Student Organization ReSOuRCe Manual
Leadership Toolkit

The University of Akron
2018-2019

SOuRCe
Student Organization Resource Center

<u>**Department of Student Life Mission Statement**</u>

> The Department of Student Life is committed to building community through collaborative learning experiences that provide our students the opportunity to: Engage   •   Serve   •   Lead

<u>**SOuRCe Mission Statement**</u>

> To promote opportunities for student engagement, educate our campus community about University policies, and facilitate training for organization leaders and advisors.

> ***Our goal and mission is to assist organizations...***
> ***help us help you by letting us know when you have questions or concerns!***

<u>**SOuRCe Contact Information**</u>

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Center for Service and Leadership
Student Union - First Floor
The University of Akron

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source@uakron.edu
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<u>**Preface**</u>

While the Student Organization ReSOuRCe Manual is intended to be a summary of information that is beneficial to student organizations and Campus Advisors, its readers should be aware that:

1. It is not a complete statement of all policies and procedures of The University of Akron.
2. The University of Akron reserves the right to change any policy, procedure, or program, without notice.
3. Divisions and departments on campus may have their own procedures and policies, which apply to student organizations.

Our goal is to make this manual as all-encompassing as possible, however policies and practices do change. If a policy outlined within does not seem accurate, please let us know and we will gladly review and update the manual accordingly.

<u>**Sources and Adaptations:**</u>

- The University of Akron   School of Law Organization Handbook
- Kansas State University   Office of Student Activities and Services
- Western Michigan University   Student Activities & Leadership Programs
- Southern Methodist University   Student Activities - Student Org. Manual
- University of Rochester   Center for Community Leadership

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Available Services & Resources

SOuRCe Monthly Newsletter

The SOuRCe sends out monthly newsletters through a tool called Vertical Response. This serves as a communication device between the SOuRCe and student organization leaders to provide updates and announcements.

Pod & Cabinet Spaces

The SOuRCe offers Pod Spaces for student organizations to use during the academic year. The pod or workstation offers a centralized location for a student organization to function throughout the year. Each pod contains a computer, a filing cabinet, a chair, a trashcan, and a recycle bin. During the semester, each organization is responsible for holding office hours and these hours must be posted. The SOuRCe also provides storage cabinets for organizations not needing a formal workstation, but needing somewhere to store items. These items are requested in the spring/summer and maintained by the organization throughout the academic year.

Coca-Cola Program

The University of Akron holds a special partnership with Coca-Cola Co. which provides student organizations with FREE products. Organizations may receive an allocation of product each year and can request the use of this product by completing the Coca-Cola Request Form on OrgSync at least two (2) weeks in advance of the program/event needing soda. If the supply is exhausted, the program may be suspended until the following academic year. The SOuRCe will notify organizations on their available allotment at the beginning of each fall semester. The SOuRCe will notify the student organization representative when their order is ready. It is up to the organization to arrange for transportation of their cans. Failure to not pick up product may result in the inability to utilize the program for future events/programs.

Board Game Checkout

Board games are available in the SOuRCe for officially recognized and registered student organizations to check-out for organization meetings and events. Students interested in using these games can visit the SOuRCe for a full listing of available activities.

ReSOuRCe Nook

The ReSOuRCe Nook is located within the Center for Service and Leadership and supplies FREE materials for all registered student organizations. The ReSOuRCe Nook contains banner paper, markers, scissors, glue, a letter-cutting machine, and other craft supplies for various purposes. It is expected that

all student organizations will help to maintain the ReSOuRCe Nook by properly disposing of trash and returning materials to their respective location. If the ReSOuRCe Nook is running low on supplies, students should notify the SOuRCe staff.

Teambuilder Toolkits

Student organization leaders wishing to facilitate icebreakers and teambuilders for their organization can check-out a Teambuilder Toolkit from the SOuRCe.

These kits are equipped with 10-20 easy-to-facilitate activities and include follow up prompts for conversation and dialogue about each experience.

By request, a SOuRCe representative can also attend your meeting to assist with facilitation.

Section 2
Tools for New Officers

Yearly Transitions and Evaluations

Evaluations are a basic way to keep track of assessment, goals, and the level of involvement for each student group. These evaluations are usually given to the outgoing Executive Board members each spring. However, we realize that every organization is different, so please feel free to change, add, or delete any of these questions to better fit your organization and the relationship with its advisor.

Some examples of an officer self-evaluation checklist:
1. Do I actively promote motivation and encouragement to the members?
2. Do I know the goals of the organization?
3. Do I know how to confront negative behavior of the members?
4. Do I know the university procedures and policies?
5. Do I understand how the issue of diversity affects the organization?

Some examples of an officer-driven evaluation of the organization:
1. Do members understand the purpose of the organization?
2. Is membership growing and stable?
3. Are events planned with the need of the members in mind?
4. Do members keep accurate financial records?
5. What do members use the advisor for?

Some examples of an organization-driven evaluation of the advisor:
1. Is the advisor an encouraging and engaging member of the organization?
2. Does the advisor know where to find assistance for the organization?
3. Is the advisor's mode of communication established and used regularly?
4. Does the advisor have a working knowledge of the group and its mission?
5. Could the advisor do anything differently in order to be a better advisor?

Transitions and Evaluations

When it comes time to transition organization officers, the outgoing Executive Board and Campus Advisor can (and should) play a large role in training the new officers of the organization. In order for the group to be successful in the future, officers should be aware of University policies, the organization's purpose, and the expectations of the Campus Advisor.

Evaluations are a basic way to keep track of assessment, goals, and the level of involvement for each student leader within the group. These evaluations are usually given to the outgoing Executive Board

each spring. However, the organization can determine the best time to provide an Officer Evaluation and Transition document to each outgoing office.

Some examples of an officer self-evaluation checklist:
1. Do I actively promote motivation and encouragement to the members?
2. Do I know the goals of the organization?
3. Do I know how to confront negative behavior of the members?
4. Do I know the university procedures and policies?
5. Does my role in the group help to further the organization and our members?

Outgoing Officer Transition Report

Officer name: _____

Position in organization: _____

Directions: Please think through and respond to the following questions regarding your responsibilities; this information will be helpful to your successor. Lessons learned from this reflection can be shared with incoming officers verbally or in written format.

The responsibilities of my position included:

List other officers with whom you worked and the projects involved:

List what you enjoyed most and least regarding your position:

Who was the most helpful in getting things done? Who were good resources? List other aids that helped complete your job:

Things you wish you had known before you took the job include:

List specific accomplishments realized during your term in office and the reasons for their success. What did you try that worked well and would you suggest doing again? Why?

List any problems or disappointments you encountered as a part of your position and suggest ways of avoiding or correcting them. What did you try that did not work? Why did it not work? What problems or areas will require attention within the next year?

What could you have done to make this a better experience?

List supplemental materials and sources of information you found most helpful. Include specific alumni or faculty contacts, university/college officers, community resources, etc.

Create a timetable/list important dates related to your position. Provide suggestions for increasing efficiency and effectiveness.

What should be done immediately during the summer? In the fall? In the spring?

List any other suggestions you feel would be helpful to your successor in carrying out the responsibilities of this office.

For assistance with transition new officers, please see the SOuRCe or contact us at
source@uakron.edu

Student Organization Goal Setting

What is a goal?
- A goal is something that you expect to achieve sometime in the near future. It provides a focal point for the organization and helps to guide its activities.

What is a SMART goal?
- A SMART goal is one that provides a focal point and helps to define what the end result will look like, how it will be measured, and how the organization can work to achieve that goal. SMART goals are designed to be clear and easy to understand. SMART is an acronym for:
  - **S** pecific
  - **M** easurable
  - **A** ttainable
  - **R** ealistic
  - **T** imely

Creating a Specific goal
- A specific goal has a much greater chance of being accomplished than a general goal. A specific goal should state what you want to achieve, who is going to help accomplish the goal, where it will happen, and when you want to achieve it. An example of a specific goal versus a general goal could be:
  - "To achieve better grades" vs. "To attend the study sessions twice a week and re-read notes after each class in order to obtain higher grades."
- The components of a specific goal are listed below. Not all components will apply to every goal, but it is important to at least review them.
  - Who: Who is involved?
  - What: What do I want to accomplish?
  - Where: Identify a location.
  - When: Establish a time frame.
  - Why: Specific reasons, purpose or benefits of accomplishing the goal.

Creating a Measurable goal
- A measurable goal is one that establishes concrete criteria for measuring progress. This step in the goal setting process is designed to show progress towards achieving the goal.
- To aid in creating a measurable goal, setting milestones and small goals that address quantity along the way encourages achievement and often promotes a continued effort to reach the goal.
- This step in the process indicates how you know it's been achieved such as:
  - How much?
  - How many?
  - How will I know if I met my goal?

Creating Attainable goals

- It is important that goals be achievable. In order to ensure they are achievable, agreement and group input in the goal setting process is crucial. Organizations should create goals that identify the primary needs of the organization and determine how to achieve them. These goals look at the following components:
  - o Is it achievable?
  - o Do we have the time?
  - o Do we have the money?
  - o Do we have the number of members necessary for execution?
  - o Is this something that everyone wants to accomplish?

Creating Realistic goals

- A realistic goal is one that is feasible and aims for an ending point that the group is able to achieve given the parameters. When determining if a goal is realistic or not, the organization should consider all factors such as:
  - o Do we believe it can be accomplished?
  - o Has anyone accomplished anything like this before?
  - o Do I know what is needed to accomplish this goal?
  - o Will it helps us to achieve our end goal?

Creating Timely goals

- When setting goals, a time frame should be established to help create a sense of urgency. By establishing a timeline, this will help to keep all members of the organization in a positive forward motion towards the goal.
- An example of a time frame could be to achieve the goal in three weeks, one semester, or one academic year.

Goal Setting for Incoming Officers

Officer name: _____

Position in organization: _____

Please also take this time to really think about your position in the organization and the future success of the group.

Goals I want to accomplish during my term of office:

1.

2.

3.

Which goal is the most important to me?

What are my personal benefits for achieving my goals?

Do I have the skills or knowledge necessary to accomplish my goals?

Who in the organization can help me?

Are there outside resource people who might help?

What can I accomplish in the next week?

What can I accomplish in the next month?

What can I accomplish by the end of this term?

For assistance with transition new officers,
please see the SOuRCe or contact us at source@uakron.edu or 330.972.2483

<u>Section 3</u>
Event Planning Tips

<u>Planning GREAT Events!</u>

In order to host a successful event, the organization will need to plan ahead! Below are a few similar steps and planning strategies to make sure the event your organization is planning goes smoothly.

- **Before planning** -
  - o Determine the goals of the program or event.
  - o Brainstorm the type of program or event the group would like to host.
  - o Discuss possible themes that will fulfill the goals established by the group.
  - o Decide on a program that fits within your organization's budget.
  - o Think about the effectiveness of the program….Is the program unique? Do you think students will find the event enjoyable? Does the event represent your organization's mission?

- **Steps for planning** -
  - o **Pick a date:** Look over the University website and OrgSync calendar for conflicting events.

  - o **Choose a location:** Anticipated project attendance will determine your program needs - chairs, tables, lighting, sound, stage, open space, and make room and equipment reservations. Think about these factors when considering where you'd like to host the event. Next, log onto OrgSync and request your desired space for the event! Contact the Office of University Scheduling with any questions or concerns.

  - o **Decide on a time:** Determine a convenient time for the targeted audience. Try not to plan a program when major organizations have standing meetings or events.

  - o **Don't forget your budget**: Project all expenses and revenues. Brainstorm additional funding sources. If the event meets the pre-determined criteria, consider requesting project funds from USG or GSG.

  - o **Think about entertainment:** Determine the type of entertainment you'd like to provide at the event. Research local, regional and national possibilities, contact entertainers and **ask** for quotes on price. Remember! Organizations cannot enter into contracts on the University's behalf. For help with contracts please contact the GA, SOuRCe and/or see "Recognized Student Organization Information" section of this manual.

- o **Decide whether you'll have food**: Determine food needs, design a menu, and make arrangements to get the food. Contact University Catering to arrange for food at the event and be sure to turn in a completed SORF so we can process payment. If wanting to seek an exemption from utilizing University Catering, please see the "University Catering Waiver Request Form" found on OrgSync.

- o **Think about publicity:** Design strategies for targeted audiences, make the campaign fit the style and theme of the event, think of innovative new strategies. Any publicity **must** include the Student Organization Disclaimer and should be appropriate in nature/message. Consider adding your event to the Community Calendar in OrgSync as well!

- o **Consider any other issues**: These might include travel arrangements, lodging, postage, decorations, cleanup, security, and volunteers.

- o **Say Thanks!**: After your event has concluded, take a moment to send an email or written thank you card to those who helped make your event a success - fellow officers, your Campus Advisor, entities on campus, a speaker, etc.

- **Backwards Planning Sometimes Helps** –
  - o Make a list of tasks that must be completed before the program, including publicity, reservations, travel arrangements, etc.

  - o Put the tasks in order, noting any with pre-set specific due dates.

  - o Using a calendar, start with the last task before the program actually begins. Consider how long it will take to complete, and write it in however many days before the event will take place.

  - o Use OrgSync to help organize files and tasks for the event or program!

Event Planning Checklist for Student Organizations

If you have questions about planning an event on campus, contact source@uakron.edu or 330.972.2483

Event/Program Idea
- ❑ What do you hope to accomplish?
- ❑ What population will your event or activity attract?
- ❑ Does the event reflect your group's vision and purpose?

Choose A Tentative Date
- ❑ What other events are going on this week? Is there a conflict with any "big" events on campus?
- ❑ Does this date give you enough time to plan and/or fundraise?
- ❑ Can you apply for funding support for student government? What do you need for the process and what is the timeframe to apply by?

Reserving A Space
- ❑ Can you get a room for the tentative date? Complete the Campus Space Request form on OrgSync!
- ❑ Does this event classify as a "major event"? If so, a pre-event meeting will need schedules.

Vendors/University Service Agreements
- ❑ Are you bringing a vendor to campus? (DJ, speaker, performer, etc.). Contact the SOuRCe for a contract at least 30 days prior to the event date. Remember, you CANNOT sign a vendor document/contract.

Budgeting
- ❑ Is the event cost effective?
- ❑ Do you have the money for the event? Can you apply for funding support from USG/GSG?
- ❑ If it is a fundraising event, will it yield a desirable profit?
- ❑ If costs are too high, is there a possibility of bringing in a group to co-sponsor the event?
- ❑ If co-sponsoring, how much is each group willing to give of their budgets toward the event? How much of the profit is each group entitled to?
- ❑ As you continue planning your event, make sure you secure all contracts (with the help of the SOuRCe), keep all receipts, etc. and turn everything into the SOuRCe ASAP

Confirm Your Space & Set-Up
- ❑ Student Life/Union will assist with finalizing your room diagram and needs. (sueventplanning@uakron.edu)
- ❑ Review policies and any applicable rates.
- ❑ Decide what additional needs you have (i.e. technology, set-up needs, food, etc.)

Catering
- ❑ If the event is on-campus, University Catering is the go-to food requests or permission to use an outside vendor/food items.
- ❑ Can you afford to pay for the food you'd like to serve? Check your budget!

Publicizing Your Event/Announcements
- ❑ What methods are you going to use to advertising? (Zipmail, social media, OrgSync "Events", flyers?)
- ❑ When are you going to start advertising? (hint: give yourself at least 2 weeks before the event)
- ❑ How much money are you willing to allocate for advertising? Check your budget!
- ❑ If you were going to use fliers, where would be a good place to pass them out?

Day-of Event Activities
- ❑ Review all that is needed for the event. Do you have all items needed?
- ❑ Arrive early to set up and meet your audience. Do you have pre-access time for your room or the location? Double check your event confirmation...make needed changes 3 days in advance!
- ❑ Make sure the event is properly staffed by your organization. If this is a "major event" your campus advisor should also be in attendance.

After The Event
- ❑ Evaluate your event and decide what needs to be improved in the future.
- ❑ Reconcile all financial records. Make sure you submit receipts to the SOuRCe ASAP

Tips & Checks for Safe Travel

Policies are subject to change, if you have any questions contact source@uakron.edu or 330.972.2483

Wanting to Travel

- ❑ What is the purpose of this trip?
- ❑ How many members of your organization are planning to go?
    - ○ *For a BMS requests, "travel" is defined as two or more members traveling.*
- ❑ Do you have correct ID numbers for everyone wishing to travel with the group?
    - ○ *Remember, once Good Standing is checked for a student, if not approved to travel he/she is not permitted to join you on this trip!*
    - ○ *Remember, you can always provide more names/IDs of students who could potentially go and then determine to have a smaller group actually travel.*
    - ○ *Remember, students enrolled in the 60+ program or post-secondary are ineligible to be considered members of student organizations and therefore cannot travel.*
- ❑ Do you have a Release of Liability Form & Emergency Contact Form for everyone wishing to travel?
    - ○ *These forms can be found on OrgSync under "Files"*
- ❑ If driving your own vehicles, do you have Driver's License and Proof of Insurance for everyone?
    - ○ *Remember, you can be reimbursed for mileage (per IRS rate) after the trip using your SAF account...there is a limit on BMS allocations for mileage*
    - ○ *If traveling 125+ miles from campus, you are strongly encouraged to rent a vehicle...it will prove more cost effective AND you'll have more liability coverage*
- ❑ Complete OrgSync request/form (BMS or "not seeking funding") 30 days in advance.
- ❑ Is this trip international?
    - ○ *Be sure to check rates for flights. Do you all have passports?*
    - ○ *Additional paperwork will need completed through the Office of International Programs (travel insurance, liability forms, etc.)*

Fiscal Management

- ❑ Do you have the money for this trip?
    - ✷ *Can you apply for funding support from USG/GSG (30 days prior) or are you using your SAF account?*
- ❑ Do you have an organization VISA? If not, apply for one on OrgSync!
- ❑ Do you need to book airfare, lodging, etc.? Use your organization VISA!

❏ <u>If making expenses on your VISA, do you need a limit increase?</u>
- o *The SOuRCe can help in raising your monthly and transaction limit. This will help ensure the care is not declined.*

❏ <u>Are you renting a vehicle?</u>
- o *Be sure to use Enterprise or National...they have special UA contracts and prices!*

❏ <u>If using a rental vehicle, you must request a "WEX Gas Card" from the SOuRCe.</u>
- o *Remember, your VISA cannot be used to purchase fuel.*

Right Before You Leave

❏ <u>Don't forget to check-out your VISA from the SOuRCe</u>
- ✴ *You will need signed (by your Campus Advisor) SORFs for every anticipated expense*

❏ <u>Use your VISA, please avoid reimbursements.</u>

❏ <u>Ask the SOuRCe for tax-exempt forms - use these to save money!</u>
- ✴ *Remember, the University is tax-exempt and you should receive an exemption if using your VISA.*

❏ <u>Take copies of the Release of Liability & Emergency Contact forms - you never know if you need these!</u>

❏ <u>Do you have the cell phone number of everyone who is traveling with the group?</u>
- ✴ *It's recommended that your Campus Advisor also has these names and phone numbers - send an email before your leave so he/she has it easily accessible.*

❏ <u>Are you leaving vehicles on campus while you are away?</u>
- ✴ *Try to park them in a parking deck near one another.*

While Traveling

❏ <u>Make sure to collect all original, itemized receipts for VISA expenses.</u>

❏ <u>Use your VISA, please avoid reimbursements.</u>

❏ <u>Use your tax-exempt forms.</u>

❏ <u>Safety first! Be smart, look out for the members of your group!</u>

❏ <u>Remember, alcohol cannot be charged to a University VISA card.</u>
- ✴ *FYI: you cannot be reimbursed for this type of expense.*

❏ <u>If your VISA card or WEX Gas Card does not work for whatever reason, call the number on the card.</u>
- ✴ *If during business hours, you can also call the SOuRCe at 330.972.2483 and we will work with colleagues on campus to help as best as we can.*
- ✴ *The pin for your UA VISA is the 5555 OR the last 4 digits of the cardholders UA student ID.*

After Your Trip

- Make sure to bring all original, itemized receipts for VISA expenses to the SOuRCe immediately.
    - *Remember, any receipts within 10 days of travel may not be considered a travel expense.*
        - *After 10 days, these funds may be considered unused and therefore will be rolled back to the USG/GSG budget.*
- Bring your VISA back to the SOuRCe!
- If you used a WEX Gas Card, be sure to return the card along with all receipts ASAP.
- Be sure to email the SOuRCe back with the names of who traveled with your group.

Section 4
Building an Effective & Accountable Team

An Introduction to Teambuilders and Ice Breakers

What is a "Teambuilder"?
- *Adopted from the "Teambuilder Handbook" by the University of Mount Union (2007)*
  - Teambuilders are non-threatening activities that allow group members to have fun and get to know each other.
  - The goal of a teambuilder is to make people feel as comfortable as possible.
  - Teambuilders are effective tools that help to promote conversation amongst group members in a relaxing and fun atmosphere.

What is an Icebreaker?
An Icebreaker is an exercise that is intended to help group members form a relationship to promote a cohesive team. Icebreakers are typically presented as a game to "warm up" the group by helping the members to get to know each other. They often focus on sharing personal information such as names, hobbies, etc.

Tips for a successful facilitation:
- *Adopted from "Facilitating reflection: A manual for leaders and educators" written by Julie Reed and Christopher Koliba (2003)*
  - Promote active listening
  - Ask open-ended questions
  - Ask for specific examples
  - Paraphrase and summarize as the group discusses
  - Acknowledge contributions
  - Encourage participation from all
  - Be a "vibe watcher"
  - Never say "find a partner". Instead use an organized method to help members find a partner (count off, commonalities, etc.)

<p align="center">**Quick & Easy Teambuilders**</p>

Student organization leaders wishing to facilitate icebreakers and teambuilders for their organization can check-out a Teambuilder Toolkit from the SOuRCe. These kits are equipped with 10-20 easy-to-facilitate activities and include follow up prompts for conversation and dialogue about each experience. By request, a SOuRCe representative can also attend your meeting to assist with facilitation.

Here are a few easy teambuilders or icebreakers that YOU can facilitate with your group:

Selective Perception:
1. Place the following sentence on a flip-chart or screen: "FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS".
2. Instruct your participants to count the number of "F's" in the following sentence and write their answer on a sheet of paper.
3. Allow only 15 seconds.
- On average, most people will only spot 3 or 4 of the F's in the sentence.   There are actually six.   The brain tends to skip the word "of," or perceive it as "versus."
- *The point of this exercise is* that one's perception may not always be correct so it's important.

Rock, Paper Scissors Showdown
- Everyone pairs up with a partner initially and plays RPS (1, 2, 3, Shoot!). The person that doesn't win must become a cheerleader for the winner. The winners then take on a new opponent. Eventually it will come down to 2 people with everyone else cheering on one side or the other.

How Many?
Materials: Roll of TP or bag of assorted candy
- Pass around a roll of TP or M&Ms/other candy and however many pieces or squares are taken by that individual, that's how many facts they have to say about themselves.

Spider Web
Materials: A ball of string, ribbon, yarn, etc. and scissors
- Can be done standing or seated. The first person starts with the ball of yarn and talks about strength(s) that they bring to the group and then tosses it to another person across the circle. Once the facilitator should cut the yarn, showing that without everyone's strengths and without communication, the organization would not be as strong. After the game, it can be used to reflect on the interconnections within an organization.

PBJ Sandwiches
Materials: Index cards, bread, knife, peanut butter, jelly, plate, napkins
- This is an exercise that emphasizes the importance of being specific when communicating.

- Pass out the index cards to the group. Ask them to write down instructions on how to make a peanut butter and jelly sandwich. Do not give any further instructions. Collect the cards as people finish.
- The job of the facilitator is to try to make a completed sandwich based on the literal interpretation of the directions. Do not add in any assumed directions.

Beach Ball
Materials: Beach Ball with questions on it (**this may be checked out from the SOuRCe office**)
- Ask the group to form a circle. Pass the ball to the first student and ask him/her to answer the questions that are closest to his/her thumbs. Once he/she has answered these questions, have him/her pass the ball to a new participant who will repeat the same steps.

Famous Couples
Materials: Index cards and tape or nametags
- Write names of famous couples on index cards (one person on each). When people arrive place a card on their backs. They have to ask other people "yes and no" questions to identify the name on their back. When they figure out who it is, they then have to find the person who has the card for the other half of the famous couple.

Hand Outline
Materials: Paper and writing utensils.
Draw an outline of your hand and then for each finger write something interesting:
- Thumb - something you do well (thumbs up)
- First finger - something that makes you stand out from a crowd
- Middle finger - pet peeve/something that frustrates you
- Ring finger - something you're passionate about/committed to
- Pinkie finger - a little known fact

Human BINGO
Materials: BINGO sheets enough for one per person, writing utensils
- Create a BINGO sheet with characteristics about people that are somewhat unique. The object can be to have a person with that trait sign the sheet until all the spaces are filled or until a "BINGO" is reached horizontally, vertically, diagonally, or other traditional BINGO combinations. Some examples of statements are "only child," "has never been to another country," "likes broccoli," etc.

Two Truths and a Lie
- Each member of the group tells two truths about themselves and a lie in any order they wish. The other members have to come to a group consensus of which is the lie. You can give an award for the best liar.

For more teambuilder ideas or to check-out the Teambuilder Toolkit, stop by the SOuRCe.

Conflict Resolution

Everyone has a different leadership style and varying styles appeal to different types of people. Some leadership styles may be dependent on the situation and often, conflict stems from a disagreement or a difference of opinions.

What is conflict?
A conflict is "a serious disagreement or argument, typically a protracted one." Conflict often occurs when people disagree over values, motivations, perceptions, ideas, or desires. Typically, a deep personal need is at the core of the problem, such as a need to feel safe, secure, respected, and valued.

Conflict Resolution
Conflict causes tension within the organization and may affect the quality of work and the productivity of the group. Conflict often causes unnecessary stress, so it's important to resolve conflicts to ensure the organization is able to reach its goals and that all members feel included.

Tips for Resolving Conflict
• Manage Stress: When resolving conflict, it's important to remain alert and calm. By doing this, you will be able to accurately read and interpret verbal and nonverbal communication.

• Control Emotions: In order to control emotions and behavior during conflict resolution, communication amongst all members should be conveyed in a calm manner without threatening, frightening, or punishing others.

• Pay attention: Listen to the feelings and the words being expressed. Use this to try and understand what emotions people are feeling and why they feel that way.

• Be aware and respectful of differences: By respecting emotions and the differences in people and avoiding disrespectful words and actions, the conflict can be resolved faster.

• Use "I" Statements: Be honest and specific about your feeling, but avoid using "You" Statements. "You" Statements are often perceived as blaming statements and make the other person be defensive whereas "I" statements are more effective. Listen to the other person's point of view without interrupting and wait until they're finished to ask questions or make a point. Often, the person will answer your question or address an important point.

• Find a solution: Both sides should discuss the points and agree on a way to solve the problem that is mutually beneficial and put the plan into action.

• Make a plan for the future: In this process, you should have identified the root of the problem. Keeping that in mind, think of ways to better handle the situation next time before it escalates.

Conflict Resolution Checklist
Adopted from the *Conflict Mediation Network*

Walk Through a Conflict With These Questions:

- **Win/Win**
  - What is my real need here?
  - What is theirs?
  - Do I want it to work for both of us?

- **Creative Response**
  - What opportunities can the situation bring?
  - Rather than "how it's supposed to be," can I see possibilities of 'what it can be?"

- **Empathy**
  - What could it be to be in their shoes?
  - What are they trying to say?
  - Have I really heard them?
  - Do they know I am listening?

- **Appropriate assertiveness**
  - What do I want to change?
  - How will I tell them this without blaming or attacking?

- **Co-operative power**
  - Am I using power inappropriately?
  - Are they?
  - Instead of opposing each other, can we co-operate?

- **Managing emotions**
  - What am I feeling?
  - Am I blaming them for my feelings?
  - Will telling them how I feel help the situation?
  - What do I want to change?
  - Have I removed the desire to punish them?
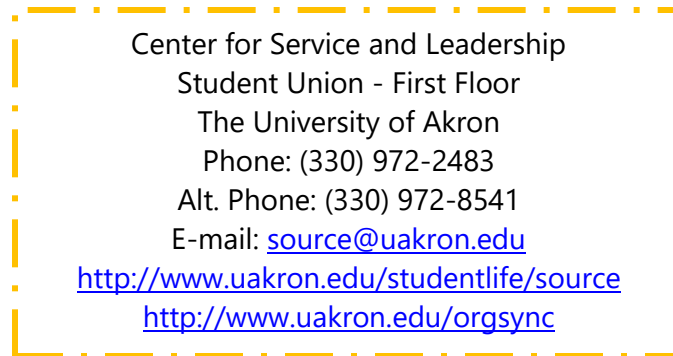 - What can I do to handle my feelings?

- **Willingness to Resolve**
  - Do I really want to resolve the conflict?
  - What's my resentment caused by?
  - Is there something in my past that still hurts?
  - Is there something I haven't admitted to needing?
  - Is there something I dislike in them because I won't accept it in myself?

Let Us Help You...

We hope that you find this ReSOuRCe Manual to be helpful as you lead your organization. Our goal is to make this manual as all-encompassing as possible, however policies and practices do change. If a policy outlined within does not seem accurate, please let us know and we will gladly review and update the manul accordingly.

Please contact us with any feedback or questions you may have concerning this document

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While the Student Organization ReSOuRCe Manual is intended to be a summary of information that is beneficial to student organizations and Campus Advisors, its readers should be aware that:

1. It is not a complete statement of all policies and procedures of The University of Akron.

2. The University of Akron reserves the right to change any policy, procedure, or program, without notice.

3. Divisions and departments on campus may have their own procedures and policies, which apply to student organizations.

Our goal and mission is to assist organizations...
help us help you by letting us know when you have questions or concerns.