

Proposal: Expectations for Staff Leaders

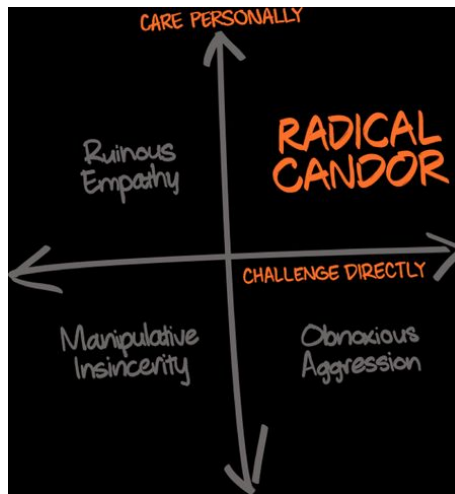
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The biggest current issue are the divides in our classroom. Editors are set apart from the rest of the staff. Mentor-mentee sessions are touch-and-go at best. The workload imbalance is unbelievable. Obviously, we need to work on efficiency and productivity. But what the Huron Emery staff needs, first and foremost, is a **staff**.

- Role as editors: coaches, but also friends
 - What: Better give genuinely productive advice, develop relationships with the rest of the staff.
 - Why: We are a *school newspaper*. Making something lasting, something that will improve and grow, will take not only time but culture, which is something we haven't been cultivating. Do we edit? Yes. Do we give good edits? Usually, yes. Are we motivating or inspiring the rest of the staff? No. We're currently held together by a series of transactions.
 - How:
 - Editor expectations in class
 - No sitting in an isolated corner, backs to the rest of the room
 - Furniture rearrangement - could be useful, but a lower priority compared to setting an example by behavior
 - Consider desks facing each other in a line or horseshoe shape
 - Float around, spend quality time with each staff member
 - Being an editor means we're expected to do our work on our own time
 - Meeting for story ideas/pitches
 - Rather than set a deadline in three days' time and expect a good story idea, build in time to talk as an entire group. What do we want to cover this issue? There will always be certain stories to cover. These may be picked up by ambitious staffers, or they may need to be assigned.
 - Work out a schedule and plan for interviews and writing beforehand. Rather than simply throw out the requirement for three sources, brainstorm five or six names together. (What information can they offer? What do we need to get?)
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 - Meetings after each draft - as outlined in the "Norms" proposal
 - It has to be a sit-down conversation. We don't need to talk about grammar. We need to talk about developing ideas, and innovative designs, and reflect to create a better paper.
 - Giving feedback

- Needs to be specific and actionable! Writing “vague” or simply redoing the work will not improve future writing quality! Making grades harsh will not lead to better writing, but good quality coaching will.
- Start with specific positives so that they know what to keep up for next time. Next, as questions about their intent and direction by writing the piece. Make sure we’re not spoon-feeding, or redirecting, but working to make what they intend with a good quality piece.
- Roleplaying: potentially work with OC during a few editor’s meetings to make sure advice and presentation is solid, purposeful
- Idea of “Radical Candor”: Care Personally and Challenge Directly



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 - We do tend to fluctuate between Ruinous Empathy and Obnoxious Aggression - from “It’s okay” to “This is due now, please fix it”
 - How to Care Personally:
 - How to Challenge Directly:
 - <https://www.radicalcandor.com/our-approach/>

➤ Role as mentors

- What:
- Why: We already started this platform, and it’s the basis for a good system. Now, we have to bring it to its full potential to engage each other.
- How: