

Rep training

What is a Representative?

Definition of a Representative:

A Student Representative is a student studying any subject in any year, who would like to represent the views of their fellow students on their course.

Key purpose of a Representative

- To continuously improve the student learning experience in partnership with your university and students' union by helping to identify challenges and devising solutions.
- To represent your fellow classmates' views and opinions on all matters relating to learning and teaching.
- To provide both positive and negative feedback to staff.
- To act as a communication channel between staff and students.
- To campaign and lobby on relevant issues.

Key responsibilities of a Representative include:

- Introduce yourself to your class
- Gather student opinion
- To negotiate on behalf of students
- Provide feedback to staff and students
- Attend and actively participate in University/Students' Union meetings by raising students' feedback
- Speak to peers outside of meetings

- Seek to develop solutions to issues
- Pass issues onto students' union
- Feeding back progress and outcomes to your fellow students

Key skills and attributes of an effective Representative

There is no one formula for a Representative, but specific skills and attributes will be required and they will enable you to be effective in your role. These include:

- Representative – the ability to gather student voice and represent accurately
- The ability to analysis and report on information gathered
- Research skills
- Approachable and contactable
- Negotiation skills
- Diplomatic, impartial and supportive
- Critical and questioning
- A strong communicator with tack, including active listening and presentation skills
- Knowledgeable on students concerns and priorities
- Organised
- Proactive and solution focused
- Networking and relationship building ability
- Able to reflect and identify areas for improvement in own performance
- Ability to manage time and prioritise when required

Communication Methods

As a course rep it is essential that you communicate with other students. You need to ensure they know who you are and that you can gain and present feedback. Below are some top tips:

Focus Group - Running focus groups are a great way of undertaking formal feedback into your course's experiences.

Drop in's - Holding drop-in sessions can be a good way to meet students with specific feedback.

Lecture talks - ask your lecturer if you can have 10 minutes to discuss course feedback.

Informal chat - Waiting for a lecture to start or on a coffee break, it's likely that issues about your course will crop up in.

Ballot Box - Let students know you have set up an anonymous ballot box for students to feedback.

Course meetings & socials - Remember things don't need to be so formal! Why not suggest activities or events where you can socialise and chat.

Virtual Learning Environment - Ask if you can upload things to the VLE (this could be a feedback announcement or event you feeding back to students about outcomes from student feedback.

Student Poll - Get students in class to raise their hands to a question, this is a way for you to quickly investigate some specific student feedback that you have received.

Secondary Data - We often overlook an important step in your project: secondary data. Secondary data, or data previously collected such as national student survey, students' union surveys or data collection.

Email - Send group emails or a monthly newsletter

- Use an eye catching subject line - It is the first thing your reader sees, so think about what you would want to read?
- Is it relevant? Phrase your emails so that it is clear how what you are saying is relevant to the people you are emailing.
- No-one likes a dull email. Add emphasis using bold, italics, underlining and easy to read colours.
- Don't include too much information. What is your key message, make sure that it comes across in a clear and concise way.

Social Media - You can use social media in a number of ways to gather feedback.

- Embrace different platforms - Each have there are advantages and disadvantages, so utilise them, for instance twitter is great for sharing links videos and surveys in a concise way.
- Facebook group - Having a Facebook group for your course allows for discussion to happen in a closed environment and gives everyone space to

- interact on social and academic issues.
- Build your courses profile - Join or follow relevant accounts within the university such as your school, & share or retweet relevant information to your course.
 - Sharing is caring - Share interesting pieces of news, commentary, surveys or videos relevant to students on your course groups to provoke debate.

Surveys – Surveys are great to collect statistical and qualitative data to strengthen your evidence base.

- Be clear in your language - Re-read each question several times and make wording as explicit and easy to understand as possible.
- Gauge wide opinion - Surveys are an easy way to obtain high quality data, facts and figures that back up your arguments and help you make your case.
- Get the right data - Be clear on what you want to find out and what you will do with the information you gather.
- Keep it simple - Only ask the minimum number of questions you need to and get straight to what you are trying to find out.

Course Quality

It is important that you are clear what feedback you should be gathering from students, as a course rep. Here are some questions to ask your fellow students that will help you gather that all essential feedback. They are grouped under elements of course quality;

Curriculum:

- Do you feel your course is making you more employable?
- How is the course organised?
- How clear is the timetable?
- Is there a curriculum outline provided?
- Are classes useful?
- Does the curriculum taught match your expectations from the prospectus?
- Are the learning expectations clearly outlined?
- Do the learning outcomes actually correspond to what you learnt?
- Were you satisfied by the module choices that were offered?
- How are the modules structured?
- Is the course challenging?
- How relevant is the programme to future study and employment?
- Does module content encourage the development of knowledge and skills?
- Have changes been made to the course without warning or consultation?
Is the workload distributed reasonably throughout the course?

Learning resources:

- Are there adequate library and computing facilities?
- Do you have access to materials you need (for example books, lab equipment and art materials)?
- Did departmental facilities meet your expectations?
- Was the lecture material easily accessible?
- Were resources adequately available?
- If you are studying a practical course, do you have access to the right resources?
- Are you aware of/do you know how to use the resources available to you?
- Is access to computer facilities adequate?
- Do you find there is a fair balance between self-study, lecturers, seminars & lab/workshop sessions?
- Do current lectures, lab sessions or tutorials run on time and as timetabled?
- What is the standard of handouts given?

Learning and teaching:

- Were you consistently/sufficiently guided to practice your skills throughout your course?
- Are you able to learn in a way that suits you?
- How would you rate the teaching?
- Are there any forms of learning you would like in addition to lectures and tutorials?
- Do you find the lectures a satisfactory method of imparting information?
- Did you find the size of your tutorials conducive to further learning?

- Did you feel your department/course prepared you sufficiently for your assessments?
- Are the number of teaching hours adequate?
- Do lecturers/tutorials run on time and as timetabled?
- Is teaching material up-to-date?
- Do you understand lecture contents?

Assessment and feedback:

- Does the assessment adequately and fairly represent the content of the course?
- Was the course fairly marked?
- Do all the lecturers grade to the same standard?
- Do you receive adequate feedback from your assessments?
- Was the feedback received useful and appropriate after assessments or course work?
- Are there too many exams or assessments?
- What is the frequency of course work and assessments in each module?
- Is the assessment criteria clear to you?
- Are you given enough time to prepare for assessments?
- Is the style of assessment appropriate?
- Is there too little or too much continuous assessment?

Student progression:

- Do you feel you have improved by completing this course?
- Would you like to progress to the next level?
- Can you measure your own personal progress through your course?
- Has your course made you more employable?
- Are you able to move from one module to the next?
- What are you getting out of studying this course?

Student support:

- How much support are you getting with your work?
- How much support are you getting from staff?
- Was academic support readily available?
- Is there a place/person you can get help from if you're struggling with the subjects?
- Are staff and students aware of the channels for dealing with issues?
- Is your personal advisor helpful?
- How is the career centre?
- Do you get relevant careers advice?
- Do students know staff well enough to feel comfortable approaching them?

Quality assurance and enhancement:

- How do you feel your institution compares with others?
- How many of your lecturers would you give a good mark?
- Do you feel that your department is receptive to concerns?
- Do you feel that your opinions are listened to and taken seriously?
- What improvements have been made to your course?
- Do you feel your course is an acceptable standard?
- Do you receive any information about what the department or course have done in light of student feedback?

Public speaking

Dealing with nerves

Introduction

As we've talked about 'sounding natural', not rushing, maintaining an enthusiastic tone etc it is important to touch on nerves. Most people will at some point will have worried about one thing or the other, perhaps it is that the technology won't work or they'll stumble their words, perhaps it is tripping on the way to the podium or not being able to answer a question.

It is perfectly normal to feel nervous when you are faced with a stressful situation, but there are some tips to help overcome your nerves and not let them takeover and affect your public speaking.

Firstly, you need to know and remember that everyone feels nervous, even people who enjoy it often speak of getting 'butterflies' before or during public speaking. It is not that nerves disappear with experience but more that people learn how to control their nerves. Instead of thinking 'OMG I am nervous, I am not going to be able to do this!' you need to learn to recognise them, accept them as normal and try to learn to manage them as best you can.

Below is a list of top tips which may help manage your nerves.

Top tips

- **Prepare and practice** well in advance - go through your notes, remind yourself of the training structure, practice presenting information out loud – ideally to

another person and asking for feedback. If no one is available, practice in front of a mirror where you can see how you stand and the movements you make. Being familiar with and feeling comfortable with the material is one of the best ways to overcome nerves. If you know your stuff you are far less likely to let nerves get to you.

- Work out exactly what you are going to start with. This is when you make your first impression and when you are likely to be at your most nervous.
- **Know your audience** – what do they already know? What are their expectations? What do you think their attitude to your content will be? What other life baggage (worries, concerns, prejudices etc) might they bring?
- **Don't admit it** - Never tell an audience you are nervous. They probably won't notice unless you mention it, nerves often tend to go unnoticed except by yourself.
- **Avoid emphasise** - certain things that can emphasise your nerves like holding paper or using a remote.
- **Arrive early and check equipment** beforehand, knowing that this works will minimise last

minute issues and reduce your anxiety and mounting nerves.

- **Risk assess** - Think and list all the things that might go wrong beforehand, do a risk assessment on your delivery and then spend time thinking of all the ways to mitigate the problems. Having a plan B will help you keep calm and now what to do in the event of an issue.
- **Visualise success** - Go through some relaxation exercises beforehand, focus on your breathing and warm up your voice. Visualise doing the training session and it going well. Delegates responding to you and the session flowing well. Talk to yourself positively beforehand. Make sure you do this away from the participants though.
- **Smile**, maintain eye contact and speak with enthusiasm not only is it good practice but gives on an air of confidence even if you don't feel it.
- **You are your worse critic!** - Remember that people want you to succeed, don't often detect nerves and will believe you are confident if you appear so.
- **Be realistic** - Don't expect perfection of yourself.
- **Accept that things do go wrong**, this is often nothing to do with you or how good you are. If you stay calm and handle it with

grace it generally won't be the end of the world.

- **Remember they don't know what it coming** - If you missed something in your talk the group generally won't know unless you tell them so you can often get away with it.
- To sum up **remain calm, accept nerves** are something that happen and **learn to manage** your nerves as best you can.

Relaxation exercises

Doing some relaxation exercises before public speaking is a good way to release built up tension, practice your articulation and slow your breathing and heart rate. There are a huge range of relaxation activities to choose from including yoga, visualising success and breathing exercises. Below are a few relaxation exercises you may wish to try.

Tension release

- Stand normally and say the following nursery rhyme out loud.
- 'Humpty dumpty sat on a wall, humpty dumpty had a great fall, all the kings' horses and all the kings' men, couldn't put humpty dumpty back together again!'
- Now stand and face a wall. Place both hands at shoulder height on the wall and push really hard, as if you're trying to push the wall a couple of meters away from you.

- Now say the nursery rhyme again and see how much more relaxed you are.

This is a great exercise to release tension in the upper chest and it relaxes your voice and nervous tension.

Breath control

A simple exercise, breath in through your nose for a count of three, breath out through your mouth for a count of three, repeat 3 times.

Articulate

Tongue twisters are a great way to loosen your vocal cords and practice articulation.

- Speak a tongue twister slowly getting the articulation right.
- When you are happy with your articulation and gaining confidence speed up the pace until you are speaking them quite quickly and accurately.

*"Round the rugged rock,
the ragged rascal ran"*

*"Red leather,
yellow leather,
red leather,
yellow leather"*

"The world wide web"

*"I scream, you scream, we
all scream for ice-cream!"*

Public Speaking

Top tips for effective public speaking

Introduction

The impact of your public speaking largely depends on three key elements:

- How you look
- How you sound
- What you say

How you look

- Aim to dress in something which makes you feel comfortable, but is as smart as others clothing at the event or meeting. Think about the impression you want to make.
- Have open body language (no crossed arms) and smile. This goes a long way.
- Avoid wearing anything which will distract peoples attention e.g. dangling earring which make a noise or cause you to fidget.
- Stand up straight with your feet comfortably apart and perhaps initially with your hands by your sides.
- Use your hands to gesture as you feel naturally, just try not to wave them about continuously which can be distracting to listerners.
- Be aware of how you are standing throughout your talk – if you find yourself in a fixed position, move about for a bit. Standing still can cause listeners to go into a bit of a trance, moving helps maintain their focus and keeps them awake! Also standing in a fixed position for long periods of time can cause you to look nervous and uncomfortable as it is unnatural.
- Avoid fidgeting e.g. with a pen while speaking if you find you are doing this put it down and carry on.
- Do not put your hands in your pockets. It looks too casual and gives off the impression that you are hiding something.
- Face the group and keep good eye contact. Try to make eye contact when you start with everyone by looking about the room during your introduction and welcome. Not looking at your participants is one of the biggest mistakes which a lot of people make. It can give the impression you do not care about them, does not enable you to accurately

judge their engagement and manage the groups participation and makes you look unconfident. Do not stare at individuals as they will quickly start to feel uncomfortable, up to 2 seconds is recommended, any more and they may start to wonder why you are looking at them. This is when you are speaking not when listening to them speak of course.

- Try to avoid staring at your own visual aids and ideally notes, though there is nothing wrong with referring to them to keep on track and ensure you cover everything – it will show you are conscientious.

How you sound

- Speak at a slightly higher volume than you would do normally (unless you are using a mic) which will enable you to be heard at the back of the room and seem confident. Check that people at the back can hear by asking.
- Use silence – pausing allows your points to be digested and to add emphasis. Seconds may seem like hours to you, but not to your groups and when used well silence can be very powerful and beneficial to presenters. As guidance 5 seconds is fine to pause without it seeming strange to listeners.
- Consider breaking up your talk by asking a question of your audience. This will also give you a

chance to rest and allow for a natural variation in terms of pace and tone.

- If you know you speak quickly, which many people tend to do when nervous, breaking up your speech with questions or other tasks is a great way to build in pauses.
- The main problem with speaking fast is not that people won't be able to hear them (though that is sometimes also an issue) it is more that people need time to absorb what you say, to make sense of it and let it sink in.
- Try to speak in a natural, conversational style as you would when chatting to a friend, try not to put on a 'presenting voice'.
- Make sure you keep breathing! – deeply from your stomach. Shallow breathing can easily start to make you sound breathless and nervous and it restricts your ability to project your voice.
- Aim to emit enthusiasm for what you are talking about. Look and sound interested – smile, varying your tone and speed. If you are not engaged in what you are talking about why should anyone else be?

What you say

- The main thing is that you sound confident and assured. Try not to

ramble and be clear in the points you make.

- A very good tip is to speak positively from the beginning. E.g. do not say 'hopefully by the end of this presentation you will understand X' instead say 'over the next 5 minutes we will explore the top five priority challenges we have uncovered and the key solutions we propose to address these, I'd then like to pose a few questions to the group'.
- Don't speak to the slide. Make sure you face the audience.
- Be clear on why you are giving the talk. Is it to persuade, to educate or to motivate for example.
- Focus on how you will start and how you will finish your talk. It tends to be the beginning and ending which listeners remember best.
- Never apologise to the group e.g. 'I was only asked to do this yesterday so I am a bit unprepared', 'sorry I am nervous' it will not get them on your side and will make you lose credibility.
- Aim to plan your speech as close to a normal conversation as possible e.g. How you would talk

to a friend. This helps to give the impression you are talking to an individual and not giving a speech to a group. Avoid using abnormal day-to-day expression and sentence and avoid jargon and abbreviations.

- Try when possible to be inclusive in your language rather than making it you vs them. E.g. instead of saying 'I will not talk you through A, B and C' say 'Let's now look at A, B and C'.
- Why should your audience care? Keep emphasising the benefits of what you are talking about and explaining how it relates to them. Try to identify what the 'hook' (key benefit) for them might be and point this out.

Rep training

Attending and contributing at meetings as a Rep

Ten etiquette rules for attending meetings:

1. **Be on time**

Make sure you come on time and have prepared beforehand. Make time to read the minutes from the previous meeting, the agenda and any associated papers so you are clued up on what will be discussed. Take the time to discuss the agenda items with other Reps and the students you represent.

2. **Make introductions**

Introduce yourself to others you don't know and if chairing ensure you introduce those who are new to the group.

3. **Have a strong agenda**

This is part of being prepared, if you are attendee consider what topics you might like to suggest are included. If you are the Chair ensure you work closely with the attendees to agree a strong agenda that will enable the group to achieve what it wants to. Ensure you have considered how long each item will take to discuss and are aware what times you need to keep to in order to stick to time.

4. **Speak up**

When people speak in meetings they need to speak loudly enough so that everyone hears what they're saying. This may seem obvious but many people do not speak loud enough. Not only can this make it impossible for people to hear you but it can make you look nervous and unprofessional.

5. **Understand the unwritten speaking rules**

It's not polite to interrupt others and everyone should be given an equal chance to contribute. This means be aware when you have been speaking a lot and ensure you allow others to speak by holding back. Often the points you were about to make get said by someone else if you remain quiet. That said, as chair in some meetings, you may have to interrupt at some

point to ensure everyone else gets the space to speak. When interrupting ensure you thank the speaker for their contribution and remind them that everyone should be contributing.

6. **Put your phone away**

A lot of people keep their phones on the table during meetings, Don't do this. Even if you aren't looking at your phone, it can get distracting if it starts lighting up or making noises.

7. **Check with others before eating**

It is fine to bring in a tea or coffee, but you generally need permission for anything else. If you're going to eat, it needs to be OK with the entire group, "You can make noise or give off smells" that are disruptive, so it needs to be OK with everyone – so ask.

8. **Clean up after yourself**

This is especially true if you were drinking or eating during the meeting. You need to clean up after yourself and leave things the way you found them or it will be perceived as professional and potentially rude.

9. **Don't save all your questions for the end**

Ask your questions at the appropriate time. Do not be the person who starts "asking questions and adding stuff that doesn't need to be added" when everyone's getting ready to go.

10. **Give thanks**

If you were a participant make sure you thank the chair at the end of the meeting. If you were the chair, end the meeting by thanking the participants for attending.

11. **Take notes**

Though the Secretary will take the minutes and circulate these notes afterwards it may be useful to notes which make sense to you on any actions you agree or brainstorm you have.

Your role and what to do

	Before Meeting	During Meeting	After Meeting
The Chairperson	<ul style="list-style-type: none"> • Circulating information • Accepting apologies • Communicating with secretary • Becoming familiar with the agenda • Communicating with key speaker (if there is one) • Highlighting controversial areas • Being aware of time constraints 	<ul style="list-style-type: none"> • Start the meeting. Welcome any new members. Make any necessary introductions. • Set the scene. State the objectives of the meeting and each item. • Try to be brief when making a point. • Ensuring that there is a balanced debate • Being impartial • Keep to the agenda and ensure time is used effectively • Ensure full participation. • Draw out quieter members and discourage those who are monopolising the meeting. • Be prepared to highlight issues that no-one else will, and to be the one who always has to ask the awkward questions. • Ensure everyone understands what is being discussed. • Ensure that if jargon and abbreviations are used, all present understand them. • Summarising and clarifying when necessary • Ensuring everyone knows who will lead on specific actions and by when • Setting the date for the next meeting • Ensure that proper minutes are taken 	<ul style="list-style-type: none"> • Communicating with secretary • Check that decisions are acted upon • Set agenda for next meeting with reference to the last meeting
The Secretary/Minute taker	<ul style="list-style-type: none"> • Collecting agenda items and supporting papers • Putting the agenda and papers together • Distributing the agenda and supporting papers • Liaising with the Chair about time and venue • Book rooms • Accepting apologies 	<ul style="list-style-type: none"> • Registering attendance • Accurately recording the events of the meeting • Being concise (summarising) • Noting action points • Noting date for next meeting 	<ul style="list-style-type: none"> • Type minutes and action list • Circulate these to all members • Book and confirm next time and date of meeting
Participants	<ul style="list-style-type: none"> • Reading the last meeting minutes, agenda and any associated papers 	<ul style="list-style-type: none"> • Listen to others views • Don't interrupt • Avoid wasting time • Contribute own view • Vote (where necessary) • Support the chair in sticking to the agenda and to time 	<ul style="list-style-type: none"> • Reflect on the meeting • Carry out relevant action points

	<ul style="list-style-type: none"> Seek opinions on the agenda discussion items from fellow Reps and students you represent Formulating opinions/questions/matters arising 	<ul style="list-style-type: none"> Be positive and solution focused where possible – bring ideas Participate in a collaborative manner 	<ul style="list-style-type: none"> Feedback information to relevant parties Check minutes and report any discrepancies
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Tips for writing an Agenda

- Email meeting attendees for agenda items, don't be surprised if they don't reply straight away and don't be afraid to email a reminder a week later.
- Email is not necessarily the best way – consider using a Google document or SharePoint instead which will email everyone's email traffic and be easier to view the collective response.
- Remember to set a deadline for their responses as otherwise people often just let it slide.
- In order to select and order you agenda items you'll need to ensure you understand the questions they items seek to answer and roughly how long this will take – if anything is unclear don't be afraid to ask for more detail.
- Review all your items and group any similar ones together. Write on post-its so you can switch around the order until you are happy with it.
- When planning your agenda order consider: starting with easier items to get some quick wins in, make sure breaks don't break up the more difficult discussions which can be hard to pick up again, putting an easy discussion/decision after a more difficult discussion, participants motivation and energy levels – these are often not high at the beginning and end of a meeting so therefore not the best time to discuss items which require a lot of focus or deep thought, participants can generally focus for between 60-90 minutes before needing a break to recharge.
- Check with the staff chair/facilitator if you are unsure whether an item is appropriate.
- Small issues may be able to be resolved prior to the meeting.
- Make sure you factor in time to cover 'Matters arising' and AoB

Example Meeting Agenda

Meeting title	SSLC Drama
Attending	Beth Brown, Pip Wise (minutes), Sally Foreman, Shane Harding, Millie George
Apologies	Ben Denning, Sue White
Date and time	5 th May 2015 10:00am-11:00am
Location	Killick meeting room
Chair	Mike Gopher

Nr.	Item	Who	Mins	Timing
1.	Welcome and introductions	MG	5 mins	10:00-10:05
2.	Matters arising from previous meeting	MG	5 mins	10:05-10:10
3.	Presentation of NSS results. Open discussion on NSS results focusing on areas of strength and in need of improvement. Agreed what possible next steps might be.	SF MG	40 mins	10:10-10:50
4.	AoB	MG	5 mins	10:50-10:55
5.	Closing, summary of key actions and next meeting date agreed	MG	5 mins	10:55-11:00

Top tips for facilitating a meeting as the Chair

- **Set the scene** by ensuring everyone is clear about the meeting objectives and desired outcomes, the agenda and any ground rules.
- **Introductions** - Get things started by getting everyone to introduce themselves, or perhaps use appropriate icebreakers. If it is an established group just introduce and welcome any newcomers.
- **Keep up the momentum and energy** – You might need to intervene as the proceedings and energy levels proceed. Make sure that people remain focused and interested or it won't be productive. (If energy levels are beginning to drop, perhaps it's time to take a break or an energiser?)
- **Listen, engage and include** – Even though, as the facilitator, your role is to take a neutral stance, you need to stay alert, listen actively, and remain interested and engaged. This sets a good example for other participants, and means that you will be ready to step in and intervene if required. Be questioning is everyone engaged? If not, how can I get them involved?
- **Monitor where you are** on the agenda, and summarize at the end of each section –tell people what they've achieved, where they are and what's next; **summarize** often.
- **Keep a list** - If lots of people want to speak, keep a list of whose turn it is to speak next to remind you. Make sure people know you have noticed that they want to speak.
- **Intervene** only if absolutely required. It is a good idea to rehearse how you might do this in advance so you don't feel awkward doing it at the time.
- **Stop people from talking for too long** - Be firm and consistent but not aggressive. If someone is going on endlessly, interrupt them and say something like "thank you for your contribution, you've raised some interesting points. I'm going to stop you there for the moment so other people can comment on this issue"
- **Give preference** to people who haven't spoken before. Say something like "I know you've got your hand up, John, but I'm going to take Mary first as she hasn't spoken yet."
- **Make sure minority views are heard** – Ensure that people expressing unpopular or minority views get heard properly and aren't intimidated out of saying what they think.
- **Look out and stop side conversations** - These limit the ability of others to focus, and often people are exchanging ideas that should be brought to the group.
- **Keep on top of your time keeping** - Be ready to adapt your timings while maintaining a careful balance between participation and the need to keep things running efficiently. Most people hate meetings overrunning.
- **Stop circular discussions** - Is more information needed? When and how will the discussion proceed? 'Park' topics that cannot be concluded, and ensure that action time is scheduled to address these issues.

- **Pay attention to group behaviour** - both verbal and non-verbal. Some of the most

damaging behaviour is silent, so know how to spot it and stop it effectively.

Tips for dealing with difficult people

Most of the time meeting attendees will support your efforts as a Chair and all share the same aims and objectives but every so often you will have to deal with someone who is difficult and makes your role as Chair challenging. This might be in the form of the he non-stop talker, or the know-alls and while there is no easy fool proof answer there are some good practice tips for conducting your meeting which will make a difference.

- Remind people of the meeting rules, and that everyone has agreed to these. It may be a good idea to have these written and visible throughout your meetings.
- Be firm and consistent – don't allow difficult people to get away with things and then come down hard on people you find easier.
- When two people get into a heated discussion, summarise the points made by

each, then move the focus away from the individuals by asking what other people think about the issues.

- When someone keeps repeating the same point, assure them that their point has been heard, and then turn the discussion back to the group.
 - When someone is offering continually criticism try to turn the question round to them and ask for their ideas for improvements/ dealing with the situations
 - On the very rare occasions you may have to deal with someone who is really disruptive in a meeting, and won't listen to any of your helpful suggestions. If this happens, don't hesitate to ask the group for support – eg 'do people want to spend more time on this discussion or move on to the next topic?' This will make it clear to the person involved that everyone, not just the chair person, wants to move on.
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Explaining meeting jargon

'Apologies'

These are from people who are unable to attend a meeting. If you cannot attend a meeting and you have already received the paperwork, you must tell the meeting secretary: this will usually be the person who sent you the Agenda. Also contact your Student Representative Co-ordinator (SRC): who will try to find a substitute for you. If you have not already received the paperwork tell your SRC as soon as you know you cannot go. The Students' Union has worked hard to get representatives on University Committees and we think it is essential for the agreed number of Representatives to attend. Representatives are the voice of the students. If Reps do not go, the student voice will not be heard.

'Chair'

The person who is in charge at meetings. They will decide who speaks, what is on the agenda and generally coordinate the meeting.

'Secretary/minute taker'

The person who is responsible for the logistics for the meeting such as venue, time etc. They may also pull the agenda together. They are also responsible for taking the minutes.

'Matters arising'

This allows the Chair of the meeting to check that any action agreed at the last meeting has been carried out. If you agree at a meeting to take any action, tell the Meeting Secretary what you have done as soon as you have done it.

Meeting 'Papers'

Papers (often referred to as 'schedules') to support the items on the agenda will accompany the agenda when it is sent out.

'Minutes' of the last meeting

A record of what has been said at a meeting, any decisions taken etc.

After a meeting, the minutes are written up and circulated to all those who attended. Normally these are circulated within 10 working days of the meeting. If you do not receive the minutes of a meeting you have attended, please tell your SRC. Read the minutes as soon as you get them and check that everything you said is recorded accurately. If there are any inaccuracies, these must be corrected so please tell your SRC if you spot anything that is not correct. At the next meeting, the minutes are agreed as a correct record. You should read the minutes of the last meeting, even if you did not attend it. It will give you an idea of the sorts of issues that are likely to be

discussed. A short report on the meeting should be available from your SRC, which will highlight any items of particular interest to Reps, or the SU.

'Agenda'

A list of issues that are going to be discussed at a meeting. The Agenda provides the framework for the meeting: it is a list of what will be discussed as well as notes of any apologies. It should be sent to you about a week before the meeting.

'Parking' a topic (Car Park)

Parking a topic is done either when a discussion goes off topic or the discussion begins to become circulate with no easy solution to hand. If it is felt that an issue cannot be resolved in the current meeting, it should be 'parked' for later discussion and actions agreed for future resolution.

Other Agenda items

The other Agenda items will vary according to the type of meeting. These can vary from reports from other meetings, which are just for information, to items that need detailed discussion leading to agreed action. The Students' Union has asked that Student Matters (or a similar phrase) is a regular item on agendas for meetings that Reps attend. If you attend a meeting where this is not the case, please tell your SRC.

Any other business (Aob)

This will always be the last major item on an agenda. It is for things that have arisen since the agenda was distributed but attendees feel are important to discuss. The Chair of the meeting may ask to be notified of Any Other Business (AOB) before the meeting. Alternatively, some Chairs prefer that matters for AOB are declared at the start of the meeting, while others are happy for them to be raised without prior notice.

If you have anything that you want to raise under AOB, it is good practice to briefly discuss it with the Chair prior to the start of the meeting.

Common Jargon for Reps - Cards

Meeting minutes from last meeting	<p>A record of what has been said at a meeting, any decisions taken etc. After a meeting, the BLANK are written up and circulated to all those who attended. Normally these are circulated within 10 working days of the meeting. If you do not receive the BLANK of a meeting you have attended, please tell your Rep Coordinator. Read the BLANK as soon as you get them and check that everything you said is recorded accurately. If there are any inaccuracies, these must be corrected so please tell your Rep Coordinator if you spot anything that is not correct. At the next meeting, the BLANK are agreed as a correct record. You should read the BLANK of the last meeting, even if you did not attend it. It will give you an idea of the sorts of issues that are likely to be discussed.</p>
Apologies	<p>These are from people who are unable to attend a meeting. If you cannot attend a meeting and you have already received the paperwork, you must tell the meeting secretary: this will usually be the person who sent you the Agenda. Also contact your Rep Coordinator: who will try to find a substitute for you. If you have not already received the paperwork tell your Rep Coordinator as soon as you know you cannot go. The Students' Union has worked hard to get representatives on University Committees and we think it is essential for the agreed number of Representatives to attend. Representatives are the voice of the students. If Reps do not go, the voice of the student will not be heard.</p>
Chair	<p>The person who is in charge at meetings. They will decide who speaks, what is on the agenda and generally coordinate the meeting.</p>
Secretary	<p>The person who is responsible for the logistics for the meeting such as venue, time etc. They may also pull the agenda together. They are also responsible for taking the minutes.</p>
Matters arising	<p>This allows the Chair of the meeting to check that any action agreed at the last meeting has been carried out. If you agree at a meeting to take any action, tell the Meeting Secretary what you have done as soon as you have done it.</p>

<p>Meeting Papers</p>	<p>BLANK (often referred to as 'schedules') to support the items on the agenda will accompany the agenda when it is sent out.</p>
<p>Agenda</p>	<p>A list of issues that are going to be discussed at a meeting. The BLANK provides the framework for the meeting: it is a list of what will be discussed as well as notes of any apologies. It should be sent to you about a week before the meeting.</p>
<p>Any other business (AoB)</p>	<p>This will always be the last major item on an agenda. It is for things that have arisen since the agenda was distributed. The Secretary to the meeting (or whoever is arranging it) may ask to be notified of BLANK before the meeting. This will be stated on the letter accompanying the meeting paperwork. Alternatively, some Chairs prefer that matters for BLANK are declared at the start of the meeting, while others are happy for them to be raised without prior notice. If you have anything that you want to raise under BLANK, it is good practice to briefly discuss it with the Chair before the meeting starts.</p>
<p>Other Agenda items</p>	<p>The BLANK items will vary according to the type of meeting. These can vary from reports from other meetings, which are just for information, to items that need detailed discussion leading to agreed action. The Students' Union has asked that Student Matters (or a similar phrase) is a regular item on agendas for meetings that Reps attend. If you attend a meeting where this is not the case, please tell your Rep Coordinator.</p>
<p>'Parking' a topic</p>	<p>BLANK a topic is done either when a discussion goes off topic or the discussion begins to become circulate with no easy solution to hand. If it is felt that an issue cannot be resolved in the current meeting, it should be 'BLANK' for later discussion and actions agreed for future resolution.</p>

