

Sullivan University

Club Resource Manual

Registration Information

All organizations desiring to receive the benefits of recognition on the Sullivan University campus are required to register annually with the University. Registration provides for official identification as an affiliated group, use of designated University facilities and services and the coordination and communication of the group's activities to the campus administration and other organizations.

Organizations must be established for purposes which are legal, consistent with the broad educational goals of the University and in accordance with the regulation, guidelines and policies of the University. However, registration does not simply imply University endorsements of the purposes of an organization nor does the University assume sponsorship of or responsibility for any of the activities of the group on or off the property of the University.

Benefits of Registration

Registration with the University gives an organization access to a number of services and benefits.

1. Access to student organizational bulletin boards as available and approved by the Student Services office.
2. Access to audiovisual equipment.
3. Ability to solicit membership on campus under the organization name when such solicitation is in accordance with the established University policies.
4. Ability to use University facilities for meetings and activities.
5. Limited use of helium tank as approved by the Student Life Coordinator.
6. Privilege of being included in the Student Organizations booklet.
7. Use of events display case as available and approved by the Student Life Coordinator.
8. Access to special services for organizations, such as student organization workshops and any and all other services and activities developed for the benefit of recognized organizations.
9. Access to limited use of the University fifteen passenger van in accordance with Sullivan University's policies and procedures.
10. Ability to establish a University account.

Termination of Organization Recognition

Termination is granted and governed by the Student Life Coordinator and Vice President of Student Services. Recognition may be terminated for the following reasons:

1. Submission of material for registration is known or determined by the Student Services office to be false.
2. Failure to register annually by the stated deadline.
3. Failure to follow regulations and policies governing organizations.
4. Failure to follow University regulations and policies.

Recognition as a Student Organization Requires the Following:

1. Officers and members must be currently enrolled. This certifies that the students are currently enrolled, not on academic probation and have a cumulative GPA of 2.0 and above. Furthermore, members of student organizations may not be on disciplinary probation.
2. The organization must maintain its financial accounts with PNC Bank and the Sullivan University Student Life Coordinator and must conduct all financial transactions through the Student Services office. Student and campus organizations may not hold accounts outside of PNC Bank unless authorized by the Student Life Coordinator or the Vice-President of Student Services.
3. Non-students may participate in the activities of student organizations, but may not be considered a member or have voting privileges.
4. Student organization officers must attend the Leadership Kick-off Workshop at the beginning of each new year.
5. Grievances within or among the student organizations shall be monitored by the Student Life Coordinator.

Annual Registration for Recognized Organizations

Annual registration is required to be updated in the Student Services office by the first week of each quarter to be considered to be recognized as a student organization.

1. Annual registration for involvement opportunities include:
 - a. Student organizations must complete a quarter registration form which includes the names, addresses and phone numbers of members, advisors and liaison person and must be kept current in the Student Services office.
 - b. Student organizations must be nonprofit in nature.
 - c. All student organizations are required to fill out a Monthly Organization Report form to be filed in the Student Services office.
2. The student organizations must be nonprofit in nature.
3. All student organizations are required to have a Sullivan University faculty or staff member to serve as an advisor.
4. Student organizations must complete a service project and/or fund-raiser every other quarter which will be filed in the office of the Student Life Coordinator.

Annual Recognition for Involvement Opportunity

Annual recognition to be an Involvement Opportunity is required to be updated by the third week of each quarter.

1. Quarter registration form
2. Policy Form
3. Fact Sheet

Risk and Liability Policy

Sullivan University sponsored groups will be covered (i.e., student groups/clubs/organizations) that are recognized and sponsored by Sullivan University and are usual to Sullivan's mission- **HOWEVER**

Some groups aren't covered; such as a skydiving club.

The Sullivan clubs should exercise reasonable care with the events.

The policy will not cover medical payments for any student.

If the student does not have any medical insurance, they may want to purchase a separate policy. Sullivan University is just the sponsor; all costs are to the carrier.

Non-discrimination Policy

Sullivan University organizations may not discriminate on the basis of race, color, national origin, religion, gender, disability, sexual orientation, disabled veteran's status or age in any of its policies, procedures and practices, this policy will include, but is not limited to, recruiting membership, organization activities or opportunity to hold office.

Facility Usage Policies and Procedures

All programs and events must be approved by the Student Life Coordinator and/ or the office of Student Services. The Student Life Coordinator will review all **Room Reservation Request Forms** and **Event Proposal Forms** and determine if there are scheduling or facility conflicts for the proposed event. The Student Life Coordinator will then determine if the event is approved. If your event is approved, the Student Life Coordinator will return the approved **Event Proposal Form** to the requesting advisor. If your event changes, you will need to notify the Student Life Coordinator and/ or the Student Services office. The **Event Proposal Form** and **Room Reservation Request Form** can be obtained from the Student Life Coordinator in the Student Services office.

Fund-Raising Policy

Sullivan University student organizations are required to register their fundraisers with the Student Life Coordinator and the office of Student Services. Fundraisers may be registered by filing and submitted the **Fundraiser Form** to the Student Services Office. If a student organization plans on selling merchandise on campus, the organization must fill out the Merchandise form. All of these forms can be obtained through the Student Life Coordinator and the office of Student Services. Student organizations are not allowed to conduct raffles or games of chance on campus.

Publicity and Promotion Procedures

Posters and Fliers

The Student Life Coordinator or Vice-President of Student Services must approve all fliers/posters and reserves the right to refuse posting approval. Approved fliers/posters must be hung in the locations specified by the Student Services office. Failure to do so may result in having your organization's promotional privileges revoked.

Posting In the Student Scene

If interested in promoting an event within the Student Scene, please submit the program or event information at least two weeks in advance to the Student Life Coordinator in the Student Services office. Or you may e-mail the information to Chelsea Battle at cbattle@sullivan.edu or kdatwood@sullivan.edu. Student Scene submissions are due by Wednesday at 12 noon for posting in the following week's issue of the newsletter.

Content Guidelines

The posting areas are viewed by members of the general public, and what they see posted reflects what Sullivan University and its students are all about.

No written or pictorial references to alcoholic drinks or similar material.

No written or pictorial messages of a sexist or racist nature or of a nature that otherwise offends.

Policies for the Use of College-Provided and Rental Vehicles

A privilege of student organizations is the opportunity to reserve and use campus vehicles. A Vehicle Reservation Request Form must be submitted to the office of Student Services at least seven (7) working days in advance of a planned trip. All vehicles can be picked up from the Winston's parking lot. Each driver of a university-provided vehicle must possess a valid driver's license. Students are not allowed to operate a University vehicle for any off-campus, University-sponsored function. All drivers of a University-owned vehicle must be an approved driver on the University's insurance policy. Faculty and Staff members wishing to become an approved driver must complete an application with the Student Life Coordinator and provide a copy of a valid driver's license. The Student Life Coordinator will notify the faculty or staff member of the decision once it has been made. Once the faculty or staff member has been approved to be a driver under the University insurance plan, they must then complete a mandatory driver safety course. The course can be scheduled on an individual basis or for a group of employees at one time.

User Responsibilities for University-Provided Vehicles

- 1.) Operate the vehicle in a safe and secure manner until returned.
- 2.) Seat belts must be worn at all times by all passengers and drivers-no exceptions!

- 3.) Report accidents as required by law.
- 4.) Report faulty vehicle operation or the need for service for the vehicle.
- 5.) Limit passengers to employees of the University, individuals on University business or to students representing the University.
- 6.) Observe all traffic laws when using vehicles. The University is not responsible for traffic violations incurred by individuals while driving the vehicles.
- 7.) Refrain from littering highways with waste material.
- 8.) Remove beverage containers and litter from the vehicle after use.
- 9.) Return vehicle to its assigned parking space in the lot in front of Winston's Restaurant.
- 10.) Roll up windows turn off interior lights, wipers and blowers and lock doors. Return the vehicle keys to the Student Life Coordinator located in the Student Services Office.

Mechanical Problems with Vehicles

If the vehicle being used develops mechanical trouble, the driver should call the office of Student Services during regular office hours at 502-456-6504 ext. 8610. If the vehicle develops trouble while out of the city and repairs do not exceed \$ 300, the driver may seek the necessary repairs. In the event the charges exceed \$ 300, advice should be sought from the Student Life Coordinator in the Student Services Office during regular office hours. A vehicle that needs repair should be taken to the local dealer who services the particular make of the vehicle being used. After office hours, please contact Kim Atwood at 502-639-3398 (cell).

Accidents

The driver should determine the laws of the state in which the vehicle is being operated and comply with those laws. A written report of an accident should be filed with the Vice President of Student Services, Chris Ernst, immediately upon return. Departmental supervisors are responsible for reviewing the accident report if one of their members is involved and steps should be taken to deny the driver subsequent use of University-owned vehicles if negligence on his/her part caused the accident. If emergency assistance information is needed after hours, call Kim Atwood at 502-639-3398 (cell).

Web Page Development

All recognized student organizations have the opportunity to be represented on the campus Internet. If your organization is interested in developing an on-campus web site, please contact Duane Pierce at 502-299-6430 or e-mail him at websupport@sullivan.edu. Please comply with the University Computer Ethics Policy when publishing your web page or utilizing technologically related resources.

Copy Center Procedures

In order to use the Copy Center's services, your group or organization needs to go through the Student Life Coordinator.

Copying

1. Provide a separate job ticket for each separate job.
2. Make sure to fill out the job ticket completely, including the correct campus name to be charged. A lot of people forget to indicate if they want their copies one-sided or back-to-back.
3. Provide an original on white paper. Originals should be on 8 ½ x 11" paper.
4. Multiple originals should be placed in sequential order before they are brought to the Student Services Office.
5. No tape-ups, sticky labels, staples or paper clips should be on the originals.
6. Include any blank white sheets where necessary to produce the finished product you want (applies to back-to-back copies).
7. Any special or unusual copy jobs should be given directly to the director or clerk of the Copy Center to ensure extra supervision while being copied. Please notify the Student Life Coordinator that the job has been requested.
8. Any problems with hobs being done incorrectly should also be brought to the attention of the director or clerk of the Copy Center and the Student Life Coordinator.

Club and Organizational Bulletin Board Space

Bulletin boards can be reserved for a month. Reservations may be made a maximum of six weeks in advance through the Student Life Coordinator located in the Student Services Office.

Meeting Tips

Basics

- Don't call a meeting unless it is necessary.
- Members should know what the meeting is for in advance.
- Reserve a room and notify members in advance of the time and location.
- Add variety to meetings.
- Show enthusiasm! It is contagious.
- Start meetings on time. Don't wait for latecomers or establish a pattern for starting late.
- Be a good participant too. Confine your discussion to the topic and LISTEN to others.

Belonging

- Members want to feel like they are welcome and their time spent at the meeting is productive.
- Call everyone by name.

- Do icebreakers so everyone knows each other. If it is a large group or a new group, use name tags or name plaques.
- Call those who missed the meeting to tell them you missed their input.
- Try to limit “discussion dominators.” Direct your remarks to the group as a whole and ask others questions so everyone participates.

Direction

- Have an agenda!
- Keep an agenda file to help you build the agenda and remember things to discuss at the meeting.
- Send the agenda in advance so people can prepare.
- Use a checklist format so people can see there is a lot to cover. It also helps people see that progress is being made.
- The agenda plots out your course, but it is the leader’s job to stay on it:
- Curtail rambling discussions and summarize points.
- Ask if there is any new information before allowing discussion to continue.
- Implement parliamentary procedure if necessary.
- **KEEP THE MEETING SHORT AND MOVING!**

Results

- Have someone take action minutes to record action to be taken rather than just what was discussed.
- Follow through on projects outside the meeting to lessen the time spent on old business in the meeting.
- Provide information in advance so members can do their homework and come with the information that is needed to make decisions.
- Provide handouts of lists, schedules or other details to make them easier to digest and understand.
- Set a time now for your next meeting so it serves as a deadline for projects and assignments.

HOW TO PLAN A MEETING

General Information

- The meeting structure most commonly used for committee meetings is informal and based upon group consensus.
- The chairperson is responsible for conducting the meeting and moving the group to a decision.
- The chairperson should always prepare an agenda in advance of the meeting.
- Committee reports should be concise.
- To ensure the proper climate, the physical setting should lend itself to adequate space, lighting and ventilation.
- In order for meetings to be effective, a periodic written or oral evaluation should occur.

Informal Meeting: Order of Business

- The chairperson/president calls the meeting to order.
- The chair asks the secretary to call roll.
- The chair asks the secretary to read the minutes of the preceding meeting.
- After the reading of the minutes, the chair asks, “are there any corrections/” Any changes are made and the minutes “stand approved as corrected.” In case there are no corrections, the chair says, “If there are no corrections to the minutes, they stand approved as read.”
- The chair asks for reports of the officers and standing committees. Repots are asked for in their order of importance.
- After a report is given, the chair asks for the acceptance of the report. The motion is accepted by another member. The chair asks, “Is there any discussion?” Then the chair will call for a vote to approve the motion to accept the report.
- The chair conducts new business.
- The meeting is adjourned.

Linda Eldred, *The Programs Planner's Workbook*

MEETING CHECKLIST

In order for meetings to run effectively and efficiently, meetings should be conducted on a regular basis with the time and place being consistent. Following is a sample checklist to assist the chairperson in this process.

Before the Meeting

- ✓ Reserve meeting room
- ✓ Prepare an agenda
- ✓ Make copies of agenda and previous minutes and send out to group members
- ✓ Order refreshments (optional)
- ✓ Decide on physical setup/arrangement
- ✓ Contact committee members for weekly reports
- ✓ Prepare visual aids and/or reserve audiovisual equipment (if needed)
- ✓ Prepare evaluation of meeting

At the Meeting

- ✓ Greet members, special guests
- ✓ Start meeting on time
- ✓ Introduce guests
- ✓ Announce time/place of next meeting
- ✓ Evaluate the meeting/past programs
- ✓ Conduct meeting
- ✓ Keep order
- ✓ Hand out materials (if any)
- ✓ Follow up on committee assignments

After the Meeting

- ✓ Clean up
- ✓ Collect any unused material
- ✓ Follow up on committee assignments
- ✓ Return equipment
- ✓ Read/analyze evaluations

Linda Eldred, *The Programs Planner's Workbook*

THE MINUTES

Each organization or committee should select a secretary or recorder to keep accurate records of committee meetings. In doing so, the secretary is maintaining an important history of the organization, its thoughts and activities. In a large organization, two sets of minutes will probably have to be maintained for general meetings of the organization and for executive meetings of the organization's officers. Minutes are records of actions. They should be completely written but not too long. Minutes should be typed and distributed to each member of the organization or committee to remind them of the previous actions taken and encourage them to eagerly pursue the tasks at hand. Minutes may be mailed out beforehand or distributed at the next meeting. A sample is included below. Two important things to remember are (1) the minutes should always follow the agenda, and (2) corrected minutes are shown in the next week's set minutes.

Sample Minutes

- A. Title or name of the organization/committee (centered on page).
- B. Date (centered under title).
- C. Introduction: The (? meeting number) meeting of the (name of organization/committee) was held on (? date) at (? time) in the (? Room) of the (? Building).
- D. Roll call or names of members present.
- E. Call to order: Minute approval or correction. "The meeting was called to order by the president/chairperson (name of person). Minutes of the previous meeting were approved/corrected."
- F. Areas discussed (outline form and underlined): Arts
Recreation
- G. The exact working of motions should be included with names of individual members making motions, names of seconders and whether the motions were passed or defeated.
- H. Conclude with signature and time dismissed.

Respectfully submitted,

(Signature), Secretary

PARLIAMENTARY PROCEDURE

Parliamentary procedure is a set of rules for conducting a meeting. It allows everyone to be heard and to make decisions. It means democratic rules, flexibility, protection of rights and a fair hearing for everyone- which means it can be adapted to fit the needs of any organization.

A time-tested method of conducting business at meetings and public gatherings, parliamentary procedure originated in the early English parliaments then came to America when Henry M. Robert published his manual on parliamentary law. Today, Robert's Rules of Order is the most widely used common sense approach to rules for group leadership.

Presenting a Motion

A motion is a proposal for discussion within the context of a meeting. Following are the steps required to present a motion:

1. Obtain the floor
 - a. Wait until the last speaker is finished.
 - b. Address the chair.
2. Make your motion
 - a. Speak clearly and concisely.
 - b. State your motion affirmatively.
 - c. Avoid personalities and stay on the subject.
3. Wait for a second
 - a. Another member will say, "I second the motion."
 - b. Or the chair will call for a second.
 - c. If there is no second, your motion will not be considered.
4. Chair states your motion
 - a. The chairperson must say, "It is moved and seconded that we..."
 - b. After this happens, debate or voting can occur.
 - c. Your motion is now "assembly property" and you can't change it without consent of the members.
5. Expand your motion
 - a. Mover is allowed to speak first.
 - b. Direct all comments to the chairperson.
 - c. You may speak again after all other speakers are finished.
6. Calling the question
 - a. The chairperson asks, "Are you ready for the question?"
 - b. If there is no more discussion, a vote is taken.

Four Types of Motions

- *Main Motions:* Main motions introduce subjects to the assembly for its consideration. They cannot be made when another motion is before the assembly. They yield to privileged, subsidiary and incidental motions. For example “I move that we purchase....”
- *Subsidiary Motions:* Subsidiary motions change or affect how the main motion is handled. These are voted on before the main motion. For Example “I move the questions before the assembly to be amended by striking out....”
- *Privileged motions:* Privileged motions are most urgent about special or important matters not related to pending business. For example “I move we adjourn.”
- *Incidental motions:* Incidental motions are questions of procedure that arise out of other motions. This type of motion must be considered before the other motion. For example “I move to suspend the rules for the purpose or....”

Other Questions Relating to Motions

- Is it in order? Your motion must relate to the business at hand and be presented at the right time. It must not be obstructive, frivolous or against the bylaws.
- May I interrupt the speaker? Some motions are so important that the speaker may be interrupted to make them. The original speaker regains the floor after the interruption has been attended to.
- Do I need a second? Yes. A second indicates that another member would like to consider your motion. It prevents spending time on a question which interest only one person.
- Is it debatable? Parliamentary procedure guards the right to free and full debate on most motions. Some privileged and incidental motions are not debatable.

Recruitment and Retention

“What we need is some new blood!” Organizations wither and die without effective use of the recruitment process. New members are needed to bring in new ideas yet carry on the tradition of the group.

Some Reasons People Join Groups

- Acceptance
- Friendships
- Responsibility and authority
- Personal interests
- Vocational interest
- Social gathering
- Development of skills
- Recognition
- To “make a difference”
- Prestige

Some Things Group Look for in New Members

- Qualifications (skills and abilities)
- Enthusiasm
- Capacity for development
- Capacity to work within groups
- Notifications and ability to get things done (initiative)
- Interest in group's missions and goals

Once the kind of person needed in the group is determined by your organization, you are ready to recruit new members.

Approaching New Members

How do you get new members involved? It is important for you to have a clear idea of what your organization stands for. With a clear objective, it will be easier to delineate the benefits and opportunities if membership. What would a member receive from his or her involvement in our organization? Make a list.

Once you know what you are offering, there are several ways to make your objectives known:

- Talk about your group with friends. Tell people what you have to offer. Ask them about themselves. Listen.
- Talk in residence halls, classes, etc.
- Advertise with the campus media.
- Program successfully.
- Avoid a bad public image.
- Be creative and artistic in your public relations; your publicity can only be effective when noticed.
- Really seek out new members.
- Approach people honestly
- Keep organization structure stable. Define where you are now and where you would like to be going.

Initiation New Members

Some basic information should be given to all group members to assist with smooth functioning and cohesiveness. Information you should share and explain includes:

- Philosophy or purpose of your organization.
- Your organizational structure (i.e., president, vice president, secretary, etc.)
- Your expectations of members
- Members time requirements
- Activities and programs you are planning
- The benefits for being an active member (potential for moving up in the organization, looks good on a resume, etc.)
- Organization goals; ask if they have any personal goals for the group
- Get to know potential members individually

- Encourage them to get to know each other; it will help your organization be more cohesive.

Many groups have initiation processes involving personal participation of new members. Some tangible initiations include:

- Programs
- Honors
- Responsibilities
- Opportunities for input
- Workshops
- Ceremonies
- Teaming old members with new members

Hazing

Hazing is not tangible—or acceptable—initiation process. Any Act which subjects another person—even voluntarily—to abuse, degradation, humiliation, harassment or intimidation does not promote group cohesiveness. It creates fear and even deters excellent candidates from the recruitment process. Hazing only serves to compromise personal dignity.

Maintaining Membership

To make your members feel like they are part of your group, you must involve them in your organization. To do this:

- Have meetings on a weekly basis or as often as possible.
- If some members can't make it to the meetings, send them letters and minutes, call and invite them to see you and let them know what's going on with your group.
- Involve them in decision-making
- Listen to their ideas.
- Give them responsibility, jobs to do, other members to call.
- Encourage cohesion! Provide opportunities for the group to get together outside the work setting to do things (dinners, social event, etc.)
- Facilitate a group goal-setting session.

Your ability to keep membership also depends on your ability to:

- Meet successfully at least one of the reasons the person had in joining the group.
- Be consistent and directed, yet provide for periodic examination and reevaluation of structure, goal statements and procedure.
- Provide legitimate procedures for change.
- Delegate to new member.
- Make an effort to find out what motivates each person.
- Have fun!

The organization's ability to supplant other reasons for the person to be a part of the group further strengthens a commitment to the group as a whole. This can be done by:

- Successful program activities
- Delegation of responsibility and decision-making powers
- Planned social gatherings
- Consecutive challenges (building opportunities for increased responsibility and growth)

Recruiting and retaining new members is directly related to the strength of your organization and leadership. What do you offer your member? Are you an organization that's worth being a part of?

Reverence:

Adapted from: "Recruiting and Retaining New Member."

S.O.U.R.C.E. series. Handout for Students. Campus Activities and Programs Office, University of Nebraska-Lincoln, Lincoln, Nebraska.

"Recruiting and Retaining New Members." Handout for students. Department for Leadership, Service and Involvement. St Norbert College, Wisconsin.

It Goes Without Saying

"A member is the most important person in any organization.

Our members are not dependent upon us. We are dependent upon them.

Our members are a part of our organization, not outsiders.

Our members are not just money in the bank account. They are human beings with feelings, with needs, like our own.

Our members are people who share with us their needs and wants. It is our job to fulfill them.

Our members deserve the most courteous attention we can give them. They are the lifeblood of this and every association."

-Unknown Source

BUILDING AN EFFECTIVE TEAM

An effective team is an energetic group of diverse individuals who are committed to achieving common objectives, who work well together, enjoying doing so and who produce high quality results.

Does this description sound like your organization? Or does your organization face many of the following problems?

- Lack of real commitment
- Avoidance of responsibility
- Avoidance of risk taking members
- Lack of clear goals and objectives describing what your organization is about and what you want to accomplish
- Poor communication

Characteristics of an Effective Team

The solution to these organizational problems lies in team building. Building your organizational team helps to lay the foundation for a more effective organization and

more committed and satisfied membership. Before you begin to build your organizational team, it may be helpful to know the characteristics of an effective team:

- Common vision
- Clear, cooperative goals to which every member is committed
- Energy and enthusiasm
- Distributed participation and leadership
- Appropriate and effective decision-making procedures
- Productive controversy
- Hi levels of trust, acceptance and support among its members
- Members feel significant and motivated
- High level of cohesion

Team Building

Set aside a two to three-hour block of time as early as possible in the year when you won't be distracted by other organizational needs. Find a comfortable place to have the meeting, some place where your members can feel relaxed.

Your goal will be to share with each other thoughts about the organization, who you are and your expectations for the year. The strategy you use may differ depending on the size and type of your organization but your agenda will be the same:

- To get all the members of your organization talking and listening to one another!

Helpful Discussion Questions

The following are some questions that can help you get started with your group discussions.

- When did you become interested in this organization and why did you join?
- What do you want to gain from this experience?
- What special characteristics, skill, etc., do you bring to this organization?
- What is your greatest apprehension regarding the year?
- What do you want to see this organization accomplish this year?
- What Expectations do the members have of officers, officers have of members and officers have of officers?
- What do you expect of yourself?
- What do you need from each other?
- For what do you want this organization to be remembered?

Getting to know yourself in relation to the group, getting to know other members and encouraging open communication are the building blocks of an effective team.

Reference:

“Building Your Team.” S.O.U.R.C.E. series. Handout for students. Campus Activities and Programs Office, University of Nebraska-Lincoln, Lincoln, Nebraska.

Cherrey, Cynthia. “Survival Manual for the Student Leader and Team Building.” University of Denver, Denver Colorado.

“Building an Effective Team.” Handout for students. Department of Leadership, Service and Involvement, St. Norbert College, Wisconsin.

Conflict Resolution

Are you familiar with any of the following situations?

- The roommate who eats your food and uses your desk.
- The sister who still hasn't learned to mind her own business.
- The boss who refuses to allow you professional space and responsibility.
- The executive board member who refuses to pull his/her own weight.

Sound familiar? We all find conflict in everyday life. It is but one consequence of the human individuality we all treasure. Dealing with it in a constructive and non-threatening manner is an art. It involves a little thought, a lot of fortitude and even prayer now and then. No one likes to confront people, but conflict resolution does not have to involve stressful confrontation if both parties are willing to work toward an acceptable conclusion. The key is negotiation.

Barriers to Cooperation

Before you get to the bargaining table, there are a few obstacles that need to be addressed. It is all too easy to be drawn into an emotional battle of rigid positions. If you truly wish to resolve the conflict, anger and blame need to be set aside. When trying to resolve a conflict, the following items need to be accounted for:

- Your reaction
- Their emotion
- Their position
- Their dissatisfaction
- Their power

Dealing with Emotional Dynamics

Once you have identified each of these dynamics, you are prepared to confront each one on its own terms. You must consider these before you join the negotiating circle. Preparation is worth its weight in gold, and you are not prepared until you have accounted for the emotional dynamics of the confrontation.

How do you deal with the emotional dynamics? Here are some suggestions:

- Suspend your reaction: One's first instinct is to strike back when someone tells us no. Realize that you may feel the urge to snap at the other person or storm out on them. Resist the impulse. Take a deep breath or do whatever you may need to do, but understand that they are not rejecting you; they are rejecting the proposal.
- Defuse the emotional tension: Remember that your counterpart will be just as emotionally charged as you. Do not act as an adversary: that is probably what they expect. Instead, listen to them, acknowledge their points and show them respect.
- Accept and reframe: Accept their position as a possible solution, but then reframe it to incorporate your views. Find out why they want it and work from there. How do their wishes differ from your proposal

- Bridge the gap: Find a common ground where both parties feel victorious and both viewpoints are accounted for. This involves giving up ground on both sides and compromising a little.

Helpful Hints

Getting through the confrontation involves negotiation. Negotiation is a skill. It involves preparation and practice. No one is an ace negotiator without time and failure. Just remember these hints and do not be afraid to assert yourself.

- Lack of preparation is lethal. At the very least, you may miss an opportunity to benefit both parties.
- Examine the problem and your own motivations and views. Know how you feel, and why you feel that way. This will help; you to argue and defend you position.
- Map out a variety of acceptable solutions ahead of time. Having several options at your fingertips feeds flexibility.
- Research and examine their position to determine what they might be willing to compromise on and what they are standing tough on.

References:

Phillips, Steven L., and Robin L. Elledge. "Steps for Confronting Conflict." The Team Building Source Book. Pfeiffer & Company. San Diego, California: University Associates, 1989.

Ury, Williams. Getting Past No: Negotiation Your Way from Confrontation to Cooperation. Bantam Books, New York, 1991.

"Conflict Resolution." Handout for students. Department of Leadership, Service and Involvement, St Norbert College, Wisconsin,

Programming Basics

You are planning a lecture, 100 people are waiting at the door, and here are only ten chairs in the room. What went wrong. Programming can be a tricky proposition that can catch you off guard if the big picture isn't considered. The following describes everything you ever wanted to know about programming, step by step.

Program Concept

The first thing you must do is decide what type of program you are going to do

- *Determine the goals of the program.* Example: To bring a community together, to educate, to expose individuals to different points of view, to support other programs, to provide entertainment, to socialize, etc.
- *Brainstorm the type of program and possible themes that will match your program goals.* Examples: Speakers, film, dance, fund-raisers, trip, festival, athletic event, quiz bowl contest, etc.
- *Decide on a program within you budget.* Discuss the options within your group and make a group decision.

Program Planning

Once you decide on a program, its then time to work out the details. Following are the vital points to make sure nothing is overlooked!

- Date
 - Consult the Programming Board.

- Find a convenient date for members in the group and participants in the program.
- Check on facility availability.
- Location
 - Project the attendance.
 - Determine the program needs (chairs, tables, lighting, sound, stage, podium, etc.)
- Time
 - Determine a convenient time for a targeted audience. For example, commuter students are on campus during the day so plan a time between day classes for a program. Do not plan a program when a major event is scheduled.
- Budget
 - Project all expenses and income (sound, security, food, travel, etc.)
 - Stay on budget.
 - Brainstorm additional funding sources.
- Entertainment
 - Determine the type of entertainment.
 - Research local, regional and national possibilities.
 - Contract and negotiate a price.
- Food
 - Determine food needs and design a menu.
 - Research local, regional and national possibilities.
- Publicity
 - Design publicity strategies for targeted audiences.
 - Be creative.
 - Put publicity up in ample time for people to plan ahead.
 - Design your promotion to fit the style and theme of the program (i.e., educational, serious, festive, informational, etc.)
 - Make the publicity neat and accurate. Be sure to proof your publicity before printing it! Mistakes can be embarrassing and they look unprofessional.
- Other Things
 - Cover all aspects of the program. Additional possibilities include travel arrangements, lodging, postage, decorations, cleanup, security and volunteers.

Program in Motion

Once the details are worked out, it's time to set the program in motion. Following are steps to set the program in motion. Following are steps to consider for a successful program:

- **Backward Plan:** Develop a list of task that need to occur before, during and after the event and determine who is responsible (i.e., ushers, cleanup crew, stage, loaders, etc.) Begin at the end of the event and determine the amount of time needed for each task and work backward. You are less likely to forget details this way.
- **Register the Event, if off campus:** If you program will occur off campus, stop in the Programming Leadership and Involvement office and complete the *Off Campus Notification Form* at least two weeks before the social.
- **Day of Program**
 - Come early to check on room arrangements and set up
 - Prepare a brief introduction statement, for example, “ Welcome to tonight’s performance. We are proud to present...”
- **Evaluate the Program**
 - Determine if you have accomplished your program goals.
 - Record results (positive and/or negative for future planning.
 - Prepare a financial statement of actual expenditures and revenues.
 - Send thank you notes to appropriate people.

References:

“The ABCs of Programming.” S.O.U.R.C.E. series. Handout for students. Campus Activities and Programs Office, University of Nebraska-Lincoln, Lincoln, Nebraska.

“Programming Basis.” Handout for students. Department of Leadership, Service and Involvement, St. Norbert College, Wisconsin.

SUCCESSFUL STUDENT LEADERS

Nine Strategies for Academic Success

1. Balance involvement with and academics.
2. Communicate your involvement with your academic advisor.
3. Utilize younger leaders in your organization by delegating tasks.
4. Be aware of College academic expectations.
5. Set academic goals.
6. Attend a time management program.
7. Mentor a past officer in your organization.
8. Initiate conversation about academics with your organization advisor
9. Celebrate academic success.

Professors' Best Tips for Studying

1. Read your assignment
2. Review often.
3. Outline your notes.
4. Take good notes in class.
5. Never depend on last minute studying.
6. Prepare before class.
7. Concentrate in and out of class.
8. Find a study partner.
9. Study early in the semester.
10. Use instructors' assistance.

Top Ten Mistakes of Students

1. Not spending enough time studying
2. Improper study techniques
3. Failure to attend class regularly
4. Differences between high school and college
5. Underestimation of class requirement
6. Getting behind in class work
7. Poor study schedules
8. Poor goal setting
9. Improper Class preparation
10. Not taking classes seriously

Reference: Academic Success, 1998

SUCCESSFUL CAMPUS PROMOTION

If you want to have a successful event or fund-raiser, successful campus promotion is definitely a huge ingredient. Following is a list of ideas and suggestions to assist in the planning of your promotion.

Advertising—whether it's a poster, flier or brochure—needs to be catchy and economical. Creativities often goes a long way in grabbing someone's attention. When planning the promotion of you event or fund-raiser, use some of these advertising guidelines:

- Appeal to both the emotions and intellect.
- Be affirmative and brief.
- Be economical, but not cheap
- Continually present a well-developed theme.

Attract attention, create interest, establish conviction and promote a desire to participate.

Promotional Ideas

- A-Frame poster/stands
- Advertisements in programs
 - Bowling score sheets
 - Busses
 - Desk calendars or blotters
 - newspapers/yearbook
 - student directory
 - bus stop benches
 - class schedule books
 - grocery backs, bookstore bags
 - laminated memo boards
- Advertise upcoming band on your answering machine message

Play demo segment

Announce date/time/place

- Alumni Newsletter/Magazine
- Animals walking on campus with a sign
- Announcements

at athletic events

across mains street in town

in the cafeteria

from the student center

from an airplane

along main stairwells

hanging from street light

along fences at school games

- Balloons
- Banners—on cars, in buildings
- Body Painting
- Bookmarks
- Brochures

- Bulletin board displays
- Bumper stickers
- Bus stop benches
- Buttons (prizes to people who wear them)
- Cafeteria tray liners
- Calendars
- Campus announcement section of newspaper
- Carnival booth game with tickets as the prize
- Centerpieces with advertising on cafeteria tables
- Chalk ads on sidewalk
- Character generated messages on cable channel
- Class projects as promotional campaigns
- Classified ads
- Cloth strips woven through volleyball net to spell message
- Coffee cups in vending machines printed with ad
- Contact fraternity and sorority social chairs
- Electronic message boards
- Faculty/staff newsletter
- Feature articles
- Flasher with poster board sign under trench coat
- Fliers look like money (left lying on sidewalk, tables)
- Fliers to look like a parking ticket (left under windshield wiper)
- Fliers

in orientation packets

in fast food restaurant bags

on windshields

in bookstore bags

on pizza boxes

under residence hall doors

- Irregular sized fliers
- Footprints leading to an event
- Framed posters on the walls
- Free food at events
- Free samples with promo (e.g., suntan lotion for beach party)
- Free tickets

to highest scorer in game room

stapled to popcorn snack bags, etc.

inside yearbook or textbooks

- Friends! (word of mouth)
- Hand out fliers
- Contests
- “Crowd wanted “fliers (with rip-off phone numbers to call for more info)
- Cups spelling out messages in fences
- Decorated cars (with sound systems)

- Direct Mail: mailing list
- Display cases
- Distribute free popcorn and fliers or program of the event
- Door knob fliers(in residence halls, apartment complexes)
- Hang posters
 - on a clothesline
 - inside elevator doors
 - on trash cans
 - next to clocks in classrooms
 - by the money machines
 - in Laundromats
 - in car windows
 - inside bathroom stalls
 - on gym lockers
 - next to cash registers
 - above drinking fountains
 - outdoors
 - in office windows
- Meal specials or promo on tables there
- Imprinted helium balloons weighted down
- In-store appearances by performer (record store, bookstore)
- Instant photos in front of a promotional backdrop
- Imprinted items (any item)
 - book covers
 - cups
 - mugs
 - Frisbees
 - highlighters
 - ice scrapers
 - key rings
 - candy
 - pencils
 - throw balls into crowd
 - post-it pads
 - swizzle stick
 - folder
 - huggies
 - ID holders
 - matchbooks
 - painter's hats
 - pens
 - shopping bags
- Information corner on test or study sheets (if you find a cooperative professor)
- Inserts in
 - newspaper
 - phone bills

- billing statements
- bank statements
- Interview/talk show segment
- Kites with a message
- Letters through campus mail to faculty, staff and students
- On prerecorded answer machine
- Mobiles
- Movies about event (e.g., a movie on steamboat to promote the trip)
- Multiple color copies of the same flier(hung in different colors next to each other)
- Multiple signs on progressive stakes
- Personal invitations
- Phone-a-thon
- Snow writing
- Table tents
- Top ten list—reason to go to the comedy club, etc.
- Words printed backwards on fliers opposite bathroom mirrors
- Different shaped poster or fliers—shoe, music notes, etc.
- Letters to student organizations
- Live promo scene in high traffic area beach scene to advertise a beach party
- Logo or jingle used consistently
- Mailbox stuffing
- Mailer for season, series or special event
- Person-on-the-street type of radio or TV ad
- Mannequins wearing a sign
- Marquees of area businesses
- On chalkboard of classrooms
- In empty capsules
- Attached to candy

FUND-RAISING IDEAS

Raffles

CDs

Cleaning services

Business gift certificates

Stereo

Sweat shirt

T-shirt

Television

Money

Dinner gift certificate

Night on the town

Concert tickets

Pizza

Mall gift certificate

Logo Items

Fanny packs
Book bags
Baseball hats
T-shirts
Mouse pads
Buttons
Neck totes
Stadium cushions
Tote bags
Umbrellas
Towels
Magnets
Key chains
Letter openers
Night lights
Coffee cups

Events

Performers
Carnivals
Speakers
Plays

Sports

Volley ball
Basketball
Softball
Soccer

Sales

Candy bars/candy
Flowers
Seasonal items
Hamburgers
Brats
Corsages
Coffee and doughnuts
Balloons
Greeting cards
Hot dogs
Cakes
Bakery
Car wash
Ice cream
Soda

Calendars
Posters
First aid kits

Services

Candy gram
Pancake breakfast
Shoveling snow
Survival kits
Car washes
Singing gram
Pictures
Computer dating
Holiday kits

OFFICER TRANSITION

Many times the success of a student organization depends on its effective officer transition. You know the scenario; it probably happened to you or to someone you know! Perhaps you were handed a set of unbalanced books and a stack of unpaid bills at the end of the year and you spent five hours in the Business office figuring out what to do, and you found out no one ever told you about the forms necessary for continued recognition and active status. You missed out on the Student Activities Fair in the fall because you didn't know your organization had a mail box in the College Post Office. Don't let this happen to your organization; provide an effective transition for your organization leadership.

Following is a list of what to transfer to your new officers. If you discover that your organization can't share some of the information because these items don't exist, it's never too late to start documenting! Share your knowledge of the organization's structure, goals and past accomplishments, as well as your leadership expertise. This would include:

- Effective leadership qualities and skills
- Problems and helpful ideas, procedures and recommendations
- Reports containing traditions, ideas and completed projects, continuing projects, concerns, loose ends, ideas that came up but were never implemented, past fund-raisers, etc.
- Go through organizational files together
- Meet with your advisor together
- Constitution and bylaws
- Job and committee descriptions
- Status reports on current and continuing projects
- Evaluations of previous projects and programs
- Meeting minutes and agendas
- Resource and contact list

- Members roster
- Financial records and books
- Historical records

Beginning or the Academic Year—Winter Quarter

It is also important that your new officers are aware of the administrative responsibilities that must be maintained for your organizational status. At the beginning the academic year, there are several items a president needs to attend to. Failure to do so could jeopardize recognized status. Stay on top of things with the following check list:

___ **Attend the first leadership kick-off meeting.** The meeting time and place will be posted all over campus. It is generally held the first or second week of the semester. The first meeting is mandatory for all the presidents to attend, although all executive board members are welcome and encouraged to attend.

___ Fill out the following information and return to the Student Services office by the end of September. Not completing the information on time can have adverse effects on your organization's status.

- Organization fact sheet
- Policy form
- Submit updated member information
- Most recent constitution on file
- Fund-raiser plans for the upcoming year

Review your organizational constitution and make any necessary changes and/or updates

___ Make plans to participate in the Activities Fair. It's a great place to reach and recruit first year students. This is generally held the second or third week of classes. Contact the Student Services office for more information.

___ Get together with your executive board and set goals for the coming year.

Throughout the Year

Throughout the academic year it is important that your organization complete the necessary paperwork in order to maintain organizational status.

___ **Attend all mandatory meetings.** If you can't attend send a representative from your organization in your place.

___ **Fill out monthly reports** and hand them to the Student Services office by the first of each month.

___ Fill out quarterly reports and hand it in to the Student Services office by the end of each quarter.

___ Get together with your executive board and set goals for the coming year.

Beginning of the Second Quarter

If there are any changes in your general membership or with your executive board at the start of second quarter:

___ Turn in an updated membership list to the Student Services office.

Anytime During the Year When You Switch Officers

When you switch officers—anytime of the year—there are a few things you need to accomplish to keep the University and your leadership informed and up to speed.

___ Send a list of new officers to the Student Services office.

___ Transfer all applicable items discussed in the “Officer Transition” section.

___ Train new officers in administrative functions and procedures required by the University (continued recognition, fund-raising, off campus events, etc.) as well as bookkeeping and budgeting.

___ Verify your accounts balance with the bank.

___ Leave a forwarding address and phone number for the new officers.

End of Academic Year—Fall Quarter

There are also things you need to take care of before you leave for the Christmas Break to ensure that there are no surprises when you return in the Winter Quarter!

___ Reconcile all of your student organization financial records. Pay all your bills; make sure you have enough money in your account for any bills over the summer, Process all disbursements and transfers etc.

___ Notify Student Services of any outstanding bills so they may be forwarded to you, and leave a forwarding address.

___ Have a good break and get ready for the quarter (start planning for Activities Fair, etc.)

Outgoing Officer’s Transition Worksheet

- ✓ Things I wish I had discovered sooner...
- ✓ People/services that were especially helpful to me...
- ✓ Specifics about this position I wish I had known about...

WISDOM

Take it from me...

ENTHUSIASM

The best thing about the year was...

I always felt supported when...

The most exciting group interactions were...

What I wanted most was...

LOGISTICS

Helpful people were...

Our constitution/history/files/books are located

The budget and plan for next year is...

LEGACY

Our accomplishments...

Lessons we learned...

Our successes...

Reference:

“Adapted from “Passing the Gavel!” Officer transition workshop. University of Wisconsin Stevens Point, April 1988.

“Outgoing Officer’s Transition Worksheet.” Handout for students. Department of Leadership, Service and involvement, St. Norbert College, Wisconsin

FINDING AN ADVISOR

Every organization has had the experience of trying to find an advisor. Even finding one is no guarantee that you won’t have to do it again. Locating a dedicated and helpful person is not always easy. Being an advisor takes time and energy and many people have very busy schedules, but there is hope! With a little time and thought, you can find the advisor your group needs.

Develop a Profile

There’s more to finding an advisor than just getting a body to sit in a chair. While that body may fulfill your organizational requirement to have an advisor, will that body be beneficial beyond simplistic “yes, we have one?”

To find an advisor, you need to first decide what kind of an advisor you want. An advisor can be a valuable resource and advocate for you organization. What capacity would you like your advisor involved in you group? Only after you know what kind of advisor you want can you search out that type of person.

Develop a profile of the individual you are looking for with your executive board and/or members. Decide the type of input you need from an advisor and how much time you would like him/her to commit to the organization. Describe the personality and personal experiences which would best complement those of your members. What kind of support and guidance are you seeking? Add to your advisor profile anything you feel is an important quality for an advisor to have.

Brainstorm Possible Candidates

Once your profile is complete, brainstorm a list of people who fit it. You will want to know if this person and your organization “fit.” Ask around campus and get suggestions from your members, faculty and staff. Dig deep—some of the best people on this campus are hidden in obscure corners. Remove from your list those names that do not fit your profile well. Be realistic; you may not find someone who fits exactly, but settling for less than what you want is not helpful either.

Interview

Target the top two or three candidates and invite them to meet with your officers. At the meeting, share with the candidate your organization’s philosophy and constitution. Show them minutes of past meetings, pictures of recent events or anything which you feel would help them learn more about your organization. Find out about the candidate’s experiences. Share with the candidate your organization’s expectations of the advisor. This is an interview. Each party is learning about the other to determine whether the two will make a good match.

After you have met with each candidate, choose the one you think has the most potential for helping and supporting your organization. Notify the candidate of your decision and ask him/her to accept the position.

Taking the time to find an advisor who fits with your organization is worth it in the end. It’s easier to find the “right one” when you know who you’re looking for. Good luck!

Reference:

Advisor Responsibilities as Perceived by Advisors and Students. No source cited. Handout from Leadership, Service and Involvement, St. Norbert College, DePere, Wisconsin.

Contract of Expectations: (To be completed by the advisor and the organization together.)

Negotiated responsibilities of advisor to organization: Negotiated responsibilities of organization to advisor:

Anticipated nature and amount of communication, interaction or meeting time with one another throughout the year:

Advisor's Signature

Date

Organization President

Date

Please photocopy the contract, so both the advisor and organization retain a copy.

WORKING WITH YOUR ADVISOR

Facts about Faculty Advisors

- Faculty advisors are employees of the college whose primary responsibility is to teach students in curricular classes, or to serve in a college administrative position.
- Faculty advisors volunteer to work with student organizations because they feel they can make a contribution to the organization's success.
- Faculty advisors are human.
- **Responsibilities of Student Organizations to their Advisor**
- Define the role you would like your advisor to serve in your organization and then make that clear to your advisor.
- Keep your advisor informed of the organization's plans and problems.
- Utilize your advisor's experience.
- Work out tentative solutions to problems before going to your advisor.
- Observe lines of responsibility. Don't go over your advisor's head or pass him/her by entirely.
- Take the initiative in arranging regular executive committee meetings with your advisor.
- Invite your advisor to all the organization's activities. Don't take his/her attendance for granted.
- Make him/her feel like a member of the organization (e.g., ask him/her to serve on certain committees when appropriate.)
- Extend appropriate courtesies to the advisor and his/her guest at special functions such as dances, banquets and meetings which include important speakers.
- Show you appreciation for your advisor's services.

Developing Organization-Advisor Expectations

Organizations should identify their expectations of their advisor and share them with the advisor. Questions organizations should consider when identifying their expectations are:

- What is the level of involvement the organization is looking for from its advisor?
- How often does the group meet?
- How often does the group plan and implement programs?
- How experienced are the group leaders?
- What kind of skills would you like the advisor to bring to the group?
- What are some of the problems that the group needs special advisory assistance with?
- What are some of the ways that you think the advisor could be more helpful to you, both as a group and as individuals?
- Do you want the advisor to be silent observer at meetings or an active participant at meetings?
- Do you want the advisor to interrupt if you are getting off track?
- Would you like the advisor to provide feedback reports to the group?
- Do you want the advisor to spend time “hanging out” with the group or do you want the advisor to remain a “resource” person?
- Are there areas of your organization that are “hands off” to the advisor?

ROLE OF AN ADVISOR

Sullivan University requires that all recognized organizations have a faculty of staff advisor. Advisors must be full-time employees of the College. Advisors help guide the group in accordance with the purposes and ideals of Sullivan University. They do not directly control the group’s programs and activities. The relationship of the advisor to the group will vary depending on each organization and its members. Therefore, the responsibilities and duties of the advisor will vary according to the group’s needs. Hopefully, each advisor will become involved in the organization through meetings, planning, programming and activities.

Specific responsibilities (depending on situation)

- Supervise finances.
- Attend social activities
- Attend organizational meetings.

- Be aware of students having academic difficulties
- Be sure that organizational records are kept.
- Make sure that institutional requirements are adhered to (registration of group and new officers, etc.) Be aware of any and all procedures and regulations affecting the group and ensure that they adhere to them.

General Advising Responsibilities

- Help apply principles from classroom learning.
- A student organization advisor must show enthusiasm and interest in the group and its activities.
- Advisors must be open to feedback. Work with the organization to define your role. Be willing to be wrong.
- Help the organization to become autonomous.
- Act as a positive critic to the group. Give the group feedback.
- Encourage the assignments of tasks to all members. If a member merely comes to meetings and listens, he/she will readily lose interest.
- Service as a resource. Make known the resources in the community.
- Provide new perspectives. Help students gain insights into problems. Challenge the group to think of different alternatives and solutions.
- Provide leadership training and specific task training for officers on their responsibilities.
- Consult on programs. Plan ahead with students to prevent emergencies.
- Provide continuity. Keep files and general information on organization from year to year. Provide insights and background information on history of organization and Sullivan.
- Counsel and advise individual students and the group as a whole. Supervise as needed.
- Serve as an example or role model.
- Aid with new member recruitment.
- Help create a positive group climate. It is important for group members to know each other well enough to be able to share thoughts freely. Get to know members and help them identify the contributions they can offer to the group. Work with group leaders to help them strengthen group dynamics.
- Challenge stereo types.
- Help the group set goals. Have the group identify what their purpose is and what they want to accomplish.
- Encourage the group to keep a record of their goals and to periodically evaluate their progress in relation to those goals.

College Expectations of Advisors

In requiring that registered organizations have advisors, it is expected that the advisor will take an active role with the organization. In accepting the role of advisor, the individual accepts responsibility for advising the organization on financial matters as well as on college policies and procedures.

Financial Responsibilities

The advisor is required to co-sign all purchase orders (internal and external), check requisitions, contracts, etc. The College's expectation is that the advisor will be aware of the financial status of the organization and not intentionally authorize expenditures that will result in a deficit for the account. Furthermore, it is expected that the advisor will not intentionally authorize expenditures that go against the policies of the college.

NEVER SIGN BLANK PO'S OR CHECK REQUISITIONS!

Inappropriate Behavior of Advisors

- Glamorizing or condoning any and all acts related to excessive drinking, underage drinking and the use of illegal substances.
- Participating in or condoning acts, behaviors, conversations or verbalizations in which a person or a group of people are ridiculed, humiliated or in any other way degraded as individuals.
- Condoning stereotypical acts, behaviors or characterizations of a derogatory nature toward a person or group of people.
- Actions outlined in the Sullivan Student Handbook on "Hazing", Sexual Harassment" and "nondiscrimination" policies.

Reward of Advising Student Organization

- *Opportunity to observe the development of students during their college years.* In many cases, advisors of organizations have the opportunity to observe student from the beginning of their college career through graduation. It is rewarding to observe the students as they move from membership to leadership roles, Or from being reserved to participating fully.
- *Recognition from the institutions, organization and student for a job well done.* It is common for advisors of student organizations to receive letters from students 10 years after they graduate to share what an impact the advisor had on the student's life. Also, the advisor might receive an award from the organization's national association or receive the Sullivan University Advisor of the Year Award. Finally, the institution might recognize the advisor's hard work through, promotions, raises and service awards.
- *Opportunity to teach, lead and coach students involved in student organizations.* You may present programs to the organization's members on retreats and workshops; or involve the members in community service or volunteer service
- *Opportunity to serve Sullivan University.* Many faculty are evaluated on the basis of their teaching, research and service. Serving as an organizational advisor enriched the service component of a faculty member's annual dossier.
- *Opportunity to participate in an organization whose purpose you enjoy.* For many faculty and staff, the work of their profession leaves little time for additional special interest. However, among the wide variety of student

organizations that exist, it is easy to find one whose purpose complements your personal interest.

- *Opportunity to serve as a mentor for student(s).* Advising student organizations provides the advisor an opportunity to work one-on-one with a student. This individual interaction allows the advisor to challenge, support and stimulate the student to learn, grow and develop to their highest potential.
- *Opportunity to observe fads, cultures and subtle changes that occur in a student's life.* The ability to relate better to students enables you a fuller understanding of students, which in turn helps you as you work with the organization, academic department or institution on student problems and concerns.
- *Opportunity to form networks with colleagues involved as advisors of similar organizations.* Traveling to professional or student-oriented conferences allows you the opportunity to visit with colleagues involved as advisors of similar interests. These trips and relationships not only rejuvenate you, but also help create a network to rely on for resources and information.

References:

Dunkel, N.W., and Schuh, J.H. "What Advising Offers and Requires," Advising Student Groups and Organizations. 3-15.

JEANNE CLERY ACT?

What is the Jeanne Clery Act?

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (formerly the Campus Security Act) is a federal law that requires institutions of higher education in the United States to disclose campus security information including crime statistics for the campus and surrounding including crime statistics for the campus and surrounding areas. It Was first enacted by Congress in 1990 and amended in both 1992 and 1998.

In November of 1999, final regulations were published regarding requirements of colleges and universities regarding crime reporting. Campus authorities are mandated to report any crime. Campus authorities include:

- Vice President of Student Development
- Director of Athletics and team coaches
- **Faculty and staff advisors to student groups or organizations**
- Any employee responsible for student housing, discipline and judicial proceedings.
- Any employee responsible for student housing, discipline and judicial proceedings.

A crime is "reported" when victim or witness brings it to the attention of the local police or anyone described in the above-listed campus authorities. Ultimately, all incidents must be reported to the office of Public Safety and as the reporting authority of Sullivan University located in the Student Service office.

Annual Report Crime Categories

The must be reported to Campus Safety and Security and police.

- *Crime Homicide:* The killing of another person through gross negligence and the willful (non-negligent) killing of one human being by another.
- *Sex offenses (forcible and non-forcible):* Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent. Also, any unlawful, non-forcible sexual intercourse (i.e. incest, statutory rape).
- *Robbery:* The taking or attempting to take anything of value from the care, custody or control of a person by force or threat or force or violence or putting the victim in fear.
- *Aggravated Assault:* An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. It is not necessary that injury result from an aggravated assault when a gun, knife or other weapon is used which could and probably would result in serious personal injury in the crime were successfully completed.
- *Burglary:* The unlawful entry of a structure to commit a felony or theft. For reporting purposes, this definition included unlawful entry with the intent to commit a larceny or felony; breaking an entering, safecracking and all attempts to commit any of the aforementioned.
- *Motor Vehicle theft:* The theft or attempted theft of a motor vehicle.
- *Arson:* Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft or personal property of another.
- *Arrest for liquor, drug or weapons offenses.*
- *Discipline referrals for liquor, drug or weapons offenses (no arrest required).*
- *Note that any crimes listed, classified as hate crimes, are reported by category of prejudice.*

EMERGENCY PHONE NUMBERS

	On-campus	Off-campus
Police	911	9-911
Fire Department	911	9-911
Ambulance	911	9-911
Public Safety	8888	502-456-6504
Wellness Center	8617	

ELEVEN SKILLS TO BE TAUGHT THROUGH ADVISING

Kathleen Allen, in the December 1979 issue of *Programming Magazine*, outlined 11 skills which should be taught through consistent, planned advising.

Skills for Accomplishing Task

- *Problem Solving.* Ability to solve problems creatively. The process includes these components: identify the real problem, weigh what is relevant, pursue alternative and identify a solution. (Example: developing policy)
- *Planning and Organizing.* Ability to set goals and coordinate a variety of human and material goals to accomplish those goals. (Example: conducting a successful meeting)
- *Delegating.* Ability to identify or develop a task, and then share the responsibility, authority, resources and information need to accomplish it. (Example: assigning a member a task.)
- *Decision-making.* Ability to evaluate existing information and to be willing and confident enough to make a choice of what should be done. (Example: choosing an entertainer for a concert)
- *Financial Management.* Ability to plan, develop and implement a budget, including cost and expense estimates, budget implementation and budget evaluation. (Example: implementing a budget for each committee)

Skills for improving Relationships

- *Persuasion.* Ability to identify our own opinions and use logic and communication to change the views of others. (Example: negotiation a contract)
- *Relationships Building.* Process of creating, developing and maintaining connections between groups or individuals. (Example: planning team building activities)
- *Adaptability.* Ability to cope with a variety of situations and different type of people. (Example: working with people with different values)
- *Stress Tolerance.* Ability to cope with taxing situations, while getting the job done and having a satisfying life. (Example: performing leadership responsibilities while anxious about a personal relationship)
- *Initiative.* Ability to take responsibility for origination new projects, ability to take responsibility for originating new projects, ability to think and act with out being urged and being capable of developing new ideas or methods. (Example: initiation a recruitment campaign for new members)
- *Risk-taking.* Willingness to try something new or make a decision without the assurance of success or improvement. (Example: Planning a program that has not been attempted before)

FORMATS TO TEACH SKILLS

There are four different formats an advisor may use to provide opportunities for students to test and acquire these skills

- *Collaboration.* The advisor and student work together on a project with each person as an equal participant in the planning and production process.
- *Role Modeling.* Advisors try to develop and use these skills in their daily operations, so that people who work with them can observe these skills in action. An example of this format would be to discuss with the student the process by which you, as the advisor, came to a particular decision.
- *Instruction.* Involves more direct teaching of why you do things a certain way. It may be used in more formal workshops or in informal explanations.
- *Creating an Environment for Growth.* This method involves offering as many opportunities as possible for students to test these skills. Each time students use these skills and succeed, their confidence should increase and the quality of the program should improve.

WHAT TO OBSERVE IN A GROUP

One way to learn about groups is to observe and analyze what is happening! All of us have spent our lives in some type of group such as family, friends, team work groups, etc. Rarely do we observe what was going on in the group or why the members were behaving the way they were. This skill, when developed can make us better observers for group process.

But what do we look for? When we observe what the group is talking about, we are focusing on the content. When we try to observe how it communicates, such as who talks how much or who talks to whom, we are focusing on group process. The following are techniques that can be used to observe group process.

Communication Patterns

One of the easiest aspects of group process to observe is the pattern of communication.

- Who talks? For how long? How often?
- Who do people look to when they talk?
- Who talks after whom or who interrupts whom?
- What style of communication is used (assertions, questions, tone of voice, gestures, etc.)?
- The kinds of observations we make give us clues to other important things going on in the group, such as who leads whom or who influences whom. Who has influence? Who participates?

Influence and participation are not the same. Some people may speak very little, yet capture the attention of the whole group. Others talk a lot but are generally not listened to by other members. As an organization advisor, ask the following to determine who influences the organization.

- Which members are high in influence? That is, when they talk, others seem to listen]

- Which members are influenced? Others do not listen to or follow them. Is there any shift in influence?
- Is there a struggle for leadership? What effect does it have on other group members?

Style of influence Includes:

- *Autocrat.* Does anyone try to impress his/her will on other members or push them to support his/her decisions? Who evaluates or passes judgment on other members? Do any members block action when it is moving in the direction they desire?
- *Peacemaker.* Who supports other members' decisions? Does anyone consistently aim to avoid conflict or unpleasant feelings from being expressed? Is any member deferential toward other group members?
- *Laissez-Faire.* Do any members get attention by their apparent lack of involvement in the group? Does anyone go along with group decisions without seeming to commit him/herself one way or the other? Who seems withdrawn and uninvolved? Who does not initiate activity, participates mechanically or only in response to another member's question?
- *Democrat.* Does anyone try to include everyone in a group decision or discussion? Who expresses his/her feelings and opinions openly without judging others? When tension mounts, which members attempt to deal with conflicts by problem-solving.

Purpose of Behavior in a group can also be viewed from the point of view of what its purpose seems to be when a member says something, is he/she primarily trying to improve relationships among members (maintenance), or is he/she primarily meeting a personal need or goal without regard to the group relationships (task oriented)? As the group grows and members' needs become irritated with group goals, there will be less self-oriented behavior and more task or maintenance behavior. All groups need both kinds of individuals to be successful.

Task Oriented

This is a type of behavior that is relevant to the group's fulfillment of its task.

- **Initiating:** Proposing task or goals: finding a group problem; suggesting a way to solve a problem.
- **Giving information or opinions:** Offering facts: providing relevant information about group concerns; stating a belief about a matter before the group; Giving suggestions and ideas.
- **Clarifying and elaboration:** Interpreting ideas or suggestions; clearing up confusion; defining terms indicating alternatives and issues before the group.
- **Summarizing:** Pulling together related ideas and restating suggestion after the group has discussed them; offering conclusions for the group to accept or reject.
- **Consensus taking:** Asking to see if the group is nearing a decision by sending up a trail balloon to test a possible conclusion.

Relationship Oriented

This is a type of behavior that is relevant to the group in order to remain in a good working order for task and relationships:

- Fence Mending: Attempting to reconsider disagreements, thus reducing tension.
- Gate Keeping: Helping to keep communication channels open; facilitation the participation of other's suggestions procedures, then sharing remarks.
- Encouraging: Being friendly and demonstration warmth and responsibility to others.
- Compromising: When own ideas or status is involved in conflict, offering a compromise that yields status and admitting errors in interest of group cohesion or growth.

Creating a Healthy Group

Members feeling valued and challenged and wanting to work together doesn't just happen. To function as a team over time, each member needs to make it a priority to pay attention to how decisions are made, how people are rewarded and how to communication occurs. This thoughtful process will require a collective step back to focus on how your team operates and relates. The characteristics of a healthy group are:

- Intelligent use of the differing abilities of its members.

A leader or any other group member (s) has not taken the organization hostage.

To begin Building a Strong Team

Consider the following questions:

- Who are the people you would like to see participate more? Who gets things completed on time?
- Do members of the group listen to each other?
- How are people who have different opinions than those of the majority of the group treated?
- How do the members feel, on average, at the end of the meeting?
- How has the group reflected the feeling of the residents of the community?
- Which members of the group have high influence?
- Which method of problem-solving has been the most effective? Program planning?
- Which aspect of the group do you feel is the effective (programs, publicity, funding, etc)?
- How can/should the group improve?

Advisor Spot Check Questionnaire

- What has your organization done so far this year?
- Who comes to the organization's meetings? Why do they come? How can others be motivated to participate
- If you asked your executive board members and general members what purpose the organization serves, what would they tell you? What would non-group members tell you? What do you think the purpose of the organization is?

- What kinds of things would you like to see your organization do, and how can you influence them to pursue those things?
- What role should your organization play in planning/ implementing learning and recreational activities? What role should the advisor play?
- Are there any current campus, community or global issues or concerns your organization
- Currently have with other organizations and departments on campus? What could be done to make those relationships stronger and more mutually beneficial?
- Where has your organization been? Where is it headed? What are its current problems? What barriers have to be over come to address the problems and move forward? What can you do to make this a positive learning experience for both you and the members of the organization?

IDENTITY DEVELOPMENT THEORY

Chickering and Reisser (1993) have developed a model that describes how college students grow and develop. The development is divided into seven categories. As an advisor, you can take advantage of opportunities to educate students in various categories.

As students experience the college year, they develop and grow in many ways. Involvement in campus activities, academic course work and life in the residence halls are a few of the ways that help students move toward establishing their own sense of who they are. Advisors seek opportunities to help students grow in any of these seven categories. This may mean challenging students on their assumptions, giving them more responsibility and maybe even allowing them to fail once in a while a valuable learning experience can result from it.

The following model describes each of the seven stages. Students move through these stages at different rates, the stages can interact with each other and students often find themselves reexamining issues associated with stages they had previously worked through. Although not rigidly sequential, stages do build on one another, leading to greater complexity, stability and integration as the issues related to each stages are addressed. You may try to think of ways in which the context of your particular group could challenge students to develop in each category.

1. Developing Competence

Competence is divided into three subcategories.

- *Intellectual Competence.* Skill in using one's mind; mastering both intellectual and aesthetic sophistication, ability to analyze, synthesize and comprehend information.
- *Physical and Manual Skills.* Athletic or artistic achievement, gaining strength, fitness and self discipline, skill in using one's hands to create.
- *Interpersonal Competence.* Listening, cooperating and communication skills: ability to work with others.

Overshadowing these three skills is an overall sense of competence or confidence in one's skills and abilities. Having attained the aforementioned three components is useless without the belief in one's ability to use them.

2. Managing Emotions

Learning how to have control over emotions such as anger, love, jealousy and many others is a vital part of developing identity. This includes learning to be aware of one's own signals or being able to acknowledge that a certain emotion is being felt. It also involves being able to channel one's feelings appropriately, balancing self-control and self-expression of emotions.

3. Moving through Autonomy toward Interdependence

This involves three concepts.

- *Emotional independence.* Increased willingness to stand on convictions, freedom from continual need of reassurance, affection or approval.
- *Instrumental Independence.* Ability to solve problems in a self-directed way, to take care of oneself.
- *Interdependence.* Understands the effects one's actions have on others, including the community, society and the world. Relationships are based on equality and reciprocity, give and take.

4. Developing Mature Interpersonal Relationships

- *Appreciate differences.* Ability to respond to people as individuals rather than stereotyped characters. Developing awareness, openness, increased capacity for empathy and respect for differences in others.
- *Capacity for intimacy.* Able to choose healthy relationships and make lasting commitments based on honesty and unconditional regard. Quality of relationships improves, more acceptance of flaw and appreciation of assets.

5. Establishing Identity

Assembling the jigsaw puzzle that includes all the different parts of the self. Discover the all encompassing "Who am I?"

- Comfort with body and appearance
- Comfort with gender and sexual orientation
- Sense of self in social, historical and cultural context
- Clarification of self-concept through roles and lifestyle
- Sense of self in response to feedback from valued others
- Self-acceptance and self-esteem
- Personal stability and integration

6. Developing Purpose

Vocational plans and aspirations: Interest deepens including discovery of what interests energize and fulfill the student. Students integrate various life goals (family, career, a vocational interest) into one plan that involves prioritizing and compromising.

7. Developing Integrity

Values are their own now because of careful personal choices rather than enforced rules. Learns to balance respect for others' points of view with standing firm on own beliefs.

Reference:

Chickering, A. and Reisser, L. (1994) Education and Identity

Intellectual and Ethical Development in College Students

William Perry developed a model describing cognitive and ethical development of college students. The basic terms of this model will be helpful to you in understanding you student's motives and level of understanding. As an advisor, you can use opportunities to help students develop along the model.

Intellectual and Ethical Development Theory

Each of the following stages builds upon the one before it. A student can't become relativistic without first gaining multiplistic understanding. As an advisor, you can challenge you dualistic students to see many other points of view than the ones they believe are right because an authority told them so. You can help the multiplistic student to perceive things with in a context and to understand why, even though there isn't one right reason, there are some options that are not acceptable.

Dualism

- "Authorities" know the right answers. If people say anything else, they are frauds. Others who believe differently are wrong.
- If we work hard, we can find the right answers or can get them from the authorities. Once we find them, everything will be fine.
- Meaning is divided into only two realms—good versus bad, right versus wrong, we versus they. All that is not success is failure. Right answers for any problem exist somewhere and authorities know them.
- To many of your dualistic student you will be the Authority. They may be frustrated by the Authority telling them to come up with their own workable solution to a problem because they will believe: a) There is only one right way to do something and b) you should tell them what it is. You can challenge them to learn that there are many different ways to accomplish the same goal and move them into the next stage of multiplism.

Multiplism

- There are some uncertainties and different opinions that are OK temporarily even for Authorities. They are working on them to get to the truth.
- Where Authorities don't have all of the right answers, diversity of opinions and values are legitimate in areas where right answers are not yet known.
- Every person has a right to his/her opinion; therefore, no one is wrong.

Multiplistic students may have a hard time understanding why it is that if there is no one right way to do something, how can there be a wrong way? (These are the students who will test you allow a keg party at your house because “Drinking isn’t wrong.”

Relativism

- There can’t be one right answer in every case, it depends on the context of the situation.
- Theories aren’t truth, but metaphors to interpret data with.
- We have to think about how we think.
- Diversity of opinion, values and judgment should come from coherent sources, with evidence and logic allowing for analysis and comparison.
- Some opinions may be found worthless, while there will remain matters about which reasonable people will reasonably disagree.

Commitment

- Students have learned they have to make their own decisions in an uncertain world. Where nobody else can tell them what is right. They’ll make several commitments and learn how to balance them.
- “This is how life will be. I must be wholehearted while tentative, fight for my values yet respect others, believe my deepest values right yet be ready to learn. I will be retracing this journey over and over—but I hope more wisely.”

Making choices in a contextual world. In the commitment stage, an affirmation, choice or decision is made in the awareness or relativism. This can be a career politics, personal relationships, values, etc. The student is discovering who he or she is.

Reference:

Adapted from Perry W. Cognitive and Ethical Development Model.

MINORITY IDENTITY DEVELOPMENT

Students in minority groups often go through a unique process of growth. This model describes several stages of that growth. In your student organization, you may have students at varying stages. As an aware and intentional advisor, you can help them to continue their development.

Minority Identity Development Model

Stage one: “Conformity Stage”

- Identifies more strongly with dominant culture values.
- Accepts and believes stereotypes prevalent in society about self and group.

Stage Two: “Dissonance Stage”

- Experiences conflict about the values and beliefs developed in Stage One.
- Actively questions dominant culture values.
- Becomes aware of issues involving racism, sexism, oppressions, etc.
- Identifies with the history of the personal cultural group
- Has a feeling of anger and loss.

- Seeks role model from the cultural group to which one belongs.

Stage Three: “Resistance and Immersion Stage”

- Actively and forcefully rejects and distrust the dominant culture.
- Demonstrates greater identification with own culture group.
- Immerses into ethnic history, traditions, food, language, etc.
- Begins to exhibit activist behavior with motivation toward combating oppression, racism, and sexism.
- Might separate from the dominant culture.

Stage Four: “Synergetic Articulation and Awareness Stage”

- Questions rigid rejection of dominant culture values.
- Experiences conflict and confusion regarding loyalty to one’s won cultural group and personal autonomy
- Struggles for self-awareness continuously.

Stage Five: “Integration Stage”

- Resolve many of the conflicts exemplified in Stage Four.
- Has a sense of fulfillment regarding personal cultural identity
- Increase an appreciation for other cultural groups and dominant cultural values
- Selectively accepts or rejects dominant culture values based upon prior experiences.
- Is motivated to eliminate all forms of oppressions.

Reference:

Helms, The Counseling Psychologist

MAJORITY DEVELOPMENT

Some of the students in your organization may be in the dominant culture and may not be comfortable interfacing with tall the students in your group. As an advisor, you can assist these students in becoming more aware of multicultural issues.

White Racial Consciousness Model

Stage One: “Contact Stage”

- Characterizes naively interactions and knowledge of minorities.
- Tends to ignore differences or regard them as unimportant.
- Is unaware of self as a racial being. (Doesn’t know what it means to be white.)
- Becomes aware of societal pressures that accompany cross-racial interactions.
- Seeks resolution through withdrawal or approach.

Stage Two: “Disintegration Stage”

- Becomes aware of racism, sexism, homophobia, etc., which leads to guilt, depression and negative feelings. Is forced to acknowledge that he/she is in the dominant culture.

- Is caught between internal standards of human decency and external cultural expectations.
- Responds to this dilemma in one of three ways: a) over identifies with minority members; b) becomes paternalistic toward minority members; c) retreats back into the dominant culture.

Stage Three: “Reintegration Stage”

- Becomes hostile toward minorities and more positively biased toward own racial group.
- Overtly or covertly becomes anti-minority.
- Views or perceives minority traits as a negative.

Stage Four: “Pseudo-Independent Stage”

- Intellectually accepts and becomes increasingly curious about dominant/non-dominant cultures.
- Becomes interested in racial group similarities/differences.
- May have cross-racial interactions or may be limited to “special” minorities (those who are similar to dominant culture).

Stage Five: “Emersion/Immersion”

- Immersed in their own culture, “Who am I then?”
- Need positive role models, mentors and supporters.

Stage Six: “Autonomy Stage”

- Accepts racial differences and similarities with appreciation and respect.
- Does not perceive differences as deficits or similarities as enhancers.
- Actively seeks opportunities for cross-racial interactions.

Reference:

Helms, The Counseling Psychologist

SEVEN SKILLS OF CULTURAL AWARENESS LEARNING

As an advisor, you are an educator. Through intentional advising, you can help students develop skills needed for cultural awareness.

- *The capacity to communicate respect.* To transmit verbal and nonverbal positive regard, encouragement and sincere interest.
- *The capacity to be non-judgmental.* To avoid moralistic, value-laden evaluative statements and to listen in such a way that the other can fully share and explain self.
- *The capacity to personalize perceptions.* To recognize the influence of one’s own values, perceptions, opinions and knowledge on human interactions, and to regard as relative, rather than absolute, far more tentative communication.
- *The capacity to display empathy.* To try and understand others from “their point of view,” to attempt to put oneself into the other’s life space and to feel as they do about the matter under consideration.

- *The capacity for role flexibility.* To be flexible in the process for getting job done, particularly with reference to participation and group maintenance or moral.
- *The capacity to demonstrate reciprocal concern.* To truly dialogue, to take turns taking, share interaction responsibility and, in groups, promote circular communication.
- *The capacity to tolerate ambiguity.* To be able to cope with cultural differences, to accept a degree of frustration and to deal with changed circumstances and people.

Reference:

Philip R. Harris and Robert T Moran, *Managing Cultural Differences*

DEVELOPING MULTICULTURAL ORGANIZATIONS

Just as individuals go through a developmental process in becoming multiculturally aware—so do organizations. As the advisor, you can assist the group in becoming a multicultural organization.

Multicultural Operation Development

- Level One
 - Stage One: The Exclusionary Organization
 - Maintain dominance based on social identity.
 - Exclusionary membership and hiring practices.
- Stage Two: The Club
 - Maintain privilege of those in power.
 - Maintain “correct” policies, norms, and mission.
 - All the “right” people access.

Level Two

- Stage Three: The Compliance Organization
 - Recruit and hire for bottom of organization.
 - Don’t create waves or challenge employees.
 - No disturbing structure of organization.
 - Token management if they are considered “team players” and “qualified applicants.”
- Stage Four: The Affirmative Action Organization
 - Encourage non-oppressive behavior and the elimination discriminatory practices.
 - Active recruitment and support of targets.
 - Education and awareness programs
 - Conform to dominant group standards.

Level Three

- Stage Five: The Redefining Organization

- Transition organization
 - Not enough to be “anti-racist.” Examination of all activities that may impact level of participation.
 - Challenge mission, management and technology.
 - Inclusion, participation and empowerment of all of its members.
- Stage Six: The Multicultural Organization
 - Organization reflects contributions of diversity in mission, operations, product and service.
 - Eradicate social oppression in all forms.
 - Focus on broader external social responsibilities.

Reference:

The Learning Connection: Creating Opportunities for Student Learning Beyond the Classroom, A Handbook for Organization Advisors. Office of the Carl Hansen Student Center and Student Activities, Quinnipiac College.

ADVISOR SURVEY

Following are some expectations student leaders may have of their advisor. This form is designed to help advisors and student officers arrive at a clear and mutually agreed upon role of the advisor.

Directions: The advisor and each executive board member should respond to the following items, compare answers and discuss any differences. If any item is determined not to be the responsibility of the advisor, it would be valuable to clarify which executive member will assume that responsibility.

For each of the following statement, indicate how important the function is using the following scale:

1. Essential for the advisor to do
2. Helpful for the advisor to do
3. Nice for the advisor to do, but he/she doesn't have to
4. Would prefer the advisor not to do
5. Absolutely not the advisor's role

___ 1. Attend all general meetings.

___ 2. Attend all executive board meetings.

___ 3. Call meetings of the executive board when he/she feels it is necessary>

- ___ 4. Explain college policies to the executive board, and depend upon the executive board to adhere to those policies and explain them to the general membership.
- ___ 5. Meet with the president (chairperson) individually once a week to discuss the group's progress, issues, concerns, programs, agendas.
- ___ 6. Explain College policy to the general membership when relevant to the discussion.
- ___ 7. Help the president prepare an agenda before each meeting.
- ___ 8. Serve as parliamentarian for the group.
- ___ 9. Speak up during a discussion when he/she has relevant information.
- ___ 10. Speak up during a discussion when he /she believes the group is likely to make a poor decision.
- ___ 11. Be quiet during general meeting unless called upon.
- ___ 12. Exert his/her influence with officers between meetings.
- ___ 13. Take an active part in formulating the goals and objectives of the group.
- ___ 14. Initiate ideas for discussion when he/she believes it will help the group.
- ___ 15. Be one of the group except for voting and holding office.
- ___ 16. Attend all group activities.
- ___ 17. Require the treasurer to clear all expenditures with him/her prior to making financial commitments.
- ___ 18. Request to see the treasurer's book at the end of each semester.
- ___ 19. Check the secretary's minutes before they are finalized.
- ___ 20. Check all official correspondence before it is sent.
- ___ 21. Get a copy of all official correspondence.
- ___ 22. Be custodian of all group paraphernalia, records, etc., during the summer and between change over of officers.
- ___ 23. Keep the official files in his/her office.

- ___24. Inform the group of infractions of their constitution, bylaws, codes, and standing rules.
- ___25. Keep the group aware of its stated objectives when planning events.
- ___26. Veto a decision when it violates a stated objective, the constitution, bylaws, and codes, standing rules or college policy.
- ___27. Mediate interpersonal conflicts that arise among executive board members.
- ___28. Be responsible for planning leadership skill workshops.
- ___29. State what his/her advisor responsibilities are as he/she sees them at the beginning of the year.
- ___30. Let the group work out its problems, including making mistakes and “doing it the hard way.”
- ___31. Insist on an evaluation of each activity by those students responsible for planning it.
- ___32. Take the initiative in creating team work and cooperation among the executive board.
- ___33. Let the group thrive or decline on its merits; do not interfere unless requested to do so.
- ___34. Represent the group in any conflicts with members of college staff.
- ___35. Be familiar with college facilities, services and procedures which impact group activities.
- ___36. Recommend programs, speakers, etc.
- ___37. Take an active part in the orderly transition of responsibilities between old and new executive board members.
- ___38. Approve all candidates for office in term of scholastic standing (GPC), and check periodically to ensure that executive board members are maintaining the required GPA.
- ___39. Cancel any activities when he/she believes they have been inadequately planned, represent improper use of the organization’s funds or could threaten the financial solvency of the organization.

___40. Act as an advocate for the organization, support the executive board members at general meetings and assist in furthering the organization within the College environment.

Please add any other ideas and /or suggestions, etc., that you have for the advisor's role in the space below.

MOTIVATING MEMBERS

As an organization advisor, there are times when you will need to assist with motivating group members. Here are several techniques you can use:

Recognition

- Acknowledge a person's accomplishments by telling them.
- Point out a person's accomplishments to others.
- Compliment someone in front of others.
- Emphasize each person's successes and don't dwell on failure.
- Criticize constructively.
- Criticize privately.
- Give credit where credit is due.

Rewards

- Give out praise.
- Send letters or notes of appreciation.
- Take a person to lunch or have a party.
- Promote person to a higher position or one with more responsibility.

Involvement

- Allow a person to initiate his/her own ideas or plans.
- Allow a person to have important input into decision-making.
- Let person know you feel he/she is important to the organization.
- Ask him/her for his/her opinion.

- Tell him/her you missed him/her when the person was not present.
- Listen with interest to what others have to say.
- Make sure people understand the mission and goals of the group.
- If a plan is made, make sure each person understands why.

Demonstrate Interest

- Allow a person to do tasks in his/her area of interest.
- Allow a person, when possible, to follow lines of activity that are goal-oriented for him/her personally.
- Allow a person to try a new idea instead of making him/her stick to doing things the way they have always done.
- Don't always assign task that are repetitive and dull.

Demonstrate Trust

- Let a person take responsibility for his/her own task.
- Trust a person to carry out initiatives he/she started independent of constant supervision.
- Help person set short term, attainable goals so that he/she can accomplish them and recognize his/her own success.

Build Relationships

- Give everyone an opportunity to socialize.
- Do "get acquainted" activities.
- Don't become overly strict about sticking with business all the time.
- Allow people to work in small groups.

Appreciating Members

Members make your group work. Their time and contributions are vital to the success you will have this year. Thus, it is very important to create an atmosphere where members feel good about their involvement and are willing to continue contributing. Some ways to reward members include:

- Smile
- Allow for freedom of expression
- Get t-shirts for the group
- Care about members
- Respect their wishes
- Be willing to learn from others
- Encourage idea sharing
- Have a picnic
- Respect sensitivities
- Create pleasant surroundings
- Demonstrate confidence in members
- Have clear goals and objectives
- Treat to a soda
- Ask for a status report
- Send a note of thanks
- Plan annual ceremonial occasions
- Keep challenging them
- Greet people by name
- Take time to explain fully
- Surprise with munchies
- Enable to grow into the job
- Take time to talk
- Be a real person
- Enlist and train other volunteers
- Be available
- Send a card
- Send a note of encouragement
- Involve people in goal setting
- Say “hello”
- Give praise when appropriate
- Say “thank you”
- Give additional responsibilities
- Enable to grow out of the job
- Plan social events
- Accept individuality
- Communicate standards and be consistent