The Building Blocks Program
For Continual Leadership Training

An Honors Thesis (HONRS 499)

By

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# Table of Contents

Abstract

Residence Halls at Ball State

The Value of Continual Leadership Training

Building Blocks

The NRHH Structure

The Four Areas: Leadership

Recruitment/Retention

Programming

Communication

The Presentation

Building Blocks Implementation

Evaluation

Future Implications

References

The Information Packet

Communication Presentation

Leadership Presentation

Programming Presentation

Response Letter to Interest Sheet

Ordering Further Presentations Letter

Letter from Sub Committee Chair

Page 3

Page 4

Page 6

Page 6

Page 8

Page 8

Page 9

Page 9

Page 11

Page 12

Page 14

Page 16

Page 17

Appendix A

Appendix B

Appendix C

Appendix D

Appendix E

Appendix F

Appendix G
Abstract

Building Blocks is a continual leadership-training program for students who live in the residence halls of Ball State University. The program’s objective is to teach leadership skills throughout the academic year in order to reinforce the training given at the beginning of each semester. The skills taught are in four areas and are meant to benefit the individual as well as the residence hall organization. The four areas of the program include Leadership, Recruitment/Retention, Communication, and Programming. Each hall selects areas of interest and decides which to major and/or minor in. The entire program is designed like a college degree program. There is a course description book, complete with requirements and suggested pre-requisites. Members of NRHH, the National Residence Hall Honorary, present programs as requested by the hall. This process will be explained throughout this thesis paper. These are broad presentations designed to involve discussion and idea generation. After completion of all requirements for an area, that hall has a "degree" in a particular aspect of student leadership. This means that residents have been taught a variety leadership skills, have been challenged to better meet the needs of their hall, and have been given the opportunity to grow as student leaders through their experiences.
Residence Halls at Ball State

There are thirty-two residence halls at Ball State that house the on-campus population of 6,000 students. These are combined to form seventeen hall councils, which are the governing bodies of these halls. Each hall sends a representative to the umbrella organization RHA, the Residence Hall Association, which is supported by the Housing and Residence Life Department. RHA hears student concerns, assists in campus-wide programming, and recommends policy and facility changes. There are many other student organizations that are comprised of hall council members. One of these is NRHH, the National Residence Hall Honorary. This group is the top one percent of residence hall students based on academics and campus involvement. Through semi-annual leadership workshops, training presentations, programming, and recognition, NRHH is actively involved in training students on campus to become strong leaders in their halls, on their campus, and in their personal and professional lives.

The Value of Continual Leadership Training

Leadership is the set of activities taken by individuals or groups to influence and coordinate other’s efforts toward accomplishing an organization’s goal or mission. The mission or goal of most hall councils at Ball State is to provide an academically supportive environment combined with educational, social, wellness, and community service programming. To accomplish these goals, each hall utilizes a set of student leaders that are trained and developed through their experiences on their floors, hall councils, classes,
and extra-curricular activities. A man by the name of Donald Clark has the following to say about leadership:

"Good leaders are made not born. Good leaders develop through a never-ending process of self-study, education, training, and experience. The best leaders are continually working and studying to improve their leadership skills. People can choose to become leaders. People can learn leadership skills." (Clark, 1997)

As mentioned earlier, the main goal of NRHH is to help train these student leaders. NRHH believes that continuous leadership training is most effective. This means that people will have a greater chance of skill mastery if teaching is segmented. For example, in one session a student learns a few skills about leadership. In their next group interactions, they can use those skills and see them in practice. Then, that student attends a second session about leadership. The first things learned are reviewed and then reinforced by new skills. This is the process of spacing practice sessions. "...Spaced practice sessions with a reasonable rest period between them lead to better performance and longer retention of what is learned than a massed practice session" (DeSimone & Harris, 1998). The concept of continual leadership training is the basis of NRHH's Building Blocks program.
Building Blocks

Building Blocks is the continual leadership-training program designed by NRHH to enrich the student population of these thirty-two residence halls. The program is set-up like a college curriculum with certain course requirements necessary to complete a major or minor degree in a particular area. Each hall decides on their own which area or areas they are interested in, as well as their attendance requirement. Ideally, the hall will perform a need assessment of their hall council members. This should be done by surveys of residents, and discussing observations of resident assistants and hall directors about their residents. Hall leaders will call the NRHH Programming Chair when they are ready for a presentation to complete their degree. As they are requested, NRHH members will go to the hall and present a course in one of the four areas. The four areas of Building Blocks are Leadership, Recruitment/Retention, Programming, and Communication.

The NRHH Structure

NRHH is divided into committees, which are the action groups of the organization. These committees include Recognition, Social, Publicity, and Programming. The programming committee is responsible for sponsoring a leadership workshop each semester and for implementing Building Blocks. The committee chairperson oversees the program, corresponds with each hall, and coordinates the activities of the sub-committees. There are four sub-committees for Building Blocks and these are the four areas of the
program. Each sub-committee has a chairperson who coordinates presenters and the presentations.

Currently, I am the NRHH Programming Chair, and assumed the role of designing Building Blocks and writing the presentations. In addition, I was responsible for making people aware of the program and fostering enthusiasm for Building Blocks. I recruited four people who are members of the NRHH Programming Committee to chair each of the four sub-committees. All NRHH members are responsible for presenting Building Blocks, not just people on the Programming Committee. NRHH members chose which area that they would prefer to present on. We had a series of training sessions to inform members about the program and taught them how to give presentations.

When a hall is ready for a course, they will call the Programming Chair. I then call the appropriate sub-committee chair. That person in turn calls NRHH members who present in that area, as well as the person who originally contacted me. The sub-committee chair and the hall representative work out the details of the presentation. This is the committee structure for Building Blocks. Although I oversee the program as Committee Chair, I delegate enough responsibility to create an effective, decentralized system.
The Four Areas of Building Blocks

Leadership

Halls may choose to major or minor in the first area of Building Blocks: Leadership. The various courses in this area are titled: Time Management/Goal Setting, Needs Assessment, Meeting Management (Parliamentary Procedure), Delegation, Diversity in Organizations, and Leaders in Transition. These presentations teach students how to recognize the needs of their organization. They will learn how to perform and interpret needs assessment surveys. Next, they learn how to set goals for the hall that are consistent with those established needs. Leadership students are also taught how to handle meetings with parliamentary procedure and how to delegate work. In addition, these presentations explore the benefits of diversity in organizations and how to promote understanding differences. Finally, students are taught to recognize transitions in their lives and understand the possible effects, as well as coping mechanisms.

Recruitment/Retention

The second area that may interest hall councils is Recruitment/Retention. Halls may minor in this area, but there are not enough courses available to constitute a major degree. The presentation topics under this category are Motivation, Recognition, Recruiting, and Retention. These subjects concentrate on how to recruit dedicated members, how to motivate them to work hard, and how to remain dedicated to the group. Also, this area focuses on recognition and the importance of acknowledging hard working
members. Finally, students learn techniques to retain these people that they have spent time recruiting, motivating, and recognizing.

**Programming**

The third area that halls can choose to major or minor in is Programming. Programming is the largest and most diverse area of Building Blocks. The presentation titles of this area include What/How to Program, Campus Resources, Publicity/Promotion, Floor Programming, Large Scale/Special Event Programming, and Community Service Programming. What/How to Program is the most popular Programming topic. This starts from ground zero and teaches students how to plan a successful program from assessing needs to sending thank-you cards. The other programming topics are more specialized to teach students how to program for more specific groups of people or for particular needs. This area also offers a presentation on publicizing and promoting programs effectively and cost efficiently. Finally, students can participate in the course that teaches what resources are available on campus when reserving space, using tables and chairs, and much more.

**Communication**

The fourth area of Building Blocks that also offers both a major and minor degree is Communication. The four courses of Communication include Decision-Making, Interpersonal Communication, Icebreakers/Team Building, and Conflict Management. The most requested presentation of all four areas is by far Icebreakers/Team Building.
With several hundred students living in each hall, it is important to encourage them to get to know others. This also teaches student leaders games and activities that they can take to their individual floors or to outside organizations. Decision-Making is a course that shows people how to evaluate alternatives and consider the implications of their personal and organizational decisions. Interpersonal Communication is a course that looks at interactions and perceptions of others. It allows students to look at their organization and evaluate communication and miscommunication. When there is a great deal of miscommunication in the hall, people may request the course on conflict management.
The Presentation

All courses have prepared or "canned" programs on file. There are binders for each area, which contain Microsoft Office Power Point presentation outlines and handouts that are available for photocopying (See Appendices B-D). The presentations are on disks and are always available to be used during presentations. Overheads can also be printed from Power Point. Presentations have been offered at three NRHH Leadership Conferences, which are semi-annual workshops for student leaders. Some halls have invited presenters to full-day workshops or mini-retreats inside their halls. However, most of the presentations are given in relaxed settings to small audiences. Thus, presenters usually prefer to have an interactive discussion format to their presentations.

The presentation begins with an introduction of the presenters, who are NRHH members. They then ask for audience introductions and do an icebreaker or similar activity. When the course actually begins, the presenters normally follow the outline in the binder that combines informative lecture with audience participation. This participation can take the form of brainstorming, problem solving, question/answer, self-quizzes, and handouts. The presentation ends with a discussion about the usefulness of the information presented and how it can be implemented in that hall.
Building Blocks Implementation

Once the committee was formed and ready to present Building Blocks presentations, it was time to get the rest of campus interested. Information packets were sent to all Hall Directors and Hall Council Presidents. This packet included a description of the program, a listing of majors and minors available, required courses for each degree, and course descriptions. The packet also includes a requirement sheet that the hall was to complete and return to NRHH. This form stated the major and/or minor chosen and the attendance requirement that hall wanted as a standard for course completion. You can see this packet in Appendix A.

In addition to written materials, information about Building Blocks was spread by public announcements and word-of-mouth. There was a meeting of all Hall Directors and Assistant Hall Directors in which the Programming Committee was present to explain Building Blocks and field questions. In addition, there is a liaison from NRHH that attends all RHA meetings. This person explained the program to representatives from every residence hall. Another method of announcing the program was through a presentation at the NRHH Leadership Workshop that took place in September.

People soon began to understand Building Blocks and view it as a valuable leadership-training tool. Several halls returned their requirements sheet. However, not every hall has chosen to participate in Building Blocks this year. As the program continues in the future, hopefully there can be 100 percent involvement. When the forms were returned, the committee sent a letter to the hall confirming what information was
received and encouraging the hall to begin ordering presentations. An example of this letter can be seen in Appendix E.

The process of ordering presentations has previously been discussed. Once the presentation was complete, a follow-up letter would be sent to the hall to suggest presentations that could be ordered next. An example of this letter can be seen in Appendix F. Follow-up was also done with the presenters and the sub-committee chairs by asking them to discuss how the presentation went. They would report on this to the NRHH body at the meetings that are held weekly. They would share their experiences during presentations and offer advice for others. The sub-committee chair for Communications produced a regular letter for his presenters and to have on file with the Programming Chair. One of these reports can be found in Appendix G.

There were special opportunities offered to halls to complete requirements. The committee was available and willing to give more than one presentation at a time. This was accomplished at mini-workshops or hall council retreats. In addition, at the NRHH Spring Leadership Conference, one program was offered from each of the four areas of Building Blocks. Thus, as soon as requirement forms were returned, halls were on their way to continual training and degree completion.
Evaluation

Building Blocks has been a challenge as well as an excellent opportunity for me to design and develop a successful continual leadership training program. I have been processing the program in my own head since the very beginning. However, to effectively evaluate the program, it was necessary for me to ask for the opinions of others. It was important for me to compare my perceptions to those of other people connected to Building Blocks.

Evaluations were given to NRHH Executive Board members, Programming Committee members, NRHH advisors, and some hall council presidents. The questionnaires asked the evaluators to define the Building Blocks program in their own words, to describe the positive effects that the program can have on the residence halls, and suggestions on how to improve the program. I was interested to read other people’s definition of the program. Most people said that Building Blocks is a series of presentations that build on each other to increase leadership among residence hall students. Hall council presidents added that the program is a positive tool that stimulates teamwork. One member of the NRHH Executive Board felt like the main purpose of Building Blocks is to improve the services that a hall provides to its students.

All the evaluators agreed that one positive effect of the program is its value of education on a variety of skills. Other listed effects were increased communication and cohesiveness, increased programming ability, greater resident involvement, and a better understanding of why things are done the way they are in the halls.
The answers to how the program can be improved were also similar between evaluators. The three most common suggestions were to explain the program more in depth to get halls involved, offer more activity based presentations and less discussions, and to use Hall of the Year credits as incentive for participation in Building Blocks.

I was pleased to find that other people's definition of the program as well as the positive effects of Building Blocks were similar to my own perceptions. This leads me to believe that I have communicated the ideals and goals of the program well, at least to NRHH members and hall council presidents who participate in the program. I was also expecting all of the answers I received about how to improve the program. As a matter of fact, we have previously discussed as a committee how to give people a better understanding of the program. Next year, I suggest that Programming committee members speak to each hall council to promote the program. Also, all the presentations are written to be flexible enough to include several activities. However, discussions are very important to foster idea generation in the presentations. They should not be eliminated, but can be used in conjunction with activities in the future. As for the third common suggestion, to use the program as an incentive for Hall of the Year involves the Residence Hall Association. This organization is responsible for that bid process. However, it is possible for the next Programming Chair to make arrangements with next year's RHA Activities Chairperson.
Future Implications

It is difficult to say exactly what will happen with the Building Blocks program in the future. However, the program has been added to the NRHH Constitution as a responsibility of the Programming Committee. It will continue to exist as long as members continue to believe in the value of the continual leadership training. All presentations are saved on disks, and there are two copies of these disks. There are also two hard copies of all presentations, including handouts and outlines. These are located in the binders that each sub-committee chair has and in file folders in the NRHH office.

Quite frankly, the future success of this program lies in the hands of the upcoming members. In April, a new Programming Committee Chair will be elected. I will meet with this person several times between the election and the start of the next school year to transition the program. Before running for Programming Chair, all candidates will be told that continuing Building Blocks is an expectation for them. There are some returning members to the committee who will also see this happen. I will still be at Ball State, and plan to make myself available for answering questions or offering suggestions. However, I will not become involved unless asked because I am eager to see the program evolve under new leadership.

Although Building Blocks has been very successful in its first year, there is unlimited potential for this program. The existing presentations can be changed or updated and new topics may be added. Halls can change their focus every year to develop the leadership skills of their new, as well as their returning residents. As long as NRHH members continue to believe in the program, it will continue to grow.
References


Appendix A
◊ What is Building Blocks?

The Building Blocks program is designed to provide continuous leadership training for students on campus. The program simulates college courses. Each presentation is labeled with a course number and title. The courses are in four areas: Communication, Leadership, Programming, and Recruitment/Retention. The goal is for each hall to decide early in the year what they would like to specialize (or major) in. There are also minors offered in each area. There is no limit as to how many majors or minors a hall can get in a year. Hall councils will call and order a presentation in one of the four areas, and one or more NRHH members will come and provide that. A few presentations can be combined the hall council and NRHH contact persons can arrange that. NRHH will also do mini-seminars or workshop days for a hall to complete several requirements at one time.

◊ Why should we participate in Building Blocks?

You can’t afford to deny your residents this opportunity! Building Blocks is a chance for each hall to train student leaders at a continual pace at no expense and minimal effort by the hall council and directors. Students will be gaining knowledge and skills that will make them stronger individuals and leaders for the residence halls and for their personal and academic lives.

◊ What do we have to do?

Early in the year, the hall councils should decide what they want to major and/or minor in. Also, the individual halls decide their own attendance requirements for presentations to count toward degree requirements. This information needs to be filled out on the enclosed form and sent to the NRHH Programming Committee. An incentive for completing this information early is that some of the presentations offered at the NRHH Fall Leadership Workshop on Sat., Sept. 13, 1997 will count toward degree requirements for the halls that have completed their forms and have the required attendance.

◊ What’s next?

Periodically, the Programming Committee will update you on completed courses and let you know where you stand on degree requirements. For halls that meet their goals, they will be recognized at the end of the year, and can boast their achievements in various ways.
Building Blocks

Majors and Minors

Majors:

Communications:
- CM137: Decision Making
- CM290: Interpersonal Communications
- CM331: Ice Breakers/Team Building
- CM490: Conflict Management
- LD210: Meeting Management (Parliamentary Procedure)
- PR275: Publicity/Promotions
- RR101: Motivation

Programming:
- PR111: What/How to Program
- PR275: Publicity/Promotions
- PR202: Resources
- CM137: Decision Making
- LD151: Needs Assessment
- LD401: Diversity in Organizations
- RR190: Recognition

Leadership:
- LD110: Time Management/Organization/Goal Setting
- LD328: Delegation
- LD401: Diversity in Organizations
- LD441: Leaders in Transition
- CM490: Conflict Management
- PR202: Resources
- RR101: Motivation
- RR190: Recognition
Minors:

Communication:

CM137  Decision Making
CM290  Interpersonal Communications
CM331  Ice Breakers/Team Building
CM490  Conflict Management

Programming:

PR111  What/How to Program
PR202  Resources
PR275  Publicity/Promotion
PR401  Community Service Programming

Leadership:

LD110  Time Management/Organization/Goal Setting
LD210  Meeting Management (Parliamentary Procedure)
LD328  Delegation
LD401  Diversity in Organizations

Recruitment/Retention:

RR101  Motivation
RR190  Recognition
RR320  Recruiting
RR420  Retention
Building Blocks
Course Catalog

Communication

CM137  Decision Making
What all considerations go into making a decision? Is it for the good of the group or the individual? In this program, we will give you some simple solutions on how to solve some major decisions. By the time you are finished, you will be able to judge how to make each of your decisions in the best interest of your hall council.

CM290  Interpersonal Communications
This is a program designed to make you take a look at how you interact with other members of the organization and how they perceive your interaction. This is a great program for hall councils who are having communication concerns or miscommunication.

CM331  Icebreakers/Team Building
Icebreakers, icebreakers, and more icebreakers!!! This program will give you a ton of icebreakers that you can use as just an executive board or as an entire hall council. We will show you the importance of icebreakers and the fun of them as well.

CM490  Conflict Management
Is your hall council having some conflicts that they can't seem to work out or you just want to prevent future conflicts? This program will give you excellent tips on how to work out differences and still be friends in the morning. We will teach you how to spot conflicts early before they really even become conflicts and show you how to deal with them.
Leadership

LD110  Time Management/Organizational Goal Setting
Too often our leadership commitments along with schoolwork become so heavy, we feel as if we are carrying a two hundred-pound backpack on this road to organizational involvement. This program will explore what it takes to have great time management skills. This program will also work with your hall council to set goals for the year, plus set up a plan on how to achieve them.

LD151  Needs Assessment
Are you having low attendance at hall council meetings and programs? Do you really know what your residents needs are? This informative program will help you evaluate your residents needs and how best to fulfill those needs.

LD210  Meeting Management (Parliamentary Procedure)
Most hall councils have a hard time introducing their members to parli pro. This program will show you all the different types of parli pro from Roberts’ Rules to Bobby’s’ Rules.

LD328  Delegation
Oh no, it’s the D word! Most student leaders have a hard time delegating, but we will teach you some easy ways to relieve your fear to delegate and show you why it is the most important work in the English language.

LD401  Diversity in Organizations
The beauty of hall councils and organizations is that we are not all alike. Our differences bring new ideas and perspectives to groups, and keep it all interesting! Understanding and appreciating our individual differences helps us to understand and appreciate our organization.

LD441  Leaders in Transition
Even though we are leaders, we are people, students, and we have lives outside of hall council meetings. In our personal lives, we go through changes and transitions. Similarly, as groups we change and evolve. This program will help you to understand and recognize transitions of leaders.
Recruitment/Retention

RR101  Motivation
Motivation is something that everyone possesses, but something they just need to have it brought out! This program will teach you what motivates individuals and how you take that knowledge and apply it to your motivation techniques.

RR 190  Recognition
Recognition is one of the easiest ways to both get residents involved and motivate them. We will give you the list of ways to recognize, introduce you to Of the Months and create an awards program tailored to meet your halls needs.

RR320  Recruiting
Recruiting members for hall council is the most important thing you can do. It is a constant process that continues throughout the year. This program will give you tips and ideas on how to recruit.

RR420  Retention
Now you have everybody recruited, but you have to keep them coming to meetings and programs! We will give you some sure-fire ways to retain members and have them begging for more.
Programming

PR111  What/How to Program
This program will give you the basics of how to plan a program from start to finish. We will also show you how to assess the needs of your residents and find out what kind of programs they want.

PR202  Resources
Ball State is full of resources to use when planning a program, all the way from free rooms to free guest speakers. This program will introduce you to all the resources available to you when planning a program.

PR275  Publicity/Promotion
Do paper signs hung in your lounges constitute most of your halls publicity? Well, we will give you great tips on how to use your creative juices and become some of the greatest ad execs in the country.

PR355  Floor Programming
Having an active floor council is one of the most effective ways to get freshmen involved and we will give you all the tools you need to create one. This program explores the importance of floor councils and how to program for them.

PR375  Large Scale/Special Event Programming
Need a little diversity in your life? We will give you suggestions and ideas on how to program in order to meet the individual needs for the diverse resident population. We will also help you come up with some great ideas for hall wide programs that are sure to attract 100's of residents.

PR401  Community Service Programming
Community service programs are a great way to get your resident involvement up and build a community within your hall. We will introduce the resources to use on campus when planning a community service project and some great places to look for ideas. Community service projects can be some of the most fun programs that you plan all year.
Hall Goals and Requirements

Hall Name: ________________________________

We would like to major in: ________________

We would like to minor in: ________________

Our attendance requirement is: ______________

For additional info the NRHH Programming Committee should contact:

Please send this form via campus mail to:
Shawna Rubeck
NRHH Programming Chair
Kipple Hall
Appendix B
Welcome to CM 331
Ice Breakers, Team Building, and Group Dynamics

Introduction
- Example of an Ice Breaker

Discussion:
- What is an Ice Breaker?
- Why do we do them?

Examples of Ice Breakers

What is Team Building
Ice Breakers and more for first time meetings, or unacquainted groups

Team Building is a continual process of strengthening pre-existing groups/teams

Group Dynamics
- Purpose—a dynamic group brings together different ideas and perspectives
- Functions of Groups Members
  - Leaders
  - Decision Makers
  - Information givers
  - Quiet (internal processor)

More Group Dynamics
- Development of Groups
  - Short term
  - Long term
  - Continually growing, shrinking
  - Constant team building
  - Dissolving
Introduction

- Example of an Ice Breaker

Discussion:
- What is an Ice Breaker?
- Why do we do them?

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More Group Dynamics

- Development of Groups
  - Short term
  - Long term
  - Continually growing, shrinking
  - Constant team building
  - Dissolving
Appendix C
Welcome to LD 328
Delegation

What Is Delegation?
The ART of spreading the work around

When to Delegate
- When there is a lot of work to do
- When you feel someone else has particular qualifications
- When someone expresses interest in the task
- When you think a particular person might benefit from the responsibility

When NOT to Delegate
- Things are usually your specified responsibilities, except emergencies
- Something you yourself would not be willing to do
- A task to someone who may not possess the capabilities necessary
- The “Hot Potato”

Methods for Delegating:
- Explain the task and see who is interested
- When no one volunteers, express confidence in someone and then ask them to do it
- Don’t be afraid to assign tasks
- Spread the “good” tasks around a bit

Why Is Delegation a good Leadership Tool?

1. courage
   - decisiveness
   - dependability
   - endurance
   - enthusiasm
   - initiative

2. integrity
   - judgement
   - justice
   - sensitivity
   - loyalty
   - knowledge
Welcome to LD 328

Delegation

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The ART of spreading the work around

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- When no one volunteers, express confidence in someone and then ask them to do it
- Don’t be afraid to assign tasks
- Spread the “good” tasks around a bit

Why is Delegation a good Leadership Tool?

Delegation involves:
- courage
- decisiveness
- dependability
- endurance
- enthusiasm
- initiative
- integrity
- judgement
- justice
- sensitivity
- loyalty
- knowledge
Appendix D
Welcome to PR275
Publicity/Promotion

Keys to Publicity
• Must be informative
• Must draw interest

Inform
• Needs to include:
  – Date
  – Time
  – Place
  – Sponsors
  – Cost (if any, or stress FREE)
  – Title
  – Guest Speaker (if any)

Selecting the Date/Time
• Make sure that you are not programming over another hall event or all campus program
• Ask residents what times are more convenient for them

Program Location
• Select “central” location
• Make sure location is large/small enough
• Make sure there is proper equipment available in that location

Program Title
Jump out at people--
MAKE IT CATCHY!!!!

Get their attention
• Start early
  – Last minute is not top quality
• Clean, readable
• Don’t let it get lost on the bulletin board
  – Let your’s stand out and be noticed
  – Use creativity and variety

What can I use?
• Butcher block is our friend!
• Poster Board is thicker, easier to read
• Newsprint looks different
• Construction paper, add a little color
• Colored pencils

2 • Magazine clippings
• Crayons
• Chalk
• Markers
• Paint
• Paint Pens
• Stencils

9 □ Other than posters?
1 • Stickers
• Door hangers
• Signs on the floor
• Balloons
• Footprints
• Window painting
• WORD OF MOUTH

2 • Up-side down signs
• T-shirts/hats
• Unique items (pizza box, 2 liter bottle, etc.)
• YOU CANNOT USE CHALK ON BUILDINGS OR SIDEWALKS

10 □ Campus Wide Publicity
• Posters
• Table tents
• Newspaper
• Display Cases
• Send Reps to talk to groups
• Local radio

11 □ Readability from Most to Least

1 • Purple on Yellow
• Black on Yellow
• Yellow on Black
• White on Black
• Purple on White
• White on Purple
• White on Green
• Green on White

2 • Red on White
• White on Red
• Black on Orange
• Orange on Black
• Red on Green
• Green on Red
• Yellow on White
• White on Yellow

12 When to Advertise

• Start earlier for large-scale programs to reach a larger audience
• Hall or Floor programs should advertise about 5 days prior to event
• Good to use reminders the day before or day of the program (ideal for small programs)
  – door-to-door, writing on mirrors, notes on doors, etc...
Welcome to PR275

Publicity/Promotion

Keys to Publicity
- Must be informative
- Must draw interest

Inform
- Needs to include:
  - Date
  - Time
  - Place
  - Sponsors
  - Cost (if any or stress FREE)
  - Title
  - Guest Speaker (if any)

Selecting the Date/Time
- Make sure that you are not programming over another hall event or all campus program
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Program Location
- Select "central" location
- Make sure location is large/small enough
- Make sure there is proper equipment available in that location

Program Title
Jump out at people--MAKE IT CATCHY!!!!
Get their attention
- Start early
- Last minute is not top quality
- Clean, readable
- Don’t let it get lost on the bulletin board
  - Let your’s stand out and be noticed
  - Use creativity and variety

What can I use?
- Butcher block is our friend!
- Poster board is thicker, easier to read
- Newsprint looks different
- Construction paper, add a little color
- Colored pencils
- Magazine clippings
- Crayons
- Chalk
- Markers
- Paint
- Paint Pens
- Stencils

Other than posters?
- Stickers
- Door hangers
- Signs on the floor
- Balloons
- Footprints
- Window painting
- WORD OF MOUTH
- Up-side down signs
- T-shirts hats
- Unique items (pizza box, 2 liter bottle, etc.)
- YOU CANNOT USE CHALK ON BUILDINGS OR SIDEWALKS

Campus Wide Publicity
- Posters
- Table tents
- Newspaper
- Display Cases
- Send reps to talk to groups
- Local radio

Readability from Most to Least
- Purple on Yellow
- Black on Yellow
- Yellow on Black
- White on black
- Red on white
- White on red
- Black on orange
- Orange on black
- Red on green
- Green on red
- Yellow on white
- White on yellow

When to Advertise
- Start earlier for large-scale programs to reach a larger audience
- Hall or floor programs should advertise about 5 days prior to event
- Good to use reminders the day before or day of the program (ideal for small programs)
  - door-to-door, writing on mirrors, notes on doors, etc...
October 12, 1997

Menk/Hurlbut Hall Council President:

We want to thank you for returning your interest sheet about NRHH’s Building Blocks Program. We have been busy presenting in several halls on campus, and look forward to bringing our information to your residents.

According to our records, you have requested a major in Programming with a minor in Leadership. You can begin ordering presentations at any time. We suggest that you begin with LD 110 Goal Setting, LD 151 Needs Assessment, PR 111 What/How to Program, or PR 202 Campus Resources. However, you may request any of the Building Blocks Programs.

To schedule a presentation in your hall, please contact me. I look forward to hearing from your hall very soon and bringing these excellent programs into your building. You can contact me by phone at 214-9516 or e-mail at 00skrubeck.

Sincerely,

Shawna Rubeck
NRHH Programming Chair
Appendix F
December 12, 1997

Menk/Hurlbut Hall Council President:

Again, we want to thank you for returning your interest sheet about NRHH’s Building Blocks Program. We have been busy presenting in several halls on campus. Thank you again for getting involved in the program.

You have requested a major in Programming with a minor in Leadership. According to our records, you received LD151 Needs Assessment, LD210 Meeting Management, PR111 What/How to Program, and PR275 Publicity/Promotion on November 22, 1997. Shortly after semester break, you may want to begin ordering additional presentations. May we suggest LD 110 Goal Setting, LD 328 Delegation, or PR 202 Campus Resources. However, you may request any of the Building Blocks Programs.

If you need any more information about Building Blocks or an extra copy of the materials, please let me know. I look forward to hearing from your hall very soon and bringing these excellent programs into your building. You can contact me by phone at 214-9516 or e-mail at 00skrubeck.

Sincerely,

Shawna Rubeck
NRHH Programming Chair
Appendix G
Dear Communication Presenters,

Below are a few things for you to consider when giving a presentation under the Communications genre. Some of you who have presented before may have already discovered a few of these on your own, but for the rest of you, I hope that this will make your presentations go more smoothly.

- Consider your perspective audience…
  - a) Group size
  - b) Familiarity of members with each other
  - c) Possibility of having handicap/disabled students in attendance

- If giving a presentation on Icebreakers/Team-builders, come prepared with backup examples, in case the dynamics of your group don’t fit your previous examples.

- Use explanatory examples that relate to your personal experiences if possible, because this allows the audience to become more comfortable with you.

- Use comedy as an aide when ever possible, this keeps the group awake and on its feet.

- As crazy as it may sound, if you are able to step outside your comfort zone by using an embarrassing personal example, you will increase the success of your presentation by in essence ‘becoming one of the group’.

Icebreakers/Team-building Specifically

- Purpose of Icebreakers…
  - a) To get you to step outside of your comfort zone.
  - b) To get to know the other group members by their actions and expressions, (i.e. ‘Actions speak louder than words.’).

- Feel free to examples that aren’t in the packet, these are only a few suggestions.

- Most team-builders are more easily explained than done, but be creative. Make good use of masking tape, construction paper, etc.

- When presenting the section on group dynamics, make sure to ask questions directed at the group, possibly about their own group, and how they can incorporate each different type of group member into their group.

Most importantly, HAVE FUN!!