Service Learning Assignment about Team Leadership

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 University of North Texas

 In our leadership course in the Volunteer Management and Community Service Certification Program at the University of North Texas is 100% online. This course project is designed to assist student learning about team leadership. To the best of my knowledge, the assignment was originally developed by Phyllis Newman, an adjunct who retired in 2007 and has been modified and updated for the course by myself.

 At the beginning of the semester, students are given three weeks to begin the project. They are to make arrangements to observe two committee meetings for a nonprofit organization. In return for being allowed to do this, the student is to volunteer for 10 hours with the nonprofit.

As the semester progresses, the students will read about team leadership in their *titled* [*Leadership: Theory and Practice*](http://www.amazon.com/Leadership-Practice-Peter-G-Northouse/dp/1412974887/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1319740086&sr=1-1) by [Peter Guy Northouse](http://www.amazon.com/Peter-Guy-Northouse/e/B001H6EM7I/ref%3Dsr_ntt_srch_lnk_1?qid=1319740086&sr=1-1) (Sage Publication, 2010) and they will have a lesson on team leadership. From their attendance at the committee meetings, students are asked to write a short paper on team leadership relating their observations of the organization’s committee to their text and lesson material. In addition, students are asked to post guided reflections on the service experience with the organization and their observations of the committee meetings.

On the following pages are all the forms for incorporating this assignment into your class labeled form one through form eight: 1. Service Leaning Leadership Assignment (including reflection questions), 2. Agency List (How to locate an organization), 3. Letter to the Community Organization (from the instructor), 4. Liability Release, 5. Placement Confirmation, 6. Observation of Meetings (guide), 7.Time Sheet (document volunteer hours).

**Assignment Form One**

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| **Service Learning Leadership Assignment** |
| This assignment is worth **20** points of your total course grade. |
| **The Service Learning assignment will be as follows:**Students will be asked to identify a nonprofit organization where they can observe participate in a Board or committee meeting. The **learning** segment of the assignment is getting acquainted with the leadership styles of the staff/Board leaders. The **Service** segment will be to perform tasks and work with a staff or Board or committee leader on one agency project. **Reflection postings** to a the **Service Learning** **Reflection** on the course discussion board assist students in relating what they have observed to course material learned throughout the semester.**\*Please note that many agencies' boards and committees meet bi-monthly or quarterly so it is important to contact the agency as soon as possible so you may attend meetings. Also, all form mentioned can be found in the Service Learning Organizer on the course homepage.**Here are your specific instructions:* **How to identify an agency:** Go to the Agency List Link located in the Service Learning Assignment to locate agencies in the D/FW area that are likely places to do this assignment. These organizations have hosted students in the past. Many organizations are open to students serving/observing. If you need additional ideas or assistance finding a placement, please contact my office at 940-369-8974.

You will need to present your agency with the Community Partner Letter and Student/Agency Contract forms.You will also need to complete the Release of Liability Form and send it to the teaching assistant as a scanned document, fax it or send it to Dr. Dolch by the U.S. Postal Service. You may also deliver to the Center for Public Service, Chilton Hall Suite 122. Fax # 940-565-3141.* **Expected number of hours:**- The total number of hours for attending at least two agency meetings ( Board/ committee/ or staff meetings) plus performing a task, and submitting your Reflections, should be no more than 10-15 hours. In addition you will have to submit your paper on the Team analysis and submit the Time sheet.
* Identify a task (approximately 8-10 hours) with the help of an agency staff person. Make sure that you can accomplish this task by **Nov. 14, 2011.** Use the form that will document and describe this task and that will include verification by the agency staff person.

**Timetable for submitting Reflections:Reflection 1 (Pre-flection)****a. #1: September 26:** Use the following format as a helpful guide for answering this reflection. * Why did you choose this agency?
* What do you hope to learn from attending meetings at this agency?
* What do you hope to contribute to this agency?

**Reflection 2****b. #2: Due October 24:** Use the Meeting Observation Form to identify leadership roles and group dynamics. Submit a separate reflection for each meeting attended answering the following questions:* **What I saw:** Describe the setting, the number of people, the organization, the meeting structure, observations of the formality, timeliness, etc.?
* **What I thought:** How did my experiences relate to topics that are covered in the class lectures and readings;
* **What I felt:** Was the meeting effective or ineffective? What factors contributed to these conclusions? What was my impression of the leaders? Did I observe traits I would like to model? How did this experience differ from my expectations?

**Final Reflection****#3: November 14**: Report on completion of the agency Task- and final reflections on agency experience. This reflection should include a brief description of the task performed for the agency, the total amount of time devoted to the task, and answers to the following questions:* What did I learn from doing this task?
* What elements of the course helped me organize and complete this task?
* How could I have improved my performance at the agency?
* What did I discover about my own organizational and leadership skills?
* Would I recommend this type of experience to another student? Why? Or why not?
* What else about the agency, leadership functions, or my experience would I like to share with my classmates?

RESPONSE To FINAL REFLECTION**d. #4: November 21st:** Respond to and comment on at least one other Reflection posted by a classmate.Reflections are to be posted in the designated areas on the discussion board.\*\*\* |

**ASSIGNMENT FORM TWO**

**Agency List**

**COMS 4200/5200: Leadership**

Locating an organization:

If you have limited experience working with community organizations then getting started may feel overwhelming or difficult. No need to stress! While making the contacts and getting to meetings is up to you, the staff in the Service-Learning Office will do what we can to help you make connections.Â While most of our contacts are in the Dallas/ Fort Worth Metroplex, through the American Humanics network, we have contacts nation wide. To find a place to serve:

1. **Contact an organization you know.** If you currently volunteer for, or have contacts in a community organization you are welcome to sit in on their board or committee meetings. Please use caution however and DO NOT work with a committee on which you serve. We want to make sure you are able to have an objective perspective and not be clouded by your former involvement and relationships.
2. **Contact the Service-Learning Program of the College of Public Administration and Community Service:** The contact person is Ms. Yedlowski and she can be reached at 940-565-3473 or by emailing her at Rachel.Yedlowski@unt.edu .
3.
4. 4. **You may email your instructor for a suggestion.**

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**ASSIGNMENT FORM THREE**

Dear Community Partner,

The student giving you this letter is enrolled in the course *Leadership Theory*, a web-based course at the University of North Texas taught by Dr. Norman Dolch. As a part of their course requirement we have asked each student to connect with a not-for-profit organization that will serve as an extended classroom. In fact, the Service-Learning portion of this course is an integral part of the student’s learning. Our hope is that students will not only gain valuable skills and practice critical thinking, but will contribute to your organization and the community you serve.

**Wouldn't it be great if all of your new employees had experience in board and committee meetings?** One of the competency areas that nonprofits have identified as being essential to nonprofit education is that of Board and Committee Development. We are asking students to seek experience that will allow them to tie the practice of organizational leadership to the theories. Essentially we are asking you to help bring the students’ textbooks to life. To accomplish this we ask students to commit to the following:

1. **Attend Two Board or Committee Meetings**: Students are asked to attend at least 2 board or committee meetings. If you have only one board or committee meeting scheduled between September 12th and November 14th, a staff meeting can be substituted in place of one meeting. Ideally, however, students would observe working boards and committees in action. They will attend as observers only and will have reflection assignments related to their meetings. Any background information you can provide will allow them to gain a clearer picture of your organization and the functions of the group they observe.
2. **Give meaningful work that will contribute to your organization:** While we have asked you to open your organization so that students can learn, an essential part of Service-Learning is the reciprocal value. We want for the student to share their time and talents. Not only will this be an opportunity to give, but will help them better learn your organization. Any task or project is acceptable, but some suggestions to get you started include: *Revising Board Orientation manual, meeting preparation, gathering information and creating meeting agendas; taking or reporting of meeting minutes; creating information dissemination systems; assisting with a committee event or project; conducting a survey of board members; any project that has been on the back burner.* The project should represent 8-10 hours of work. The exact expectation should be determined between you and the student. Some students will have extra time to dedicate, while others are on tight schedules that may require take-home projects.

If you are still willing to take on this student—here’s what you do!

1. Complete the Service-Learning Placement Confirmation and sign and return via fax or mail by 9/12/11.
2. Schedule for the student to attend 2 meetings (All meetings should take place by 11/14/11).
3. Determine project (s) or task(s) with which the students will assist. This project should be assigned by October 7th, , represent a minimum of 8 hours of work and allow sufficient time to be completed by November 14th.

If you have questions please contact me at 972-369-2395 or Dolch@pacs.unt.edu. I hope you enjoy, as I do, the energy and enthusiasm students bring. We appreciate your willingness to help us enrich the student’s learning experience and to further advance not-for-profit organizations by providing foundational instruction on the leadership in not-for-profit organizations.

Yours truly,

Norman Dolch, Ph.D.
Senior Lecturer
UNT College of Public Affairs and Community Service

**ASSIGNMENT FORM FOUR**

**LIABILITY RELEASE**

The service learning student recognizes that there are certain risks involved in participating in the service learning program including but not limited to personal property damage or loss, psychological stress, injuries, and death. The student shall indemnify and hold the Educational Consortium for Volunteerism and the University of North Texas, and their officers, agents, and employees harmless of any loss, damage, liability, or expense for damage to property and injuries, including death, to any person, including but not limited to officers, agents or employers of the student, which may arise out of any negligent act, error or omission in the performance of the student’s services or work. I recognize that I alone am responsible for my personal safety and health and based on my present knowledge of the correct methods and being of the legal and adult age, I accept responsibility and possible injuries involved in these activities.

In addition to the indemnification requirement above, the student hereby releases the Educational Consortium for Volunteerism and the University of North Texas from any liability for injury or property damage incurred by the student during the term of their community service. I further agree to become familiar with the rules and regulations of the University concerning student conduct and not to violate said rules or any directive or instruction made by the person or persons in charge of said activities and that I will assume the complete risk of any activity done in violation of any rule or directive or instruction.

I understand that I am urged by UNT to obtain adequate health and accident insurance.

**I have received a syllabus and understand the nature of the service learning requirement. I have also read this document and understand the risks associated with participating in the service learning program.**

I hereby certify that I am an adult 18 years of age or older. WITNESS MY HAND this \_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 20\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Address**

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**Witness** **Date**

**ASSIGNMENT FORM FIVE**

Placement Confirmation

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Class: Leadership Theory

Instructor Name: Norman Dolch, Ph.D.

Semester: Fa Sp Sum1 Sum2 (circle one) Year:\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_¬¬¬¬¬¬¬¬¬¬¬¬¬¬\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor or Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Duties: (use back if necessary) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Starting Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Service -Learning Objectives:. The learning segment of this assignment will be getting acquainted
with the leadership styles of the staff/Board leaders of an agency. The Service segment will be to perform tasks and work with a staff
or Board or committee leader on one agency project. Three/Four Reflection postings to a Service Learning Bulletin Board will
communicate what students have observed and learned throughout the semester about leadership functions in an agency.

MUTUAL EXPECTATIONS AGREEMENT

I. ORGANIZATION/PLACEMENT SITE – We commit to the following:

• To provide adequate information, training, and assistance for the Service-Learning student to enable him/her to meet the responsibilities of their service position and facilitate student growth.
• To ensure adequate supervision and performance feedback to the student.
• To respect the skills, dignity and individual needs of the Service-Learning student, and to do our best to adjust to these individual requirements.
• To provide meaningful tasks related to course learning objectives, skills, interests, and available time.
• To provide appreciation and recognition of the Service-Learning student’s contributions.

II. SERVICE-LEARNING STUDENT – I commit to the following:

• To perform my duties to the best of my ability.
• To adhere to organizational rules and procedures, including record-keeping requirements and confidentiality of organization and client information.
• To be open to supervision and feedback which will facilitate service-learning growth.
• To meet time and duty commitments or to provide adequate notice if I am unable to attend.

IV. AGREED TO THE ABOVE POINTS FOR EACH PARTY INVOLVED: (Signature and Date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organization/Placement Site

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Service -Learning Student

**ASSIGNMENT FORM SIX**

**Part One: Use this form to help you organize your observations of the meetings attended.**

Meeting Observation Report Form

Student Name: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Type of Meeting:

**I. Situational Variables**
 a. Group Size: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Time Limit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. Physical Facilities:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**II. What did you observe about the Goals of the agency or the group at this meeting?**
 A. Stated/Explicit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 B. Subliminal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Commitment to agreed-upon goals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**III. What did you observe about the Climate of the meeting?** A. Feeling tone of meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 B. Cohesiveness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IV. What Leader style did the Meeting Manager utilize?**

\_\_\_\_\_Democratic: \_\_\_\_\_\_\_\_Autocratic: \_\_\_\_\_Laissez-faire: \_\_\_\_other?

**V. What Response(s) did you see to this Leadership Style?**

\_\_\_\_\_\_\_\_Eager Participation

\_\_\_\_\_\_\_\_Lack of Enthusiasm

\_\_\_\_\_\_\_\_Low Commitment

\_\_\_\_\_\_\_\_Holding Back

\_\_\_\_\_\_\_\_Resisting

\_\_\_\_\_\_\_\_Other

**VI. Major Roles you observed the group members playing:**

\_\_\_Information Processor

\_\_\_Coordinator

\_\_\_Evaluator

\_\_\_Harmonizer ( peace maker)

\_\_\_Gatekeeper

\_\_\_Doormat

\_\_\_Follower

\_\_\_Blocker
\_\_\_Dominator

\_\_\_Avoider
\_\_\_Recognition Seeker

\_\_\_Other

**VII. What did you observe about the Group Development?**

 A. Positive Aspects of Process: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 B. Negative Aspects of Process:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 C. State of Development:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 D. Rate of Development:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **What did you observe about particular member’s roles:**
2. Whose participation was most helpful in the group’s accomplishment of its task?
3. What did he/she do that was most helpful?
4. Whose participation seemed to hinder the group’s accomplishment of the task?

 4. What did he/she do that seemed to hinder the meeting effectiveness?

 **IX. Observer Reaction**

1. Feelings experienced during the observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Your hunches, speculations, and ideas about the process observed:
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Alternative Methods/ideas that you think could have been utilized:
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part Two: Use this form to record your observations of the Decision Making process in any of the meetings you attend/observe.**

DECISION EVALUATION FORM

Decision being rated:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Decision: Date of rating:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Did the group reach its objectives, results?

\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

2. Did the decision satisfy the participants or audience?
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

3. Did the decision satisfy others in the organization?
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

4. Timeliness? (Was the timing good?)
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

5. Cost ( Was the cost reasonable?)
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

6. Were arrangements made for information to others of the decision made?
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

7. Was a system established for implementation of the deadline?
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

8. Were the methods used adequate in making the decision?
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

9. Was there adequate information available for making this decision?
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

10. Was there involvement of others in making the decision?
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

11. Did a leader emerge within the group?
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

12. Was there competition for leadership within the group?
\_\_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_no\_\_\_\_\_\_\_\_\_other

13. Other observations?

**ASSIGNMENT FORM SEVEN**

Name of Agency:

Type of meetings attended: #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-

#2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief Description of Agency Task:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SERVICE LEARNING TIMESHEET**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ COURSE#:COMS4200/5200: Leadership Theory SEMESTER: Fall\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ INSTRUCTOR: Norman Dolch, Ph.D.. |

**DATE** | **START TIME** | **END TIME** | **HOURS** | **SUPERVISOR****INITIALS** |
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