

Merivale High School



WORKSHOP EVALUATION

1. What was your overall impression of the workshops?
Excellent _____ Good _____ Fair _____ Poor _____
2. Were the workshops
Well organized _____ Fairly well organized _____ Poorly organized _____
3. Was the amount of material presented in the time available
Too much? _____ Reasonable? _____ Too little? _____
Comments:
4. Was there enough practical information given? YES _____ NO _____
Comments:
5. Were easy to understand? YES _____ NO _____
Comments:
6. Which aspects of the workshops did you find most beneficial?
Why?
7. Which aspects of the workshops were least helpful?
Why?
8. Would you attend another workshop of this nature?
Most certainly _____ Probably _____ Never again _____
9. What topics would you like addressed in a future workshop?
10. Other comments, suggestions or recommendations on any aspect of the workshop and how it might be improved.

_____ MEETING

DATE _____

PLACE _____

AGENDA

1. Call to order
2. Roll call
3. Additions to the agenda
4. Reading and adoption of the minutes of the last meeting
5. Business arising from the minutes

6. Committee, reports

7. New business

8. Adjournment and set date of the next meeting

FORMAL MEETING

PURPOSE: To organize Committee/Council meeting

The Council/Committee chairman is responsible for executive and general meetings.

ACTIVITIES:

Task 1 — Who is on the Council? [First Meeting Only]

- a. Prepare a list of new Council members, with their addresses and telephone numbers. Make enough copies for all Council members.

Task 2 — What will happen at the first meeting?

- a. Think about the purposes of your first meeting. Make a list of what you want to happen. These are called your objectives.
- b. Make a list of activities for your meeting. Try to estimate how long each one will take. Make sure you don't have more items than your group can handle in one session.
- c. Design an agenda. Put the activities in an order that makes sense. Make copies for the meeting.
- d. Decide who will be responsible for each item.

Task 3 — When and where will it be?

- a. Decide on a time when all Council members can attend. You may need to start with several alternatives, and then check them out. Try to choose a time when you won't be rushed, and everyone can relax.
- b. Choose a place for the meeting. Make sure it suits your objectives. Check to see if the room is available and reserve it if necessary.

Task 4 — How will you make this meeting a success?

- a. Think about ways to make sure you will be successful. List the things you could do to guarantee success.
- b. List all the tasks that need to be done before the meeting. Decide who will be responsible for each one.

Task 5 — How will you be sure everyone comes?

- a. Decide on how you will make sure all the Council members attend. Think about ways to make it an IMPORTANT EVENT they won't want to miss.
- b. The chairman is responsible for getting in touch with each Council member. You may wish to share this responsibility.
- c. Be sure you notify everyone in plenty of time.

COUNCIL/COMMITTEE CHAIRMAN'S MEETING CHECKLIST

Use this checklist to help you prepare for the Committee/Council meeting. Add other items as you need to.

TASK	TIMELINE DATE	COMPLETED
Council Member Information list of names, addresses, phone numbers Council information sheet (First Meeting Only)		
Agenda list of activities organization of activities		
Meeting Arrangements time place		
Notice of Meeting written announcement public announcement telephone contact		
Pre-Meeting Tasks copies of agendas, copies of Council list copies of Council information sheet space reserved space organized refreshments materials for activities		

CONDUCTING THE MEETING (COUNCIL/CHAIRPERSON RESPONSIBILITY)

1. Review the agenda. Make additions and deletions and revisions to agenda according to the people who are to present items being at the meeting. Follow the agenda.
2. Make sure each item of business is addressed.
 - reports are given orally and a brief is submitted in writing to be included in the minutes
 - decisions are made and a course of action is outlined
 - business arising from reports are sent back to committee
 - items are tabled for the next meeting if more information is needed or discussion time required
3. Keep the meeting moving smoothly
 - keep discussions within time frames
 - if necessary send it back to committee or table it for another meeting
 - let an individual speak only twice to any one topic
 - keep table talk to a minimum (as a leader, you are responsible to be aware of what is being discussed and not being a hinderance)
4. Try to give everyone an opportunity to participate.

POST MEETING (SECRETARY)

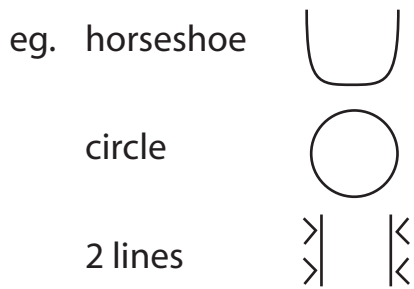
1. Type up the minutes of the meeting
2. Post and circulate the minutes. Make sure the staff advisor and principal have a copy.

ADDITIONAL CONSIDERATIONS

1. Guests addressing Council
 - inform person of time and place of meeting
 - meet the person and escort the guest to the meeting room
 - introduce the guest at the end of roll call
 - provide guest with agenda
 - thank guest for coming
2. Refreshments
 - who is responsible for providing refreshments? eg. donuts
 - who is responsible for set-up and clean-up ?
 - how much can you spend?

3. Room Arrangements

- set up room to maximize communication



4. Materials

- what is needed?
- who will be responsible for securing materials, i.e. wall charts, tape, markers, or running off reports?

ORGANIZING YOURSELF

1. Maintain a diary
2. Submit items for the agenda within the prescribed time
3. Arrive on time for meetings
4. Be prepared i.e. committee report on hand
5. Give the meeting your full attention (meetings are not study periods)
6. Personal commitment: set limits for yourself. Do not overextend yourself. You have the right to say no!

GUIDELINES

A. GATHERING IDEAS

1. Set a time limit
2. Appoint a recorder
3. Quantity counts
 - record all ideas for everyone to see (chart or blackboard). The more ideas the better.
4. Maintain a positive attitude. All ideas are recorded as stated. No judging of ideas is allowed at this stage. Encourage piggybacking of ideas, contradictory ideas, wild ideas. Silence is also allowed.

B. EDITING IDEAS

1. At the end of the time limit, stop brainstorming.
2. Sort the ideas into categories.
3. Discuss and prioritize ideas.
4. Select the best solution(s).

MEETINGS

Types

1. BRAINSTORMING
 - purpose is to generate a great many ideas
 - there are 2 parts to brainstorming:
 - Gathering Ideas & Editing Ideas (Refer to attached sheet on technique)
 - from the brainstorming meeting, the items of business for the next meeting should arise
 - make sure the meeting is documented (minutes taken) and a date is set for the next meeting
2. INFORMAL MEETINGS — BUZZ SESSION
 - small groups
 - this may be a full committee meeting to touch base on how each person is progressing on their task
 - or it may be a subcommittee meeting eg. publicity group for the dance to decide on how to advertise the dance
 - keep a record of items discussed and the plan of action decided upon
 - something definite and concrete should emerge from each meeting
3. FORMAL MEETINGS
 - large group meetings
 - definite need to be organized in order to be efficient

ORGANIZING EFFECTIVE MEETINGS

PRE MEETING (COUNCIL/COMMITTEE CHAIRMAN RESPONSIBILITY)

1. Who is responsible for calling the meetings? chairman, secretary? Who will chair the meeting?
2. Decide: date, time and place of meeting? What will the room arrangement be to maximize good communication?
3. Draft agenda: Items of business: Submit topics to whom? Prioritize items.
4. Circulate agenda to those who should attend the meeting. Communication -- THE PERSONAL TOUCH -- (a phone call) Who will do it?

EVALUATION

Evaluation is essential if you wish to determine the strengths and weaknesses of your organization or program. Only if you discover your weaknesses and then strive to improve them, can you hope to eventually meet everyone's needs and interests in your school. A complete evaluation would involve the following areas:

A. The Participants

1. Do they enjoy participating every time?
2. Do they participate on a regular basis?
3. Do they always exhibit good behavior and consideration and respect for others?
4. Do they participate voluntarily or due to peer pressure or teacher pressure?
5. Does the program emphasize the individual and his/her enjoyment through participation?
6. Do all students have an equal opportunity to participate ?

B. The Program

1. Are your program philosophy, aims and objectives up-to -date and in written form?
2. Is the program the responsibility of one person who is knowledgeable and enthusiastic?
3. Are student leaders responsible for the day-today organization and administration of the program?
4. Do all workers in the program have job descriptions?
5. Are all portions of your program well publicized, including your philosophy, aims and objectives?
6. Are your activities challenging, stimulating and varied enough to interest all students in activities of their choice?
7. Are your activities safe for all participants?
8. Are your activities reasonable in cost?
9. Do you reward your participants, student leader organizers and staff?

C. The Facilities

1. Are they appropriate for the activity and safe for the participants?
2. Are they clean, bright and aesthetically pleasing?

D. The Coordinator and Student Council Leaders

1. Are you up-to-date in your personal leadership development?
2. Do you keep up with ideas in journals? eg CIRA
3. Do you attend leadership workshops and conferences?
4. Do you offer leadership development programs to your student leaders?
5. Are you a model of your philosophy?

These people can further evaluate the program by:

1. Using a checklist which contains criteria for evaluating programs
2. Personal observation of the participants in regard to their:
 - a. general interest in the program
 - b. attendance
 - c. behavior
 - d. signs of happiness - noise level, smiles, excitement In general, are the participants having FUN?
3. The use of a suggestion box for recommendations for improving the program or encounter sessions.
4. Use of brainstorming sessions.
5. Careful analysis of statistics to compare the number of participants per activity per year.
6. The writing of activity reports with recommendations for improving the activity for next year.
7. A random sampling of 10-20 percent of the school's population to determine who is participating and why: who is not and why: how the activities can be improved.
8. Involving staff and administration in recommendations for improvements.

SELF EVALUATION (OR HOW DID WE DO?)

Five Things We Really Did Right:

1. _____
2. _____
3. _____
4. _____
5. _____

Five Things We Could Have Done Better:

1. _____
2. _____
3. _____
4. _____
5. _____

General Comments And Evaluation By Our Advisor:

Our Resolutions. Next time, we'll know what to do:

GETTING THE ADMINISTRATION BEHIND YOUR PROGRAM

PROJECT REVIEW FORM

Proposed By: _____ Date: _____

Organization: _____

Advisors: _____

Name of Project: _____

Date: _____ Time: _____ Location: _____

Description: _____

There must be a positive benefit in every project for the entire school. Specifically, how will this project benefit:

Administration: _____

Staff: _____

Students: _____

Administrative Decision

- Approved
- Unapproved
- Need more information

Comments: _____

Administration's Signature

RESPONSIBILITIES (OR WHO'S IN CHARGE?)

1) Let's Clear It:

School calendar, room requests, custodial services, absence slips

2) Let's Publicize It:

Posters, newsletter, faculty announcements, special promotions

3) Let's Get The Equipment:

Chairs, tables, flags, PA System, lights, podium, cash box, tickets, props

4) Let's Work:

Ticket takers, judges, transportation, pick goods ups, set it up, sell it, count

5) Let's Clean Up:

Pick up, take down, erase, throw away, make clean

6) Let's Give Awards:

Thank you notes, prizes, special recognition awards

If you have any questions, see the project chairperson: _____

What other things must be done?

Event

Responsible

Event

Responsible

Event

Responsible

Event

Responsible

ADDITIONAL CONSIDERATIONS (OR ODDS & ENDS)

A. Adult Participation: (Parents, Administrator, Faculty)

1. Who will help supervise?

2. Who will be a participant?

B. Expected Expenses:

Supervisors	@ _____/hr	\$ _____	
Police	@ _____/hr	\$ _____	
Custodians	@ _____/hr	\$ _____	
Decorations		\$ _____	
Publicity		\$ _____	Total Expected Cost \$ _____
Other _____		\$ _____	Anticipated Income \$ _____

C. Thank Yous — Who should be sent thank-yous?

D. Evaluation — Project will be evaluated by whom?

Due _____

E. Approval Signatures:

Advisor

Principal

COMMITTEE ACTION PLAN

Name: Committee _____

General Task Areas: _____

Objectives: _____

Plan for Accomplishment

Sequence	Tasks	Leader	Team Members	Time Frame	Resources Needed	Success Signs

Team Member Responsibilities

Tasks	Details	Team Member Responsibility	Time Frame	Success Signs

Other People to be Involved (to help or to be informed)

Person	How To Involve	When	How To Contact

COMMITTEE GAME PLAN

Name: _____

Members: _____

Our Responsibilities This Year Are:

Task	When To Be Done	Success Signs

We Would Like to Achieve:

Achievement	When	Success Signs

To Do These We Shall Need Tools For:

Tools	How to be used	When

We Shall Need To Communicate With:

Who	About what	When	How

We Shall Need to Make Decisions About:

Topic	Method	When

The Tasks To Be Done To Accomplish Our Objectives Are:

Our Action Plan Shall Be:

(As listed on next page)

We Shall Evaluate How We Do By:

ORGANIZATIONAL SKILLS

1. Chain of Command:
 - Council Chairman
 - Council Secretary
 - Committee Chairman — publicity, finance, equipment,
finance
 - Special Committee Chairman — decorations, awards,
fundraising, spirit

2. Council Job Descriptions: Chairman, Secretary
3. Committee Job-Description: Chairman, Secretary
4. Committee Game Plan:
 - Publicity
 - Special Events
 - Equipment
 - Facility
 - Fund Raising
 - Finance
 - Awards

5. Evaluation
6. Types of Meetings:
 - Brainstorming
 - Informal — Buzz session
 - Formal

COUNCIL JOB DESCRIPTIONS

Council Chairman

elected by student body
student leader of Student Council
responsible for and is director of all activities
establishes goals and objectives for the year's program
designs and supervises the yearly schedule of activities
responsible for evaluation of the success of program
secures all project committee reports at the conclusion of the activity and reviews the report with the committee chairman
represents the school at interschool conferences
calls executive meetings and chairs these meetings
presides over all general meetings
is responsible for drafting the agenda and all premeeting duties. Agenda is to be posted 48 hours prior to the meeting.

*** The Council Chairman leaves themselves free. They are not actually a member of one committee but are available to all committees for ideas, resource information, coordination, financial considerations, etc.

They delegate authority to committee chairman but are responsible for the whole Council and council projects

e.g. Marketing Merivale Project

Project Chairman: Mr. Smithson

Committees in Place	Committee Chair
Attendance	Mr. Dixon
Newspaper	Mrs. Slack
Cultural Fair	Mr. Simpson

Council Secretary

records attendance of members at the meeting
records minutes of all executive and general meetings
type and post minutes 48 hours after meeting
forward copies of minutes to: principal, vice-principal, staff advisor, council chairman, council bulletin board, council file
reads minutes of previous meeting at council meetings
responsible for all council correspondance

TIPS BIN Delegation

ROLE OF THE STUDENT

LEADER

In your role as an intramural student leader you undertake the same responsibilities associated with being a manager in any business situation. By definition, a "manager" is an individual who strives toward the attainment of group goals by, with or through the efforts of others. Delegation is an extremely important aspect of managing, and is defined as empowering and motivating others so that they may undertake, on your behalf, tasks for which you are ultimately responsible.

Delegation is NOT dumping tasks you dislike doing onto others. On the contrary, effective delegation means sharing a variety of interesting tasks that need to be completed with the people that have volunteered to help out. If you are in charge of organizing a particular event, effective delegation of responsibilities to the members of your event working committee will help ensure that everything gets done without anyone feeling overworked or "burnt-out". Simply put, effective delegation means efficient time management.

To help you with your delegating abilities, the following ten guidelines are presented. Keep these guidelines in mind whenever you delegate to others.

1. Clarify and prioritize your goals before delegating the tasks. Just as it is important for you, as the delegator, to be concerned with priority tasks, a delegate's time should not be wasted on non-important tasks. If the task falls into the "non-important" classification, eliminate it don't delegate it.

2. Select the right person. Ensure that the delegatee is capable of completing the task demands —

some tasks require more experience and knowledge than others.

3. Delegate interesting, enjoyable tasks. Interesting projects should be shared with delegates. If your committee members are only exposed to your "dirty" work, their motivation, commitment and development as leaders may be adversely affected.

4. Support the delegates. Stay close to delegated tasks and provide constructive feedback to the people carrying out these tasks. Once the delegatee has everything needed to complete the task, give him/her the freedom and confidence to see the task through to completion. The delegatee needs the room to use her/his own resourcefulness

5. Delegate, don't dictate. Allow the delegatee the flexibility to accomplish the task his/her way, which may not necessarily be your way. Emphasis should be on the end result, not the methods employed to obtain that result.

6. Spread the delegation to all group members. Ensure that all the members of your committee have the opportunity to carry out interesting and challenging delegated tasks. Avoid favoritism when delegating at all times.

7. Delegate authority and responsibility. Grant people the authority required to carry out their delegated responsibilities. Assigning tasks with strings attached and/or which require approval for every step is not delegation. The delegates need the authority to complete the task.

Although this authority is granted, it is important for the delegator to understand that ultimate authority cannot be passed along to the delegates. As the overall leader of a particular working you are responsible to ensure that the event or activity is successfully organized and run. Good

communication between committee members as tasks are worked on will allow problems to be detected before they become critical, and help your group and you achieve success.

8. Delegate proactively not reactively. Try to delegate in advance, rather than in response to a problem or an urgent situation. This will give the delegatee enough time to analyse the situation before taking action and increase his/her chances for a successful experience.

9. Where possible, delegate an entire project as opposed to specific parts. Delegating a complete project will give the delegatee complete control while eliminating any coordination problems that may arise. This will help to reduce any errors or confusion that may occur when fragmented portions of projects are delegated.

10. Recognize and thank people for their help. It is important to publicly recognize the contributions of all those who were involved in completing the tasks required for achieving success. Saying thank you is also a must.

Conversely, never blame a not-too-successful event on others.

Paying attention to these small but very necessary details will help to motivate people and keep them motivated.

With these helpful guidelines in mind, you should be able to effectively delegate tasks, and thus efficiently manage, whenever you are in a position to do so. Always make a conscious effort to evaluate and continually re-evaluate your behaviour when you are in a managerial role. This will allow you to improve your managerial skills as you gain experience through your student leadership activities.

— Adapted from: Weese, J. "Delegation and the Campus Recreation Director" in Proceedings - 19th Annual O.I.R.A. Intramural Directors' Workshop, "Murder on the O.I.R.A. Express". April 1987

From C.I.R.A. Student Leader, Vol. 3, No 2, Sept 1987

TIPS BIN

Leadership Characteristics

If your leadership group has worked together to develop a leadership profile (Activity 2.2 in the Teacher Guide), then you are aware of the many leadership qualities that are important in a good leader. Of course, different leaders possess different leadership qualities. Therefore, a leadership group that works cooperatively in order to make use of everyone's strengths, is certain to achieve success.

Listed below are ten (but by no means all) characteristics or qualities of people who possess leadership abilities. You, and the leaders in your leadership group, probably have many of them. Which ones are your strengths? It's important to recognize the qualities that you can contribute to your group. In which areas are you weak? It is equally important to know which qualities you need to work on in order to grow as a leader.

Finally, what qualities, that are not listed, do you possess? What makes you the special leader that you are?

Ten Characteristics Of People Who Possess Leadership Abilities

- 1.They Have Vision — aware of what's happening around them.
- 2.They Have Faith In People's Ability To Grow — believe in all kinds of people
- 3.They Are Optimistic — hope for a better tomorrow.
- 4.They Make A Gift Of Themselves — are involved
- 5.They Are Imaginative — refuse to be complacent.
- 6.They Are Good Listeners — have ability to read people.
- 7.They Are Not Jealous People — enjoy others achievements.
- 8.They Are Accessible — have time for people
- 9.They Are More Interested In What Is Right, Rather Than Who Is Right — open-minded.
- 10.They Are Secure People — have convictions and work for them.

Reference: Adapted from Education 11, "The Social Imperative" by M. Kerinski and E. O. Melby, Pental Publishing Co., 1971

From: C.I.R.A. Student Leader, Vol. 3, No. 2, Dec 1987

COMMITTEE JOB DESCRIPTIONS

COMMITTEE CHAIRMAN:

- find people to serve on committee
- establish Committee Game Plan (what has to be done, when — time lines)
- call and chair committee meetings
- submit project report form to vice principal
- identify your role as leader **Committee chairman also delegates responsibility — do not try to do the entire project yourself — Secure help
- define the job description of your helpers (what they will do, how they will do it when etc)
- supervise your helpers
- evaluate the success of your project
- write and submit project report to council chairman
- thank your helpers

COMMITTEE SECRETARY:

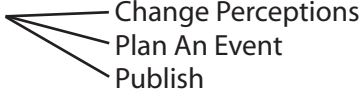
- record attendance
- record committee meeting minutes and circulate to council chairman, committee chairman, staff advisor and committee files
- responsible for all committee correspondence
- assist committee-chairman in drafting final report

GUIDELINES FOR COMMITTEES

Each Committee Should: Select A Chairman, Recorder, Spokesperson

1. Who is your market? 

- Students
- Parents
- Staff
- The Community

2. What is your Goal? 

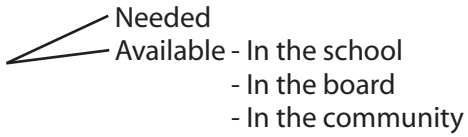
- Change Perceptions
- Plan An Event
- Publish

3. Generate ideas 

- Write Them Down
- Determine What Is Practical

4. Plan of Action 

- How Are You Going To Do It?
- Who Will You Involve?

5. Resources 

- Needed
- Available - In the school
- In the board
- In the community

6. Cost Projections 

- Require Full Funding
- Revenue Generating Project

7. Timelines
