



Leadership Tip Sheets

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Acting as Facilitator

At some point in your life, you will most likely serve as a facilitator. It is important to have a host of tools to best serve the group that you're facilitating. Asking insightful questions that get to the core of an issue allow for further reflection and dialogue among members of the student organization. A good facilitator wisely knows when to listen, mediate, and steer conversation. Like anything, good facilitation takes practice, but seize the opportunities that present itself.

Facilitating Comments

Here are some examples of comments that promote clear communication and help get the job done.

- "Let's check that out with the rest of the group."
- "Do you see it differently?"
- "How do you see the problem?"
- "It sounds like that's a problem we should address."
- "I still don't have a handle on the real problem. What is it?"
- Boomerang: "What would you like to be doing?"
- "Oh, your perception is...(describe). That's how you see the problem."
- "It sounds like a real problem."
- "It looks like you're really concerned about this issue."
- "It feels like we're wasting valuable time. What would be a better use of our time?"
- Feeding back what is going on: "It sounds like you're all worn out."
- "What are we doing right now?"
- "Say a little more about that."
- "What's the purpose of this presentation?"
- "Hold on. I think we're talking about two problems, _____ and _____. I think they are both important, but let's talk about them one at a time."
- "It's a big agenda today. Do you want to get through the whole agenda?" If yes, "Okay, if I push too hard, let me know."
- "What do you want to have happen?"
- "Wait a second. We're all jumping around. We're brainstorming, discussing, clarifying, and debating. Let's stay in one phase at a time."
- "That's an important consideration. Let's get that down. I'd like to finish that after we finish the subject we're on, okay?"

You Know You're a Good Facilitator When...

- You ask probing, open-ended questions.
- You listen with an open mind before making judgments.
- You try to initiate involvement from as many members as possible.
- You are comfortable with silence.
- You can keep your personal biases separated from the activities and discussions.
- You let the group recognize and solve their own problems.
- You can summarize and paraphrase the thoughts of the group.
- You let the group reach their own conclusions.

- You allow and encourage conversation and feedback beyond the desired outcome.

Questions for Tying It All Together

- What went well in the activity/discussion that we just had?
- If put in the same situation, what would you have done differently?
- What roles did people assume and why?
- How did it feel to be...?
- How can you relate this activity/discussion to our organization?

Adapted from information from Jim Rough and Associates' materials, *Facilitating: Eliciting and Supporting Self-Organizing Change*, Goucher College, James Madison University, University of Maryland, and Colleen Magin & Jason Heiserman's *Outrigger Training Materials*.

Active Listening

Hearing versus listening: the cause of many issues amongst people. Whether it's your personal relationships or relationships of work, communication affects the quality and outcome of your work. It's important to learn the differences between the two, and for student leaders, it's essential to strengthen one's abilities to be an active listener. It's important to try to discern what lies beneath the surface. Sometimes people start off talking about one main thing, but their true issue is something much deeper. It's important to listen, have patience, and attempt to ask questions that dig deeper, give insight, and further the dialogue. Listen more, talk less, give your attention, and further your relationships!

Ten Keys to Effective Listening

1. Look and act interested.
The good listener opportunizes; asks "What's in it for me?" The bad listener tunes out dry subjects.
2. Judge content, not delivery.
The good listener judges content; skips over delivery errors. The bad listener tunes out if the delivery is poor.
3. Hold your fire.
The good listener doesn't judge until comprehension is complete. The bad listener tends to enter into argument.
4. Listen for ideas.
The good listener listens for central themes. The bad listener listens for facts only.
5. Be flexible; be patient; put talker at ease.
The good listener takes fewer notes using several systems. The bad listener takes intensive notes using only one system.
6. Work at listening.
The good listener works hard and exhibits an active body state. The bad listener shows no energy output; attention is faked.
7. Remove distractions; stop talking!
The good listener combats or avoids distractions, tolerates bad habits, and knows how to concentrate. The bad listener is distracted easily.
8. Exercise your mind; ask questions.
The good listener uses heavier material as exercise for the mind. The bad listener resists difficult expository material; seeks light, recreational material.
9. Keep your mind open.
The good listener interprets color words, but does not get hung up on them. The bad listener reacts to emotional words.
10. Capitalize on fact that thought is faster than speech.
The good listener challenges, anticipates, mentally summarizes, weighs the evidence, listens between the lines to tone of voice. The bad listener tends to daydream with slow speakers.

The Challenge of Effective Listening

In our active world of communication, one cannot afford to exclude the act of listening. As a leader or member of an organization, it is important to listen to the group around you in order to be productive and/or effective. It is important to listen and correctly understand the messages the people around you provide. Active listening differs from hearing. Hearing is the act of perceiving audible sounds with the ear and is a passive act. Listening, on the other hand, is the active pursuit of understanding what the other person is saying and feeling. In active listening, the receiver tries to understand what the sender is feeling and what the message means. The listener puts personal understanding into his/her own words and feeds it back to the sender for verification. It is important to provide feedback on only what the listener feels the sender's message meant; nothing more, nothing less. This creates an atmosphere of acceptance and understanding in which the sender can explore the problem and determine a solution. To listen actively and to understand is not a passive or simple activity.

Adapted from information from Goucher College, James Madison University, University of Maryland, and G.D. Jefferson's *How to Work with People & Get them to Work with You*.

Conflict Management

Let's be honest...whenever you're in a group, conflicts arise. That's not a bad thing unless leaders fail to properly manage those issues. It's important for effective leaders to handle conflict well and mediate situations efficiently and appropriately. Conflicts which arise can potentially become destructive and jeopardize the group's dynamics. Being able to analyze the issues, explore the many facets of the problem, and neutralize the conflict is an important skill for all leaders to have. Whether in college or in the workplace, conflict management is especially important for all individuals to feel comfortable with. Don't run from conflict; keep in mind that many of the best organizations grow from difficult conflicts.

Styles of Conflict Management

- Competing—An individual pursues his/her own concerns at the other person's expense.
- Accommodating—The opposite of competing; an individual neglects his/her own concerns to satisfy the concerns of the other person.
- Avoiding—The individual does not immediately pursue his/her own concerns or those of the other person. He/she does not address the conflict.
- Compromising—The objective is to find some expedient, mutually acceptable solution which partially satisfies both parties.
- Collaborating—The opposite of avoiding; involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons.

Conflict Resolution Methods

- Address the substance of the conflict.
- Address the procedures for dealing with the conflict (rules, policies, intervention strategies, etc.).
- Separate the relationships people have with the conflict from the conflict substance.
- Discuss perceptions of the conflict.
- Be sensitive to the emotions which may be stirred as a result of the conflict.
- Address the emotions and acknowledge them as legitimate.
- Listen actively.
- Focus on the interests, not positions.
- Look for compatible interests.
- Be hard on the conflict, soft on the people.
- Brainstorm your options to solve the conflict.
- Use equity and fairness in your standards & procedures.
- Reason and be open to reason.

Basic Confrontation Guidelines

- Be simple and direct as you speak, but proceed openly and smoothly.
- Know the basic facts of the behavior you are confronting, but don't try to come across as an expert.
- Be specific and clear in your confrontation.
- Confront behavior, not values. Pushing your values probably will not work.
- Care! At every available opportunity, communicate your interest in the person and ask him/her clarifying questions (i.e., How do you view your current behavior?)
- Show your feelings about the confrontation.
- Focus on the person's strengths rather than his/her weaknesses.
- Confront behavior in a positive and constructive manner.
- Attempt to make the confrontation objective in terms of specific observed behavior.
- Maintain the offensive. Don't let the individual put you on the defensive about your behavior.
- Stick to the issues. Don't let the person bring in a lot of outside circumstances and rationalities.
- Always avoid "I told you so" type comments.

Adapted from information from Goucher College, G.D. Jefferson's book, *How to Work with People & Get Them to Work with You*, University of Maryland, and Susquehanna University.

Delegation

Delegation...some people love it; some people hate it. Those of us who are control freaks have a hard time letting go sometimes. Our inner voices are screaming, "If I do it, at least it'll be done the way I want it done." Those of us who delegate everything away say, "Well, it'll happen, so why should I care?!?" Well, it's important for student leaders to delegate tasks and items so that people feel a part of your organization, but it's also essential that you don't delegate yourself out of a job. Use a careful balance between doing work yourself and passing along tasks to others. This tips sheet gives you some ideas on how to effectively delegate with your club or organization. Think about how to best balance your work!

Rules for Effective Delegation

- Choose the right person for the task. Ask yourself: Who can do the job best? Who can do it most quickly? Who would gain the most from the experience? Can the job be re-designed so someone with less experience can handle it?
- Explain the job. Make sure the selected person knows why the job is important and knows the steps involved to complete it. Be specific about your goals. Put instructions in writing whenever possible. Encourage questions.
- Mutually establish completion points and deadlines. Make sure you and the person you assigned the job to have agreed on a timeline for steps and deadlines for the job.
- Give support and encouragement. Encourage your members to use their skills to complete the task. Let them know you have confidence in their skills, knowledge, and creativity. Give them the authority to do the job, and remember to praise their progress. Help clear any obstacles that may develop.
- Set up controls. Even though the job has been delegated, YOU are still responsible. Set up times to meet and check on progress, but don't keep so tight a hold that the job gets delegated right back to you.
- Be ready for mistakes. If you are delegating well and allowing people to try new things, sometimes mistakes will happen. The important thing is to help the person find a way to fix it. DO NOT take away the responsibility; help them work through the problem. This helps develop new leaders for your organization.
- Delegate democratically. Be sure to have members take turns with the "unpleasant" tasks. Just because someone is willing to do the grunt work doesn't mean he or she likes it. Everyone deserves a chance to make a meaningful contribution, and everyone should take his or her share of "unpleasant" tasks.
- Recognize and reward. Once the job is completed, recognize your group member(s) on a job well done. Say thank you, and make sure they get the praises they deserve. Recognition is a great motivator for getting group members to pitch in the next time you need help.

Why We Have a Hard Time Saying "No"

- The fear of letting somebody down.
- We feel that it is our role as leader to say "yes."
- We let our personal relationships bias our decisions.

When to Delegate

- When there is so much work to get done and you need to spread it around.
- When you feel someone else has the "right stuff" for the job.
- When someone else expresses interest in the job.
- When you think a person(s) could benefit from the responsibility.

When Not to Delegate

- When the job is your responsibility alone.
- When you would not be willing to do the task yourself. If you want others to feel valued and appreciated, you have to delegate appealing tasks and not just the menial ones.
- When a group member does not have the background or desire to complete the task.
- When the task is so important, that the group member has more to lose than win by taking it on.

Adapted from information from Goucher College and Towson University.

Diversity and Multiculturalism

Everyone knows that we live in a very diverse world, and at Sixth College, we reflect that human diversity. It's important to understand difference and being inclusive as student leaders. We all are in a life-long journey to understand cultural differences, and it's important to become multiculturally competent.

What is Multiculturalism...

The Association of Multicultural Counseling and Development (1997) states that the term *multicultural* concerns those factors that focus on race, ethnicity, and culture.

Multiculturalism is viewed as the process of increasing awareness of and knowledge about human diversity in ways that are translated into respectful human interactions and effective interconnections (D'Andrea & Daniels, 1995).

Multiculturalism is a state of being in which humans feel comfortable in their communication with people from any culture, in any situation, because they desire to learn about others and are empathic in their quest.

Accordingly, "a **multicultural organization** is one that is genuinely committed to diverse representation of its membership; is sensitive to maintaining an open, supportive and responsive environment; **is working toward and purposefully including elements of diverse cultures in its ongoing operations**; and...is authentic in its response to issues confronting it" (Strong, 1988, p. 85).

Other Important Information about Diversity

Gender

Gender: The collection of characteristics that are culturally associated with maleness or femaleness.

Sex: The biological definition constituting male, female, and intersexed/intersexual.

Patriarchy: The cultural, institutional, and individual set of beliefs and practices that privilege men, subordinate women, and denigrate values and practices associated with women; A system of advantage based on gender.

Sexual Orientation

GLBTQA: Gay, Lesbian, Bisexual, Transgender, Questioning, Ally.

Heterosexism: The societal/cultural, institutional, and individual beliefs and practices that assume that heterosexuality is the only natural, normal, acceptable sexual orientation; A system of advantage based on sexual orientation.

Heteronormativity: The social norming of heterosexual practices (e.g., weddings, job benefits, power of attorney, taxes) and the inadvertent otherizing of non-heterosexual practices.

Religion

If the world was 100 people, the religious breakdown would be:

- 33 Christians
- 21 Muslims
- 16 Non-religious (atheist, agnostic, secular)
- 14 Hindus
- 6 Buddhists
- 6 Followers of Indigenous Religions
- 6 Chinese Traditional
- * Jews (number is below 1 person)
- Total = 102 due to statistical rounding errors

Source:

http://www.adherents.com/Religions_by_Adherents.html

Class

Classism: A system of advantage based on socio-economic class.

Socio-economic Class: A relative social rank in terms of income, wealth, education, and/or power; categories that involve the following: ruling, owning, middle, working, lower, or under class.

Able-Bodied

Ableism: A system of advantage based on physical, mental or learning characteristics

Effective Meetings

The ability to run a meeting effectively will make or break a leader. If those you're leading think that a meeting just drags on for no reason or does not have a set purpose, they will lose their respect of you. It's important that you work with your advisor to make sure that your skill in running meetings becomes a strength. You can always improve your abilities; sometimes it's just asking feedback from others on your executive board or general membership. Ask for honest answers, and know that sometimes the answers we don't want to hear are the ones that are most important to improve our skills.

The Secret to Having a Good Meeting

- A. Have a well-defined purpose for holding a meeting.
- B. Identify your objectives.
- C. Allow sufficient time to notify participants in advance.
- D. Determine how the meeting will be recorded and by whom.
- E. Keep detailed minutes or records of the meeting (i.e., presiding officers, attendance numbers, motions proposed, discussed and voted on, major arguments, referrals, postponements, etc.)
- F. Have an enthusiastic attitude.
- G. Arrange the room so everyone can be seen and heard.
- H. Develop an introduction to the meeting.
- I. Develop and follow an agenda (including acknowledgements, previous minutes, committee reports, new and old business, announcements, etc.).
- J. Think ahead. Put an outline of your proposals down on paper.
- K. Encourage all members to participate. Make members feel welcome (i.e., call individuals by name, reward efforts, have group discussions, etc.).
- L. Be conscious of time. Stick to the announced starting and ending times.
- M. Maintain control of the meeting. Expect to hear opposition to ideas. If you have an opponent, treat and debate him/her fairly. Don't let a hot dialogue steal the rest of the membership's time or sidetrack the purpose of the meeting. Keep the groups of the meeting in mind.
- N. Final five steps of the meeting. (Review all important decisions made—Restate all task assignments and completion dates—If possible, indicate the agenda of the next meeting—Set a time and place for the next meeting—Thank participants for attendance and participation).

When You Should Have a Meeting

- When you want information or advice from the group.
- When you want to involve your group in solving a problem or making a decision.
- When there is an issue that needs to be clarified.
- When you have concerns that you want to share with the group as a whole.
- When the group itself wants a meeting.
- When there is a problem that involves people from different groups.
- When there is a problem and it's not clear what it is or who is responsible for dealing with it.

What to Watch Out for in Meetings

- No clear, agreed upon agenda.
- Leaving the process of the meeting to "fate."
- Mixing purposes.
- Jumping in too soon without a solution.
- Shifting focus.
- Unclear or incomplete action items or decisions.
- Lack of visual helpers.
- Meeting being dominated by one or two people.
- Not taking time to assure mutual understanding.
- Uneven preparation: varying levels of understanding.

Adapted from information from Goucher College, Scriptographic Booklet's *How to Have Successful Meetings*, University of Maryland, and George Jefferson's *How to Work with People & Get Them to Work for You*.

Ethical Leadership

CORPORATE CRIME...SCANDALS...ALLEGATIONS...MORAL DECAY OF SOCIETY. How often do we see words like these gracing the headlines? Probably a bit too often for the likes of most people. We continually hear about the "downfall of America" and how leaders (judges, pastors, presidents, to name a few) are often allegedly at the heart of such problems.

Based upon various polls conducted throughout the last decade, several researchers have concluded that Americans do not believe people in power ethically sound. One study concluded that 55% of the American public believes a majority of business executives are dishonest, and an even higher percentage feels white-collar crime occurs on a regular basis. Even studies of executives themselves show that a majority believe executives they know "bend the rules" to get ahead.

When leaders are perceived as unethical, it is easy for those around them to follow suit. Consider the business world, for example: often when the head honchos are viewed as unethical or immoral, workers respond in kind by being absent more frequently, stealing supplies from the office, performing poorly, or becoming apathetic or indifferent. If you don't think your ethics are on display as a leader, think again!

Despite the continual discussions of ethics, the subject is a challenging one to address. It is difficult to "teach" ethical behavior, but it is possible to introduce situations about which you might contemplate the most ethical responses. One person's ethical standards may differ from another's, however, because we all have varying views on what is "right" and "wrong." Take some time to consider the following situations and how you believe you should - and would - respond. Then, discuss these issues with others to find out if and how your views differ from each other.

- Some of your group members want to sponsor an extremely controversial event on campus (i.e., a lecture by a leader of the Ku Klux Klan). By simply allowing your group name to be associated with this event you risk losing credibility and being accused of racism (or sexism or ageism, depending on the situation). How do you handle this? Does this controversial person have the same freedom of speech as, say, Mother Teresa?
- You are the only student in a meeting with all of the influential, prominent faculty and staff members on campus. They are praising your ingenuity and creativity in a successful program you organized and are offering letters of recommendation, status and so on. The only problem is you didn't actually create the program - one of your first-year recruits did. What do you do? Because the new member created the program for the group you lead, can you take credit? Is it acceptable to take credit if the person will probably never find out?
- You are concerned with the morale of your group and decide to talk with each person individually to see if you can find out what the problem is. You assure each person all responses will be strictly confidential. Through the interviews, you discover several people mentioning that Jim, your group treasurer, has been stealing money from the group's account for his own personal use and threatening anyone who suggests they might report him. How do you handle the situation and maintain your promise of confidentiality? What if you decide to report the problem to the authorities and they refuse to take action unless they have the names of the members who are suspicious?

In your leadership positions as well as in other aspects of your life, keep in mind some basic principles for ethical behavior:

1. Respect autonomy. Don't let your freedom of choice be neglected - as well as that of others.
2. Be fair. Treat people equally. Be impartial and objective.
3. Avoid harm. Take every possible measure to avoid physical, emotional and psychological harm or threats to one's self-esteem.
4. Be true. This means telling the truth as well as keeping your promises and maintaining loyalty.
5. Be beneficial. Do what you can to contribute to the general well-being of others, whether it is taking time out of your schedule to help them or simply treating them with kindness.

Information adapted from Boatman's *Student Leadership Development Approaches, Methods, and Models*, Gini's *Moral Leadership and Business Ethics*, and University of Oregon.

Goal Setting

One of the most essential tasks for any group to be successful is proper goal setting. It is important to work with your fellow student leaders and adviser to determine the goals that your student organization will work towards this year. Spend an adequate amount of time for brainstorming and then dialoguing on the goals. Try to establish one or two objectives that will help you achieve those goals as well. Remember to keep these goals written down and refer to them at various points throughout the year. Don't lose sight of your goals; if you manage to keep them in mind, you'll be that much closer to achieving them!

Making S.M.A.R.T. Goals

S.M.A.R.T. Goals Are:

- **Specific**-they are clear and direct
- **Measurable**-helps in creating objectives to reach the goal
- **Action-oriented**-they are something to work towards
- **Realistic**-they need to be something that can be obtained
- **Timely**-groups should set time limits and try to stick to them

Steps For Setting Goals and Objectives

- Brainstorm ideas as a whole group
- Choose specific ones from the brainstormed lists that you actually want to work on
- Determine and create objectives for each goal-this involves created a plan of action
- Move into action and make sure to follow through. If this does not occur, goals cannot be achieved
- Put group's goals in writing and give them out to all members
- Evaluate progress regularly. Be sure to be flexible and allow the objectives to change with the goals

Difficulties That May Be Faced Along the Way

Goals are extremely important to make, but they are also quite difficult to explicitly make. It is easy to have an understanding of what you think goals may be, but to write them out and follow the guidelines for goal setting is quite difficult. And it also takes a lot of time. It can also be hard to get all members on board with goal setting and then with what the goals specifically are. But do not get discouraged along the way. Creating these goals is so important to the success of the group that it will ultimately be worth pushing through any obstacles that arise along the way.

The 10 Main Benefits of Goal-Setting

The benefits of goal setting are real and significant. Goal-setting applies both to you as an individual and to a group that sets goals.

1. Improves your self-image (or the self-image of the group).
2. Makes you aware of your strengths, which can be used to overcome obstacles and provide solutions to problems. (The same is true for the group.)
3. Makes you aware of your weaknesses so you can begin to improve them and make them into your strengths.
4. Gives you a sense of past victories and provides a stimulus for present successes.
5. Helps you visualize. Plans actions to achieve goals you set and then carry them out.
6. Gives you a track to run on so you can see where you have to go.
7. Forces you to set priorities. Priorities establish direction to your pursuits.
8. Defines reality and separates it from wishful thinking.
9. Makes you responsible for your own life. Makes your group responsible for its own success or failure.
10. Serves as a criterion to sharpen decision making.

Adapted from information from Goucher College, University of Arizona, Ithaca College, University of Minnesota, and University of Nebraska.

Leadership Characteristics

Types of Leaders:

Proactive vs. Reactive

The exceptional leader is always thinking three steps ahead. Working to master his/her own environment with the goal of avoiding problems before they arise.

Flexible/Adaptable

How do you handle yourself in unexpected or uncomfortable situations? An effective leader will adapt to new surroundings and situations, doing his/her best to adjust.

Qualities of a Successful Leader

A Good Communicator - As a leader, one must listen...a lot! You must be willing to work to understand the needs and desires of others. A good leader asks many questions, considers all options, and leads in the right direction.

Respectful - Treating others with respect will ultimately earn respect.

Quiet Confidence - Be sure of yourself with humble intentions.

Enthusiastic - Excitement is contagious. When a leader is motivated and excited about the cause people will be more inclined to follow.

Open-Minded - Work to consider all options when making decisions. A strong leader will evaluate the input from all interested parties and work for the betterment of the whole.

Resourceful - Utilize the resources available to you. If you don't know the answer to something find out by asking questions. A leader must create access to information.

Rewarding - An exceptional leader will recognize the efforts of others and reinforce those actions. We all enjoy being recognized for our actions!

Well Educated - Knowledge is power. Work to be well educated on community policies, procedures, organizational norms, etc. Further, your knowledge of issues and information will only increase your success in leading others.

Open to Change - A leader will take into account all points of view and will be willing to change a policy, program, cultural tradition that is out-dated, or no longer beneficial to the group as a whole.

Interested in Feedback - How do people feel about your leadership skill set? How can you improve? These are important questions that a leader needs to constantly ask the chapter. View feedback as a gift to improve.

Evaluative - Evaluation of events and programs is essential for an organization/group to improve and progress. An exceptional leader will constantly evaluate and change programs and policies that are not working.

Organized - Are you prepared for meetings, presentations, events and confident that people around you are prepared and organized as well?

Consistent - Confidence and respect cannot be attained without your leadership being consistent. People must have confidence that their opinions and thoughts will be heard and taken into consideration.

Delegator - An exceptional leader realizes that he/she cannot accomplish everything on his own. A leader will know the talents and interests of people around him/her, thus delegating tasks accordingly.

Initiative - A leader should work to be the motivator. An initiator. He/she must be a key element in the planning and implementing new ideas, programs, policies, events, etc.

Information adapted from the University of Oregon.

Recognition

Imagine that you are the president of a campus organization. Your organization is effectively run, consistently and thoroughly publicizes events, and has a great turnout when it comes to campus activities. However, you are slowly losing members. What could be wrong? You may be running an organization smoothly, but failing to recognize the members of your organization.

Recognition is something that everyone needs—even leaders like yourself. By recognizing members of your club, you may be ensuring that you have those members in the future and that your organization will continue to be an active club after you graduate from Sixth College. This tip sheet can help you develop ideas for recognizing club members. Some suggestions are silly, while others are more serious. However, any type of recognition is appreciated.

How to Recognize Members of Your Organization

During the quarter— When members of your organization go above and beyond, they would appreciate being recognized by other members and leaders of the organization. One of the best ways to recognize someone is through verbal recognition. At meetings, thank those members who have done something for the club—whether that something is small or large. When you see those members outside of meetings, you might want to thank them again for their effort and tell them how much their membership positively impacts the organization’s success.

For members of your organization who have recently completed a large project for the club, you could take them out to dinner to show your thanks, or have a club dinner on campus that would thank everyone for their hard work in putting together a project.

End of the quarter — The end of the quarter is a great time to acknowledge your organization’s members.

Here are some fun, and more serious ways to recognize your members:

- Write wacky awards for the end of fall quarter
- Write serious awards for the end of spring quarter
- Distribute gifts to your members (pencils, pens, erasers, candy, etc.)
- Nominate people for other leadership roles on campus

The end of the quarter is also a good time to acknowledge those people who are not in your organization but have helped you or your organization throughout the semester. Depending on the level of involvement, a good way to recognize these people is through a personal thank you note or dinner.

What Recognition Does

Recognizing your organization’s members is one of the best ways to retain those members, a problem that many organizations face. When you recognize someone for their work, it shows that you care about that person and their efforts. A good thing to always keep in mind: members of committees or organizations are volunteers. Their time is important, so make sure that you recognize and thank them for whatever they can contribute to your work and keep your expectations of their contributions in check as well. There’s nothing worse than setting too high a standard for what people can give you in a volunteer role.

Recognizing Active Members

It’s easy to recognize the new additions to your organization and those who are leaving but how do you recognize those members who are in the middle of the road? It is so important to recognize the sophomores and juniors in your organization because they will soon become the leaders of the organization. If you have a lot of inactive club members, they might want to become more active if you were to recognize them—even in a humorous, silly way.

Information adapted from Goucher College.

Stress Management

As a student, you know how difficult it is to balance all of your classes and assignments with extracurricular activities, jobs, family, and friends. But it is not difficult to realize how stressful all of these activities can become. In this balancing act that we all practice, we need to incorporate practices of stress management in order to continue to be successful. Stress management is especially important for student leaders like you because you are setting an example for others.

Ways to Relax While Under Stress

Exercise— Exercising is a great way to get rid of tension. Walking the loop, or walking around your house are quick exercises that you can do at any time, not only when the Sports and Recreation Center is open.

Breathing— Breathing is more beneficial than you might think. A deep breath can help relax your muscles which in turn will allow for better blood flow, making you feel physically relaxed.

Meditation— Take a short break from whatever is making you stressed. Use that time to mentally ‘decompress.’ Focusing on something else can actually help you to return to your activity with a renewed concentration and fresh ideas.

How Can I Prevent Stress?

Make Lists— Make a list of all your priorities, including family and friend obligations. Begin to make decisions about how much time you are willing to dedicate to those priorities. Once you have clarified your priorities and your time, you can make a rough schedule of your time and alleviate stress brought on by multitasking and last minute papers/tests.

Sleep— As college students, it’s not out of the ordinary to get four hours of sleep or to pull all-nighters to work on a paper or study for a test. But as much as we need the time to study, we would be much more productive if we were to get a more full night’s sleep (seven to eight hours). When you are well rested, you have the ability to be more productive, motivated, and less stressed.

What is Stress?

Stress is our body’s way of responding to demands placed upon us. Believe it or not, there are positive and negative effects of stress. Think of the end of the semester when you have mountains of work to do and all of the sudden you have an extra burst of energy. This extra energy (adrenaline) is positive stress. When you have finished working on that allnighter paper, you feel relieved and your body is able to relax. If, however, your body is not able to return to a relaxed state, negative stress will result.

Signs of negative stress are:

- Increased heart rate
- Muscle tension
- High blood pressure
- Illness
- Mental and physical exhaustion

These symptoms are more commonly referred to as ‘burnout.’ Unfortunately, negative stress also leads to:

- Lower productivity
- Lack of motivation
- Low self-esteem

Information adapted from Goucher College and University of Georgia.

Student Leadership Transitions

Projecting a Successful Leadership Image

1. Remember that opinions are formed from what people "see" as well as what they "hear." Your attire sends a message about your agenda. When in doubt always ask what the attire is. (It can be very uncomfortable to arrive at a formal event dressed casually or vice versa).
2. When making appointments remember to leave your phone number in case the person you're seeing has a change of plans. Get the phone number of the person you're seeing in case your plans change. When you find that you can't keep an appointment, always call and cancel or arrange to reschedule.
3. Don't make commitments that you can't keep. Follow through is important. It lets people know that you are responsible and dependable.
4. Do your homework! Always verify information before passing it on. (The passing of unverified information is called "spreading rumors")!
5. When you have received assistance from someone, it is important to acknowledge their help in the appropriate forum(s). A little "thank you" goes a long way.
6. Conduct a personal "attitude check." Are you helpful, pleasant, positive? Remember, you set the campus climate.
7. Pick your battles. Identify the players. Be politically astute. Assess the consequences.

Transition notes

Think back to your first few days working on your project or in your position. You probably had many, many questions and no one or nothing to turn to. Take the responsibility NOW to make sure this does not happen to the person who takes your place next year by preparing a transition notebook. *The notebook can/should include:*

- Introduction- table of contents, contact list of members, birthdays, etc.
- Letter from Advisor- welcome and ways to get in touch with him/her
- Outline of roles and responsibilities
- Historical information- constitution, mission statement, goals, etc
- Officer position descriptions and advice from former officers
- Training information- agendas and handouts from past trainings, retreats or meetings, info on the "how to's" of the organization
- Organizational information – calendar of events, resources, etc.

A transition notebook can be shared during the meetings with your replacement. It should cover all aspects of your responsibilities and how those tasks fit into the organization's big picture. Recommend that your replacement file "historical" documents in the notebook, such as meeting minutes, when s/he has become more comfortable with the information. This way, the notebook can be used as a working tool rather than something to be completed at the end of the year (usually during finals!). Each organization is different so feel free to add and delete topics. Your replacement will thank you throughout the year!

Many of our finest student leaders, in various positions and roles around the campus, are saying "goodbye" to Sixth College and UCSD. If you are one of them, you may be wondering if your legacy will linger after you have left campus. You may question the survival of the organization or group that you have diligently worked for. Your organization will last, and you can prepare them for the future.

1. **Identify new leaders**

You can play an integral part in grooming your fellow members to take the torch and carry it strong.

2. **Encourage new leaders**

Before you leave, become the cheering section for the other members who are staying.

3. **Ensure transition is smooth and orderly**

This may sound like an impossible feat, but you can help the transition of your organization to new leadership.

It can be difficult for your organization or group to make the transition to new officers in a new year, but with the suggestions above it should make it easier to pass the torch without burning your organization.

Information adapted from Austin Community College & NC State University.

Member Recruitment & Retention

Organization within the organization is the first part of keeping members interested.

Once a person joins an organization, they will want some sort of structure to work within. For example, keeping a president, vice president, and officers is a good start; having those officers keep good records, know what's going on within the organization, and keeping events and projects organized will help eliminate frustration from the membership. Know who is doing what and when. Utilize your membership for completing projects and tasks (don't just have them come to a meeting and listen to what the officers are doing that week).

Creating friendliness/feeling of welcome for your members is key in getting them interested and keeping them coming.

If a new member does not feel needed by the organization or welcome in the organization, they will not come back. The key is getting them involved from the get-go. Include them in social opportunities, event planning, and invite them to help out with some important aspects of the organization. Do not overwhelm, but be aware of their need to be a part of the group.

A shared vision can make or break an organization.

If the people within an organization believe the same thing, foresee the possible outcomes/future of the group, and are all working toward that common goal, you will have membership buy-in. They will become more actively involved in the group and help to accomplish your goals. If no one can see what you are focused on, where you would like to end up, no one will strive to be better.

Offer resources to your membership.

People join organization because they are looking to gain something from their membership. Become a resource yourself, by being active with a wide variety of campus departments, faculty, staff, and students. Provide resources, such as officer binders or manuals, access to organizational files to create a sense of history, and access to your advisor. Also, offer them the opportunity to become an officer, a key player within the organization to develop leadership experience and skills.

Engaging new members consists mainly of being visible, through marketing;

Having a solid purpose, through a vision, mission, and goals; welcoming new members, through inclusiveness; and offering new member resources that are unique to your organization. If an organization can meet the needs of its membership, it should be able to recruit and retain a strong membership that is active in the Sixth College community.

Information adapted from Boston University & University of Minnesota.

Facilitating Icebreakers & Teambuilders

Building a strong team that knows one another is absolutely critical to having a successful organization.

Think back to those groups that you've been a part of, the ones that have been most successful have most likely been those that everyone feels included, appreciated, respected, and cared for. Teambuilding is an important aspect of that. Take the time during the beginning of every semester and also when you have new members joining the group to do some group development activities. Whether in the form of icebreakers or advanced teambuilding activities, it will give you new insight into your group and allow you the opportunity to make people feel welcomed and involved.

Icebreakers provide a great way for new people to meet. New members in a group or organization may feel out of place or uncomfortable. Icebreakers are a great way as a leader to help integrate these new members. They also are great for groups that are already established, but could use an enhancement to their group cohesion. When a group is closer and feels more positive about each other and the goals of the group, the organization is much more productive and fun! Below are some examples of icebreakers.

Icebreaker Examples

Human Knot: Form a circle and grab someone's hand that is not standing next to you. Then try to untangle the knot without letting go of each other's hands.

Human bingo: Create a "bingo" board that has characteristics of each member in the group. Have everyone go around talking to one another trying to find out which characteristics belong to each member. Try and get bingo or blackout to win!

Honey I Love You: Have everyone sit in a circle with one person in the middle. That member must walk up to other members saying "Honey, I love you. Will you please, please smile?" The object is to make the other person laugh by saying those words. The chosen person must respond "Honey, I love you but I just can't smile." If the chosen person laughs, they go to the middle. If not the person in the middle must try again with a different member.

Two Truths and a Lie: Group members take turns revealing three things about themselves. Two of the facts are true and one is a lie. Everyone else must vote on which they think is the lie.

Blanket Drop: Break the group members into two teams. Have teams line up facing each other. A neutral group member holds up a blanket and each team chooses a member to stand in front of it. When the blanket is dropped, the first person to identify the other by name is the winner. By winning, you capture the other player for your respective side. The objective is to get all members onto one side.

Shoe Toss: Individuals take off one shoe and throw it in the middle of the room. Each person retrieves a shoe and attempts to find the owner then pairs start a conversation.

Benefits of Icebreakers

- Establishes friendly informal climate for the formal learning to follow.
- Puts participants at ease and in a more positive frame of mind.
- Helps to break up any cliques that may be existent with the group.
- Creates a non-threatening environment and promotes laughter which helps any existing tensions decrease.
- Facilitates the getting-acquainted process and enhances honest communication.
- Encourages self-disclosure and self-discovery.

Information adapted from Goucher College, University of Minnesota, and University of Arizona.

Time Management

Managing one's time is an occasional struggle for anyone, but especially for students in leadership positions. Whether it's running from classes to meetings, meetings to dinner, and dinner to events, it sometimes feels as though you're cramming 25 hours into a 24 hour day. It's important to recognize that time management can help you as long as you're willing to assess what you've been doing and make a commitment to budget your time better. Included in this tip sheets are several ideas and methods for improving your time management. Take an opportunity to examine what you can do for yourself and make some positive changes to the way that you run your schedule.

The Big Three Steps to Effective Time Management

Organize—Ideally, you should make a list each morning of everything that you want or need to do for that day. Do not plan every minute and don't even think about which task is most important. Just write them all down. Some people find it more helpful to list their "things to do" in 5 to 7 day groupings. In this way they can plan for longer projects and get a better sense of their week. Whichever method you choose, keep in mind everyone has good and bad days. Don't scold yourself if you don't accomplish everything; just add the uncompleted tasks to your next list and get them done.

Prioritize—After you have recorded these "things to do," go back over the list and rewrite in priority order which things you need/want to do at the top and less important/pressing tasks at the bottom. Another option is to use a grading method with your list. For example, mark those things you need/want to get done immediately with an A+ while those things that are less important with a C. Keep in mind due dates, commitments you have made, and whether or not these tasks involve others. 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 is a very personal matter. What is important is that you are responsible with your priorities.

Schedule—The last thing to do is to take this list and begin to work these "things to do" into your schedule. Don't plan every minute of your day. Remember to leave room for breaks, socializing, and those unexpected things that pop up. There's no use making a schedule that is impossible to follow. Try these suggestions, see what works best, and then be sure to integrate them into your lifestyle. Learning effective time management now will help you throughout your personal life and professional career.

Tips and Techniques for Managing Time

- Survey your normal time schedule; analyze it.
- Do one thing at a time; resist detours.
- Plan for the unexpected.
- Learn to say "No!"
- Delegate activities/assignments to fellow student leaders/friends when appropriate.
- Handle each piece of paper as few times as possible. File it away or throw it away.
- Think on terms of effectiveness first, efficiency second.
- A few fat files are better than a lot of thin ones.
- If in doubt, throw it out.
- The more quickly a minor decision is made, the better.
- Analyze your fears. What is the worst thing that can happen if you do or don't do the task?
- Shake things up once in a while.
- When you delegate, entrust. Educate the people and turn the project over to them.
- Make sure you follow up. Don't let people get away without doing your request.
- To make a decision, gather available facts, make the decision, and put it into effect.
- Keep your work space free from clutter.

Information adapted from Goucher College, James Madison University, University of Maryland, and Susquehanna University.

Working with an Advisor

Working with an advisor can be a great experience or absolutely hellish—and possibly somewhere in between. Like any relationship, the most significant issue that occurs is a lack of communication. Your advisor maintains many roles; they can be a counselor, a teacher, a mentor, a leader, a follower, or an advocate. If your advisor isn't aware of what is going on, they cannot adequately assist you in the direction of the organization. Setting expectations of each other is a helpful task early on in the process. At times, there may be some issues that come up in regards to working with your advisor, please speak with staff members in the Dean of Student Affairs' Office to help mediate any issues that arise.

Evaluating Your Advisor

Consider the following reflective statements when evaluating the performance of your advisor:

I feel the advisor...

- Shows a sense of direction regarding his/her job and knows what he/she is doing.
- Has the ability to obtain and analyze facts, and apply sound judgment.
- Is effective at organizing his/her own work.
- Has the ability to help me organize my work.
- Utilizes available resources.
- Displays enthusiasm about his/her job.
- Shows a willingness to do more when asked.
- Communicates well with students.
- Provides creative ideas and valuable suggestions.
- Follows through on the responsibilities assumed.
- Is on time for meetings, etc.
- Motivates students to perform effectively.
- Provides a good example of leadership.
- Is objective in decision making.
- Displays a sense of professionalism.

Profile of a Successful Advisor

- Understanding your leadership style is the first step in effective advising.
- Use different styles for different situations.
- Assess the developmental level of your group in each situation.
- Student organization success = meeting their potential.
- Meeting potential is not contingent upon #'s or \$'s.
- Celebrate your groups' successes.
- Failure is a reality. Your group's failure is not your failure, and failure may strengthen their abilities.

The Role of the Advisor

- An interpreter of policy.
- A contact between the organization and other entities (i.e., college administration, entertainment industry, news media, etc.)
- An information resource regarding organizational procedures, group process and programming concerns.
- A resource providing history and continuity between changing organizational leadership.
- A teacher of programming skills.
- Presenter of philosophical ideas and concepts of leadership.

More specifically:

- Meet weekly with the organization's president.
- Meet weekly with the executive board.
- Attend all organization meetings.
- Give a report during the organization meeting.
- Keep the executive board informed on institutional matters.
- Maintain a relationship with institutional accounting.
- Audit finances with the treasurer.
- Attend and advise student club delegations.

Information adapted from Goucher College, Dunkel and Schuh's *Advising Student Groups and Organizations*, and Barbara Robel.

