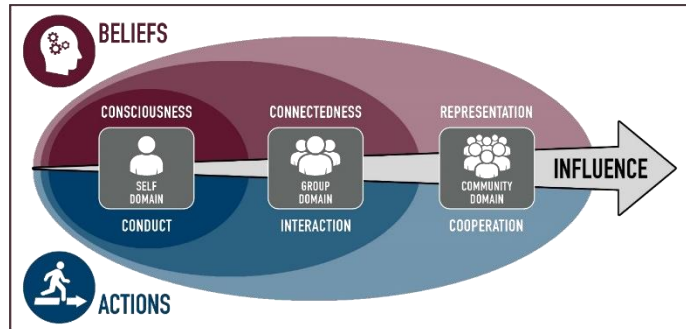  - "Consider feedback to be a gift. It truly is."

## Acorn Project Worksheet Explanation

Record the summary of your brainstorming activities.

### Project Influence

Pick one of the following:



- Self
    - ○ ☐Belief: Consciousness
    - ○ ☐Actions: Conduct
- Group
    - ○ ☐Belief: Connectedness
    - ○ ☐Action: Interaction
- Community
    - ○ ☐Belief: Representation
    - ○ ☐Action: Cooperation

Explain how this project will Influence you, your team/group, or the community.

### Project Mission Focus:

Identify 1 of the following for this Project Goal. Must have one project goal for each I.L.O.

- ☐Disciple of Jesus Christ
- ☐Sound Thinkers
- ☐Effective Communicators
- ☐Skilled Collaborators



### Personal Values

Values are our core beliefs or desires that guide or motivate our attitudes and actions. List your values and the forms that they take; principles, standards, personal qualities, character traits, or ethics codes.

### Vision Statement

A vision is a picture of future success. Our vision is when we think far enough to realize that there will be challenges for which we can prepare.

## S.M.A.R.T. Goals

*"A Goal Without a Deadline is Only a Dream!"*

Define your Acorn project as a "SMART" (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely) goal.



- **Specific** - Describe this Acorn Project Goal in enough detail so that you, your teammates, and the instructor know specifically what you are going to do, how it is important, or how it will impact you. Is it challenging?
- **Measurable** - Describe how this Acorn Project Goal is Measurable**.** How will you know when the goal is completed? What is your exit strategy? What are the milestones?
- **Attainable** - Describe how this Acorn Project Goal is Attainable**.** Can it be accomplished? You have 10-12 weeks to complete the project with four people.
- **Relevant** – Describe how this Acorn Project Goal is Relevant. How does it relate to BYU-Idaho I.L.O.s? How will it help grow your Acorn into a might oak?
- **Timely** - Describe how this Acorn Project Goal is Timely**.** Can it be accomplished in a reasonable amount of time? Ten cumulative hrs. minimum per project

## Re-write the SMART goal as a single sentence.

## Milestones
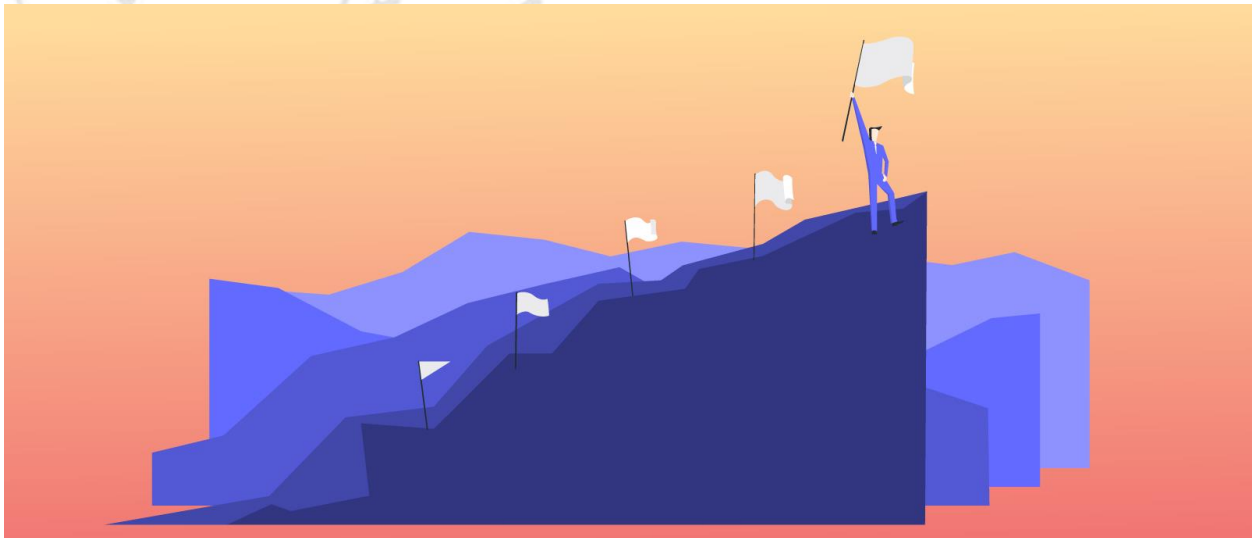


It takes more than one step to complete goals. List up to 10-12 milestones, achievements, checkpoints, or deliverables for your goal. Following the network of high-level objectives, break down each objective into separate activities necessary to accomplish it. Order and prioritize the activities by the longest and plan.

## Approval of Project

You will submit your projects for review & approval to your instructor. Expect a week for feedback. You can continue as if it was approved; meanwhile, your instructor will give you additional tasks and ideas to improve the projects. Submit a final revision with changes for approval.

## Bi-Weekly Status of Project

As mentioned in the brainstorming, you will have changes, conflicts, decision making. Change is normal. Each week you need to meet with your team to discuss the progress of your Acorn Projects. You can complete them in sequence or parallel.

You will be required to provide the status of your Acorn projects every other week. You will need to indicate the **percentage done**.
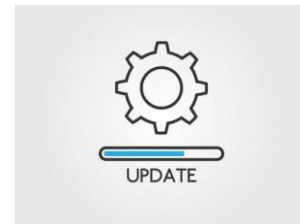
## Stages of Team Development

As you move with your Acorn project, you and your team will hit some challenges and accomplish some breakthroughs. Here is a guide to let you know what you will face as your team pulls together. It is expected that each goal has multiple sessions/milestones, to show these phases.
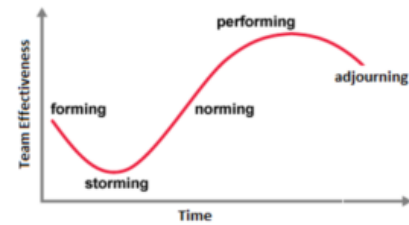
The first stage in a team's development is **Forming** ("Pickup Sticks," "Polite").

Most team members are eager to be on the team. However, they often come with high, unrealistic expectations. These expectations come with some anxiety about how they will fit in, how much they can trust others, and how much time to set aside. Team members are also unclear about norms, roles, goals, and timelines. In this stage, there is a high dependence on the leading figure for purpose and direction. Behavior is usually tentative and polite. The major issues are personal well-being, acceptance, and trust.

The second stage in a team's development is **Storming** ("At Odds," "Testing").

As the team gets some experience working together under their belt, there is a dip in morale as team members experience discrepancies between their initial expectations and reality. The difficulties in accomplishing the task and working together lead to confusion and frustration, and growing dissatisfaction. Negative reactions to each other develop, and subgroups form, which polarize the team. The breakdown of communication and the inability to problem-solve result in lowered trust. The primary issues in this stage concern power. Control and conflict.

The third stage in a team's development is **Norming** ("Coming Around," "Valuing").

As the issues encountered in the second stage are addressed and resolved, morale begins to rise. Task accomplishment and technical skills increase, contributing to a positive, even euphoric feeling—clarity and commitment increase on purpose, values, norms, roles, and goals. Trust and cohesion grow as communication becomes more open and task-oriented. There is a willingness to share responsibility and control. Team members value the differences among themselves. The team starts thinking in terms of "we" rather than "1.1! Because the newly developed feelings of trust and cohesion are fragile, team members avoid conflict for fear of losing the positive climate. This reluctance to deal with conflict can slow progress and lead to less effective decisions. Issues at this stage concern the sharing of control and avoidance of conflict.

The fourth stage in a team's development is **Performing** ("As One," "Trusting").

At this stage, both productivity and morale are high, and they reinforce one another. There is a sense of pride and excitement in being part of a high-performing team. The primary focus is on performance. The purpose of roles and goals are clear. Standards are high, and there is a commitment to meeting standards and continuous improvement. Team members are confident in their ability to perform and overcome obstacles. They are proud of their work and enjoy working together. Communication is open, and leadership is shared. Mutual respect and trust are the norms. Issues include continued refinements and growth.
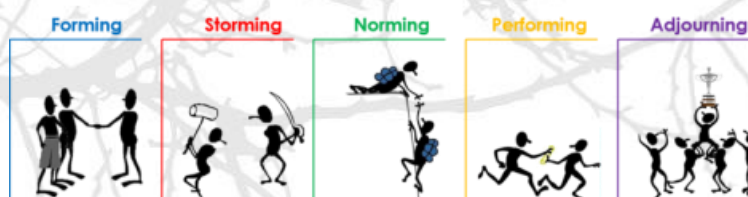
## Pushing Through

As mentioned in the brainstorming, you will have changes, conflicts, decision-making. Each week you need to meet with your team to discuss the progress of your Acorn Projects. You can complete them in sequence or parallel.

You will be required to provide the status of your Acorn projects every other week. You will need to indicate the **percentage done**.

## The finish line

No runner stops exactly at the finish line; No athlete walks straight to the car and goes home; No engineer throws away all the equipment after an experiment. After camping, what do you keep and what do you throw away. There is clean up, reflection, lessons learned, and preparing to do it again.

You will need to complete the following for each Acorn:

1. Presentation
    a. Your team will be required to present a 3-5 minute briefing of your Acorn Project to the class.
2. Lessons Learned
    a. You need to reflect on the vision and goal of the project. Think if you were to do each of the projects again, how would you do better. What advice would you give someone?
    b. You need to have at least two lessons learned for each of the 4 Acorn Projects.
    c. Also, additional lesson learned on your team dynamics.
3. S.T.A.R
    a. Write up a summary of your experience in the following format
        i. S. Situation
        ii. T. Task
        iii. A. Achievement
        iv. R. Results
4. Participation
    a. Each of you will provide a report on how you participated and
    b. Each of you will report on how each member of the team participated.
    c. As a team, you will determine how many hours you spend on each project.
5. Stop, Start, and Continue
    a. As a team and as an individual, you need to reflect on three things:
        ▪ Stop: List an item that your team and yourself that you need to stop doing that hindered the team and project.
        ▪ Start: List an item that would improve and innovate the project.
        ▪ Continue: List items that went well and is necessary for the success of the project
    o Complete Stop, Start, and Continue for each of your projects.

## Presentation of Acorns Ceremony

On the Last of Class, we will have a ceremony where I will present you with four Acorns, one for each project that you completed.

## Other Resources

- https://www.byui.edu/mighty-oaks
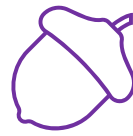
## **Acorn Project Worksheet**

**Project Mission Focus:** Disciple of Jesus Christ

- **Team Name: P.F.U.D.O.R**
- **Team member's Names: Tyler, Blake, Kamas, Carlos, Jared**
- **Project Title:** Blood/Plasma Donation
- **Project Influences:**

|  | **Belief** | **Actions** |
|---|---|---|
| **Self** | ☐Consciousness | ☐Conduct |
| **Group** | ☐Connectedness | ☐Interaction |
| **Community** | ☐Representation | ☐Cooperation |

   **Explain:** Community Cooperation, because donating is an action each person must take and the act of donating blood benefits the community and not the singular group.

- **Project Values: Service, Teamwork**
- **Description:** The team will go over the requirements to donate plasma at the Grifols lab in town. Then we will each go through the onboarding process and exam. Finally, each team member as a group will donate plasma at least twice

- **Vision Statement:** To participate as a group in service by donating plasma to the local center.

- **SMART Goal:**
    o   Specific: To donate 10 vials of plasma together.
    o   Measurable:      We will complete this project after 2 donations for each team member is completed
    o   Attainable: Anyone, unless unknown health concerns occur, should be able to complete this within a week time.
    o   Relevant: Donating Plasma helps create vaccines, medicines, and other health products, and it will benefit those in need.
    o   Timely: This project will consist of two weeks, for unknown factors and an easier time frame than a week.

*Summary*:

- **Audience (*Who, What, Where, When, Why, How*):**
- **Who: The Plasma Center**
- **What: Donating Plasma**
- **Where: Grifol Plasma Center**
- **When: Afternoon, Evening**
- **Why: For service, and to help those in need**
- **How: Donating our life blood to help**

- **Roles and Responsibilities:**
        **Role**                                    **Responsibilities**
  - **1: Researcher    Find out what is needed and what information we need for the project**
  - **2: Donor                                    Donating blood**
  - **3: Scheduler                            Organizing the schedule and sync appointments**
  - 
  - 
  - 
  - **N: Center Workers                Will be pull out blood from our bodies**
- **Milestones**
  - 1. Everyone passes the on boarding process
  - 2. First donation is complete
  - 3. Schedule for second donation
  - 4. Pass health checks
  - 5. Second donation is complete
- **Instructor Improvements Suggestions**:
  - _____
  - _____
      [ ] **Approved**    Date: _____

# Acorn Project Worksheet

**Project Mission Focus:** Sound Thinkers

- **Team Name: P.F.U.D.O.R**
- **Team member's Names: Tyler, Blake, Kamas, Carlos, Jared**
- **Project Title:** Dungeons and Dragons
- **Project Influences:** Group

|  | Belief | Actions |
|---|---|---|
| **Self** | ☐Consciousness | ☐Conduct |
| **Group** | ☐Connectedness | ☐Interaction |
| **Community** | ☐Representation | ☐Cooperation |

Explain: **This project influences group cooperation and problem-solving with each other to take down a BBEG(Big Bad Evil Guy) .**

- **Project Values: Interaction, Connectedness, Cooperation**
- **Description: The team will create characters that relate to them, using said characters make their way through puzzles, traps, and ambushes for the benefit of their community**

- **Vision Statement: Enjoy a fun game with fun people**

- **SMART Goal:**
  - Specific: To rid the town of Lufendor of their crime boss
  - Measurable: This project will be complete when Eisenhof The Decapitator is either dead or in jail
  - Attainable: Most people with a rudimentary knowledge of DND or a drive for comedy improv
  - Relevant: Communicate with other characters to create a plan to make Lufendor safe
  - Timely: One or two sit down sessions of roleplaying that will take 2-3 hours each
  - *Summary*:
  We want to have a fun time clearing a fictional town of a deadly crime boss
- **Audience (*Who, What, Where, When, Why, How*):**
- **WHO: The members of P.F.U.D.O.R**
- **WHAT: Dungeons and Dragons**
- **WHERE: Someone's apartment**
- **WHEN: TBD**
- **WHY: Enjoing a fun game with fun people**
- **HOW: Adhering to the rules of DND**

- **Roles and Responsibilities:**

| Role | Responsibilities |
|---|---|
| **1: Dungeon Master** | **Create the town of Lufendor and set the stakes for the raid on Eisenhof the Decapitator** |
| **2: Healer/Support** | **Helps with combat, heals the Tank during Combat** |
| **3: Tank** | **Is the main fighter of the group,** |

- **N: NPC's(Non-playable characters)  Tell the Players information and help them with combat**
- **Milestones**

- o   1. Distribute roles between team members
- o   2. Schedule a meeting place for the first part of the campaign
- o   3. Complete the first part of the campaign
- o   4. Second meet up is scheduled
- o   5. Campaign fully completed
- **Instructor Improvements Suggestions**:
  - o   _____
  - o   _____

    [ ] **Approved**     Date: _____

# Acorn Project Worksheet

**Project Mission Focus:** Effective Communicator

- **Team Name: P.F.U.D.O.R**
- **Team member's Names: Tyler, Blake, Kamas, Carlos, Jared**
- **Project Title:** Create a Board Game
- **Project Influences: Group**

|   | **Belief** | **Actions** |
|---|---|---|
| **Self** | ☐Consciousness | ☐Conduct |
| **Group** | ☐Connectedness | ☐Interaction |
| **Community** | ☐Representation | ☐Cooperation |

**Explain: Project influences group connectedness and interaction with each other to complete task. By working with the group, we can come together to build a game. When playing the game, we are interacting with others and feel connected.**


- **Project Values: Teamwork, Communication, Research, Creativity, Fun**
- **Description: The team will research successful/ fun board games that pass the time. We will then brainstorm different ideas for our own board game to make. After that, we will create the game together and test it by playing it. We will then get others to play our game and rate how enjoyable the game was for them against other games such as monopoly, jenga.**


- **Vision Statement: To create a playable board/card game that can be used to pass the time with others and be enjoyable to play.**


- **SMART Goal:**
  - Specific: The team works together outside of class to create a board game that is playable.
  - Measurable: Create a board game that is playable in which multiple people can play and have fun.
  - Attainable: It can be done within 2 weeks.
  - Relevant: Use effective communication to coordinate and create a board game. Use communication while playing the game to keep the game flowing.
  - Timely: Create a board game that is playable in 2 weeks.
  - *Summary*:
  We want to create a game together within 2 weeks that others could play and enjoy together.
- **Audience (*Who, What, Where, When, Why, How*):**
  **Who: Families, College Students, Groups**
  **What: Board game**
  **Where: Home**
  **When:  Afternoon, Evening**
  **Why: To pass time together, fun**
  **How: Playing a board game**
- **Roles and Responsibilities:**

|             Role             |             Responsibilities             |
|---|---|

- o **1: Support**                     **Quality Assurance, supporting other's tasks**
- o **2: Rulemaker**                   **Research, game rules.**
- o **3: Artist**                      **Making art, designs for game**
- o **N: Tester**                      **Collecting feedback from others**
- **Milestones**
  - o 1. Research different fun board games.
  - o 2. Play those board games and understand what makes them fun.
  - o 3. Brainstorm different ideas for a board game to make.
  - o 4. Create the board game.
  - o 5. Play the board game and have others test it.
- **Instructor Improvements Suggestions**:
  - o _____
  - o _____
  - [ ] **Approved**     Date: _____

# Acorn Project Worksheet

**Project Mission Focus:** Skill Collaborators

- **Team Name: P.F.U.D.O.R**
- **Team member's Names: Tyler, Blake, Kamas, Carlos, Jared**
- **Project Title:** Team Drawing Collage
- **Project Influences:**

|  | Belief | Actions |
|---|---|---|
| Self | ☐Consciousness | ☐Conduct |
| Group | ☐Connectedness | ☐Interaction |
| Community | ☐Representation | ☐Cooperation |

    **Explain: This project influences both group and individual representation and connectedness. Representation in that it shows who we each are and together showing the group. Connectedness because by showing each other who we are by explaining what each picture means to us.**

- **Project Values: This project values are creativity, fun, uniqueness, communication, and teamwork.**
- **Description: Over two weeks we will draw on a board different pictures that connect to what we are learning in our classes, what we enjoy, or a picture that we find interesting. Everyday a different person will take a turn drawing on the board. But we will also take the time to learn new techniques of drawing by watching a video that explains the techniques to drawing a certain picture. When we come back together, we will explain to each other why we drew the picture or pictures that we drew. By the end of this we share it with others either by showing it to someone else or sharing it through social media and explaining what we each learned.**

- **Vision Statement: To create an abstract collage or picture that we can become closer to each other and to show what we have learned together.**

- **SMART Goal:**
    - Specific: Outside of the class each team member draws a picture and then comes together to explain why they drew the picture or pictures.
    - Measurable: To create a collage that we can share with others and each other.
    - Attainable: It can be done within two weeks.
    - Relevant: It uses communication to explain what we have drawn and to explain what we have learned. It also uses creativity to draw each of the pictures.
    - Timely: Create a collage of pictures in two weeks.
  
  *Summary*:
  As a team we want to create a collage in two weeks that we can share with others.
- **Audience (*Who, What, Where, When, Why, How*):**

**Who: friends, family, roommates**

**What: Collage**

**Where: Afternoon, evening**

**Why: To enjoy creativity and art**

**How: To draw pictures**


- **Roles and Responsibilities:**

|  | Role | Responsibilities |
|---|---|---|
| o | **1: Artist** | **Drawing, showing expression of ourselves** |
| o | **2: Organizer** | **Placing picture and making sections for each person** |
| o | **3: Drawer** | **Select a picture that they like and connect to** |
| o | **N:  Evaluator** | **Gives advice and tells them what they see** |

- **Milestones**
  - o  1. Buy a board large enough for five people to draw on
  - o  2. Look up pictures that explain what you have learned or enjoy or like
  - o  3. Draw the picture
  - o  4. Switch off till the end of the two weeks
  - o  5. Share the collage with others and what you have learned

- **Instructor Improvements Suggestions**:
  - o  _____
  - o  _____
    [ ] **Approved**     Date: _____