



Leadership Training Guide

For The

Pennsylvania

Technology Student Association

State Officer Workshops



The language and contents of this publication are those of the original author and do not necessarily reflect the position of the Pennsylvania Department of Education or PA TSA.

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Pennsylvania Technology Student Association**

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LEARNING, LIVING, AND LEADING IN A TECHNOLOGICAL WORLD.

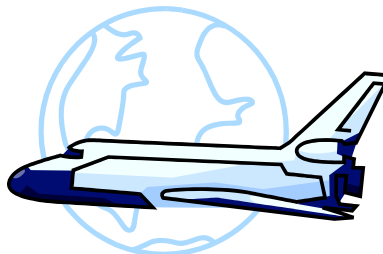
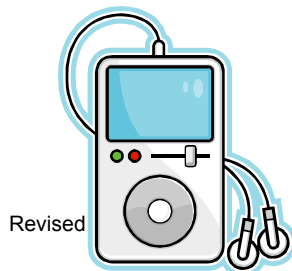
TSA/Technology Student Association: is a non-profit national student organization devoted to teaching technology education to young people. TSA's mission is to inspire its student members to prepare for careers in a technology-driven economy and culture. The demand for technological expertise is escalating in American industry.



Mission Statement: The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design and engineering. Members apply and integrate science, technology, engineering and mathematics (STEM) concepts through co-curricular activities, competitive events and related programs.

There are more than 200,000 middle and high school students, technology education teachers and state department of education representatives across the country who are members of the Technology Student Association. Our association is the only national student organization devoted exclusively to the needs of young people in technology. Our membership is focused on technology education. It is critical that our technology-focused students receive the training that will guide them as they move forward to pursue careers in the high-tech economy workforce.

The Technology Student Association is a non-profit national student organization devoted to teaching technology education to young people. TSA's mission is to inspire its student members to prepare for careers in a technology-driven economy and culture. The demand for technological expertise is escalating in American industry. Therefore, TSA's teachers strive to promote technological literacy, leadership and problem solving to their student membership.



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Involvement in TSA benefits teachers as well. Relating class activities to local, regional, state and national competitive events can be highly motivational for students. The natural interaction between teachers and students can be utilized to develop an excellent learning climate, while working toward goals.

TSA is the only student organization dedicated exclusively to students enrolled in technology education classes grades K-12. TSA is recognized by the U. S. Department of Education, many state education agencies, the National Association of Secondary School Principals, the International Technology Education Association and the National Coordinating Council of Career and Technical Student Organizations.

Why is Technology Education Important? Current methods of teaching are placing a greater emphasis on developing essential skills of problem solving, analytic thinking and learning how to focus, concentrate and communicate effectively. Just as mathematics and science are considered necessary basic skills, technology education is now promoted as not "beyond the basics," but rather as "one of the basics."

The following slogan sums up this new educational priority: "*Technology - the New Basic.*"

Who are TSA Members? TSA now serves more than 150,000 K-12 students in 2,000 schools in 47 states nationwide. The majority of TSA's membership consists of high school students. Also, the 3,000 teachers of technology education are known as TSA advisors. Teachers can use TSA's activities during the school day in their classroom and extend the learning beyond the classroom through a TSA chapter. Pennsylvania has about 25,000 members. During the 2010-1 school year there were 50 middle and 91 high school chapters.

Student members have the chance to compete at local, state, regional and national competitions. They may participate in chapter fund-raising activities and community service projects. TSA chapters host social activities. Leadership training is offered to student officers at the local, state or national levels.

National TSA History: The Technology Student Association (TSA), formerly AIASA, is the oldest student organization dedicated exclusively to students enrolled in technology education classes grades K-12. It has a rich history that spans three decades. Three distinct periods may be found in TSA's history. During the period from 1958 to 1978, the American Industrial Arts Student Association (AIASA) was a sponsored activity of the American Industrial Arts Association (AIAA). In 1978, the nonprofit corporation, AIASA, Inc., was formed to oversee AIASA as a separate organization. During the decade that followed, the organization grew in size, strength, structure and impact on students and secondary school programs. The summer of 1988 closed this third decade as

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AIASA reached another milestone, a change in the organization's name: The Technology Student Association (TSA).

Milestones in TSA's History

- 1978 First Board of Directors of AIASA, Inc. elected in February. - U.S. Office of Education recognized AIASA as the official vocational student organization for industrial arts students. AIASA, Inc. is created, beginning financial independence from AIAA. Ronald W. Applegate hired as first Executive Director under AIASA, Inc.
- 1979 AIASA holds first national conference separate from AIAA.
- 1981 National Standards for Industrial Arts Programs includes 11 specific Standards related to student organization.
- 1985 Revised Competitive Events Handbook with 5-Year Planning Matrix published.
- 1988 Students vote to change name of AIASA to Technology Student Association (TSA) (June 22). A name change trade mark application was placed on file with the United States Patent and Trademark Office. Its first president was Curtis Sheets of Virginia.
- 1988 The national office relocated from 1908 Association Drive to its present home at 1914 Association Drive in Reston, VA.
- 1989 The official TSA logo was designed by TSA chapter advisor Steve Price of Georgia. The membership adopted the logo for use at the national, state and local level.
- 1990 The TSA logo received a registered trade mark by the United States Patent and Trademark Office.
- 1991 A membership recruitment program was created, "Shoot for the Stars." In the mid '90s, it evolved into the Star Recognition Program (White, Red and Blue Star Chapters).
- 1992 The TSA elementary program was created, TechnoKids. Later, it was renamed The Great Technology Adventure.
- 1993 Tonya Vandergriff became TSA's first female president.
- 1994 For the first time, National TSA had more than 100,000 members. The first ever National TSA Day was held on April 24.
- 1995 In a partnership between TSA and the National Association of Secondary School Principals, the American Technology Honor Society was formed.
- 1996 TSA's competitive events program was divided between the middle school and high school levels, with each having its own competition guidelines.
- 1997 TSA's national conference was held in Washington, D.C. and it was the first conference with more than 3,500 participants.
- 1998 TSA's annual leadership conference took place in two locations, Denver, CO, and Baltimore, MD.
- 1999 Under the direction of TSA president James Coleman, Jr., the TSA Constitution and Bylaws were revised and combined. The TSA membership approved a new comprehensive governing document and raised the membership dues to \$7.
- 2000 The American Technology Honor Society became the National Technology Achievement Award.

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- 2001 TSA officially became the Technology Student Association and received trademark status from the United States Patent and Trademark Office.
- 2002 TSA launches its newly redesigned website, www.tsaweb.org.
- 2003 TSA celebrates its 25th anniversary. The 25th Anniversary Fund was created to provide membership scholarships to under-served communities. National TSA Day was extended to National TSA Week.
- 2004 TSA conducts a first ever Relay Rally at its national conference for the American Cancer Society.
- 2005 TSA launches the DuPont Leadership Academy at its national conference. Mentor Program, TSA and the American Cancer Society launch the Spirit of Service Awards program. Also, the TSA website was again redesigned with two online stores, one for TSA apparel and one for TSA publications and products. TSA's quarterly newsletter, *School Scene*, started appearing on the website in HTML.

Past Presidents - AIASA and TSA

Year	President	State
1978 - 79	Jeff Short	Oklahoma
1979 - 80	Rick Saucier	Louisiana
1980 - 81	Chris Hoffman	New Jersey
1981 - 82	Jenny Robichaux	Louisiana
1982 - 83	Dan La Fountain	Connecticut
1983 - 84	Mark Powers	Virginia
1984 - 85	Robert Stokes	Oklahoma
1985 - 86	George Munn	Florida
1986 - 87	Emily Wise	Virginia
1987 - 88	Adam Zakarian	Pennsylvania
1988 - 89	Curtis Sheets	Virginia
1989 - 90	Chris Beuershausen	Texas
1990 - 91	Quang Le	Delaware
1991 - 92	Guy Cecil	Florida
1992 - 93	Tonya Vandergriff	Tennessee
1993 - 94	Kevin Thigpen	Mississippi
1994 - 95	DeVere Day	Utah
1995 - 96	Brooke Davis	West Virginia
1996 - 97	Matt Zimmerman	Oklahoma
1997 - 98	Bart Slabbekorn	Tennessee
1998 - 99	James Coleman, Jr.	Virginia
1999 - 00	Katrina Miller	Tennessee
2000 - 01	Misty Lamb	Florida
2001 - 02	Casey Loper	Oklahoma
2002 - 03	Michael Ward	Oklahoma
2003 - 04	Amy Groner	Tennessee
2004 - 05	Bradley Jennings	Oklahoma
2005 - 06	Katy Galambos	Tennessee
2006 - 07	Trent Kisse	Oklahoma
2007 - 08	KC Cushman	Tennessee
2008 - 09	Eric Dixon	Tennessee
2009 - 10	Peter Andrews	Delaware



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2010-11
2011-12

Zachary Barnes
Pratyusha Gupta

North Carolina
Delaware

Career and Technical Student Organizations (CTSO's) are an integral part of career and technical education programs. They are dedicated to making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth and career success through career and technical education (CTE). The national leaders of these youth organizations are outstanding young men and women.

BPA	Business Professionals of America
DECA	An Association of Marketing Students
FBLA	Future Business Leaders of America
FCCLA	Family, Career and Community Leaders of America
FFA	Future Farmers of America
HOSA	Health Science Technology Education
PYFA	Pennsylvania Young Farmers Association
SkillsUSA	Trade and Industrial Students of America
TSA	Technology Student Association

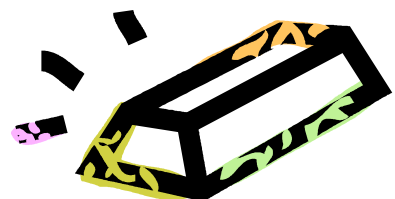
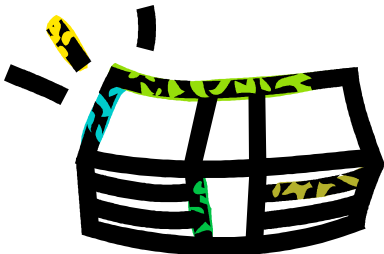
TSA AND THE AMERICAN CANCER SOCIETY

During the 2009-10 school year, TSA chapters around the country raised more than \$100,000 to help fund the vital research, education, advocacy and patient services of the American Cancer Society and we are hoping to raise money again this school year!

At the National TSA Conference, National TSA and the American Cancer Society will be hosting a very special TSA/ACS Commemorative where we want to recognize you!

All contributions raised from September 1, 2007 to June 1, 2010 will be tallied and counted towards this goal. Please record your fundraising efforts this year by filling out the form on www.tsaweb.org. There is still time to fundraise if you haven't already. Check out a Relay for Life happening in your neighborhood, or some of the easy and fun fundraising ideas found on this page. The deadline for fundraising submissions is usually, June.

During the 2011 National TSA conference in Dallas, TX, Pennsylvania TSA donated \$3,800 to the American Cancer Society. This was raised at the Pennsylvania TSA State Conference.



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Fundraising Ideas for the Technology Student Association (TSA)

Here are some great ideas to help your TSA members raise funds for the American Cancer Society Relay For Life. These ideas can get you started. Get creative!

1.800.ACS.2345
Hope.Progress.Answers.®

www.cancer.org

On-Campus Ideas

- ☺ Baby Picture Contest: Ask your teachers for a copy of their baby pictures. Then display the pictures in a common area so students can buy guesses (a quarter each) over a couple of weeks. Put all of the correct guesses in a drawing for a prize. Prizes can be solicited from local businesses.
- ☺ Balloon Day: Students take orders in advance to deliver balloons with a message attached. The balloons are then delivered on a specific date.
- ☺ Lifesavers: Sell Lifesaver rolls for a donation and tell the purchasers that they themselves are “lifesavers”, since their donation will benefit American Cancer Society research.
- ☺ Hat (or Cap) Day: For a specified donation, and with permission from the principal, students can wear a baseball cap or other hat to school for the day.
- ☺ Paper Chain: Make paper links in several colors. Sell links for 10 cents each to use in making a chain. Make it a competition by selling each class a different colored link, and the class that makes the longest chain wins. Bring the chain and donations to Relay!
- ☺ Penny Wars: Challenge students to bring in pennies to add to their class jar. Anything other than pennies count against the class total. So other classes can add nickels, dimes and quarters to their competition’s jar. Offer a reward to the winning class. Remember: Pennies = positive, anything else = negative.
- ☺ Kiss-a-Pig: Three jars are set out with a faculty member’s name on each. Whichever jar brings in the most money over a week must then kiss a farm animal. Picture taking is encouraged.
- ☺ Letter Writing: The most effective way to raise a lot of money is to write a letter (or email) to your family and friends. Emphasize the importance of Relay For Life and your involvement in it. Tip: Include a self-addressed stamped envelope with each letter. This increases your chances of getting donations. Make it as easy as possible for potential donors.
- ☺ Babysitting: Do extra babysitting and donate all, or a portion, to Relay For Life.
- ☺ Movie Night: Invite your friends over for a night at the movies. You provide the popcorn and soda and charge admission.
- ☺ Garage Sale: Invite friends, family and team members to bring items to sell.
- ☺ Benefit Basketball Game: Organize a basketball game, and charge people to come watch. Also have half-time games and shoot-outs, and charge people to participate. This works well with schools (faculty vs. students).
- ☺ Spaghetti Dinner: Your team can organize a spaghetti dinner at a local hall or club with the help of its members (and parents) to do the cooking. School teams

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can sell tickets before the dinner, and then take tickets, wait tables and clean up on the night of the dinner.

- ☺ Car Wash: Get your team together for a town car wash. Have a bake sale at the same time. Ask for donations – not a set fee – you will usually raise more money that way! Honk, if you hate cancer!

The Technology Student Association Awards and Recognition Programs are designed to promote TSA and to recognize the individuals who do so. All of the programs are listed and described in detail below. Be sure to read the descriptions carefully, as some application/nomination forms require supplemental material.



Achievement Program (Bronze, Silver, and Gold Awards)

- TSA Technology Honor Society
- Advisor of the Year
- Chapter Excellence
- Air Force Recruiting Salutes Award

Scholarships

- William P. Elrod Memorial Scholarship
- TSA Who's Who Scholarship Application
- Who's Who among American High School Students Scholarship
- TSA-Sponsored ITEA Scholarship
- Arts Institute International

Individual Recognition Awards

- Distinguished Service Award
- Outstanding Recognition Award
- Distinguished Alumni Award
- Distinguished Student Award
- Honorary Life Award

Recognition Awards

- Membership Milestones
- TSA Star Recognition Program
- Awards and Recognition Programs Recipients
- State Superlative Awards



All applications and nominations must be postmarked or arrive via fax in May to:

Technology Student Association
Fax 703.758.4852
Faxed copies must be typed.

1914 Association Drive
Reston, VA 20191

There are two awards that require a fee. Applications for the Gold Achievement Award and the TSA Technology Honor Society must include \$5 per nominee.

Awards and recognition program participants are recognized at the national TSA conference each year.

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How Does a TSA Business Partnership Work? By forming an alliance with TSA, a business can help provide support that is important to advancing technology education opportunities for young people, while investing in tomorrow's technology workforce.

Membership Ideas to Implement: Here are ten ideas you can use (or build on) to ensure that your TSA chapter starts out strong next fall.

1. Elect officers in the spring for the following school year. This allows you to start planning the program for the next year.
2. Have one or more officer team meetings over the summer – include social activities as well as planning.
3. Have next year's officers plan a fall membership campaign – decide what materials you need and how they will be obtained. (The TSA National Office can send your chapter materials that are available, as long as supplies last.) Set a goal to increase your membership for the next school year.
4. Have a chapter member or officer put together a scrap book of TSA events that occurred over the school year. This can be available at your first interest meeting in the fall.
5. Make sure your school and/or state TSA website is up-to-date and that all links are working.
6. Contact local media about any noteworthy events or recognitions. If one of your students' places at the state or national competition, make sure they are recognized at school and in the local media.
7. Have your current members make a list of students who they think might be interested in TSA next fall. Use this list to "invite" these students to an interest meeting early next school year. You might also invite these prospective members to a TSA "social gathering" over the summer.
8. Do a 10 minute presentation toward the end of the school year that highlights TSA and encourages students in your class to consider joining in the fall. Use photos, video, etc. that was taken at the state conference. Have a current member speak for a few minutes to describe the TSA experience.
9. Let your school administration know what your TSA chapter has done this year. Have your chapter officers prepare a "thank you" letter to the principal for school support.
10. Visit local middle or elementary schools to talk with incoming students about TSA. It is also a great idea to mentor these children early. They will join when they reach your school.

PRESENTATION SKILLS FOR TSA OFFICERS: The way we present ourselves and act toward other people is the key to opening the first door to leadership growth. Social skills, communication skills and public relations skills are all important components of the image we should present, if we hope to become successful leaders.

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SOCIAL SKILLS

Grooming and Personal Hygiene: Be sure that the way you look reflects favorably on yourself and TSA. Be neat and clean. Good personal hygiene means daily bathing, daily use of deodorant, clean teeth, hair and fingernails at all times; and facial hair regularly shaved or trimmed.

Dress the Part: Appropriate dress means the correct attire for each occasion: official dress or good clothing for formal occasions and clean, neat, informal clothing for other occasions. If you wear make-up, be sure it is applied moderately for all occasions, whether formal or informal. Perfume and cologne are discouraged because others may be allergic to it. Extreme styles should be avoided.

Exhibiting Mature Behavior: Your actions project a certain image to students, teachers, school administrators, parents and others in the community. Be sure that the image you project is a positive one. A good impression will not only strengthen your own network of supporters, but also build public support for TSA. The following reminders should help you ensure that your image is consistently a positive one:

- Exhibit a courteous manner at all times, whether at home, at school or in the community.
- Respect others' rights to privacy, to personal space and to peace and quiet.
- Respect the property of individuals and public property.
- Refrain from swearing and rowdy behavior.

Introducing Others: As an officer, you will often find yourself in the position of making introductions. Sometimes it will be to introduce two students to each other, or perhaps it will be to introduce a teacher, advisor, parent or guest speaker to a fellow officer. Following are a few basic principles to remember when making introductions:

- Be certain of the names of both people before beginning the introductions.
- Present the younger to the older person, calling the older person's name first:
"Mrs. Taylor, I would like you to meet our TSA Secretary, Ann Bates."
- Pronounce each person's name clearly.
- Provide the two new acquaintances with an opening for conversation, if possible: "Mrs. Taylor, Ann was the chair of our fall fund-raising auction."
- Use traditional phrases to make introductions:
"Mrs. Sanchez, **I would like you to meet** my mother, Mrs. Davis."
"Mr. Simpson, **may I present** our chapter president, Allen Hall."
"Melissa and Angela, **this is my friend** Thomas, who just moved to Norfolk."

Being Introduced: First impressions are often lasting ones, so it is very important to pay close attention to what you do and say when you are first introduced to

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someone. The suggestions below should help you present yourself in the best way possible:

- Stand up when you see someone approaching to make an introduction.
- Smile and give the new acquaintance your full attention. Look him/her directly in the eye.
- Give a firm and enthusiastic handshake.
- Listen carefully to ensure that you hear the new acquaintance's name clearly. If you are uncertain, do not hesitate to ask the introducer to repeat the name or spell it.
- Repeat the new acquaintance's name at once to impress it on your memory: "I am very glad to meet you, Mrs. Adams."
- The traditional response of "How do you do . . ." is always correct. But in some cases you might feel more comfortable with a less formal response such as: "It is good to meet you," or "I'm pleased to meet you."
- If you approach someone you have met before, offer your name to the person as a reminder: "Hello, I am Victor Lee. We met at last year's TSA banquet." Avoid putting the person on the spot with comments such as, "I'll bet you don't remember me."

Knowing the Basics of Dining Etiquette: As an officer, you are likely to be attending dinners or banquets, and to be dining in restaurants, as part of your role as TSA representative. You will feel more comfortable if you know ahead of time what manners are expected of you in such situations.

When you are invited to dinner as someone's guest at a restaurant or at the person's home, remember these basic rules:

- Stand behind your chair until (1) everyone arrives at the table or (2) you are asked by your host or hostess to be seated.
- Remember that grace is said at many formal dinners. In such cases, be careful not to begin eating until after the grace is over.
- Place your napkin in your lap before you begin eating.
- If the host or hostess **is not** seated at your table, begin eating only after everyone at your table has been served.
- If the host or hostess **is** seated at your table, begin eating only after he or she begins.

In many restaurants and at special dinners, the table is often set in a very formal way with separate dishes and silverware for each different food, and with a separate glass or cups for each different beverage. If you find yourself facing an unfamiliar table setting, there are several guidelines to help you:

- Take your cue from the host or hostess. You will see what food should be eaten first and what piece of silverware should be used for what course.

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- Usually the silverware the farthest away from the plate is for the earliest food course. The rule is to begin with the utensils the farthest away and work toward the plate.
- Avoid moving plates around on the table. Set glasses or cups back in their original spot each time you drink from them.

If you observe the host or hostess, most of your questions will be answered. Do not be overwhelmed by the formality. Learn from your mistakes. The main thing to remember is to follow everyday rules for good table manners:

- Chew with your mouth closed.
- Refrain from talking while you have food in your mouth.
- Eat slowly and quietly.
- Sit up straight, even while eating, and avoid resting your elbows on the table.
- Put your silverware down on the plate between bites.
- Once a piece of silverware has been used, do not put it back on the table. Place it on an appropriate plate, saucer or coaster.
- Keep your napkin in your lap at all times, except when you use it to wipe your mouth.

If you take the time to review and practice good table manners, they will become second nature to you and you will become a role model for others to follow.

Practicing Travel Manners: As a TSA officer, you are likely to travel from time to time, whether it is to conferences, meetings or training sessions. In other words, you will be making business trips as a representative of TSA. To project the best possible image of yourself and of TSA, always follow standard business travel procedures and practice good travel manners.

An important rule for business travelers is to plan ahead. As soon as you know when and where you need to travel, plan for your transportation. You should call ahead to check schedules and prices and make reservations, if necessary. Abide by deadlines when paying conference registration fees. Arrange ahead for lodging if you are staying overnight, making reservations if you plan to stay in a hotel or motel.

Travelers must be courteous to their fellow passengers. When entering and leaving travel conveyances, avoid pushing and crowding, obtain seating quickly and leave seating area neat.

Promptness, also, is a courtesy in travel. Arrive at your departure point in plenty of time to make necessary arrangements, check baggage and attend to other details. Do not expect everyone to accommodate your tardiness. Many travelers find that they only take carry-on luggage in the airplane so they don't have to wait for their luggage.

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When staying in a hotel or motel, register properly upon arrival. During your stay, respect the property of others. Do not participate in any activities that would remove, deface, or damage any property, equipment, or materials of others. Notify the hotel desk when you plan to check out, leave the room in order, pay the bill, and thank the desk staff personally for courtesies extended during your stay.

Tipping: If you eat in restaurants, stay in hotels or travel in taxis, trains or airplanes, you need to be familiar with the practice of tipping. A tip is a small amount of money given in acknowledgment of services done for you. For waiters/waitresses and taxi cab drivers, the tip is normally 15% of the total cost.

For hotels, train stations and airports, the following amounts are appropriate:

- Bellhop \$1.00 per bag
- Coat room attendant \$1.00 per coat
- Doorman \$1.00 for ordering a car or taxi
- Garage attendant \$1.00 for bringing a car to you
- Ladies room attendant \$.50 to \$1.00, if a personal service was rendered
- Porters/Skycaps \$1.00 per bag or \$2.00 for cart of bags
- Room service 15% of the cost of the order, unless otherwise indicated



You should be aware that some restaurants now automatically add 15% to the bill to cover tipping. Check your bill to see if a tip has been added. If so, you need not tip further. The average tip is 15-20% today.



COMMUNICATION SKILLS

As a TSA officer, you will have many opportunities to communicate. To be the best organizational leader you can be, work to develop your spoken and written skills as follows.

Conversing Face-to-Face: Communication with an individual usually means conversation. Listen carefully to what others have to say. Show real interest in them. Do not be too anxious to talk. Listening is a skill and should be practiced. Look at the person with whom you are conversing. Give that person your full attention, whether you are speaking or listening.

Conversing by Telephone: As a TSA officer, you will be using the telephone frequently. Pay attention to your voice and to your presentation, whether you are receiving or placing a call. You should also be familiar with proper telephone etiquette. When using a cell phone, it is important to excuse yourself from others when placing or receiving a call.



Normally in face-to-face conversation, personality is conveyed by words, tone of voice and body language. In telephone conversation, remember that the element

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of body language is missing. When you receive a call, try to keep the caller in mind at all times. Put yourself in his or her place. If you follow this practice, you will see that courtesy will come automatically for you and the caller will nearly always be satisfied.

- Be natural. Use simple, straight forward language. Avoid repetition of mechanical words or phrases; particularly avoid technical terms and slang.
- Speak clearly and distinctly, directly into the receiver.
- Let a smile come through in your voice. Pleasantness is contagious.
- Show alertness and interest by your tone. Give the person your full attention.
- Vary your tone of voice. It will add emphasis, help bring out the meaning of sentences and add color and vitality to what you say.
- Use a normal range of volume for your voice; avoid extremes of loudness or softness. A well-modulated voice carries best over the telephone.
- Talk at a moderate rate, neither too fast nor too slow.
- Answer promptly. Make a point of answering on the first or second ring. Prompt answers can help prevent irritation on the caller's part.
- Identify yourself right away. Proper identification gets the conversation off to a good start and personalizes the call. Answer with your name, if it is your telephone: "Jack Anderson" or "Miss Black."
- Be friendly. Keeping a smile in your voice is a good start, but friendliness can be projected over the telephone in several other ways as well. Listen closely so that repeating will not be necessary. Show that you are interested by using the caller's name. If you are sincere and genuine, your attitude will come through clearly. Remember that side comments and discussions with others while a person is waiting on the line are inconsiderate and irritating to the caller.
- When you must leave the line, it is courteous to say, "Will you wait or should I call you back?" If you leave, return promptly.
- Try your best to say goodbye in a way that will leave the caller feeling satisfied and friendly. It is a good idea to let the calling party hang up first. Always put your receiver down gently.
- Take accurate messages. Be sure to write down the date, time, name, and telephone number. Do not hesitate to ask how to spell a name. Always repeat a number for verification.

When you place a call, both accuracy and courtesy are essential. Be sure of the number you are dialing by checking the telephone directory or your personal number list before calling. You will find it saves time to keep a list of telephone numbers you call frequently. Once you place the call, give the person you are calling a reasonable amount of time to answer the telephone. When the person answers, identify yourself at once by giving your full name. This gets the conversation off to a good start. Do not expect others to recognize you by your voice. If you are calling a person at home, ask if you are calling at a convenient time. Offer to call at another time, if the person seems to be busy.

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As a TSA officer, you may need to call someone in another part of the country. Remember that there are four time zones in the United States. To be sure you are calling your party at a reasonable time of day; consult the time zone map in the introductory pages of your telephone directory. Making long distance calls is not difficult, if you know the basics:

- If you do not know the number of the person you want to call, you can reach long-distance directory assistance by dialing 1 + area code + 555-1212. When the directory assistance operator answers, give the name of the city or town first and then the name of the person you wish to call.
- To reach your party, dial 1 + area code + seven-digit number.
- If you reach the wrong number, ask the person who answers for the name of the city. Then dial "0" (operator) immediately and give this information so that you will not be charged for the call.
- Remember that long distance rates vary according to time of day and day of the week. Consult your directory for the variations in rate. Regardless of when you call, keep long distance calls as brief as possible to avoid unnecessary charges.

Communicating in a Group: Speaking within a group of persons, either to inform or to persuade, is an activity commonly engaged in by organizational leaders. Everyone is nervous about speaking before a group; however, public speaking "butterflies" can be lessened if you practice. Take every opportunity to speak within a group. Make short comments and/or ask questions at committee or chapter meetings. Sometimes writing out and reading the comments or questions makes the delivery easier. Another way to relax in group settings is to concentrate on others around you. Listen to what fellow members have to say, and encourage less vocal members to offer their ideas. Before long, you will be so involved in the give-and-take that you contribute your ideas quite naturally.



Communications with Social Media: Please remember that when using any social media, you are representing you, and TSA. Please be professional.

PUBLIC SPEAKING

TSA officers are often asked to speak before a large audience. You may be asked to make a brief presentation, introduce a speaker, present an award, accept an award or bring greetings from your chapter. You may be invited by another service club or another TSA chapter to be the main speaker at a meeting. Or you may be asked to make a speech at a chapter banquet or before a parent/teacher organization. Regardless of the circumstances, it is important to have a firm grasp of the essentials of public speaking before you accept any engagements.

Preparation: A successful speech requires advance preparation. What you do before the speech involves more work than the actual delivery of the speech. First, it is important to be aware of the speaking situation--the audience, place, subject,

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expected length of the speech and physical arrangements (for example, the presence or absence of a lectern and public address system, the placement of the audience in relation to the speaker). Before you begin to compose your speech, consider the following:

- Be sure to select a topic you have earned the right to talk about. Then limit yourself to a specific area.
- Analyze the audience to whom you will be speaking. What are the interests of the audience?
- Gather appropriate stories, illustrations and examples.
- Schedule adequate time for preparation.
- Include a human interest story from your own background and experiences, as appropriate.
- Personalize the subject by using names, specific references to events or activities, dates, places--but do not overdo.
- Think of words or phrases that "paint a picture."

Outlining: Once you have gotten a feel for the subject and the audience, you are ready to begin organizing the speech. Outline the speech in three parts:

- **Introduction:** To get started, bring the topic to a personal level or refer to why the speech is being given. Use illustrations or comparisons, but be sure they relate to the subject. If humor is used, it must have a definite bearing on the speech.
- **Discussion:** This portion contains the main ideas you wish to communicate to your audience. Be sure these ideas are well connected and flow smoothly from point to point. Eliminate any ideas or parts that do not have connection with the topic. Plan the speech so that the topic is relevant for the audience.
- **Conclusion:** Always leave a favorable impression or an idea with your audience. Often a well-chosen story, anecdote, poem, quotation or simple repetition of the main points is good. Avoid using well-worn phrases such as "In conclusion" or "Thus we see."

Add your own twists and experiences. Keep a personal list or notebook of ideas, phrases and personal anecdotes you can use in future speeches.

Practice: Once your speech is composed, you need to practice it. Practice is very important, but practice is not memorization. Never memorize a speech. We talk spontaneously, so why not give a speech in a similar manner? First, rehearse in privacy. Talk loudly and follow your notes to get the sequence of ideas clearly in mind. Think ideas, not exact words. When you have the sequence in mind, you should practice your speech with friends to get their reactions and responses. Ask them for constructive criticism:



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- How do I look and sound?
- How is my eye contact?
- Are my facial expressions and gestures appropriate?
- Do I seem poised?

Using your friends' comments, practice before a mirror to develop physical balance, coordination, smoothness and meaningful gestures. Use a tape recorder to check your voice volume, pronunciation, enunciation, inflection and rate of delivery. Play back the tape to help you correct errors and slips in delivery.

Developing Confidence: Stage fright has many causes: uncertainty, ignorance, negative thinking, to name a few. A certain amount of stage fright is common and may help a speaker be "up" for a speech. Stage fright that is more serious, however, can be addressed and often can be reduced by being well-prepared.

There are several steps to take that will help you develop confidence:

- Think positively; don't let worry defeat you. Focus on the good results and rewards, after you have finished your speech.
- Concentrate on personal appearance. Prepare yourself for the speech by taking a shower, selecting proper clothing, shining your shoes, cleaning your fingernails and ensuring that your hair is well groomed. Dress according to the group you are addressing. Dress how they will dress for the meeting. Extremes are not a good idea.
- Contribute to a healthy outlook by getting ample rest, eating properly, exercising regularly and maintaining other good physical habits.
- Arrive at the meeting early to avoid anxiety. Extra time will allow you to study the room setting, the stage arrangement and your place on the program. It will also give you the opportunity to become acquainted with the chairperson and other members or guests.

The Waiting Period: While waiting for your part on the program, be alert and show interest in what is being said. Appear at ease by showing confidence and calmness. Be thinking of your opening remarks. Avoid slouching, whispering, gum chewing or body actions that will project a poor image or possibly cause disarray of your clothing. Plan how you will get to the lectern in the most effective way.

Avoiding Undesirable Speaking Mannerisms: Gestures can be very effective during a speech, but some forms of body language can be distracting to the audience. Because of anxiety, many novice speakers unwittingly engage in mannerisms that draw the focus away from their words. If you are aware of such mannerisms, you can help yourself avoid them:

- Physically swaying to and fro
- Waving hands like a windmill

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- Wringing hands
- Playing with glasses or key chains, coins in pocket, pencils or the microphone
- Hiding hands behind the back
- Adjusting clothing, tinkering with buttons, jewelry, tie or handkerchief
- Leaning on the table or desk or sitting down
- Staring out the window or at the ceiling

Evaluating Your Performance: Immediately after your speech, review your speech by asking yourself these questions:

- What were the good points?
- What did I do correctly?
- What were the comments of my listeners?
- Where was I inadequate?
- Did I hold my audience?
- Did I talk too long?
- Did I talk too fast?
- Did my voice carry?
- What must be improved to do better next time?



What are My Strengths and Weaknesses?: The first step to becoming a leader is to study yourself. Discover your strong points and weak points. Conduct a self-analysis by asking yourself the following questions:

1. Am I easily discouraged? Or, do I keep striving for my goals in spite of setbacks?
2. Do I recognize and admit my mistakes?
3. Do I work or shirk?
4. Am I loyal to fellow members and superiors?
5. Do I make snap judgments? Or do I try to obtain the facts?
6. Can I accept honors and keep my feet on the ground?
7. Am I a positive role model for others?
8. Am I following a systematic plan for improvement and advancement?
9. Do I have a definite aim in life?
10. Am I playing the game of life fairly and honestly with myself and others?

How Can I Become a Better Leader? Once you have taken an honest look at yourself, move ahead:

- Do not be discouraged by your weaknesses; rather, turn them into strengths.
- Study the personal qualities of effective leaders (read about the lives of great men and women).
- Discover and develop your own leadership powers by making use of your surroundings:
 - Your environment--things you hear and see; connections you observe
 - Your experiences--places you go, activities you engage in, books and articles you read

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- Your associates and associations--friends, family, teachers, classmates, co-workers, associates in other TSA chapters
- Your own will and desire to change and improve yourself
- Finally, you should follow a plan to develop a variety of leadership qualities. Although each person has special talents and individual strengths, there are certain common leadership traits characteristically found in leaders.

ON WHAT QUALITIES SHOULD I FOCUS?

1. Earn the confidence of fellow members, students, administrators and teachers.
 - Win the confidence of others by developing qualities such as sound judgment, open-mindedness and freedom from prejudice, coolness in trying situations, sincerity and honesty.
 - Foster cooperation instead of competition.
 - Make friends readily, and keep friendships in good repair.
 - Be a good listener.
 - Bear in mind when talking with adults that you are trying to find out what they know, not tell them of your abilities.
 - Keep your promises and your appointments.
 - Compliment any member who deserves credit for an achievement.
 - Admit your mistakes and avoid excuses.
 - Refrain from hurting another's feelings unnecessarily.
 - Be firm when principles are at stake, but not to the point of offense.
 - Watch for every chance to do unasked favors.

2. Be familiar with all phases of TSA. As a well-informed officer and leader, you should be a “salesperson” for the organization.
 - Study materials pertaining to the organization
 - Seek information about new developments and happenings.
 - Pass on your knowledge to the general public through radio, television, newspapers and word-of-mouth.
 - “Sell” the organization by “living it.”

3. Put heart and soul into your work.
 - Continually think and plan how to better the organization.
 - Talk to other leaders about their organizations.
 - Maintain a positive outlook. Radiate optimism.
 - Know what you want to do, then do it with confidence.

4. Be willing to schedule and plan all your work thoroughly.
 - Determine long and short term goals and make definite plans for accomplishment.
 - Do not become involved in too many activities. Be a wise user of time.
 - Be on time for appointments and meetings.
 - Plan agenda and business to be covered prior to all meetings.

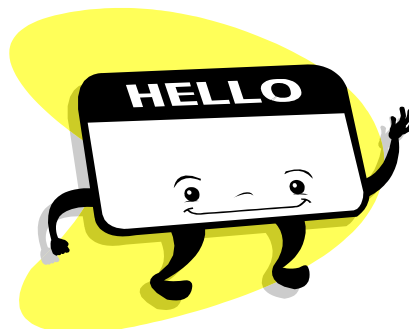
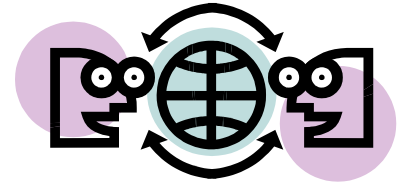


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- Prepare your ideas before you offer an argument or make a proposal.
 - Plan your work . . . work your plan.
5. Be able to communicate.
- Enunciate clearly.
 - Speak simply and plainly. Avoid using words neither you nor anyone else understands.
 - Use short sentences.
 - Use effective pauses.
 - Demonstrate poise and confidence.
 - Improve your vocabulary by reading, listening and studying new words.
 - Take advantage of all opportunities to appear in public.
 - Force yourself to take on responsibilities you are afraid to accept; be willing to step outside your “comfort zone.”
6. Be able to delegate authority and responsibility to others.
- Be interested in helping and giving suggestions to individuals or committees you appoint.
 - Lead others to your view by questions rather than by argument. Suggest rather than command.
 - Learn the special abilities of others so that you may delegate authority wisely.
 - Give clear directions, and follow up to see that tasks have been performed.
7. Work to command respect of others, wherever you are and in whatever you are doing.
- Show poise and mastery of the situation.
 - Use a strong, clear voice.
 - Weigh the facts before you reach a conclusion. Develop good judgment.
 - Be fair but firm; do not compromise on principles.
 - Exhibit good moral character that commands respect of all members.
8. Practice meeting difficult situations positively.
- Act without temper (anger clouds situations).
 - If things are not going well, try to remedy the situation rather than find fault.
 - Try to keep your feelings “in tune” with those around you. Do not hurt the feelings of others.
 - Develop tolerance.
 - Don't be antagonistic. Never be the one to **cause** a difficult situation.
 - Remember, you are just the “referee” and should not show partiality.
9. Display loyalty.
- Recognize your obligation to the organization to which you belong.
 - Be loyal to your parents, your school, your community and your heritage.

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- Be courteous and loyal to other TSA officers.
 - Remember that loyalty means dependability.
10. Be a role model for other members.
- Always show respect for the office you hold.
 - Be neat in work and appearance.
 - Be enthusiastic, honest and sincere.
 - Be a good student in all subjects.
 - Sacrifice personal gain for the benefit of the organization.
 - Lay plans to accomplish. Keep out of the limelight.
11. Be able to motivate members to do the following:
- Realize the honor, pleasure, privileges and responsibility of belonging to the organization.
 - Attend faithfully and punctually the regular meetings and any committee meetings for which you are responsible.
 - Pay dues promptly.
 - Accept responsibility.
 - Agreeably accept both difficult and congenial tasks, and promptly learn the details of these tasks.
 - Contribute your talents when they can be of help to the chapter.
 - Be a good team worker. Show tolerance, courtesy, charity and understanding in all dealings with associates.
 - Give loyalty, kindness and cooperation to other officers, and help make their jobs more pleasant.
 - Support **all** organizational projects.
 - Give courteous attention to the presiding officer and program.
 - Be an intelligent and interested listener; give constructive criticism if you are disappointed in any part of the program.
 - Weigh carefully all sides of controversial subjects confronting the group; then speak opinions honestly and openly, but do not criticize, especially after leaving the meeting.
 - Respect the rights of the minority, but once a decision is made by the group, uphold the majority opinion.
 - Learn and use simple parliamentary procedure, and observe the bylaws of the organization.
 - Accept office when qualified to do so; then fill it to the very best of your ability.
 - Learn to make a good report by stating accurate information concisely.
 - Avoid taking more than the allotted time on a program or in a business meeting.
 - Enlarge your vision by attending regional, state and national meetings.



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OFFICERS' DUTIES AND DESCRIPTIONS



Duties of All Officers: Each TSA chapter has certain officers elected by the membership to lead the chapter for a stated term. The following officers are generally elected in each TSA chapter:

- *President*
- *Secretary*
- *Reporter*
- *Vice-President*
- *Treasurer*
- *Sergeant-at-Arms*

By electing you to TSA office, the membership has entrusted the leadership of its organization to you and your fellow officers. With the acceptance of this honor come duties and responsibilities. Duty is defined as “the conduct, obedience, loyalty and submission required of an officer.” Responsibility is “the reliability and the moral accountability for duties expected of an officer.” Together, duty and responsibility convey the conduct and performance appropriate to all TSA officers.

Regardless of which office you hold, your duties and responsibilities as a TSA officer obligate you to do the following:

- Understand the mission and goals of your organization.
- Understand the organization’s constitution and its bylaws.
- Understand the organization’s creed and know it from memory.
- Be familiar with the organizational structure and state policies of TSA.
- Understand and correctly use parliamentary procedure.
- Memorize appropriate ceremonies and rituals.
- Attend all meetings.
- Be prepared to conduct organization and chapter meetings.
- Be prepared to serve as a speaker for civic clubs, banquets, school assemblies, technology education classes and similar meetings when asked to do so.
- Prepare speeches to be used during your term of office to inspire, inform and motivate others.
- Prepare for and help conduct TSA conferences.

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- Attend TSA officers' training sessions.
- Be loyal to the organization and the chapter to which you belong.
- Help other officers accomplish their tasks.
- Keep members constantly working toward goals and objectives through involvement in worthwhile projects and activities.
- Practice good speaking and writing skills as you represent the chapter.

President: The president presides over and conducts all meetings in accordance with parliamentary procedure; keeps the members' discussion to the subject at hand and within time limits; appoints committee chairs and serves on committees, except the nominating committee, as an ex-officio (non-voting) member; represents the association at all functions; coordinates the activities of the association by keeping in touch with other officers, the membership and the advisors and keeps himself/herself informed to ensure that the association is moving according to its program of activities.

As presiding officer, the president should do the following:

1. Begin the meeting on time. (Members will be there, if they know that the meeting will begin at a specified time).
2. Be sure a quorum is present before the business portion of the meeting is conducted.
3. Stand while presenting business or directing the assembly.
4. Proceed in a manner established by the order of business.
5. Conduct the opening and closing ceremony according to TSA guidelines.
6. Use the gavel according to accepted practices.
7. Conduct the meeting in accordance with parliamentary procedure.
8. Keep the meeting under control. Limit debate on the part of any one individual to specified times or turns (Ample, but not excessive, time should be allowed for debate).
9. Refer to him/her as "the chair."
10. Recognize any member who wishes to speak.
11. Be impartial at all times.
12. Turn over the chair to the vice-president or other designated member when desiring to enter into debate. Information, but not opinions, may be given from the chair. If the presiding officer wants to make or discuss a motion personally, he/she must leave the chair and do so from the floor.
13. Allow a member to suspend the regular order of business only by a formal motion that is carried by a two-thirds vote.
14. Permit discussion on a motion only after it has been seconded and restated by the chair.
15. Be seated when granting the floor to a member, and remain seated while the member discusses the motion.
16. State motions clearly. Before taking a vote, be sure that everyone understands the question.
17. Announce the result of the vote. First, state the motion, and then say, "The motion is carried/lost."



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18. Vote to break a tie.
19. Require that all remarks be addressed to the chair. Do not allow members to discuss questions, remarks or answers among themselves. All discussion must be recognized and approved by the chair.
20. Permit the maker of the motion or the vice-president to put a question to a vote that concerns the president alone.
21. Close the meeting at the point when all business has been disposed of and/or at a designated time.

As chief officer, the president should also do the following:

1. Appoint committee chairs and serve as an ex-officio member on all committees except the nominating committee.
2. Represent the association at all functions.
3. Make public appearances, including speaking engagements, on behalf of the organization.
4. Coordinate the activities of the association by keeping in touch with other officers, the membership and the advisors.
5. Develop a program of activities for the executive council.
6. Keep informed to ensure that the association is moving according to its program of activities (see officer report form).

Use of the Gavel: Every presiding officer should be familiar with the use of the gavel. It is used as a symbol of authority, to be exercised in the support of self-government and orderly procedure.

- Two raps of the gavel call the chapter meeting to order.
- Three raps of the gavel signal all members to stand during the opening and the closing ceremonies. Another rap serves as the signal to be seated.
- One rap of the gavel should follow the announcement that a meeting is adjourned.
- The gavel is also the instrument for maintaining order during the chapter meetings. If at any time members do not conduct themselves properly, a sharp rap or a series of sharp raps of the gavel should restore dignity and order.

Vice-President: The vice president assists the president in the discharge of his or her duties. The vice-president presides at meetings and other functions in the absence of the president and must be prepared to assume the office of the president, if necessary. The vice president is in charge of all committee work and the management of committee assignments. He/she works closely with all committees, keeping well informed of their activities.

The vice president should do the following:

1. Assist the president.
2. Preside in the absence of the president.
3. Be in charge of setting up and carrying out the association's program of activities.
4. Assist with the preparation of meeting agendas.
5. Report on the status of the program of activities at each meeting.

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6. Submit a report on association accomplishments at the end of the year.
7. Keep an accurate list of committee members.
8. Manage committee assignments using committee report forms.
9. Work closely with all committees, keeping well informed of their activities.

Secretary: The secretary prepares and reads the minutes of meetings; sends out and posts meeting notices; has the agenda for each meeting available for the president; reads communications at meetings; counts and records votes when taken; attends to official correspondence; keeps permanent records and maintains and has ready for each meeting current descriptions of officers' duties and a Secretary's Record.

The secretary should do the following:

1. Record the minutes of all meetings.
2. Handle official chapter correspondence.
3. Send out meeting notices.
4. Prepare the written agenda for each meeting.
5. Maintain the Secretary's Record.



"Minutes" is the word used to describe the official record of what takes place at a meeting. The secretary prepares the minutes of each business meeting and reads those from the previous meeting as part of the order of business. The secretary should record the minutes of all meetings: formal, informal and called. In preparing the minutes, it is not necessary to record discussion about a subject; rather, record decisions and actions taken by the group.

In preparing the minutes, the secretary should do the following:

1. Begin the minutes with basic information.
2. State the kind of meeting (regular, special, etc.).
3. State the name of the organization.
4. State the date and place of meeting.
5. State the fact of the presence of the regular chairperson and secretary, or in their absence, the name of their substitutes.
6. Give the status of the previous minutes (whether or not the minutes of the previous meeting were approved or not read).
7. Record in the minutes what is decided upon and done.
8. Record, whether carried or lost, the exact wording of every motion and amendment and the name of the member who made the motion/amendment. Stop the proceedings, if necessary, to get the exact wording of a motion. The secretary may request that a motion be submitted in writing by the member presenting it.. Include all main motions and points of order and appeals, whether carried or lost, and all other motions that were not lost or withdrawn.
9. Record in the minutes the names of members who have been appointed to committees, as well as the persons serving as chairs of those committees.
10. Include a copy of the treasurer's report in the minutes.
11. End by stating the time of adjournment.

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The items listed above must be included in the minutes. Other items such as announcements and program highlights may also be included.

Attending to Official Correspondence: The secretary should handle official correspondence of the organization by writing letters, as needed or as directed by other officers, and by keeping files of incoming and outgoing correspondence. In composing and preparing letters, the secretary should be careful to follow the accepted rules and practices of business correspondence.

Maintaining the Secretary's Record: The Secretary's Record is generally a three-ring binder that is used to collect and keep important documents concerning the business of the association. The record usually contains the following items:

- A copy of all approved minutes
- A list of all members
- A list of all standing and special committees, committee members and chairpersons
- A copy of all committee reports
- A copy of the state and national programs of activities
- The constitution and bylaws of the organization

The secretary is responsible for keeping the Secretary's Record current and should bring it to each meeting.

Treasurer: The treasurer administers and is responsible for association funds. He/she keeps financial records in order and up to date; devises fund raising activities with the cooperation of the appropriate committee and the approval of the membership and advisor; assists in preparing an annual budget; serves on the enterprising and finance committees as an ex-officio (non-voting) member and protects the financial reputation of the association.



The treasurer should do the following:

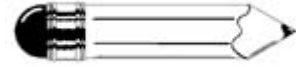
1. Keep a permanent, up-to-the-minute record of all financial transactions. The entries should be recorded in ink in a treasurer's ledger book.
2. Keep a record of all received monies following accepted fiscal procedures.
3. Record all expenses, noting the date and the party to whom the money was paid.
4. Obtain and keep a copy of all receipts in the permanent records.
5. Be prepared to report the financial status of the association at any regular meeting.
6. Obtain and present ideas and suggestions to the membership for increasing the treasury and for financing association activities.

Reporter: The reporter gathers association news; prepares news releases and articles for publication in local and statewide newspapers; acquaints local newspaper editors with information about TSA; assists in the planning and arranging of association exhibits and collects and prepares news and feature stories of association activities for national publications.

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The reporter should do the following:

1. Gather and classify all TSA news.
2. Prepare articles and news releases.
3. Develop a working relationship with local media personnel and keep them informed of TSA news.
4. Send news and photographs to the state and national TSA offices for publication.
5. Work closely with the secretary and the historian to prepare the record book.
6. Informing the Public about TSA Activities: The reporter is a key member in the TSA officer team. Informing the public about TSA activities will contribute to both the community's appreciation of TSA and the pride of the TSA members. Public relations skills are important for all officers, but particularly for the chapter reporter. Over the course of a year, a TSA chapter will probably be involved in several newsworthy events. Some possibilities to keep in mind are the following:
 - Fundraising projects
 - Members who attended a TSA conference
 - Community service projects
 - Winners of state and national TSA competitive events
 - An upcoming program, especially one involving parents, community leaders or other chapters



News about a chapter may be communicated to the public in many ways (newspaper articles, radio shows or TV presentations). Although appearances on radio and TV shows are excellent public relations tools, the news release is probably the most commonly used tool for informing the public about a chapter's activities.

Writing a News Release: A news release (or press release) is an announcement of an event or other newsworthy item sent to the mass media, generally for immediate publication or airing. The details of a news release should be written in order of declining importance. The inverted pyramid structure is used so that the editor of the newspaper or the broadcast journalist can adjust the length of the article simply by eliminating sentences or even whole paragraphs from the end. Remember the "Five W's and the H" when writing a news release: WHO? WHAT? WHEN? WHERE? WHY? and HOW? In a news story, try to answer as many of these questions as possible in the first paragraph. Also keep in mind tips when preparing a news release about a TSA chapter event:

- Type the news release on plain white paper or on letterhead.
- Limit the release to one paragraph when possible (presenting the five W's and the H). Try never to go beyond one page.
- Give the name, address and phone number of the TSA representative to contact, if additional information is needed.
- Be accurate with names, dates, places and other details.
- Whenever possible, write about future events rather than past events.
- Keep a copy of the news release. Compare your copy with the article as it is printed in the newspaper and/or announced on TV or radio. By comparing the

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two and noting the changes, you can write an improved article for the next release.

- Provide each newspaper, radio station and TV station, to which you send a release, an original copy.
- Attach a captioned photograph, if appropriate. The caption should be taped to the back of the photograph, and should clearly identify the subject(s) of the photograph. Whenever possible, submit black and white rather than color, photographs.

Writing for Other Publications: In addition to sending releases to local community newspapers, TSA reporters send news and feature items about their chapter to the local school newspaper, to the *PA Post* and to *School Scene*. The *PA Post* is published electronically five times a year via the PA - TSA website, www.patsa.org. Articles submitted to the *PA Post* should be written and handled in the same manner as those prepared for any other publication. Include name, address and telephone number of contact person. Try to submit a black and white glossy photograph with a caption that identifies the people, activity or project. Email photos and articles to State Reporter at reporter@patsa.org.

The *School Scene*, published electronically four times a year via the TSA website, www.tsaweb.org, is National TSA's newsletter. Articles submitted to the *School Scene* should be written and handled in the same manner as those prepared for any other publication. Include name, address and telephone number of contact person. Try to submit a black and white glossy photograph with a caption that identifies the people, activity or project. Email or mail photos and articles to either general@tsaweb.org or to TSA *School Scene*, 1914 Association Drive, Reston, VA 20191-1540.

Sergeant-At-Arms: The sergeant-at-arms is responsible for the physical setup of meetings, banquets and gatherings. He/she secures the use of any meeting room and facility, assists in seating arrangements and assures that all necessary equipment is at hand and operating.

The sergeant-at-arms should do the following:

1. Arrange the meeting room and set up officer symbols.
2. Be responsible for the comfort of those present at the meeting.
3. Attend the door during meetings and welcome all guests.
4. Take charge of candidates prior to, and during, initiations.
5. Assist with entertainment, refreshments and other details connected with the program.
6. Serve as ex-officio (non-voting) member of any committee that deals with these areas.



Parliamentarian: The Parliamentarian is responsible for attending all scheduled meetings of the PA-TSA State Officers. He/she will assist in conducting all meetings according to Parliamentary Procedure, as set forth by Robert's Rules of

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Order, and to make himself/herself available in capacity as directed by the President.

The parliamentarian should do the following:

1. Assisting in arranging the meeting room and set up officer symbols.
2. Be responsible for the bylaws of the organization.
3. Serve as ex-officio (non-voting) member of any committee that deals with these areas.

Bylaws – One Very Important Ingredient in an Organization’s Recipe for Success.. Everything requires at least a little organization; without some structure, things would be disorganized, sporadic, and faulty! National TSA has a number of important documents that are used to keep order within our large organization. The underlying composition of National TSA is undoubtedly the Bylaws. TSA Bylaws include everything from our official name (Article 1. Name) to describing the five different types of members TSA can have – Active, Associate, Alumni, Professional and Honorary/Honorary Life (Article III Section 3) to the National Officer Team and how to hold elections (Article IV). Other things mentioned within the Bylaws include the motto and creed of TSA, as well as the official emblem and colors. While the Bylaws are specific and worded just so, there is always room for improvement. If there is something you view as out of date, or a section you think needs to be worded differently, please discuss this with your chapter advisor and consider making an amendment at the National/State TSA Conference Business meeting. However, remember to adhere to Article X, use Roberts Rules of Order when writing the amendment and follow the restrictions as outlined in Article XIII.

For a complete copy of the TSA Constitution and by-laws, visit www.tsaweb.org and click on “About TSA”. The State TSA Bi-laws are at patsa.org

Getting Your Team Ready for the National Conference: The National TSA Conference is the ultimate opportunity to end the school year and shine as an officer team. It is, for many states, the last official duty officers complete as one team. For other states, it is the first, and will thus set a tone for the upcoming year.

First of all, brush up on parliamentary procedure. Not everyone is a Chapter Team whiz, but understanding the language will not only help understand what is going in the Business Meeting, but enable you to participate to the fullest. It is important to realize that the Business Meeting is one of the most important times during the National TSA Conference and your team has a great deal to do with the outcome. States look to their officers to help them vote, discuss and follow proceedings. It is during this two hour meeting that decisions are made that can affect the entire organization.

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Also, prepare for meeting with your state. Although officer candidates are no longer allowed to attend state delegation meetings, other than that of their own state, these meetings can be critical in choosing your next national officers. It allows for open discussion, as well as a time to make announcements and just relax together.

Lastly, be a role model. When you arrive at the National Conference be sure to take advantage of every opportunity that is provided for you, and the rest of the state will follow. Just remember to have fun, and make the best of the end of your TSA year!

Is Parliamentary Procedure Really Important? Parliamentary procedure has been the most important part of my experience in TSA. From the very first day that I joined TSA, I was submerged into parliamentary procedure. But parliamentary procedure becomes more important when you start getting involved in leadership roles. Officers are expected, by most of the membership, to be perfect. When you step on that stage, the membership wants to know that they are in the hands of someone that knows what they are doing.

Parliamentary procedure is how you show them your knowledge. Also, “parli pro”, as it is affectionately called, carries over in importance in real life. I know that I will be using parliamentary procedure in the political arena, and if you think about it, you will be using parliamentary procedure whether you get involved in local, state or national politics or your church or civic groups. Parliamentary procedure is the guide for all organizations to be able to hold successful, productive, meaningful meetings.

Chapter Team (written and oral), whose purpose is for students to demonstrate an understanding of parliamentary procedure relative to business meetings, is one of TSA’s most popular competitive events attracting as many as 400 participants at the National Conference (middle and high school combined). If you haven’t spent time understanding Parliamentary Procedure, there are ways to learn. The standard reference is Robert’s Rules of Order, Newly Revised. TSA also recommends the Parliamentary Instructional Materials Center at www.everett.net.parli/pro/. In addition to being a critical tool we’ll use now and more and more as we go through life, mastering parliamentary procedure makes you think, gives you power and is fun! Yes, parliamentary procedure is important!

PREPARATION—THE KEY TO YOUR SUCCESS

With State and National Conferences fast approaching, it’s important that you manage your time wisely and stay prepared for your competitions. Several simple steps can make the difference between a first and last place. Check to make sure you’ve done each of the following to ensure your success.

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- Create a timeline to help you manage your time more efficiently. By not procrastinating, you will have enough time to create a quality project that will impress your peers, advisors and, most importantly, the judges.
- Take your time. Don't rush through a competition without committing the amount of time needed to do your best. The winning projects are often the product of many hours of hard work.
- Read the rules carefully.. Then do it again. You can save yourself hours of wasted time and energy by making sure your projects fit the required criteria. This will also prevent you from being disqualified.
- Don't get discouraged if something doesn't work out quite right the first time. Try visualizing a new approach. If you have to, move on to something else for a while until you're ready to fix the problem.
- Show your project to an advisor or a parent before going to compete as they may be able to give you valuable advice on how to improve.

While competing in a TSA event isn't always easy, the rewards are worth every second of hard work. Simple preparation can help you stay at the forefront in your chosen competition, and with any luck, you could wind up at the National Conference this June. Hope to see you there!

TSA LOGO, COLORS AND ATTIRE

Each year, thousands of students see the TSA Logo and put on the Official Dress in this great organization. But few of them actually know what the colors of the official dress and the logo represent. So here's a little TSA 101 lesson: the colors, the logo and the official dress. First, there are three official colors on the TSA attire and logo, White, Navy Blue and Scarlet. Each of these colors represents an idea or principle for TSA members and advisors.

In Article XI, Section 2 of the TSA Bylaws, the colors and their meanings are expressed as follows:

“The colors of TSA shall be scarlet (red), white, and blue (navy). Scarlet (red) represents the strength and determination of the technology education students and teachers to obtain their goal. White represents high standards, morals, and religious beliefs. Blue (navy) represents the sincerity of the technology education students and teachers in obtaining a greater knowledge of our technological world.”

The Bylaws also give a detailed explanation of the Logo, which was designed in 1989 by Georgia TSA Advisor and current Board of Directors President/High School Representative Steve Price. In 1990, the TSA logo received a registered trademark by the United States Patent and Trademark Office. The Bylaw description of the Logo is below.



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Article XI, Section 1:

“The TSA emblem is a rectangular shape with three parts. The middle section and largest part of the emblem contains the letters TSA in a very large, bold print. The letters are white on a blue background. Below these letters and about 1/3 the size, is the name of the association—Technology Student Association—in white letters on a red background. The top portion of the emblem is a blank, red, rectangular shape, the same size as the bottom area. This portion is intentionally left blank so that each state can put its own name on the emblem if desired.”

National TSA Dress Code: Chapter and state advisors, parents and chaperones are responsible for seeing that all TSA student members wear official TSA attire, professional TSA attire or business casual TSA attire as occasions may require. TSA attire may now be purchased from the **TSA Store** tab on our homepage.

Official TSA attire, professional TSA attire and business casual TSA attire are considered appropriate dress for related conference activities and public appearances. Since adults (advisors, parents and guests) serve as role models at TSA conferences and activities, they are expected to dress appropriately for all related occasions they attend. Students must adhere to the TSA dress code requirements as listed below.

During general sessions at the national conference, student members must wear official TSA attire, professional TSA attire or business casual attire. Adults must dress appropriately.

TSA contestants must refer to the TSA curricular resource guides for specific attire required for each competition and in the Competitive Events Attire section in the general rules.

Official TSA Attire: *Note: There is a new official shirt and blouse for 2014.

Most Formal Blazer: Navy blue with official TSA patch

Ties: Scarlet red imprinted with official TSA logo (for males and females)

Shirt or blouse: White, button-up with turn down collar

Pants or skirt: Light gray

Dark socks: Males only (black or dark blue)

Shoes: Black dress shoes (unacceptable: athletic shoes, combat or work boots)

Sandals: Females only (may wear black open toe shoes or sandals)



Professional TSA Attire: Less Formal:

Shirt: Males or females, button-up with turn down collar (unacceptable: t-shirt, polo or golf shirt)

Blouses: Females only

Ties: Males required, females optional

Dress Pants (Unacceptable: jeans, baggy pants, exterior pocket pants)

Dresses/Skirts: Females only (length even with tips of one's fingers)

Dark Socks: Males only (black or dark blue)

Shoes: Dress shoes or boots (unacceptable: athletic shoes, combat or work boots)



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Sandals: Females only (may wear open toe shoes or sandals)

Business Casual TSA Attire: Least Formal: Same as professional attire, however, a tie is not required and the shirt or blouse may be a polo or golf shirt. (Unacceptable: t-shirt or shorts):



What to Pack, How to Pack It! By Trevor Filter, National TSA Reporter



It's a running joke among the National Officers that I enjoy packing my bags for the trips we take. Actually, everyone does, but that's because they're looking forward to the trip itself. As for me, I enjoy packing. Call me a nerd, but when Allen needs to fit his wardrobe into one bag, you can guess who he comes to... Throughout many trips I have developed quite a few tips for packing that I think might help you when getting ready for Nationals (or any journey, really). In this issue I'll let you in on all of my secrets.

Pack light. This one's a given: it'll save your back at the airport, and you really don't need much for a five-day trip. If you have a connection at the airport, you won't want to check any bags. (My ideal set of travel bags is a shoulder bag and a rolling suitcase). **Save space.** On a similar note, use all the space you have. Fold your clothes (don't stuff them in—less wrinkles, too) and roll socks into balls to push into shoes. For all other clothes, organize by type and dress directly out of your suitcase!

Separate electronics. Put anything that uses electricity into one of your carry-on bags (preferably a shoulder bag or backpack that'll be close to you throughout travel). This ensures that you won't lose valuable items to damage or theft in checked baggage, and makes it easier (believe it or not) on security screeners.

Ziplocs are best for toiletries. Put all of your toiletries in a Ziploc bag so a leak won't get through to your clothing, and so it's easier for security screeners to identify. Also, bring your toothpaste and toothbrush in a carry-on to freshen up during a layover, or in case you lose your checked bags. Remember to squeeze a little air out of liquid bottles when traveling from lower to higher altitudes, or they'll explode!

Beyond this advice, make sure to arrive at the airport one to two hours early, and be polite to airport employees! With these tips, you're sure to have a seamless travel experience (not to mention impress your friends).

Membership Benefits: Perhaps the most important benefit of TSA membership is the inspiration and enthusiasm that students gain from receiving recognition for applying their knowledge. Demonstrating skills in a forum beyond school walls motivates students, especially when there is a large, like-minded audience of peers who support them. Other benefits include these opportunities:

- To work with guidance on complex projects from start to finish
- To work closely as part of a team

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- To compete on state and national levels
- To develop leadership skills by participating at the local, state or national levels
- To meet and work with business and industry leaders
- To travel to organized meetings
- To meet other students with similar interests from all over the United States
- To contribute time and effort to a national service project
- To receive all national membership services, including the TSA newsletter, *School Scene*
- To receive recognition through TSA's honor society, scholarships and achievement programs
- To have a voice in a national organization that is helping shape the future of technology education in America's classrooms

Chapter advisors receive valuable help with their curriculum through TSA publications, including the Chapter Program Kit, the Competitive Events Guide and the TSA Information Directory. For more information, check out TSA Publications.

Membership Affiliation Policies: Please review these Membership Affiliation Policies, as determined by the TSA, Inc. Board of Directors. If you have questions, contact your state advisor or National TSA.

1. There is a recommended minimum of ten (10) members per chapter. Chapters must have student members to affiliate with TSA.
2. Membership is not processed until all dues (national and state) are paid in full. State dues received at the National TSA office will not be remitted until all dues are paid in full.
3. All membership dues must accompany the TSA affiliation form when it is submitted. An affiliation form received without dues will not be processed and neither the chapter nor its members will be in good standing until all dues are paid. TSA membership dues are non-refundable and non-transferable.
4. TSA operates under a unified dues policy, whereby all members must affiliate and pay applicable dues at the local, state and national level. Individual dues at all levels (high school and middle school) consist of local chapter dues (determined by the chapter), state dues (determined by the state delegation) and national dues (determined by TSA, Inc.).
5. Membership is processed on National TSA membership affiliation forms only. State affiliation forms that differ from the National TSA affiliation form may be deemed unacceptable.
6. Chapter membership type (individual or CAP) must be the same at both the state and national levels.
7. A chapter may upgrade its membership from individual to CAP membership by paying the monetary difference to equal the CAP membership fee.
8. A chapter that has paid individual membership fees in excess of the CAP fee may change to CAP status. All new members are classified as additional members.

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9. A student may hold membership in only one local chapter and only one state TSA delegation.
10. Any chapter reporting National TSA membership that does not have a state TSA delegation is placed in the chapter-at-large category. All chapters in the chapter-at-large category have rights and privileges of any other National TSA chapter, with the exception of state delegation officer representation.
11. Members of chapters in the chapter-at-large category are considered members in good standing when all applicable chapter and National TSA dues are paid in full.
12. TSA membership must be affiliated through a local state-registered education district. "Home-schooled" students may become members through an agreement with an affiliated chapter.
13. A written notification of transfer must be sent to the National TSA office if a student has paid individual membership dues and transfers to another chapter/school
14. Advisors of TSA chapters must be registered state-certified educators working in existing school facilities. It is recommended that a technology education teacher serve as a TSA chapter advisor. However, in cases where there is no such interested teacher, a state-certified educator may be appointed by the school's principal.. The appointed advisor has the same rights and privileges of any advisor, as long as s/he maintains the chapter in good standing.
15. A chapter level (middle school or high school) is designated on the affiliation form each year by the advisor. An advisor must notify National TSA in writing if there is a change in chapter level status or the advisor may elect to affiliate a second level chapter later in the school year. If a chapter level is not indicated on the affiliation form, National TSA assigns a chapter level based on the grade levels of the students represented.
16. A school may affiliate more than one chapter provided that the chapters represent different levels, i.e., a middle school level and a high school level may physically exist at one school, but not two middle school levels; separate membership affiliation forms are submitted to the National TSA office; separate registration forms for the national conference are submitted to the National TSA office.
17. State advisors/coordinators must send all original chapter affiliation forms for any direct and/or indirect membership affiliations to the National TSA office within 45 days of receiving them at a state department of education and/or state delegation TSA office.
18. Any chapter affiliation form (direct or indirect) received by the National TSA office must be personally completed by the chapter advisor (or an appointed officer). The chapter advisor's own signature must appear on the original form submitted to the National TSA office.

AFFILIATION PROGRAMS AND DUES



The information here will be helpful as you complete the affiliation form. If you have questions, please call your state advisor or National TSA. Each TSA member is affiliated through a chapter based in a school with a designated advisor. All TSA

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members must be taking, or must have taken, a technology education course. Before you begin to fill out the form, it will help to answer the questions below. (If you haven't already done so, it also will help to review the Membership Affiliation Policies.)

What is Best for My Chapter, Individual or CAP Membership? Individual membership is best for relatively small chapters or large chapters of dedicated students. With individual membership, each member pays a \$9 national membership fee (plus \$5 state and local dues). Large chapters may be interested in the Chapter Affiliation Program (CAP), which allows chapters to affiliate on a "flat fee" basis and with an unlimited number of students. CAP membership is effective in chapters where students rotate through a technology education class for a portion of the year. CAP chapters affiliate for a \$350 national membership fee (plus applicable state and local dues). TSA operates under a unified dues policy, whereby members must affiliate and pay applicable dues at the local, state and national levels.

TSA WEBSITE RESOURCES

*Please Note: We offer these websites as resources that may be of interest to our members. TSA endorsement is not given or implied.

www.acteonline.org The Association for Career and Technical Education (ACTE) is the largest national education association dedicated to the advancement of education that prepares youth and adults for successful careers.

www.asee.org The American Society for Engineering Education is a nonprofit organization of individuals and institutions committed to furthering education in engineering and engineering technology.

www.ed.gov/about/offices/list/os/technology/plan/2004/site/edlite-default.html
Official site of the National Education Technology Plan for the U.S. Department of Education..

www.edutopia.org Edutopia is published by the George Lucas Education Foundation.. They publish stories of innovative teaching and learning through a variety of media -- a magazine, an e-newsletter, CD-ROMs, DVDs, books and their Web site. Subscriptions to the e-newsletter are free for educators.

www.engineeringk12.org The ASEE Engineering K12 Center seeks to identify and gather in one place the most effective engineering education resources available to the K-12 community.

www.iteeaconnect.org The International Technology Education and Engineering Association is the largest professional educational association, principal voice and information clearinghouse devoted to enhancing technology education through technology, innovation, design and engineering experiences at the K-12 school levels. www.teeap.org is the Pennsylvania chapter (TEEAP).

www.manufacturingiscool.com A website maintained by The Society of Manufacturing Engineers (**www.sme.org**) helps students understand the importance of manufacturing and explore exciting, challenging and interesting careers in manufacturing.

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www.sme.org The Society of Manufacturing Engineers is dedicated to bringing people and information together to advance manufacturing knowledge.

www.swe.org The Society of Women Engineers seeks to establish engineering as a highly desirable career aspiration for women. SWE implements hundreds of national and grassroots level programs each year to introduce young girls to the world of engineering and technology.

www.technology-education.org The purpose of The Technology Education Information Center is to provide technology education teachers and students with a one-stop source for technology education related content and concepts.

www.tiesmagazine.org Ties magazine supports technology education and the integration of math, science and technology curriculum mainly in middle, junior and senior high schools.

The following information is excerpted from “CTSO: Career and Technical Students Organizations, A Reference Guide”. These are suggested guidelines for the national, state and local CTSO.

The National CTSO Should:

- provide activities that are integral to the program area served by the CTSO's.
- offer leadership development opportunities to members at the local, district, state, regional and/or national levels.
- conduct professional development programs for state advisors, local advisors and teachers.
- develop a curriculum-based national program of work, including materials and competitive events, designed to recognize excellence in performance.
- maintain a public awareness and outreach program that will project a positive and professional image of the CTSO to promote the value of career and technical education.
- serve as a national advocate for career and technical education with public policy makers, business and industry leaders and the general public.

The State CTSO Should:

- manage the operation of the state CTSO in a manner consistent with state/national constitutions and bylaws, within state policy guidelines.
- maintain linkages and collaborative efforts with teachers.
- help recruit chapter advisors and student members.
- plan and implement programs that support the career and technical education curriculum.
- adopt sound fiscal and organizational practices that ensure accountability.

Recommended Responsibilities of the State CTSO:

- Manage the operation of the state CTSO in a manner consistent with state/national constitutions and bylaws, within state policy guidelines.
- Establish and maintain a structure and system of governance (involving all stakeholders), as empowered by the state.

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Recommended Responsibilities of the Pennsylvania Department of Education:

- Develop an annual business plan and budget to support quality programs.
- Provide staffing and logistical support necessary to implement the business plan within budget parameters.
- Maintain linkages and collaborative efforts with teachers.
- Establish a state-wide communications system.
- Provide training opportunities to advisors that are related to the role of CTSO's.
- Provide an annual report on programs and finances to all stakeholders.
- Help recruit chapter advisors and student members.
- Set measurable annual targets for advisor and student recruitment.
- Incorporate recruitment in all planning activities.
- Plan and implement programs that support the career and technical education curriculum.
- Participate in the development of CTSO program standards.
- Evaluate student and teacher interests and needs on a regular basis.
- Incorporate programs into planning activities that meet student/teacher needs
- Initiate strategies that build program participation.
- Adopt sound fiscal and organizational practices that ensure accountability.
- Adopt and implement a full disclosure policy on all financial matters.
- Cooperate fully with those responsible for the annual state audit and evaluation
- Provide for fiscally sound accounting and audit procedures.

Recommended Responsibilities of the Local CTSO: The effectiveness of a CTSO is greatly dependent upon the work and vision of the local chapter advisor. Without dedicated, committed and student-oriented career and technical education instructors, CTSO's would be hindered in their efforts to have an impact on young people. Because CTSO's are integral to the career and technical education program and curriculum, CTSO advisors should:

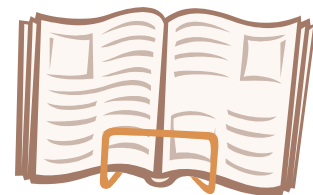
- understand the important role the CTSO has in furthering the goals of career and technical education.
- develop, refine and evaluate materials, methods and techniques used by local, state and national organizations.
- be innovative, creative, and flexible in managing the CTSO.
- encourage students to be active members of their CTSO
- allow the chapter to be student-led rather than instructor-led
- collaborate with support groups that can facilitate CTSO's and career and technical education program activities
- create a sense of community among students who are enrolled in a career and technical education program by encouraging them to become members of a CTSO chapter.
- actively promote career and technical education and CTSO's in the community
- provide a learning environment that will complement and reinforce— rather than compete with or duplicate — career and technical education training.
- work cooperatively with students and teachers to develop skilled leaders.
- encourage students to learn from both successful and not-so successful activities

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- help chapter leaders carry out their responsibilities.
- have current knowledge of CTSO-related policies, documents, publications, procedures, etc.
- assist with the fiscal management of the CTSO chapter.
- review the career and technical education curriculum and determine how best to fully integrate CTSO activities into the classroom.
- encourage student members to employ group consensus making principles in an effort to overcome difficult problems facing the chapter.
- encourage members to elect an officer team that is able and willing to provide leadership for the chapter.
- assist in the development of an effective officer team.
- facilitate the development of a meaningful program of work that will guide the chapter for the membership year.
- encourage members to take full advantage of the benefits of CTSO membership.
- encourage members to participate in state and national competitive events programs.
- facilitate participation in local, district, state and national competitions
- help members plan, organize and conduct fund raising projects that will finance chapter activities not supported by school funds.
- use chapter activities to develop and refine leader and follower skills in students.
- encourage parents to get involved in chapter projects and activities.
- secure approval for activities, etc. from local, state and national agencies, when appropriate.
- provide ongoing counsel and advice to chapter members and officers.
- provide advice, support and service to state and national CTSO's.

Recipe for a Good Organization

1. Enthusiastic President
2. One group of resourceful state officers
3. A few dozen good eggs (not hard boiled)
4. A happy meeting
5. Add a few mixed nuts



Procedure: Blend with common sense-enthusiasm, push pep, pull and participation, stir vigorously using a light, but firm hand. Pour into molds of service, bake for four hours at a temperature that will arouse enthusiasm. Serve with hospitality and music. Give generous portions to your organization.

Author Unknown



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Ten Club Management Suggestions:

1. Program plan for the year
2. Year's planned budget
3. Organizational structure
4. Motivation
5. Membership
6. Contributions from outsiders
7. Membership meetings
8. Good publications
9. Record keeping
10. State and National meetings



Public Relations: TSA is a great organization. The more people that know about it, and how well you and your chapter are doing, the better for everyone involved. This includes: parents and family members, students (your school and feeder schools), school staff and administration, business and community leaders/organizations, other schools and chapters, advisory committee, news media, Pennsylvania Department of Education and National TSA. Some suggested ideas for public relations include:

1. News release
2. Slide presentations
3. Power point presentation
4. Open house
5. Fairs
6. Guest speaking
7. Send out a newsletter on a regular basis
8. Meet with other students in your school and feeder school
9. Mentor
10. Arrange tours of your program
11. Send holiday cards and thank you cards
12. Special school events: dances, fund raising, trips, etc.
13. Banquets for awards, employers, parents, etc.
14. Honor a student of the month and make a display
15. Career Day
16. Create a web page for your chapter
17. Use email and email lists
18. Shadow employers and have young students shadow you for a day
19. Have a wall of honor with plaques
20. Use other curriculum staff to help with TSA materials
21. Leave a box of candy as a thank you in the teacher's lounge
22. Invite parents to initiations and meetings
23. Donuts for Dad meetings and Muffins for Mom meetings
24. Create an album to show to others
25. Create an album of chapter history
26. Create a bulletin board and change it often
27. Create a flyer to hand out



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28. Have student and staff say thank you to custodians and cafeteria staff
29. Send a letter to others in the school for a job well done
30. Share guest speakers with others
31. Invite your advisory committee to see what you do
32. Do some charity work
33. Go to networking meetings in your community
34. Do some special project for your community
35. Include your district wide staff in your meetings and events. They need to know how well you are doing.
36. Advertise if a student gets a scholarship
37. Invite employers to interview students in the school.
38. Have a weather station at your school
39. Create the daily program over the closed circuit TV system
40. Be the best you can be and interact well with everyone you come in contact with.

How to Make Good Suggestions:

1. Concentrate on what you know best
2. Pick a situation which needs improvement
3. Pinpoint the problem
4. Get all the facts
5. Analyze the facts, ask why
6. Turn loose your imagination
7. Now evaluate your ideas
8. Sell your suggestion



Above all, remember, you can't force acceptance of your idea, you have to sell it. This means convincing the reader that your suggestion is a worthwhile improvement.

SUGGESTED ICE BREAKERS

Human Twister

Type of Activity: Ice Breaker

Materials: Colored pieces of paper, tape

Number of People: Any size group

Purpose: The purpose of this activity is to provide a fun way for people to get to know each other.

Directions: Give each person two colored pieces of paper. Have them tape them onto their bodies. After everyone has placed the cards onto their bodies, then you challenge the group to line up, match (and touch) their cards to someone else's cards of the same color.

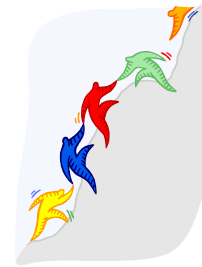
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Tarp Turn

Type of Activity: Teambuilding

Materials: Tarp

Number of People: 8 – 16



Purpose: The purpose of this activity is to develop communication and cooperation skills necessary to be able to work as a team.

Objective: The objective is for the team to turn the tarp over onto the opposite side while everyone on the team is standing on it.

Directions: All of the team members must stand completely on the tarp. Without stepping off of the tarp, the team must flip the tarp over so that they are standing on the opposite side of the tarp.

Chaos Toss

Type of Activity: Teambuilding

Materials: 3 to 5 balls per team

Number of People: 8 – 15 per team



Purpose: The purpose of this activity is to use various communication and strategy skills as a team, in order to solve a complex problem.

Objective: The objective is to throw multiple balls around the circle using a set pattern in the fastest time possible

Directions: Everyone in the group stands or sits in a circle. Using one ball, the team attempts to throw the ball in some order so that everyone on the team throws it at some point. After allowing the teams to develop a pattern – time the groups to see how quickly they can complete the pattern. Continue the process by adding an additional ball each time to make the challenge more difficult.

Traffic Jam

Type of Activity: Teambuilding

Materials: Something to mark spaces for team members to stand on.

Number of People: 8 – 15 per team

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Purpose: The purpose of this activity is to use various communication and strategy skills as a team, in order to solve a complex problem.

Objective: The objective is for each half of the group to exchange places with the other half while following the guidelines.

Directions: Mark spaces on the floor in a straight line; there should be one more space than there are group members. Half of the group should stand in a straight row back to front facing the other half of the group, also facing back to front.

The Minefield

Type of Activity: Teambuilding

Materials: Tape, or something similar, to mark off the boundaries of the “minefield.” Various objects to create a “minefield” – could include balls, paper, rope, etc.

Number of People: Any

Purpose: The purpose of this activity is to use various communication and strategy skills as a partnership, in order to navigate a difficult situation.

Objective: The objective is for a team in groups of two members to work their way through a minefield successfully.

Directions: Create a minefield (obstacle course). Blindfold one member while the other members give directions.

Balloon Trolleys

Type of Activity: Teambuilding

Materials: Balloons – one per person

Number of People: 8 - 16



Purpose: The purpose of this activity is to develop communication and cooperation skills necessary to be able to work as a team.

Objective: The objective for the team to move from one point to another with blown up balloons between each person without allowing the balloons to drop or pop.

Directions: Move from one place to another as a team without making the balloons drop or pop.

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Human Knot

Type of Activity: Teambuilding

Materials: None

Number of People: 8 – 16



Purpose: The purpose of this activity is to develop communication and problem solving skills.

Objective: The objective is to “untie” the group so that everyone is standing back in a circle.

Directions: Group members stand in a circle; each person places a hand in the middle of the circle and takes hold of another team member’s hand. Then, each teammate places their other hand in the middle and grasps a different team member’s hand. Finally, the team tries to untangle themselves back into a circle without letting go of each other’s hands.

Human Monster

Type of Activity: Teambuilding

Materials: One long line to serve as a finish line

Number of People: 6 - 10

Purpose: The purpose of this activity is to work as a team.



Objective: The objective is to be the first team to build a monster using every member on your team with the required amount of body parts.

Directions: Build a monster with the required amount of body parts touching the ground. The monster must use every member on the team and every member must be touching one other member. Once the team has a correctly built monster, the team must cross the finish line to win.

Examples: 6 feet, 4 hands, 2 knees

The Guessing Game

Type of Activity: Ice Breaker

Materials: Post-It-Notes, marker



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Number of People: 5-12

Purpose: The purpose for this activity is to develop communication skills and to learn new skills that it takes to become a good leader.

Objective: The objective is to listen how the other members in your group talk and act towards you, then everybody try and guess what characteristic you had been given.

Directions: After you have been given your characteristic, talk about the group with normal and casual conversations. But while talking, act to each other like that characteristic on their forehead.

BECOMING A GOOD LEADER

Each one of these traits is worth 1-4 points. Four points is outstanding, three is above aver, two is average and one is poor. Total your school at the end.

1. Do I maintain a well-groomed appearance?
2. Do I have a pleasing voice?
3. Is my posture alert and poised?
4. Is my disposition cheerful?
5. Do I make friends easily?
6. Do I exert positive leadership?
7. Am I generally thoughtful of the feelings of others?
8. Is my enthusiasm sincere and contagious?
9. Do I persevere until I achieve success?
10. Am I sincere in my interest in other people?
11. Am I ambitious to get ahead?
12. Do I get along well with others?
13. Do I react constructively to criticism?
14. Do I remember names and faces?
15. Am I punctual on all occasions?
16. Do I have a spirit of cooperation?
17. Am I free from prejudice?
18. Do I know how people react in most situations?
19. Am I generally a good listener?
20. Do I refuse to allow what other people say hurt me?
21. Can I criticize without giving offense?
22. Do I usually like people for what they are, or do I wait to see if they like me?
23. Do I enjoy being part of a group?
24. Am I reliable?
25. Can I adapt myself to all situations?
26. Am I easily discouraged?
27. Do I apply myself to the problems of each day?
28. Can I make a decision quickly and accurately?



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29. Am I loyal to my superiors and associates?
30. Do I try to get the other person's point of view?
31. Am I neat and clean in my work as well as my personal appearance?
32. Do I know where I make my mistakes, and do I admit them?
33. Am I following a systematic plan for improvement and advancement?
34. Am I looking for opportunities to serve others better?
35. Can I accept honors and advancements and yet keep my feet on the ground?
36. Am I playing the game of life honestly and fairly with myself, members or other with whom I work?

If your score totaled over 100, your rating is superior, and, if you've been honest with yourself, you are among those who are most likely to succeed. A score of 85-100 is above average, 70-85 is average. Below 70 shows plenty of room for improvement.

GROUP LEADERSHIP TECHNIQUES FOR USE IN LEADERSHIP DEVELOPMENT

Lecture Discussion: Speech by lecturer, followed by: Group discussion where other facts and opinions are stated by speaker and audience. The chairperson acts only as introducer and picks audience participators.

Pyramid Discussion: Speech by lecturer, followed by: Breaking the audience up into groups of ten with one recorder in each group where the speech is discussed. When the whole group is again assembled, the results are summarized by each recorder.

Listening Teams: Before speech by lecturer, the group is divided into committees. Then each committee is given a question. When the lecturer is presenting the topic, members of each committee listen for answer to their questions. After the presentation, the committees again gather and a reporter organizes their thoughts. Each reporter then makes a statement to the whole group.

Symposium Discussion: The chairperson, plus two to five panel members, is in the front of the room. The chair gives a brief introduction to the whole program and to each member of the panel. Then each panel member speaks, followed by a summary by the chairperson. This is great for large audiences.

Panel Discussion: The chairperson and two to six members are in the front of the room. They discuss a special topic in conversation before an audience which can hear and see them. The chair summarizes. After the summary, the audience is invited to join in.

Shadow Panel: The panel is pre-selected and takes notes while the lecturer talks. Then the panel asks questions of the audience. The chairperson summarizes.

Role Playing: Group members are the unrehearsed participants. The situation is acted out. The audience discusses the situation and how it was handled.

Case Studies: The chairperson is the key. The chairperson prepares questions for discussion, introduces the topic, reads the case study, stimulates and guides discussion. (Actual experiences, observed situations, here say, etc.)

Buzz Groups: Divide the group into several small ones (approximately six). Give the groups five minutes to buzz on the topic. Each group has a different question. Each group's chairperson reports to the whole audience.

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Structured Conferences: The leader and members take part in a discussion with a directed and controlled predetermined goal. Most of the ideas must come from the group. The entire group, usually not more than 15, acts as a panel with the chairperson picking participants. One or two members are used as a recorder.

Brainstorming: You need a group leader and two people to jot ideas on the board. A question is posed by the group leader. Ideas are offered to the group leader in a rapid-fire manner, while someone lists them on the board. Ideas that are wild and imaginative are often the best. Nobody is permitted to react negatively during the brainstorming session. All ideas are temporarily accepted. When ideas are no longer forthcoming, each idea on the list is evaluated concerning its advantages and disadvantages; some ideas are combined and improved and the best ones are adopted for action.

FOUR CARDINAL VIRTUES OF CHARACTER BUILDING

Prudence: To conduct and discipline oneself by reason

Fortitude: To have courage, back bone and firmness of convictions

Temperance: To practice moderation not only in appetite, but in other passions as well

Justice: To practice integrity and justice when dealing with others

THE TEN COMMANDMENTS OF A GOOD LEADER

1. Believe in something other than yourself
2. Listen to others
3. Work in a team; never be a loner
4. Be considerate of a different opinion
5. Stand for what your believe—even when criticized
6. Be a peacemaker above all
7. Be patient with other people even though they do not see your way
8. Stick to the promises you make
9. Work hard as a leader
10. Most important: Thank people for what they do for you, even though you may not receive thanks



Individual Leadership Skills: the Handshake, Courtesy, Humility, Conduct, Group dynamics, Parliamentary procedure, Public speaking, Mental development, Financial evaluation, Club leadership skills.

THE THREE “C’S” OF COMMUNICATIONS

Clear

Correct

Concise

Communication is Two ← →Way Street

One-Way Communication

- You design the message

Two-Way Communication

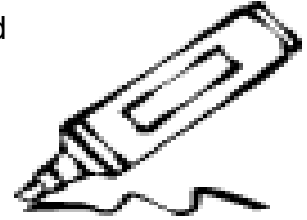
- You design the message

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- You communicate it
- Receiver decodes it
- Receiver responds
- You transmit it
- Receiver decodes it
- Receiver gives feedback: Comments, questions
- You clarify message
- Receiver reinterprets it
- Mutual understanding is achieved

How To Write What You Mean

1. Use concrete words
2. To be more specific, give more characteristics
3. Use simple words
4. Name the doer of the action and the action as soon as possible
5. Use as few words as necessary to say what you mean
6. A sentence should not be too long. Generally 16-20 words are enough.
7. Put the topic (main) sentence at the beginning of a paragraph.
8. All sentences of a paragraph should deal with, or relate to, the topic sentence.
9. Use one of these four methods to develop your paragraph:
 - a. Chronological: by order of time
 - b. Examples
 - c. Causes or reason why
 - d. Analysis: Break down the topic into basic parts and write about each part.You may want to use a combination of two or more to develop your paragraph.
10. Make sure the sentences of the paragraph are in logical order.



A Guide to Effective Oral Communication

1. Be sure you know what you're going to say before you start.
2. Make your impact with tone of voice.
3. Talk to—not at—your listeners.
4. Do not imply a fact if it isn't.
5. Be flexible in your method.
6. Use words that your listeners understand.
7. Repeat when necessary.
8. Don't unload your problems on them.
9. Encourage two-way discussion.
10. When you have said all you have to say, stop talking.



Hints For Effective Listening

1. Recognize the importance of listening.
2. Pay attention—look at the speaker square in the eye.
3. Keep alert to the speaker's gestures and facial expressions and react—empathy is the outstanding mark of a good listener.
4. Never disregard a topic as totally uninteresting.

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5. Avoid pre-judging a speaker—it's what the person says that matters and not how it is said.
6. Take brief notes while listening.
7. Look for the speaker's purpose, search for the main ideas and distinguish facts from fiction.
8. Be aware of your "emotional deaf spots" that turn off your listening.
9. Be observant and resist distractions.
10. Discuss the subject with friends and associates afterwards.

Golden Rule of Listening: "Listen to others as you would have others listen to you."

Our minds can think at the rate of 500 words per minute but we can talk only at the rate of 125 words per minute. Therefore, often our mind wanders while we listen. Consequently, a good, effective listener must keep his/her mind from wandering. Three ways to keep our rapid thinking concentrated on what's being said:

1. Weigh and evaluate the material
2. Think ahead
3. Think back



In the final analysis, the success of communications is not in the form, but in its warmth; not in the words, but in their meaning; not in any technique at all, but, in mutual understanding.

The Importance And Value of Visual Aids In Communicating

- A. We learn by seeing as well as hearing
 1. Visual aids add to your talk
 2. You'll be less self-conscious
 3. You'll hold attention of the audience better
 4. You'll reinforce what your saying
- B. Visual aids should be:
 1. Appropriate
 2. Simple
 3. Accurate
 4. Readable
 5. Subordinate
 6. Manageable
 7. Portable
 8. Varied
- C. Types of visual aids
 1. Person
 2. Chalk board, white board, etc.
 3. Chart pad or easel
 4. Charts
 5. Flannel board or slap-on board
 6. Power point presentation



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7. Opaque projector
8. Overhead transparency projector
9. Sound projector
10. Filmstrip projector with record player
11. Tape recorder
12. Television
13. Models
14. Movie

How to Deliver A Speech

- A. Prior to the speech
 1. Practice
 2. Visit the scene early
 3. Be rested and alert
 4. Dress your best
- B. Overcome nervousness
 1. Be prepared
 2. Use notes
 3. Know your introduction
- C. Establish eye contact
- D. Don't apologize
- E. Be natural
- F. Avoid nervous mannerisms
- G. Keep your audience's attention
- H. Speak distinctly—vary your tone
- I. Use correct pronunciation
- J. Don't be an "and—uh" person



Problems You Will Face As A Speaker

- A. Your local club
 1. Most difficult audience
 2. Have something to say
 3. Be prepared to say it
 4. Keep their interests in mind
 5. Tell them something they don't know
- B. Conventions
 1. Prepare before you go
 2. Be rested and alert
 3. Allow sufficient travel time
 4. Arrange for visual aids ahead of time
- C. Your employees
 1. Prepare
 2. Keep their interests in mind
 3. Suggest rather than order
- D. Introducing a speaker
 1. Be brief



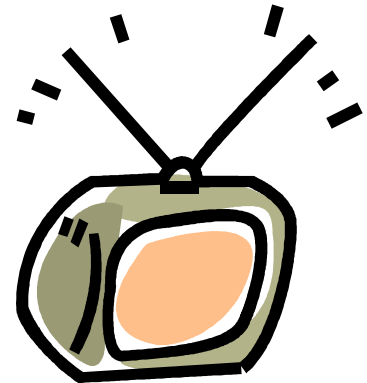
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2. Be enthusiastic
 3. Be sincere
 4. Be tactful
 5. Give speaker's name last
 6. Don't read your introduction
 7. Thank the speaker when he/she is through
- E. Toastmaster or presiding officer
1. Plan ahead
 2. Be a good host
 3. Introduce your head table right
 4. Make brief announcements
 5. Thank you speaker
 6. Arrange for publicity
- F. Answering back-questions
1. Be prepared
 2. Announce question and answer period before you start
 3. Re-state the question, unless the group is small and everyone heard the question
 4. Analyze the question
 5. Answer directly
 6. Don't take too long to answer
 7. Admit you don't know
 8. Call on others in audience, if they are better informed
 9. Control your temper
 10. Keep it moving
- G. Answering back-heckling
1. Keep your temper
 2. Let the person finish
 3. Answer, if you can, or ignore
- H. Conducting a conference
1. Plan ahead
 2. Do not do too much talking yourself
 3. Avoid monopoly by one or more individuals
 4. Confine discussion to relevant subject
 5. Encourage all to contribute
 6. Be specific
 7. State problem, get facts, study possible solutions and arrive at a decision
- I. Group discussion
1. Organized conversation
 2. Prepared speech panel
 3. Role of chairperson
- J. Parliamentary procedure
1. Facilitates action
 2. Insures majority rule
 3. Insures that the minority is heard
 4. Allows full and free discussion of every proposition



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5. Insures consideration of one item at a time
 6. Roberts Rules of Order
- K. Radio
1. Know and visualize the kind of people who will make up your audience
 2. Give less detail
 3. Use descriptive words
 4. Be as conversational as possible
 5. Practice reading your speech
 6. Talk between 130 -145 words a minute
 7. Pause frequently
 8. Stay 9 or 10 inches away from the microphone
- L. Television
1. Appearance—Men
 - a. Blue, gray or off-white shirt, not pure white
 - b. Medium tone blue, gray or brown suit, not a dark one
 - c. Small-patterned, striped or plain tie, muted colors
 - d. Avoid pure-white breast-pocket handkerchiefs
 - e. If you wear glasses, keep them on
 - f. Remember to smile
 2. Appearance—Women
 - a. Clothes should be pleasing, not distracting
 - b. Wear simple tailored dress or suit
 - c. Solid pastels, not too light, are good
 - d. Avoid white, black, navy blue or royal
 - e. Dark colored shoes
 - f. Avoid large, sparkling jewelry
 - g. Use regular make-up
 3. Actions
 - a. Sit on edge of chair—avoids slumping
 - b. Shoulders back, head high, back straight
 - c. Move slowly
 - d. Keep hands away from face and head
 - e. Avoid unnecessary movements and gestures
 - f. Don't look at yourself on the TV screen
 - g. Show any items steadily and slowly



COMMUNICATIONS TEST

1. Read everything before doing anything and then work as **quickly as possible**.
2. Put your name in the upper right corner of this paper.
3. Circle the word "name" in sentence 2.
4. Draw five small squares in the upper left corner of the paper.
5. Put an "X" in each square.
6. Put a circle around each of the five squares.
7. Sign your name under the title of this test.



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8. Put a circle around number 7.
9. Put an "X" in the lower left corner of this paper.
10. Draw a triangle around the "X" you just put down.
11. Stand up and call out your first name when you get to this point.
12. If you think you have followed directions carefully to here, call out, "I have".
13. On the reverse side of this paper, add 8950 and 0859.
14. Put a circle around your answer. Put a square around the circle.
15. Stand up and count out loud from 10 to 1 backwards.
16. Punch three holes in the top of this paper.
17. If you are the first person to get this far, stand up and yell out, "I am the first person to get to this point, and I am the leader in following directions".
18. Put a square around every number which is written out in this test.
19. Stand up and say out loud, "I am nearly finished. I have followed directions".
20. Now that you have finished reading carefully, do only sentences 1 and 2. Say nothing. Sit back and watch the fun.

How To Avoid Mistakes On A Microphone



1. Don't read your speech, talk it.
2. Don't forget the microphone when you are rehearsing. Use a tape recorder to see how you sound.
3. Don't tap the microphone or blow into it when you get up to speak.
4. Don't talk into the microphone. Just speak right at the microphone. Use the microphone about 12 inches away from you.
5. Don't shuffle paper, or handle the microphone in any way, when you are speaking.
6. Don't move away from the microphone or turn your head away while talking.
7. Don't "UH" or "UM" your audience to death.
8. Don't make unpleasant noise. If you have to cough, turn away from the microphone.

Essentials Of A Good Meeting

1. It should be planned in advance.
2. It should be opened and closed on time.
3. It should move along with pep and enthusiasm so that members will not become bored and time will not be wasted.
4. The presiding officer should proceed according to the order of the business and the agenda.
5. Good business procedure should be used.
6. Official equipment should be used in the opening and closing ceremonies.
7. It is essential that committee reports be well prepared in advance.
8. Each officer must know his/her duties and responsibilities.
9. Interest of all members must be held throughout the meeting.
10. All members should be given a chance to take part.
11. Business and entertainment should be included whenever possible and appropriate. Don't forget refreshments.



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12. It commands the interest and attention of all members.
13. It proceeds with a minimum of active participation by the advisor.

What Kind Of Person Are You?

1. A lot of people are like wheel barrows—no good unless pushed.
2. Some are like canoes—they need to be paddled.
3. Some are like kites—if you don't keep a string on them, they fly away.
4. Some are like kittens—they are more contented when petted.
5. Some are like footballs—you can't tell which way they will bounce next.
6. Some are like balloons—full of air and ready to blow up.
7. Some are like neon lights—they keep going on and off.
8. And we would like to add, some are like a watch—open faced, pure gold, quietly busy and full of good works.
9. As the person said, "WHAT KIND ARE YOU?"



Committee Report Form Information

1. Name of committee, chairperson, date, who wrote the report
2. Committee member attending the meeting sometimes with signatures
3. What did the committee accomplish during the time period?
4. What are the committee's recommendations?
5. Approximate amount of funds needed (itemize)?
6. Amount of funds presently available.
7. If the funds are not available, what plan is proposed to raise the funds?
8. Signature of the Chairperson.
9. File this report with the secretary of the organization.



Evaluating Your Meetings

Answer these: Yes, Could Improve (How), No

1. Are meetings well-planned in advance?
2. Do the meetings help achieve the objectives?
3. Is there a good balance between program, work, social and business meetings?
4. Has every member had an opportunity to participate individually or through group activities?
5. Do meetings provide opportunities for members to work and think together?
6. Have many members had opportunities to serve in leadership roles?
7. Are meetings imaginative and varied?
8. Are persons participating in meetings adequately prepared?
9. Do meetings challenge each member to greater efforts toward broader objectives?
10. Do meetings start and stop on time?
11. Are meetings held regularly on scheduled dates?
12. Are provisions made for physical comfort at meetings?

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13. Do meetings have a cooperative atmosphere?
14. Has good business procedure been used when applicable?
15. Has time been used wisely?

Making Personal Introductions: Getting to know others is important. To do so, you will need to learn the proper method of introducing yourself and others. Sometimes state officers appear hesitant when approaching strangers. In most cases, this is because they have never practiced introductions. Students who master the techniques of proper introduction will find this beneficial in job interviews and in many other new situations. The confidence you have in your ability to carry out an introduction will be obvious to visit a school, or even in your shop.

The main purpose of an introduction is to encourage people to become acquainted with each other. Your introduction will serve as a bridge to link others. A key element for your success is confidence. Believe in yourself, and others will automatically believe in you. Remember, people cannot make you feel inferior, unless you allow them to do so.

1. Approach: Is the time when you are being evaluated in a number of ways.
 - a. Physically
 - b. Dress
 - c. Grooming
 - d. Posture
 - e. Self-Confidence



2. Handshake: It takes less than a minute, but leaves a lasting impression.
 - a. First physical contact
 - b. Firm, but not "Bone Crushing"
 - c. One shake is enough, don't pump
 - d. The "Dead Fish" shake is a sign of an insecure person
 - e. Both men and women should shake hands
3. Presenting: Yourself
 - a. "Hello, I'm _____, a member of _____ chapter of TSA.
 - b. "Good morning, I'm _____, a student in TSA.
 - c. Adding more than your name provides a conversational level.
4. Presenting: Officers
 - a. Before a meeting you should review the names of your members
 - b. "I am pleased to have the opportunity to present our TSA chapter president, _____, a technology major."
5. Presenting: School Administrators

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- a. "Mr. /Mrs. /Ms. XXXXX, I would like you to meet Mickey Mouse, our state reporter. Mickey Mouse, Mr./Mrs./Ms. XXXXX is our school board president".

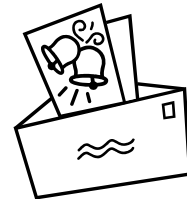
6. Presenting: Guests at Banquets



- a. When it is your turn to introduce a speaker or honored guest at a banquet, many of the same techniques are used as in other introductions.
- b. Good eye contact is important.
- c. Speak slowly and distinctly.
- d. Don't forget to begin your introduction by recognizing older and more distinguished members of the gathering first. Then introduce speakers or other honored guests using their full name, and something about that person that relates to the reason they were selected.

Invitations: All invitations include the same basic information. The guest needs to know the following information:

- a. Occasion: Reason for invitation
- b. Day
- c. Date
- d. Time (Beginning and ending)
- e. Place or location
- f. R.S.V.P (Repondez s'il vous plait) French meaning please respond whether you can accept the invitation or not.
- g. Replies: Generally you reply in the same form as your invitation. Respond mail by mail, phone by phone call, etc.



Thank-you Notes: Thank-you notes are extremely important to send when you, or the members, have been the beneficiary of some gift or service. It should be sent within three days; a personal, hand-written note should be sent to a guest speaker. Although emails are great, it is more personable to send a hand written note. You can use a computer typed one for a more formal thank you.

Dining Out: Many events provide opportunities for you to enjoy a variety of restaurants.

- a. Reservations are a good idea. It saves time and disappointment.
- b. You might want separate checks, if you are only students. This takes more effort for the waitperson; please take that into account with the tip.
- c. Females should be given the opportunity to order first.
- d. The picture below will help you understand your place setting.
- e. You should wait for everyone to be served before you eat.
- f. Place your appetizer, soup or other utensil on the service plate when done.
- g. You may eat rolls or bread by using the appropriate plate, and passing the basket or container to others. Put a serving of butter on your bread plate and pass it.

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- h. When eating the main course, cut a few pieces, eat them and then continue again.
- i. Most foods should be eaten with utensils. Exceptions might be: pickles, olives, crackers, nuts, candy, hard cheese, celery and pretzels.
- j. Smoking has been banned in most eating establishments. It also may not be the impression you want to make with others. It is not allow at TSA official functions.
- k. Tips
 - Keep your elbows off the table.
 - Excuse yourself, should you need to leave the table.
 - Clean your teeth in private.
 - Avoid fingering utensils and plates while waiting.
- l. Paying the check: Easier if separate
 - Elect someone to be the treasurer to collect the money, if it's a group's check.
 - Leave your tip on the table under the edge of a plate or in portfolio.
 - The tip should be 15-20% of the total bill. Make sure that it wasn't added to your bill because you had a large group of people.

Some taboos in conversation generally include the following:

1. Don't ask personal questions such as age, weight, physical handicaps, religion, politics or national origin.
2. Don't ask personal financial questions about how much things cost or job placement.
3. Don't ask details of an illness, family or job troubles.
4. Don't boast or pretend to know everything. Be able to say, "I don't know".
5. Don't monopolize a conversation, interrupt or finish another person's sentences, forcefully contradict others, repeat stories or say, "I've heard that before".

50 WAYS TO PROMOTE TSA

1. Have an open house of the technology education department at a PTA meeting and promote TSA.
2. Prepare a packet of TSA/technology education materials for the school counselor to use during scheduling.
3. Promote technology education at school and local fairs by talking to students and parents and distributing TSA brochures.
4. Sponsor a career day for all students using local business persons, former TSA members and current students.
5. Host eighth grade orientation for incoming freshmen and their parents.
6. Seek leadership positions on site-based councils or school committees, such as curriculum technology.
7. Work actively with local youth and civic organizations (Chamber of Commerce, 4-H, Jaycees, Rotary, etc.).
8. Initiate TSA in your school.

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9. Develop and maintain program ties with local businesses.
10. Utilize local instructional resources through company visits or guest speakers.
11. Invite a regional or state TSA officer to speak to your classes or your TSA chapter.
12. Prepare flyers or advertisements for local businesses.
13. Promote technology education careers on TSA Day.
14. Promote technology education and TSA through PTA projects.
15. Promote technology education through TSA community service projects.
16. Promote TSA through partnership with business projects.
17. Give a scholarship to a deserving technology education student/TSA member.
18. Form technology education advisory committees with local business persons.
19. Integrate technology education with other disciplines by developing a school-wide thematic unit.
20. Develop active involvement in national TSA.
21. Initiate a letter-writing campaign in your technology education class to inform legislators about technology education and TSA.
22. Serve on regional and state committees relating to TSA.
23. Tour businesses, area universities or vocational schools to share information about technology education and TSA.
24. Prepare public service announcements for local cable TV and radio stations promoting technology education and TSA.
25. Volunteer to work or assist with graduation activities.
26. Promote academic achievement of TSA members via the school intercom or bulletins.
27. Become friends with the education reporter of your local newspaper.
28. Prepare a display in a mall or public place during American Education Week.
29. Organize a career shadowing project with the technology education department to work with a business person for a day.
30. Place copies of *School Scene* in doctors' or dentists' offices, as well as the courthouse and public library.
31. Join the local Chamber of Commerce and have students observe meetings or provide refreshments.
32. Hold a Teacher Appreciation Day to thank the faculty and staff for their support.
33. Present a short program for the PTA/PTO "What Every Parent Should Know About Technology Education and TSA".
34. Prepare a brochure outlining each technology education class; distribute brochures to all eighth grade students and to each student in the high school.
35. Set up a booth at a local football or basketball game with brochures and food.
36. Prepare banners or school bulletin boards to promote technology education and TSA, before class registration.
37. Do a window display for a local business promoting TSA and technology education.
38. Recruit local business leaders and former TSA members to become TSA business members.
39. Select one technology education class each week to publicize through the weekly local newspaper or school newspaper.

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40. Have a technology education teacher attend open community business meetings.
41. Ask several businesses or local organizations to sponsor one page of copy and pictures promoting Science and Technology Week or TSA in the local newspaper.
42. Involve and publicize your local advisory committee.
43. Invite former TSA members who are in college or who are beginning a career to speak to classes about the value of technology education and TSA.
44. Set up a technology awareness seminar for the community with students demonstrating their skills.
45. Serve refreshments to teachers during staff development days.
46. Provide student speakers and brochures at local community, family, resource, GED and literacy centers.
47. Advertise benefits of TSA membership via a community billboard or restaurant marquee.
48. Provide student volunteers for child care services for school functions.
49. Prepare Team Up with TSA bumper stickers and distribute them at athletic functions.
50. Publicize the positive things happening in technology education and TSA--You are doing a good job!

Adapted from "50 Ways to Promote Business Education in Your School and Community," Future Business Leaders of America, 1995 National Conference, Orlando, FL.

Thank you for taking the time to read this.



We hope it has been a help.

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Leadership Training Guide For The Pennsylvania Technology Student Association

Office of Elementary and Secondary Education

Amy C. Morton, Executive Deputy Secretary

Bureau of Career and Technical Education

Lee Burket, Director

Division of Professional Development and Special Programs

Katherine C. Simchock, Manager

For More Information:

Dennis C. Gold, TSA Facilitator

PA Department of Education

333 Market Street, 11th Floor

Harrisburg, PA 17126-0333

Phone: 717-783-6867

FAX: 717-783-6672

dgold@pa.gov

www.patsa.org

www.tsaweb.org

www.teeap.org

PA TSA

National TSA

TEEAP

http://www.education.state.pa.us/portal/server.pt/community/student_organizations/7355/tsa-technology_student_association/507918 PA TSA at PDE

<http://websites.pdesas.org/dgold2/default.aspx> SAS

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