SESSION TWO OUTLINE
BALANCED LEADER

Should, Need, Like, Love

1. Think of a school or work task that you feel an obligation or commitment to complete, but you don’t really want to do it. Write the task here:

__________________________________________________________________________

2. Think of a school or work task you do because you need to, perhaps to get the benefit, such as money or credit. Write the task here:

__________________________________________________________________________

3. Think of a school or work task you like to do because it is enjoyable or fun. Write the task here:

__________________________________________________________________________

4. Think of a task you love to do—one in which you become completely absorbed and from which you feel a deep satisfaction when finished. Write the task here:

__________________________________________________________________________

5. Now reflect on those four tasks and what they mean to you. How motivated (high, medium, low) are you to accomplish each of these four tasks? How much mental effort (high, medium, low) is required from you to complete each task?

__________________________________________________________________________

6. Now estimate the percentage of your weekly tasks that you would rate as should, need, like, love. The combined estimates should total 100%.

__________________________________________________________________________

* If your should and need percentages are substantially higher than your like and love categories, what does that mean for you? Does it mean that you are forcing yourself to do tasks you find unpleasant? Why? Why not include more like and love tasks in your life? Think about this and discuss your percentages with another student in the class.

Tasks you LOVE connect you with the creative spirit of life and leads to a unique charisma.

Tasks you LIKE fit your gifts and talents and are tasks for which you can make a contribution

Tasks you do because of NEED are more practice and do not provide as much satisfaction.

Tasks you do because you SHOULD are often difficult and distasteful and require great effort.

What does the amount of each type of task in your life mean to you? How do these tasks relate to your passion and life satisfaction? Why don’t you have more like and love tasks? As a leader, how might you increase the like and love tasks for people in your student organization? Be specific.

(Daft, 2005, 328-330)
SESSION TWO OUTLINE
BALANCED LEADER

The Tarp Flip

Materials

Tarp
Ball

Set Up

Layout a tarp on the ground and have all team members stand on it

Directions

While standing on top of a completely open tarp, the group must create a plan to get everyone on the opposite side of the tarp without anyone stepping off. The size of the tarp should be defined by the number of individuals in the group.

Variation

Standing in a circle, group members begin by holding the edges of a tarp with both hands. A ball is placed in the middle of the tarp. The object is to flip the tarp so that the object rests on the opposite side of the tarp, facing up. Participants cannot let go of the tarp at any time and the object should remain on the tarp at all time.

Standing on the tarp, have group members fold it in half under them without stepping off. When they are successful, have them fold it again (and again, and again) until someone falls off.

Reflection: After the activity it is important to point out that it can be hard to manage so many things (people, activities, etc.) and get them to one direction. Therefore it is important to prioritize and define the true goals before executing a plan.
SESSION TWO OUTLINE
BALANCED LEADER

DIAGRAM FOR THE ROOM SET UP

Silent Opera

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Silent</td>
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<table>
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<tr>
<th>←</th>
<th>X</th>
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<tbody>
<tr>
<td></td>
<td>Blindfolded</td>
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KEY

↑↓  Direction to face
X  Participants
*  Objects to collect
SESSION TWO OUTLINE
BALANCED LEADER

Icebreakers:
Suggested time: 10 minutes each
The Silent Opera
The Tarp Flip

The following icebreakers were designed in order to encourage team building (an overarching theme from the needs assessment, which was indicated to be used by all Carolina student leaders) and allow the students leader to begin examining what life balance is. Please feel free to use one or both icebreakers in order to best suit the needs of your student organization.

Suggested time

These icebreakers should last between 15-20 minutes each.

Silent Opera

Materials

10 – 20 Various Objects (Dog Toys, Cones, Balls, etc.), 1 Blindfold, 1 Rope

Set Up

Select one volunteer to be blindfolded (this person will be “the collector”) and one volunteer to give vocal instructions. The remaining members of the group are not allowed to speak. Set up the room and position participants according to the diagram below.

Directions

This activity works on alternative methods of communication. Inform the group that the blindfolded member can speak, but will need to be told what to do in order to accomplish a given task. The person in the middle can only look at the large group but must tell the blindfolded member what to do. The large group will know the task and must communicate that to the middle person without speaking and without crossing the barrier represented by the rope. Lastly, inform the large group of the task (the more specific the task, the more challenging). Tasks may include: collect as many objects as possible or collect specific objects (by color, shape, type, etc.).

Reflection: When debriefing this activity it is important for the students to realize how being without one thing (speech, vision, etc.) can directly effect someone else’s performance. This can easily then be tied into how important it is to be a balanced leader, in that way positively effecting all of those around them.
SESSION TWO OUTLINE
BALANCED LEADER

Direct your energy towards achieving the goals you have set. Avoid getting caught up in reacting to the urgency alone. Sometimes unimportant things can seem urgent and if we give those a high priority we can prevent ourselves from achieving important goals. Then there are times when the important things may seem unpleasant or difficult and it can be tempting to do less important but more enjoyable things first. To achieve your goals it is best to make your first priority the tasks that are both high importance and high urgency.

Prioritizing is about making choices and that can be difficult. Sometimes it means spending less time on certain activities and having to accept a less than ideal outcome. At these times it is important to remind yourself that you are doing the best you can in the circumstances and feel positive about the choices you make.

Once you have made your choices you can modify your weekly planner. It is useful to display your planner in an obvious place (above your desk or on the fridge door).

Finally, you may find it helpful to return to your trusted friend to get a second opinion on whether the lifestyle you have created will work. When you are satisfied that it seems manageable you can trial it.

Now let’s talk about stress, which none of us have right? Everyone get to a computer [or pairs get to a computer] and pull up the following web address:
http://students.georgiasouthern.edu/counseling/workshop/stress/stress01.html
SESSION TWO OUTLINE
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[Facilitator] Pick a day of the week and have students fill it with their typical schedule, tasks, and activities—hint you want to make sure it is over-scheduled like most students are (include time with friends, on facebook, student org. activities, football games, exams, etc.), then lead them through how to prioritize each one through level of urgency and level of importance.

Prioritizing Conflicting Demands
When you will prioritize you will need to take into account both the relative importance and the relative urgency of each activity. Look at this table [have it pre-drawn on the dry-erase board] and decide where your activities fit in.

<table>
<thead>
<tr>
<th>Level of Importance - how directly related it is to your goals/priorities</th>
<th>Level of Urgency – how short the deadline is and how insistent the demand for it to be done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
<td><strong>Low</strong></td>
</tr>
</tbody>
</table>
| High | • an assessment worth 40% and due tomorrow  
• spending time with your terminally ill parent | • an assessment worth 40% and due in six weeks |
| Low | • visiting a family member you don’t know well because they are only in town today  
• answering the phone or an email immediately | • cleaning the house before starting your study |
SESSION TWO OUTLINE
BALANCED LEADER

Helpful tips for achieving life balance

For most people, juggling the demands of career and personal life is an ongoing challenge. With so many demands on your time — from overtime to family obligations — it can feel difficult to strike this balance. The goal is to make time for the activities that are the most important to you.

Here are some ideas to help you find the balance that's best for you:

- **Keep a log.** Track everything you do for one week. Include work-related and non-work-related activities. Decide what’s necessary and what satisfies you the most. Cut or delegate activities you don’t enjoy and don’t have time for. If you don’t have the authority to make certain decisions, talk to your supervisor.
- **Take advantage of your options.** Find out if your employer offers flex hours, a compressed workweek, job-sharing or telecommuting for your role. The flexibility may alleviate some of your stress and free up some time.
- **Learn to say no.** Whether it’s a co-worker asking you to spearhead an extra project or your child’s teacher asking you to manage the class play, remember that it’s OK to respectfully say no. When you quit doing the things you only do out of guilt or a false sense of obligation, you’ll make more room in your life for the activities that are meaningful to you and bring you joy.
- **Leave work at work.** With today’s global business mentality and the technology to connect to anyone at any time from virtually anywhere, there’s no boundary between work and home — unless you create it. Make a conscious decision to separate work time from personal time. When with your family, for instance, turn off your cell phone and put away your laptop computer.
- **Manage your time.** Organize household tasks efficiently. Doing one or two loads of laundry every day, rather than saving it all for your day off, and running errands in batches are good places to begin. A weekly family calendar of important dates and a daily list of to-dos will help you avoid deadline panic. If your employer offers a course in time management, sign up for it.
- **Rethink your cleaning standards.** An unmade bed or sink of dirty dishes won’t impact the quality of your life. Do what needs to be done and let the rest go. If you can afford it, pay someone else to clean your house.
- **Communicate clearly.** Limit time-consuming misunderstandings by communicating clearly and listening carefully. Take notes if necessary.
- **Fight the guilt.** Remember, having a family and a job is OK — for both men and women.
- **Nurture yourself.** Set aside time each day for an activity that you enjoy, such as walking, working out or listening to music. Unwind after a hectic workday by reading, practicing yoga, or taking a bath or shower.
- **Set aside one night each week for recreation.** Take the phone off the hook, power down the computer and turn off the TV. Discover activities you can do with your partner, family or friends, such as playing golf, fishing or canoeing. Making time for activities you enjoy will rejuvenate you.
- **Protect your day off.** Try to schedule some of your routine chores on workdays so that your days off are more relaxing.
- **Get enough sleep.** There’s nothing as stressful and potentially dangerous as working when you’re sleep-deprived. Not only is your productivity affected, but also you can make costly mistakes. You may then have to work even more hours to make up for these mistakes.
- **Bolster your support system.** Give yourself the gift of a trusted friend or co-worker to talk with during times of stress or hardship. Ensure you have trusted friends and relatives who can assist you when you need to work overtime or travel for your job.
- **Seek professional help.** Everyone needs help from time to time. If your life feels too chaotic to manage and you’re spinning your wheels worrying about it, talk with a professional, such as your doctor, a psychologist or a counselor recommended by your employee assistance program (EAP).

SESSION TWO OUTLINE
BALANCED LEADER

Lesson
Suggested Time (30 minutes)

[Facilitator] With mid-terms behind you (or looming depending on the time of year), you now have a sense of what university life entails. Now is the perfect time to examine your schedule, set clear goals and work on maintaining a healthy and balanced lifestyle. A well-rounded lifestyle involves balancing course work with the rest of your activities, being active and maintaining a healthy diet. A comprehensive schedule leads to a rich experience. USC offers you a wide range of activities to go along side your academic classes. Research indicates that students involved in co-curricular activities experience an increase in academic success because they learn to better manage their time, offer an opportunity to pursue new interests, and increase awareness of global and community citizenship. A well-balanced student leader experiences greater successes and outcomes.

[Facilitator asks student leaders] Do you feel that you do not have time for any extracurricular activities, let alone time to eat healthy or exercise? [Let them share their answers out loud]

The key to achieving and maintaining a balanced student lifestyle starts with time management. Time management can be a challenge, as there are only so many hours in a day. The key to overcoming this challenge is to establish a personal time management strategy that works for you. Maintaining a balanced schedule requires you to manage your time effectively and efficiently.

[Facilitator writes on board]
How to go about developing a balanced student life:

- Examine how you are currently spending your time
- Identify your roles and what is important to you
- Set goals and priorities
- Plan your time
- Put your plan to work

Facilitator then passes out and goes over the worksheet on work-life balance; this is meant to just serve as a resource for students. Please continue on to the rest of the lesson, do not dwell on the worksheet that long.