

Application for Webb Student Government Class Officer

Name: Nicolaas Grobler

Current Grade: 11th

Boarder or Day: Day

Student Signature Nicolaas Grobler

Date: 4/17/23

Advisor Signature _____ Joseph Martin _____ Date: 4/21/23

Answer the following questions as completely as possible.

Please note: These answers will be posted on the Webb Canyon Chronicle (WCC) during campaigning week.

Candidate Name: Nicolaas Grobler

Applying for President or Vice President: Vice President

1. What are THREE (3) goals you would devote your time to pursuing as a Class Officer of Stu Gov?
 - a. Inclusion- I want to promote unity within our class by building a stronger bridge between boarding and day students. I plan to make student-led events more enjoyable for my entire class by reaching out for feedback during planning processes and advocating for public opinion in meetings.
 - b. Class Bonding- I want to come up with newer and more relevant events for my class to help increase our class community and also participation. I want to make these events more appealing so that my classmates don't feel forced to show up, and rather want to participate for their own enjoyment.
 - c. Communication - As a class representative, I would improve transparency and communication between my class and what happens in student government meetings. I feel our class's low participation comes from a partial lack of communication on both sides, which can be fixed by the student leaders speaking to the class consistently with STAS and in class meetings.
2. Find and transcribe a quote that you believe best exemplifies your approach to leadership. Be sure to cite the person who is credited for the quotation. (Ex. "It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership." —Nelson Mandela)

"It is common sense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something." — Franklin D Roosevelt

3. List THREE (3) skills or qualities you possess that you would utilize in your work as a Class Officer.
 - a. Problem-Solving: My ability to take a certain conflict or obstacle and work out an answer to help satisfy the needs of both sides of a party is one of my strongest traits. In student government, with lots of planning comes inevitable obstacles; officers must work out a quick and successful solution, which is a skill I feel I could bring to the table.
 - b. Collaboration: Throughout the last year, as the current vice president of the junior class, I have learned a lot about the “dos” and “don’ts,” and learned efficient and correct ways to work with a team. As a class officer, being able to communicate with classmates and or officials is a major role in being able to successfully create a fun senior year for my class.
 - c. Leadership experience: Having played many sports for Webb, I have learned the ability to effectively lead a group in completing a common goal. The common goal I see for my future senior class is to have a year full of fun events, inclusivity, unity, and life-long memories.

4. Senator Diane Feinstein is attributed with saying, “Ninety percent of leadership is the ability to communicate something people want.” What do you believe is the greatest desire of your class?

I believe the greatest desire I see for my class is a lot of students who want to enjoy themselves and have a fun senior year but are not being given the right tools to do so. As a class officer, you need to be involved in everyday student life to successfully be able to give a class a memorable and fun year. The only way for a class to be satisfied and enjoy their time is through consistent feedback and quick response to any common issue or concern. As a student government representative, one must function as one with the class to correctly lead the class.

5. Please address each scenario with a paragraph response. During a class meeting, your class expresses an overwhelming desire to change a major school rule.
 - a. Scenario 1: You believe the request is realistic, aligns with Webb’s mission and values, supports your class, and will improve your class’s Webb experience. How would you address this desire? In other words, what would you do in response to their request?

In this scenario where my class has the desire to change a major rule, and I am given the task to be their voice, I would start by doing my research. I would, first, want to go speak to the deans and figure out whether this change can be done. Once I confirm that I can make this goal possible, I would voice to my class how I can move forward with pitching the new rule, alongside my president, in the form of a presentation firstly in the student government meeting. After getting feedback from other officials, if they believe this also is a realistic goal, I would then move forward to make a finalized proposition to the deans’ office and do my best to fight for my class’s request.

- b. Scenario 2: You believe the request is Unrealistic, does NOT align with Webb's mission and values, does NOT support your class, and will NOT improve their Webb experience. How would you address this desire? In other words, what would you do in response to their request?

If in the situation which the request or rule is unrealistic or does not align with Webb's mission, I would still feel it deserves to be evaluated by another opinion besides the future president and myself. So, I would first take the proposition, along with my president, to any dean or student government member and ask for their opinion on the situation. I would do my best to advocate for my class's opinion but also to mediate and be reasonable, so a possible new solution could be made instead. Once we have reached a compromise, or possibly a rejection, I would then reach back out to the class and explain to them, along with the president, how we approached the situation, and let them know the specificities of why the request was against Webb's mission.