

FOUNDATIONS OF LEADERSHIP

This module encompasses various skills and principles that are fundamental to leadership in any organization or group setting. Understanding and practicing these skills will set your students up for life long success in any career path they choose.

Personality Profiles

Complete some form of a personality profile test. Examples include: www.mbs.org, Meyers Briggs, Jung Typology Test.

Character Development

Activity: Habitudes book-Image 1 “The Iceberg” deals with the importance of character and also has a self-assessment, reflect and respond, and exercise to go along with it. Link to a free sample to this book.

http://growingleaders.com/wpcontent/uploads/2014/08/Iceberg_SampleVB1.pdf.

Rounding

Activity: After students complete rounding, they will acknowledge the faculty/staff/students that were mentioned during the rounding process. Students are then challenged to write a thank you note and send a small token of appreciate to all who were recognized.

See attached rounding assignment and questions.

Emotional Bank Account

Activity: Read Chapter 15 “Build An Emotional Bank Account” by Quint Studer. Discuss with students.

Have students complete a WOW! Card to give to anyone they feel has wowed them. See attached. Use these to build up other students emotional bank accounts.

Running Effective Meetings

Activity: Go over Chapter 20 of “The Great Employee Handbook” by Quint Studer. Discuss with students.

Activity: From “Hardwiring Excellence” by Quint Studer, have your class decide on the must haves for a successful meeting such as:

Leave your rank at the door

No sidebar conversations allowed

No whining

Must contribute to at least one idea during a meeting

Focus on solutions

Leave with a sense of accomplishment

These rules should be posted in the room.

After each meeting, have students rank the meeting on a scale from 1 to 10. Then have them list on paper how they personally contributed and their takeaways. They must turn this in to the teacher.

Activity: Give out the Parliamentary Procedures handouts. Let students go over it. Administer the test. Students must use Roberts Rules of Order during meetings.

Mentoring

Activity: Complete the mentoring assignment which focuses on Chapter 18 of "The Great Employee Handbook" by Quint Studer.

Activity: Complete the mentoring assignment. Go over the importance of mentoring.

High School Leadership Suggested Reading List

Use the attached novels to help teach leadership. Students can also do a book report as an assignment. See attached.

Leadership Book Report

Use the attached Leadership Book Report assignment to encourage students to read and make a presentation to the class.

Motivational Videos

Use the attached motivational videos for Motivational Mondays with your students.

Mindset Quiz

Hand out the attached Mindset Quiz. Discuss results with students. Explain the importance of having a growth mindset.

ROUNDING

Straight A Leadership by Quint Studer, Ch. 9 excerpts

“Leader rounding has become something of a mainstay for healthcare...inspired, of course, by the traditional daily rounds physicians make to check on patients. Once other...leaders realized the benefits of rounding...the concept really took off. Basic rounding helps leaders meet certain standard goals: making sure that the staff know they are cared about..., know what is going on, and that proper follow-up actions are taking place. Rounding is a critical tool for organizations seeking both to educate people...and harvest concerns or anxieties they might have. Employees read and hear a lot of information, and some of it is very confusing. Rounding helps clear up much of that confusion. Take time to round on people who are definitely secure and those who are not so secure, and be open with all groups. Also during rounding, take the time to discuss what can be done to lower or eliminate the possibility of reductions [in staff, membership, etc.]. It’s better for staff to come up with solutions themselves [to problems within the organization related to their sphere of influence]. Rounding is an incredibly valuable tool when it’s done properly. That means not just going through the motions but actually capturing what is learned [through the process]. Make sure rounding logs are used to record any issues raised during these conversations. Getting it down on paper creates accountability for taking necessary actions.”

In a student leadership setting, effective rounding should take place between the leader(s) and their subordinates/classmates at least once per grading period. These conversations serve to clarify expectations, highlight items for praise, and address areas of concern. The information gleaned will establish a starting point for improvement and a baseline for measuring or tracking those improvements.

The table that follows is an amended version of the one found in Ch. 9 of the book, *Straight A Leadership*. It has been tailored more toward the student leadership classroom/environment.

Rounding

Leader Name:	Class/Group:
Date:	Student Name:
Clarify Expectations: What is expected of the student and what are they expecting for themselves and from you?	
What is working well at this point overall and for you personally? What 'wins' can you identify?	
Are there any individuals I should recognize? Why?	
Are there any faculty/staff that should be recognized? Why?	
Is there anything we can do better? How can we improve?	
Do you have the materials you need to work effectively? If not, what do you need?	
How can I help you?	

CHAPTER FIFTEEN:

BUILD AN EMOTIONAL BANK ACCOUNT

A workplace relationship is a lot like a marriage or a friendship: It's based on give and take. If you're a good spouse or a good friend, you probably make an effort to "give" most of the time. You try to make life easier and better for the other party. You're considerate and respectful, you clean up after yourself, you remember birthdays, you show up on time for lunch dates.

However, because no one is perfect, there will also be times you "take." Perhaps you snap at your spouse because you're tired. Or maybe you miss your friend's daughter's wedding because you accidentally scheduled your vacation at the same time.

Hopefully, because you've made an effort to do the right thing 90 percent of the time, your friend or spouse will be willing to forgive the other 10 percent. This is called building a strong emotional bank account. You make as many *deposits* as possible so that when you have

to make a *withdrawal* the balance is still in your favor and the relationship doesn't crash.

The same principle holds true in the workplace. It's important to do everything you can, every day, to be the best employee and coworker you can be. Why? Because, inevitably, you will make a mistake and let the boss or a coworker down or you'll need to ask for a favor.

By working hard to build trusting, productive, and positive relationships with others in the workplace, you ensure there's enough emotional capital in the account to cover these metaphorical rainy days.

Basically, building a positive emotional bank account means doing what we can to make others in the workplace happy most of the time, in anticipation of those future times when we might, carelessly or unintentionally, let them down.

A few tips for building up your workplace emotional bank account...

Ask what you can do to improve. One way to make emotional bank account deposits is to reduce the risk you'll need to make an unexpected withdrawal. Ask people for honest feedback on how you can work better with them. Be sure to implement their suggestions and follow up to make sure the changes you make have affected them positively.

Go for "quick wins." Bring your cubicle mate a cup of their favorite coffee. Offer to take your coworkers' trash out when you're taking out yours. Congratulate them on a job well done. Recognize an important

milestone like a birthday or anniversary. Cook a meal for a coworker's sick mother. Bring in a bag of cute clothing your kids have outgrown and give it to others who have younger children. These are all great ways to get quick wins, which translate into emotional bank account deposits.

Give credit when credit is due. When someone has a big win, make a big deal out of it. Congratulate the coworker personally, but also make sure everyone else knows they have done a great job. It will make them feel great, and that will make them feel great about you. Managing up the people you work with is a powerful way to make emotional bank account deposits—it provides a lot of bang for the buck.

Ask for their input. People like feeling valued. They like knowing that their opinions and thoughts truly matter. A great way to make deposits in coworkers' emotional bank accounts is to ask for their input on a problem you might be having. For example you might say, "Bob, I really admire how you handle your clients. I'm having a problem connecting with Client X. What do you recommend?" Showing Bob that you value his opinion will make him feel great, which will translate into positive feelings about you.

Be open and honest. Always tell the truth, avoid office politics and gossip, and never be two-faced. You'll build credibility and trust, both of which are like having an accruing investment in an emotional bank account. When leaders and coworkers trust you, their good opinion of you will only continue to grow.

WOW! Name: _____
Card DATE: _____
Today you "wowed" me when you

Submitted by:

WOW! Name: _____
Card DATE: _____
Today you "wowed" me when you

Submitted by:

WOW! Name: _____
Card DATE: _____
Today you "wowed" me when you

Submitted by:

WOW! Name: _____
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WOW! Name: _____
Card DATE: _____
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Submitted by:

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Card DATE: _____
Today you "wowed" me when you

Submitted by:

CHAPTER TWENTY:

KEEP MEETINGS
PRODUCTIVE

Say the word “meeting” and too often you may be greeted with groans, sighs, and eye-rolls. (You may even let a “Here we go again!” slip out yourself.) And there’s a good reason why: We all face heavy demands on our time and energy. We have more to do than we can handle, and the stakes are higher than they’ve ever been—so the last thing we have time for is another unproductive meeting.

It’s not that “good” meetings don’t exist. They do—and in a global economy where team members may be located halfway around the world they’re more important than ever. It’s just that too often we’ve come to expect meetings to be unfocused and unproductive.

That’s too bad. When meetings are unproductive, *people* are unproductive. They get bored and zone out. They get off track and waste time. They walk away with no clarity on what needs to happen, who needs to do it, and when it needs to get done.

In fact, I find that what often happens is that some people leave meetings knowing what to do, while others don't. This harms alignment and can lead to inconsistent results throughout the organization.

On the other hand, when meetings are done right, they're a great communication tool. They get everyone on the same page. They ensure the right people are focused on the right goals and timelines. And they provide an opportunity for valuable brainstorming and collaboration. It's also important to note that when meetings are truly productive, a) they are shorter, and b) fewer of them are needed—further ensuring that everyone is able to focus as much of their time as possible on the tasks and projects that matter most.

Whether you're leading a meeting or just attending one, there is plenty you can do to make it a productive and positive experience for everyone involved. You'll make your own life easier, build goodwill among coworkers, and impress the boss with your efficiency and focus on making every minute count.

Here are a few things to keep in mind:

If you're LEADING a meeting:

Invite only the people who need to be there. Meetings work best when they are small. Think carefully about who really needs to be there. For example, could Kathy in Marketing be kept up-to-date by just reviewing the meeting minutes?

Send the agenda out in advance. Make sure it includes the date, time, and location as well as the points to be discussed and how long those discussions will last. This gives people a chance to think about what they will contribute.

Keep the meeting a reasonable length. You might be discussing the most important aspects of the company's upcoming goals, but if you're doing it at the end of a two-hour long meeting, your audience probably won't be taking in much of what you're saying.

Don't get caught up in minutiae. Meetings are best used to collectively set goals, brainstorm, and check on progress. They're not the right time to hammer out every little detail of a project. If Steve and John are asked to find a good venue for this year's client summit, the meeting where they receive that assignment is not the right time to start bouncing venue ideas back and forth. The two can do this research after the meeting and bring options for everyone to consider next time. Knowing what to put out to the group and what to take "off line" is a big part of successful meeting management.

Look for opportunities to inspire. When possible, mention something that is going well or remind people of the bigger purpose they're serving. Try to do this early on. It will put them in a good frame of mind and motivate them to do their best work during the meeting and afterward.

Carefully manage conflict. Some conflict can be good in a meeting. It gets people thinking and can lead to ideas that might not otherwise have been brought to

light. But when conflict gets out of hand, the meeting will disintegrate. If a topic of discussion gets heated, you might need to end it for the moment with a promise that you'll reopen the discussion later. When you do reopen it, position it in a way that defuses the situation.

Keep people on track. One of the best ways to do so is to keep everyone engaged. Don't allow one person to dominate the discussion. When appropriate, go around the table to get feedback from everyone in attendance. If someone does seem to be getting off track, say, "Jessica, you've raised some very good points today. Let's see if anyone else wants to add to your ideas. Pete, would your department be able to execute Jessica's idea?"

Address deliverables and deadlines. Many of us get frustrated in meetings because we come away with a list of tasks to add to our ever-expanding to-do list, but aren't sure when they need to be completed or whether someone else might already be working on the same thing. When leading a meeting, don't just provide progress updates or recaps of what needs to be done. Assign deliverables and specific deadlines so everyone knows who is doing what and when.

End the meeting with a "stoplight" report. Take a few minutes at the end of every meeting to go around the table and review everyone's deliverables so that you can be certain everyone understands their goals to achieve before the next meeting. Assign every task or goal a color: Red means "Hold on this for now," green means "Full speed ahead," and yellow means "We'll think about this for a while longer."

Take good, detailed notes. Before every meeting, assign someone to take notes during the meeting. Make sure the notes are then distributed to everyone who attended and anyone who might not have attended but who will benefit from seeing what was discussed. Having documentation of what was discussed in the meeting will help keep people focused on the objectives they need to achieve.

Clarify what needs to be communicated to people after the meeting—when, how, and by whom. This will ensure that everyone on the team is on the same page. In most organizations, the decisions aren't the problem; the communication around them is. We spend all of our time and energy reaching decisions, then miss the opportunity to assure the best way to communicate those decisions. It's this last 10 percent that makes the previous 90 percent pay off.

Ask attendees to rate the meeting. Tell them, "Let's get any concerns out on the table." Ask them to rate the meeting with a number between one and five. If it's a five, ask them what made it a five. If it's anything lower, ask them what might have been done differently to make it a five.

If you're ATTENDING a meeting:

When you attend a meeting, you are not just a bystander. You can exert a lot of influence on the meeting's effectiveness. Here are a few tips:

If necessary, lead the leader. When meetings at your organization are time-consuming and

unproductive, take ownership. That doesn't mean making a power move and taking over the meeting yourself. Instead, you might pull the meeting leader aside and give them an article on how to run a good meeting. You might say, "I am sure running all those meetings can be stressful, and I know how committed you are to running good meetings. I saw this and thought you might be interested."

Or if the person running the meetings repeatedly comes without an agenda, pull them aside and say, "I know you're committed to communicating with us effectively, and I know running these meetings is difficult, but one thing that I think would help keep us all on track is a meeting agenda." You might then offer to show them a sample of an agenda or even help them put one together before the next meeting. I find that when you compliment a behavior before it happens, you'll often see that it starts occurring. So by telling the leader that you know how strongly they feel about running good meetings, you'll be setting the stage for them to do exactly that.

Do your part to keep everyone on topic. Another way to take ownership is by subtly helping the meeting leader keep everyone on track. If an agenda item has trailed off into a conversation about something else, you can be a leading peer and help get the meeting back on track. Politely interrupt the conversation and say, "I think this is a great discussion, but I think it's really important that we have enough time to discuss the next item on the agenda." Or, "This conversation is really interesting, but I've been looking forward to hearing what everyone thinks about this next agenda item." Often, giving a nice

subtle tip will be all that is necessary to bring people back to the agenda.

Get some talking points ready. Read the meeting agenda ahead of time and think about where you can contribute. Be prepared with talking points that pertain to items that involve you. Remember, when you sit in silence you seem unengaged—you may be paying close attention but no one will be able to tell.

Arrive early. This will give you a chance to get seated and take another look at the meeting agenda so that you can organize your thoughts and do some last-minute preparations. The same applies if you're attending the meeting virtually—always call in or sign on promptly.

Take your own notes. There will probably be an official note-taker at the meeting, but it's still a good idea for you to take notes on the items that pertain directly to you. What if the person in charge of capturing what happens in the meeting does a less than thorough job or leaves out some critical detail?

Don't check your e-mail, text, or work on anything unrelated to the meeting agenda. Not only will tapping away at electronic devices keep you from engaging fully in the meeting, it's disrespectful to others. Just don't do it.

Don't contribute too much or too little. Don't monopolize the conversation. If you're a big talker, make sure what you say is productive and helps keep the meeting moving forward. And if you normally like to hide in the shadows, speak up. (This is where you'll be glad you prepared your talking points ahead of time.) You

may even make checkmarks each time you talk. This will help you assess “Do I talk too much or do I not talk enough?”

Double-check your responsibilities. Before you leave the meeting, make sure you understand *exactly* what you’re supposed to do, when it needs to be delivered, and how. If you’re not sure, ask for clarification.

Follow up. After the meeting, send a follow-up e-mail detailing what you’re going to do and when you will be delivering it. This will provide the meeting leader one more chance to clarify any tasks that you might have misunderstood. And if the boss isn’t the team leader, make sure to copy them so they’ll know what you’re doing, too.

Reward and recognize leaders who run good meetings. If there’s any skill today’s leader needs, it’s the ability to make sure everyone uses their time effectively. So when a leader is doing a great job running meetings, encourage them by rewarding and recognizing their efforts or improvements. For example, if a leader who hadn’t been providing an agenda starts taking the time to do so and is working hard to keep everyone on topic, pull them aside and say, “I think I speak for everyone when I say that having those agendas has really helped. And thanks for keeping excess conversations to a minimum so that we can all make the meetings time well spent.” Or, “Thank you for the follow up e-mail you sent after the meeting. It really helps me to see everything I am responsible for in writing.”

How you conduct yourself in meetings goes a long way toward shaping your brand. It’s probably the time you’re most visible to leaders and coworkers. This is especially true if you work virtually or participate on virtual teams, because meetings are the only times most coworkers get to interact with you.

Make the most of meetings. Not only will leading and participating in them the right way help you do your own job better, it can help make a positive impact on the people you work with and the organization itself.

WHAT IS PARLIAMENTARY PROCEDURE?

It's a SET OF RULES for conduct at meetings.

It allows EVERYONE to be heard and to make decisions... without confusion!

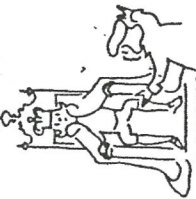


WHY is parliamentary procedure IMPORTANT?

Because-- it's a time-tested method of conducting business at meetings and public gatherings.

Parliamentary procedure has a LONG HISTORY

IT ORIGINATED in the early English Parliaments (discussions of public affairs).



IT CAME TO AMERICA with the first settlers.



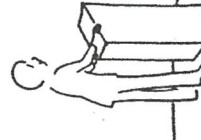
IT BECAME UNIFORM

in 1876, when Henry M. Robert published his manual on Parliamentary Law.

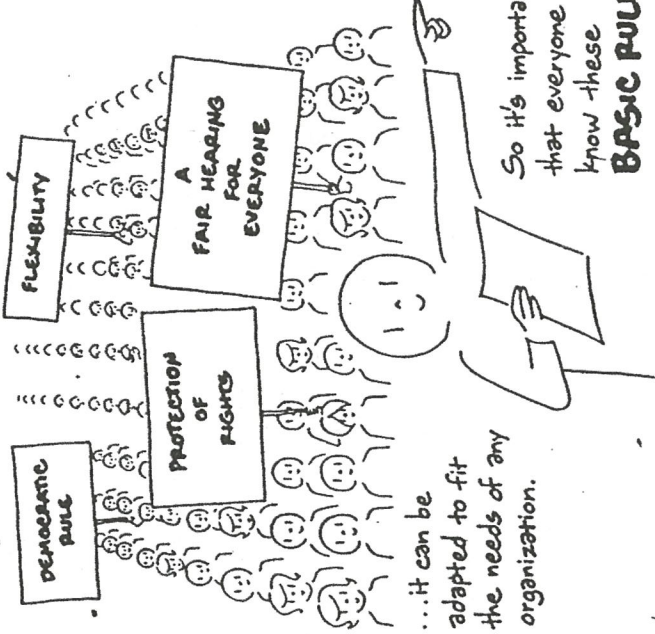


Today...

ROBERT'S RULES OF ORDER NEWLY REVISED is the basic handbook of operation for most clubs, organizations and other groups.



PARLIAMENTARY PROCEDURE MEANS:



...it can be adapted to fit the needs of any organization.

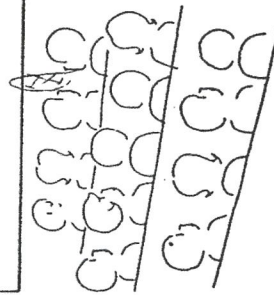
Organizations using parliamentary procedure usually follow a fixed

ORDER OF BUSINESS

Here's a typical example



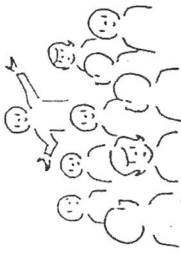
<p>I. CALL TO ORDER The chairman says, "The meeting will please come to order."</p> <p>II. ROLL CALL Members say "present" as their names are called.</p> <p>III. MINUTES The secretary reads a record of the last meeting.</p> <p>IV. OFFICERS' REPORTS Often limited to a report from treasurer, but others may report at this time.</p> <p>V. COMMITTEE REPORTS First come reports from "standing," or permanent committees; then from "ad hoc," or special committees.</p>	<p>VI. SPECIAL ORDERS Important business previously designated for consideration at this meeting.</p> <p>VII. UNFINISHED BUSINESS Business left over from previous meetings.</p> <p>VIII. NEW BUSINESS Introduction of new topics.</p> <p>IX. ANNOUNCEMENTS Informing the assembly of other subjects and events.</p> <p>X. ADJOURNMENT The meeting ends by a vote, or by general consent (or by chair's decision if time of adjournment was pre-arranged by vote).</p>
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QUORUM...

The number of members that must be present for business to be conducted legally. The actual number is usually stated in the by-laws.

**BUT...
HOW DO MEMBERS
GET THEIR SAY
?**



THEY MAKE MOTIONS!

A motion is a proposal that the assembly **TAKE A STAND** or **TAKE ACTION** on some issue.

Members can:

PRESENT motions
(make a proposal)



SECOND motions
(express support for discussion of another member's motion.)



DEBATE motions
(give opinions on the motion)



VOTE on motions
(make a decision)





4 TYPES OF MOTIONS

0 MAIN motions
introduce subjects to the assembly for its consideration. They cannot be made when another motion is before the assembly. They yield to privileged, subsidiary and incidental motions.

FOR EXAMPLE--
"I move that we purchase..."

② SUBSIDIARY motions
change or affect how the main motion is handled (voted on before the main motion).

FOR EXAMPLE--
"I move the question before the assembly be amended by striking out..."

③ PRIVILEGED motions
are most urgent ... about special or important matters not related to pending business.

FOR EXAMPLE--
"I move we adjourn."

④ INCIDENTAL motions
are questions of procedure that arise out of other motions ... must be considered before the other motion.

FOR EXAMPLE--
"I move to suspend the rules for the purpose of..."

Some QUESTIONS relating to MOTIONS

IS IT IN ORDER?

Your motion must relate to the business at hand, and be presented at the right time. It must not be obstructive, frivolous or against the by-laws.

MAY I INTERRUPT THE SPEAKER?

Some motions are so important that the speaker may be interrupted to make them. The original speaker regains the floor after the interruption has been attended to.

DO I NEED A SECOND?

Usually, yes. A second indicates that another member would like to consider your motion. It prevents spending time on a question which interests only one person.

IS IT DEBATABLE?

Parliamentary procedure guards the right to free and full debate on most motions. Some privileged and incidental motions are not debatable.

CAN IT BE AMENDED?

Some motions can be altered by striking out, inserting, or both at once. Amendments must relate to subject as presented in main motion.

WHAT VOTE IS NEEDED?

Most require only a majority vote but motions concerning the rights of the assembly or its members need 2/3 vote to be adopted.

CAN IT BE RECONSIDERED?

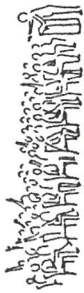
Some motions can be red debated and revoted to give members a chance to change their minds. The move to reconsider must come from the winning side.

QUESTIONS FOR SOME COMMON MOTIONS.



PARLIAMENTARY PROCEDURE

... at a glance



Here are some motions you might make, how to make them, and what to expect of the rules.

TO DO THIS:	YOU SAY THIS:	MAY YOU INTERRUPT THE SPEAKER?	DO YOU NEED A SECOND?	IS IT DEBATABLE?	CAN IT BE AMENDED?	WHAT VOTE IS NEEDED?	CAN IT BE RECONSIDERED?
ADJOURN MEETING	"I move that we adjourn"	NO	YES	NO	NO	MAJORITY	NO
CALL AN INTERMISSION	"I move that we recess for..."	NO	YES	NO	YES	MAJORITY	NO
COMPLAIN ABOUT HEAT, NOISE, ETC.	"I rise to a question of privilege"	YES	NO	NO	NO	NO VOTE	NO (usually)
SUSPEND FURTHER CONSIDERATION OF AN ISSUE	"I move to table the motion"	NO	YES	NO	NO	MAJORITY	NO
END DEBATE AND AMENDMENTS	"I move the previous question"	NO	YES	NO	NO	2/3	NO ①
POSTPONE DISCUSSION FOR A CERTAIN TIME	"I move to postpone the discussion until..."	NO	YES	YES	YES	MAJORITY	YES
GIVE CLOSER STUDY OF SOMETHING	"I move to refer the matter to committee"	NO	YES	YES	YES	MAJORITY	YES ②
AMEND A MOTION	"I move to amend the motion by..."	NO	YES	YES ③	YES	MAJORITY	YES
INTRODUCE BUSINESS	"I move that..."	NO	YES	YES	YES	MAJORITY	YES

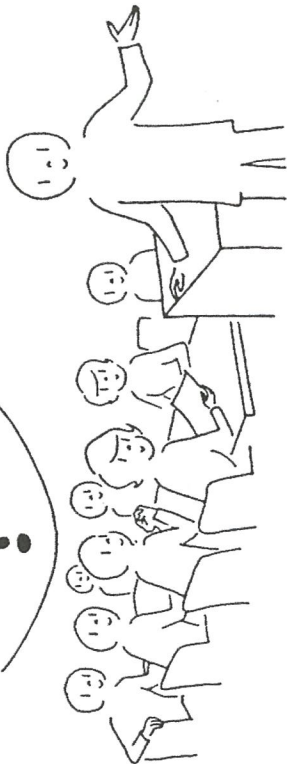
THE MOTIONS LISTED ABOVE ARE IN ORDER OF PRECEDENCE... BELOW THERE IS NO ORDER...

PROTEST BREACH OF RULES OR CONDUCT	"I rise to a point of order."	YES	NO	NO	NO	NO VOTE ④	NO
VOTE ON A RULING OF THE CHAIRMAN	"I appeal the chair's decision"	YES	YES	YES	NO	MAJORITY ⑤	YES
SUSPEND RULES TEMPORARILY	"I move to suspend the rules so that..."	NO	YES	NO	NO	2/3	NO
AVOID CONSIDERING AN IMPROPER MATTER	"I object to consideration of this motion"	YES	NO	NO	NO	2/3 ⑥	— ⑦
VERIFY A VOICE VOTE BY HAVING MEMBERS STAND	"I call for a division" or "Division!"	YES	NO	NO	NO	NO VOTE	NO
REQUEST INFORMATION	"Point of information"	YES	NO	NO	NO	NO VOTE	NO
TAKE UP A MATTER PREVIOUSLY TABLED	"I move to take from the table..."	NO	YES	NO	NO	MAJORITY	NO
RECONSIDER A HASTY ACTION	"I move to reconsider the vote on..."	YES	YES	— ⑧	NO	MAJORITY	NO

- NOTES:**
- ① Unless vote on question is not yet taken.
 - ② Unless the committee has already taken up the subject.
 - ③ Only if the motion to be amended is debatable.
 - ④ A majority vote in negative needed to reverse ruling of chair.
 - ⑤ Except in doubtful cases.
 - ⑥ A 2/3 vote in negative needed to prevent consideration of main motion.
 - ⑦ Only if the main question or motion was not, in fact, considered.
 - ⑧ Only if motion to be reconsidered is debatable.

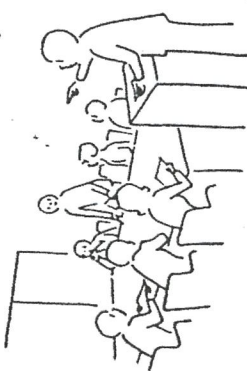
How do I present my motion?

Here's what to do when it's your turn to speak...



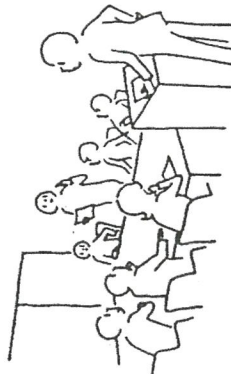
1 OBTAIN THE FLOOR

- Wait until the last speaker is finished.
- Rise and address the chairman. Say, "Mr. (or Madam) Chairman" or "Mr. (or Madam) President."
- Give your name. The chairman will recognize you by repeating it.



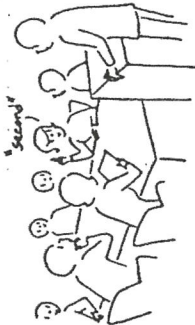
2 MAKE YOUR MOTION

- Speak clearly and concisely.
- State your motion affirmatively. Say, "I move that we..." instead of "I move that we do not..."
- Avoid personalities and stay on the subject.



3 WAIT FOR A SECOND

- Another member will say, "I second the motion."
- Or the chairman will call for a second.
- If there is no second, your motion is lost.



5 EXPAND ON YOUR MOTION

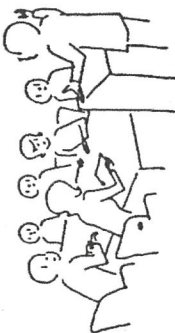
- Mover is allowed to speak first.
- Direct all comments to the chairman.
- Keep to the time limit for speaking (stated in by-laws).
- You may speak again after all other speakers are finished.
- You may speak a third time by a motion to suspend the rules with a 2/3 vote.



4 CHAIRMAN STATES YOUR MOTION

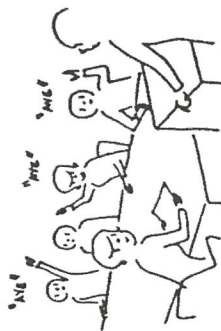
The chairman must say, "It is moved and seconded that we..." After this happens, debate or voting can occur.

Your motion is now "assembly property" and you can't change it without consent of the members.

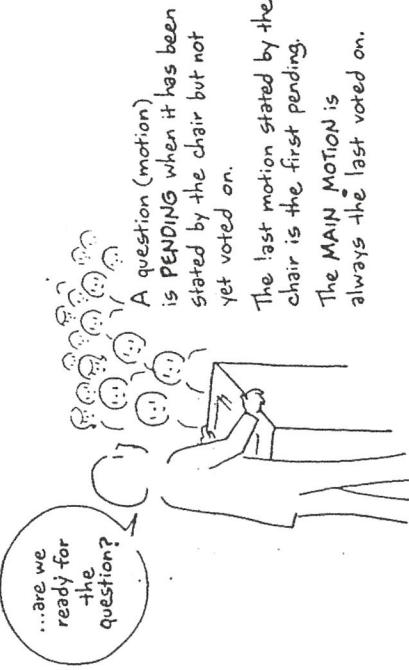


6 PUTTING THE QUESTION

- The chairman asks, "Are you ready for the question?"
- If there is no more discussion, a vote is taken.
- Or motion for previous question may be adopted.



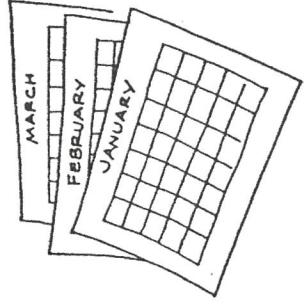
...more about VOTING



A question (motion) is **PENDING** when it has been stated by the chair but not yet voted on.
 The last motion stated by the chair is the first pending.
 The **MAIN MOTION** is always the last voted on.

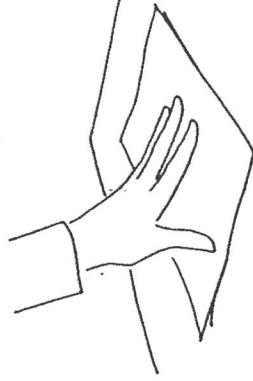
A motion to **POSTPONE INDEFINITELY**

This is parliamentary strategy -- allows members to dispose of a motion without making a decision for or against. It is useful in case of badly chosen main motion for which either "yes" or "no" vote would have undesirable consequences.



A motion to **TABLE** (lay on the table)

This motion is often used in an attempt to "kill" a motion. There is always the option to "take from the table" any motion for reconsideration by the assembly.



The method of **VOTE ON A MOTION** depends on the situation and on the laws of your organization.



BY SHOW OF HANDS

Members raise their hands as sight verification of or alternative to a voice vote. It does not require a count. Member may move for exact count.



BY VOICE

The chairman asks those in favor to say "aye" and those opposed to say "no." (For majority votes only.) Member may move for exact count.



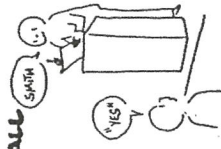
BY BALLOT

Members write their vote on a slip of paper. Done when secrecy is desired.



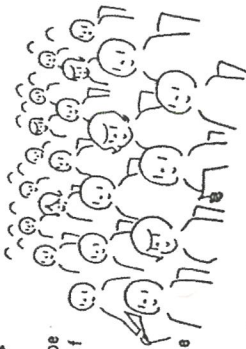
BY ROLL CALL

Each member answers "yes" or "no" as his name is called -- when a record of each person's vote is needed.



BY GENERAL CONSENT

When a motion isn't likely to be opposed, the chairman says, "If there is no objection..." Members show agreement by their silence. If someone says, "I object," the matter must be put to a vote.



GLOSSARY

and INDEX



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Business to be considered during a meeting

4

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Number of members that must be present to conduct business legally

4

ROBERT'S RULES OF ORDER NEWLY REVISED

Manual of procedure for non-legislative assemblies

2

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SO WHAT?



PARLIAMENTARY PROCEDURE

is the BEST WAY to

GET THINGS DONE

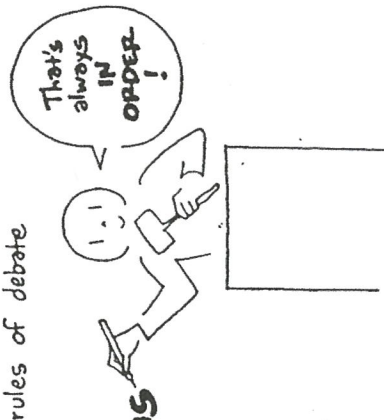
at meetings

BUT-- it only works if you use it right!

- ✓ MAKE MOTIONS that are in order
- ✓ OBTAIN THE FLOOR properly
- ✓ SPEAK clearly and concisely
- ✓ OBEY the rules of debate

... and most of all,

BE COURTEOUS



PARLIAMENTARY PROCEDURE EXAM

1. The primary purpose of *Adjourn* is to:
 - A. Delay action on a motion
 - B. End the meeting
 - C. Take a break from business
 - D. Set a time for continuation of the current meeting

2. Which motion is amendable?
 - A. Division of a Question
 - B. Adjourn
 - C. Appeal
 - D. Previous Question

3. If two secondary motions and a main motion are pending at a time, which motion is the immediately pending question?
 - A. the main motion
 - B. the first secondary motion stated by the chair
 - C. the motion most recently stated by the chair
 - D. they are all immediately pending questions

4. Which one of the following motions may be used to delay consideration of a main motion later in the same meeting or until the next meeting?
 - A. Fix a Time to Adjourn
 - B. Postpone Indefinitely
 - C. Postpone Definitely
 - D. Reconsider

5. On the motion to *Appeal*, a tie vote means:
 - A. The motion passes
 - B. The decision of the chair is sustained
 - C. The Appeal is sustained
 - D. The Appeal is tied, no decision can be made

6. A member who has the floor may be interrupted by:
 - A. Main Motion
 - B. A Recess
 - C. An Appeal
 - D. Previous Question

7. After a motion has been passed, a request to *Withdraw* it may be granted to anyone by the presiding officer without voting.
 - A. True
 - B. False

8. Which motion enables the assembly to bring back for further consideration a motion that has already been voted on?
 - A. Rescind
 - B. Take from the Table
 - C. Reconsider
 - D. Postpone Definitely

9. Which of the following statements is true regarding the rules of debate?

- A. debate should not be germane
- B. the maker of the motion has first right to debate
- C. members can speak three times and for no more than 25 minutes on each motion
- D. everyone may refer to members by their names during the debate.

10. Which motion can be *Reconsidered*?

- A. Reconsider
- B. Division of the House
- C. Postpone Definitely
- D. Division of the Question

11. A chairman may take an affirmative vote by stating

- A. "All those in favor say aye."
- B. "All in favor, say yes."
- C. "Those in favor of the motion, say aye."
- D. Any of the above

12. Except for the chairman, members of the assembly are limited to speak on an appeal

- A. Once
- B. Twice
- C. Three times
- D. None of the above

13. Which series of motions below is arranged from highest to lowest precedence?

- A. recess, adjourn, main motion, amend
- B. adjourn, amend, recess, main motion
- C. main motion, amend, recess, adjourn
- D. adjourn, recess, amend, main motion

14. If the amendment to the privileged motion *to fix time to which to adjourn* is made and immediately seconded, what would your next step be as chairman?

- A. take a vote on the amendment
- B. ask for debate on the amendment
- C. notify the assembly that the motion cannot be amended
- D. declare the amendment will be voted on after the motion to fix time to which to adjourn is adopted

15. A chapter has a total membership of 120, and 61 members are needed for a quorum. There are 90 members present. if all members present vote, the minimum vote required to adopt the previous question is

- A. 60
- B. 61
- C. 68
- D. 75

16. Which of the following motions cannot be reconsidered?

- A. Refer or Commit
- B. Previous Question
- C. Recess
- D. Limit or Extend Debate

25. The chair should interrupt the speaker only if:

- A. A rule violation occurs
- B. They want to express their personal opinion
- C. They don't like the debate
- D. They feel it is time to take the vote

KEY

1. B	10. C	19. C
2. A	11. D	20. D
3. C	12. A	21. B
4. C	13. D	22. B
5. B	14. A	23. A
6. C	15. A	24. B
7. B	16. C	25. A
8. C	17. B	
9. B	18. D	

CHAPTER ONE:

PUT YOUR BEST FOOT
FORWARD IN THE FIRST
90 DAYS

The first 90 days at a new job can be filled with stress and anxiety. In an attempt to avoid stepping on anyone's toes, getting on the wrong side of a new coworker, or making a mistake, it's often tempting to just keep your head down and lay low. But to do that is to miss a big opportunity—often, these first three months are the perfect time to really catapult yourself forward at the company.

Today's business moves at lightning speed. The minute you start with a company it's time to start finding ways to show your value. Your first months are crucial because during that time the boss and your coworkers will be forming their first impressions of you.

When you hit the ground running, you can immediately start living up to the reason that the boss hired you. High-performing coworkers will see that you may be a fellow high performer, and they'll be much more willing to invest time training you and teaching you the ways of

the company. If they don't see that potential in you they might think, *Oh, they're not going to provide the relief I need quickly enough*—and move on to mentoring someone else.

I say all of this not to make you even more anxious when you start a new job, but to encourage you to be a results-focused high performer right from the get-go. Your first 90 days will set the temperature for the rest of your time with that company so it's important to make them count.

Here are a few tips to help you make those first 90 days really count:

Make a great first impression. Yes, it's absolutely important to do your best work, but use those first 90 days to make a great first impression in the traditional sense as well. Follow the company's behavior standards and dress code to the letter. Be on time. Meet every deadline and deliver ahead of schedule if you can. Double-check all e-mails and other communication for correct spelling and grammar. Learn all of your coworkers' names and positions. Keep your office or workspace clean. In other words, start your new job by being a great citizen for the rest of your coworkers. They'll instantly appreciate your good manners and your results-driven attitude.

Set goals and milestones for yourself early on. Express to your boss that you really want to hit the ground running. Work with them to set realistic goals for your first 90 days. Ask if it would be possible to have a progress meeting every 30 days so that you can address where you are with your goals and also receive feedback on what's working and what isn't. This is a great way to

show the boss that you want to be a productive member of the staff, and it's also a great opportunity to start building a strong relationship with them.

Learn what the company brand is all about. During your first 90 days, read, observe, ask. Do whatever you can to learn about the company's philosophy and how it could affect the way you do your job. The company where you last worked might have been all about price and making sure customers knew it had the lowest prices around. But maybe this new company is first and foremost about providing great service. When you have a strong understanding of the company's brand, you can better chart out what you can do to add value to it and to keep the company moving toward its goals.

Embrace company values and standards. Follow the "rules," both written (in the employee handbook and official standards of behavior documents) and unwritten. It demonstrates your investment in your new job and demonstrates respect for leaders and coworkers.

Be positive. If you are stressed, nervous, or anxious about your new position, understand it's normal. Instead focus on what you're excited about—being part of a great company, getting to know new coworkers, delivering great service to customers, etc. Be pleasant and courteous to others. Saying "Good morning" and "Have a good night" to the boss and your coworkers can really go a long way. It shows people you are likeable, and likeable people get more help and more training because others want to be around them. Keep negativity at bay. Don't complain about company policies, customers, or

any coworkers. Put positivity out there and your coworkers will give it right back to you.

Don't become part of the gossip mill. It can be all too tempting to join in on workplace gossip, especially when you are the new guy or gal. After all, these interactions can make you feel like you're part of the group, but they're really no place for a new employee. You do not want to be associated with gossip in the workplace. It is negative communication that can easily lead to trouble, and it makes those involved seem untrustworthy. Instead, focus your energy on building positive, work-based relationships with coworkers.

Excuse yourself when rumors become the topic of discussion and gently remind coworkers that passing on rumors could damage their own reputations. If the gossip is company-related, consider approaching the boss to let them know that rumors are floating around and that explanations would be greatly appreciated by all employees.

Learn your boss's and coworkers' *zehats*. Everyone has a *zehat*. It's that certain something that needs to happen in order to be satisfied. The boss's *zehat* might be relentlessly meeting deadlines or showing up on time. For the coworker in the cubicle next to you it might be a tidy and organized workspace. The first 90 days are a great time for you to carefully observe those around you to find out what their *zehats* are. And if you can't figure it out, ask! When you can deliver on their *zehats*, your coworkers and the boss will think very highly of you.

Familiarize yourself with customer preferences. In addition to learning the boss's and your coworkers' *zehats*, pay close attention to your customers' preferences. Make note of who the business's "regulars" are. Keep cards on each customer you work with and jot down what they like and dislike, how they prefer to be communicated with, and any other information they may provide about their work or professional life. Use everything you compile to provide them with great customer service every time you see them.

Follow up frequently. As you take on your first tasks or projects, stay in front of the boss. Make sure they know what you are working on and be upfront about your progress. If you run into a problem, let the boss know about it. They have a lot on their plate and won't want to feel they have to hold your hand through every task. When you follow up and let the boss know what you're working on, it eases anxiety and provides them with the opportunity to guide you and make sure you are on the right track.

Maximize the experience you bring to the table. When you feel like you know the lay of the land and fully understand the company brand and goals, speak with the boss about any recommendations you might have. Maybe at your previous company orders were processed in a way that is more efficient than the way your new company does it. Maybe you know that a former coworker shares the new company's philosophy and work ethic and would fit right in. Or maybe you know of a vendor who provides great service and at a lower rate than the business your new company uses. When you've

set a good foundation and have shown that you are a high performer who does great work, the boss will value your input and will appreciate your effort to find ways to make the company even better.

Ask questions. Remember, everyone at your new job had a first 90 days of their own. They know what it feels like trying to get the lay of the land at a new company. That said, don't be afraid to ask questions when you need guidance on a particular task or simply don't understand a particular instruction. Taking an extra second to ask for a clarification is much better than risking the possibility that a significant amount of time will have to be taken to fix a mistake. Asking questions is also a great way to start building a rapport with coworkers.

Be open to feedback. When you receive feedback from the boss or a coworker, don't take it as hurtful; take it as helpful. Learn to process it as the constructive feedback it is meant to be. Listen carefully to what they say and use that time to ask for any clarification that is needed. When you've had a chance to put their advice into practice, follow up with them to make sure you are meeting their expectations. Sometimes employees have a cavalier attitude and kind of "blow off" criticism. Great employees know that criticism is meant to help them do better work and grow professionally. They use it to their advantage.

Be a team player. You are not a one-person show. In order to set the right tone at the new job, be a productive member of the team. Give credit to others when they've done a great job. And when you're complimented

on something, use the opportunity to manage up someone you work with. When you show that you are a team player, people will want to work with you. You'll be able to get involved with higher profile projects and tasks, which will help you become more valued in the company.

Try to be problem-free. Don't draw unwanted or negative attention to yourself during your first months. During your first 90 days, avoid asking for any vacation days unless discussed prior to taking the job. If at all possible, don't take any sick days or leave work early because of appointments. Be as steady and consistent as possible.

Learn from the organization's high performers. Keep an eye out for those coworkers who consistently reach goals, meet deadlines, and receive great feedback from customers. Mirror their best practices. If you run into problems during your first months, ask the high performers how they would handle the situations. And if you have a particularly good rapport with one high performer, don't be too shy to ask that person to be your mentor. Having a mentor is a great way to learn more about the company and the way it does business and to get feedback on your performance.

The first 90 days are your chance to make a positive impression on your boss and coworkers. Don't try to fly under the radar. Use this important time to begin to make your mark with your new employer. When others see what you're capable of, they'll be excited about working with you, and long-term productive relationships will begin to form.

MENTORING

The Great Employee Handbook, by Quint Studer, Ch. 18 excerpts

“New employees do best when they are mentored from day one. They need someone to show them the ropes, answer questions, and tend to other concerns. That ‘someone’ can be you. When [experienced leaders] do whatever they can to get new [members] get settled in, it helps them become productive, thriving team members. Peer mentoring benefits both parties. The new coworker will enjoy having a helpful individual to go to when they need guidance or support. As the mentor, you’ll have an increased sense of accomplishment and may even form a rewarding new friendship. Plus, it’s almost guaranteed that you’ll learn something in the process. Remember, the new [person] is coming from a different [organization or background] and bringing all of that...knowledge with them. When you work with them...they are bound to make a suggestion or two that will help you work smarter and more efficiently.”

Tips for Mentoring New Team Members

1. Ask key questions early on about what they do outside the classroom and what they expect now that they are involved. Ask them how they like to work and how you can help them be successful. Then follow up.
2. Help them integrate into the group’s culture by asking if they are okay with you providing help or advice. When you see them doing something properly, offer praise. If you see them doing something that is not beneficial, let them know in a respectful and compassionate way.
3. Think of yourself as a role model, and act accordingly. Telling someone what to do and how to do it is not nearly as effective as showing them in a consistent and productive manner. Remember that you are setting an example for others to follow, even if you don’t always feel like it – so make it a great one!
4. Resist the temptation to do their work for them. Although inexperience can result in slower production with more errors, this process is necessary for them to learn. Be patient, and allow them the opportunity to learn, but offer guidance along the way.
5. Share all the information they need to do the best job. It doesn’t help them, or the organization, for you to withhold information that would make their job performance better. It’s good to be good at what you do, but it’s better to help all the team members be good at what they do. Provide them with helpful tips about how to navigate the waters so they can be more successful, more quickly.
6. Be a friend. You don’t have to be their best friend and invite them to family gatherings, but include them whenever possible in the social events of the organization and in the socializing that takes place during the ‘work’ time. It will help them become part of the team faster and increase their chances of being productive and satisfied as a part of it.
7. Help the new person establish successful relationships with authority. You have the experience and understanding of working with those in authority. Show them the best ways to do their jobs, meet the expectations of the teachers or administrators, and the organization’s high standards.

Congrats!! You're a mentor!!.....wait, I'm a mentor?

Understand that you are always leading someone, and a role model for someone else. You don't choose leadership, it chooses you. The real question is whether you will maximize the potential that you have been given or if you will squander it, and by extension those who are looking to you for inspiration, motivation, and direction.

Make a list of those people whom you consider to be your mentors (influential people to whom you look for guidance, correction, advice, encouragement, and assistance). You may not have many, but list them by name and title:

- 1.
- 2.
- 3.
- 4.

Make a list of people who could consider you a mentor (don't worry, it's probably going to be longer than the list above). List the names and your relationship to these individuals. Then, put a star by the names of the people who have the closest interactions and relationship with you.

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

Extension Activity:

Choose one person on the list you just made (not a family member) to consciously mentor. Come up with a way to spend some time with that person, getting to know them, and sharing your encouragement, advice, and support. Make a plan and get permission, if necessary, to do this. (suggestions may include taking them to lunch and discussing leadership projects and goals, inviting them to work on a project with you and walking them through the process to put them in a position to be successful and earn some credit, etc.)

Use the attached form to approve and document this interaction.

Your Name: _____

Person I'd Like to Mentor: _____

Why I've chosen this person (one paragraph brief explanation):

Plan for initial mentorship activity:

Teacher/Advisor Approval Signature

Date

Evaluation

(Analyze your experience during the planned interaction. Was it successful? How do you know? What would you change in the future?)

What follow up will you do?

High School/Middle School Leadership Development

Suggested Reading

Maybe (Maybe Not) by Robert Fulghum

It Was On fire When I Lay Down On It by Robert Fulghum

All I Really Need To Know I Learned In Kindergarten by Robert Fulghum

Uh-Oh by Robert Fulghum

Do Your Parents Drive You Crazy? By Janet Dight

Successfully Managing Change by George Hardy

Shakespeare on Leadership by Fredrick Talbot

Don't Sweat The Small Stuff by Richard Carlson

The Heart of a Leader by Ken Blanchard

I Dare You by William Danforth

Walden Two by B.F. Skinner

Positive Imaging by Norman Vincent Peale

Winnie-the-Pooh on Management by Roger E. Allen

Teen Power by Eric Chester

Teen Power Too by Eric Chester

Teen Power and Beyond by Eric Chester

Who Packs the Parachute by Patrick Grady

Making a Difference: Twelve Qualities That Make You a Leader by
Sheila Murray Bethal

Empowerment Take More Than a Minute by Blanchard, Carlos, and
Randolph

Leadership Jazz by Max DePree

The Measure of Our Success by Marian Edelman

Leadership in Administration by Philip Selznick

The Tao Te Ching of Lao Tzu by Brian Walker

The Te of Piglet by Benjamin Hoff

The Tao of Pooh by Benjamin Hoff

The Tao of Leadership by John Heider

Leadership Secrets of Attila the Hun by Wess Roberts

Life Strategies for Teens by Jay McGraw

The 7 Habits of Highly Effective Teens by Sean Covey

Gung Ho by Blanchard and Bowles

Don't Ever Stop Dreaming Your Dreams by Susan Schutz

The 21 Irrefutable Laws of Leadership by John Maxwell

Saving Our Kids by Falcon Baker

Leadership by Rudolph Giuliani

Lessons Learned in the Desert by Vickie Haberbosch

If You don't feed the Teachers They Will Eat the Students by Neila
Conners

The Essential 55 by Ron Clark

Who Moved The Cheese by Johnson and Blanchard

Fighting Invisible Tigers by Earl Hipp

Beyond the Bake Sale by Jean Joachim

Ask Me Where I'm Going by A Search institute Publication

Tag, You're It by Kathleen Kimball-Baker

101 Nifty Ideas for High Schools by Bill Reid
Nine Steps to Success: Teens Can Make It Happen by Stedman Graham
Encouraging the Heart by Kouzes and Posner
Winnie the Pooh on Problem Solving by Allen and Allen
Fish! By Lundin, Paul and Christensen
Fish Tales! By Lundin, Paul and Christensen
Leading With Soul by Bowman and Deal
Change Forces With a Vengeance by Michael Fullan
On Becoming A Leader by Warren Bennis
The Right to Learn by Linda Darling-Hammond
Ethics: The Heart of Leadership by Joanne Ciulla
Pooh's Little Etiquette Book by A.A. Milne
Pooh's Little Instruction Book by A. A. Milne
Winnie the Pooh's Friendship Book by A.A. Milne
I Never Knew My Name by Sherry Garland
Love by Leo Buscaglia
Born to Love by Leo Buscaglia
Bus 9 to Paradise by Leo Buscaglia
Momentum Through Motivation by Brown
Do It! Lets Get Off Our Butts! By Williams
Wear Sunscreen by Schmich
Winning the Innovation Game by Waitley and Tucker
The Power of Team Building Using Ropes Techniques by Snow

Prepare for Leadership by Woyach
Team Building: Blueprint for Productivity by Reddy with Jamison
The Abiline Paradox by Harvey
Star Trek: Make It So by Roberts and Ross
Illusions by Bach
My Losing Season by Conroy
Even Eagles Need A Push by McNally
The Eagles Secret by McNally
If Life's a Game, These Are the Rules by Carter-Scott
The One Minute Manager by Blanchard and Spencer
Putting the One Minute Manager to Work by Blanchard and Loeber
Horton Hatches the Egg by Dr. Suess
The Velveteen Rabbit by Williams
Values Clarification by Simon, Howe, et al
I'm OK, You're OK by Harris
Winners and Losers by Harris
The Games People Play by Bern
Reality Games by Sax and Holland
The Giving Tree by Silverstein
A Wish for Wings that Work by Breathed
The Entrepreneurial Cat by Hessler
Leadership and The One Minute Manger Blanchard and Zigarmi
The Little Prince by De Saint-Exupery

Leading in a Culture of Change by Fullam

Philippe in Monet's Garden by Carmack

Leadership: Myths and Reality by Bellingham and Cohen

Energizers and Icebreakers by Foster

More Energizers and Icebreakers by Foster

How To Run A Successful Meeting In Half The Time by Frank

A Bad Case of Stripes by Shannon

Oh, The Places You'll Go by Dr. Suess

Yah, You by Boynton

Stellaluna by Cannon

The One Minute teacher by Johnson and Johnson

100 Games of Logic by Berloquin

Ten Minute Guide to Leadership by Dudrin

Big Things Happen When You Do Little Things Right by Gabor

Spirit of Leadership by Harrison

Leadership, Management and the Five Essentials for Success by Rick Joyner

Everyone's a Winner! Non-competitive Games for People of All Ages by Susan Butler

The Power of Leadership by John C. Maxwell

Leadership 101 by John C. Maxwell

First Things First by Stephen Covey

LEADERSHIP BOOK REPORT

In this report, you will discuss/present the book that you read about leadership. You may choose any reasonable book on leadership (not a biography – that is the other assignment) that either explains what good leadership is, how it operates, or gives insights into how you can become a better leader yourself. Choosing the right book is most important as you may NOT have the same book as *anyone else*. First claimed gets the book they choose.

You have a few options for completing this assignment:

- Written
- Digital
- Alternative format

Written Report:

Describe or define the main premise of the book in your own words. Summarize the main points it presents. Explain how it is important in your sphere of influence at Pace and within SGA. If you have an office or specific responsibility, tell how it has/will improve your performance and understanding of your role. Less is not more, unless you plan on blowing smoke throughout the document; in that case, just keep it short and sweet and I'll grade accordingly.

Digital Report:

May be in any digital format, including but not limited to: PowerPoint presentation, video documentary, digital cartoon, etc.

Alternative Format:

You could create a lesson plan/class activity focused around the book that would teach/include the class in experiencing the leadership training you received from your reading. You could create a visual display of some sort, either artsy or like the standard diorama or project backboard. You could make a how-to manual to distribute that would encompass the breadth /quality of information that you gleaned from the book. I am open to other suggestions if you think you have a good one. Your project should describe or define the main premise of the book. Summarize the main points it presents. Explain how it is important in your sphere of influence at Pace and within the SGA. If you have an office or specific responsibility, include how it has/will improve your performance and understanding of your role.

Motivational Videos

Remember who you are <https://www.youtube.com/watch?v=TKn2kY3X5Sk>

Peyton Manning <https://www.youtube.com/watch?v=EhpspxIPEIM>

Stop Killing time (what's your why?) <https://www.youtube.com/watch?v=UX2tefQHNmk>

My Why Wakes me up <https://www.youtube.com/watch?v=zpTcopTPCnI>

Pain is temporary (love what you do, find your passion)

<https://www.youtube.com/watch?v=9G3e06N4qSs>

Being a Leader (Lollipop)

http://www.ted.com/talks/drew_dudley_everyday_leadership?language=en#t-44841

Mindset Quiz

Place a check in the column that identifies the extent to which you agree or disagree with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your intelligence is something very basic about you that you can't change very much.				
2. No matter how much intelligence you have, you can always change it quite a bit.				
3. You can always substantially change how intelligent you are.				
4. You are a certain kind of person, and there is not much that can be done to really change that.				
5. You can always change basic things about the kind of person you are. ● ●				
6. Music talent can be learned by anyone.				
7. Only a few people will be truly good at sports – you have to be “born with it.”				
8. Math is much easier to learn if you are male or maybe come from a culture who values math.				
9. The harder you work at something, the better you will be at it.				
10. No matter what kind of person you are, you can always change substantially.				
11. Trying new things is stressful for me and I avoid it.				
12. Some people are good and kind, and some are not – it's not often that people change.				
13. I appreciate when parents, coaches, teachers give me feedback about my performance.				
14. I often get angry when I get feedback about my performance.				
15. All human beings without a brain injury or birth defect are capable of the same amount of learning.				
16. You can learn new things, but you can't really change how intelligent you are.				
17. You can do things differently, but the important parts of who you are can't really be changed.				
18. Human beings are basically good, but sometimes make terrible decisions.				
19. An important reason why I do my school work is that I like to learn new things.				
20. Truly smart people do not need to try hard.				

Circle the number in the box that matches each answer.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. ability mindset – fixed	0	1	2	3
2. ability mindset – growth	3	2	1	0
3. ability mindset – growth	3	2	1	0
4. personality/character mindset – fixed	0	1	2	3
5. personality/character mindset – growth	3	2	1	0
6. ability mindset – growth	3	2	1	0
7. ability mindset – fixed	0	1	2	3
8. ability mindset – fixed	0	1	2	3
9. ability mindset – growth	3	2	1	0
10. personality/character mindset - growth	3	2	1	0
11. ability mindset – fixed	0	1	2	3
12. personality/character mindset – fixed	0	1	2	3
13. ability mindset –growth	3	2	1	0
14. ability mindset – fixed	0	1	2	3
15. ability mindset – growth	3	2	1	0
16. ability mindset – fixed	0	1	2	3
17. personality/character mindset – fixed	0	1	2	3
18. personality/character mindset –growth	3	2	1	0
19. ability mindset – growth	3	2	1	0
20. ability mindset – fixed	0	1	2	3
Total				
Grand Total				

Strong Growth Mindset = Growth Mindset with some Fixed ideas =
Fixed Mindset with some Growth ideas = Strong Fixed Mindset =

Adapted from:

45 – 60 points 34 – 44 points 21 – 33 points 0 – 20 points

<http://www.classroom20.com/forum/topics/motivating-students-with>