

# MID-YEAR EVALUATION

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## • GOALS

1. To make our group work more effectively.
2. Develop strength in areas that we are now weak.
3. Become aware of how we are perceived by others.

## • CONSIDERATIONS

1. Confidentiality - This is a must if any group is to work.
2. Our group is working well right now but we have had a chance to see each other at our best and our worst over the last few months. We have probably made judgements about someone's behaviour, but have we checked out our interpretation with them? Do we just assume we are right?
3. Anything said must be said to help another not to hurt.
4. Let's get into the habit of wanting to solve problems as they come up rather than let them sit.

## • FORMAT OF EVALUATION

1. On a piece of paper we are going to assess each one of us by using adjectives only (or very brief descriptive phrases).
2. You will receive a piece of paper for each person to be assessed.
3. When the first person is named you will write their name on the top of the page and follow this with 3 or more adjectives that you feel describes them as a person and a member of the directorate. Place your name at the bottom of the page. Adjectives may be both positive and negative. Honesty is mandatory.
4. After you have completed the first person all pages will be collected and given to the person evaluated. These pages are not to be read until later.
5. This process is repeated for each person in the group.
6. When the evaluation sheets are completed everyone will be given 5 minutes to read their sheets and prepare to summarize what they have read.
7. One person will be designated to start. They will summarize what is on their sheets. At the end of the summary they may ask people in the group to clarify a statement.
8. People in the group are then offered a chance to clarify statements made on the evaluation sheets even if the person evaluated did not ask for it.

## Supporting And Inspiring: True Leadership

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When we call someone a leader, what we sometimes mean is that they are the best in their particular field; they are inspiring because of how much they accomplish. To be highly accomplished is impressive, but that isn't what leadership is about. True leaders are not just high achievers; they also support the people around them to achieve, and, in certain cases, to become leaders themselves. In other words, true leaders do not create a static group of followers. Rather, they create an environment in which everyone can develop their potential. True leaders don't get so caught up in the forward thrust of their own energy that they forget about others or the larger environment. They set an example with their actions, and they also support others to act. This is why true leadership is so rare.

Not everybody is cut out to be a leader, but most of us have the potential to serve in a leadership role at some point in our lives. When doing so, we might want to be inspired by the highest manifestation of leadership, remembering that we are meant to forward not only ourselves but a whole environment—an ideal, a plan, the people around us. While this won't be easy, it is the true meaning of the job, and we can trust that we are capable of it. Otherwise, we probably wouldn't find ourselves in the position to lead.

It's also possible that we have determined that our gifts are best applied in a secondary position, supporting the efforts of a leader whose vision we admire. In this case, we can ensure that our energy is best applied by holding the person for whom we work to a high standard of leadership. In this way, we take responsibility for our own gifts by guaranteeing that they will be appreciated and developed in a way that best serves the whole.



# Every Winner has Scars

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Your life is a series of experiences, some good, some bad.  
Each experience makes you bigger and stronger,  
even though it's often hard for you to realize it.

Learn quickly that the setbacks and grief which you endure  
actually help you in your march forward.  
This world was built to develop your character.

Stay in the midst of activity and life. Don't isolate yourself.  
Be among people and things, among troubles, difficulties and obstacles.  
Your character develops itself in the stream of life.

Your life is a classroom where you're continuously tested, tried, and passed.  
You're expected to make measurable progress in reasonable amounts of time.  
That's why those third grade chairs were made so small.



## ***Negotiating with the THEY factor***

*“They never let us do anything at our school.”*

The above statement is often made out of frustration by very enthusiastic and committed students who come in conflict with the THEY factor. THEY are the administration and conflict tends to result when the students want to do something that THEY don't approve of. The following will attempt to explain the 3 factors that will provide successful negotiations at any level with THEM.

### **1. Separate the People from the Problem**

The first error that students make in attempting to negotiate with an administration is that they focus on the personality involved rather than the problem between them. Many students focus on the age difference (THEY are too old to understand) or the fact that it is a person from the administration standing in their way. The two personalities must remain separate from the problem for successful negotiation to take place.

### **2. Focus on Interests, Not Positions**

What most students fail to realize is that THEY have an interest in the school and the events that happen there. Students cannot gain the approval of their administration for events when they focus on the administration's position rather than the interests of the administration.

When you are attempting to resolve a situation that is at an impasse, you must recognize that interests motivate people. Your position is something you have decided upon. Your interests are what caused *you* to decide. To negotiate successfully with your administration, you must find out what THEY used as the interests that caused the decision to be made.

### **3. Generate a Variety of Solutions**

Take the example of a student council approaching the principal with the idea of having a school formal at a local hall. The administration is uncomfortable with the idea and decides not to allow it. A good council will focus on the interests of the administration and not the position that it has taken on the subject of the school formal. They will then address the interests of the administration and try to ascertain why the position was taken. Is it a problem of security? Is it a concern for underage drinking? Are there supervision concerns? When you address the specific interests of your administration and then provide a variety of practical solutions to the problem, you will be able to much more effectively negotiate a successful result.

Good negotiation takes into consideration:

1. People — you must separate the people from the situation
2. Interests — focus on interests, not positions
3. Options — generate a variety of possibilities before deciding

When students are aware of the three facets of successful negotiating, they will be able to satisfy their interests and the interests of their administration.

*Dave Conlon*

The three principles of this negotiating technique are presented in the book “Getting to Yes: Negotiating Agreement Without Giving In” by Roger Fisher

## ***Constitution Cornerstones***

Natalie Thomson was asked by the New Brunswick Ministry of Education to look at all of the available constitutions in the province and provide recommendations as to what should appear in secondary school constitutions for student councils. There were many different ways that schools addressed the same issues, but she came up with these five recommendations:

### **Recommendation #1**

*Include the qualifications one must possess, and the procedure for application to run for an executive position on Student Council.*

Whatever the goals are for a typical council member, they must be clearly stipulated.

### **Recommendation #2**

*Regulate meetings.*

This allows the council to be effective and productive. The meetings allow the council to be provided with more feedback and generate more ideas.

### **Recommendation #3**

*Outline expectations of student council members.*

When students run for council positions, it is beneficial if they know exactly what will be expected of them once they are on council.

### **Recommendation #4**

*In order to protect schools and students, consider the following administrative clauses: Right of administration to veto council decisions, appointed positions, process for dismissal, and a process for amending the constitution.*

### **Recommendation #5**

*Include a process for appeal or grievance, for those who feel that elements of the constitution are unjust.*

This helps to increase the validity of the document.

It is obvious that not every constitution should be the same, because each school may choose to deal with their issues in different ways. If you include the above five recommendations in your constitution, you are going to have a usable document that enhances the leadership experience for your students.

## Mural Proposal Form

Your Name(s) \_\_\_\_\_

Your location choice: \_\_\_\_\_

Style of mural and why it belongs in this space: \_\_\_\_\_

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What are the overall dimensions of your proposed piece? \_\_\_\_\_

When in the year would you do the work? \_\_\_\_\_

When in the week would you work on the mural? \_\_\_\_\_

Do you see it on masonite or directly on the wall? \_\_\_\_\_

What would be your realistic completion date? \_\_\_\_\_

Have you attached a black and white sketch of your piece to this proposal? \_\_\_\_\_

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Authorization- Principal: \_\_\_\_\_

Vice-Principal: \_\_\_\_\_

Student Activities Director: \_\_\_\_\_

Teacher mentor for mural: \_\_\_\_\_

Agreement to complete mural: \_\_\_\_\_

\_\_\_\_\_

*(signatures of students)*

# Mural Step by Step Information

Thank you for volunteering to turn mural ideas into action.

Here is how:

**Step 1:** Walk the halls of KCI, looking at our available mural space critically. You can look at all 3 floors and even cafeteria and gym spaces.

**Step 2:** On your own or with friends, decide which kind of mural belongs in which space and if you already have that mural in your portfolio. Maybe it needs to be an adaptation or an original.

**Step 3:** Fill out a Mural Proposal Form. It will contain both a black and white sketch of your intention and your written explanation of why it is right for the space intended. Will it be directly on the wall or would it be easier to produce it on a large piece of masonite and then mount the finished piece all at once. This form goes to Mr. Sandor.

**Step 4:** Mr. Sandor gets the proposal approved and allocates money to your mural. You will be covered for paint, thinners, brushes etc. However, you must keep and submit all receipts.

**Step 5:** Use masking tape to designate the outer perimeter of your piece and put your name on the tape line. Start your sketching as soon as possible. It is far better to go hard for 1 or 2 weeks than it is to go once/week over 2 months. The idea is to complete the work as quickly as possible in order to get the final clear protective coat on as soon as possible. Working on masonite eases this pressure somewhat.

**Step 6:** When you are done, sign it and date it. You are leaving your mark behind on the building – for yourself, for those who walk with you down these halls and for those who will follow.

# Growing the Distance – Jim Clemmer

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## **Chapter 1 – The Way of the Leader**

- Define Internal and External Changes.
- Give 2 personal Internal and 2 External Changes.
- Give 2 Internal and 2 External Changes for the school.
- Why do they consider leadership to be a verb and not noun?
- What do you hope to accomplish with your leadership at school? After school?

## **Chapter 2 – Focus and Context**

- Define Vision, Value and Purpose.
- Are you more like Joel or Denise? Explain.
- What is your vision for the year? For 5 years after high school?
- Name 3 things that challenge your values.
- What would you like to be remembered for at school? In the community?
- Name your top 5 milestones/accomplishments in life to date.
- State 5 more goals that you are aiming for.

## **Chapter 3 – Responsibility for Choices**

- What is the ‘Victimitis Virus’?
- Explain the statement ‘Failure is an event, not a person’.
- Explain the statement ‘Forgiveness is not for them, it is for me’.
- How can you improve your ‘Influence Index’?
- Choose someone that you admire and state how they have dealt with adversity.
- How would you deal with the adversity of not being accepted into the scholastic program of your choice?

## **Chapter 4 – Authenticity**

- What is the difference between personality and character?
- Explain with an example what is ‘Situational Honesty’.
- Ask a parent and then a friend to describe your personality. Do the words honesty and integrity come up? Why or why not?
- Explain the acronym ‘SARAH’.
- How would you like to change yourself?

## Chapter 5 – Passion and Commitment

- Victim Speak. Passionate people, who take responsibility for their choices, **don't** talk like this. Give two examples of Victim Speak.
- What is an “on-the-job-retiree”? Give an example as well.
- Enthusiasm is a word from ancient Greek. What does it mean? Give an example of enthusiasm from your personal life.
- “My definition of self-actualization is that when you are confused about the difference between work and play.” Explain Ken Blanchard’s concept.
- Burning Commitment and Persistence. Explain how “a burning desire to see things through is worth dozens of IQ Points.” What do you have a “burning commitment” to do?
- “We aren’t losers until we quit trying”. Explain what this means by referring to Terry Fox and the Japanese proverb.
- “Leaders make a habit of doing the difficult tasks that most people avoid.” Could you wait the 20 minutes before eating the marshmallow? Also, give a specific example from your involvement in Student Activities.
- Discuss instant gratification, delayed gratification and how it pertains to self-discipline. Then, give an example from your everyday life.
- “Good and Bad Habits are tiny daily choices that accumulate. Each choice is a small wire that is woven together with hundreds of other little choices. Eventually these wires form a strong cable, and the habit has us.” Choose a habit you would like to see us change in Student Activities and describe how you think we can change it.

## Chapter 6 – Spirit and Meaning

- One of the biggest social movements of our time is society’s search for meaning. We want to know that our lives count for something. We want to make a difference. What are you doing in your life that makes a difference? What are some of the things we do as a school that make a difference? Choose one area where we can improve, and state how you think we can improve.
- Is the culture in Student Activities “toxic” or “healthy” or somewhere in between? Make two suggestions how we can improve.
- Explain the four parts of the “PIES” model from *Going Deep: Exploring Spirituality in Life and Leadership*.
- “Love: The will to extend one’s self for the purpose of nurturing one’s own or another’s spiritual growth.” Are you in Love with your Leadership work? Explain using an example or two. If not, how can you improve your Love?
- Inside-Out Leadership. Think about a few people you know who are strong leaders. Chances are that one of their special characteristics is their strong sense of self; knowing who they are (or aren’t), where they want to go, and what matters most. Your assignment is to briefly interview them about their deeper self, their inner fire, what they truly care about, and what matters most to them. Then summarize your findings and present them to the class. You may choose not to use the person’s actual name in the presentation.