The Four Points of Practical Leadership

Tip Sheets on the 22 most desired leadership skills as identified by BYU-Idaho Activities Advisors and Student Leaders
This resource was developed to train student leaders in practical leadership skills. Natural born leaders will occasionally rise to the top through time. For the most part however, leaders are developed over the course of time. Their skills are honed and refined as they work through good and bad experiences and as they study new principles. Becoming a good leader will not happen overnight. It has been said of Ernest Shackleton, the great Antarctic explorer,

“Shackleton was an average person; he taught himself how to be an exceptional one.”

(*Shackleton’s Way*, Morrell and Capparell, 2001, p. 10)

We all may become exceptional people and leaders as we study and apply leadership principles in our own lives.

The following practical leadership skills were developed by previous student leaders and by advisors in the Activities area. There are many points of leadership; however attention has been given to four areas. Each tip sheet within those four areas was designed to be covered in five to ten minutes in settings such as:

a. Student leader-advisor one-on-ones
b. Peer to peer situations
c. Weekly council meetings

It is not anticipated that all of the tip sheets in the four areas will be covered in one semester, but it is expected that a leadership principle will be covered on a weekly basis. If a particular leader or group is struggling in one or two areas, attention should be given to those areas before moving on to others.
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**Introduction:** In a meeting, two or more people come together for the purpose of discussing predetermined topics and to resolve issues. Here are some tips that may make a meeting more successful.

1. **Put it on Paper**
   The agenda is the most important part of any meeting. It outlines what needs to be accomplished. To be successful you must take the time to:
   a. List the points to be covered
   b. Sequence the issues

   *Make sure there is a good reason to meet. If there is nothing to do, cancel it.*

2. **Give Notice**
   People are more likely to attend if they are given adequate notice and see a need to be there.
   a. Invite people at least a week before the meeting
   b. Consider a brief email or phone call reminder (with time & place) a day before the meeting
   c. Explain why their participation would be appreciated

   *A consistent time and location makes scheduling and remembering the meetings easier for everyone.*

3. **Welcome People**
   Help participants feel valued by acknowledging their presence upon their arrival.
   a. Arrive early to set-up the room
   b. Learn everyone’s name
   c. Greet them personally

   *By showing that you care about them, participants are more likely to contribute in your activities.*

4. **Maintain the Environment**
   Meetings should be enjoyable. In addition to the necessary “business” some allowance should be given to develop group unity.
   a. Maintain a positive upbeat tone
   b. Help people feel comfortable
   c. “Spice up” meetings occasionally with presentations, group activities, etc.
   d. Use humor to maintain structure while permitting flexibility

   *Arrange seating in a circle so everyone is visible and encourage equal participation.*

5. **Control the Tempo**
   You are responsible for keeping the meeting “on track.”
   a. Begin and end on time
   b. Guide the discussion
   c. Encourage group members to stay “on task”

   *Make sure transitions from one topic to another are clear; consider tabling an issue if no progress is being made over a long period of time.*

6. **Keep a Record**
   Don’t lose ground. Keep track of what you have decided so that everyone is on the “same page.”
   a. Designate someone to take minutes
   b. Follow the outline of the agenda & keep track of decisions made
   c. Use this information as a base to set up the next meeting’s agenda

   *Minutes should be succinct, give a clear picture of what happened, and easy to read.*

7. **Stay in Touch**
   Follow-up is key to helping people complete their assignments.
   a. Touch base with people when needed
   b. Be a friend

   *Use this contact to conduct little items of business with individuals--this will free meeting times for more important issues that pertain to everyone.*

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<td>References are not available. This tip sheet was developed and used by Leadership and Service for many years. Numerous edits have been made since its creation.</td>
<td>Brian Schmidt</td>
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Introduction:
A leader must be efficient with the use of their time. Professional, family and personal time is essential in being a well-rounded individual. Knowing how to organize and plan your time is crucial.

1. Time Management
As a leader in the Student Activities Program you are responsible to manage your own time. Others will depend on your ability to manage your time and complete tasks in a timely manner.

a. Prepare a To-Do-List
   1) Write down all your tasks
   2) Break them into small parts that take 1-2 hours to complete
   3) Prioritize in order of importance
   4) Tackle important jobs first
   5) Don’t waste time on trivial tasks
   6) Work around fixed commitments

b. Be “Fully Engaged”
   1) Avoid multi-tasking
   2) Give your full attention and focus to current task

c. Be Flexible
   1) Don’t waste time forcing a task into your schedule
   2) Re-evaluate your priorities as the day and week progress

Time Management is a life-long skill. Teaching it to others will help you to apply it more effectively in your own life.

2. Task Management
We can spend a lot of time managing our time and not actually get things done.

a. Don’t Procrastinate
   It’s important to have a schedule and keep to it, but if you see an opportunity to get something done, just do it!

b. Do the Hardest Task First
   Getting the most difficult thing out of the way gives you a sense of accomplishment and makes the remaining tasks seem easier

c. Delegate
   Learn which things are good to delegate and which are not

d. Manage Quality vs. Time Spent
   Learn to recognize when you are just spending more time on a task but not improving the quality of the outcome

Faith is a principle of action. Planning is vital. Inspiration is the key, and we will be blessed as we move forward in doing.

3. Lesson Planning
It is important that lessons and meetings are well organized. Planning a lesson requires the right mix of prepared material and spontaneous discussion.

a. Prepare More Material Than You Need
   1) Have more material than you can present in the given time
   2) Have references to additional information

b. Follow the Spirit
   1) Let the Spirit guide you in determining what material to present
   2) Monitor the conversation and customize the content to fit the mood of the meeting

c. Foster Participation
   1) Plan specific activities to involve others
   2) Ask questions
   3) Use effective follow-up questions

Effective lesson planning doesn’t mean that you say everything you had planned on. It means you are prepared to keep the lesson on topic but still customize the experience.

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<td>1. <em>The Power of Full Engagement</em> by Jim Loehr &amp; Tony Schwartz</td>
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Introduction:
A leader who doesn’t have goals has no real clear direction. Personal and professional goals are necessary to function and lead at a higher level.

1. **Specific** - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:
   a. Who is involved?
   b. What do I want to accomplish?
   c. Where: Identify a location.
   d. Which: Requirements or constraints
   e. Why: Specific reasons and benefits
   Example: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

2. **Measurable** - Establish concrete criteria to measure progress toward the attainment of each goal. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on in reaching your goal.

   To determine if your goal is measurable, ask questions such as:.....How much? How many? How will I know when it is accomplished?

3. **Attainable** - When you set goals that are important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement or ask yourself what conditions would have to exist to accomplish this goal.

   Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them.

   You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.

4. **Realistic** - To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; but be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force.

5. **Timelines** are crucial to achieving goals. Set the date for when you want to accomplish something and then work backward to identify when certain aspects of the project must be completed. If the goal involves other people, give assignments with due dates for reporting progress or completion. If materials or resources are needed, set a date for when those will be gathered. Identify each aspect of the project and make sub-categories of what needs to take place in each area; then set a date and assign an individual to be responsible for each item.

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**References**

1. Source: Top Achievement

**Notes**
Introduction:
The exchange of thoughts, messages, or information, by speech, signals, writing, or behavior.\(^{(1)}\)

In spite of the increasing importance placed on communication skills, many individuals continue to struggle, unable to communicate their thoughts and ideas effectively – whether in verbal or written format.

This inability makes it nearly impossible for them to compete effectively in the workplace, and stands in the way of career progression.

1. **Role:** \(^{(2)}\)
   Effective communication skills are essential for success.
   
   a. Get your message across to others clearly and unmistakably.
   
   b. Help to create a good environment for communication.
      1) Have distractions under control.
      2) Be relaxed and alert.
      3) Be positive.
      4) Gestures can both complement and contradict your message; be mindful of these.
      5) Eye contact
   
   c. Set the Mood
      Ice Breakers can be an effective way of starting a training session or team-building event, they help people get to know each other and buy into the purpose of the event. Make sure the session is appropriate and comfortable for everyone involved.
   
   d. Communicate in a “Crisis”....
      Don't shut your communication. The best thing to do in a crisis would be to communicate the facts and issues.
   
   e. Communicate your message in the best possible way to individuals and groups, using spoken, written and electronic communication.

   Take into account your eyes, your posture, your overall body language your appearance (at the time the communication is exchanged) and the voice in which you offer the exchange.

   We communicate with God through prayer. God communicates with us through revelation.\(^{(3)}\)

2. **Responsibilities:**
   Communication is only successful when both the sender and the receiver understand the same information as a result of the communication.
   
   a. Be a good listener.
   
   b. Think before you speak.
   
   c. Love & Care about the interests of others.
   
   d. Accept others as they are.
   
   e. Give sincere compliments and approval.
   
   f. Keep confidences shared with you.
   
   g. Learn to type and properly phrase sentences.
   
   h. Keep your messages short, free of errors, organized and to the point.
   
   i. Develop verbal communication skills and proper body language

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**References**

3. *Young Women’s Manual* 2

**NOTES**
Introduction:
Stewardship is the responsibility to administer or attend to the assignments one receives. The Lord said, “It is required of the Lord, at the hand of every steward, to render an account of his stewardship, both in time and in eternity.” (D&C 72:3)

1. Step by Step Accountability
   a. Meet deadlines—Set realistic timeframes on projects; and meet them. If for reasons beyond your control a project is running late, let your advisor or student leader know as soon as possible and work out a new schedule.
   b. Complete the circle—If you encounter setbacks, take the lead in seeing that they are resolved.
   c. Keep in mind the chain of accountability—You are accountable to your advisor or leader, who, in turn, is accountable to someone else. Don’t let your mistakes reflect poorly on your supervisor.
   d. Let the buck stop with you—If others are having trouble finding help, point them in the right direction or work with your advisor/leader to find a solution for them.
   e. Polish your projects—Try to make your work as accurate as possible before it reaches others. It helps to put written reports aside for a few hours before proofing them again and sending them on. You’ll be able to catch errors that you might otherwise miss.

2. Be Organized
   a. Make a to-do list—a to-do list will allow you to write down everything you need to do on a notepad that you should always keep with you.
      - Label each item according to its priority. Pay attention to deadlines and know which tasks are the most urgent and important.
      - Review and rewrite the list as you focus on daily priorities.
      - Check off items as they are completed.
      - Break big projects into many small more manageable tasks.
      - Limit each task to a “single action” . . . the one you need to do NEXT to make progress on a project.
   b. Take notes—When you come up with a great idea for your next project, jot it down right away. This will save you time later.
   c. Learn to focus—Avoid being open to interruptions. When you focus on what you need to do NOW, you’ll be able to get it done quicker than if you were distracted by things that are less important.

3. Approbation or Reward for Faithful Stewardship
   a. The Five A’s of Stewardship:
      - Acknowledge the Lord as our creator.
      - He is the author of the gospel plan.
      - We may accomplish successful stewardships in life.
      - We will be accountable in time and in eternity, for our stewardships.
      - We will receive the approbation of the Lord for our efforts that have been lovingly and willingly performed.
   b. Greatest Reward for Doing
      In our families, our church, and our work, privileges for stewardship come and go. But we will always find that the greatest reward for doing is the opportunity for doing more.

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Introduction:
Feedback is a necessary and important part of leading others. Everyone likes to know how they are doing. How you correct and congratulate individuals is an art. Here are a few tips to help you coach and improve others.

What Is Coaching?
1. As a director you have a huge interest in developing your leaders’ capabilities. In most cases, this is accomplished through coaching.
   a. Coaching is a two-way process in which you share knowledge and experience to maximize the leaders’ potential and help him or her achieve agreed-upon goals.

2. Building Others
   a. Observe the coachee’s skills or performance
   b. Listen for signals that your help is needed
   c. Ask questions and listen actively to his or her responses
   d. Explore potential causes of the problem
   e. Agree upon goals
   f. Conduct coaching sessions
   g. Give feedback
   h. Create action plans

3. Building Yourself
   a. You’ll develop a close relationship with your coachee. We can never have enough close relationships. And chances are the person you coach will be someone you benefit from being around. After all, they are interested in improving themselves, care about learning, and are likely excited about the possibilities in their future.
   b. You’ll be re-energized personally. Get around someone enthusiastic, and you naturally become more enthusiastic yourself. Some activities sap our energy while others spark it. Being a coach is like carrying a book of matches with you. If you want to re-energize yourself to your own possibilities, be a coach.
   c. You’ll learn more by talking about and teaching things. It is funny how our brains work. When we teach something or explain something to someone else, we then understand it more clearly ourselves. As a coach you will relive experiences, teach or share ideas. And when you do this you will learn and re-learn these concepts for yourself. Often you will find yourself “taking your own advice” to your great personal or professional benefit.
   d. You’ll increase your skills. As you coach others, you will become a better coach. The skills that make you a better coach; empathy, listening, caring, building trust (to name just a few), make you more effective in other parts of your life. Being a coach is actually great training in itself!

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Introduction:
Diversity is what makes the world go round. Not everyone comes from the same background. Knowing how to lead and manage others with different cultural and ethnic backgrounds is critical.

1. Identify your Audience
   Be aware of the cultural background and personalities of those you work with.
   a. Ask effective “get to know you” questions.
   b. Invite members of your group to share something about themselves in a safe environment.
   c. Be observant to verbal and non-verbal interaction within your group.

   By careful observation and interaction, you can have a good feel for the types of people you will be working with.

2. Avoid embarrassing, disgracing, or humiliating others
   No one likes to be embarrassed or humiliated, regardless of their personality or culture.
   a. Never say anything that could be misconstrued or offensive to anyone, even in jest.
   b. Always be positive – never draw negative attention to anyone in front of others.
   c. Never use ethnic slurs, jokes or comments, regardless of who is in your group.
   d. Don’t pre-judge or stereotype others

   Creating a safe environment is necessary for a successful organization.

3. Be respectful of other’s differences
   People’s varied personalities and backgrounds can lend variety and interest to a group.
   a. Be aware of each person’s strengths and build on those.
   b. Be open minded to new ideas and suggestions.
   c. Create an inviting and safe environment for sharing.
   d. Show courtesy, love, and respect to others.

   Different perspectives can be the catalyst for change and improvement.

4. Provide opportunities for people to share their unique talents and abilities
   People feel valued when they have an opportunity to share that which makes them unique
   a. Involve all members of your group.
   b. Be aware of other’s unique skills and talents and build on those.

   Involving others helps them feel a part of the group.

5. Look for commonalities rather than differences among your group
   All people have much in common such as a need for affiliation and love, participation and contribution.
   a. Find common interests and beliefs among your group
   b. Provide unifying activities

   As you get to know others you will find that people are essentially the same although their cultures and personalities may be different.

References:
1. “We Have a Work to Do,” Gordon B. Hinckley, Liahona, June 1988

Notes:

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Introduction: A key aspect of leadership is delegation. Unless you delegate tasks to your subordinates, your team will become inefficient and demoralized.

1. Objective
Besides helping you to get the job done, the advantages of delegating include: higher efficiency, increased motivation, developing the skills of your team members, and better distribution of work through the group. Delegate by creating opportunities for team members to grow through the tasks they are assigned and use your experience to see that the tasks are done well.\(^1\)

To enable someone else to do the job for you, you must ensure that:
- a. They know what you want
- b. They have the authority to achieve it
- c. They know how to do it.
These all depend upon communicating clearly the nature of the task, the extent of their discretion, and the sources of relevant information and knowledge.\(^2\)

2. Responsibility
Even though you have delegated a task to someone else, you are still responsible for making sure the task is done on time and correctly. Provide additional instruction and assurance as needed. If necessary realign the tasks with positive support for what has been done.

3. Steps of Successful Delegation\(^3\)
   a. Define the task
      Does it meet the criteria for delegating? Delegated tasks must be: Specific, Measurable, Agreed, Realistic, Timebound, Ethical and Recorded. (SMARTER acronym)
   b. Select the individual or team
      What are your reasons for delegating to this person or team? What are they going to get out of it? What are you going to get out of it?
   c. Assess ability and training needs
      Is the other person or team of people capable of doing the task? Do they understand what needs to be done? If not, you can't delegate.
   d. Explain the reasons
      You must explain why the job or responsibility is being delegated, and why to that person or people. What is its importance and relevance? Where does it fit in the overall scheme of things?
   e. State required results
      What must be achieved? Clarify understanding by getting feedback from the other person. How will the task be measured? Make sure they know how you intend to decide that the job is being successfully done.
   f. Consider resources required
      Discuss and agree what is required to get the job done. Consider people, location, premises, equipment, money, materials, other related activities and services.
   g. Agree on deadlines
      When must the job be finished? Or if an ongoing duty, when are the review dates? When are the reports due? And if the task is complex and has parts or stages, what are the priorities?

At this point you may need to confirm understanding with the other person of the previous points, getting ideas and interpretation. As well as showing you that the job can be done, this helps to reinforce commitment. Methods of checking and controlling must be agreed with the other person. Failing to agree to this in advance will cause your monitoring to seem like interference or lack of trust.

h. Support and communicate
Think about others who need to know what's going on, and inform them. Involve the other person in considering this so they can see beyond the issue at hand. Do not leave the person to inform their own peers of their new responsibility. Warn the person about any awkward matters of politics or protocol. Inform your boss if the task is important, and of sufficient profile.

i. Feedback on results
It is essential to let the person know how they are doing, and whether they have achieved their aims. If not, you must review with them why things did not go as planned and deal with the problems. You must absorb the consequences of failure, and pass on the credit for success.

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Introduction:
Conflict is a part of human existence. We define conflict as a disagreement through which the parties involved perceive a threat to their needs, interests or concerns.

1. Key Points to Consider:
   a. Perceptions: A conflict is more than a mere disagreement - it is a situation in which people perceive a threat (physical, emotional, power, status, etc.) to their well-being.
   b. Reactions: Participants in conflicts tend to respond on the basis of their perceptions of the situation, rather than an objective review of it. As such, people filter their perceptions (and reactions) through their values, culture, beliefs, information, experience, gender, and other variables.
   c. Negotiations: As in any problem, conflicts contain substantive, procedural, and psychological dimensions to be negotiated. In order to best understand the threat perceived by those engaged in a conflict, we need to consider all of these dimensions.
   d. Learning Experiences: Conflicts are normal experiences within the work environment. They are also, to a large degree, predictable and expectable situations that naturally arise as we go about managing complex and stressful projects in which we are significantly invested. If we develop procedures for identifying conflicts likely to arise, as well as systems through which we can constructively manage conflicts, we may be able to discover new opportunities to transform conflict into a productive learning experience.
   e. Creative Problem-solving strategies are essential to positive approaches to conflict management. We need to transform the situation from one in which it is ‘my way or the highway’ into one in which we entertain new possibilities that have been otherwise elusive.

2. Conflict Resolution and Problem Solving:
   a. Identify and Define the Problem
      1) Use I-message to express your opinion non-judgmentally.
      2) Use active listening to help understand the other person’s perspective and to reduce anger or defensiveness
      3) Verbalize the other person’s side of the conflict
      4) Be sure both parties accept problem definition, which should be stated in terms of conflicting needs, not competing solutions.
   b. Generate Alternate Solutions
      1) Initial solutions may be adequate, but they also may stimulate better ones.
      2) Get a number of possible solutions before evaluating.
      3) Keep at it, even restating the problem, until you have a number of feasible solutions or one that appears far superior.
   c. Evaluate Alternate Solutions
      1) Use critical thinking, with both parties being honest.
      2) Examine flaws, barriers, difficulties in implementing the plan.
   d. Make Decisions
      1) Mutual Commitment to one solution is essential.
      2) Don’t persuade or push a solution because if it isn’t freely chosen, it is unlikely to be carried out.
      3) Restate the solution to make certain that both parties understand.
   e. Implement the Solution
      1) Talk about who does what.
      2) Trust that the other will carry out the responsibilities rather than stating consequences for not carrying them out.
   f. Follow Up with an Evaluation of the Solution
      1) If either of you discover weakness in the solution, more problems solving is in order.
      2) Ask how each is now feeling about the solution
      3) Understand that decisions are always open for revisions that are mutually determined.

Conclusion:
Even the best methods of resolving conflicts or the best intentions may run into problems. When this arises it may be necessary to revisit the problem from a different perspective or turn to an outside person to help negotiate and bring new perspective and possible closure to the issues at hand.

References
2. www.ohrd.wisc.edu/onlinetraining/resolution/index.asp
3. Processing the Experience, John L. Luckner & Reldan Nadler 1992
4. BYU-Idaho Supervisor Manual, Pat Powell, Human Resources
5. Counseling With Our Councils, M. Russell Ballard 2003

Notes
Introduction:
Give legitimate responsibility to subordinates; build leaders by mentoring and building credibility. By empowering others your load will be lightened and individuals will grow.

1. Benefits
   a. To the followers:
      1) Increased motivation
      2) Higher degree of learning
      3) Improved tolerance of stress
   b. To the leaders:
      1) Increased organizational commitment
      2) Less role ambiguity
      3) Increased satisfaction with roles and the organization
   c. To the organization:
      1) More flexibility
      2) Better sense of community
      3) Requests/problems handled with increased speed
      4) Group coordination and development

2. Guidelines
   a. There is no single "right way" to empower others
      A leader's job consists of continually looking for new opportunities to accomplish the group mission.
   b. Lend a helping hand
      Enabling leadership involves offering a helping hand to boost chances of success.
   c. Facilitate accomplishments to the extent possible
      This means smoothing the way for others by providing them with necessary information to complete a task, networking with outside contacts to build positive relationships and serving as a resource. This is a critical step in the empowerment process; people need to know they have the support and resources they need to help them accomplish goals.
   d. Acknowledge others' abilities
      Acknowledging that the people working with you may know more than you do is an important part of effective leadership. They may not be better decision makers, but they need to be regarded as an important resource for information needed for your decision making. It takes energy to solicit help, advice and input on decisions you’ll make.

3. Tools
   a. Provide Information
      1) Provide all task-relevant information
      2) Provide technical information and data
   b. Provide Resources
      1) Provide training & development
      2) Ensure access to relevant information
      3) Be a coach and/or mentor
   c. Provide Support
      1) Praise, encourage, express approval, reassure
      2) Regularly provide feedback
      3) Supervise less closely and allow some slack time
   d. Connect to Outcomes
      1) Measure effort, effects and outcomes
      2) Create opportunities for task identity by allowing completion of a whole task
      3) Provide immediate, direct feedback
   e. Arouse Positive Emotions
      1) Be complimentary in giving feedback
      2) Be reliable and consistent
      3) Build confidence

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<td>2. <a href="http://uoleadership.uoregon.edu/tip_sheets/skills/empowerment">http://uoleadership.uoregon.edu/tip_sheets/skills/empowerment</a></td>
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**Introduction:**
Jesus Christ often asked questions to help people ponder and apply principles. His questions prompted thought, soul searching and commitment.

1. **Memory Questions**
The students are asked to recall or recognize information. Such questions require simple memorization.
   a. When was the church organized?
   b. How many students attended the event?
   This simple level of thinking will not add much insight.

2. **Translation Questions**
Students are asked to change the information into a different form or another symbolic representation.
   a. Role-play the good Samaritan.
   b. Please paraphrase for me what happened during the event.
   Asking them to paraphrase or role play, draw a picture of what happened during the event will cause the student to think at a higher level than memory questions.

3. **Interpretation Questions**
These questions help learners discover relationships among facts and generalization.
   a. Compare the Nephite and the Lamanite civilization prior to the birth of the Savior.
   b. Compare the students who participated in the event and those who watched the event.

4. **Application Questions**
Ask the learner to solve problems. The student responding to an application question uses the knowledge he has been given in solving problems.
   a. Why do you think the Ten Commandments were given when they were given instead of forty years earlier or later?

5. **Analysis Questions**
This too, is a problem-solving category. The learner must use “deductive” thinking skills.
   a. Assess the value of applying specific principles in their lives.
   b. Avoid asking questions that can only be answered yes or no.

6. **Synthesis Questions**
Learner is asked to solve a problem that requires original, creative thinking. He often must devise an original plan of action.
   a. How would you have reacted if you had been mistreated by your brothers like Nephi?

7. **Evaluation Questions**
These questions require more thinking than any of the other six levels. In evaluative thinking the individual must decide whether something is good or bad, true or false, right or wrong. After setting up the criteria for evaluation, he makes his judgment based on true gospel principles.
   a. Why is it a good idea to stay morally clean?
   b. If you were going up in a spaceship, would you choose Nephi or Laman as a companion?

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Introduction:
As a leader, members of your team will come to you with problems they may not be able to solve on their own. Knowing how to identify and solve problems is important. Here are a few tips that may help you in this process.

1. Observe & Reflect
   Observe what occurs in your area and reflect on what happens.
   a. Personal and second-hand observations
   b. Personal, one-on-one, and group reflections

2. Identify Key Issues & Learning
   From observing and reflecting on the past, identify key issues or problems that need attention; generalize what you learned, and consider possible solutions.
   a. Seek for root causes not just surface symptoms
   b. Consider several options not just the first one

3. Counsel with Stakeholders
   In your area, counsel with others affected by your decisions. Seek first to understand, then to be understood. You gain additional insights into the problem and key issues by counseling together in this manner.
   a. Counsel with those you lead, those you report to and those who advise you.
   b. Consider others’ insights and opinions before settling on a course of action
   c. Seek consensus of opinion from stakeholders

4. Decide and Commit to a Course of Action
   Having identified problems and possible solutions, decide what to do and commit to take action.
   a. Be specific as to what you will do
   b. Determine who will do what and when

5. Plan
   Plan what to do to achieve your goals and objectives.
   a. Identify and address all the details necessary to execute a wise plan
   b. Goals and objectives should directly contribute to achieving your purpose

6. Take Action

7. Repeat the Cycle

References
Please a) indicate where topic was not sufficiently addressed, b) list desired subject matter that was not addressed or c) provide positive feedback. Your comments will be beneficial in improving this guidebook.

1. BYU-Idaho Student Leadership Model, March 2008 draft, p. 9-12
Introduction:
You will be faced with important decisions on a daily basis. There will be times when you don’t know what choice to make. Here is a method to help you make good decisions and exercise good judgment based upon the experience you already have.

1. Define the Problem
   a. Is there a mutually agreed upon problem?
   b. What is the desired outcome after solving the problem?
   c. How long do you have to come up with a solution?
   d. What is going to be the hardest obstacle to surmount-the “crux” of the problem?

2. Educate Yourself
   a. Gather facts.
   b. Identify alternatives through brainstorming (List all possible options).

3. Consider Your Options
   a. List the advantages, disadvantages, and consequences of each option.
   b. What is the worst thing that could happen with each option? If the worst thing happens, could you live with it?
   c. Consider each option within the context of your own values, goals, abilities, and needs.

4. Identify Your Choices

5. Design a Plan to Carry Out the Decision
   a. List steps that need to be taken.
   b. Identify ways of handling obstacles.
   c. Determine which people are going to take responsibility for which tasks.

6. Evaluate the Decision
   a. What happened?
   b. Are you satisfied with the outcome? Was it what you expected?
   c. What would you change if you were to make that decision again?

The Canadian hockey great, Wayne Gretsky, famously commented that ‘you miss 100 percent of the shots you don’t take.’

Sometimes taking a risk is less about assessing the objective hazards of the risk and more about simply being willing to fail. You might convince yourself that a particular course of action is fraught with dangers when in fact you’re simply afraid that your action is going to lead to your failure. (Leadership The Outward Bound Way, p. 101)

References
Introduction:
Email will be a great communication tool for you. There are times when email may or may not be the tool of choice. Don’t let electronic communication replace essential face to face conversation. Here are a few points to remember when emailing.

1. **Keep messages brief and to the point.**
   Provide the most important points first and then supply necessary detail. Nobody wants to or has time to wade through a long message.

2. **Don’t discuss multiple subjects in one email.**
   If more than one subject needs to be discussed, send multiple emails. Be specific about your subject heading.

3. **Be mindful of your tone.**
   The tone of your message cannot always be translated by what you have said. People who read your messages don’t have the benefit of hearing your pitch, tone or watching other nonverbal cues. Reread your message before sending it and make sure it has the tone you want. If necessary, sit on it for a day before sending it to make sure the message is what you want.

4. **Don’t use email to criticize someone.**
   Email is a great way to commend a person, but not to give criticism. These kinds of conversations need to happen face to face. Email messages are not originally intended to see

5. **Don’t reply in anger.**
   Restraint is a necessary tool in this case. It is easy to say things we don’t mean or would never say to a person face to face. Relationships can be harmed or destroyed very quickly.

6. **Don’t copy up as a means to coercion.**
   It is a good idea to copy someone’s boss as a courtesy if you are requesting something of them and that person does not report to you. However it is not a good idea to copy someone’s boss as a subtle form of coercion.

7. **Don’t write in “ALL CAPS”.**
   This is the equivalent of shouting. Use caps where necessary, but not excessively.

8. **Don’t send or forward emails containing libelous, defamatory, offensive, racist or obscene remarks.**
   Don’t put yourself or your company at risk by forwarding or authoring inappropriate content.

9. **Use your spell checker.**
   Remember who you represent when you send something. You can be sued for passing something along even if you aren’t the author. Even worse, you could be terminated.

10. **Reread your message before sending it.**
    It is important to reread your message before sending it to make sure you are communicating clearly and haven’t dropped a word in the process.

11. **Use email only when necessary.**
    Sometimes a face to face conversation is better for the situation at hand than sending an email. Don’t hide behind the computer.

12. **Forwarding chain letters is annoying.**
    If you must forward chain letters, make sure they are important and are not urban legend. If in doubt, check snopes.com.
    (Taken from www.michaelhyatt.com/fromwhereisit/2007/07/e-mail-etiquett.html)

References

1. www.michaelhyatt.com
2. http://www.library.yale.edu/training/netiquette

Notes
**Introduction:**
There is a time and a place to discuss all things. Do this correctly and you will thrive. Do this incorrectly and you probably won’t survive.

1. **Develop Courage to Address the Issue** (1)
   a. Don’t assume that people will detect subtle cues.
   b. Don’t assume that people can “read your mind.”
   c. Think through what you are going to say; you’ll be less inclined to say something to your detriment or the detriment of the other person.
   d. If appropriate, consult with a trusted advisor on what to say.

2. **Set a Time to Meet** (1)
   a. Meet with the person in private.
   b. Consider the timing of your approach.
   c. Be patient with the overall situation, even though you will likely want to resolve things as quickly as possible.
   Example of what to say: “I’ve got a concern that I would like to discuss with you. Do you have a minute?”

3. **Start the Discussion on a Positive Note** (1)
   a. Point out positives about the situation and about the person.
   b. Positive reinforcement gives reassurance that your intent is honorable.
   c. Positive communication is a tool to reinforce good behavior and eliminate bad behavior; it builds self-esteem and inspires confidence. (2)
   Example of what to say: “I really appreciate your work on this project....”

4. **Define the Problem** (1)
   a. Be honest, but kind (remember the goal is to build people).
   b. Be careful to not get emotionally “carried away.”
   c. When expressing your views, be careful not to exaggerate. State the facts, and do so as compassionately as possible.
   Example of what to say: “I’ve got a concern with.... Here is what I have seen....”

5. **Explain How You Would Like the Situation Altered** (1)
   a. In preparation, ask yourself “How do I want this person to behave?” and “What specifically do I want to see happen?” in this situation.
   Example of what to say: “This is what I would like to see happen....”

6. **Solicit a Response** (1)
   a. Let the person express himself/herself. (Remember, you may not possess all the facts or be seeing the situation correctly.)
   b. Defend your position where necessary.
   Example of what to say: “What do you think?”

7. **Negotiate** (1)
   a. Be flexible.
   b. Be open-minded. (Realize that you may be partly at fault.)
   c. Be sensitive to other’s weaknesses.
   d. Compromise where appropriate.
   e. Reiterate your point and your ideas for a positive resolution to the problem.

8. **End on a Positive Note** (1)
   a. Help the person maintain his/her dignity. (If you embarrass or humiliate the person, odds are much greater that he/she will retaliate and that the situation will be more volatile and destructive.)
   b. Remember to nourish the relationship, as you will probably be associating with this person in the future.
   Example of what to say: “I apologize if this has created any undue stress. I appreciate the opportunity of working with you. Thank you for taking the time with me.”

9. **Follow-up** (1)
   a. Continue to address the situation where appropriate.
   b. Be committed to working through the problem, even if it takes an extended amount to time to resolve.
   c. Realize that your relationship with that person may be a little awkward and uncomfortable for a time, but be patient. Invest in the relationship and remember that strong and rewarding relationships take time and effort.
   d. Repeat steps 1-8 if necessary.

10. **Keep the Situation Confidential** (1)
    a. Don’t gossip or “talk behind the other person’s back.” (The real test of charity is compassion “in absentia” – i.e. when the other person is absent from the conversation.)
    b. Discuss the matter with trusted advisors only.

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<td>2. Why Positive Communication Works – Family Education.Com</td>
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Introduction:
“Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.” Richard Leblanc, York University, Ontario

1. Prepare Yourself
   a. Live in a way that you are worthy to have the Spirit.
      1) “Teaching by the Spirit requires first that we keep the commandments and be clean before God so His Spirit can dwell in our personal temples.” (*Ensign* 1997)
      2) 2 Nephi 33:1—“…when a man speaketh by the power of the Holy Ghost the power of the Holy Ghost carrieth it unto the hearts of the children of men.”
   b. Live what you teach; be an example.
      1) Our attitude can positively or negatively influence the attitudes of those we teach.
   c. Seek the gift of Charity
      1) Pray to be filled with love
      2) Give service, we grow to love people as we serve them
      3) Look for the good in others
   d. Develop a Teacher’s Eyes and Ears
      1) Watch body language and student interaction

2. Prepare Your Audience
   a. Create a culture where everyone has an opportunity to participate
      1) Give specific assignments ahead of time whenever possible
   b. Love and reach out to each individual
      1) You should seek to love those you teach—not only when they are easy to love, but also when they try your patience (*Teaching, No Greater Call)*.
      2) Love prompts us to prepare and teach differently. When we love those we teach, we pray for each of them. We do all we can to know their interests, achievements, needs, and concerns. We tailor our teaching to meet their needs, even if it takes more time and effort (*Teaching No Greater Call*).

3. Prepare Your Topic
   a. Begin preparation early!!
      1) Know your topic so you can teach it, not read it.
      2) D&C 38:30 “…but if ye are prepared ye shall not fear.”
   b. Three questions to guide your preparation
      1) What should happen in the lives of those I teach as a result of this lesson?
      2) Which specific principles should be taught?
      3) How should these principles be taught?
   c. Recognize that you may be prompted to make changes prior to and even in the very moment of teaching.
      1) Be open to these promptings and recognize that it is your careful preparation that allows you to receive the ongoing guidance of the Spirit.

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Introduction: “Teach ye diligently…that you may be instructed more perfectly… all things…that are expedient for you to understand.” D&C 88:78 (1) “Appoint among yourselves a teacher…every man may have an equal privilege.” D&C 88:122 (2)

1. Conducting Discussions
   a. Be Sensitive to the Spirit’s Influence on those you Teach
      1) Be open to the promptings you receive to call on specific people
   b. Find Ways for all to Participate
      1) Use questions and word them carefully to encourage participation
   c. Maintain the Focus of the Lesson
      1) Be tactful in handling responses that may detour the lesson, but keep the discussion on track.
   d. Maintain Order
      1) Encourage those who wish to participate to do so by raising a hand first
   e. Do Not Talk Too Much
      1) Be careful not to talk more than necessary or to express your opinion too often.
      2) When questions are asked, consider inviting others to answer instead of answering yourself
   f. Listen carefully to all Comments
      1) Don’t use that time to prepare for what you will say next.
      2) If you don’t understand a comment, ask a follow-up question.
      3) Display an expression of interest in what is being said.
      4) Avoid jumping into conversations prematurely with advice or judgments.
   g. Acknowledge All Contributions
      1) Respond positively to every sincere comment
      2) Never ridicule or criticize any question or comment, but show courtesy and love as you do your best to respond.
   h. Bring Discussions to a Close
      1) Manage the time—much is lost when a discussion goes too long
      2) End with sufficient time for you to summarize what was discussed.
      3) Give learners a time limit—“We have time for two more responses.”
      4) End the discussion in the right way by thanking the participants, by summarizing the main points, and reviewing new insights gained.

2. Teaching with Questions
   a. Guidelines for preparing questions
      1) “Will the questions I use help learners understand the main ideas of the lesson?”
      2) Avoid questions with obvious or very simple answers
      3) Focus on questions that promote deeper thinking—these questions will often have more than one right answer.
   b. Guidelines for Asking Questions
      1) Ask questions learners can answer
      2) Respond to incorrect answers with respect and courtesy. Do so with a positive response like “I had not thought of it that way before,’ or any other response that would not discourage the learner.
      3) Wait for Responses—don’t be afraid of a few seconds of silence, give learners time to think
      4) Use Follow-Up Questions
      5) Help learners prepare to answer questions by giving questions beforehand
      6) Be creative in how you ask questions—hand out questions on word strips, post a question on the board prior to the lesson, divide into groups to answer questions, etc.

3. Teaching with Variety
   a. Find ways to catch the attention of learners quickly—pictures, object lessons, appropriate activities, etc.
   b. Find different methods of presenting your material; avoid becoming monotonous lesson after lesson.
   c. Use Church resources such as Teaching, No Greater Call: A Resource for Gospel Teaching

References and Resources
1. D&C 88:78
2. D&C 88:122
4. Gudmundson, Brian “Questions, the Heart of Learning and Teaching,” Ensign, Jan 2008, 26-29

Notes
Introduction:
After teaching skills have been taught, they must be used or put into effect; consider the three points of application listed below:

1. Applying what has been Taught
   Help learners understand the principles being taught in a way that will enable them to apply what was taught to their own lives and to then take action.
   a. “Action is important, but we need to have the right kind of action—purposeful action” (Bennett, 1976)
   b. As teachers, we must help others be “doers of the word and not hearers only” (James 1:22)
   c. Herzberg’s (www.mindtools.com) theory is largely responsible for the practice of allowing people greater responsibility for planning and controlling their work, as a means of increasing motivation and satisfaction.

2. Ponder and Prove
   Reflect on your preparation and on your teaching methods. Then heed the counsel in D&C 9:8—“if you study it out in your mind, you will feel if it be right”
   a. Did what you teach make sense?
   b. Did they understand what they needed to know?
   c. Was the learning experience enjoyable?
   d. How will you know that they have got the message?

3. “Go and do…. Likewise”
   (Luke 10:37)
   Invite learners to apply what they have learned.
   a. Ask for suggestions on how we can apply the principles taught
   b. Give as much responsibility to each team member as possible
   c. Create assignments that are rewarding
   d. Follow up on invitations that have been extended
   e. Recognize their contributions

References
4. www.mindtools.com

Notes

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<td>4. <a href="http://www.mindtools.com">www.mindtools.com</a></td>
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Introduction:
Interviews can be a stressful time for a candidate and for the interviewer. With proper preparation, stress can be reduced and the experience positive.

1. Preparation
   a. Write a job description with a clear definition of the positions duties and goals and deliver it to each candidate.
   b. Do your homework by reviewing cover letters, resumes and any other material requested. Develop questions specific to each candidate based upon information they have given you.
   c. Be prepared with a list of questions that you will ask all candidates.

2. During the interview
   a. Make the candidate comfortable. Give them a tour of your facility or take them for a quick trip to the juice bar. Establish a friendly and casual atmosphere where the candidates can open up to you.
   b. Take notes so that you can remember what a candidate said after the interview is over. It is difficult at times to remember every candidate interviewed. Notes will help you overcome this.
   c. Pay attention to nonverbal clues. Body language speaks louder than words at times.
   d. Make a good impression of your organization. Be polite and positive about your organization so that you don’t lose your star candidate.

3. Don’t discriminate. You cannot discriminate based upon any of the following points.
   a. Age
   b. Race, color, or national origin
   c. Gender
   d. Marital Status
   e. Pregnancy, childbirth, or number of children
   f. Disabilities (where the person can perform the essential functions of the job)
   g. Veteran status

4. Questions you should not ask.
   a. How old are you?
   b. Where are you from?
   c. Where is your family from?
   d. Are you married?
   e. Do you plan on having children?
   f. How many children do you have?
   g. Is your husband/wife employed?
   h. Where is your husband/wife employed?
   i. Are you the breadwinner in the family?
   j. Do you have any disabilities?
   k. Do you have any health problems or take any medications?

5. Questions you can ask.
   Remember to ask questions that are legitimate, bonafide requirements of the job.
   a. Do you have any questions that I can answer for you?
   b. Why do want this job?
   c. What are your long-term goals?
   d. How does this position fit into your plans?
   e. What was the most appealing thing you found about the job description?
   f. Are you able to perform the essential functions of the job (as listed in the description)?
   g. What jobs have you enjoyed the most? The least? Why?
   h. What major problem have you encountered at work and how did you deal with it?
   i. Tell me about work-related situations that cause stress for you. How do you handle such stress?
   j. What have you learned from the jobs that you have held?
   k. How would you describe yourself?
   l. Is there anything else that I should know about you as we consider you for this job?

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<td>1. <a href="http://www.hrlowdown.com">www.hrlowdown.com</a>, BYU-Idaho HR Office</td>
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Introduction:
How you are perceived by those you work with depends on your level of professionalism. Everyone wants to be viewed as an integral part of the team. Remember, the team usually takes on the personality of the coach.

1. Punctuality
Elder Boyd K. Packer stated in an article in the *Liahona* in September 1977 on the topic of effective teaching that “Punctuality is an essential trait of the teacher. It is a foundation, not an embellishment.”(1)
   a. Punctuality sets the tone of the meeting.
   b. Set and stick to a starting time.
   c. Encourage the group to arrive early and prepared

   "Time is precious to everyone, but more important is the respect that is shared between teacher and student when everyone is on time and prepared.

2. Dress and Grooming
Like punctuality, what you wear and how you look is a direct reflection of your preparation and level of respect. In his September 2006 devotional address, President Clark stated two reasons for dress and grooming on campus: (2)
   a. It is a sign of your respect for the learning process and all those involved including the Holy Ghost
   b. Dress affects the behavior of you and those around you
   c. Appropriate clothing for the Tuesday 4:30 Student Leadership meeting is devotional attire.

   "Proper dress and grooming helps "to establish a sense of respect, seriousness of purpose and focus” that will make your group dynamic and effective.

3. Language
   “Let no corrupt communication proceed out of your mouth, but that which is good.” Eph. 4:29 (3)
   a. Always use clean and proper language. Avoid using slang words such as (sucks, fetch, freak, shiz, etc.).
   b. Sometimes what you say is not as important as how you say it.

   As a leader in Activities, be mindful that others hear what you say, know who you are, and know that you represent your programs and BYU-Idaho.

4. Gossip
Gossip points out weaknesses and faults in others. It is negative and tears others down. It is offensive to the spirit.

   “Thou shalt not speak evil of thy neighbor, nor do him any harm.”

   *D&C* 42:27 (4)
   a. Avoid gossip in groups, it is destructive and will inhibit learning and cohesion.
   b. As a leader stop the gossip before it starts.
   c. Teach the group to focus on positive attributes in others and to build others around them.

   Acting in positive, rather than negative and destructive ways invites the spirit and allows for growth to take place.

5. Conduct
   “We believe in being honest, true, chaste, benevolent, virtuous and in doing good to all men…”

   *Thirteenth Article of Faith* (5)
   a. Let your conduct be conducive to the Spirit and in line with the teachings of the Gospel and with the Honor Code of BYU-Idaho.
   b. If you ever have to question if something is right or wrong, it is probably wrong.

   Live your life in a way that allows the Holy Ghost to guide your actions to be a positive and effective leader.

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<td>4. Doctrine and Covenants 42:27</td>
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<td>5. Thirteenth Article of Faith</td>
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Introduction:
How do you work with and react to people as you lead them? Do they despise you or respect you. Here are a few points to aid you with your people skills.

1. Involving others
   Be aware of the dynamics in any given situation and respond to ensure everyone feels included.
   a. When you meet in a group setting regularly, make it a point to sit by different people.
   b. Be creative when it comes to involving everyone in your group.

   If everyone feels included and involved, the group will be united and function at optimal capacity.

2. Respect for others
   Everyone is entitled to their own thoughts and opinions. While we can’t tell people what to think, we can be respectful and considerate.
   a. Welcome thoughts and ideas from everyone.
   b. If you don’t agree with someone’s ideas, consider agreeing to disagree.
   c. Redirect comments that are off-topic gracefully.

   If people feel respected they will be more likely to contribute to the group.

3. Inspiring others
   Attitude is contagious. If you have a good attitude, others will follow suit.
   a. Be an optimist – point out the good things in the program and in life. When problems arise, be solutions oriented.
   b. Have a vision – it’s hard to lead others if you don’t know where you are leading them.

   Lead your program in a manner that will uplift and encourage others.

4. Communicate Effectively
   Communication is imperative to the effectiveness of any organization.
   a. Listen – more than just listen, understand and respond. Clarify what the speaker is telling you. Ask questions.
   b. Make eye contact – not only will it tell the speaker that you are truly interested in what they have to say, it will also prevent you from getting distracted by something else.

5. Develop the gift of Charity
   Charity is the pure love of Christ and if developed effectively will greatly enhance people skills.
   a. Have empathy for those around you. Do your best to truly understand people’s situations, including outside factors that may affect their attitude, performance, and/or comments.
   b. Pray for those you associate with. Serve them and love them as a child of God.

   As you develop Charity, it will govern your day to day actions and interactions with those around you. If you are acting with the pure love of Christ, you need not worry.

References
1. "Build Your People Skills." Coan, Garrett. Ezine Articles, 14 January 2005

Notes
Introduction:
Skills required for any company to stay competitive keep shifting at an ever-increasing rate of speed. In a world of constant change one thing is for certain, you should never quit learning. Here are a few points to consider:

1. **Get the Skills You Need**\(^{(1)}\)
   - Identify skills that you need to develop in order to advance in your department
     - a. Take advantage of learning opportunities
       1) Onsite training
       2) Distance learning
       3) Online courses
       4) Clinics
       5) Seminars
     - b. Explore in-house rotational assignments
     - c. Do volunteer work to hone a particular skill

2. **Informal Interviewing**\(^{(1)}\)
   - Interview people who are currently doing the kind of work you're interested in.
     - a. Enables you to learn more about positions of interest
     - b. Acquaints you with potential supervisors
     - c. Showcases your abilities
     - d. May stimulate interest in other job opportunities
     - e. Interview Tips:
       1) Be honest and sincere
       2) You're asking for information not a job
       3) Respect their time (20 minute interview)
       4) Value their advice

3. **Avoid Pitfalls**\(^{(1)}\)
   - a. “Siren songs” that lure people to jobs that don’t match their interests:
     1) Money
     2) Status
   - b. Fears that stop progress:
     1) Failure
     2) Loss of comfort and success
     3) Setting you sights too low

4. **Be dedicated to the Idea of Continuous Learning**\(^{(1)}\)
   - a. Set development goals for yourself, even if you're already busy.
   - b. Make professional development your highest priority.
   - c. Develop a work ethic to be the best you can be.
   - d. Dream about the ideal work situation and plan concrete ways to get there.

5. **Prepare Yourself Spiritually**
   - a. Everyone is a student and a teacher.\(^{(2)}\)
     1) Both are edified and rejoice together (D&C 50:22)
   - b. Become a Disciple\(^{(6)}\)
     1) Follow and learn (John 8:12)
     2) “He that receiveth my law and doeth it, the same is my disciple” (D&C 41:5)

6. **Exemplify the Principles of the Mission Statement**
   a. Prepare students for lifelong learning, for employment, and for their roles as citizens and parents\(^{(4)}\)
     1) Daily prayer
     2) Scripture reading
     3) Family Home Evenings\(^{(5)}\)

   b. Become a Disciple\(^{(6)}\)
     1) Follow and learn (John 8:12)
     2) “He that receiveth my law and doeth it, the same is my disciple” (D&C 41:5)

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### References

2. *Learning By Faith: Everyone is a Student and a Teacher*
3. *Learning By Faith: Act Rather Than Be Acted Upon*
4. BYU-Idaho Mission Statement \#4
5. This Is Our Day,” *Ensign*, May 1999, 17
6. *Learning By Faith: A Disciple Preparation Center*
7. Scriptures (as indicated)

### Notes

1. Wisdom is the principal thing (Proverbs 4:7)
2. For behold, it is not meet that I should command in all things” (D&C 58: 26-27)
3. “...What will ye that I should do..?” (Ether 2:23)