



LEADERSHIP AND MANAGEMENT

LSU Committee Training Handbook

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Managing a Team



INTRODUCTION

This training covers how to successfully manage your student group, looking at leadership skills, working in a team and dealing with difficult situations.

As a committee member, you are responsible for the success of your society throughout the year and will be the person that people look to. Your role is to work collaboratively with the rest of committee as well as to keep up to date with all the information you need to know.



Understanding Everybody's Role

The best place to start with understanding not just your role, but everybody else's, is to check the



Role Descriptions Document



Being a leader involves understanding how to delegate but also managing people's expectations. The role descriptions document is there to help you guide that in line with the SU's expectations too.

You will also specify your role responsibilities in your Constitution. This is how we can hold people accountable and ensure tasks are delegated.

MEETING EXPECTATIONS

Missed expectations is the most common reason for committees breaking down or issues arising. Making sure that we are being realistic about what we can expect from each other is crucial.

REALISTIC EXPECTATIONS

- That you complete your constitutional tasks, in line with agreed upon boundaries and deadlines.
- That you behave appropriately and professionally.
- That your responsibilities are upheld to an agreed upon standard.

UNREALISTIC EXPECTATIONS

- Anything outside of agreed upon boundaries and standards.
- Another committee members responsibilities.
- Absolute consistency and constant attention.

Consider the Following:

➤ When somebody starts a committee role, what are they expecting to get from that? Do you know that they understand their position and are they prepared for what tasks are allocated to them?

➤ Are the right people in the conversation? Have you got that communication loop and record to ensure information isn't missed?

➤ Does everybody know each others boundaries? Is it clear what people are and are not happy with in regards to communication styles, time commitments, delegation of tasks and what they are responsible for?

HOW CAN WE MEET EXPECTATIONS?

- ✓ Have a shared committee calendar where everybody can submit when they are and are not available .e.g. holidays, exams and deadlines notice
- ✓ Have your role responsibilities accessible and visible via a shared google drive or bookmarked link
- ✓ Have regular catch ups and meetings, ensuring everybody is given the space to ask questions and communicate changes
- ✓ Make expectations of each other clear from the start, including what processes you will follow if the expectations are not met

You don't have to know what everybody is doing at all times, but ensuring that everybody is in the loop regarding society activity is important in order to reduce missed communication.

When there is miscommunications, recovery is equally as important.

Make efforts to follow up on missed communications with catch ups, recaps or re-sharing of information.



SUCCESSFUL TEAMS

There are 4 key features of a successful team, they are:



A clear purpose - Agreed upon aims and objectives with goals for the end of year. Everybody shares the same desired outcomes.

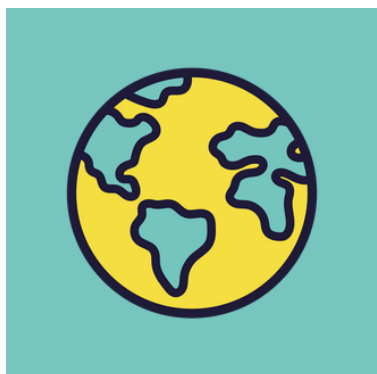
Informality - Ensuring there is a friendly atmosphere, keeping it student to student and being realistic about your role and the seriousness.



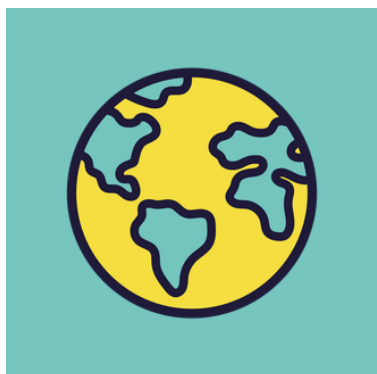
Civilised Disagreement - When people differ in opinion, the debates are kept respectable, open-minded and grounded by the aims and goals.

Self Assessment - Taking responsibility and assessing how you can improve is key. Being honest and respecting feedback should be kept core alongside regular reviews of development.





Project Planning



SETTING AIMS AND GOALS



What does success look like this year to you?

- What do you want to get out of this year and what does a successful year look like?

Setting clear and agreed upon goals for the year means you have

- something to always ground yourself back to.

WE RECOMMEND USING A PROJECTION PLAN



Committee Training – Leadership Project Management

Projection Plan

Name:

Student Group:

Over summer we/I will...	We/I will achieve this by...
Following on from this, during Freshers we/I will...	We/I will achieve this by...
Following on from this, during the rest of term 1 we/I will...	We/I will achieve this by...
Following on from this, at the start of term 2 we/I will...	We/I will achieve this by...
Following on from this, towards the end of term 2 we/I will...	We/I will achieve this by...
Finally, by the end of the academic year we/I will...	We/I will achieve this by...

IT DOESN'T ALWAYS GO TO PLAN

AND THAT'S OKAY!

Part of planning should be preparing for when things don't work out or around what could go wrong.

It's okay if mistakes are made! The key is recovery.

- Let others know, be honest and ask for help
- Know what works best for people before putting actions into motion so that you can easily improvise
- Plan around what could go wrong .e.g. buffer deadlines or spare budget



INDIVIDUAL PLANS

To better plan for each activity as part of the projection plan, ensure you create Event Plans.

Linked Here

- What? A document for confirming all the details of an event, including itinerary, requirements, lead contacts and aims of the event
- Required? Events over 100 attendees or large one-off events (.e.g. conferences or balls) Recommended for every event though!
- When? Should be submitted around the same time as the event notification form



Accountability and Assessment



TAKING RESPONSIBILITY

Ignoring a situation or pretending it didn't happen helps nobody. Being honest with your members and showing transparency on learning from mistakes shows care and responsibility, over arrogance or insensitivity.



How can we act on this?

- Open statements or communications
➤ that address the situation and explain the desired next steps in response.
-

- Getting and implementing feedback
➤ from both committee and your membership. Ensuring that feedback taken is acted upon with transparency.
-

- Reaching out for advice and help, don't try to take on everything alone!

Professionalism

- Whilst you should always be friendly, approachable and casual with your members, it is also about knowing where the boundaries are.
-

- No matter what, you are representing your society and everybody within it. The decisions you make when planning and running events reflects on that.
-

- Get second opinions. Make sure your decisions are made without personal biased or prejudice by talking it out.

FEEDBACK AND CHANGE

We recommend you have a way for people to give feedback and contribute to ideas, but don't make it anonymous. Examples of safe feedback loops could be:

- Instagram story polls
 - In person discussions at sessions or socials
 - Feedback forms that are not anonymous
 - Ensuring members know who to go to with any queries or concerns
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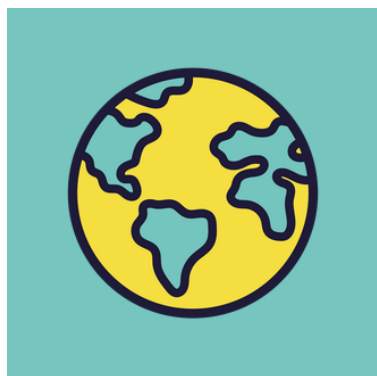
Implement Change!

Gaining feedback is great, but don't forget to visibly act on it!

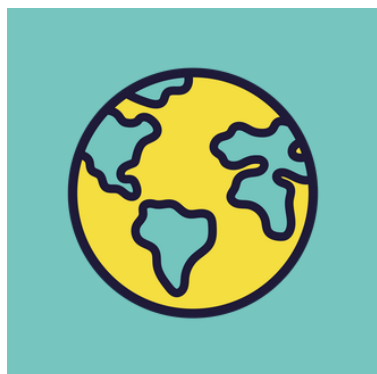
Celebrate those wins and recognise improvement. Whether that's via social media, simple messages in chats or through your development report.

Remember people are paying and dedicating time to be in your group. What would you of wanted to see from your committee as a member?





Wellbeing and Conduct



DEALING WITH WELLBEING CONCERNS

You are leading a community. For some this might be their only safe space or social interaction.

It is important that you know what to do in situations where you might be concerned about another person's wellbeing or need to signpost.

WHAT TYPE OF CONCERNS CAN COME YOUR WAY?

Sexual, Physical, Domestic or Emotional Abuse

Thoughts of suicide/harming themselves

Difficult relationships at home

Prejudice or other discriminate behaviour

Bullying or Harassment

Signs of potential future concerns

HOW DO WE INITIALLY APPROACH THESE SITUATIONS?

We recommend watching the [video linked here!](#)

Should Do:

- ✓ Thank the student for reaching out to you.
- ✓ Make them feel validated and reassured.
- ✓ Acknowledge this might have been a big step for them to take.
- ✓ Find a quieter area to speak but NOT private.

Should Not Do:

- ✗ Promise them anything .e.g. you will keep it secret or that you can fix the problem.
- ✗ Respond in an overly emotional or personal way.
- ✗ Prompt or encourage them to tell you the full story.
- ✗ Engage in physical contact without consent.

SETTING BOUNDARIES

It is important to set boundaries for your own sake.

- Be clear about what your role is and its limitations.
- Make them aware that you are not personally able to offer advice but that you can help them find somebody who can.
- Be clear that you cannot keep the information confidential for both their welfare but also your own.

CONFIDENTIALITY

When is it okay to break confidentiality?

- ✓ When you feel the person is at risk to themselves or others
- ✓ When you need to get professional advice
- ✗ To tell somebody else on committee or in the society.

Always think: Could it get worse if you don't tell the right person?



WELLBEING SIGNPOSTING

Never end a difficult conversation with no next steps or further support that they can find. It is important that we signpost and find help, especially as you are not the professional in any situation.

Is the person in immediate danger to themselves or others?

Call 999 or the Universities Security Team 01162522888
Find a safe and comfortable space until help arrives.

If distressed or in crisis:

- Out of Hours/Off Campus: Call 111, select option 2.
- 9am-5pm/On Campus: Call the university welfare team on 1185 or Security via SafeZone app

If struggling with mental health/showing signs of concern:

- Email concerned@le.ac.uk expressing your concerns for a fellow students welfare.
- [Report and Support](#) (for reporting misconducts or harassment)
- Guide them through finding specific support on the [Hub of Hope](#).

DEALING WITH MISCONDUCT

In your role you may come across people acting inappropriately or out of order, particularly at events and socials. It is crucial that we take the correct steps to address and shut down those behaviours.

ADDITIONAL CONCERNS COULD BE....

Unwanted sexual
advances or harassment

Rowdy or unsociable
behaviour

Threatening or
discriminative language

Bullying or Isolating
Behaviour Towards Others

Microaggressions or
Coersion

Disrespect Towards
Authority or Regulation

Senate Regulation 11:

11.54: Non-academic misconduct includes any act or behaviour that is detrimental to a member of staff, student or visitor to the University, its property, interests or to the reputation of the University.

Examples of non-academic misconduct are detailed below:

- Indecent or offensive behaviour or language expressed in any way, including verbally, in writing, through messaging services or on social media or physically
- Harassment or unwanted behaviour on the grounds of race, disability, ethnicity, gender, sexual orientation, gender reassignment, age, religion, or belief
- Organising or participating in initiation activities
- Disruptive behaviour on University premises
- Unauthorised use or misuse of property or facilities
- Actions which may or do bring the University into disrepute

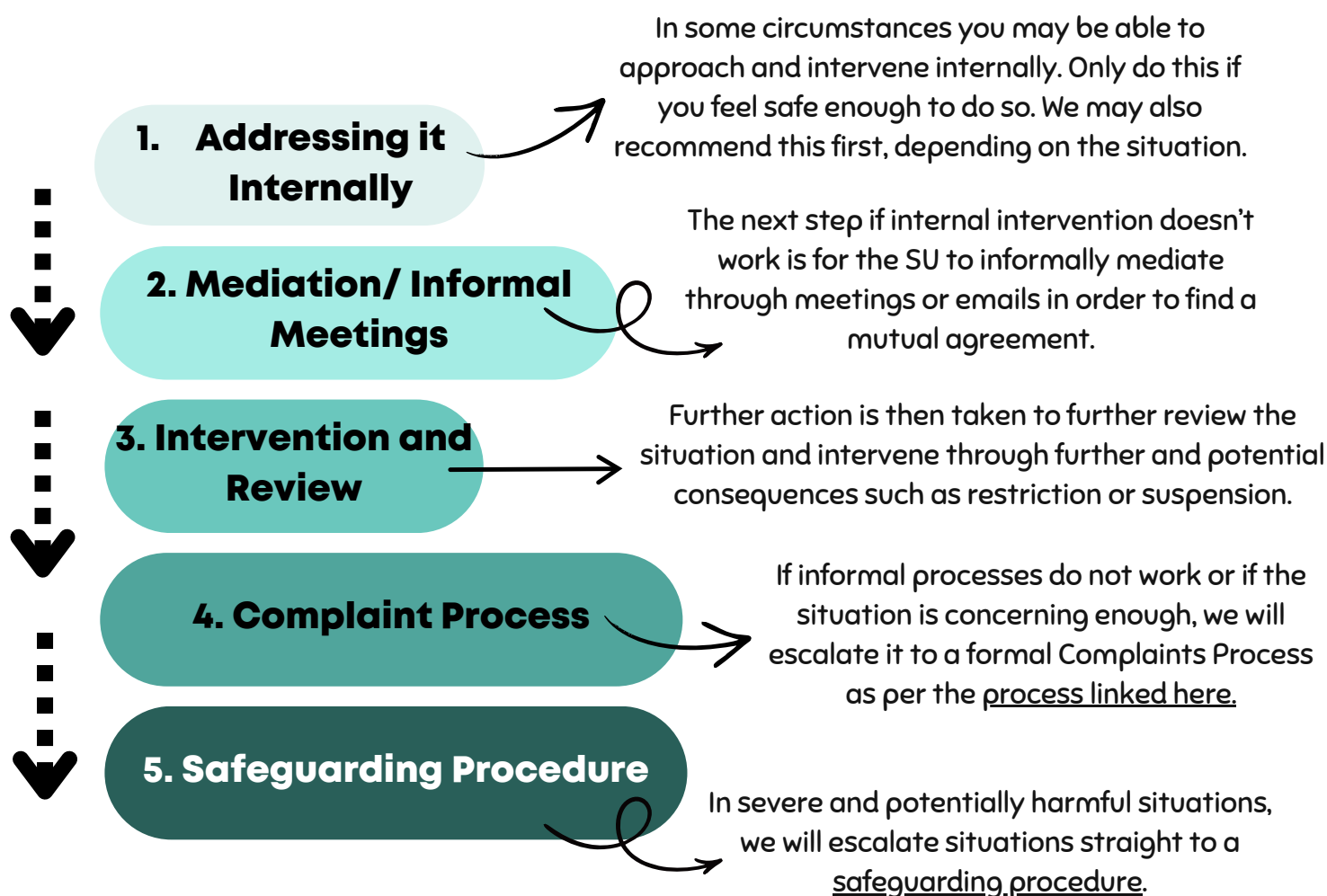
SU PROCESSES

The Key Details:

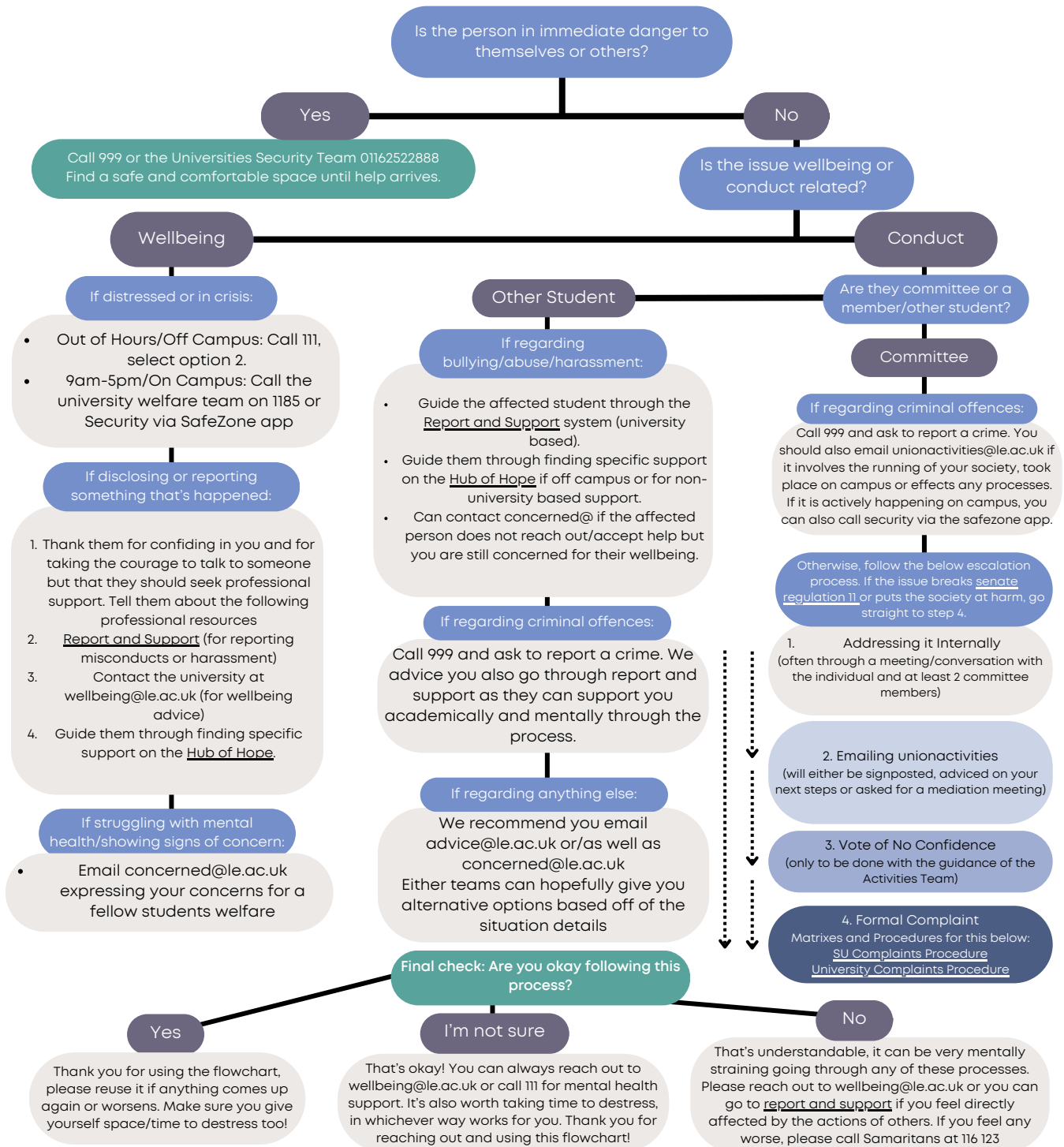
➤ Email unionactivities@le.ac.uk or su-complaints@le.ac.uk

➤ Reviews and assessments follow the code of conduct matrix as per the complaints process and senate regulation 11. For some cases we may also use the groups constitution.

➤ We may sometimes also refer you to Report and Support, depending on the context.



Signposting Flowchart



If you are unsure at any point then please contact su-complaints@le.ac.uk for conduct issues and concerned@le.ac.uk for wellbeing advice