



National Association of College and University Residence Halls

RHA President Handbook

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1. WHAT EVERY PRESIDENT SHOULD KNOW

1. Get to know your volunteers.

The sweetest sound to the human ear is their own name. Each of them has their own personalities and specialties. Make sure you are aware of these.



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2. Never expect your volunteers to do something you wouldn't do yourself.

Do not assume that your volunteers will know how you want something done if you do not explain it to them.

3. Explain why.

If something needs to be done in a rush, be sure to explain the importance of it to the person you are asking to do it. They will then have a greater sense of belonging and feel more a part of the project.

4. Don't blame others for your mistakes.

We are all human and we all make mistakes. If you set an example of owning up to yours, your group will be more likely to do the same. It is easier for the leader to take responsibility sometimes, even if it is only partially your fault.

5. Give praise when it is merited.

Presidents generally think that they are generous with their praise, while volunteers generally think that their praise is scarce. People are always hungry for recognition and appreciate even the smallest display of appreciation.

6. Criticize constructively and in private.

Constructive criticism goes beyond pointing out mistakes; it emphasizes how to do the job correctly.

7. Supply feedback.

Do not delay this task for so long that when you finally get around to it it's too late.

8. Share information.

The information that you receive in meetings and throughout campus is beneficial and informational to all members (even if it does not interest you). Part of the role of President is that of information disseminator. Pass on all information in a timely manner.



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9. Don't cry wolf.

Don't use false deadlines or invent needless crises to achieve normal productivity. Find other (more appropriate) ways to motivate your group.

10. Be ethical with all that you do.

You are not only the most visible role model for your group, you also represent your group on campus, regionally, and nationally.

11. Give credit when credit is deserved.

By recognizing the person who completed the project or did the majority or work, you are giving them an incentive to work for you in the future. You are also showing yourself as a good leader in the process.

12. Listen

You don't know everything. Give people the opportunity to respond and step forward.

2. PROBLEM SOLVING

Too often, there are problems where your group will polarize, or become emotional over (or both). Some of these problems are controllable, while others may be from outside influences that may or may not be within your control.

Whatever the case, the following is an excellent drill on problem solving. You can use it on any problem, no matter how big or small. The point is to try and get your group to solve the problem together.

1. Identify the problem.

Many times, the disagreement is only a symptom of a much larger (or smaller) problem. Once a group can agree on what the problem is, the battle is half over.

2. Brainstorm alternative solutions.

It's important that all options are brought forth, and that no one is "punished" for an idea that seems far-fetched. Any and every possible solution should be listed, not evaluated.



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3. Choose best solution(s).

This is the fun part. Now, it's time to choose which path to travel. The best answer is usually a combination of all the good answers. Collaboration is key at this point.

4. Consider possible ramifications.

Any solution may lead to new problems. Be sure your solution will be the correct one, and that any future problems be avoided.

5. Implement the solution.

Whether it means writing a proposal or simply acting in a different way, now is the time to put the policy in place.

6. Evaluate.

When it's all said and done, take a look back to see if the problem is truly solved. Also, evaluate the process in which your group reached its decision. You may have to wait for some time to see results, but don't wait too long.

Again, the key is to promote collaboration to find the best possible solution. Temptation is for everyone to bring in their own solution to the problem. That leads to major conflict when everyone's solution isn't exactly the same. Remember that sometimes the process is more important than the problem.

Also, if it isn't broken, then don't fix it. Although trying to be farsighted and proactive is one thing, fixing problems that don't exist is another. Don't waste the time and energy of the group on issues that don't exist. If it's a problem for just one person, it probably isn't a problem for the group.

3. THE ART OF LEADERSHIP

Anonymous

Simply and plainly defined is a man who follows.

The leader deserves to have followers. He has earned recognition. Authority alone is no longer enough to command respect.



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The leader is a great servant. The Master of Men expressed the ideal of leadership in a democracy when he said, "And whosoever will be chief among you let him be your servant."

The leader sees things through the eyes of his followers. He puts himself in their shoes and helps them make their dreams come true.

The leader does not say, "Get going." Instead he says "Let's go," and leads the way. He does not walk behind with a whip-he is out in front with a banner.

The leader assumes that his followers are working with him, not for him. He considers them partners in the work and sees to it that they share in the rewards. He glorifies the team spirit.

The leader duplicates himself in others. He is a person builder. He helps those under him to grow because he realizes that the organization will be stronger for it.

The leader does not hold people down, he lifts them up. He reaches out his hand to help his followers scale the peaks.

The leader has faith in people. He believes in them, trusts them, and thus draws out the best in them. He has found that they rise to meet his high expectations.

The leader uses his heart as well as his head. After he has looked at the facts with his head, he lets his heart take a peek too. He is not only a boss-he is a friend.

The leader is a self-starter. He creates plans and sets them in motion. He is both a man of thought and a man of action-both a dreamer and a doer.

The leader has a sense of humor. He is not a stuffed shirt. He can laugh at himself. He has a humble spirit.

The leader can be led. He is not interested in having his own way, but in finding the best way. He has an open mind and can admit when he is wrong.



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The leader keeps his eyes on high goals. He strives to make the efforts of his followers and himself contribute to the enrichment of personality, the achievement of more abundant living for all, and the improvement of civilization.

4. GUIDELINES FOR GOAL-SETTING

Once you've decided where you are, who you are and where you want to go, you have identified what success means to you. Now you need to learn how to establish goals to carry you along the road to success. Learning how to establish goals is at the root of our system of motivation. It is important that you observe the following guidelines.

A GOAL MUST BE:

1. **Conceivable:** You must be able to conceptualize the goal so it is understandable and then be able to identify clearly what the first step or two should be toward achieving it.
2. **Believable:** In addition to being consistent with your personal value system, you must believe you can reach the goal. This goes back to the need to have a positive, affirmative feeling about one's self. Bear in mind that few people can believe a goal they have never seen achieved by someone else. This has serious implications for goal-setting in culturally deprived areas.
3. **Achievable:** The goal you set must be accomplishable with your given strengths and abilities.
4. **Controllable:** If your goal includes the involvement of anyone else, you should first obtain the permission of the other person(s) to be involved or the goal may be stated as an invitation.
5. **Measurable:** Your goal must be stated so it is measurable in time and quantity. For example, suppose your goal was to work on your term paper this week. You would specify your goal by saying, "I am going to write 20 pages by 3:00 p.m. next Monday." That way, the goal can be measured and when Monday comes, you know whether you have achieved it.



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6. **Desirable:** Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do. We are well aware there are many things in life a person has to do. There should be a balance in life, but the "want" factor is vital to changing one's style of living.
7. **Stated with No Alternative:** You should set one goal at a time. Research has shown that people who say they want to do one thing or another -- giving themselves an alternative -- seldom get beyond the "or." They do neither. This does not imply inflexibility. Flexibility in action implies an ability to be able to make a judgment that some action you are involved in is either inappropriate, unnecessary or the result of a bad decision. Even though you may set out for one goal, you can stop at any point and drop it for a new one. But when you change, you again state your goal without an alternative.
8. **Growth-Facilitating:** Your goal should never be destructive to yourself, to others or to society.

5. Ten Rules of Good Communications

Every good leader today realizes communication is a vital management tool. Communication is not only words, but attitudes and actions. Communication encompasses all human behavior that results in an exchange of meaning. The following tips might serve in improving your communication skills:

1. **Seek to clarify your ideas before communicating.**
A prime reason for ineffective communication is the result of the initiator not having a clear concept of what he/she intends to communicate.
2. **Examine the true purpose of each communication.**
A clear determination must be made of what the communicator really wants to accomplish with his/her message. A good guideline to follow is: "Don't try to accomplish too much with each communication." The sharper the focus is on the message, the greater its chances of success.



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3. Consider the total physical and human setting whenever you communicate.

Meaning and intent are conveyed by more than words alone. The circumstances under which a communication is transmitted has a great deal to do with the effectiveness of that communication. The physical setting, the social climate and past practices will have an impact upon the net results of effective communication.

4. Consult with others, when appropriate, in planning communications.

Such consultation often helps give additional insight and objectivity to the message. Moreover, those who have helped plan the communication will tend to give it their active support.

5. Be mindful, while you communicate, of the overtones, as well as the basic content, of your message.

Your tones of voice, expression and apparent receptiveness to the responses of others all have tremendous impact on those you wish to reach. Frequently overlooked, these subtleties of communication often affect a listener's reaction to a message even more than its basic content.

6. Take the opportunity, when it arises, to convey something of help and value to the receiver.

People on the job are most responsive to the leader whose messages take their own interests into account.

7. Follow up your communication.

This can be done by asking questions, encouraging the receiver to express his/her reactions, follow-up contacts and by subsequent review of performance. Make certain every important communication has a feedback so complete understanding and appropriate action results.

8. Communicate for tomorrow as well as today.

In order to be effective, it is essential every important communication fits into the long range interests and goals of the organization and individuals concerned.



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9. Be sure your actions support your communications.

In the final analysis, the most persuasive kind of communication is not what you say, but what you do. When your actions or attitudes contradict your words, we tend to discount what you said.

10. Seek not only to be understood but to understand -- be a good listener.

Listening is one of the most important, most difficult and most neglected skills in communication. It requires a great deal of effort on the part of the manager to acquire and develop the skill of listening. Only when you are listening can you detect the overtones and hear the feedback of your own communication. You cannot talk and listen at the same time.

6. TIME MANAGEMENT

The following suggestions have been gleaned from several sources and are intended to be helpful guides in the area of time management.

1. Delegate tasks--always ask, "Should I be doing this or should some member of my staff or someone else be doing this?"
2. Realize change is important. Avoid fear-bred rigidity camouflaged under the guide of "certainty" or stability. Symptoms are easy to recognize:
 - a. We become preoccupied with details of our work.
 - b. We become touchy about our status.
 - c. We become critical of others.
 - d. We look for excuses.
3. A manager who endeavors to "hold onto his/her job" soon finds him/herself in empty hands.
 - a. Value your time-- it is precious! Ask yourself:
 1. Is what I'm doing helping to reach my objectives?
 2. Must I do it now?
 3. Is something else more important?
 4. Should someone else do it?
4. Set objectives. Make sure they are clearly defined and can be accomplished.
5. Use words well (get to the point).
6. Listen well and take notes.



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7. Keep a list. Develop priorities for a "To Do" list. Review this list before going to bed each night and place unfinished business from today on tomorrow's list.
8. Read effectively. Learning what to read is more important than how fast you read.
9. You can increase your output as you increase your capacity to get accurate, clean and fast impressions of what's going on around you. Don't drift -- listen and concentrate when you are in a meeting.
10. Concentrate on one thing at a time. You can manage your time only in those moments when you are alert to what is going on within and around you. Any moment you are preoccupied or acting habitually is a moment you are not free to manage your time.
11. You can increase your alertness by changing routines through a daily period of practice and through cultivating interests centering on observations.
12. As you eliminate criticism, defensiveness and other negative factors, you will build up a surplus of energy for better time management.
13. To save energy, you need to know where you are losing it.
14. Use the creative power of sleep. The more demands you make on yourself, the more sleep you will need.
15. One good analogy is often worth hours of discussion.
16. When you can't find an answer, stop and save time by restating the problem.
17. Allow people to participate in the creation of your plans and ideas, and they will learn to value and care for them. Develop procedures and follow them.
18. Do each task only once. If the task is too big, break it down into smaller tasks and delegate.
19. Train your staff. Set up policies and procedures to handle routine matters.
20. Make meetings worthwhile.
21. Log your time, see where it goes. Are you really spending it where you say you are?
22. Prioritize tasks, set deadlines, and meet them.
23. Learn the art of saying NO at the right time. This is one of the hardest things to do. Remember that failure is not always a bad thing if everyone learns from it.



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- 24.** Schedule free time for yourself. Once you have set up goals for yourself and your school, you need to understand how to make the best use out of your time. You will be able to select time management strategies that will be most useful to you. Everyone selects different strategies that suit their particular goals, needs, and personalities. You should do the same.
- 25.** Tips for making the effective use of time.

Scheduling means more than just fitting all of your tasks into the available hours of the day. In setting up a weekly schedule, the key is to block out the time for high priority items that require a lot of time. Save certain days of the week or particular times of each day for major projects. Trying to do the same thing, working on a particular subject, at the same time each day both conserves and generates energy. It conserves energy by cutting down on indecision. You do daily essentials automatically. You automatically begin to read the novel for your literature class on 3:30 on Tuesday and Thursday afternoons. Energy is generated through habit-the habit of expecting to go to class, plan meals, attend a meeting-all at a particular time.

In scheduling, you need to be flexible in order to accommodate whatever unexpected events that may arise. Always reserve at least an hour a day of uncommitted time. Set aside time for breaks to unwind or relax. Try to get absolute musts out of the way early in the day (week, semester) so you will feel less frantic and to eliminate panic at the end of the day (week, semester). A proper balance of scheduled and unscheduled time carefully planned and then used well can help get things flowing more smoothly.

"To-Do Lists" are key to organization. List all of the items that you want to work on at the beginning of the day. Try to keep it short enough so you can keep it in your pocket or somewhere where you will see it often. Cross off items as you complete them and add others as they occur to you. It sounds simple, but to use this tool effectively there are some things you must keep in mind. Do not list your routine items. Do list everything that has high priority today and might not get done without special attention. The key is to prioritize.

Some students do as many items as possible on their lists. They get a very high percentage of tasks done, but their effectiveness is low because



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the tasks they have done are mostly low priority items or trivial, routine items. You will probably not reach the bottom of your list very often, but it's not completing the list that counts-making the best use of your time is what does count. Remember there are probably a lot of things better left undone.

7. LEADERSHIP PHILOSOPHY

1. Why delegate?

- a. Abilities and talent can be put to best use.
- b. Training experiences are provided using real situations and problems.
- c. Members acquire fresh viewpoints and ideas for old projects.
- d. Difficult leadership skills are mastered and individual potential increased.
- e. Delegation is an effective way to demonstrate your confidence in and approval of group members. This point is particularly effective with returning members.

2. Delegation has several approaches. The following should be seriously considered by an effective leader:

- a. Convey to members the confidence you have in their abilities.
- b. Discuss objectives, not methods you wish to be met.
- c. Agree on the limitations of the job.
- d. Realize that you, as the leader, have ultimate responsibility for the completion of the task.
- e. The leader has the responsibility to keep in contact with the members to see how work is progressing.

3. The effective leader keeps up-to-date with major points of progress and exerts influence on others through identifying problems and revising goals and schedules with the members.

4. Assistance should be given as necessary when road blocks occur.

5. The effective leader also conducts a "wrap up" to evaluate how the job went and to find out what can be learned from the experience. In appreciation, recognition should be given on a team basis, as well as recognizing outstanding individual contributions.

6. Methods of Dealing with "Problems" of Committee Members:



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Leaders usually come in contact with individual group members who seem to have a particular problem which is deterring their individual and group effectiveness. The problem may be the withdrawn member, the apathetic member, the overaggressive member, etc.

One basic concept a leader should remember is that leading a group takes time -- both in and outside the formal group meeting. The leader must have individual sessions (usually informal -- the "let's have coffee" approach) with the members who are not contributing. For the withdrawn member, the leader can plant the seed of confidence by discussing ideas privately with the member. The withdrawn member may gain enough confidence to bring out his/her ideas in the group. Private sessions with the apathetic member may reinforce his/her commitment to the objectives of the group and excite him /her anew. Often a well-timed phone call to an apathetic member can do wonders to bring him/her back into the group process. An individual meeting with the over-aggressive member may give the leader an opportunity to discuss the member's contributions and his/her role.

8. LEADERSHIP & MOTIVATION

There are certain assumptions you might consider if you're going to fill a leadership role and motivate people properly. Hopefully these assumptions form a framework within which you can operate, and they apply to most of the people with whom you work. You may not agree with each assumption; however consideration of their value may be helpful in itself.

1. Assume:

- a. People work best when objectives and goals are clear.
- b. People who participate in setting some of these objectives are more effective than those upon whom the standards have been imposed.
- c. People are interested in improving their performance -- they want to do better.
- d. People respond better to challenge than to routines.
- e. A task can be more challenging and ways can be found to make it so.



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- f. The more nearly the task can be placed on a problem solving basis, the more interesting it will be.
- g. It is important for people to know why.
- h. Rules and procedures will be accepted and followed if people understand their importance.
- i. People can and want to know more about their task.
- j. Training is a continuous process.
- k. People learn by doing.
- l. People are interested in explanations.
- m. Repeated explanations are usually necessary.
- n. People will always make errors -- they will even make the same errors twice.
- o. There are causes for most errors.
- p. People are interested in avoiding errors.
- q. A person who has made an error will accept responsibility for it, if he/she is backed.
- r. An over-critical attitude towards people has the effect of nagging.
- s. People respond better to praise than discouragement.
- t. People see problems from their own point of view and this view point often has merit.
- u. You can learn from your group.
- v. People have "gripes," and they are worth listening too. People make suggestions and proposals in good faith. It's easy to puncture a balloon.
- w. Differences in view points are desirable and require objective and patient discussion.
- x. A leader should listen more than he/she speaks, but is tempted to speak more than he/she listens.
- y. Members want to be kept informed on group progress and plans.
- z. A new idea not accepted is ineffective.
- aa. No one person can have all the answers.
- bb. Defensiveness on the part of a leader reduces effectiveness of group members.

To behave in accordance with the above assumptions requires considerable leadership stature. It is not difficult for a leader to communicate anger, impatience, disappointment, loss of



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confidence and hopelessness. This may arouse a negative type of emotional reaction on the part of the rest of the group, which in turn reduces effectiveness.

9. LEADERSHIP STYLES

What kind of leader are you? How democratic should you be? When should you make decisions alone, and when should you share the responsibility? What do you do when the group disagrees with you? What kind of leadership does the group need?

All of these questions and many more are of constant concern to leaders. Successful leadership is getting the job done with a maximum amount of satisfaction on the part of those being led. But what makes a good leader? It all depends-upon the leader him/herself, the group being led, and the situation you're presented with.

Look at Yourself

What kind of person are you? What skills do you have? Where do you need to improve? Many times, leaders get into trouble by not knowing the answers to these questions, or worse yet, trying to be the kind of leader they're not. How many times have you gained an initial favorable impression of a leader on the basis of what s/he says, only to discover that his/her actions are not congruent. Good leadership begins with a realistic notion on the part of the leader as to what kind of person s/he is.

Look at the group being led

What kind of leader does the group need? Are the group members more similar or more different in their beliefs and attitudes? Are they capable of handling responsibility or do they need to be spoon-fed? What is the best way for you to develop the resources of the group? Are they a cohesive group or fairly dependent on one another? Good leadership involves becoming aware of the kind of group you are leading.

Look at the situation

How much time is available for decisions to be made? How much time is needed to make a decision? What is the general climate within which the group is



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operating? What is the relationship between this group and other groups (especially your Residential Life Department)? How will decisions that this group makes affect other people and other groups? Good leadership also involves being sensitive to the situation, or the context within which the group operates.

The group expects YOU to provide direction

Group members will expect you to provide the paths they are to take as an organization, and to make the decision as to which path comes first. Probably, we learn this concept from our classroom experiences where teachers, as authority figures, tend to tell us what to learn. As a group leader, this expectation may provide some conflicts for you, as it puts you into an autocratic leadership position. You must help your group members develop a democratic atmosphere where, as the leader, you are the nerve center and facilitator for group decision-making.

In a newly organized group, the first decision is the formation of the organization's goals. These goals, if they are honestly goals the members are committed to, will then provide the direction for the activities and set the norm for a group decision-making process.

In long standing organizations, the leader must find ways to make the new members aware of the organization's goals and the commitment to them, as well as developing the group decision-making process. Here are some suggestions to help with this:

1. Take the time to orient new members to the overall picture of your organization.
2. Justify, as a group, each decision or each program only on the basis of how it contributes to the actualization of the group's needs.
3. As a group, evaluate your progress periodically to make sure that you are moving in a direction which is acceptable to the membership.
4. Plot the programs on a chart for the group to visualize the direction in which the group decisions are moving the organization.
5. Encourage re-evaluation of existing goals. Be flexible enough to allow the group to change or add to its goals.



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6. A good leader organizes, sets objectives, plans, activates, motivates, coordinates, and evaluates.

On being a leader

If you want the loyalty of group members, then you must remember that members have needs too.

1. Members need a sense of belonging

- a. A feeling that they are sincerely welcome.
- b. A feeling that no one objects to their presence.
- c. A feeling that they are honestly needed for their total selves, not just their hands, time, or money.

2. Members need to have a share in planning the group goals.

The need will be satisfied only when they feel their ideas have been listened to seriously.

3. Members need to feel that goals are attainable, reachable, conceivable, and that they make sense.

4. Members need to feel that what they are doing contributes to human welfare—that the value of the group extends beyond the group itself.

5. Members need to share in making the rules of the group—the rules by which you can live and work towards your goals together.

6. Members need to know in some clear detail what is expected of them, so they can work confidently.

7. Members need responsibilities that challenge them, are in range of their abilities, and that contribute in reaching group goals.

8. Members need to see progress being made towards the goals the group has set.

9. Members need to be kept well informed.



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10. Members need confidence in their leadership. Confidence is based upon assurance of consistent and fair treatment and that their loyalty will lead to increased security.

11. Members need to be recognized! Banquets, parties, OTMs and other NACURH awards, and even a simple note or pat on the back is essential in motivation of the group.

10. DELEGATION

Definition: To delegate is to entrust an activity to another person.

1. **Try to match skills and interests with tasks.**
2. **Give explicit instructions on what you want done and how it needs to be done.**
However, this should be balanced with leeway so a worker's individual talents and ideas can be expressed. This part is probably the hardest part of assigning the job. If you give people too many tasks that they must complete like you explained to them instead of how you really wanted it to be done, they might become disenchanted with you.
3. **Give the BEST tasks to those who have been working for you the longest.**
Just like any job, workers will expect a "promotion." The easiest way to do this is to assign those workers the more interesting tasks. However, it is very important not to slight anyone when assigning tasks on this basis.
4. **Try to assign each worker only one (1) task at a time.**
5. **If you are going to give someone a "dirty" task, also promise them a better task next time.**
By doing this, you have given them something to look forward to.
6. **Get workers to recruit new workers.**



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If you have a task that requires several people, you could just assign it to one dependable work and get him/her to recruit new talent to help. By doing this, you can continuously renew your pool or workers.

7. Try to assign everyone a task at all times, so no one will feel left out.

8. Have periodic meetings of all helpers to discuss progress.

This lets you get a feeling of how work is progressing.

Delegation Concepts

Why is delegation important?

1. Allows more people to be actively involved.
2. Distributes workload.
3. Motivates members by giving them value and importance.
4. Helps organizations run more smoothly.

Why don't leaders delegate more often?

They are limited by the "I can do it better myself" fallacy.
 They do not know which tasks to delegate.
 They lack confidence in member's ability to make decisions.
 They feel that they have lost control of their work.
 They feel they may be replaced if someone does their job better.
 They look upon delegation as a sign of weakness.
 They believe there is no one in whom to delegate.
 They feel that they are imposing on other's time.

Why won't members accept delegation?

They don't want to be placed in a decision making situation.
 They fear criticism for mistakes.
 They lack resources and necessary information to do a job.
 They feel the incentives are inadequate to motivate them.
 They feel the leader is giving them menial tasks and/or busy work.



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11. PARLIAMENTARY PROCEDURES

Parliamentary procedure insures the most efficient handling of business at any organized meeting. Meetings must be run by rules which all members understand and accept. Here are the basic elements of parliamentary procedure which are used by organizations all over the world. This packet has been organized to provide a condensed and systematic form of these rules.

The object of parliamentary procedure is to assist the assembly to accomplish the work for which it was designated. To do this, it is necessary to restrain the individual somewhat as the right of an individual to do what he/she pleases is incompatible with the interests of the whole.

Whether an officer or member of any group, you can function more efficiently with a basic understanding of fair and efficient procedure. NACURH uses *parli-pro* as a tool to run effective meetings and fairly carry out the goals of the organization. In order for that to occur, basic knowledge of *parli-pro* is needed by all, especially the NCCs.

1. What is Parliamentary Procedure?

Parliamentary procedure is a set of rules which, if used correctly, help a group run a meeting without confusion and without waste of time or effort.

There are three basic ideas behind the rules:

- a. All persons in the group are equal; the rights of one are the rights of all.
- b. The will of the majority will be carried out, but only after the minority has had a fair chance to have its say.
- c. Plain old common sense.

2. How much do I have to know?

If you are able to make a simple motion, to make an amendment to a motion, to take a vote and to use several special procedures, you will know 90 percent of what is necessary to run a usual meeting or to participate as a member. Once you can do these few things smoothly, you can learn the rest as you go along.



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- a. Main motions:
 1. Purpose: To present an item of business to the assembly for consideration.
 - a. Steps:
 - i. Obtain recognition from the Chairperson.
 - ii. State motion in concise way -- "I move that..."
 - iii. Another member seconds motion.
 - iv. Chairperson calls for debate.
 - v. Chairperson puts motion to a vote and announces the results.
 - b. Amendments:
 1. Purpose: To modify a motion. An amendment is made in the same way as a main motion. You would simply state, "I move to amend the motion by..."
 - a. Ways to amend:
 - i. To strike words.
 - ii. To add words.
 - iii. To strike out and add words.
 - iv. To divide the motion into two (2) or more motions.
 - v. To strike the entire motion and substitute a new motion on the same subject.
 - b. An amendment can be amended once. Amended motions are disposed of in reverse order by which they were brought up. If a motion has an amendment and an amendment to the amendment, then the second amendment is discussed and voted on first. Then the first amendment is discussed and voted on as amended, and finally the motion is discussed and voted on as amended.
 - c. Note: Robert's Rules of Order does not recognize "friendly amendments," and it is suggested that they are not recognized.

c. The Vote



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The Director/Chairperson usually appoints a parliamentarian for each meeting. This person must have good knowledge of parliamentary procedure, and will settle all parliamentary related disputes.

Usually only voting members have the right to second motions, while anyone in attendance can speak or propose a motion. If a voting member fails to second a motion, the motion dies.

A quorum is usually required to conduct business. Quorum usually consists of at least 50% plus one (1) of voting membership (NCCs) to be in attendance in order to conduct business. Many constitutions have stricter or more lenient numbers for quorum.

Minutes of each meeting should be taken by the Associate Director or other officer. Minutes should be distributed as soon as possible following a meeting, and minutes from the previous meeting should be reviewed and approved at the beginning of each meeting. An original copy of these minutes should be kept as records.

Rules and procedures may be suspended by voting members by a two-thirds (2/3) majority vote. Constitutions, bylaws, and the rules of parliamentary procedure cannot be suspended at any time.

The Director or Chairperson has the right not to recognize any motion, meaning it cannot come up for discussion. Voting members (NCCs) may appeal this (and any other) decision of the chair with a two-thirds (2/3) majority vote.

12. Ethics & Professionalism

Ethical behavior is one of the hardest things to teach or learn. Most leaders have a natural affinity to behave ethically and professionally.



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Being ethical means following the rules and doing what is right. It is very important that a President is as ethical as humanly possible, for the President must set the example for the rest of the organization to follow.

Here are some qualities ethical people have:

1. Honesty
2. Integrity
3. High regard for the rules and authority
4. Consideration of the feelings of all parties involved
5. Confidentiality

Professionalism is something every organization should strive for. As President, professional behavior is important, but it is not required 100% of the time. A good leader knows when to be professional, and when to be personal.

13. CONFLICT MANAGEMENT

Because there will always be differences between people and among groups, the presence of conflict is inevitable. Conflict is present in healthy organizations as well as unhealthy ones, but conflict itself is not bad. When adeptly managed and confronted, conflict can be a powerful and positive force of change and renewal. Since it is impossible to eliminate conflict, the emphasis must be on managing it with a goal of increasing the acceptance of differences between individuals and groups (from Stephen F. Robbins).

1. Leaders of organizations will be successful in managing conflict if...

- a. Recognize the necessity of conflict.
- b. Explicitly encourage opposition.
- c. Include stimulation as well as resolution methods.
- d. Consider conflict management as a primary responsibility.

2. Sources of conflict:

- a. Differences in values, philosophies.
- b. Communication breakdowns or distortion.
- c. Structure of an organization.



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d. Personalities/Styles.

3. The potential for conflict is greater if...

- a. Ambiguous jurisdictions - unclear boundaries of responsibilities.
- b. Competition for scarce resources - gain by one group at the expense of another.
- c. Communication barriers - space or time separations.
- d. Dependence of one party on another.
- e. Differentiation in an organization - complex, multi-levels, job specialties, division of duties.
- f. Degree of association - joint operations and decisions.
- g. Need for consensus.
- h. Behavior regulations - rules, policies, control (especially when the need for autonomy is high).
- i. Unresolved prior conflicts, both professional and personal.

4. Conflict dynamics/strategies:

- a. **Win/Lose:** ("Do it my way because I am the boss.")
 - b. **Lose/Lose:** Neither side achieves what it wants, or only part of what it wants. Compromise is seen in a negative light. (Pay-off: Neutral Party)
 - c. **Win/Win:** Focus on ends; problem solving; group goals; identify sources of conflict.
- Goal:** Find a solution that meets both parties' goals in a way that is mutually acceptable.

5. Participative leadership techniques - process and product

- a. Gain consensus.
- b. Gain commitment to objectives.
- c. Control process without dictating the specific content.

6. Confrontation is generally the most effective process of resolving conflict.

GROUND RULES FOR CONFRONTATION:

- a. Both parties must be willing to resolve the conflict.
- b. Both parties must agree to reach mutually acceptable resolution of the conflict.
- c. Both parties must be willing to accept differences.



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- d. Each party will state goals that are mutually agreeable/recognizable.
- e. Confrontation should take place on neutral ground.
- f. Flexible time guidelines should be provided.

7. Role of the Facilitator:

- a. Direct the confrontation process without dictating content.
- b. Keep dialogue positive, constructive.
- c. Remain neutral and objective.
- d. Clarify; keep focus on the central issues and problem-oriented discussion.
- e. Reflect and paraphrase, restate.
- f. Help to diagnose the source(s) of conflict.
- g. Encourage differences to emerge and confront them.
- h. Emphasize understanding differing viewpoints rather than making judgments.
- i. Recognize and accept feelings.
- j. Suggest procedures to facilitate future conflict resolution.
- k. Deflect or redirect potential confounding situations.
- l. Use unique group process activities.

8. Role of Conflicting Group Members:

- a. Work toward Win/Win solutions.
 - b. Depersonalize the situation.
 - c. Avoid spreading rumors or talking behind the backs of conflicting group members.
 - d. Be non-accusatory.
 - e. Focus on understanding.
 - f. Avoid premature solutions.
 - g. Avoid "us-them" mentality. Don't force neutral parties to take sides.
 - h. Focus on "all of us" vs. The problem.
 - i. Direct energy towards problem solving.
 - j. Define problem in terms of mutual needs.
 - k. Use facts and objective issues.
 - l. Focus on relationships and the goals of the organization.
-



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14. ASSERTIVENESS

As President, some of the duties that you may encounter include managing the office, ensuring the accountability of the officers, etc. Many presidents have not had the training that we need to assertively communicate without being aggressive or passive.

Definition: Being assertive is the comfortable expression of feelings and standing up for your rights without denying the rights of others and without feeling guilty. Focus on feelings ("I am angry") rather than ("you make me angry") and take responsibility for those feelings.

1. Remember that the only person you can change is you
2. Other individuals have the right to respond to your assertiveness with their own wants, needs, feelings, and thoughts.
3. Separate you from your behavior. Just because you want to become less submissive and more assertive does not diminish your value as a human being.

Tips on Being Assertive:

1. How you say something is as important as what you say.
 - a. Eye contact
 - b. Body language that is consistent with the message.
 - c. Tone of voice (soft, conversational, loud).
2. Practice or role-play with friends.
 - a. Begin with small issues first-early success is important.
 - b. Recognize that it is okay to express your feelings.
 - c. Avoid accusation, name-calling, or blame on another person. The focus should be you and your feelings.
 - d. Be open, honest, and straightforward.
 - e. Timing is important. Pick a time and a place that provides greater chance of success.
 - f. Remember that because you are assertive doesn't guarantee the other person will change or respond favorably. The goal is to simply express your feelings and be open with the other person.



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- g. Being assertive may result in negotiating a mutually acceptable compromise.
- h. Feel a sense of accomplishment when you stand up for your rights or to express your feelings.

Thoughts on Assertiveness

by Marty Christensen

I have the right to ask for anything I want. If I want something and don't ask for it, I forfeit my right to complain. I become resentful and angry and rejecting when I forfeit my right to complain.

When I make the decision to ask for what I want, I also assume responsibility for that action. My intent, when I choose to be assertive, is to get what I want and to reveal my connection with another person-to inform him/her as clearly as I can that our behavior is somehow connected and that we are interdependent.

I do not want to be the cause of hurt to anyone. I do not willingly hurt anyone. I do understand that some people may feel hurt when I tell them that I want something which they may not want me to have or which will require some effort or change from them.

I am willing to have some people unhappy with me for awhile... And even forever.

In order for me to be assertive, I make a stand about myself. I say that I am worth having my needs met. I say that I am important and I recognize that when most of my needs are met I am more understanding, more accepting, more giving, more free to share in others' lives. My sense of humor is released, my sense of worth is apparent, I am more spontaneous and happy. That is a gift I choose to give myself and those around me.

I also know that I have the right to be non-assertive when I choose. I have the right to choose not to get my needs met when it is more important for me at that moment to protect the feelings of someone else or to preserve the energy it would require to confront another person. I have a right to postpone the gratification of some needs in order to fill greater needs.



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It is important to me that I recognize my responsibility of the choices that I make.

15. DIVERSITY & LEADERSHIP

In our ever-changing world, people of diverse racial and ethnic backgrounds live side by side. Most of us have a sincere desire to be comfortable with one another. However sometimes we say or do things unintentionally, which can insult individuals of different backgrounds. This leads to a dilemma for the offended party. S/he can call attention to the action or statement and risk being perceived as offensive as well. S/he can remain quiet, absorbing repeated blows to his/her dignity. Or S/he can avoid the situation entirely and isolate themselves from the offending individual(s). There is one other alternative to such situations: **Prevention.**

Prevention of tense inter-group situations may be achieved by increasing your awareness and avoiding the types of things that are said and done which may be seen as negative. However, avoidance of offensive behavior is just a start. In addition, as a president and representative of your organization, you need to be able to act in ways that leave you and your group feeling comfortable.

Sexual/Racial/Ethnic Do's and Don'ts

1. Approach

- a. Do approach a person of a different sexual/racial/ethnic background as a unique individual. They have a unique personality, feelings, interests, and abilities; however they also have common human characteristics, needs, and concerns.
- b. Don't approach a person of a different sexual/racial/ethnic background as if they are a member of some designated group, without uniqueness and human qualities.

2. Interaction

- a. Do "be yourself" with respect to your behavior, tolerances, preferences, and communications when around persons of different sexual/racial/ethnic backgrounds.



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- b. Don't try to change your behavior, tolerances, preferences, or communications to fit that which you believe is preferable to those of a different sexual/racial/ethnic background.

3. Interpreting Meanings

- a. Do not interpret the things a person of a different background says or does as if it is being said or done without regard for your (or others') background. Never assume anything. Ask questions for clarification if you aren't sure of meaning.
- b. Don't interpret and respond to the things a person of a different background says or does as if it is only being said because you (or others) are of a particular background.

4. Evaluating

- a. Do not communicate judgments to a person of a different background on the basis of their unique abilities, accomplishments, and style.
- b. Don't communicate judgments to a person of a different background using qualifications of comparisons based upon what you think people of such groups ought to be/ behave like.

5. Disagreement

- a. Do not have and communicate your objections to behavior you find repulsive, irritating, or insensitive without reference to the sexual/racial/ethnic characteristics of the offender and without hesitation or guilt.
- b. Don't refrain from or feel guilt about communicating your objections to behavior. Don't make reference to a person's background when you confront offending behavior.

6. Understanding & Tolerance

- a. Do try to understand the significance of practices and behavioral differences you observe in those who are sexually/racially/ethnically from you by asking about the value, meanings, and/or functions they attribute to different practices or behaviors.
- b. Don't think that understanding the tolerance of practices and behavioral differences you observe in others who differ sexually/racially/ethnically means you have to like or do things you find objectionable or offensive.



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Basic Misconceptions and Clarifications about Diverse People/Groups

1. Never base your opinions of an individual who belongs to a designated group on normative descriptions, myths, or stereotypical characterizations.
2. Don't presume that others will like/dislike, know, or want to meet a particular individual simply because that person is a member of some common group. Do understand that people will like or dislike members of their own group on the basis of personality, interests, etc.
3. Don't believe that an individual of some designated group would find it highly rewarding or beneficial to be indistinguishable from the crowd or belong to a different sexual/racial/ethnic group. Understand that different individuals have different feelings about their sexual preference/race/origin, just as you have different feelings about your height, weight, figure, etc.
4. Don't think that the primary topic of interest of a person of differing sex/race/nationality is their sex/race/nationality. Understand that topics of interest to people of different backgrounds are as many and varied as they are for your and any other group.
5. Don't believe that your values and way of thinking are right and good, and those of people from different backgrounds are not. That is the primary indicator of ethnocentrism. Understand that differences in values and ways of thinking have some basis in history and individual experience and that good or bad/right or wrong is all relative.
6. Maintaining your own personal values as preferences rather than absolute right and good allows for tolerance and the understanding of others. This is the sign of an educated person and a good leader.

16. HANDLING STRESS

As a President with many responsibilities to juggle, you know how stress can work for you in the form of light pressure or drive that stimulates you to perform at your top level. But stress can also work against you. Too much of it can raise



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your blood pressure, cause loss of sleep, make you anxious or irritable, ore even depressed. Even though the causes of stress are sometimes beyond your control (which makes them stressful), you can learn to contain stress so that it works for you rather than against you. Here are some strategies for yourself and your group members.

1. Deal with the cause

If tension comes from a relationship with a person, talk out your differences. The longer you try to contain yourself, the more stress you'll build up. If tension comes from an unfinished task, restructure your priorities so you can get the responsibility out of the way.

2. Learn to pace yourself

No matter how hard you try, you can be in high gear all the time. So instead of fighting for the impossible, allow for rest points. One good way to do this is to set goals and then take time to reward yourself once you've reached them. This means getting away from the routing for a while, by doing something else of taking a break.

3. Realize your limits, then plan around them

Don't take on more than you can handle. If you have a number of must-do tasks, then tackle them one at a time in order of priority and urgency. Remember, it's better to turn tasks away than to leave work unfinished. Unfinished business can be a major source of stress.

4. Get enough sleep and rest

Lack of sleep can lessen your ability to deal with stress by making you more irritable. Avoid sleeping pills and take more rest periods if you don't sleep well. Most adults need 7-8 hours of sleep in a 24 hour period.

5. Exercise regularly

Make it a point to "work off stress." Physical activity allows you a "fight" outlet for mental stress. Relaxed muscles make relaxed nerves.



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6. Listen to your body

When you are under stress you will get your own warning signals which means you are becoming overloaded. Learn to recognize these messages and listen to them.

7. Talk out your problems

This helps to share worries with someone you trust and respect. If you find yourself becoming preoccupied with emotional problems, it might be wise to seek a professional listener. This is not admitting defeat-it is admitting that you are an intelligent person who knows when to ask for help.

8. Balance work and play

Hobbies, recreational activities, etc. are not only relaxing; they also may be the cure for emotional situations. Sometimes you just have to get away for awhile.

9. Avoid self-medication

Don't rely on alcohol or other drugs as a solution for stress. Even prescription and over-the-counter drugs can be detrimental to your well-being.

10. Learn to accept what you cannot change

If a problem is beyond your control, accept it until a change is possible.

11. Don't be afraid to compromise

Give in once in a while. In most situations, you can either fight, run away, or compromise. Seldom does the ideal situation present itself, so take the next best thing and stick with it.

12. Analyze the problems and explore alternatives

Take the time to analyze your problem(s). Consider all of the possible alternatives. Get different viewpoints and feedback. Consider the consequences of your actions (or inaction).

13. Learn from your experiences

Analyze your thoughts, actions, and relationships. Consider your values, goals, and purposes. Be better prepared to meet problems in the future.



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14. Possible ways to reduce stress

- a. Improving communication with family, friends, and physicians.
- b. Learn to say no without feeling guilty.
- c. Become more aware of your body as tension begins to build-remind yourself to calm down and take one step at a time.
- d. Accepting the uselessness of worry and guilt, and develop the ability to let it go.
- e. Learn to recognize anger and deal with it in appropriate ways when it occurs-work to eliminate anger from your life.
- f. Do things that are nurturing to you-stop to smell the flowers, pet the dog, watch a sunset, call your mom, etc.-plan time to rejuvenate each day.
- g. Exercise daily (within limitations) and eat healthily.
- h. Keep life light and fresh: Change your routine, vary your menu, rearrange your room, etc.
- i. Develop a sense of humor and a smile. Laugh out loud every day and smile a lot in-between.
- j. Accept the fact that it is an imperfect world-medications have side effects, doctors can be grouchy, families/roommates are not always understanding. Learn to live with imperfections.
- k. Acknowledge that only you can change yourself—no one else can.

17. CREATIVE THINKING

The leader is often called upon to spark creativity in the group. Here are some problems that groups run into when brainstorming.

1. The Right Answer. The fallacy that there is only one correct solution to any problem keeps us from considering other solutions and halts our search for ideas.

2. That's Not Logical. Logic is fine for the development and application of ideas, but in the creative phase of thinking, it's merely restrictive. A lot of managerial people bring practical attitudes into the creative process early on and nothing gets developed.



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3. Follow The Rules. Most "revolutionary ideas" have been just that-disruptive violations of existing principles which upset the old order.

4. Be Practical. In other words, stifle your imagination. This is an idea killer.

5. Avoid Ambiguity. That is, look at any situation is only one fixed way. Another idea killer.

6. Play is Frivolous. People with a playful attitude come up with just as many ideas as those who are serious all the time.

7. That's Not My Area Of Expertise. This is the curse of "people with very sharp minds but whose thinking is very narrow and focused, so that they miss a lot of ideas. There are good ideas all over, but it's hard to see the dynamite idea behind you by looking twice as hard in front of you. Creative people who really stand out are hunters; they look in other areas for ideas."

8. Don't Be Foolish. If we never tried anything that might make us look ridiculous, we'd still be living in caves.

9. I'm Not Creative. The worst of these blocks is a self-condemnation that stops talent opportunities and intelligence. Studies show that the chief distinction between the creative and the uncreative is simply how they perceived themselves.

18. MOTIVATION

Great things can result from enthusiasm, so it would seem that being enthusiastic is self explanatory. Ralph Waldo Emerson once said, "Nothing great was ever achieved without enthusiasm." Enthusiasm-it is the ability to face life with zest, enjoyment, and excitement; it's a force that can help us achieve-a force that works on people around us, making people attractive and drawing people to us and our ideas. Enthusiasm creates energy and destroys apathy. It radiates out to other people; it's infectious. An individual who is generally excited grabs our attention and



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the excitement generates an almost irresistible force. Anyone can be enthusiastic. All one has to remember is four basic ideas:

- 1. The source of enthusiasm comes from within.** It is easy to blame a lack of enthusiasm on external forces, but it is a myth that outside influences determine the level of excitement in our lives. Our careers are not exciting, but we make them exciting by our approach and attitude.
- 2. Generate enthusiasm for short periods of time.** It's easy to say that work will be more exciting today, however this vague and general goal will not be achieved unless you make a commitment to be enthusiastic when working on a specific task. Once established, it is easier to repeat the process. When the process is repeated over and over, it becomes a habit.
- 3. Recognize the relationship between actions and enthusiasm.** There is something magical about being with someone who is enthusiastic. The energy and charisma can't help but have an impact. Spend time with those who inspire you.
- 4. Associate with people who inspire enthusiasm.** There is something magical about being with someone who is enthusiastic. The energy and charisma can't help but have an impact. Spend time with those who inspire you.

The ability of motivating people is often thought of as a unique power over the lives of others. Yet, defining that force eludes most people. Some say motivating people is an art-an ability to get people to do things. This notion, however, is misleading. To understand what motivates people recognize that people are their own motivators. If not, no one would ever get out of bed. Increasing the levels of motivation is the key.

It is unrealistic to think that one can motivate another. As a leader, use the word "motivate" as an adjective rather than a verb ("to motivate"). When you can describe people as "motivated," you have accomplished your task. Psychologists are quick to point out the human difficulty in overcoming a natural tendency towards inertia. Therefore, techniques and strategies are needed to foster motivated individuals.



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As President, you may employ a variety of means to enhance the motivational atmosphere of your organization. With this improved atmosphere, you will probably find increased participation by your members. Nonetheless, it is important to remember that you do not have the power to motivate anyone. That responsibility does not fall on your shoulders. Instead, you can create an environment that encourages the motivated individual. Once accomplished, your task as President will become a whole lot easier.

Several psychologists emphasized the ingredients of motivated behavior. They include the satisfaction of needs, purpose, rewards, recognition, positive atmosphere, group genius, willingness, and free will.

"Leadership is stirring people so that they are moved from inside themselves. It is stating goals that excite them and lift their sights. It is setting the personal example, putting enthusiasm into operation, communication (listening as well as speaking). It is rewarding merit and penalizing demerit honestly and fairly. It is the right combination of these so that people will do the work that makes an organization successful because they want to." --Frederick Kappel

Encouraging increased motivation is a difficult task. It requires knowing and understanding the people with whom you work and the persistent use of many of these techniques. It demands that you develop two areas of skills:

1. To be a task specialist and have the ability to plan and organize.
2. To be a human relations specialist and provide an atmosphere for increased motivation. If you incorporate these skills with an atmosphere that increase motivation you will be successful.

19. RETREATS

Very often, it falls on the shoulders of the President to plan retreats for the group. Whether you're planning for a retreat to get things started at the beginning of the year, or a rejuvenating retreat during mid-year, here are some easy steps for success.

1. Identify the type of retreat

- a. Training



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- b. Team Building/Community Development
- c. Recreational

2. Identify interests of the group

- a. Training staff or student leaders
- b. **Team Building:** Community development for staff or individual halls/floors
- c. **Recreational:** ski trip, shopping, bonding, or camping

3. Length, distance, and accommodations

Questions you should consider:

- a. Day, overnight, or longer?
- b. Transportation plans?
- c. Number of people?
- d. Food/snacks?
- e. Lodging?
- f. Cost (group rate?) and funding?

4. Type of retreat/Specific planning

- a. Set the agenda
- b. Form committee(s) (if needed)
- c. Confirm nuts and bolts

5. Important areas to cover:

- a. Finances:
 - 1. Cost per person
 - 2. Procedures for payment
 - 3. Funding/fundraising
- b. Transportation:
 - 1. Type of transport
 - 2. Costs & reservations
 - 3. Drivers/vehicles
 - 4. Insurance/liability
- c. Accommodations:
 - 1. Advance reservations
 - 2. Group rates
 - 3. Cooking facilities/cafeteria



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- 4. Sleeping facilities
- 5. Convenience of location
- d. Food:
 - 1. Ordering food
 - 2. Cooking responsibilities
 - 3. Clean-up responsibilities
- e. Registration/Invitation

To Do List:

- 1. Plan itinerary/schedule
- 2. List goals of retreat
- 3. Set a timeline to accomplish tasks
- 4. Delegate preparations
- 5. Delegate site responsibilities
- 6. Plan icebreakers
- 7. List training topics
- 8. Choose facilitators
- 9. Compile materials needed
- 10. Plan recreational activities
- 11. Prepare evaluations

Afterwards

- 1. Pay bills
- 2. Compile evaluations
- 3. Send thank-yous
- 4. Group processing
- 5. Revisit retreat topics during year