

## MORE ONLINE

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**SECTION ONE**  
WELCOME TO HERFF JONES  
A guide for new advisers.

**SECTION TWO**  
**TEAM AND LEADERS**  
Cultivate the community that works.

**SECTION THREE**  
INTRO TO JOURNALISM  
An overview of the basics.

**SECTION FOUR**  
THEME AND VOICE  
It unites the verbal and visual.

**SECTION FIVE**  
COVERING YOUR SCHOOL  
They all have stories to tell.

**SECTION SIX**  
REPORTING AND WRITING  
Use their words, not yours.

**SECTION SEVEN**  
CAMERAS AND PHOTOS  
Create a photo worthy of the spotlight.

**SECTION EIGHT**  
LAYOUT AND DESIGN  
Make it all fit together.

**SECTION NINE**  
TOOLS OF THE TRADE  
Getting started with eDesign and InDesign.

**SECTION 10**  
PEOPLE AND INDEX  
Complete the history book.

**SECTION 11**  
SELLING YOUR BOOK  
The book only matters if people buy it.

**SECTION 12**  
WORDS TO KNOW  
Glossary and curriculum alignment.

## ▶ SECTION TWO

# TEAMS AND LEADERS

HOW TO YEARBOOK

HERFF JONES  BY YOUR SIDE.

# five

## TAKEAWAYS TO MAKE YEARBOOKING SUCCESSFUL

- 1 Culture of yearbook**  
Don't allow the workload and stress of yearbook to sour your staff. **p. 14**
- 2 Combine mentoring and learning**  
Put leaders into a teaching/mentoring relationship with new staffers. **p. 16**
- 3 Icebreakers and team-building**  
They inspire groans and sighs, but these exercises are important for staffers to get to know each other. **p. 06**
- 4 Cross-training staffers**  
No job is too small or too large. Every staffer should be able to do the basics when asked. **p. 10**
- 5 Let the leaders lead**  
Start each week or class/club meeting with a five-minute meeting. **p. 17**

# WHAT'S INSIDE

## TEAMS AND LEADERS



PAT HINMAN

"I always told my students it was the biggest group project you will ever do. I know some of you have done group projects that you hate because all the rest of the kids you are working with aren't working as hard as you are, so you just take it over yourself. You can't do that in yearbook. It's too big a task."

YEARBOOK ADVISER  
ROBINSON SECONDARY  
FAIRFAX, VA

- ASSEMBLE YOUR SQUAD** ..... 04  
**Essentials** ▶ Choose staff positions based on their strengths.
- GETTING TO KNOW YOU** ..... 06  
**Essentials** ▶ Begin with icebreakers to help your team mesh.  
  - ▶ **Icebreaker** Game of possibilities
  - ▶ **Icebreaker** Do you know me
  - ▶ **Icebreaker** The line-up
  - ▶ **Icebreaker** We've all got stories to tell
- ACTIVITIES FOR BONDING**..... 08  
**Next level** ▶ Choose from these team-building activities.  
  - ▶ **Team-builder** Deadline is everyone's job
  - ▶ **Team-builder** One word
  - ▶ **Team-builder** Finding the facts
  - ▶ **Team-builder** #ITSMYJOB
- BUILD A FOUNDATION** ..... 10  
**Next level** ▶ Cross-train all staffers, especially the new arrivals.  
  - ▶ **Skill-builder** Take a quick self-evaluation
  - ▶ **Skill-builder** Heart-to-heart
- DEVELOPING LEADERS** ..... 12  
**Next level** ▶ Learn about four leadership styles.  
  - ▶ **Skill-builder** Developing leadership skills
- BUILDING CULTURE**..... 14  
**Essentials** ▶ Follow these suggestions for creating a yearbook culture.  
  - ▶ **Team-builder** Deadline Haiku
- MORE SKILL-BUILDERS** ..... 16  
  - ▶ **Skill-builder** Making the grade
  - ▶ **Skill-builder** Students teach class
  - ▶ **Skill-builder** Group interviews
  - ▶ **Skill-builder** Focus groups
  - ▶ **Team-builder** Paper plate awards
- SETTING GOALS** ..... 20  
**Essentials** ▶ Set goals for your book, for your program and for individual students.  
  - ▶ **Team-builder** It made yearbook better when...


LEGACY IS OUR REALITY,  
PREOCCUPIED BY PERMANENCE.



MAGGIE L. WALKER GOVERNOR'S SCHOOL • RICHMOND, VA



# ASSEMBLE YOUR SQUAD

 **Essentials** ▶ Choose staff positions based on their strengths.

Yearbook may seem like a class, but it's much more. It's an incubator for workplace and life skills, located conveniently in your school.

In addition to the practical skills, which are plentiful, there are two main categories of skills which most employers would agree are both undervalued and rare in high school graduates: teamwork and leadership.

*Be the hub of the wheel, not the apex of the pyramid.*

### Welcome

▶ If you are a new adviser, make sure to read the Welcome to Herff Jones section of this series.

### Balancing act

▶ Most veteran advisers are teaching a full load of core classes. AP Literature and English 12. Oh yeah, English department chair, class sponsor and the go-to person for every administrator in the building. For many advisers, yearbook holds a precious, but small, place in the daily routine.

▶ There is a reason your position is called "adviser." The overarching philosophy of yearbook focuses on being a student-run and student-produced publication.

### Role as the adviser

▶ Be the hub of the wheel, not the apex of the pyramid. You are the ringleader, the enabler, the person who provides the basic knowledge and foundation and then allows students to bloom.

▶ Editors should make decisions. Team leaders and new staffers should work on tasks. Photographers should always have a camera in their hands. You are at the center of the three-ring spectacle that is yearbook.

### How to recognize an editor

- ▶ Leaders come in many forms. Both Type A extroverts and Type B introverts can be great leaders.
- ▶ Editors want everything to be done right and done well. They hold work to a higher standard.
- ▶ Organization and the ability to prioritize are crucial skills.
- ▶ The ability to get along with an array of personalities is a must.
- ▶ Most editors are strong in grammar and many are great writers.
- ▶ Editors must be self-motivated, self-starters, self-taught types.



BETSY BRITTINGHAM

"After grad school, I completed a study fellowship in media leadership at the Poynter Institute. I learned the job of an editor (read adviser) is not to do the work, but to create the right conditions for a staff to succeed. And then get out of their way and let them do the work."

FORMER ADVISER,  
CURRICULUM MANAGER  
HERFF JONES HEADQUARTERS  
INDIANAPOLIS, IN

### ONLINE TOOLS

Visit

[Poynter.org](http://Poynter.org)

> [Tools for](#)

[Educators](#)

▶ The best editors are bold in their decision making. Once they make a decision, they stand by it.

▶ These students embrace deadlines and work hard to meet them.

### How to recognize a team leader

▶ The best team leaders have similar skills to those of editors. They are organized and self-motivated.

▶ Team leaders are born cheerleaders and find it easy to motivate others but are not overbearing.


▶ The desire to have a voice in a group makes these students excel.

▶ Like editors, they want work to be done correctly. They are willing to go the extra mile.

▶ They can take constructive criticism and make a work product better.

▶ These students embrace deadlines and work hard to meet them.

# GETTING TO KNOW YOU

 **Essentials** ▶ Begin with icebreakers to help your team mesh.

Members of a healthy team know each other well and appreciate both the similarities and differences in the group. In order to help a team mesh, begin with icebreakers and team-building exercises.

## Icebreaker

### GAME OF POSSIBILITIES

#### Break the ice

- ▶ Gather random objects, one for each person on the staff. Or break the staff into groups and provide an object for each group.
- ▶ Have each student demonstrate a use (either real or imagined) for the object without speaking. Challenge players to make demonstrations original and inventive.
- ▶ The rest of the team must guess what the player is demonstrating.

TORI TAYLOR • COTTAGE GROVE HIGH SCHOOL • COTTAGE GROVE, OR



A. J. PECH • HERITAGE HIGH SCHOOL • VANCOUVER, WA



## YEARBOOK STUDENT SKILL SETS

- ▶ Communication
- ▶ Time management
- ▶ Working in teams
- ▶ Working with leaders and new co-workers
- ▶ Business management
- ▶ Sales
- ▶ Bookkeeping
- ▶ Interviewing and reporting
- ▶ Journalistic writing
- ▶ Graphic design
- ▶ Photography
- ▶ Digital-file management

## Icebreaker

### DO YOU KNOW ME?

#### Circle up and share

- ▶ Form a circle with chairs so staffers can see each other's faces and hear every speaker.
- ▶ Begin with a practice round. Flip a coin. If heads, share something new about yourself — something true. If tails, share something untrue, but believable. After you share, prompt the group to discuss and vote true or false. Finally, reveal whether the coin was heads or tails.
- ▶ Have a member of the circle keep track of how often the vote is correct. It's interesting to play this game at a later date and see if the percentage of correct votes increases.
- ▶ Add a fun element by adding technically true statements like, "I graduated with Selena Gomez," indicating you both graduated in 2010.

## Icebreaker

### THE LINE-UP

#### Find out little-known facts

- ▶ Students will have a chance to learn things about each other they may never think to ask.
- ▶ Organize students into equal numbers, minimum of five or six.

#### Give these instructions:

- ▶ This is a group competition.
- ▶ I will tell you to line up in a particular way.
- ▶ Your group should get in line as quickly as possible.
- ▶ All group members should clap to indicate the task is completed.
- ▶ Do a practice round: Line up by height, and clap when finished.
- ▶ Begin the activity. After each lineup, determine which group clapped first, and wins the round.

#### Ex.

- ▶ Shoe size
- ▶ Length of arm's reach
- ▶ Alphabetically by favorite color
- ▶ Number of siblings you have
- ▶ Hair color, lightest to darkest
- ▶ Hair length, longest to shortest
- ▶ Number of bones you've broken
- ▶ Birth date, beginning with Jan. 1

## Icebreaker


### WE'VE ALL GOT STORIES TO TELL

#### Play the 'I AM' game

- ▶ Give an index card to each staffer.
- ▶ Ask them to begin by writing "I AM" as a header on the card.
- ▶ Next, ask them to complete the sentence with five, little-known facts about themselves and tell them not to include their names on their cards. Set a timer for two or three minutes.
- ▶ Have them help each other attach the cards on their backs.
- ▶ Set a timer for three minutes. Without talking, have students walk around the room, attempting to see as many lists as possible.
- ▶ Set a timer for six minutes. During this time, prompt students to ask questions of their peers.
- ▶ Options for closure: To show the importance of getting to know each other, you could have them write about something they learned about one of their classmates. You could have a class discussion with the purpose of having students become more comfortable with each other.
- ▶ Other options: Change "I AM" to "I am not," or "I am proud," or "I hope." Later you can post the cards, to see who can identify the most people.



# ACTIVITIES FOR BONDING

 **Next level** ▶ Choose from these team-building activities.

## **Team-builder**

### DEADLINE IS EVERYONE'S JOB

#### Keep on juggling

- ▶ Have all staffers stand and form a tight circle, close enough to reach people on the other side of the circle.
- ▶ Make sure everyone has an inflated balloon. If you can, give each job type the same color balloon. (i.e. photographers all have blue balloons, designers all have red.)
- ▶ Explain the balloon represents all of the tasks assigned to each staffer for the deadline. Bouncing the balloon toward the ceiling and keeping it from touching the floor represents progress.

## WORK UNIFORM

*Design a staff shirt for all members to wear for special events, such as book sales and distribution days. This will contribute a feeling of unity and make staffers easy to spot.*

- ▶ Have everyone in the circle begin tapping their balloon in the air. Say: "This is how it works when the entire staff is focused on the deadline."
- ▶ Next, use real-life scenarios from your staff to eliminate one or two members of the staff and direct the others to keep all of the balloons in the air. For example, say: "There's a band concert. Joey and Sam will miss work night," and have Joey and Sam step out. At this point it won't be too hard for the others to continue to bounce the balloons.
- ▶ Continue to use other real-life scenarios to eliminate staffers, games and practices, big projects due, big tests to study for, senioritis.
- ▶ In the end, try to keep only the leaders in the circle, when it's impossible for them to keep all of the balloons going.
- ▶ Debrief by discussing how the editor(s) cannot create a yearbook alone. There will often be times when not everyone can participate, but it's important everyone does his/her part.

## **Team-builder**

### ONE WORD

#### Circle up and share

- ▶ Decide whether you'll discuss all staffers in a single session, choose a couple of people and repeat the process during other meetings until everyone has been discussed or work through the staff a section/team/role at a time.
- ▶ Announce they will be using a single word to describe the selected peers, followed by a brief explanation. Set guidelines in advance. Do the words need to pertain to yearbook? Are cool, cute and other such vague words off-limits? Model the process saying something like, "My word for Kyle is balanced. He's great with words, and has a strong visual eye. He's a leader who is willing to work hard, and is responsible but loves to have fun."
- ▶ Let them know in advance if someone else uses their word, they need to come up with a replacement.
- ▶ Other variations include just having five people talk about each staffer before switching subjects, using sticky notes or index cards to pass to the subject or creating posters. Think about having one member who records the words and quick comments for everyone, so they can re-live the positive vibes when they need a pick-me-up.
- ▶ If you decide to debrief, you might discuss how it makes people feel to hear compliments and whether it's something to work on as a staff.

## JOURNALISM STUDENTS DO BETTER

*Research commissioned by the Newspaper Association of America Foundation suggests if student achievement is the goal, then schools would be well-served to offer high school newspaper and yearbook programs.*

## ONLINE

*For more on how yearbook journalism prepares students, go to yearbook discoveries.com/journalism-students-better/*

## **Team-builder**

### FINDING THE FACTS

#### Conduct a partner scavenger hunt

- ▶ Pair students (try pairing students who have not had the opportunity to work together).
- ▶ Make a list of school-specific information that may prove useful for coverage: Names of custodians and cafeteria staff, teachers who have PhDs, number of seats in the auditorium, coaches and assistant coaches, what sport your principal played in high school.
- ▶ Choose items that require going directly to the source (signatures, headshots) and others that can be gathered from a secondary source.
- ▶ Debrief about the best ways to find information and staff conduct while out of the classroom.

## **Team-builder**

### #ITSMYJOB

#### Set aside time for social media

- ▶ Give staffers 10 minutes to come up with job descriptions using hashtags.
  - ▶ Either assign a set list of jobs on staff (editor-in-chief, managing editor, business manager, etc.), have them describe their own job or a partner's.
  - ▶ Write/post suggestions on the board and discuss which ones are most fitting.
- Ex.** Copy editor #stacksonstacks  
#realtalk  
Photo editor #nofilter  
#photooftheyear  
Design editor #hypefortype

# BUILD A STRONG FOUNDATION

**Next level** ▶ **Cross-train all staffers, especially the new arrivals, on the basics of all jobs within your yearbook organization.**

- ▶ Everyone on staff should know the basics of writing a caption, taking a photo, placing a photo and text in a layout, entering book sales into eBusiness, etc. This is crucial.
- ▶ Every new staffer wants to be a photographer, but this process will allow students to learn what else yearbook has to offer. Also, when one area of the staff is extremely busy, such as during a big book sale, everyone will be able to lend a hand.
- ▶ This process will put experienced editors in the position of teaching and guiding their peers. Remind them never ask another staffer to do something they are not willing to do themselves. Require them to roll up their sleeves and do the entry-level tasks from time to time as well. It's all part of setting a good example and being part of a team.

## TRY IT ALL

*Often new staffers*

*say they want to*

*be photographers.*

*Cross-training*

*allows them*

*to explore. An*

*adviser provides*

*the foundation,*

*runs interference,*

*takes care of*

*administrators*

*and handles*

*money. Then*

*allows the*

*students to make*

*a yearbook.*

### Understand personalities

- ▶ Take time to use tools such as the 16 Personalities, an online version of the Myers-Briggs Type Indicator, and discuss the results. This presents an opportunity for personal growth and discovery, but also provides a forum for better understanding the members of the staff. Keep it light, focus on strengths over weaknesses and make it a time for reflection. Allow staffers to talk about which of their personality traits may come into play as deadlines loom and stress levels rise.

### Visual-verbal connections

- ▶ Find out who is visual and who is verbal on your staff by taking an online learning style inventory. Use this type of test and the following discussions to highlight strengths among your staffers. Designers are going to be strongly visual and kinesthetic. Find your math person, find your most organized person, find your true artist — they may become your business manager, your next editor or your next designer.



### Skill-builder

## TAKE A QUICK SELF-EVALUATION

### Questions to start one-on-one conversations.

- ▶ My adviser decided I would make a great editor because \_\_\_\_.
- ▶ This year, I \_\_\_\_ working with our editor because \_\_\_\_.
- ▶ I define a successful editor as someone who \_\_\_\_.
- ▶ When I am stressed, I typically \_\_\_\_.
- ▶ If I have to choose between helping someone and doing it myself, I will \_\_\_\_.
- ▶ I will wait to ask for help until \_\_\_\_.
- ▶ When I think about being an editor, I am afraid \_\_\_\_.

### Skill-builder

## HEART-TO-HEART

### Use this list to open lines of communication.

- ▶ My personal goals for the year include \_\_\_\_.
- ▶ As my adviser, you can best support me by \_\_\_\_.
- ▶ I will need affirmation when we start \_\_\_\_.
- ▶ You'll know I am overwhelmed when I \_\_\_\_.
- ▶ I don't want yearbook to eat up my life. Please remember I also \_\_\_\_.

# DEVELOPING LEADERS



THE HUN SCHOOL OF PRINCETON • PRINCETON, NJ

## Next level ► Learn about four leadership styles.

Each year begins with a different mix of staffers, with different strengths, weaknesses and personalities. The best leaders identify the needs of the staffers and respond appropriately.

### Directing

- The editor provides specific instructions and closely supervises staff members. This style works with staffers who need supervision and direction to get started.

### Coaching

- The editor closely supervises staff members while explaining decisions and soliciting suggestions. This style works for enthusiastic staffers who need support and praise to build self-esteem and promote involvement.

## FOUR IN ONE

*The most skilled advisers and editors will use all four styles of leadership and choose the style to fit the situation.*

### Supporting

- The editor facilitates and supports staff members' efforts while sharing decision-making responsibilities. This style works for reluctant staff members who lack confidence or motivation.

### Delegating

- The editor turns over decision making and problem solving to other editors or staffers. This style works for well-performing staff members who have experience as well as commitment.

### Skill-builder

## DEVELOPING LEADERSHIP SKILLS

### Explore the challenges different editors may face

- Read through the scenarios. For each, describe how you would handle the situation. Be honest — don't write what you think you should do. Write what you would do in the heat of the moment. Under the stress of college applications and first deadline, with your adviser asking, "Where are the pages? Where's the theme copy? Are you done?"

## SELF TALK

### When

*completing this exercise, think about what you would do, and what you should do. Talk through your answers with other editors and leaders.*

### Scenario one

- When initial deadline pages were assigned, a first-year staffer asked for the student band spread assignment. You gave it to her because her brother plays guitar in everyone's favorite student band. You figured she has a better-than-average chance of getting great pictures for this spread.
- Now, it's Tuesday, and you are sending pages on Friday. No pictures. No copy. No spread. What do you do?

### Scenario two

- The people section editor plays a winter sport, and her pages are due on the December deadline. She works diligently during class, but she does not work on her spreads after school because she has practice and games.
- A few days before the deadline, you discover she has 50 more junior mugs than she has portrait spaces on her pages. What do you do?


### Scenario three

- You and 10 other editors/staffers went to a yearbook workshop where you worked on an amazing theme packet. You came home from camp excited to start the year. On the first day of school, you and your fellow campers presented your theme packet to the rest of the class. The three senior girls, who have been on staff for two years but who have never attended a workshop, immediately cop an attitude. The ringleader says, "I heard about this theme over the summer, and I told my friends, and everybody hates it." How do you respond?



## BUILDING

# CULTURE

 **Essentials** ▶ Follow these suggestions for creating a yearbook culture.

They call it a cult, we call it culture. It's easy for non-advisers to underestimate the importance of creating a culture of yearbook. Ignore the naysayers. To be sure, it's much easier to complete a yearbook when you have a room full of motivated, collaborative, confident staffers. The lengths an adviser goes through to build and foster this group of staffers is always rewarded. However, it can prove to be one of the most challenging aspects of the class.

### ARTS AND CRAFTS

*When stress levels are high, take a break. Make some slime. Buy a bunch of cheap canvases and paint and "hire" an art student to teach a painting class. Create a scrapbook of important memories from being on the yearbook staff.*

### Food

▶ Level-one yearbook culture-building starts with food. Food to celebrate deadlines, food on workdays, candy rewards. All are important. Staff favorites include taco bars where everyone brings a taco topping or part, sundae bars, and dip night with dips and chips. Celebrate Friendsgiving dinner where everyone congregates at a staffer's home and brings a dish or a secret Santa party just before winter break.

### Birthdays

▶ Here's a pay-it-forward tradition of celebrating birthdays. Start with a complete list of every birthday in the room. Name a keeper of the list and post it on the wall. The adviser can bring in cupcakes to celebrate the most recent summer birthday. Then that summer birthday boy or girl brings in a treat for the next person celebrating a birthday. That person brings in the next treat, and so on. The keeper of the list sets reminders and calendar notices to ensure no one gets skipped. Depending on the size of your staff, this will keep you in cupcakes year-round!

### Thank-you notes

▶ Create a culture of gratitude among staff members. Take a break every semester to write thank-you notes to the people in the building who have helped you out: Everyone from school secretaries to custodians to the principal. This can also be a good time for staffers to write thank-you notes to each other. Teaching students the power of a written thank you is a valuable life skill.

### Attending workshops together

▶ Attending yearbook workshops is a favorite of advisers, not only for the team-building, but also because they provide an infusion of education and inspiration for staffers. There's something about taking a trip together that allows students to really understand one another. Although Columbia Scholastic Press Association (CSPA) and Journalism Educators Association (JEA) conventions are the crowd favorites, there are a host of summer workshops and other opportunities out there for staff adventures. Check LearnYBK.com for lists.

LAUGH, SHARE, VOTE  
AND RETURN TO WORK.

### Team-builder

## DEADLINE HAIKU

### Find a moment of zen

- ▶ Have the group count off into groups of four so they are not teamed up with their best buddies on staff.
- ▶ Present a crash course in haiku (poems of three lines containing five, seven, and five syllables, rarely rhyming).
- ▶ The topic could be deadline stress, yearbook in general or something else appropriate to the group on that day (power surges, grades coming out, break around the corner, the book arriving).
- ▶ Provide a couple of quick samples:

### Ex.

*Deadline is today  
Once again, we are not done  
By noon, we will be!*

*As pressure mounts here  
The room gets louder and then  
KA BOOM! Someone snaps*

*It always happens  
Day before a school va-cay,  
Proofs return in droves*

- ▶ Assign a pair of challenges: The most haikus written in five minutes and the best haiku (to be judged by the group).
- ▶ Laugh, share, vote and return to work.

**Skill-builder****MAKING THE GRADE****Complete mentor-led critiques.**

- ▶ Print a blank critique form from your state scholastic journalism organization, Columbia Scholastic Press Association (CSPA) or National Scholastic Press Association (NSPA). These can be found online.
- ▶ Group returning staff members with new staffers for this project.
- ▶ Have the groups choose either the previous year's book or a sample book from another school to work with. As a group, have the students complete the full critique of the book, including making thorough comments and marking pages.
- ▶ As the activity progresses, make sure returners take the opportunity to inform new staffers about all of the intricacies of the critique points and explain why a book either meets or fails the critique point.
- ▶ Have the new staffers take copious notes and present three to five of their most important discoveries to the class.
- ▶ Grade the mentors on the quality of their instruction and the new learners on their discoveries.

**Skill-builder****STUDENTS TEACH CLASS****Teach 'one thing project.'**

- ▶ Assign returning staffers a topic they know well. Allow one to two days to prepare a full-class lesson on the topic. Then, have them teach the class. Everyone should take notes and ask questions. Ask returning staffers to include a hands-on application of the skill at the end of the lesson.
- ▶ These can be scheduled all at one time as a refresher course for the entire staff and introductory course for new staffers, or lessons can be sprinkled throughout the year.
- ▶ This is a great way to give leaders the floor at the beginning of the year. On the days leaders are preparing their lessons, work with new students in a more intimate group and cover some of the basic skills not covered by the returners.
- ▶ It's also a great way to get a grade in the gradebook for leaders, and then allow them to start working on the yearbook while the adviser focuses on new staffers.

**TOPICS****How to:**

- ▶ Write a caption
- ▶ Write a great lead
- ▶ Write a headline
- ▶ Take a head shot
- ▶ Take an action shot
- ▶ Make a picture package
- ▶ Apply color swatches or character styles
- ▶ Do a cutout

**Skill-builder****GROUP INTERVIEWS****Learn about and conduct interviews.**

- ▶ Interviews are difficult to master. In the beginning, pair mentor students with new staffers for interviews. Have them gather two or three students to interview on the same broad topic. In this situation, both the interviewer and the interviewees are less likely to be nervous and more likely to talk freely. You may also have the pairs prepare questions ahead of time and compare notes, resulting in the best questions.

**Skill-builder****FOCUS GROUPS****Learn about and conduct focus groups.**

- ▶ Focus groups are discussed in the Covering Your School and Selling Your Book sections. Running focus groups is a great job for leaders, and it's a good opportunity for leaders to build mentoring relationships with less experienced staffers.

**Team-builder****PAPER PLATE AWARDS****For editors: Boost team morale.**

- ▶ Purchase a mega-pack of the cheapest white paper plates you can find and a pack of markers. Challenge editors to make at least one new award each week to give to a staffer. They can be funny, wacky or serious, but they must be positive and bring a smile to everyone's face. It's an easy, inexpensive activity which gives staffs the opportunity to focus on the positive aspects of each week.

**FIVE-MINUTE MEETINGS**

- ▶ The five-minute meeting works well for advisers, editors and staffers.
- ▶ Depending on how often your staff meets, choose when this will take place. The idea is, editors lead a quick stand-up meeting asking each department or member of the staff to provide their status:
- ▶ What they are working on, what their goal for completion is and what issues they have had or expect to have in meeting their deadline.
- ▶ If everyone stands for the meeting, it will go quicker and save everyone time.
- ▶ The editor should go through a checklist of deadlines/goals and make sure each one is being met.

**WORK WORK DAY**

- ▶ Most days a yearbook room is loud and crazy with people going in and out, conversations, meetings, etc.
- ▶ Try setting aside a day each week for quiet work time. Staffers know to come to class, sit down and get to work.
- ▶ No one leaves the room unless absolutely necessary, no conversations, no music. This self-induced discipline allows for a productive day.

HELP THE  
LEADERS  
RUN THE  
SHOW


SOMETIMES WE SEE THE PATH,  
SOMETIMES THE LIMIT.

**BUT, DON'T WORRY.  
YOU WILL NEVER  
YEARBOOK ALONE.**

A. J. PECH • HERITAGE HIGH SCHOOL • VANCOUVER, WA

## SETTING

# GOALS

 **Essentials** ► Set goals for your book, for your program and for individual students.

Set both short- and long-term goals, and check progress on reaching them at regular intervals. You may be familiar with SMART goals.

An acronym for the qualities of a good goal, SMART is: Specific, measurable, attainable, realistic and timely.

### FRAMING SUCCESS

- Another way to write goals is to follow the FRAME process, which is found in the Missouri Association of Student Councils summer workshop curriculum guide.

### TOP 10 LIST

*Have different groups and teams list their top 10 goals for the year. Review them with the whole staff and choose the best. Post them on the wall.*

#### Fantasy

- Dream your wildest dream. Brainstorm. Put it all down on paper. Ask yourself: What do I/we most want to accomplish?

#### Reality

- How badly do you want this dream? How hard are we willing to work? What are the risks? BE HONEST in assessing it.

#### Aim

- Clarify the SMART areas of this goal. Is it attainable? Realistic? Etc.

#### Method

- Plan your attack. Generate the possible ways to attain it and then narrow the alternatives. What steps do you need to take to accomplish your goal?

#### Evaluation

- Process your results. This is not the last step, but a continuous one to help you reach your goal. If you fell short, what stopped you? Continue to modify and work on your goals.

### WHY IS A GOAL IMPORTANT?

**Benefits are real. They are significant. They are relevant. They:**

- Give us direction
- Motivate us
- Make us feel good
- Help us visualize what is important
- Point out our strengths and weaknesses
- Help us make decisions
- Make us responsible
- Force us to set priorities
- Make us feel committed
- Develop group morale
- Measure progress
- Sharpen our leadership skills

#### Reasons people don't set goals:

- Predictability — resist change
- Conditioning — habits
- Belief in miracles
- Fear of losing
- Fear of winning

#### Secrets of successful goal setting:

- Set both short- and long-term goals
- Write your goals
- Post them
- Keep them with you
- Revisit them on a regular basis
- Focus on one or two goals at a time

### KEEP CHECKING

*It's not enough to write goals down and put them in a drawer. Post them, monitor them and realign plans to meet them.*



### Team-builder

## IT MADE YEARBOOK BETTER WHEN...

#### Create process ownership.

- This is a good activity when wrapping a deadline, but it can also be used to create a better understanding of group ownership of the process. Some staffs may choose to do this if there's deadline stress in the air or if people feel unappreciated.

- Ask all of the participants to form a circle with their chairs.
- As the leader, begin the process by sharing something good you noticed a staffer doing.

- Explain that each speaker will verbalize something like: "It made my day when Hayley brought in extra photos of the basketball game. I needed another great horizontal. I wanted shots from another game... and there they were!" or "Justin was finished with his spread, and I had a couple of captions that needed work. His help was huge!"

- Repeat until everyone in the room has spoken and been spoken of.

- The leader might choose to make observations when patterns start to surface to eliminate repetitive comments. "Sounds like we're really good at supporting others within our sections/on our teams." You can solicit other kinds of answers with prompts such as, "Who got some help from someone completely unexpected?" or "Anybody receive an assist that might have been invisible to the rest of us?"

- Conclude by reminding everyone you're strongest as a group when working as one.