# THE STAR EXECUTIVE MEMBER

**A *STAR* Executive member is one that;**

**Takes the Initiative**

* by thinking creatively
* through being aware of the environment they are working in
* and is proactive
* by agreeing a common purpose with colleagues
* by taking risks
* and will go beyond their remit
* and is supportive of other members of the executive and staff
* and always follows things through
* and does what they say they are going to do
* but will always consider the implications and the possible outcomes of a course of action.

**Builds Networks**

* by respecting those who have been elected
* by working with and encouraging student volunteers
* by developing good working relationships with staff
* by working with University staff
* by working with NUS
* and can identify who will be able to help them achieve their objectives
* by seeking to influence other people
* by supporting colleagues
* and is prepared to put aside political differences to achieve common purposes.
* and is honest about what they don’t know or their own limitations
* by recognising the contribution of others and not taking credit for it

**Can Manage Themselves**

* by effective planning
* through managing the time allocated to their duties
* by recognising signs of stress and doing something about it.
* and uses new technology as an aid rather than a distraction
* and can save time and effort by having a well run, tidy office
* and can show that they have a good knowledge of their remit
* and can set clear personal objectives
* and have a future career plan
* through knowledge of their own personal capabilities and how to utilise their talents
* and are prepared to try new ways of doing things
* and would not procrastinate

**Works with a Team**

* and is aware of the skills and knowledge they are bringing to the team
* but is also aware of the skills and knowledge that other team members can bring
* and is prepared to listen to the views and arguments of others
* and is prepared to discuss and agree common objectives
* and is prepared to trust other team members
* and will ensure that any tensions and conflict are resolved in a constructive way
* and will encourage the team to review the way in which it works at regular intervals.
* and is keen for all team members to succeed

**Provides Leadership**

* and is prepared to develop their role as a leader
* and leads by example and generates a sense of enthusiasm
* and will listen to team members
* but is prepared to admit if they have made a mistake
* and is clear about what motivates the people around them
* and can demonstrate that they care about what they are doing and are committed to it.
* and can chair a formal committee meeting when required
* and is able to develop a clear plan for a project
* and is able to identify what can be delegated and has the skills to delegate effectively
* and values and trusts the role of volunteers and other members in the team
* but is prepared to deal with volunteers who do not deliver and who let the team down
* but does not encourage a blame culture
* and is prepared to resolve conflicts when they occur
* and if necessary is prepared to compromise but not be inconsistent
* and is prepared to consult those effected through before they act
* and will look after members of the team and thank them for the contribution
* and has an understanding of the role they play in a group as well as the group dynamics of their team.
* and is prepared to take responsibility for their actions and the actions of others
* and is concerned about the future leadership of the students’ union.

**Has a sense perspective**

* and will be assertive about what they want
* and have an understanding about the issues that effect students
* and an interest in the future development of further and higher education
* and will keep up to date with news and current affairs
* and will read briefings and documents from the University, from NUS and other sources
* and will take the initiative to find things out
* and a good level of political awareness
* and will recognise that their actions are “political” if not party political
* and thinks about the motivations and concerns of others colleagues
* and will be concerned to find out what students want
* and will take time to analyse why opponents or decision makers are acting as they are
* and will try to understand the motivations of staff
* and is prepared to think laterally about different situations - thinking the unthinkable.
* and will review their own performance to learn from their mistakes
* and will seek advice
* and will act in an ethical way, sticking to the rules

**Can Follow Others**

* by respecting the contribution other colleagues make
* by co-operating with others
* and will rise above dogma
* and will demonstrate that they want others and their Student Union as a whole to do well
* but will ask searching questions
* and will provide constructive criticism
* and will act in a trustworthy way
* an can always be relied upon
* and will seek to influence situations from a position of competence
* and act in an honest and conscientious way
* and can keep their own egos in check

**Knows the Students Union**

* and is aware of the legal responsibilities of being an executive member
* and is aware of the main laws that effect student unions
* and has read all relevant protocols and agreements with staff and official organisations
* and understands their responsibilities in relation to health and safety
* and takes time to keep up to date with the financial health of the students’ union
* and can describe how the budgetary procedures work
* and not only understands the democratic procedures of the students’ union but is committed to developing them and making them work.
* and is aware, and can discuss, of student union policy
* and knows the environment in which it is operating
* and is clear about the role that student unions play
* and is aware of the role that staff play and how that relates to executive remits and objectives.
* and makes sure that they are familiar with all internal procedures
* and knows the people and the politics that make up the students’ union
* and can describe the way in which the students’ union is run formally but also informally
* and is prepared to seek out a mentor who will encourage to reflect on their performance

**Can get the Message Across**

* through good speech writing and public speaking
* through effective report writing
* by reading reports and being able to quickly summarise the main points
* and can argue and present a case effectively
* and will seek to influence others for the good of the Students’ Union.
* effective negotiation skills
* and is committed to building membership involvement through keeping them informed
* and is prepared to canvass the membership for support and distribute information materials
* and is prepared to present a positive image of the Students’ union at all times
* and will ensure that an effective communications strategy is in place
* and is comfortable when dealing with journalists
* and can listen to and analyse feedback about the Students’ Union.