Student Leader Resource Guides

California State University, Sacramento
# Student Leader Resource Guides Overview

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Student Leader Resource Guides Overview

“On the go” guides for effective student leadership. These sheets provide valuable information to help you be a better leader!

- Brainstorming
- Communication
- Conflict Management
- Creative Thinking
- Developing Agendas
- Effective Committees
- Effective Listening
- Effective Meetings
- Effective Presentations
- Ethics
- Financial Management
- Fundraising Ideas
- Goal Setting
- Leadership by Delegation
- Managing Feedback
- Member Motivation
- Membership Recruitment & Retention
- Officer Transition
- Parliamentary Procedure
- Problem Solving
- Public Speaking
- Publicity
- Retreat Planning
- Teambuilding
- Time Management
- Working with your Advisor

Information adapted from Occidental College-Office of Student Life
Brainstorming

How does your group or organization use brainstorming? Do you ever use it? Did you ever sit in a meeting and wonder how to liven up the ideas? Do you do the same programs the same way every year even though you have new, motivated members? Brainstorming in a group, small or large, can yield more ideas in short period of time than you probably ever thought possible. You can use it for just about anything: program ideas, problem solving, group goals, and publicity. In addition, you also need members to participate and a fast writer to keep track of it all (use a white board or poster paper on the wall so everyone can see!)

First: Make sure the rules are set.
1. No criticism, evaluation, or judgment of any idea. No defending an idea, either.
2. No limit on “crazy ideas” no matter how impossible they might seem.
3. At first quantity is better than quality.
4. Piggy backing, or building on another person's idea is allowed. It works!
5. Enjoy momentary silence. Sometimes, it revitalizes thoughts.
6. Just call out. No hand raising. And, repetitions are okay!

Get all those ideas up there in a certain time limit. Then, go back and decide which ideas to use, and how. Sometimes, that “crazy idea” ends up turning into something wonderful!

Another way to brainstorm:
1. Give everyone in the group 5-10 sticky notes. (Use those freebie giveaway to conserve costs.)
2. Tell them to individually write one idea per sticky note.
3. Then, in smaller groups of five or so, organize the sticky notes into like groups. (So, if person A and person B both wrote “A CANDY SALE,” those get grouped together along with person C’s suggestion of “SELL CANDY APPLES.”)
4. Make decisions based on what emerges.

Use the ideas to your advantage.
1. If the group broke up into smaller groups, be sure to share with each other.
2. Decide which ideas to implement (Bill Clinton speaking next Wednesday night can probably be thrown out at this point!)
3. Be sure to utilize the ideas. Why are you brainstorming if you are not going to do anything with the ideas generated?
Communication

TYPES OF QUESTIONS IN COMMUNICATING:

DIRECT: direct questions are designed to require a specific answer. They narrow the range of possible answers and focus. Questions in this category can be answered with a yes or no, a single word, or a simple phrase.

OPEN: these questions allow a wider range of answers often requiring several sentences or a longer explanation. Opinion questions, explanations, and reasoning behind decisions fall into this type.

CLARIFYING: this type of question asks for more information or a more complete explanation. It is often used when the listener finds an answer unclear.

LOADED: this question contains a hidden position and tends to back the other party into a corner. Many people feel angry or manipulated when asked these types of questions.

MAKE SURE YOU KNOW WHY YOU ARE ASKING A QUESTION TO BEGIN WITH, AND WHAT TYPE OF QUESTION IS THE MOST USEFUL FOR YOU.

INTERPERSONAL COMMUNICATION IS SPEAKING AND LISTENING, AND CREATING A SITUATION WHERE EVERYONE CAN LEARN AND GATHER INFORMATION TOGETHER.

The following are essential in interpersonal communication:

1. Self-image: being comfortable with oneself makes you a better communicator.

2. Values: do you value what the other person does and says and vice versa.

3. Perceptions and first impressions: what message are you giving? Are they receiving it the way you meant it?

4. Depth of understanding: Make sure you are being clear enough for anyone to understand.

5. Background experience: Does the listener’s background match yours? Are you using jargon or language that is difficult for others to understand?

6. Likenesses and differences: gender, age, interests, politics, race, ethnicity, country of origin, class, religion, etc. can affect how much info is given and/or received.

7. Feedback: not everyone prefers to receive feedback the way you do.

8. Technical speech skills: ability to articulate, monitor tone of voice, and be clear.
Conflict Management

David Johnson has a theory that says within any conflict, achieving our personal goals and keeping good working relationships are important. He says there are five styles of managing conflict, and has matched them with animals. Which are you?

The Turtle: Hides from conflict by withdrawing. They tend to give up both sides of the goal, both achieving goals and keeping a good working relationship. They feel resolving conflict is hopeless, so they don't face it.

The Shark: This person attempts to overpower the opponent and force them to accept his or her position. Sharks place much more emphasis on their goals than on the relationship. They assume there must be a winner and a loser in each situation.

The Teddy Bear: These folks place much more importance on relationships than on goals. They want to be liked, and believe conflict should be avoided.

The Fox: These people seek compromise, giving up part of their goal in return for the same from their opponent. They want a middle ground in which everyone has given up something and received something else.

The Owl: Owls value both goals and relationships and see conflicts as things to be solved. Conflicts are believed to improve relationships once they are resolved.

Suggestion: When you are faced with a conflict, BE AN OWL. Peer at the problem until you can find a solution that benefits everyone involved.

CONFLICT RESOLUTION METHODS

1. Address the substance of the conflict.
2. Address the ways you could deal with it.
3. Separate relationships from the conflict.
4. Discuss everyone’s perceptions.
5. Be sensitive to emotions that may occur.
6. Address the emotions and acknowledge them as legitimate.
7. Listen.
8. Focus on interests not positions.
9. Be hard on the conflict, not the people.
11. Look for mutual gain.
12. Reason and be open to others’ thoughts.
13. Apply equity and fairness.
14. Make sure everyone is comfortable with the outcomes.

Two problem areas when dealing with conflict:

People who WON’T negotiate. Some people will refuse to compromise because they want to protect their interests only. How can you best work with them?

1. Start to negotiate anyway.
2. Explain your position and why you believe it is best for them to negotiate.
3. Talk about how you believe the collaboration will help them.
4. Share the problem. Make it belong to both of you.

When TRUST is an issue. Here are some suggestions when members aren’t trusting each other.

1. You be trustworthy. Do what you said you would do.
2. Find a higher value that you both agree on.
3. Listen.
4. Make an agreement that will be carried out.
5. Start small.
6. Do your best. You can’t force people to trust you.
Creative Thinking

Everyone can be creative, even if you don’t always feel that way. Don’t accept “I’m just not creative” as an answer. People have to believe in themselves to think creatively in a successful way.

SECRETS TO CREATIVE PROBLEM SOLVING:

- Be an optimist.
- Do something new and different.
- Take your time.
- Allow daydreaming (ideas are born).
- Get all the information.
- Have a sense of humor.
- Brainstorm with yourself.
- Ask a million questions.
- Look at the problem another way.
- Don’t get frustrated with unknowns.
- Plan for results you wish to obtain.
- Don’t give up!

WHO ARE YOU?

1. Explorer: You like to find new ideas and resources and then build off of them.
2. Artist: You transform ideas into something new.
3. Judge: You evaluate ideas that come up and present new ways to do them.
4. Warrior: You tend to implement the new ideas.

ROADBLOCKS FOR CREATIVITY:

1. Thinking there is one right answer. There isn’t. There are LOTS of right answers.
2. Thinking “that’s not logical.” Not everything is. Logic is a great tool, but isn’t always best used as a crutch.
3. Following the “rules.” (Sometimes college policy restricts you, but you must work within those parameters. These “rules” are the ones we assume bind us.) Choose another path and break some “rules” to discover new things.
4. Being afraid of mistakes. Errors are okay, it’s a sign you are working and thinking hard.
Developing Agendas

There are many reasons why meetings are unproductive and frustrating. A common cause is the lack of an agenda. An agenda is an outline of the issues that a group will discuss during a meeting.

The agenda is prepared by the officers of the organization, with assistance from the organization's advisor. An agenda starts with a list of general business items. Specific topics that are to be discussed at the meeting are placed under the proper agenda item in an outline format. The agenda (along with any supporting documents) is then printed and distributed to members at least one day before the meeting. This allows members to come to a meeting prepared to discuss their ideas, exchange information, and make decisions.

The following agenda items are standard in most groups. You can adapt them to meet the needs of your organizations, but be consistent. You may want to use “Robert’s Rules of Order.”

CALL TO ORDER

The Chair (usually the President or other designated officer) calls the meeting to order by standing, tapping the gavel once, and saying: “The meeting will come to order.”

The call to order may be followed by any opening ceremony the organization may have instituted.

ROLL CALL

The Chair says: “The Secretary (or another officer) will call role.”

If attendance is taken, it should be done with the aid of a prepared list of members’ names. The list can include spaces for recording whether a member is present, absent, or tardy.

READING AND APPROVAL OF MINUTES

The Chair says: “The Secretary will read the minutes.”

After the minutes are read, the Chair asks: “Are there any corrections to the minutes.”

After corrections are made, the Chair asks: “If there are no (further) corrections, the minutes stand approved as read (or as corrected).”

REPORTS OF THE OFFICERS
The Chair recognizes each officer in turn. For example: “May we have the Treasurer’s report.”

Officers may give reports of their current activities and administrative duties. Reports usually are for informational purposes. However, if a report involves a recommendation for action, the group may discuss the recommendation as soon as the report is finished.

REPORTS OF THE COMMITTEES

The Chair calls for reports of permanent (or “standing”) committees first, followed by reports of special (or “ad hoc” committees). As each report is requested, the committee chair (or other member) rises and presents the report. If a recommendation is made in the report, it may be discussed as soon as the report is finished.

UNFINISHED BUSINESS

This category includes all business left over from previous meetings. The Chair works from a prepared list of unfinished business topics, announcing each one in turn for discussion and action.

NEW BUSINESS

The Chair asks: “Is there any new business?”

Members can introduce new topics at this time.

ANNOUNCEMENTS

The Chair may make, or call upon other members of the organization to make, any announcements of interest to the group.

PROGRAM

Some organizations have a speaker, film, or other educational or cultural program. This is usually presented before the meeting is adjourned as the program may require action to be taken by the organization.

ADJOURNMENT

When the agenda is completed, the Chair says: “If there is no further business, the meeting is adjourned.”
USING THE AGENDA

Of course, simply putting topics on a list will not make your meetings more productive. Keep these points in mind as you draw up and use an agenda.

1. Be realistic about the amount of time each topic will take. Avoid an over-crowded agenda. If choices must be made, leave more time for the important issues.
2. Take up the less complicated topics first, leaving time at the end for the more complex issues.
3. Stick to the agenda. During the meeting, the agenda is normally followed unless two-thirds of those at the meeting wish to change.
4. Introduce each agenda topic with a word about why it is on the agenda. If appropriate, suggest a time limit for each topic.
5. Allow a full discussion of each topic. People have the right to continue to debate an issue until they are finished or until two-thirds of those present agree to terminate the discussion.
6. Close discussion of each topic with plans for future action.

Using an agenda at your meeting may not solve all of your problems. But an agenda does give a meeting direction and purpose. You may choose to be less structured than the format presented here, but some structure is critical in seeing that your organization “takes care of business”. Members are then able to leave a meeting feeling that they have accomplished their work and have contributed to the welfare of the organization.
**Effective Committees**

**ORGANIZING A COMMITTEE**

When forming a new committee, it is important to carefully consider both its structure and membership. As the organization's leader, be sure to be clear about the committee's purpose, limitations, and jurisdiction. A committee defining its purpose using members' own words will have ownership over what they are doing. Next, they should determine how much time and commitment each can give and select a meeting time and stick to it. For a committee to function successfully, it is important that members feel that they can openly and honestly express themselves. This is often one of the most important characteristics of successful committees.

Sometimes, the committee chair will need to facilitate this process. Most committees are formed to resolve a problem or plan a program or event. They often do a lot of the “work” of the organization, freeing up the leadership to concentrate on administrative details. Committees can provide a wonderful “training ground” for emerging leaders in the group.

**THE COMMITTEE SHOULD:**
- recognize and define the task at hand
- consider all possible ways to work
- gather all information, being sure to gather from additional people
- work to meet group goals

**THE COMMITTEE SHOULD HAVE GENERAL OPERATING PROCEDURES:**
- How will meetings run? How will decisions be made?

**AN EFFECTIVE COMMITTEE WILL:**
- understand its purpose and effectively work toward its goals
- have open communication among members
- listen to all points of view and make decisions that work for all
- not be dominated by one leader or member
- strike a balance between group productivity and personal needs
- establish a process to evaluate and make changes
- provide an opportunity for members to work collaboratively

**WAYS TO RECOGNIZE COMMITTEE MEMBERS:**
- food
- implement their ideas
- thank you notes
- praise! praise! praise!
- silly little funny notes
- tell them they are doing great
- committee social events
- ask for input
- keep challenging them
Effective Listening

Ten QUICK TIPS FOR EFFECTIVE LISTENING

1. Stop talking!
2. Put the speaker at ease by being attentive.
3. Show the speaker you want to listen.
4. Remove distractions.
5. Empathize with the speaker.
6. Be patient.
7. Control your emotions.
8. Go easy on arguments and criticisms.
9. Ask questions for clarification.
10. Stop talking!

Taken from Davis, K. (1977).

CHARACTERISTICS OF A GOOD LISTENER

• Be there: Be present in mind, heart, and spirit. HEAR what they say.
• Accept: Don't make judgments or hesitate.
• Trust: Put trust in the other person’s abilities. Acknowledge that they have valid points and interesting thoughts.
• Listen: Don’t plan what you’ll say while they are talking. Listen and focus.
• Remain Objective: Listen with an open mind.
• Stay with Them: Don't become them, but understand what they are saying.

RESPONSES THAT BLOCK COMMUNICATION

The Evaluator: “You should have...” or, “You should know better...”
The Solver: “Why don’t you try...” or, “It would be better if...”
The Topper: “That’s nothing. I...” or, “When it happened to me...”
The Shrink: “What you need is...” or, “You feel that way because...”
The Lawyer: “Why...” or, “Who...” or, “When...”
The Boss: “You had better...” or, “If you don’t...”
The Professor: “Here’s where you went wrong...”
The Pollyanna: “You’ll get over it...” or, “It’s not so bad...”

A QUIZ TO HELP YOU

To take a look at how well you listen and take the following self-rated evaluation. Think about the questions and your answers. Be honest.

1 - Almost Always
2 - Usually
3 - Seldom
4 – Never

1. Do you let people finish what they’re saying before you speak? ____
2. If the person hesitates, do you try to encourage them instead of starting your reply? ____
3. Do you withhold judgment of the person until they finish? ____
4. Can you listen fully even though you think you know what they will say? ____
5. Can you listen non-judgmentally even if you don’t like the person that is talking? ____
6. Do you stop what you’re doing and give full attention when listening? ____
7. Do you give the person appropriate eye contact, head nods, and other indications that you are listening? __

8. Do you listen attentively regardless of the speaker’s manner (grammar, accent, tone)? ___

9. Do you question the person to clarify their ideas? ___

10. Do you restate, paraphrase what’s said and ask if you understood? ___

10-15 PRETTY GREAT!
15-20 Doing okay. You’re aware.
20-30 Work on consciously listening.
30-40 You need to work on listening more.

“Easy listening exists only on the radio.” -David Barkan

**Effective Meetings**

Do you dread meetings because they are dull, unproductive, disorganized, and too long? With proper planning and preparation, any meeting can be effective and enjoyable. Meetings have several functions. They give members a chance to discuss and evaluate goals and objectives, stay up to date on current events, provide a chance to communicate and keep the group cohesive. Meetings allow groups to pull resources together for decision-making. If the facilitator starts with a careful plan and finishes with a thorough follow up, the meeting will run itself. The following are some tips to help make your next meeting successful and even fun.

**BEFORE THE MEETING**

1. Define the purpose of the meeting. If you don't know, then don't have the meeting.

2. Develop an agenda with the officers and advisor (if appropriate). Below is a sample agenda:

   1. Call to Order
   2. Approval of Minutes
   3. Announcements
4. Treasurer’s Reports
5. Committee Reports
6. Unfinished Business
7. New Business
8. Special Issues
9. Adjournment

3. Choose an appropriate meeting time. Set a time limit and stick to it. Members are more likely to attend meetings if you make them productive, predictable, and as short as possible.

4. If possible, arrange the room in a circle or semi-circle so the members can see each other.

5. Choose a location suitable to your group’s size.

6. Be sure everyone knows where and when the next meeting will be held.

DURING THE MEETING

1. Greet members and make them feel welcome (including late members when possible).

2. Distribute the agenda and any other material relevant to the agenda so that members will feel involved and up-to-date.


4. Serve light refreshments, if possible.

5. Post a large agenda up front for members to refer to.

6. Encourage group discussion to get all points of view and ideas. This motivates the members and makes them feel that attending the meetings is worth their time.

7. Always encourage feedback. Ideas, activities, and commitment to the organization improve when members see their impact in the decision making process.

8. Keep conversation focused on the topic. Try to regulate cross talk and repetitive comments.

9. Keep minutes of the meeting for future reference.

10. As a leader, be a role model by listening, showing interest, appreciation, and confidence in
members.

11. Summarize agreements reached and end the meeting on a positive note.

AFTER THE MEETING

1. Distribute minutes within three to four days. Quick action reinforces.

2. Send reminders of the next meeting about four days ahead of time.
Effective Presentations

From time to time, members of clubs and organizations will be asked to make a presentation of one kind or another. This may mean:

1. Giving a presentation at a conference.
2. Presenting a proposal to ASI, Administration, etc.
3. Convincing another campus group to join with you in a project.

The thought of making a presentation can provoke a lot of anxiety. This handout is designed to assist you in planning and delivering a presentation with less anxiety.

PREPAREDNESS

There is nothing worse than a presentation that sounds like it was put together at the last minute.

1. Know your audience. Find out what group of people will be in attendance. What are the demographics? What would they most like to know?
2. Be clear on the amount of time you will have for the presentation. Find out the type, size and layout of the room. Visit the room if possible.
3. Be aware of the time of day the presentation will take place. If you are presenting after a meal you may want to make your presentation interactive or have a dynamic icebreaker.
4. Be familiar with your presentation. Use index cards to remind yourself of the main points. Rehearse in front of friends.
5. If your presentation is long, decide how you will break it up. A question and answer period, visual aids or a short break are all ways to prevent your audience from becoming bored.

AT THE PRESENTATION

1. Speak clearly and loudly for everyone to hear you. Make eye contact with members of the audience. Pay attention; is your audience bored or confused?
2. Use examples that the audience can understand which are relevant to their experience. Use the names of participants.
3. Be brief. Be brief. Be brief. Stick to the point!
4. Give an organized presentation. At the beginning let the audience know what you will cover and your goals. Alert them to important points by use of voice inflection or repetition. Summarize at the end.
5. Be able to show how the audience can use the information you are giving them.
6. Be upbeat and enthusiastic.
7. Provide time for the audience to ask questions either at key points during the presentation or at
the end. Be honest if you don't know the answer to a question and offer to help find the answer.
8. Forget about being perfect; be yourself and use your own style. Use humor if appropriate.

VISUAL AIDS

People have various learning styles. Some prefer hearing the presentation while others need visual aids. You will cover the bases if you use posters, charts or PowerPoint to supplement your presentation. These should focus attention on the important parts of your presentation and should be simple.

OTHER IDEAS

1. Analyze speakers you believe are effective and notice the things they do that you might try.
2. Have your presentations videotaped and look for ways to improve.
3. Solicit feedback from people in some form of evaluation.

Making effective presentations is a skill that you can learn. The more presentations you give, the better you’ll become. This handout can act a guide as you sharpen your skills.
Ethics can be one of the hardest parts of being a campus leader. You may find yourself wearing many hats on campus: President, Treasurer, student, friend, teaching assistant, confidante, and a regular young adult. Sometimes, all of these roles conflict with one another. Values and morals are important for you to think about. What are yours? Where did you get them? How strongly do you feel about them?

ETHICS CHECK QUESTIONS

- Is it legal? Not everything that is illegal is unethical and not everything unethical is illegal.
- Will I be violating a civil law/University policy?
- Is my decision/action balanced?
- Is it fair?
- Does it promote win/win situations?
- How will the decision/action make you feel about yourself?
- Will it make you proud?
- Would I feel okay if my hometown newspaper printed my decision/action?
- Would I feel good if my family knew?


TWELVE QUESTIONS TO ASK WHEN MAKING ETHICAL DECISIONS

1. Have you defined the problem accurately?
2. How would you define the problem if you stood on the other side of the fence?
3. How did the situation arise in the first place?
4. To whom and to what did/do you give your loyalty?
5. What is your intention in making this decision?
6. How does this intention compare with the results?
7. Whom could your decision or action injure?
8. Can you discuss the problem with the affected parties before you make the decision?
9. Are you confident that your position will be as valid over a long time as it seems now?
10. Could you disclose without qualm your decision to your boss, the president, your family?
11. What is the symbolic potential of your action if understood? Misunderstood?
12. Under what conditions could you allow exceptions to your position?


FIVE ETHICAL PRINCIPLES

- Respect Autonomy: Individuals have the right to decide how to live their lives as long as their actions don’t interfere with the welfare of others.
- Do No Harm: There is an obligation to avoid inflicting either physical or psychological harm on others.
- Benefit Others: There is an obligation to improve the welfare of others, even if it is inconvenient.
- Be Just: Be fair to all, equal treatment to all, and observe the golden rule (“Do unto others as you would have done to you.”)
- Be Faithful: One should keep promises, tell the truth, be loyal, and maintain respect and civility.

FIVE STEPS OF PRINCIPLED REASONING

1. Clarify! Get as much info as you feel you need.
2. Evaluate! Separate facts and assumptions and figure out the potential outcomes.
3. Decide! Make a decision about what you will do.
4. Implement! Once you decide what to do, figure out how to do it.
5. Monitor and Modify! Pay attention to the results and make changes as needed.

ACTIVITIES FOR YOU AND YOUR GROUP

Rank the statements below from 1-14 based on your feelings and opinion. Number one is the MOST ETHICAL statement, and Number 14 is the most UNETHICAL statement. Assign each number only once.

___ Looking on someone else’s test for an answer.
___ Playing a joke on a friend, and he or she gets slightly hurt.
___ Taking food from the dining hall when there are signs posted “DO NOT REMOVE FOOD.”
___ Hiding a book in the library so no one else can find it.
___ Using a fake I.D. card.
___ Lying to a police officer when asked for more information.
___ Using another student’s ID to get a non-Sacramento State friend into a Sacramento State event.
___ Copying computer software.
___ Missing class and then making up an excuse to tell the professor.
___ Switching a price tag on a book/item in a store to pay less.
___ Buying an article of clothing with the intention to return it after you wear it
___ Turning in the same paper for two classes.
___ Asking a friend to work together on a lab assignment - the syllabus says labs are to be done individually.

OR, POSE THIS DILEMMA TO YOUR GROUP

You are the Treasurer for a student organization, the Mountain University Ski Club. The club has just sponsored a ski sale to raise funds for the winter trip. The group has planned the entire year to assure the success of this sale and the event. The written financial policy of the organization states that all cash funds collected must be deposited in the bank account within 24 hours of the receipt. The sale has been completed and the profits are $3450.00. It is Saturday dinnertime and you take the cash back to your room in the residence hall with the intention to deposit it in the weekend deposit slot on campus. About 9:00 PM, your roommate has a phone call, learns that his significant other has been injured in an auto crash and is in the hospital in St. Louis. He checks and finds that the plane fare to Missouri is $590 round trip. He has $25.25 in his checking account. He tries to borrow from several friends and then asks you for an unofficial loan from the Ski Club. He promises to pay it back as soon as possible. You know that you are the only one that knows
the amount of the cash since everyone else in the club left the sale before it was counted. You could loan him the money and no one would ever know. Later, when he pays you back, you could deposit the additional funds in the account.

What would you do? Why?
Financial Management

As a student leader, you must prepare and maintain a budget for your organization or club. Even if you aren't the Treasurer, it is important to be familiar with the paperwork and procedures so all expenditures in your area are taken care of properly. A budget doesn't have to be complex and confusing, but can instead be a way to feel more confident about your group and its goals. Creating a budget keeps you from having to wonder where the money for your next program is coming from. Plan out what you will spend when, how much you have to ask for from various campus sources, and fundraising efforts.

Managing the Budget:
1. Set and maintain a minimum balance.
2. Formulate general procedures for requesting checks and requesting funds. Stick to the ASI rules.
3. Keep your own record of financial transactions. Check this with the ASI VP of Finance regularly.

Prepare a Budget:
1. Outline the organization’s planned future events for the semester/year.
2. Determine and record the current funds. Then list the available sources for more.
3. Estimate and record other expected income and when it will be available. (dues, etc.)
4. Define and record needed expenses (publicity, rentals, printing, etc.).
5. Review, revise and then assemble into a final budget.
6. Members should read and approve the budget.

REMEMBER: Your budget must be flexible enough to deal with whatever might come up!

Ask and Answer these Questions:
- What is the time period you need to plan for? One semester, one year?
- What does your group MOST want to accomplish?
- How much will accomplishing these important things cost?
- What sources will the money come from? Should you fundraise?

A budget can:
- help refine goals. By budgeting early, you plan early.
- compel members to use funds efficiently and for what they were intended for. Without a budget, spending can get out of control and you could go into debt.
- provide accurate information so you can adjust and evaluate programs.
- aid in decision making and prioritizing.
- provide a historical reference for future planning. New leadership can plan what they will need by looking at your budget.
Fundraising Ideas

- Alumni donations
- Antique show
- Art fair
- Auction
- Baby-sitting at churches, events
- Bake sale
- Benefit dance
- Bingo night
- Birthday cake delivery service
- Candy sale
- Car wash
- Carnival / circus
- Faculty Feud (like family feud)
- Fashion show/luncheon
- Garage/rummage sale
- Go to TV taping
- Have a haunted house
- Have a student / faculty talent show
- Immobile bike-a-thon
- Look for corporate sponsors
- Marathons - run/walk/jog/book reading/rocking chair/eating/see-sawing/dancing/
- Merchant donations
- Mow lawns
- Recycling drive
- Sell bedtime stories
- Sell bumper stickers
- Sell buttons
- Sell singing messages
- Sell t-shirts
Goal Setting

Intentional goal setting, if done early and as a group, can make a HUGE impact on an organization’s success for the year. It allows members to create and therefore be invested in the organization’s mission. Later, goals can be a reference tool to keep folks on track.

There are three levels of defining your organization’s priorities:

1. Purpose - a broad, general statement that tells why the organization exists; usually doesn’t change from year to year, and is often the first statement in your constitution.
2. Goals - statements describing what the organization wishes to accomplish, stemming from the purpose. Goals are the ends toward which your efforts will be directed, and often change from term to term or year to year, depending on the nature of the group.
3. Objectives - descriptions of exactly what is to be done derived from the goals. Clear specific statements of measurable tasks that will be accomplished as steps toward reaching your goals. They are short term and have deadlines.

WHY SET GOALS?

- Goals help to define your organization.
- Goals give direction and help avoid chaos.
- Goals can help motivate members by allowing their part in clarifying and communicating what the organization is striving for.
- Goals are time savers by helping members and leaders become aware of problems in time to develop solutions.
- Goals help the organization plan ahead and be prepared.
- Goals are a basis of recognizing accomplishments and realizing your successes.

SETTING GOALS TOGETHER

Set your goals as a group. This creates many positive results because people will support and be responsible for what they help create. Furthermore, such group-based goals will be more effective because they contain everyone’s ideas and opinions and will represent a group consensus rather than one person’s opinion.

So, set them with these steps:

1. Brainstorm potential goals as a group.
2. Choose from the brainstorm list those you want to work on.
3. Prioritize as a group.
4. Determine objectives for each goal and plans of action for each objective.
5. Move into action; follow through.
6. Evaluate your progress on a regular basis. Remember, circumstances change, so be flexible and allow your objectives to change them.

Example:

Goal: to win an award in a yearbook competition

Objectives:
1. Produce a good book;
2. Have it meet award criteria

Action Plan: work hard, keep staff motivated

Leadership by Delegation

Rome wasn’t built in one day, and it certainly wasn’t built by one person. Lots of people had to work under a group of leaders or one leader to make it happen. That’s where delegation comes in! Delegation is an important skill for you to have as a leader. People believe in what they help to create. Sharing responsibilities keeps members interested and enthusiastic about the group (not to mention it lightens the workload for you). Some people are afraid to delegate since it is not as easy to make sure the task gets done well or even gets done at all! This is understandable, but there are several good reasons to delegate.

1. THE GROUP BENEFITS BY HAVING:
   • members become more involved and committed
   • more projects and activities undertaken overall
   • a greater chance that projects will be completed
   • increased opportunities for members to develop leadership skills
   • more of a chance to fill leadership roles with experienced people
   • the organization runs more smoothly

2. THE LEADER BENEFITS BY:
   • not being spread too thin, therefore, being less likely to burn out
   • gaining satisfaction in seeing members grow and develop
   • acquiring more experience in executive and administrative functions

3. WHEN TO DELEGATE:
   • there is a lot of work
   • a member has particular qualifications for, or interest in a task
   • someone can benefit from responsibility.
   • details take up too much time and should be divided

4. WHEN NOT TO DELEGATE:
   • just because the task is something you don’t want to do
   • someone is under-qualified or overqualified for the task
   • the work is your own specified responsibility
   • the task is too much for one person or is controversial

FOUR BASIC DELEGATION STRATEGIES
1st, Giving - the leader designs a job and then delegates it to a member. 2nd, Sharing - the leader identifies a job that two members could do together and then makes sure that works for them. 3rd, Involving - the leader involves members in developing a project and encourages them to help. 4th, Entrusting - the leader gives a member a need, and then trusts
them to figure out how to best do it.

Managing Feedback
Are you using the most effective feedback strategies when working with others? One of a leader's responsibilities is to create and utilize a forum for open, constructive communication in which feedback is one important aspect. Definition: Information that flows between people that has to do with their interactions in the here and now. Telling someone what time it is or what you prefer to do on Saturday night is just information, not feedback. True effective feedback is information that can be heard by the receiver without defensiveness, keeps the relationship intact, open and healthy, and validates the feedback process since it was discussed in a timely manner.

(Porter, 1982).

EFFECTIVE VS. INEFFECTIVE FEEDBACK BEHAVIOR

Effective

- Describes the problem behavior. “You are finishing my sentences.”
- Comes as soon as appropriate.
- Is direct; sender to receiver.
- Is owned by the sender. “I” statements.
- Checked for clarity. “Does that make sense?”
- Is solicited by the receiver.
- Refers to behaviors the receiver can control. “I wish you’d stop interrupting me.”

Ineffective

- Uses judgment/evaluation. “You’re being rude.”
- Is delayed, saved up, and dumped.
- Can lead to guilt and anger.
- Indirect. Can be taken as fighting words.
• Ownership transferred: “We think.”

• Not checked; assumption of understanding.

• Is imposed on the receiver for “own good.”

• Refers to something a person can’t control. “I wish you would think my jokes are funny.”

DESCRIPTIVE FEEDBACK CRITERIA

Be specific rather than general. When the feedback is specific, the person receiving will know which behavior is being discussed. “You are a good person” does not tell the person what they did to make you feel that way.

Be functional or practical; direct it toward something changeable.

Solicited rather than imposed.

Well timed rather than random or late.

Checked instead of left to be misunderstood.

Full participation in group feedback is better than fragmented.

Regard the receiver as a full human being rather than specific behaviors

Making sure the receiver’s emotions and feelings about the sender are understood.
Member Motivation

As a leader, you must understand your own motivations as well as those of your group members. Are they participating in your organization to become more knowledgeable about a specific academic or professional field? Is their participation a recreational or entertainment outlet - a relief from the rigors of studying? If you can determine the source of an individual’s motivation, you can begin to unleash his or her energies and ideas and maximize that member’s potential. As a leader, learn to look beyond a person’s current abilities and identify potential that could be developed. You can increase a person’s motivation by: increasing the rewards and/or reducing the time or resource costs this person must put in. Give members an opportunity to use individual talents that may benefit the organization. If someone wants to go into advertising, ask if this person wants to coordinate your publicity campaigns. Be positive! Be appreciative of suggestions made by committee members. If you seem indifferent to members’ opinions, your committee may lose interest. Start delegating tasks to your members. As they are successful in carrying out these tasks, give them more responsibility. Encourage them to make their needs and wants known to you. The following methods of motivation tend to be “universal!” Try these with all your members: Use people’s NAMES.

Give titles for prestige, Be courteous & respectful, Give individual attention, Keep members informed, Listen to others, Be fair, honest, consistent, Involve members in goal setting, Clarify your expectations, Serve them food, Have little contests, and Use teambuilding

Motivation comes from inner needs, drives and goals. As a leader, your job is to tap into these needs to motivate others. Remember, that leaders are not solely responsible for motivation. They are one of the sources, but members must want to act and must motivate themselves as well. A low level of motivation doesn’t necessarily mean bad leadership. First, people will do more readily those things they have strong reasons for doing. (Do they want it desperately? Do they feel that it is necessary? Do they feel it is in their best interest?) Second, if you are to be effective in inspiring and motivating others, you must understand what they want and need, and then clarify these in terms of the organizational goals.

WHY DO STUDENTS GET INVOLVED?
There are four basic motivations for getting involved on campus.
1. Security - acceptance, routine activities
2. New experiences - new people, social situations
3. Recognition - need to feel important
4. Response - feel helpful, understand people
Membership Recruitment & Retention

RECRUIT THOSE NEW MEMBERS!

- Get a Booth at the start of each semester!
- Get a Quad table and publicize your group. Make sure there are outgoing people working the table who will be enthusiastic!
- Follow through on the sign-up sheet. Call or send personal invitations to the next meeting so those people know you are truly interested in their membership. There is no point in getting names if you are not going to do anything with them.

ORIENT THOSE NEW MEMBERS!

Often, new members need some help and guidance to understand the club/organization. Students are often lost when nobody helps them out in the beginning.

KEEP THOSE NEW MEMBERS AROUND!

- Retaining members can be easy sometimes and difficult at others.
- Make sure each person has responsibilities and feels a part of the group.
- Members should always be working toward a goal.
- Do some team building. Talk to your advisor about ideas and resources.
- Have fun, do some social things, not just work.
- Keep everyone informed.
- Ask members for help making decisions.
- Start and end meetings on positive notes. Keep any “bad news” in the middle.
- Keep meetings as brief as possible and interesting.
- Give thanks to those who deserve it. Thank people when you mean it and do it often!
- Check with people individually, not always as a group.
- Be an accessible, resourceful, and friendly leader.

Motivate: Get the new members and the returning ones excited about this year, program, or effort. (See MOTIVATION sheet.)

Acquaint: Get the new members and current members together to meet. Do “getting to know you” things at the first couple of meetings and do intros at every meeting so people can learn names.

KEEP “AIM” IN MIND: Acquaint, Inform and Motivate
Make sure people know the group’s history, purpose and structure. They will most likely feel at home that way.
Officer Transition

When your year as an officer/organizer/etc. of your group begins to come to an end, and new officers are selected, how do you leave your position? How do you ensure that the new officers are as ready as they can be to continue to provide your organization with strong leadership?

A THOROUGH OFFICER TRANSITION PLAN HAS SEVERAL BENEFITS:

• Provides for transfer of significant organizational knowledge
• Minimizes the confusion of leadership change
• Gives outgoing officers a sense of closure
• Utilizes the valuable contributions of experienced leaders
• Helps incoming officers take with them some of the special expertise of the outgoing officers
• Increases the knowledge and confidence of the new leadership
• Minimizes the loss of momentum and accomplishments for the group

WHEN DO YOU START?

• Begin early in the year to identify emerging leaders.
• Encourage these potential leaders through personal contact. Help in developing skills, delegating responsibility to them, sharing with them the personal benefits or leadership, clarifying job responsibilities, letting them know that transition will be orderly and thorough, and last, modeling an open, encouraging leadership style.
• When new officers have been elected, bring them together as a group with all of the outgoing officers. This process provides the new officers with opportunity to understand each other’s roles and to start building their leadership team.
• Be sure to transfer the knowledge and information necessary for them to function well. An organization history and flowchart might be helpful.

WHAT TO TRANSFER:

• Reports about traditions, ideas, projects, and continuing projects and concerns or ideas that were never carried out.
• Leave behind files you won’t really need, but think might be helpful to the new people.
• Leave things organized; stuff in desk drawers in piles might be more hindering than helpful.
• Leave: constitution, goals and objectives for the last year, job descriptions, status reports for on-going things, evaluations for projects completed, previous minutes, financial records, mailing lists, etc.
Parliamentary Procedure

Parliamentary procedure is a set of rules for conduct at meetings that originated in the early English Parliaments. The following is a presentation of only the basic rules. For more information on parliamentary procedure, refer to Roberts’ Rules of Order Newly Revised.

WHY IS IT IMPORTANT?

It is a time-tested method of conducting business that allows everyone to be heard and decisions to be made in an orderly fashion.

AGENDA

It is customary for organizations using parliamentary procedure to follow a fixed agenda. Here is a typical example:

1. Call to order
2. Opening Ceremonies (optional)
3. Roll call
4. Reading and Approval of Minutes
5. Reports of Officers, Boards, and Standing Committees
6. Reports of Special Committees
7. Unfinished business
8. New business
9. Announcements
10. Program (if a program or a speaker is planned for the meeting)
11. Adjournment

MOTIONS

Members get opportunities to speak through motions. A motion is a proposal that the group takes action on. There are four (4) general types of motions:

1. MAIN motion - is the basis of all parliamentary procedure--provides method of bringing business before the assembly for consideration and action. Can only be considered if no other business is pending. For example, “I move that we purchase T-shirts.”
2. SUBSIDIARY motion - A subsidiary motion changes or has an effect on how the main motion is handled.
3. PRIVILEGED motion - A privileged motion is the most urgent. They are about important matters not related to the pending business. For example, “I move that we adjourn the meeting.”
4. INCIDENTAL motions - are questions of procedure that arise out of other motions; they must be considered before the other motion. (Example - “I move to suspend the rules for the purpose of...”)

HOW THE MOTION IS BROUGHT BEFORE THE ASSEMBLY

1. The member makes the motion: “I move that (or ‘to’)...” and resumes his seat.
2. Another member, without rising, seconds the motion: “I second the motion” or “I second it” or even “second.”
3. The chair states the motion: “It is moved and seconded that ... Are you ready for the question?”

OBTAINING AND ASSIGNING THE FLOOR

1. A member rises when no one else has the floor and addresses the chair: “Mr./Madam President, Mr./Madam Chairman” or by other proper title.
2. The chair recognizes the member by announcing his name or title, or in a small assembly, by nodding to him.

CONSIDERATION OF THE MOTION

1. Members can debate the motion.
   • Before speaking in debate, members obtain the floor as stated above.
   • The maker of the motion has first right to the floor if he claims it properly.
   • All remarks must be addressed to the chair.
   • Debate must be confined to the merits of the motion.
   • Debate can only be closed by order of the assembly (2/3 vote) or by the chair if no one seeks the floor for further debate.
2. The chair puts the motion to a vote.
   • The chair asks: “Are you ready for the question?” If no one rises to claim the floor, the chair proceeds to take the vote.
   • The chair says: “The question is on the adoption of the motion that... As many as are in favor, say ‘Aye’ (Pause for response.) “Those opposed, say ‘No!’ (Pause for response.)
3. The chair announces the result of the vote.
   • “The ayes have it, the motion is adopted, and ... (indicating the effect of the vote)” or
   • “The nays have it, and the motion is lost.”

VOTING
The method of voting usually depends on the situation and on the laws of your particular organization. Typically, there are five types of votes.

By voice - the chairperson asks those in favor to say “aye” and those opposed to say “no.” If it is unclear as to how many said aye and no, a member can move for an exact count.

1. Show of hands - members raise their hands either for or against the motion.
2. Roll call - if a record of each person’s vote is needed, each member answers “yes”, “no” or “present” (indicating)
3. Ballot - a ballot vote is usually taken when secrecy is desired. Members write their vote on a piece of paper and turn it in for counting.
4. General consent - when a motion is not likely to be opposed the chairperson might say “If there is no objection” members show agreement by remaining silent. If someone disagrees they should voice their objection, and then the matter must be put to a vote.

IN CONCLUSION

Using parliamentary procedure can be a successful way to get things done at a meeting, but it only works if you use it correctly. Also, parliamentary procedure isn’t for everyone. Depending upon the nature of your organization, you may prefer, and it may be more appropriate, for you to conduct business on a more informal basis.
Problem Solving

DEFINE THE PROBLEM:
This step paves the way! You have to figure out there is a problem. Admit there is one. Often, in defining the problem, we help to identify the steps we need to take next to begin solving it.

GENERATE POSSIBILITIES:
Now that you have narrowed down the problem and defined it, you have to turn in the opposite direction and open up all the possibilities there are to solve the problem. Sometimes, letting the problem sit for a couple of days works wonders. It gives you some distance, and a solution might come to you or another group member when you least expect it. Another useful tool for some people is writing. Putting your thoughts on paper allows you to be accurate and concise. Create a plan! Narrow down even more! Of all the possibilities that you came up with, which one is the best, or will work the best right now? Choose the actions you need to narrow the gap between where you are and where you want to be. Perform the plan! The final step gets you off your seat and into the world. Now you can actually do what you have planned. Utilize people you need to help you become successful in your plan.

QUESTIONS TO ASK WHEN SOLVING A PROBLEM:
1. What has to be done? (Needs)
2. Why does it have to be done? (Reason)
3. When does it have to be done? (Time)
4. Where does it need to be done? (Place)
5. Who or what has to do it? (Means)
6. How does it need to be done? (Method) idea from “Design Yourself”, 1978

NEGATIVITY HINDERS PROGRESS
Develop positive ways to voice concerns. This can offer the first important step in solving problems. Instead of saying “I hate it when...” try “Wouldn't it be better if...” Rephrasing “This is stupid...” with “What about this way...” can make a huge difference in your interpersonal connections and problem solving success. For example, think of a fire-fighting volunteer who is handing buckets of water from one person to the next. Say he complains that the people behind him are not passing fast enough. Suppose the well is so deep, that it takes that long to haul the bucket up. By prematurely defining the problem one way, he has missed the true problem and the chance to solve it.

THREE STEPS:
1. EDUCATE YOURSELF: Ask questions. Get info.
2. LOOK AT THE WHOLE PROBLEM: Recognize that you might only see a part of the problem.
3. DEVELOP POSSIBLE SOLUTIONS: Instead of just pinpointing the problem.
Public Speaking

When speaking in public, there are things you should be aware of to best present yourself to your audience.

STAGE PRESENCE:

- This establishes your role in the presentation and increases your comfort level.
- Know your material.
- Meet any co-presenters ahead of time.
- Remember to smile.
- Check out your audience (in advance, if possible). Know who they are!
- Get a feel for the room/venue you will be in.
- Use good posture.
- Greet participants/audience if appropriate.
- Look your audience in the eye.
- Maintain an enthusiastic voice.
- Move into the audience if you can/appropriate.

VOICE:

This is used to create interest, establish confidence, and facilitate interest.

- Tone
- Volume
- Variety

DRESS:

This helps to establish your presence and present yourself professionally.

- Know the audience and dress appropriately for them.
- Consider the impact (generally) of colors:

  Red - bold, aggressive
  Pink - young, innocent
  Yellow - cheerful, bright
  Black - somber, serious
  Navy - authoritative, serious
  Gray - somber, serious
  Peach - friendly, warm
  Blue - clear, bright
QUESTIONS:

Use them to refocus the group, redirect the discussion, obtain information from the audience, and control the pace of the session.

TYPES:
- On the screen via powerpoint or projector
- Direct for response
- Open to share ideas
- Return to prevent tangents and control verbose audiences

PROXEMICS:

This is the use of space, eye contact, and room set up
- Stand while presenting
- Move around
- Arrange the room in a way that works best for you

PLACES YOU MIGHT HAVE TO SPEAK:
- In class
- For elections
- Interviews (jobs or schools)
- Presenting awards

QUICK TIPS FOR SPEAKING:
- Relax.
- Prepare and rehearse. Going over your presentation will help. It also helps you know how long you will be.
- Videotaping is a great tool. What are you doing? You can change it if you need to.
- Maintain good eye contact. Draw your audience into the presentation. Make them feel like you are personally relaying the information to each individual. Watch for expressions for feedback to tell if they are interested or understanding.
- Use as few notes as possible. Have an outline on an index card. By rehearsing, you’ll probably only need it to refer to once or twice.
- Remember, you are giving some sort of info to your audience. They are most likely interested.
- Speak slowly, clearly, and loudly enough.
- Don’t babble. Say what you are there to say.
- If you will be using a microphone, practice with one (or improvise with a pencil, hairbrush. etc.)
Publicity

PLANNING A PUBLICITY CAMPAIGN

GOALS:
What are you trying to accomplish?
Why should people come to your event?

BUDGET:
How much is your budget for publicity?
Are there ways to raise money?

TARGET AUDIENCE:
Who is the event for? Tailor the publicity to fit the audience.

IDENTIFY MEDIA: What medium best reaches the audience?
Flyer, box stuffer, voice mail, Facebook, OrgSync, what?
How can you best communicate the message?

TIMELINESS:
Make a timeline for the publicity.
Carefully plan out what you will do when.

CONSISTENCY:
Use your logo or theme throughout all your materials. Consistency!

REPETITION:
Brings recognition and recognition brings attendance.

LOCATION:
Where will the publicity get the most attention?
Choose high traffic and unique locations.

EVALUATION:
Assess the publicity later.
Ask on the evaluation “How did you hear about this event?”

IDEAS for PUBLICITY
Sacramento State students know how to publicize and use the usual forms. What if you tried something different?
PAPER: Use a different size or shape.

LOGOS: Use a slogan or logo.

TABLE TENTS: You only need 75 to cover all the tables in the union.

BUTTONS: Have buttons made to promote the event.

STICKERS: Have stickers made to promote the event.

STUDENT ORGANIZATION DISPLAY (SOD): the screen on the first floor of the University Union dedicated to student organization events.

SPECIAL INVITES: Make up special invitations and invite people that way. Address them and put them in their boxes.

BE CREATIVE!
The more eye-catching something is the better!
Retreat Planning

BEFORE THE RETREAT

- Departure: Time & location for the group to meet, means of transportation to the site
- Arrival: When will you get there, what happens first?
- Unpack & Set-up: During this time, create some “getting to know you atmosphere.”

RETREAT AGENDA

“Getting to Know You”: A beginning activity to warm people up.

1. Set the purpose, goals and objectives: Some groups will determine this before they leave for the retreat, others need to do this upon arrival. It must be done first thing, however.
2. Set Ground Rules: What are they? The group should set them together.
3. Team builders, Sessions, Discussions, Free Time, etc. are at the core of the retreat.
4. Energizers and Breaks are a necessity. Remember to include them!
5. Closure: Evaluate the retreat and have everyone share a thing they learned.

AFTER THE RETREAT

Follow up. Include portions of the retreat in training or in meetings. Use the goals and objectives throughout the year.

HELPFUL HINTS

Have constructive free time. Plan recreation on site for people to stay together.

- Allow other members of the group to plan retreat agenda items.
- Delegate tasks to group members during the retreat to encourage ownership.
- Creative planning for the location, the events, and the people can be crucial.
Teambuilding

TEAMWORK: LESSON FROM GEESE

As each bird flaps its wings, it creates an “uplift” for the bird following. By flying in a “V” formation, the whole flock adds 71% greater flying range than if the bird flew alone.

Lesson: People who share a common direction and sense of community can get where they are going faster and easier because they are traveling on the uplift of one another. Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone, and quickly gets back into formation to take advantage of the “lifting power” of the bird immediately in front.

Lesson: If we have as much sense as a goose, we will stay in formation with those who are headed where we want to go (and will be willing to accept their help as well as give ours to others). When the lead goose gets tired, it rotates back into the formation and another goose flies at the point position.

Lesson: It pays to take turns doing the hard tasks and sharing leadership — with people as with geese, we are interdependent on each other. The geese in formation honk from behind to encourage those up front to keep their speed.

Lesson: We need to make sure our “honking” from behind is encouraging — and not something else. When a goose gets sick or wounded or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with the wounded or ill goose until it is able to fly again or dies. Then they launch out on their own, with another formation, or catch up with the flock.

Lesson: If we have as much sense as geese, we too will stand by each other in difficult times as well as when we are strong.

- Milton Olsen

Building your group into a team takes work. It’s not something you can just hope happens. Sometimes, teambuilding takes place at the beginning of a group’s development, but can also happen during the year when: members seem bored or irritable; members seem to be going in different directions or building cliques; there is conflict; members have been apart for a while (breaks, etc.).
TEAMBUILDING EXERCISES

Intimate Interviews: Members pair off and interview one another for five minutes each. Partners introduce each other to the group speaking in the first person using “I” as if s/he were the person being introduced. They should be sure to include everything s/he can remember about their partner.

Personal Crest: Members make personal coat of arms in which they express important aspects about themselves through drawings or short phrases. Possible topics/questions to include: most significant event in your life, goal for the year, where you’d like to be in five years.

Human Knot: Members stand in a circle and extend their right hands into the middle and grab someone else's hand. Repeat using the left hand. Untangle the knot without unclasping hands.

Line-ups: Group is told to line up in order by birth date, age, tallest to shortest, etc. without talking. Then split into groups (birthday months, etc) and do a task (i.e. create a cheer for July).

Brainstorm: Suggest ideas without judgment in a large group setting to create new ideas.

Other: Potlucks, meals, retreats done together as a group can break the monotony.

HOW TO BUILD A TEAM

One of the most efficient and effective ways to build a team is to set aside a two or three hour block of time early in the year. A comfy, informal environment works best - someone’s living room, a carpeted meeting room, a quiet lounge. Make teambuilding the only agenda item.

GIVE PEOPLE TIME TO TALK ABOUT THEMSELVES & LISTEN TO OTHERS.

• Why were you interested in becoming an officer/member?
• What do you expect to learn from this experience?
• What is the biggest asset you bring to the group?
• What is your biggest worry about joining this group?
• What is your perception of yourself as a leader/member?
• In regard to the group, what did you feel best about last year (for returning officers)? What was most difficult for you?
• Share any areas of interest, special expertise, etc. Share weak areas you want to improve.
• What emotion is the most difficult for you to express?
• What do you want to see this organization do?

An advisor could facilitate this so ALL members can participate.

Time Management
Have you ever asked yourself why some people are able to fit so many different activities into their schedules while others barely seem able to have the time to attend classes? Are they smarter? Doubtful! More organized? Probably! Better at managing time? Likely! Time management is important to any person, but particularly to student organization members and leaders. Involvement in co-curricular activities means that in addition to classes, homework, meals, jobs, socializing, or any other significant chunk of your time is dedicated to something. This section is designed to give you and your club/organization members hints and suggestions about how to effectively manage your time. It is important to note that time management is a personal skill; only you know your peak work hours, your attention span, your eating and sleeping habits and your limitations. The following three tips are important to remember. Whatever method works for you is the “right” method. Remember, though sometimes our preferences for working styles change with time and situations. So you must be ready for those changes in your own preferences.

The BIG THREE - Steps to Effective Time Management

ORGANIZING

Ideally, you should make a list each morning of everything you have to do that day. Do not plan out every minute and don’t even think about which is most important. Just write them all down first. Some people prefer to write down everything for the week and then group things that way. Whichever way you choose, keep in mind that everyone has good days and bad days. Don’t chide yourself if you don’t accomplish EVERYTHING, just add the incomplete tasks to the next day’s list and get them done.

PRIORITIZING

After you have recorded your “things to do” for the day or week, go back over the list and rewrite in priority order which things you need/want to do at the top and write less important/pressing tasks at the bottom. Keep in mind due dates or commitments you have made, and whether or not these tasks involve other people. If the items are for class, it is important to consider how much of the final grade they are worth. How you choose to prioritize your time is a very personal matter. What is important is that you are responsible with your priorities. Remember, if you do a task you enjoy first and then alternate the tasks you consider more tedious, you build in a reward system for yourself to keep motivated.

SCHEDULING
The last thing to do is to take the tasks and apply them to your schedule. Don’t plan every minute of your day. Remember to leave space for breaks, fun, and unexpected things that pop up. There’s no use making a schedule that’s impossible to follow!

TEN STEPS TO BETTER TIME MANAGEMENT

1. Analyze your current use of time.
2. Explore your long-term goals (What do you need to do now for success later?)
4. Prioritize your list.
6. Do more than one thing at a time; read while waiting in line, cook while talking on the phone, do laundry while studying.
7. Avoid the PIG: Procrastination, Indecision, and Guilt.
8. Anticipate.
9. Eliminate and Consolidate.
10. Learn to Say NO!

TEN TIPS TO OVERCOMING PROcrastINATION

1. Bits and Pieces: Do a bit at a time.
2. Take 10: A ten-minute break can refresh your mind!
4. Adverse conditioning: What is worse, getting the work done or the guilt you feel when you don’t?
5. Do the WORST last.
6. Do the EASIEST first.
7. Reward yourself.
8. Find the RIGHT environment for you.
9. Make a promise to get it done.
10. Know your energy.
You and Your Advisor

One of the best ways to build relationships on campus and have a successful year is to work with a good group advisor. Among other things, they can assist with:

- support from related academic or service departments
- “connections” with policy
- creating a bridge for next year’s leaders
- administrative “red tape”

DISCUSSION CHECKLIST

For each of these statements, determine whether the function is:

1. Essential for the Advisor to do
2. Helpful for the Advisor to do
3. Nice, but they don’t have to
4. Would prefer they don’t do
5. Absolutely not an Advisor’s role

___ Attend all general meetings.

___ Attend all executive committee/board meetings.

___ Call meetings of the executive committee when s/he believes it is necessary.

___ Explain college policy when it is relevant.

___ Reserve an appointment with the president/chair before each meeting.

___ Help the president prepare agendas for meetings.

___ Serve as parliamentarian of the group.

___ Speak up during any discussion with relevant information.

___ Speak up when s/he believes the group is making a poor decision.

___ Be quiet during general meetings unless called upon.
___ Take an active role in formulating the goals of the group.

___ Initiate ideas for discussion when s/he believes they will help the group.

___ Be one of the group, except for voting and holding office.

___ Attend all group activities.

___ Require the treasurer to clear all expenditures with him/her.

___ Request to see the treasurer’s records at the end of each semester.

___ Check the secretary’s minutes before they are distributed or logged.

___ Be custodian of all the group’s belongings during breaks/summer.

___ Keep official files in his/her office.

___ Inform the group of infractions of their or college rules.

___ Mediate interpersonal conflicts.

___ Cancel any activities that s/he believes have been planned poorly.

___ Represent the group to college administration and staff.

___ Check this off with your advisor.

-Adapted from “Organization & Advisor Manual,” Cal Poly, San Luis Obispo
THE USUAL ROLE OF AN ADVISOR

- Serve as a “sounding board” for ideas.
- Support your group.
- Be knowledgeable of policies that may impact your organization.
- Help in relations with college departments.
- Provide continuity and stability as student leadership changes.
- Provide different views or perspectives.
- Provide your group with “connections.”
- Help deal with organizational crises.
- Give honest feedback to group members.

THE GENERAL RESPONSIBILITIES OF GROUPS MEMBERS TO THEIR ADVISOR

- Discuss your expectations of the advisor with your advisor - from the beginning.
- Notify the advisor of all meetings.
- Send the advisor minutes.
- Meet with your advisor regularly to keep them up to date.
- Consult your advisor before making any major policy changes in the organization.
- Remember that the success of the group lies with the members and leadership, not the advisor.
- Periodically evaluate your advisor and have them evaluate you. Feedback can help with improvements.
- Thank your advisor at the end of each year; remember that your advisor is a volunteer and should be appreciated!