student organizations manual

2010-2011

BSC Birmingham-Southern College

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Introduction

There are over 50 registered student organizations at Birmingham-Southern College—each with its own interest and purpose. Our organizations range from honor societies to art clubs, from religious to multicultural organizations, and from social sororities and fraternities to service groups. If there is a particular group that you are interested in and we do not currently have it, you can start your own. This manual has been designed to help keep your organization in good standing with the college, to keep your organization growing and prospering, and to provide the procedures for beginning new organizations.

About Student Organizations at BSC

Student Organizations play a vital role at Birmingham-Southern College. These groups provide students with many opportunities for leadership and involvement. The 50-plus organizations that are currently active on our campus give students a chance to meet new friends, participate in a variety of fun and educational activities, and often provide service opportunities for students that directly benefit our campus and the Birmingham-Southern College community. To see a list of our current organizations go to http://www.bsc.edu/campus/orgs/index.cfm.

Benefits of Being A Registered Student Organization

As a registered BSC organization, your group is entitled to certain rights and privileges as long as your organization stays in good standing with the college. These special benefits include the following:

1. Being registered as an affiliated Birmingham-Southern College organization
2. Use of the college's name in the organization's title
3. Reserve college facilities
4. Hold fundraisers
5. Sponsor events and activities on campus
6. Post approved advertisements in the Norton Student Center and other designated locations
7. Use of BSC mail box
8. Apply for activity fee funds
9. Recruit BSC students as members
10. Establish an official web-site with the college network
11. Access to the Student Affairs art room
12. Opportunity to get involved in leadership training sponsored by the Office of Student Affairs

Criteria for Registration

Registration shall be granted only to those organizations whose purpose and proposed activities are clearly related to the educational goals and mission of the college. Organizations are required to adhere to the following organizational policies:

1. Organizations and groups may be established within The College for any lawful purpose. Affiliation with an extramural organization shall not, in itself, qualify or disqualify The College branch or chapter from institutional privileges.
2. A group shall become an organization when registered with The College. No group may be so registered or continue to be registered if its purpose or programs are in conflict with the policies or procedures of The College, the Code of Rights, or of the laws of the State or of the United States.
3. All groups that meet the following requirements shall be registered:
    A. A list of officers and copies of the constitution and bylaws of the group shall be submitted to the Assistant Director of Student Life. All changes and amendments shall be submitted within one week after they become effective.
    B. Where there is affiliation with an extramural organization, that organization's constitution and bylaws shall be filed with the appropriate College official or body, and all amendments thereto shall be submitted within a reasonable time after they become effective.
    C. All sources of support funds shall be disclosed.
4. Membership in all College-related organizations, within the limits of their facilities, shall be open to any member of The College Community without regard to race, color, national origin, gender, sexual orientation, disability, or age, who subscribes to the stated aims and meets the stated obligations as enumerated in the constitution and bylaws of said organization.
5. Membership lists are confidential and solely for the use of the organization, except that names and addresses of officers shall be required as one of the conditions of eligibility for registration as an organization.
6. College facilities, if reasonably available, may be used by registered organizations, in accordance with all campus policies and procedures, for regular business meetings, for social programs, and for programs open to the public.
7. The authority to allocate institutional funds derived from student fees for use by student organizations shall be delegated to the Student Government Association.
8. Student organizations seeking college funding may appeal to the SGA for approval.
9. Student organizations seeking college funding must comply with the following stipulations:
    A. A requesting organization must be registered
    B. The requesting organization's purpose must not be in conflict with the Mission Statement of The College.
    C. The requesting organization's purpose must not be legislative or include lobbying activities
    D. The event/purpose for the request must be open for all students who are interested in attending.
    E. After eligibility is established, student organization seeking college funding must submit a request for funds and budget to the SGA. A hearing must be scheduled by the SGA within fourteen days of the receipt of said request to hear the appeal for funds.

Getting Started

To start a new organization on campus there are a few requirements that must be met before you can apply to be a registered BSC organization.

1st - A representative must communicate with the Assistant Director of Student Life to complete the Student Organization Application form.

2nd - There must be a minimum of 5 students willing to form this organization.

3rd - Only current BSC students may be members. This means no affiliate members such as faculty, staff, alumni, or spouses.

4th - All student organization officers must be in good academic and social standing with the college in order to maintain their position as officer.

5th - Each group seeking to be registered must have a constitution and/or by-laws.

6th - All organizations must have an on-campus advisor (BSC faculty or staff) and submit their contact information to the Office of Student Affairs.
7th - All organizations are strongly encouraged to have their own web page.

Registration Process

Once your anticipated organization's application has been completed, turned in and all of the requirements are met, your application will proceed forward in the registration process. The process works in two steps:

1. The application is submitted for review.
2. The application will be reviewed and approved or disapproved by the Assistant Director of Student Life.

If your application is not approved for any reason, you will be contacted and given a chance to change or withdraw your application.

If, after changes are made, the application is still not approved, the pending organization may then submit an appeal to the Vice President for Student Affairs who shall then review the same and affirm, reverse, or modify the decision.

Responsibilities of Registered Organizations

As a BSC registered organization, your group has certain rights and privileges. With these privileges come certain responsibilities to maintain your organization's registered status. Those responsibilities include:

- Each organization will be responsible for complying with federal, city codes, and all laws for the State of Alabama and including, but not limited to, all policies outlined in the BSC student handbook.

- Each organization is responsible for the activities and/or actions of non-student members and guests while participating in any function sponsored by that organization.

- All organizations are responsible for planning, supervising, and ensuring the safe operation of each of their programs.

- All organizations are to secure their own facilities and see to it that they are used for the purpose for which they were scheduled.

- Each organization should function using sound financial management and is responsible for any debts that they incur.

- Organizational information must be kept current with the Assistant Director of Student Life. This includes a current list of officers, members, and your advisor(s) with contact numbers and addresses for each. You are required to complete the online update for each year, which can be found on the student organization web page. You are required to return this information even if no changes have occurred. However, if changes occur within the year, you are required to immediately re-submit an update form.

- Your organization must maintain an advisor at all times. If at anytime your organization finds itself without an advisor and is having trouble finding one, please contact the Assistant Director of Student Life immediately and we may be able to assist you in your search.

- The president or their appointee and the advisor of each organization must attend all Gavel Club Meetings. These meetings are used to disseminate any new information on policies or procedures that pertain to student organizations, to announce upcoming events, to share any other important information, and to give each organization their new update form.

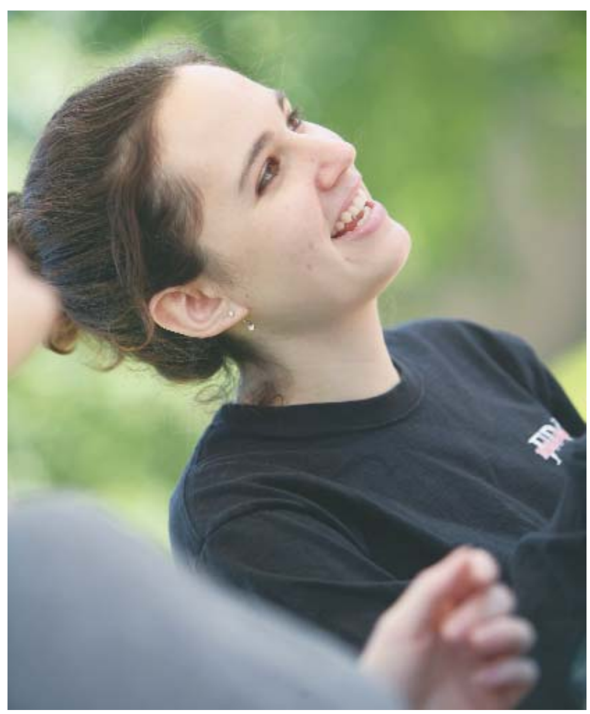
Termination of Registration

The Office of Student Affairs reserves the right to temporarily suspend or terminate the registered status of any organization. These decisions can or will be based on the following circumstances:

1. A request from the organization to be dissolved.
2. A lapse in communication with the Assistant Director of Student Life. As stated above, an organization must maintain an active up-to-date file in the Office of Student Affairs.
3. Failure to keep current or meet financial obligations to the college.
4. Failure to comply with the organization's constitution or by-laws.
5. Failure to comply with the rules, regulations, policies, and procedures of Birmingham-Southern College as determined by appropriate college officials.
6. Re-registering a terminated organization under another name.
7. Discovery that a registered organization is acting as an auxiliary group for another current organization.
8. Submitting false information to Birmingham-Southern College.
9. Failure to provide documentation.

Appeal Process:

A student organization may initiate an appeal with the Vice President for Student Affairs of a decision by the Assistant Director of Student Life to temporarily suspend or terminate an organization's registration. An appeal must be initiated within 30 days of receipt of notification from the Student Affairs.



POLICIES AND GUIDELINES

Policies and Guidelines for Registered Organizations

There are firm and purposeful policies and guidelines set forth by the college that all registered organizations must adhere to. Those policies and procedures that are considered pertinent and immediate for registered organizations have been listed below. For a complete understanding of the following information and other conduct regulations of Birmingham-Southern College, refer to the Birmingham-Southern Student Handbook. If you or anyone in your organization have any questions about these policies or need any further explanation please contact the Office of Student Affairs at 226-4729.

College Policies and Procedures Pertaining to Student Organizations

(The following information may be found in the *BSC Student Handbook* under the denoted sections of Policies and Procedures)

The Honor Code

The Honor Pledge:

As a member of the student body of Birmingham-Southern College, I realize my responsibility to the traditions of the institution, to my fellow students and to myself, I recognize the significance of the Honor System, and I pledge that I will not lie, cheat, or steal as a member of the Birmingham-Southern College community.

Manifestation

A Code of Honor was originally adopted by the popular vote of the student body of Birmingham-Southern College. It was revised in the spring of 1995. This revision separated the Honor Code, which applies to lying, cheating, and stealing, from the policies and procedures applied to social behavior. Its purpose is to present an atmosphere in which an individual's integrity, sense of responsibility, and ability to engage in creative independent scholarship can be nurtured. As a student learns to handle independence, the student also assumes responsibility for his or her actions. Recognizing this fact, the students, faculty, and administration at Birmingham-Southern College have agreed to a system of ethics known as the honor system.

The honor system is exemplified in the Honor Code and the Social Code. As a student covenant, its enforcement depends upon each and every individual student. Not only is each student responsible for his or her own actions, but also he or she is responsible for maintaining the whole system of honor. The individual is responsible, along with his or her fellow students, for the governance of the honor system. The faculty and administration have agreed to encourage and cooperate with the students on this effort.

The Honor Council

The Honor Code establishes an Honor Council composed of 15 students as selected by the SGA. This Council is charged with hearing cases concerning lying, cheating, and stealing. Any honor violations governing student behavior or academic violations are brought before the Honor Council. Students must recognize the Council's role of upholding the Honor Code and should expect the court to abide by and uphold the three tenets of the Honor Code, which are honesty, integrity, and truth. While the role of students in maintaining the Honor Code is crucial, the ultimate responsibility for campus governance rests with the President of the College and other designated administrators as delegated by the Board of Trustees.

The Social Council

The Social Council Constitution establishes a three-person panel, which hears cases involving violations of the policies and procedures of the college. Members of the Council include a faculty member and staff person as appointed by the President of the college, and the Vice President of the Honor Council. Violations of college policy that do not involve lying, cheating, or stealing are defined as social infractions. Such infractions may be handled by the Dean of Students or referred to the Social Council.

Please refer to the BSC Student Handbook for additional information regarding the Social & Honor Council.

Drug/Alcohol/Fire & Weapons Policies

ALCOHOL POLICY

The State of Alabama:
Alabama Law Prohibits:

A. Persons under 21 years of age from purchasing, attempting to purchase, consuming, possessing or transporting alcoholic beverages.
B. Public intoxication as evidenced by boisterous and offensive conduct or endangerment of self, others, or property.
C. Driving while under the influence of alcohol or controlled substances.
D. Unlicensed sale, or possession for sale, of any alcoholic beverages.

BIRMINGHAM-SOUTHERN COLLEGE ALCOHOL POLICY:

A. Consumption and distribution of alcohol must be within state laws, local laws, and College policy. Consumption of alcohol by and distribution of alcohol to those who are not of legal age is prohibited.
B. All residents under the age of 21 are prohibited from having any alcoholic beverages or empty alcohol containers in residence.
C. Any alcohol or illegal drug violation committed by a student under 21 years of age will be reported to the parents/guardian of that student.
D. The serving, consumption, or possession of alcoholic beverages are prohibited in the following areas of the campus: the Academic Quadrangle, all buildings in which regularly scheduled classes are taught, Yeilding Chapel, Norton Campus Center, Rush Learning Center, Phillips Administration Building, Stockham Woman's Building, Meyer Planetarium, all areas adjacent to the above enumerated buildings, and on the athletic fields during intercollegiate athletic events. Consumption and possession of alcoholic beverages in all other areas must be discrete and inconspicuous and in conformity with state and local laws. Any alcoholic beverages which are being consumed in these areas must be in containers which are opaque and which are not identifiable as holding alcoholic beverages.

E. Public intoxication and/or disruptive behavior related to the consumption of alcoholic beverages will be considered a violation of this policy.
F. Failure to comply with the directive of a member of The College's staff in regard to compliance with this policy will also be considered a violation of this policy.
G. A student who has violated The College's alcohol policy may be required to enter a program which provides professional help for alcohol abuse or complete an online alcohol education course at that student's expense.
H. An organization which sponsors an event where alcoholic beverages may be present must provide non-alcoholic beverages and food at the event.
I. There may be no mention or reference to alcohol in the advertisement of any event.
J. For any campus event (at which alcohol may be present) held in the Simpson Activities Center, identification (Student I.D. and/or Driver's License) will be checked upon entering the building. Only those of legal age will be permitted to take alcoholic beverages into Simpson. Reasonable limits will be set concerning the amount of alcohol an individual will be permitted to bring into the facility. No glass containers may be taken into Simpson by anyone.
K. Compliance with the alcohol policy is considered to be part of the student's obligation as a student at Birmingham-Southern College. Failure to comply with this policy will be considered to be a violation and will result in either a fine being levied and filed in the Office of Student Affairs or in the filing of charges with the Social Council.
L. Providing a student I.D. or Driver's License to another person for purposes of possessing, purchasing, or consuming alcohol is prohibited.
M. Using or attempting to use a fraudulent or altered Driver's License or other false from of identification to possess, purchase, or consume alcohol is prohibited.
N. Beer kegs or large distribution containers are not permitted on campus.
O. Driving under the influence of alcohol on campus may result in, but is not limited to, the following sanctions:

- The student's car keys will be confiscated immediately.
- The student must participate in an alcohol program as specified by the Office of Student Affairs
- Failure to submit to an alcohol breath test will result in further disciplinary action.
- All DUI incidents will result in the loss of the violator's driving privileges for no less than one month.
- The minimum fine for DUI will be $100.00, in addition to the $100.00 traffic violation fine.

Note: The Dean of Students or Social Council will have the right to increase any or all DUI sanctions depending on circumstances of the incident (including the permanent loss of driving privileges for 2nd offenders).

ILLEGAL DRUG POLICY

Possession or use of narcotic, mind-altering or other illicit drugs, except on prescription of licensed physician, or the sale or distribution of such drugs is prohibited by the college. Where there is reasonable cause to believe that drug abuse is occurring in college facilities, such facilities may be entered for investigation at any time and without notice by an official of the college.

Charges made for possession or unlawful use, or sale or distribution of drugs on campus will be handled by the Dean of Students in the Office of Student Affairs. The college may report to the civil authorities anyone charged with violation of drug laws. In all such cases, the college will be concerned with the guarantees of fairness with respect to any member of the college community. If reasonable suspicion exists, The college reserves the right to require drug tests at the student's expense. When disciplinary action is taken in cases of alleged drug abuse on or off campus, such action may or may not be concurrent with any action pending by the civil authorities. The college will cooperate with civil authorities in the enforcement of drug abuse laws on and off campus. While the college prohibits the use, possession, or sale of drugs by its students, and its regulations are consistent with civil laws, the college will undertake an educational approach with respect to drug abuse. Any student who voluntarily submits himself or herself or who is referred by others for counseling and help with the problem of drug use will be assisted. A student who has violated the college's illegal drug policy may be required to enter a program, which provides professional help for drug abuse.

OPEN FIRES POLICY

Students may not have open flames in their residence hall rooms. Additionally, outdoor fires for recreational or disposal purposes are not permitted without the permission of the Office of Student Affairs. In cases where permission is granted, a permit from the City of Birmingham Fire Department will be required.

WEAPONS POLICY

It is absolutely prohibited for any student to possess firearms (including pellet guns or bb guns), a rifle (including air rifles), shotgun, handgun, knife (excluding small pocket knives), switchblade, slingshot, balloon launcher, bow, fireworks or other lethal or dangerous weapons or devices capable of causing harm to another person. Possession is defined as carried on the person, in residence hall room, fraternity or sorority house, campus building, or in a vehicle on campus. Firearms and legal hunting devices may be stored in the Campus Police Office. Violation of this policy may result in fines or other disciplinary action up to and including immediate expulsion from the college.

Band Parties & Clean Up Procedures/Hazing/ Wristband Policies

BAND PARTY PROCEDURES

1. Band Parties scheduled on campus during the week (Sunday evening through Thursday evening) must be held in an approved location.
2. All events held during the week must end by 12:00 midnight. Events held on Friday and Saturday must end by 2:00 a.m. unless special permission is granted.
3. All student events held on campus are for Birmingham-Southern College students and their guests only. There may be no open parties and there may be no advertisements to the general public.
4. Birmingham-Southern College students who bring guests are responsible for the actions of their guests.
5. All Students who enter Simpson must present a Student I.D.
6. Identification (Student I.D. and/or Driver's License) will be checked upon entering Simpson for any event at which alcohol may be present. Only those of legal drinking age may bring alcoholic beverages into the event. Reasonable limits will be set.

7. No glass containers will be allowed.
8. The use of fog machines or sand/sand bags is prohibited.
9. All band parties and events where more than 100 people will be present must be attended by a Campus Police officer. Campus Police and Student Affairs reserve the ability to require additional Campus Police officers depending on the anticipated attendance and nature of the event. Student organizations are required to contact Campus Police in advance of the event to book the required officers. For band parties planned for Friday or Saturday evening, the request for an officer must be made by the previous Monday at 5:00 p.m. For weekday band parties an officer must be requested at least for business days in advance. The correct procedure for booking an officer is to email the request to Deputy Chief Carl Wilson (cwilson@bsc.edu), Sgt. Jeff Harris (jharris@bsc.edu), and Chief Randy Youngblood (ryoungbl@bsc.edu). Carbon copied ("cc") on these emailed request should be of Dean of Students and Assistant Director of Student Life. Once the request is processed, Deputy Chief Carl Wilson will reply to the person requesting the officer with confirmation of the request having been received and processed.
10. All bands contracted to play by student organizations must not play past 12 midnight on Sunday through Thursday evenings and 2:00 a.m. on Friday and Saturday. There are no exceptions.

CLEAN-UP REGULATIONS

1. Under normal circumstances, the organization must perform routine clean up prior to 8:00 a.m.. the day following the function.
2. The clean-up will include picking up cups, cans, etc., and putting them in trash bags; removing all posters, signs, balloons, etc., and putting them in trash bags; picking up public areas including rest rooms, foyers, lawn area, and parking lots surrounding the building.
3. If clean up is not performed prior to 8:00 a.m.. the day following the event, the organization will be charged extra for clean up.
4. A check must be made by a group member throughout the function to ensure that the rest rooms are functioning properly. If problems are encountered, they must be reported immediately to the Campus Police in attendance who in turn will report them to Operations. It is the responsibility of the person or persons in charge to prevent any abuse of facilities, functioning or non-functioning of equipment or facilities, and to report any problem immediately.
5. The same person or persons must check the complete facility before leaving and report any problem to Campus Police.

CLEAN-UP CHECK LIST:

1. Cups, cans, decorations, trash and putting trash in bags. Trash bags are secured and placed in the alley for operations to pick up.
2. Trash bags are available in the Office of Facilities and Events-Munger.
3. Bathrooms are picked up and in order.
4. Surrounding areas (including main parking lot) are free of cups and cans.
5. Operations will check the facility and surrounding areas and will report any violations to the Director of Facilities and Events.
6. The organization or group may be fined if clean-up is not performed as specified.

FRATERNITY ROW ADDITIONAL POLICIES

A. For all parties which are held on Fraternity Row, the music (whether a band or stereo) shall be over by 12:00 a.m. on Thursday nights and 2:00 a.m. for Friday and Saturday nights. For parties using stereos or acoustic music, the volume must be kept at a reasonable level. The use of outdoor speakers must also be kept at a reasonable level. This level will be determined by Campus Police.

B. Noise complaints will be handled as follows:

   1. Upon the first complaint, the responding Campus Police Officer will contact a fraternity officer, and if necessary, request the volume level be lowered to a reasonable level. All this information will be documented to include the fraternity member responsible for the party, time of complaint, and complaint.
   2. The second complaint will be handled in the same manner as the first complaint, pending cooperation by the fraternity to address the complaint.
   3. Upon the third complaint, the Campus Police Officer will terminate the party. The information will be forwarded to the Dean of Students for appropriate sanctions as specified in the IFC bylaws. If any noise complaint is received after 2:00 a.m., the stereo or acoustic music will be automatically shut off. Campus Police will verify the identity of the caller in order to insure the complaint is legitimate.

C. All bands must be contracted by the fraternity to not play past 1:00 a.m. There are no exceptions.

D. If a fraternity is hosting a band party, they are required to have a Campus Police Officer present during the hours of the operation of the band. The Campus Police Officer serves as a liaison between the complainant, the fraternity, and the band in the case that a noise complaint is registered. The officer's duty is to monitor the noise level, to assist with wristband distribution, and to insure that the band cooperates with the fraternity's request to lower their volume if the need arises. The Shift Supervisor will be the person responsible, after close and continual monitoring, for shutting off the music if necessary.

E. The fraternities must insure the proper placement of the band and its loudspeakers. Each fraternity is responsible for knowing the proper placement of a band in its particular house. If the band is not properly placed, it will be shut down until proper placement is achieved.

F. Outside band parties are to be held during the hours of 12:00 noon to 5:00 p.m. and must be pre-approved by Student Affairs.

G. No two fraternities may schedule band parities adjacent to one another. Student Affairs reserves the right to make exceptions to this policy.

H. Band parties on fraternity row must be held on weekends only. (Friday and Saturday), unless on a holiday weekend and have obtained prior approval.

HAZING POLICY

Birmingham-Southern College strictly forbids any type of physical, written or verbal abuse of members of any campus organization, athletic team, fraternity, or sorority at any time. Undue pressure to perform any activities that are contrary to the college's educational pursuits or are illegal, unethical, or result in any type of personal humiliation are considered hazing and are, therefore, prohibited. Any violation of this policy will result in disciplinary action.

WRISTBAND POLICY

Wristbands identifying those of legal drinking age are mandatory at all events where alcohol is served or consumed. Only those of legal drinking age are allowed to consume alcohol at these events. The Campus Police or the sponsor of the event will check IDs of those entering any of the above functions as will be responsible for distributing wristbands at the entrance of the building, or area, where the party is being held. Note: The Campus Police will be acting on the behalf of the sponsor of the function, and therefore it shall be the ultimate responsibility of the sponsor to ensure that alcohol laws and campus rules are being followed.

Publicity/Signage/Decor Policies

DECORATION GUIDELINES FOR ALL COLLEGE FACILITIES

1. All decoration proposals must be submitted in writing to the Conference Coordinator for approval and coordination.
2. No posters or other signs may be hung on glass, paint, or doors.
3. Scotch and duct tape tape may not be used to hang signs.
4. All decorations must be removed at the conclusion of the event.
5. Nothing may be pinned, taped, or otherwise affixed to the curtains in Munger Auditorium.
6. The moving of College furniture must be done by Birmingham-Southern Operations.
7. Decorations may not be affixed to ceilings or light fixtures.
8. Reasonable clean-up efforts are required of any group utilizing Birmingham-Southern College facilities. If no effort is made, the group will be subject to a clean-up charge.
9. The party signing the facility reservation form will be held responsible for adherence to these rules.

SIGN POSTING POLICY

Whether advertising for an organization or personal reasons, sign posting should be attached only to bulletin boards, not on doors, glass, or painted surfaces. All signs should be in good taste and cannot make any references to alcoholic beverages. Campus organizations should make sure that persons who are responsible for posting signs for the organization are fully aware of this policy. Improperly posted signs will be removed and discarded.

When signs are removed from paint, it invariably damages the paint, which, in turn, costs the college money to repaint. Tape on glass is hard to remove and it is costly time-wise to clean glass, which has had signs posted on it. Signs should never be posted on doors as they then become fire and safety hazards; in fact, to do so is in violation of regulations of the City Fire Marshal. A $50.00 fine will be given to an organization or individual who violates this policy. In addition, any damage done resulting from violations will result in appropriate assessments.

SIDEWALK CHALKING ON COLLEGE SURFACES

Sidewalk chalk on any BSC surface is prohibited except with prior approval. Interested groups may obtain the appropriate form from the Office of Student Affairs or the Assistant Director of Student Life, 226-4730. The office must receive the completed form at least (3) days prior to the actual event. Requests for permission to chalk sidewalks/surfaces will be accepted from any funded programming entity of the college and/or recognized student organization. All chalking must pertain to a particular event as stated on the request form and not reference other activities. Events will be considered on a case-by-case basis. Chalking is only permitted on sidewalks and outdoor walkways around Norton Campus Center and is prohibited on any building surface. Approval for chalking will be granted for specific areas as stated on the request form.

College Speaker/Political Literature and Use of the College Name Policies

COLLEGE SPEAKER POLICY

The college encourages the invitation of a wide range of speakers representing opposing viewpoints on a variety of issues to speak at Birmingham-Southern College. Although the college aspires to maintain an open speaker policy, the campus community must recognize its responsibility to prevent unreasonable harm to the institution through its speaker programs. However, this responsibility will ultimately rest with the President of the college. Under these guidelines, members of the college community may use the facilities of the college for the purpose of hearing speakers of their choice, provided:

1. The engagement is properly registered on the Campus Calendar five class days before the date the event is to take place.
2. Suitable facilities are available at that time.
3. The event is sponsored by a registered organization of the campus or by a group within the campus community willing to assume formally the responsibilities for the promotion of the event. The meeting should be held in good conduct and in the spirit of fair inquiry. Respect for the rights of all parties to be heard with decorum and courtesy should be maintained.

Disagreement between any elements of the campus community concerning the invitation to or appearance of any speaker on the campus may be referred to the President of the college. It should be understood that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or by the college. The college cannot protect any speaker from state or federal prosecution for alleged violation of valid laws relating to treason, sedition, obscenity, or slander.

POLITICAL LITERATURE DISTRIBUTION POLICY

- A political party or political candidate may not display literature within 25 feet of a voter registration area.
- Each political candidate may reserve the atrium area once per election.
- Each political party can reserve the atrium area once per election. Note: When only one candidate is being considered in a political party, only one display in the polling booth area is permitted.

PROCEDURE FOR OBTAINING PERMISSION FOR USE OF THE COLLEGE NAME

As set forth in Title XIII of the Student Code of Rights and Responsibilities, students must gain the "express authorization of the college" in order to use the Birmingham-Southern College name, logo or anything bearing the identity of the college. This includes, but is not limited to, an event, a sign, clothing apparel, and cups. Before using the Birmingham-Southern identity, students must notify the Dean of Students and gain subsequent approval from the Office of Student Affairs. Violations of this policy will result in disciplinary action.

Technology Resources

GENERAL POLICY STATEMENT

The primary aim of the college in providing information and technology resources is to support the educational, instructional, and administrative endeavors of the students, faculty, and staff of the college. It is the intent of the college that all technology resources will be used in accordance with established policies of the college and with any and all local, state, and federal laws, and/or guidelines governing the use of technology and its component parts. Implicit in this is the expectation that all students, faculty, and staff will utilize the technology resources of the college so as not to waste them, abuse them, or interfere with or cause harm to other individuals, institutions, or companies. As is the case with most community resources of facilities, users are expected to balance their own needs against the needs and expectations of other users.

As an academic community, the faculty, students, and staff of Birmingham-Southern honor intellectual property, respect the privacy of data, and recognize the rights of others. Individuals who access college computing resources incur the responsibility to use those resources in an ethical manner. The policy (or electronic code of ethics) requires all computing activities performed on college equipment to be legal and ethical. The policy is based on adherence to U.S. copyright laws and respects for intellectual labor and creativity as vital elements of the academic enterprise.

ACCESS TO COLLEGE TECHNOLOGIES

The electronic resources and technologies of the college are intended for the use of students, faculty, and staff of the college. Use of such resources is limited to those members of the college community. Authorized users are assigned user accounts and passwords by the Information Technology staff. Individuals may only use accounts, files, software, and computer resources that are assigned to them under their user accounts. Individual members of the college community are expected to take all reasonable precautions to prevent unauthorized access to files and data and any other unauthorized usage within and outside the college.

It shall be considered a violation of this policy and/or of the BSC Honor Code to:

1. Use someone else's password or log into someone else's account without authorization, except as may be required by management system resources.
2. Attempt to gain access to computing privileges or resources for which you are not authorized or via means not authorized.
3. Give others access (via password or other means) to computing resources to which they are not entitled.
4. Damage or destroy software or hardware without authorization.
5. Read, execute modify, or delete any file belonging to someone else without explicit permission from the owner, even if the file is unprotected.
6. Use a system for unauthorized purposes, such as advertising for a commercial organization or running a business.
7. Move or install hardware or software without authorization.
8. Create, display, or transmit obscene, libelous, or threatening messages or materials on the college's computer equipment.
9. Attempt to crash system or exploit weaknesses in security.
10. Make unauthorized copies of software that is copyrighted.
11. Misuse technology resources in any way that materially impacts on the efficacy of use for others.
12. Modify technology resources, utilities, and/or configurations, or to change the restrictions associated with their accounts, or attempt to breach any technology resources security system, whether with or without malicious intent.

The appropriate system administrator may remove or alter as necessary user files that threaten to interfere with the operation of the system or as needed for system maintenance. The system administrator should make every effort to notify the user prior to such action to give the user opportunity to remove such files him/herself. It is recognized that there may be special cases where the threat to the efficacy of system resources is so immediate that prior notification is not possible.

POLICY ON THE LEGAL AND ETHICAL USE OF TECHNOLOGY RESOURCES

Birmingham-Southern College recognizes the role of information and technology in the academic community and in the larger society. It is the policy of the college to provide all students, faculty, and staff with access to a variety of technology resources and to provide opportunities for all members of the college community to learn to utilize these resources effectively and efficiently. In return, the college expects that technology will be used in legally and ethically appropriate ways, consistent with the mission statement and goals of the college.

GUIDELINES AND POLICIES FOR CREATING A WEBPAGE

Birmingham-Southern College encourages student groups to have and maintain a website for their student organization. IT has created a systematic process for uploading your webpage to the BSC server. For information on how to upload your page to the server, go to the helpdesk website at http://helpdesk.bsc.edu/. Before a student group can place a webpage on the BSC server, they must obtain prior approval from the Office of Student Affairs.

STEPS FOR WEBSITE APPROVAL

- Fill out the online Website Request Form .
- Once the request form has been received and the website reviewed, your organization will be contacted as to whether it has been approved. If it is not approved, the organization will be contacted to make changes or additions to the site. Note: Any organization posting a site to the BSC server without prior approval will be automatically removed from the server and sanctions will be levied against the organization.
- Once your site has been approved, your organization may follow the steps listed on the IT website to upload your page. Your organization must have an organizational e-mail account and password to connect to the server. If you have not been assigned an e-mail account or password, contact the Assistant Director of Student Life. Note: An organization's e-mail password also serves as the password to upload the website to the server.

Birmingham-Southern College reserves the right to refuse to serve the documents of any user or group making inappropriate or unreasonable use of their web server.

BSC Bookstore Policy

FUND RAISING WITH THE BOOKSTORE CAMPUS CARD ACCOUNT

The BSC Bookstore will assist student groups in raising funds using student bookstore accounts according to the following guidelines.

1. Contact Misty Fingar, Assistant Director of Student Life (226-4730, mfingar@bsc.edu) to obtain permission for your organization to charge students' bookstore account and your account number.

2. Complete all information on the Student Bookstore Campus Card Charges form located on the BSC Student Organization's Website. Alternate forms will not be accepted.
    - All information must be written legibly.
    - The check request and contact information at the top must be completed in full. The organization's account number can be obtained from the Assistant Director of Student Life. This must be included on the form.
    - All columns must be completed except the "QTY"
    - The account holder must initial in the "INITIALS" column.
    - Only the original copy will be accepted.

3. Completed forms must be received in the Bookstore no later than the 20th of the month in order to have the charges processed and included on the check request form sent to the Finance Office on the 1st of the following month. The last date to turn in form for the year is April 20th.

4. An e-mail will be sent to the contact person listed on the form to advise them of the amount that has been recorded and that a check request has been sent to the Finance Office for that total.

5. A check will not automatically be cut.

6. The Bookstore will send a request for a check to the Finance Office after the first of the month.

7. The contact person listed on the form is responsible for picking up the check request in the Finance Office and taking it to their advisor for a signature. *Note that social fraternities and sororities must bring the form to Misty Fingar for approval. How will the student know it is there?

8. Once the Advisor's signature is placed on the check request, it must be returned to the Finance Office on or before Monday at noon in order to receive a check on the following Thursday. No changes will be made to the check request once it has been received from the Bookstore. Please make all check request information clear on the original Student Bookstore Campus Card Charges form.

9. If monies raised are to be automatically transferred into your organization's account, please provide the bookstore with an account number prior to the date of your fundraiser. Note: The organization's account number must have a clear or net balance in order to withdraw funds.

FACILITIES AND EVENTS

GENERAL GUIDELINES FOR USE OF ALL COLLEGE FACILITIES

1. Any organization approved to use BSC facilities must have an on-campus sponsor, and that sponsor must be at the group's event. The party signing the Facility and Reservation Form will be held responsible for adherence to campus policies.
2. Anyone using campus facilities should leave the room neat and orderly upon departure, with furniture and the room returned to its original condition. Garbage and trash should be left accessible to maintenance crew. All lights should be turned off when facility is not in use.
3. All decoration proposals must be submitted to the F&E Director for approval and coordination.
4. No posters and signs may be hung on glass, paint, walls or doors.
5. Scotch and duct tape may not be used to hang signs.
6. All decorations must be removed at the conclusion of the event.
7. Nothing may be pinned, taped or otherwise affixed to the curtains in Munger Auditorium.
8. The moving of college furniture must be done by Birmingham-Southern Operations staff.
9. Reasonable clean-up efforts are required of any group utilizing Birmingham-Southern College facilities. If no effort is made, the group will be subject to a clean-up charge.
10. For events held at times other than 8:15 a.m.-4:45 p.m., and events held in college facilities normally kept locked, Campus Police must be notified when the event has concluded.
11. The college food service provider shall be given first option in catering or otherwise providing food service for various campus events.
12. No facility may be used without specific approval in writing on the Facility Reservation Form.

CAMPUS CALENDAR/FACILITY RESERVATION PROCEDURES

All registered student organizations may reserve space for events through the Office of Facilities and Events.

1. The organization should make contact with the Facilities and Events Scheduling Director (ext. 4904). The availability of the facility will be checked and tentatively reserved if available. A Campus Facility Reservation Form must be on record in order to finalize a date on the calendar, even if the date has been determined by telephone. Fill out the form and keep the back (gold) copy for your records, and send the remaining copies to the Facilities and Events Office located in Munger, Box 549069. If you do not have a form, you may obtain one from the Facilities and Events Office. Note: This form must be received by the Facilities and Events Office a minimum of (10) working days prior to the event to allow time for all the necessary arrangements to be made. If forms are not received, your reservation is not guaranteed and may be forfeited. If special arrangements are required for any campus facilities, arrangements must be made with the F&E Director. Example: You reserve Hill Recital Hall through the music office for a seminar and you need a lectern, microphone, sound system, and table with four chairs for your seminar. The setup equipment must be coordinated through the F&E office.
2. When the form is received and processed, this will officially reserve the facility for your use. It will be determined if there is any need for equipment rental or additional security. It is possible that charges may be required for security, equipment rental or rental fees. If so, you will be notified of the estimated charges.
3. On Friday of each week, copies of the processed forms for the following week are sent to Campus Police, Operations, and Food Service.
4. When any facility is used, the F&E Director should be contacted 10 working days prior to the event so that the event will be placed on the weekly campus calendar.
5. The Campus Calendar can be accessed via BSC's website beginning Thursday for the following week.
6. All food or refreshment arrangements must be made by contacting Food Service (ext. 4712). Tablecloths, including table skirting, must be ordered through Food Service. Ice Water, Pitchers and glasses must be ordered through Food Service (for speakers at podiums, panels, etc.)
7. Arrangements for audio/visual equipment must be made through the F&E Office. You will be responsible for operation of the equipment unless arrangements have been made for A/V technical support through the F & E Office.
8. These procedures and policies must also be followed by all off-campus groups.
9. Should it be necessary to rent equipment (tables, chairs, sound system, etc.) to accommodate requests, the rental cost will be incurred by the requesting party. This must be paid with college or external funds.

SECURITY

Any event on campus where cash is collected or alcohol is served requires a contract security officer. Contact the Office of Campus Safety to arrange for an officer at least one week prior to the event at 226-4700. Cost is time and a half, which can range from $20 - $30 per hour for a four-hour minimum.

Planning Terminology

For your planning needs, we have provided a description of terms to help your organization determine the type of space and/or equipment needed for an event. Equipment will vary depending on the space reserved. Please check with the Facilities and Events Office to determine the most appropriate space for your needs.

EQUIPMENT

Tables- All tables are 30 inches high.

Bruno Great Hall
Rectangular tables (36 inches wide x 8 feet long)
Round tables (60 inches in diameter)

Stephens Conference Center
Rectangular tables (30 inches wide x 5 feet long)

Stockham Parlor
Rectangular tables (30 inches wide x 8 feet long)

Lecterns- Lecterns are available in two different styles.

- Floor or Standing Lectern: a "reading desk" that holds the speaker's paper
- Table Lectern: a "reading desk" that holds the speaker's papers and rests on the table.
- Podium-A raised platform or stage upon which the speaker stands. (Sometimes called a "rostrum.")
- Dais-A raised platform on which the head table is placed. (Sometimes called a stage section.) BSC has stage sections in the Bruno Great Hall.

EVENT MANAGEMENT TIMETABLE

Timetables vary depending on the size of the group, season, and facility used. This timetable has been prepared to give you the maximum coverage for the maximum results. For small meetings, you may only need half the time shown here.

It's very important to prepare your own calendar to make deadlines. It's a great way to prevent details from slipping through the cracks.

10-12 Months Ahead	**Assigned to**	**Completed**
Select date(s), time, location.		
Develop planning checklist.		
Reserve space with Facilities & Events director.		
Schedule event on campus calendar.		
Contact food service to serve.		
Program development.		
Prepare preliminary budget.		
Begin search for speakers.		

7-9 Months Ahead	**Assigned to**	**Completed**
Determine supply needs.		
Contract with speakers/entertainment.		
Develop preliminary guest list.		
Create design for printed materials with director of publications.		
Create your media and marketing plans.		
Review security and risk management issues.		
Stay abreast of your budget.		
Make preliminary arrangements for VIP hospitality.		

3-6 Months Ahead	**Assigned to**	**Completed**
Finalize invitation design and copy.		
Inspect physical plant and request any work that needs to be done.		
Hold a logistics meeting.		
Make special travel arrangements with airlines or agent and advise participants.		
Refine budget.		
Review A/V needs.		
Contact program participants with details of their roles, remarks, arrangements.		
Select menus.		
Complete your agenda.		
Script your program.		
Finalize details.		

8 Weeks Ahead	**Assigned to**	**Completed**
Address invitations and mail.		
Select final food and beverage requirements.		
Get speaker/entertainers special requirements or handouts.		
Order A/V equipment.		
A/V technician needed?		
Recruit volunteers/workers.		

4-6 Weeks Ahead	Assigned to	Completed
Review facility needs and setups.	___________	___________
Final program copy sent to printer.	___________	___________
Discuss details with food service.	___________	___________
Review program with committee.	___________	___________
Determine decoration needs.	___________	___________
Determine security needs (if applicable).	___________	___________
Create publicity (posters, flyers, Student Link etc.).	___________	___________

1-2 Weeks Ahead	Assigned to	Completed
Advise food service, Facilities and Events director of any changes.	___________	___________
Put final touch on script.	___________	___________
Arrange for a runner and transportation in case of emergency.	___________	___________
Put up advertisement/publicity.	___________	___________
Arrange to have trash cans available through Operations.	___________	___________

Day Prior to Event	Assigned to	Completed
Inspect all facilities and grounds	___________	___________
Have pre-event meeting with committee members.	___________	___________
Hold rehearsals with all parties.	___________	___________
Have greeters or hosts available to pass out programs.	___________	___________
Ensure participants know when to arrive for set-up and rehearsals (1 to 1.5 hours prior to event).		

Day of Event	Assigned to	Completed
Arrangements to close the site and gather materials.	___________	___________
Evaluation meeting.	___________	___________
Thank you letters.	___________	___________
Bill payment.	___________	___________
Write complete report for file.	___________	___________

CATERING PROCEDURES

For information and guidelines on Birmingham-Southern catering, please contact the Catering Office at ext. 4712.

WANT TO RESERVE A ROOM? HERE'S WHO TO CALL.

Facility or Location	Contact	Phone
Academic Quad	Anne Curry	4904
Admission Welcome Center	Becky Baxter	7849
Alumni Plaza	Anne Curry	4904
Andrews Green	Anne Curry	4904
Art Gallery	Jim Neel	4925
Art Seminar Room	Jim Neel	4925
Attic	Wayne Dumas	4713
Bruno Conference Room	Anne Curry	4904
Bruno Guest Rooms	Kathryn Banks	4994
Cellar	Wayne Dumas	4713
Chapel	Anne Curry	4904
Classrooms	Susan Willard	4677
Coliseum	Anne Curry	4904
Coliseum VIP Suite	Anne Curry	4904
College Theatre	Judy Pandelis	4782
Commuter Lounge	Student Affairs	4729
Computer Labs	Susan Willard	4677
Ecoscape	Roald Hazelhoff	4934
Edwards Bell Tower	Anne Curry	4904
Executive Dining Room	Anne Curry	4904
Faculty Lounge	Angela White	4650
Food Court	Anne Curry	4904
Hanson Solarium	Jonathan Lucia	4723
Hanson Loft	Religious Life	4760
Harbert 128 (Auditorium)	Anne Curry	4904
Hill Amphitheatre	Anne Curry	4904
Hill Blue Room (Lobby)	Anne Curry	4904
Hill Recital Hall	Anne Curry	4904
Honors House	Jonathan Lucia	4723
Hulsey Hall	Becky Baxter	7849
Intramural Field	Mike Robinson	4936
Leadership Studies/OIP Conference Room	Patricia Hansen	4658
Library Auditorium	Eric Kennedy	4740
Library Facilities	Eric Kennedy	4740
Library Plaza	Eric Kennedy	4740
Munger Auditorium	Anne Curry	4904
Norton Atrium	Anne Curry	4904
Norton Conference Rooms (Owenton, Greensboro)	Anne Curry	4904
Norton Great Hall	Anne Curry	4904
Norton Great Hall Prefunction Areas	Anne Curry	4904
Norton Theatre	Anne Curry	4904
Polling Booth	Joanna Jones	4722
President's Dining Room	Anne Curry	4904
Residence Hall Deck	Jonathan Lucia	4723
SGA Room	Joanna Jones	4722
SGA Anterooms	Joanna Jones	4722
Southern Environmental Center	Roald Hazelhoff	4934
Sports Center	Mike Robinson	4936
Sports Hall of Fame Room	Joe Dean	4938
Stephens Conference Center	Anne Curry	4904
Stephens Science Center Atrium	Anne Curry	4904
Stephens Science Center Auditoriums	Patty Henry	4870
Stockham Parlor	Anne Curry	4904
Striplin Physical Fitness/Rec Center	Mike Robinson	4936
Student Affairs Conference Rooms	Joanna Jones	4722
Wood Room (Library)	Eric Kennedy	4740

Please remember to send in your completed facility reservation request form a **minimum of 10 days** prior to your event. If reservation forms are not received, your reservation is not guaranteed and may be forfeited. If you plan to serve food at your event, your catering request form must be received by Food Service a minimum of 10 days prior to your event. Stop by the Facilities and Events planning office (Munger Room 11) if you need reservation forms. We'll be happy to assist you.

OFFICE OF STUDENT AFFAIRS

Equipment

SOUND SYSTEM & DIGITAL CAMERA

The Office of Student Affairs sound system and digital camera may be reserved for use through the Assistant Director of Student Life, room 220, Norton Center, on a first-come, first-serve basis. Any recognized student organization interested in reserving the sound system and digital camera should fill out a reservation form. No requests will be accepted by phone or e-mail.

- The sound system and digital camera will be available to registered student organizations and by the Office of Student Affairs. Special requests will be considered on a case-by-case basis.
- There must be a designated time that the equipment will be used in order for others to reserve it.
- Equipment reservations must be made 5 days in advance. If the equipment is being used during the weekend, it must be checked out no later that 4:00 p.m. on the previous Friday and returned no later than 9:00 a.m. on the following Monday.
- If the sound system or camera is not returned on the scheduled dates, a charge will be added to your student account for each day.
- There can be only one reservation per request form.
- Student Affairs will not be responsible for any pictures left on the camera's memory card. Any pictures remaining will be discarded.
- Those using the sound system or digital camera must be a registered student organization or affiliated with Birmingham-Southern.
- All supplied materials must be returned with the equipment.
- Should damage/theft occur during use, the person or program checking out the equipment will be responsible for its repair or replacement.

ART ROOM

Student organizations may use the art room to create posters and banners to assist club leaders with their advertising and PR needs. Butcher paper and paints are supplied for their use. The art room is open Monday–Friday from 8:15 a.m. until 4:45 p.m. It is not open to students on weekends.

RESERVING THE STUDENT AFFAIRS KITCHEN

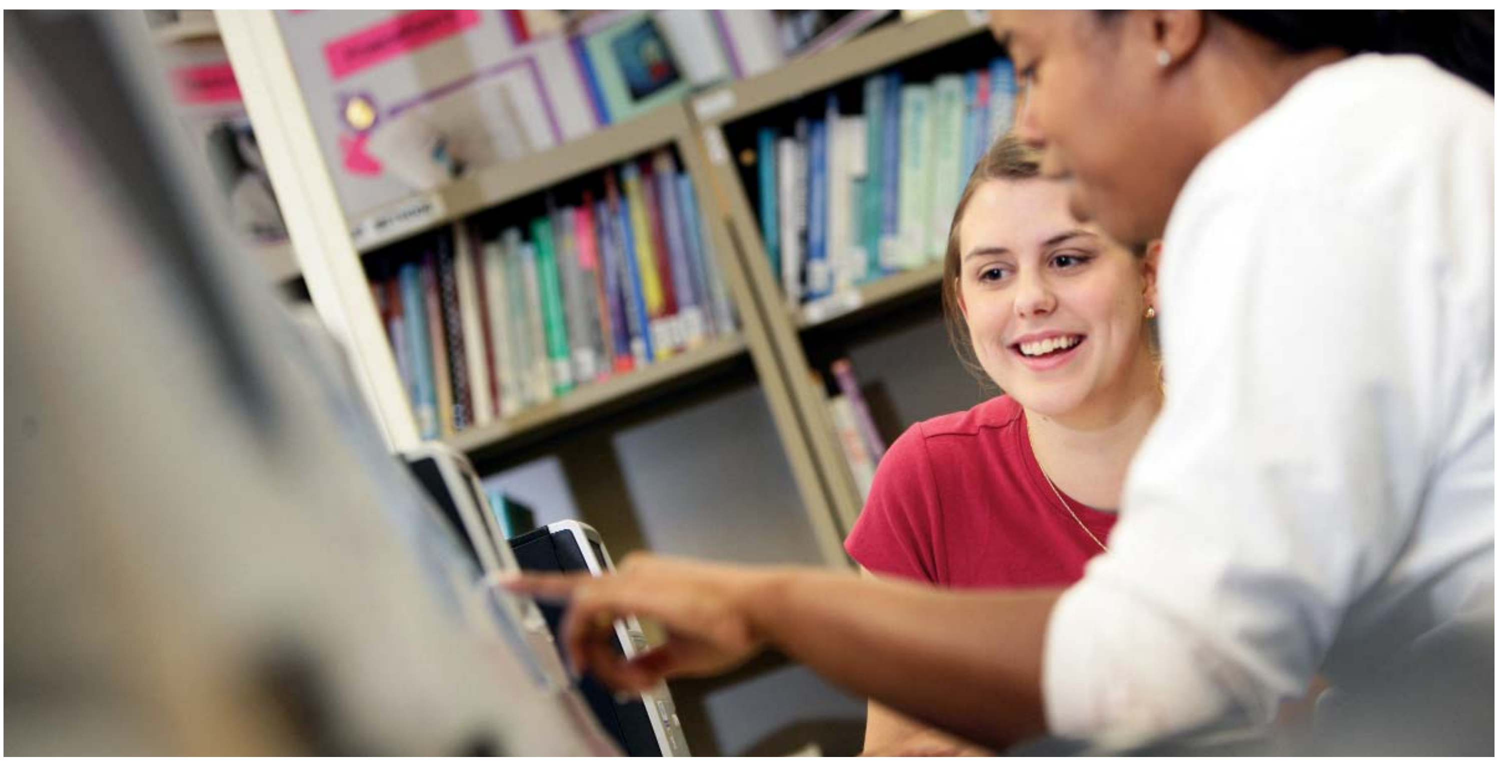
Recognized student groups may reserve the Student Affairs kitchen for a campus-wide event. The kitchen can be reserved by contacting Joanna Jones at jjones@bsc.edu.

STUDENT LINK

The Student Link is a weekly student newsletter of campus events. Student organizations may submit information on upcoming events to Misty Garrett, Coordinator of Student Life at mgarrett@bsc.edu or call ext. 4730. All information should be submitted by 3:30 p.m. on Wednesday.

ADDITIONAL RESOURCES

The Office of Student Affairs has a computer, typewriter, photocopier, and paper cutter that are available for student use in the Norton Center. In addition, the office frequently has helium tanks available for organization use at certain times of the year. Organization leaders should call in advance of their event to see if there will be a tank available when needed.



BSC Student Government Association

WRITING AN SGA PROPOSAL

Each year the Student Government Association designates a portion of its annual budget to fund student requests. An SGA Proposal Form can be found on the SGA Web site or by contacting an SGA Executive Board member. Generally, the SGA fund requests that fall into these categories:

1. Expenses associated with travel to conferences and making presentations at conferences.
2. Start-up expenses for new student organizations.
3. Campus-wide social, cultural, and educational programs that benefit the student body.
4. Other activities, opportunities, equipment, and services that result in a direct benefit to the student body at large.

The SGA will evaluate the merits of each individual proposal. The SGA may choose not to grant the requested funds, grant a portion of the requested funds, or grant the requested funds entirely. In any case, the SGA may grant funds with stipulations. Please use the information below as a guide to building your proposal.

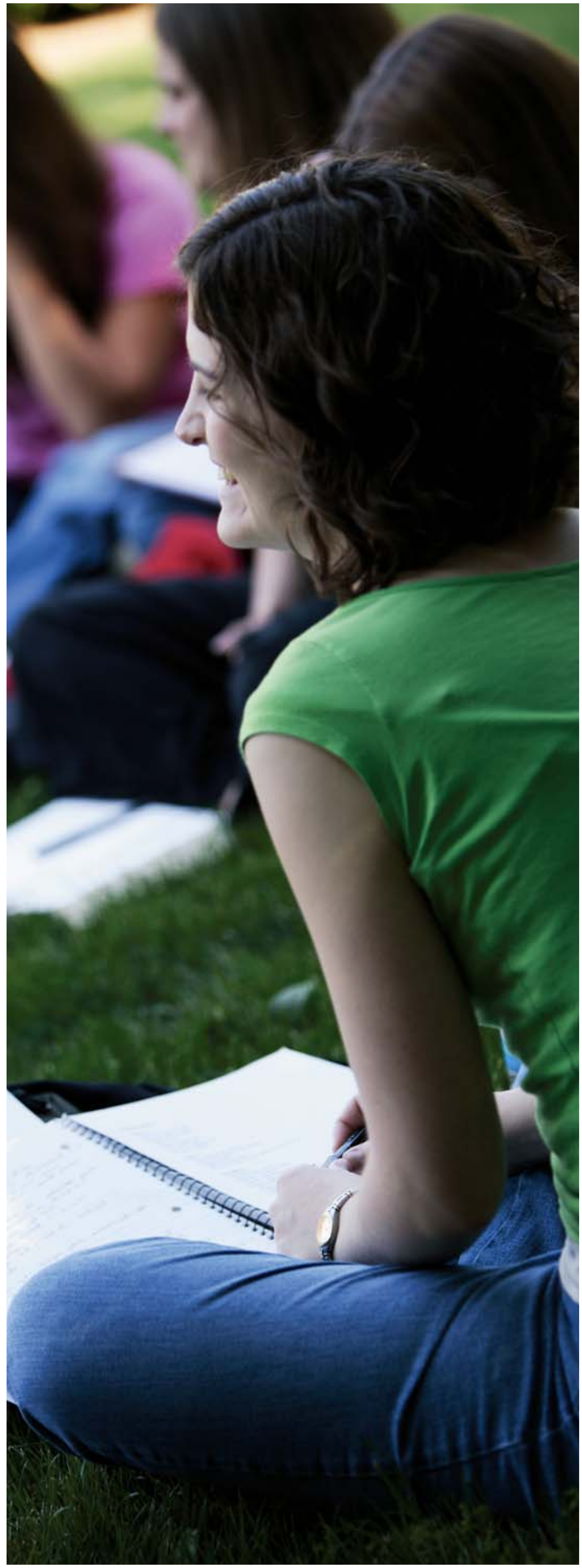
Proposals should include the following:

- Who will this benefit and what is the expected outcome of the money appropriation?
- What is the purpose of the proposal (how will money be used)?
- When is the money needed?
- Where should the money come from within the SGA budget?

(Usually this is decided by the budget committee, but it helps to have this in the proposal outside projects, diversity fund, interest group grants, and campus improvements are examples from which money can come from)

- Why is this something the SGA should support?
- How much money are you requesting?

It can take up to 3 weeks to process a request and to obtain a check, so please send your request early. Send requests to SGA Box 549100, attention: Treasurer.



STUDENT ORGANIZATIONS

The Advisor

THE ORGANIZATION AND THE ADVISOR

All registered organizations are required to have an on-campus advisor. An advisor may be a faculty member, professional staff member, or a college administrator. Greek organizations may have an off-campus advisor, but must also have an on-campus advisor. No one person should advise more than two organizations.

Advisors are needed to:

1. Maintain contact with the organization to become familiar with its programs and personnel.
2. Advise the organization about its programs and personnel, having in mind not only the objective of the particular group but also the purpose of the college, which is to foster a spirit of free inquiry in a setting which provides for open-minded, objective, and critical evaluation of the ideas expressed.

THE ADVISOR'S ROLE

By sharing knowledge about the college and personal experiences, the advisor can assist the organization in the conduct of its activities. In addition, valuable, mutually rewarding, co-curricular relationships between student and advisors are fostered.

The relationship between the administrator and an organization will vary from year to year and individual to individual. However, the student/advisor relationship can be critical to the success of the organization. We suggest the following guidelines for fostering that relationship:

1. The advisor shall recognize and support the participation in the student organization for its contributions to the educational and personal development of students.
2. The advisor should work with student organizations, but not dictate the group's programs or activities. However, the advisor should be frank in offering suggestions, considerations or ideas, and discussing possible consequences.
3. The advisor should be well informed about the plans and activities of the group. The expectation is that the advisor will attend some meetings and will consult frequently with the organization's officers.
4. The advisor should know the goals and direction of the organization and should help the group evaluate its progress. The advisor should be aware of the constitution and bylaws of the group and help with interpretation.
5. The advisor should provide a source of continuity within the group and is familiar with the group's history.
6. The advisor should be familiar with college policies and procedures and help the group comply with them.
7. The advisor should be aware of the general financial condition of the organization and encourage good record keeping.
8. The advisor should aid and offer guidance in the training of new officers and help them to develop their leadership skills.
9. The advisor should be prepared to deal with and aid the organization through any negative or adverse situations or activities that the organization may encounter.
10. The advisor should help to monitor the functioning group and encourage members to fully participate, to assume appropriate responsibility for group activities, and to encourage and foster the members in the appropriate balance between academics and co-curricular activities.

THE ORGANIZATION'S RESPONSIBILITY TO THE ADVISOR

1. Notify the advisor of all the organization's meetings and events.
2. Consult him/her in the planning of projects and events.
3. Consult him/her before any changes in the structure of the group or before the policies of the organization are changed, and before any major projects are undertaken.
4. Understand that although the advisor has no vote that he/she should have speaking privileges.
5. Remember that the responsibility for the success for failure of the group rests ultimately with the organization, not the advisor.

EXPECTATIONS OF STUDENT ORGANIZATION OFFICERS

1. Become knowledgeable about college policies, guidelines, and procedures that relate to student organizations and their activities.
2. Do not act on behalf of the college, which includes signing contracts.
3. Attend the annual Student Orientation Meeting sponsored by the Office of Student Affairs that is held once every fall semester.
4. Inform the organization's members of college policies.
5. Notify the Office of Student Affairs of all changes to the organization's constitution or bylaws.
6. Notify the Office of Student Affairs when their officers or advisors change.
7. It is important to note that officers are not merely figureheads for the organization. These persons are to be true leaders who have distinct responsibilities. All such persons must establish lines of communication with the group in order to know what is going on within the organization. "I did not know this was occurring" is an unacceptable excuse for an officer except for unusual circumstances. Part of being a leader is taking responsibility at a higher level of leadership than other members of your group.

Recruiting New Members

New members are the life of any organization. They provide new ideas, enthusiasm, and replacements for lost members (old members of student groups don't die; they graduate!)

Everyone wants new members. New organizations are starting all the time. As the number of student groups increases, the competition for new members intensifies. This manual is designed to help your group successfully recruit and retain new members.

GETTING STARTED

The first step to take in planning a recruitment drive is to look at your organization: you have to know the product before you can sell it. The best way to run an unsuccessful campaign is to be unsure of the goals and objectives of your own group. What is our purpose? What are our future plans? Knowing the answers to these questions will help you define who you want to recruit and how you want to recruit them.

Build a profile of the person you want to recruit: Freshman? Grad student? Male or female? What major? Interests or hobbies? Religious affiliation? Is there a certain spot on campus this person is likely to be? A dorm? A particular college or department? What medium will most likely appeal to this person? Posters? Music? Keep this profile in mind when you advertise.

Think of the things your organization has to offer to prospective members. Fun? Prestige? Leadership possibilities? Developing interpersonal skills? Be sure to incorporate what you have to offer into your publicity.

PUBLICITY

The publicity for your recruitment drive will require your best effort in many areas, including creativity, budgeting, and time management. Don't be afraid to delegate authority. Organize committees for publicity and other areas. Get the whole group involved: the group will work better if everyone is given a role in planning and executing the drive. A satisfied customer is your best advertising—If your members are pleased with your organization (and their role in it), they will do a much better job of selling the product.

BE CREATIVE. Your publicity is more likely to be effective if it is noticed. Make a realistic budget and stick to it. Any publicity must be cost-effective to be successful. Write out a time-line of all deadlines to be met—be sure to plan the entire campaign well in advance (e.g., when is the deadline for getting the publicity to the printer so that it gets back to us in time?).

A BILL OF RIGHTS FOR VOLUNTEERS

RIGHT to Information

...to know what is expected of me
...to training required to complete assignments
...to know what resources are available and how to access them (i.e. budget, supplies, etc.)
...to know what opportunities and benefits are available
...to be informed of activities and decisions

RIGHT to Structure

...to share in planning group goals
...to share in making rules that govern the group
...to take part in the decision making process

RIGHT to a Sense of Belonging

...to feel that no one objects to my presence
...to feel that I am sincerely welcome
...to feel that I am honestly needed for my total self, not merely for my hands and time
...to be treated as a co-worker
...to not be taken for granted

RIGHT to Participation

...to choose level or type of responsibilities
...to have responsibilities that challenge
...to expansion at a rate my abilities allow
...to express ideas
...to give constructive criticism
...to self termination plan

RIGHT to Recognition

...verbal recognition of work well done
...appropriate rewards
...to expect evaluation of performance from peers and advisors

RIGHT to Enjoyment

Motivating Members

"If it weren't for my apathetic membership, I'd be doing fine- they just don't care."

Sorry, membership apathy is more than non-caring or laziness. Apathy is no more and no less than the "flipside" of motivation. An apathetic/non-motivated member is:

- unconcerned
- without emotion
- unaware of the "turn-on" opportunities

- characterized by such excuses as:

  I'm not interested
  I don't have time
  I'd love to, but…

  Every leader is faced with the problem of how to motivate members: how to get them to do what needs to be done… or at least do something. If you're like most leaders, H. Apathy Jones is one of your members. Like you and me, H. Apathy carries four things with him at all times:

1. VALUES- influence all personal decisions to some extent- choosing close friends, deciding how to use leisure time, determining what organization to join.
2. NEEDS- all of us are likely to move toward those experiences that promise fulfillment or a reduction in a need.
3. INTERESTS- feelings of curiosity, attentiveness or excitement.
4. SELF-CONCEPT- personal feeling made up of overall perception of image and worthiness.

So here's H. Apathy Jones: someone you really know very little about, but someone you want involved.

However hard you try to get him interested, the decision about H. Apathy's involvement is his- not yours.

It's important to understand motives. If a member's primary motive was an interest in a particular person who also had volunteered- he will probably work as long as he can work along side his friend.

Motivation is a process <u>within</u> the individual and therefore the student is the one in control, not the leader- but there are ways of increasing your chances of motivating others:

1. Provide ways of allowing members to speak up, and <u>listen</u>.
2. Give members with limited experience and low self confidence something easy at first.
3. Look for non-verbal signals.
4. Use people's first names and let them know you care.
5. Involve members in decision making.
6. Divide projects up before you ask.
7. Spend informal time with members and help them find things that match their interests.
8. Encourage sense of ownership.
9. Foster teamwork.
10. Be informal and personable- get your hands dirty.

Participation and involvement represents the most direct line to a person's motivational buttons. The idea of motivating or turning on is a myth. All you can do is:

1. Get to know your people.
2. Manage the structure and atmosphere and activities to meet the needs of the individuals which make up the group.

MOTIVATING YOUR MEMBERS

To the extent that you give others what they want, they will give you what you want. The secret lies in giving others what they want <u>first</u>. But what do the members of your organization want? Chances are there is no single answer to this question. In fact, there may be as many answers as there are members. However, these answers are not difficult to ascertain. Each person's reason for joining the organization gives you the key to what she/he wants to gain from involvement in the group.

Some students may have joined to meet people and make new friends. You might motivate them by involving them in tasks that require them to work closely with others, by assigning them to the social committee, etc.

Other students may have joined your group because they have strong beliefs in the cause your organization represents. These people could be motivated by the opportunity to voice those beliefs—ask their opinions often, invite them to give a talk at a meeting, ask them to help recruit new members, etc.

Students sometimes join groups to learn or explore something new. To motivate these members, try planning programs and events that appeal to their curiosity (or better yet, ask them to help plan such activities)

A group often attracts members because it relates to their major or future career.

You might motivate these members by giving them a chance to practice developed skills and the opportunity to gain new skills.

Finally, students may have joined your organization to have a place where they "belong"—where they feel satisfied and needed. Providing opportunities for these people to make contributions to the organization is an especially important means of motivation. Acknowledge their accomplishments frequently and publicly. Let them know that they are important! Of-course, this applies to all members, no matter why they joined the group. The following methods of motivation tend to have "universal" application, too. Try these with all your members:

- Use people's <u>names</u> often—a person's own name is the sweetest sound in the world.
- Build <u>prestige</u> into jobs by giving titles.
- Be <u>courteous</u> and <u>respectful</u>.
- Give <u>individual attention</u> and demonstrate that you <u>understand</u> members and accept their strengths and weaknesses.
- Keep members <u>informed</u>—what they're not <u>up</u> on, they're likely to be <u>down</u> on.
- <u>Listen</u> to others.
- Be <u>fair</u>, <u>honest</u>, and <u>consistent</u>—show no favoritism.
- Provide honest <u>feedback</u>—praise their successes publicly, and privately give constructive criticism to help them learn from their mistakes.
- Involve members in <u>goal-setting</u> and <u>decision-making</u>.
- <u>Clarify</u> your expectations of members and their expectations of you.
- Occasionally serve <u>food</u> or have some kind of <u>treat</u> at your meetings.
- Have a <u>contest</u> and give a small <u>prize</u> to the person who designs the best program, etc.
- Use teambuilding activities to re-energize the group and strengthen loyalty and commitment. (People will work harder for other people than an impersonal entity called an organization).
- Motivation comes from inner needs, drives and goals. As a leader, your task in motivating others is to tap into these to supply a channel for their fulfillment. The individual members must do the rest.

TIPS FOR MOTIVATORS

Here are some ways to help each of your people feel better about him/herself:

- When you talk to him, give him your undivided attention.That will help him see that he's important to you.
- When you give out responsibility, let him do it his way. And don't take it back if you feel things aren't going well.
- When there's a conflict between two workers, involve them in resolving it.
- Learn to express your feelings honestly, and let your worker do the same.
- Admit it when you make a mistake.
- Let each worker express himself creatively within the parameters allowed by his job.
- Look for the good in what the person is doing, not just the bad.
- Avoid put-downs.
- Show your worker that you trust him.
- Avoid comparisons between one worker and another.
- Be fair.
- Encourage neatness.
- Separate the worker from his acts. When there's a problem, let the worker know that you're displeased with what he did, not with him as a person.
- Share the power of decision-making.
- Don't require more of the worker than he's able to do. (If he can't measure up to the needed standards, it will be doing everyone a favor to help him work elsewhere.)
- Avoid favoritism.
- Be kind and considerate
- Set clear rules-and be consistent in enforcing them.

It's all a matter of how and where you spread it.

You can apply this principle in your motivation. If you want people to do better, simply fertilize them better. Give rewards for what you want to get. If your employee or student is giving you weeds, don't make them grow bigger by rewarding him for it. Give him the reward only when he gives you good grass-and the grass will get better and better.

In a garden what is fertilized and cared for grows the best and produces the most. Should growing people be different?

WHAT ARE LISTENING SKILLS?

Sure, we all listen; we all talk don't we? Don't listening and talking just go together? The listening that we're talking about is different from a conversation with a friend on the way to class. The listening we're talking about is LISTENING WITH THE THIRD EAR. Try to determine by using your ears your eyes, your senses, and your brain what is going on with the person you're "listening" to.

Listening skills can be broken down into four very important parts:

- Attending: noting verbal and nonverbal behaviors.
- Paraphrasing: responding to basic messages.
- Clarifying: self-disclosing and focusing discussion.
- Perception Checking: Determining accuracy of hearing.

Well, what is attending? It's making contact with the person, eye contact. Not fixing the person with a cold stare, but establishing eye contact at a comfortable distance. Attending is assuming a posture that is comfortable, leaning forward slightly in a relaxed manner, not standing over the person with your arms crossed. Your gestures are important, too; wild hands flying through the air can make that person think you're going to fly off any second, as soon as you get clearance from the tower. However, your hand movements can help keep the person talking. Your verbalizations can shut the person up or keep him/her talking. Don't lead the person, or change the direction he/she is going; indicate that you're following what he/she is saying. If you don't understand what is being said or you don't follow the train of thought, say "I don't understand what do you mean by..." or I don't follow that."

REMEMBER:

Establish contact – look at the person.
Maintain a natural relaxed position that indicates your interest.
Use natural gestures that communicate your interest.
Use verbal statements that relate to the person's statements,
"I see what you mean. I can appreciate what you went through…" without interruptions, questions or new topics.

The purpose of PARAPHRASING is to test your understanding of what the students said and to communicate that you are trying to understand the basic message. It also helps keep the flow of the conversation going. It's extremely helpful in exposing and clarifying mixed or double messages. DON'T say, "What I hear you saying is…" It's the oldest cliché' and will kill the conversation.

Listen for the basic message.
Restate to the student a concise and simple summary of the basic message.
Observe a cue that indicates that you're correct, or ask for a response.

CLARIFYING brings vague material into a sharper focus. You are making a guess regarding the member's basic message, and offer it to the group member. This is not an interpretation of the problem, but a clarification of what he/she has told you.

Admit confusion.
Try a restatement or ask for clarification, repetition or an illustration.

PERCEPTION CHECKING is asking the group member to verify your perception of what has been said, usually over several statements. It is a method of giving and receiving feedback on the accuracy of the communication. The effect on the student is likely to be a feeling of being understood.

Paraphrase what you think you heard.
Ask for a confirmation directly from the student about the accuracy of your perception.
Allow the student to correct your perception if it was inaccurate.

REMEMBER:

Be conscious of your nonverbal cues:
Nodding
Hand gestures
Facial expressions, smiles, frowns, raised eyebrows
Eye contact
"Uh huh," "yeah" – these keep the student talking
Open posture
Use a calm, soft voice, no matter how you feel inside.
Height – are you towering over the person in a tall chair?
Get on the same level or even below his/her level.

Material borrowed from: The Helping Relationship, Process and Skills
by Lawrence M. Brammer

WOULD YOU WORK FOR YOU?

1. Are you friendly and approachable, or are people afraid of you?
2. Are you available when they need advice, information, or assistance?
3. Do you always remember to criticize in private?
4. Do you merely tell people what's wrong, or do you try to help them overcome their weaknesses and correct their errors?
5. Do your people feel that you take a genuine personal interest in them, or that you regard them as "hands" or "numbers?"
6. When one of your organization members performs a difficult or arduous task, or turns in an outstanding performance, do you express your appreciation? Publicly?
7. ARE YOU GENEROUS WITH PRAISE WHEN IT'S DESERVED? Do you take credit for everything that's done by your department, or do you share it?
8. Do your people feel that you are trying to further their careers, or that you are blocking their progress?
9. Do your speech and actions inspire confidence in and loyalty toward the organization? Do they make members proud and happy to be associated with it?
10. Do you play fair or favorites? Are pleasant assignments rotated insofar as possible?
11. Do you encourage a sense of participation by allowing your people to make their own decisions to the extent that the nature of their work permits?
12. Do your organization members know where you stand? Can they count on you to back them up if they follow your instructions and something goes wrong?
13. Are you flexible and considerate in dealing with people's varying backgrounds, personalities, and idiosyncrasies? Do you remember that personal problems sometimes affect office behavior and try to make allowances?
14. ARE YOU PATIENT AND SYMPATHETIC WHEN BREAKING IN NEW MEMBERS or teaching new tasks or methods to old members? Does your manner add to member's nervousness, or help put her at ease?
15. Are you predictable, or do you blow hot and cold? Can employees assume that your attitude toward each company rule will be the same today as it was yesterday?
16. Do you lose your temper? Do you become personally abusive?
17. Do you tell your people promptly of changes in policy and procedure which will affect them?
18. Do you gossip, or do members feel their confidences will be respected? Do you keep your word?

WELL, HOW ABOUT IT? Would you work for you>
by: Sidney A. Cooper, President, Silo, Inc.

"KILLER PHRASES"

(often used excuses for why it won't work)

1. We tried that before
2. Our place is different
3. It costs too much
4. That's beyond our responsibility
5. That's not my job
6. We're all too busy to do that
7. It's too radical a change
8. We don't have the time
9. Not enough help
10. That will make other equipment obsolete
11. Let's make a market research test of it first
12. Our office is too small for it
13. Not practical for operating people
14. The men will never buy it
15. The union will scream
16. We've never done it before
17. It's against company policy
18. Runs up our overhead
19. We don't have the opportunity
20. That's too ivory tower
21. Let's get back to reality
22. That's not our problem
23. Why change it? It's still working OK
24. I don't like the idea
25. You're right, but…
26. You're two years ahead of your time
27. We're not ready for that
28. We don't have the money, equipment, room, personnel
29. It isn't in the budget
30. Can't teach an old dog new tricks
31. Good thought, but impractical
32. Let's hold it in abeyance
33. Top management would never go for it
34. Let's put it in writing
35. We'll be the laughing stock
36. Not that again
37. We'd lose money in the long run
38. Where'd you dig that one up
39. We did all right without it
40. That's what we can expect from the staff
41. It's never been tried before
42. Let's solve it for the time being
43. Let's form a committee
44. Has anyone else ever tried it?
45. Customers won't like it
46. I don't see the connection
47. It won't work in our plant
48. What you are really saying is…
49. Maybe that will work in your department, but not in mine
50. The Executive Committee will never go for it
51. Don't you think we should look into it further before we act?
52. What do they do in our competitor's plant?
53. Let's all sleep on it
54. It can't be done
55. It's too much trouble to change
56. It won't pay for itself
57. I know a few who tried it
58. It's impossible
59. We've always done it this way

NEGATIVE WAYS TO MOTIVATE

Fear is a powerful motivator. People are afraid that:
you, the leader, won't trust or respect them
they won't get that promotion
they'll get demoted
they'll lose their job
others won't like them

But even though fear motivates powerfully, it also motivates negatively. It's a tool that's easily used. And it's one that shouldn't be used. Here are some ways people use fear:
refusing to give praise
making excessive demands
continually finding fault
ignoring with silence
making threats
raising the voice
flying off the handle
demanding that the worker do EXACTLY as told
embarrassing the worker

Despite the momentary effectiveness of fear (sometimes), over the long run it's counterproductive. People who are fearful become less efficient. Their production level drops.

Rather than fear, motivate by caring. Persuasion. A challenging assignment. A little praise, with a pat on the back. Encouragement. The promise of rewards.

Setting Goals for Your Organization

DEFINITION

Goals are a general statement of purpose based on the values the group as a whole upholds.

WHY SET GOALS?

Goals and the subsequent objectives to reach these goals guide the day-to-day activities of an organization. They provide a systematic way for the organization to meet its purpose for existence.

TYPES OF GOALS

- Routine
- Problem-solving
- Long or short range
- Creative
- Developmental

GOAL SETTING STEPS

(The total organization should ideally be involved with these steps, or at least a representative sample.)

Step #1 – Purpose Statement

Discuss and agree on the purpose of the group.
Why does organization exist? To do what?

Step #2 – Goal Statement

1. Brainstorm possible goals
2. Evaluate, condense, and select (The goals should complement each other, not conflict. They should be ones the whole group can live and strive for.)
3. Prioritize (The organization can only work on a certain number of goals at one time. Which ones should be worked on first?)
4. Provide each member of the organization with a copy of the goals.

Step # 3 – Objectives

Objectives are methods by which the goal(s) are achieved. State specific objectives for each goal. Objectives must be worthwhile, reasonable, measurable, and time-limited.

1. Brainstorm objectives for each goal, one at a time
2. Sort out duplications, condense, evaluate, and eliminate
3. Check each against criteria
4. Are the objectives concise? Not too many objectives for the goal? Will you achieve the goal if you achieve all of the objectives?
5. Give a copy of the goals and objectives to group members

Step #4 – Action Plan

For each objective, list the steps necessary to complete each objective
For each step, indicate who is responsible for completing it and the target date for completion

Step #5 – Evaluation

Evaluate the progress toward the goal(s) and upon its completion.
Modify the goal(s), objectives, and action plan if necessary.

ORGANIZATIONAL GOAL SETTING

GOALS are statements describing what an organization wishes to accomplish. They are the ends toward which your efforts will be directed. Remember, it is very important to review your goals and it is normal to change them from term to term or from year to year. The timing will depend on your organization. When reviewing your goals keep this in mind:

Do they fit with the overall purpose of your group?

What is the status of your membership?

How does the group stand financially?

What are the "givens" in your group and what new programs can be realistically accomplished?

OBJECTIVES are descriptions of exactly what is to be done in order to meet your goals. They are clear, specific statements of what you plan to accomplish. They are short-term, measurable, and achievable over a specified period of time. It is normal to have several objectives for each goal.

Many leaders wonder why it is important to set goals and objectives. Well, they help define your organization; they give direction and help to avoid chaos. They can help motivate members by clarifying and communicating what the organization is striving for; they are also good for membership recruitment by allowing potential members to know what your group is all about. They are time savers by helping members and leaders become aware of problems in time to develop solutions; they help the organization plan ahead and be prepared. But best of all, they are a basis of recognizing accomplishments and realizing your successes. They are a basis for recognition and celebration.

Below are a few suggestions for how to set goals, followed by an example.

Steps for Setting Goals and Developing an Action Plan:

-It is best to set goals as a group. This will create many positive results because people support what they help create. You can expect:

- better commitment
- more motivation among members and officers
- better understanding of the goals and the rationale for selecting them
- better goals by having more ideas and opinions in the decision process

-Brainstorm goals as a group

-Choose from the brainstormed list those you want to work on and prioritize them as a group

-Determine objectives for each goal and plans of action for each objective

-Move into action (many groups fail to do this step and their goals never are achieved)

-Evaluate your progress on a regular basis. Remember, circumstances change so be flexible and allow your objectives to change with them.

Once your organization has written its goals and objectives, it is time to take this task one step further by developing an Action Plan. This is the actual mapping out in detail of what is to get done within a time framework.

-What is to be done (your objective)?

-How will it be accomplished?

-What are the resources in terms of people, money, materials?

-Who is responsible for completing each task?

-When will it be accomplished?

-How will you know when it is accomplished? What will you be measuring it by?

EXAMPLE OF AN ACTION PLAN:

1. Goal: To improve membership recruitment, retention, and involvement.
2. An objective: To develop a committee structure whose purpose is to increase member involvement to at least 40% by next term.
3. How: Brainstorm ideas to increase member involvement. Go over this list and weed out all those ideas that are impractical or impossible to do. Discuss this edited list with the executive board/leadership. Determine which will be done and delegate the final process of setting up this system to 1 or 2 executive officers.
4. Resources: Members, executive officers, consultants, handouts on recruitment, 1. motivation, delegation.
5. Who: Executive board and consultants.
6. When: By next term (try to set a specific date if possible)
7. Results:
   a. Acceptable—membership involvement increases by 40-70%
   b. Unacceptable—membership involvement increases by less than 40%
   c. Better than Expected—membership involvement increases by more than 70%

HELPS GOAL ACHIEVEMENT

Flexibility – A willingness to change or modify goals when original goals become blocked. A goal suited to one particular time in life may not be appropriate when circumstances change.

Specific, written goals – "Think 'em and ink 'em." This process promotes commitment. When a goal becomes written, it becomes concrete, tangible, and easy to focus on. Deadlines produce a target and can provide a sense of achievement when met.

Ownership – The serious effort needed to achieve most goals is difficult to muster if the goal is not "right" nor owned by the individual.

Realistic Goals – Goals should challenge and stretch the individual, not become a constant source of frustration. One should consider past performance and available resources in setting goals.

A Positive Attitude – State goals in positive terms. Not achieving a goal should not imply failure. A positive environment encourages goal achievement.

Support – Asking for help is a means for utilizing resources available. Accepting help can speed an individual toward success.

Planning – Consideration of potential problems will help in making decisions concerning how a goal might be achieved. The reactions of others indirectly involved with an individual's plans should be considered.

HINDERS GOAL ACHIEVEMENT

Rigidity – Clinging to a goal not possible or practical; uses its pursuit as an excuse for not working on realistic goals. Letting an initial failure stop the process.

General, Unwritten Goals – Evidence of a lack of commitment to a serious pursuit of change. Most goals are not realized without a written plan.

Pleasing Them – Setting goals to please others and trying to meet their expectations rarely works.

Unrealistic Goals – Failure can be ensured by asking too much of oneself. A destructive pattern of behavior could result that is difficult to recover from.

Negatives – Stating goals in negative terms cannot result in accomplishment. Avoiding tasks because of fear of failure will not challenge an individual. Dwelling on what one cannot do detracts from what one can do.

Seeking Disapproval – Sharing ideas with people who will ridicule or discourage one's personal goals.

Ambling Along – Letting life happen to the individual rather than for the individual. "If you don't know where you're going, how will you know when you've arrived?"

The Art of Delegating

DEFINING DELEGATION

Delegating responsibility (the art of spreading the work around) is an indispensable concept which must be grasped by any leader who expects to be successful.

DELEGATION is important because it:

1. Allows more people to be actively involved.
2. Distributes work load.
3. Motivates members by giving them value and importance.
4. Helps organizations run more smoothly.

WHAT and WHEN to delegate:

1. Matters that keep repeating themselves.
2. Minor decisions made most frequently.
3. Details that take up large chunks of time.
4. When you feel someone else has particular qualifications which would suit the task.
5. When someone expresses interest in the task.

WHAT and WHEN <u>NOT</u> TO delegate:

1. Situations where you have to change someone's behavior.
2. A decision that involves someone else's morale.
3. The "Hot Potato."
4. Something that involves trust or confidence.
5. Something you yourself would not be willing to do (the menial work).

METHODS for delegating:

1. Ask for volunteers—interest and belief in something is one of the greatest motivators for success.
2. Suggest—someone you feel would be good for the task. Silence in response to a request for volunteers does NOT necessarily mean lack of interest. Often, a person won't volunteer because she/he lacks self-confidence.
3. Assign—the task to someone. The person can always decline.
4. Spread the good tasks around—'good' jobs give people status and value. Make sure the same people don't always get the good tasks.

GUIDELINES FOR EFFECTIVE DELEGATION

A. CHOOSE the appropriate people by interviewing and placing your members carefully. Consider their time, interest, and capabilities. Specific responsibility to be delegated to a particular person must be appropriate for the growth or development needs of that person at the time.
B. EXPLAIN why the person (s) was (were) selected for this task.
C. DELEGATE segments that make sense; not bits and pieces of a task.
D. DISCUSS the task at hand. Discuss ideas; mutually set possible goals and objectives. Whenever possible, give those who will be responsible for carrying out a program a voice in the decision-making. Do not lower standards: Don't insult your people!
E. DEFINE clearly the responsibilities being delegated to each person. Explain what is expected of the person (s) and what the bounds of authority are.
F. GIVE accurate and honest feedback. People want to know how they are doing and they deserve to know. This is both an opportunity for giving satisfaction and encouraging growth. Allow for risk-taking and mistakes.
G. SUPPORT your officers and chairpersons by sharing information, knowledge, and plans with them. It is incredible how many errors are made simply because of lack of information. Share their failures as well as successes.
H. REALLY delegate. Most responsible people do not appreciate someone looking over their shoulder, kibitzing or taking back parts of their assignment before they have a chance to do it. As the leader, it's hard for you to let go. You want to be a doer—or you feel you can't just throw them out there to sink or swim. Let them do the job! Delegating does not eliminate work; it simply changes it. As you delegate appropriately, a multiplier effect occurs: the time spent doing a job can be spent enabling several people to do numerous jobs.
I. STRESS the importance of evaluation: You must not overlook the need to evaluate and measure the extent to which your actions conformed to your plans, if the plans went well, or if the original plans were appropriate and worthwhile.

NOTE: Your members are your greatest resource. Let them create; let them put their creativity into action!

EFFECTIVE DELEGATION SAVES TIME BUT INITIALLY IT REQUIRES TIME

1. DEFINITION

A. Delegation is the process of <u>entrusting</u> part of the work of programs and administrative assignment to others.

B. Three Inescapable Features of Delegating

1. Assigning Tasks (Activities or Objectives)
   a. Take the time to <u>instruct</u>

2. Granting Authority (Rights)
   a. "Deputize" with authority to make decisions.

3. Creating an Obligation (Attitudes)

These features are like a three-legged stool; each depends on the others to support the whole, and no two can stand alone.

2. DETERRENTS TO DELEGATION

A. WHY DON'T I DELGATE BETTER?

I can do it better myself.
I can't trust my committee workers.
I'm reluctant to take a risk.

I don't have time to involve others.
I can't delegate something I don't know how to do myself.
I feel my workers resent being followed up on in their work.

I can't bring myself to delegating "busy work."
I can't delegate to my friends.
All the workers are already busy.

B. WHY DO MY COMMITTEE WORKERS RESIST DELEGATION?

They don't know how to do the task.
They have a fear of criticism for mistakes.
They lack confidence in their abilities.

They don't understand what is wanted.
They don't have the time.
They don't like doing it.
They feel the incentive offered is inadequate.

They already feel overworked.
They've done it before.

3. HOW CAN I DELEGATE BETTER?

C. PERSONAL ATTITUDES

Trust the abilities of your workers.
Respect your workers as people.
Be open-minded to ideas of others.
Understand that mistakes will be made by others.
Be willing to provide a learning opportunity for others.

D. BASIC STEPS OF DELEGATING

Set aside time for reviewing the assignment.
Analyze the assignment and organize the task.
Recruit your personnel.
Explain how this assignment fits into the total program.
Define the worker's assignment well.
Provide necessary information and guidelines.
Communicate expected quality levels.
Determine how much guidance the worker needs.
Direct the person accordingly.
Assess progress of the task.
Express appreciation to the worker.

4. SUMMARY

A. Effective delegation saves time but initially it requires time.
B. Delegation is not a shortcut to avoiding worry and responsibility, but it can save you time.
C. The person who insists on doing himself what could have been done through others is wasting valuable time. Can you afford it?
D. Possess the proper attitude.
E. Follow the basic steps of delegating.
F. If you do the whole thing yourself you are insuring that the next time you will have no choice but to do it again, since no one else learned how.

Budgeting for Your Organization or Event

BASIC ORGANIZATIONAL BUDGETING

One of the tasks you may face as financial officer, especially if your organization transacts a lot of business, is that of preparing a budget. There are all sorts of methods for preparing budgets from flipping coins to using computer. No one method is best for all organizations. The method described is fairly simple.

What is a budget?

A budget is an organization tool used for planning and controlling within an organization. It is a formal written guideline for your future plan of action, expressed in financial terms within a set time period.

What can a budget accomplish?

- It can help refine goals that reflect the realistic resource environment.
- It can compel members of the organization to use funds efficiently.
- It can provide accurate information to adjust, analyze and evaluate programs and activities.
- It can aid in decision making.
- It can provide a historical reference to be used for future planning.

Basic Components of a Budget.

- A statement of the organization's goals, objectives and priorities. (A. What do we want to accomplish? B. How will we accomplish this? C. How much will the program cost? D. How will the program be funded?)
- A specific time period to which the budget applies
- A method of reviewing budget plans and procedures
- Budgeted financial statement:
- An estimated detailed income breakdown
- An estimated detailed expense breakdown

Developing a Budget

- Begin preparations a month or more prior to the close of the current year.
- Prepare an outline of the organization's planned activities for the upcoming year.
- Do careful studies, investigations and research of funding, cost, resources…
- Determine available funds (carry over balance from previous year, cash on hand, funds in the bank, interest, etc…).
- Estimate expected income and when it is expected to be available (dues, t-shirt sales, pinball…).
- Define needed expenses (advertising, rentals, printing, supplies…).
- Get price quotations on certain expenditures, delegate certain responsibilities to members.
- Rank order by their relative importance which activities are the wisest expenditures of funds.
- Choose and decide programs to initiate; ask yourselves how much is available to allocate.
- Negotiate as necessary; eliminate less essential expenditures or limit certain expenditures.
- Revise, review, coordinate, cross-reference and then assemble into a final budget; the budget must be flexible to anticipate conditions which might have been overlooked during the planning process.
- Vote to approve budget

Managing the Budget

- Once approved, adopted and prepared it should be closely managed.
- Set and maintain a minimum cash balance.
- Formulate general policies and procedures needed to achieve objectives.
- Keep an accurate log of financial transactions (income and expenses); maintain in your organization record book. (Check and balance records periodically).
- Set up internal control designed for safeguards and accurate accounting data; this encourages adherence.
- Control cost—allow only approved expenditures.
- Assess budget at a given point of time during the budgeted period.

A SAMPLE BUDGET (express in financial terms

Income			Expenses	
	Coke Sales	$300	Ads	$100
	Dues	100	Entertainment	200
	Fundrasiers	320	Printing	50
	T-Shirts	500	Refreshments	122
	Ticket Sales	750	Supplies	70
			Miscellaneous	75
			Tickets	150
Total Income		$1970	Total Expense	$767
Prjected Gain				$1203

After the budget period has elapsed, determine the outcome of each expense and revenue. Judge and review actual cost in order to establish priorities for the next budgeted period

RESPONSIBLE BUGETING

Preparing a budget each year is viewed by many students as a necessary evil, often because the art of budgeting is a foreign topic. The budget is a plan of action, expressed in monetary terms. The budget should be a reflection of the organization's goals and objectives rather than being the device which determines goals. A properly conceived budget should also provide a tool to monitor financial activities throughout the year.

As with a plan or guideline, the budget model you adopt should serve your particular needs and operating style. It should be an easy tool to implement and information regarding activities financial status should be easily retrieved. In fact, you should decide exactly what type of information you will want before deciding on a model.

For the budget to serve as an evaluative tool, anyone with the responsibility to spend money for an activity should know how and why the particular activity affects the total budget.

HOW TO PREPARE YOUR BUDGET

1. Look at last year's budget and, if possible, any records of the events and programs budgeted. This is the most accurate information that can be found, and from this you can determine the programming priorities and the actual results of the programming. Information such as attendance, actual expenses, and how close last year's estimates were can be very helpful in planning your budget.
2. Using last year's budgeted total figure as a rough guideline, help your group determine the goals of the organization for the coming year. The group needs to decide on what kinds of events and activities the budget is to cover. Do not forget the operating costs.
3. Now that you have specific ideas of what the group has decided to do, you must get accurate estimates of all costs.

HINTS in Projecting Cost for a Large Event:

   a. Start with major cost, such as the artist, musician or speaker you are bringing.
   b. Consider the artist fee, advertising (newspaper, flyer, poster, radio, etc.) ticket printing, labor costs, security, hall rental, sound rental, food or other hospitality, hotel, airfare costs, etc.
   c. If the event is free, the total expenses would be requested allocation for that program.
   d. If the expenses are to be offset by income, a realistic income projection must be made. To do this, estimate size and make-up of audience (student, faculty/staff and general public). Establish a ticket price for each category and arrive at projected income. (A general rule of thumb has been that student prices must be a least $1 less than faculty/staff). When estimating income, be realistic. Ask as many people as possible to get a feeling about how much desire there is for an event. Subtract project income from project expense to arrive at allocation for an event.

4. Once you have arrived at a per event expense, income and allocation figure, you can figure the totals fro your group.
5. The figures are only part of a budget. In order to apply for funding, you must present a written justification. You will be asked to defend the budget, so be prepared with supporting evidence. In order to be accountable, you must show that there have been inputs into the process. Be prepared to defend budget orally, in addition to the written justification.
6. Give a copy of the budget to the president and the advisor of your group.

Involve your organization members in the maintenance and monitoring of the budget throughout the year. If students are involved in monitoring expenditures throughout the year, they will be more likely to understand and support budget decisions.

Meetings That Matter: Keys to Successful Meeting Management

Determine the Purpose

It would be easy to solve everyone's meeting woes if all meetings were exactly alike. But activity groups meet for a number of different reasons, so make sure you look at each meeting as if it were its own unique entity. Is it educational in nature? At an education meeting, you might hear committee updates or listen to ideas on a new program. Meetings can be social also, especially at the beginning of the year with all those new members. Many meeting hours are devoted to planning and decision making, while others are purely for evaluation. Still others may be for recognition or conflict resolution. Determining the purpose of the meeting helps solve many other organizational details—your officers just might discover they can't come up with a purpose and in that case, the meeting's canceled!

Set the Goals

After you have determined the purpose of the meeting, have your officers set some goals. Many groups set goals for the year, but how many set goals for individual meetings? Really hold your officers' feet to the fire and encourage them to be specific. Encourage goals like "Select the Homecoming theme and assign committees" rather than "plan for Homecoming." This way, fewer tasks will slip through the cracks and your members will feel a sense of accomplishment at the end of the meeting.

Ask them to fill in the blank, "By the end of the meeting we should have_____." Phrasing it this way keeps the focus on the product of the meeting as well as the process. It also makes setting the agenda relatively easy. Once your officers or other facilitators become adept at planning, they might not need your input in this step, but at least initially, you should supervise the goal-setting process.

Get Organized

To have a successful meeting, you need to do some preparation. Many meetings are doomed before they even start due to poor logistics. The room's too hot, no one can hear, or the speaker is late—any one of these can keep your meeting from being successful. Try to solve these problems before they emerge. Go back and review your purpose and goals. Keep those in mind when you consider things like how the room should be arranged and even where the meeting should be held. More informal meetings call for a relaxed setting, possibly with the chairs in the circle or at tables pushed together. For more formal meetings where important discussion needs to take place, chairs might be in rows. Perhaps you need an auditorium or lecture hall. Just make sure the setting matches the purpose.

Many groups like to offer snacks to meetings participants. Consider setting up a refreshment schedule at the start of the year. In many instances, many people are more likely to go along with your ideas if you offer them food. Who wants to argue on a full stomach? Another facet of organization is publicity. Get the word out about the meeting time the place. Even if your group meets at them same them every week, it can't hurt to put up some signs or launch a phone tree.

Set the Agenda

It is especially important to consider your purpose when you set your agenda. Many groups follow a modified version of the order of business suggested by *Robert's Rules of Order.* They hear the minutes of the previous meeting, then hear committee reports, then old or unfinished business, then new business. This is a terrific template, but make sure that it suits your purpose.

Whatever format you use, it is wise to write down the agenda ahead of time. Be reasonable about what you can accomplish during one meeting. No meeting should last more than one hour; if it does, you should have scheduled two meetings. If your meetings continually get bogged down, try posting time limits right on the agenda. This will help to keep you on track. Also note on the agenda who will be speaking so no one will be caught off-guard. For example: "Decoration Committee Update—Jordan—3:00-3:10."

In planning your agenda, you can also determine any supplies you will need and who is responsible for them. Determine if you need things like audiovisual equipment, art supplies, or paper. Nametags are often helpful, especially at the beginning of the year.

Post the agenda in a conspicuous, predetermined location or hand copies out to participants ahead of time. Make sure your facilitator is familiar with the agenda well before the meeting starts. If you can do nothing else, convince your officers, to stick to the agenda—assuming of course it's well-planned. The only thing worse than a long meeting, is a long unproductive meeting. In most cases, an unproductive meeting can be avoided by simply sticking to the agenda. That said, a good facilitator should know the group well enough to know when it might be productive to deviate slightly. He or she should be able to sense fatigue or potential conflicts and be able to keep the group moving along.

To lessen conflict and increase camaraderie, some groups conduct a short icebreaker at the start of the meeting. Here are some easy ideas:

- Have students partner up and interview each other to learn "Five Fast Facts." Have the partners share.
- Post a quotation on the board when members arrive. Ask students to guess who said the quote.
- Pass out brainteasers for members to work on as everyone gets settled. Offer a small prize for whoever figures it out first.
- Some groups ask a different member to be responsible for each meeting's icebreaker. Remember to keep the icebreakers short and simple—you don't want to get bogged down before you even start.

Good Facilitation

Ideally, every meeting would be filled with excited participants just bursting to share their well-reasoned and insightful opinions. The real world, as most advisers know, often presents a far different picture. That's where a good facilitator comes in, and good facilitators are made, not born. Set up sessions at the beginning of the year to teach your officers some facilitation skills.

Right off the bat, they should know a good meeting requires input from its participants and a good facilitator has the ability to get input in a variety of different ways. Don't limit yourselves to asking participants to raise their hands in response to a question. That may work for some people and in some settings, but it shouldn't be a one-size-fits-all technique. Have students write down responses or work in small groups to discuss or propose ideas. Both ways help get input from students who may be too shy or intimidated to speak in front of a large group.

A good facilitator keeps his/her finger on the pulse of the group. One way to check the group's feeling is to use a game called Gunny Sacking. Pass out small slips of paper and ask participants to fill in the blank in the statement: "Right now I feel___." Have them toss their responses in a hat and then have each one pull out someone else's response. Quickly go around the room, having participants read aloud one another's responses. If you hear responses like "bored," "tired," or "frustrated," you'll know it's time to redirect quickly.

You can ward off mounting frustration and fatigue by scheduling short breaks, Set a time limit, however, and stick to it. Try to minimize disruptions; your officers should have a plan of how to deal with disruptions before they happen. No one is advocating instituting a dictatorial regime, but for anything to get accomplished, you need as few disruptions as possible. Encourage your leaders to stimulate discussion and don't let the same few upperclassmen dominate. Try to get your freshmen involved as well. Urge them to stick to concrete issues. Ban phrases like "I heard that someone said…" Encourage them to comment on what they know for sure, no rumors or hearsay.

Wrapping Up the Meeting

Every good performer knows how to end the show on a high note. They don't drone on and on until the audience is half asleep, they always leave the audience wanting a little bit more. Ending a meeting is essentially no different. Make sure your facilitators know how to end the meeting so everyone can leave feeling their valuable time was used productively. The facilitator should prepare a conclusion plan before the meeting, especially if you anticipate a conflict-ridden meeting.

Before adjourning, review any decisions you made, even the most basic ones, "So we decided our Homecoming theme will be Back in Black and the main colors will be black and silver." This accomplishes two goals: It gives everyone one more chance to hear the information and it reminds them that something important did take place. Your conclusion plan should also include a big thanks to participants. Some groups give Kudos candy bars at the end to anyone who has been particularly helpful. Always announce your next meeting time and date and ask that participants write this information down.

Evaluation

Just as it is in the activity planning process, evaluation is an important part of the meeting planning process. For the first few meetings of the year, consider having a short debriefing session with your officers or facilitators after the meetings. Ask them how the meeting went and offer your observations. Help them process any conflict or disagreement so they don't leave angry or frustrated. Evaluation doesn't have to occur after every meeting, but try to conduct a meeting evaluation at least two or three times a semester. Include your members as well as your facilitators and you'll get a better sense of how you are doing. Always keep yourselves open to new ideas. Poll the members to their ideas as to how to improve meetings. Having members participate in the evaluation process helps avoid those "parking lot meetings," you know, the ones where everyone meets in the parking lot after the real meeting adjourns to discuss who said what about whom. They can really be destructive to morale and process.

If you think about it, in the real world many people spend much of their lives in meetings. Learning effective facilitation skills can help them not only in their college career, but just might give them a leg up in the future job market.

TYPES OF MEETINGS

A meeting happens any time two or more people get together to gather or give information, to express ideas, to persuade others, to plan action, to solve problems, to make decisions…whenever people gather to simply understand themselves and the world better.

To guarantee a fantastic meeting, leaders need to be certain that people are prepared to participate, that the discussion is interesting, that people feel comfortable, and that the group can work efficiently in the time available. Then, once a group determines a meeting is necessary, members must decide on the meeting process—the type of meeting that will help the organization reach its goals.

MEETING PROCESS

Leaders can use many techniques to conduct a meeting. The goals of a meeting will determine that best meeting process to use. Here are a number of meeting processes to consider:

Brainstorming. Group members contribute as many ideas as possible about a problem, a program, or a procedure, in a short amount of time. These ideas are considered at length after the brainstorming ends.

Parliamentary procedure. Groups use this tool to establish organization structure, define rules for conducting business, and codify decisions.

Action planning. This informal strategy helps groups make plans to achieve goals, often through consensus rather than formal voting. Group ownership is a hallmark of this technique, which calls for the participation of all members.

Interaction method. A facilitator and recorder post the group agenda, set ground rules, and guide interaction and participation. This technique promotes total participation, commitment, consensus, and ownership.

Group discussion. Small group consider all sides of an issue. Later, the small groups reassemble to share ides, resources, understandings, and solutions. This is an excellent technique for gathering input from all members of a large group.

BRAINSTORMING

Brainstorming is a way to stimulate creative thinking. Simply stated, it is the free expression of ideas on a given subject without evaluation by the group. Organizations of all types and sizes use brainstorming to solve business and management problems. Brainstorming is a useful method for developing ideas, encouraging participation, solving problems, and exploring possible courses of action in all sorts of meetings.

The essential elements of a brainstorming session follow:

1. The group leader writes the program to be considered on a chalkboard or butcher paper. The leader states the question briefly, clearly, and in a manner that will stimulate thought and conversation.
2. The leader clarifies the reason the question is being posed by providing background information as well as information about how the ideas will be used.
3. The leader outlines the ground rules for brainstorming:
   a. Every idea is acceptable
   b. Evaluation of the ideas is not allowed during the brainstorming. This includes both verbal evaluation and nonverbal expression.
   c. The quantity of ideas is the goal; quality ideas will follow. (This is called freewheeling.)
   d. Hitchhiking—building on the contributions of others—is encouraged. Some of the best suggestions are stimulated by other people's ideas.
   e. There is a time limit.
4. People begin offering their ideas. The presenter lists each idea as quickly as possible and writes each exactly as given. Hesitation in recording an idea may be interpreted as disapproval. Usually the session begins with an initial spurt of ideas and then slows down. As the group members consider the ideas listed for a few minutes, they may come up with a new flurry of ideas. Writing down their own ideas can help them get their thoughts down.

5. After all ideas are recorded; the group discusses the suggestions together or divided into subgroups. Before breaking into subgroups, the members as a whole should identify the most promising ideas. Then, each subgroup selects 5-10 of the most promising suggestions to discuss. The subgroups report their results to the reassembled group. The entire membership tries to arrive at a group consensus regarding what ideas to implement and how.

A BRAINSTORMING EXERCISE

The facilitator may wish to do this sample exercise as a worm up prior to a real problem-solving brainstorming session.

Get Ready

The facilitator asks the participants to form small groups of approximately six members per group. Each group of six forms a circle and selects a secretary.

The facilitator provides a felt-tip marker and newsprint to each secretary and asks him or her to record every idea generated.

Get Set

When the groups are ready to begin, the facilitator explains the ground rules as follows: There will be no criticism during the brainstorming phase; far-out ideas are encouraged as they may trigger other, more practical, ideas for someone else; and the more ideas the better.

Go

Phase One: Generating. The facilitator announces the problem to be solved or the topic of the session. Each group is given five minutes (or other reasonable time to cover the problem) to share ideas using the ground rules as outlined.

Phase Two: Evaluating. When the generating phase is completed, the facilitator notifies the groups that the ban on criticism is over and asks them to evaluate their ideas and form a single list.

Phase Three: Regrouping. If there are four or more groups, the facilitator asks two groups to share ideas and form a single list.

Phase Four: Sharing. The facilitator asks participants to return to one large group. Secretaries act as spokespeople and take turns sharing their ideas. Participants are asked to pyramid or combine two or more ideas that might be used together.

Phase Five: Ranking. The facilitator writes the final list of ideas on the chalkboard and the group is asked to put them in rank order.

Ten Steps to Successful Brainstorming

1. Assemble participants. Ensure participants have varied backgrounds. Limit the number of participants to between 10 and 20

2. Limit the scope of the problem you are solving. State the problem clearly and agree about the definition of all words used. Make sure everyone understands the stated proposition. A problem well-stated is a problem half-solved.

3. Create a non-critical atmosphere. No one is to do or say anything negative. No one, by look or action, may indicate that he or she thinks another's idea is silly or useless. The sky is the limit. Preposterous, screwball, and even impossible solutions are welcomed. An idea that seems weird may spark subsequent valuable contributions.

4. Record every contribution. Use one or two persons to record ideas.

5. Strive to elicit a lot of ideas rapidly. See how many good ideas you can get in five minutes or another specific amount of time.

6. Urge participants to improve on ideas, combine ideas, and add to other's ideas (hitchhiking).

7. Maintain control of participants. The chairperson must remain in control of the group. All group members must follow agreed upon procedures for introducing ideas. Keep track of time.

8. Use questions to stimulate thinking. If the group gets bogged down, the chairperson may restate the problem or ask questions.

9. Decide on the merits of ideas. This is an essential step that the core group or an entirely different group of people should do promptly after brainstorming. The group will eliminate some ideas quickly and analyze and discuss others at length.

10. Select the best idea or method for solving the problem.

ACTION PLANNING

Action planning combines commitment, collaboration, and ongoing efforts toward achieving the group's goals. Collaboration is a key element because people support what they help create and are more committed to ensuring the goals are achieved. The benefits of using an action plan (a work plan) to reach goals and solve problems include:

- It involves the people who make the change
- It invites people to invest interest, time, and responsibility in the outcome
- It keeps the input and atmosphere positive
- It dignifies people by accepting their input and assigns them responsibility for implementing the changes
- It continues the evaluation, revision, and change process
- It develops a starting point

How does action planning work? The process is guided by a basic plan as outlined below:

MINI-ACTION PLAN

1. Problem. (Stated in terms of performance and behavior) "What does this problem do?"
2. Realistic idea. (What you want to see stated in terms of performance) "Here's what we want to happen."
3. Obstacles. (Why isn't it already as you want it?) "What's getting in the way of…"
4. Resources. (People, money, time, knowledge to overcome obstacles) "Here's what will help."
5. Intervention(s) or program plan selected. (What resources do you combine?) "Here are some ways to reach our goal."
6. Jobs. (Who does what and when?)
7. Next steps. (What happens now?) "Here's what I need to do."
8. And now. (What happened and what we need to do next) The group should have an action plan to address each important task or issue it is facing.

INTERACTION METHOD

The interaction method is deigned to increase participation in meetings and to use available time effectively. This method encourages wider participation by the group and is particularly useful in smaller groups, such as committees. This style of meeting should be used when:

- You have a particular problem to solve and a formal meeting will not generate ideas
- You are looking for new or improved activities for your group
- Brainstorming is completed and you want to give in-depth attention to several ideas generated from brainstorming

This method is guided by four main roles: facilitator, recorder, group members, and chairperson or president.

The facilitator. Keeps the group focused on the agenda, encouraging ideas from all members and chauffeuring the group toward its goals.

- It is neutral servant of the group
- Does not evaluate or contribute ideas without permission by the group
- Focuses energy of the group on a common task
- Suggests alternative methods and procedures
- Protects individuals and their ideas from attack
- Encourages everyone to participate
- Helps the group find a win-win solution
- Coordinates per-and post-meeting organization
- Makes a contract with the group. For example, "Hi, I'm Jane and I'm going to facilitate today's meeting. I will encourage your participation, keep you on track, keep you moving, and make suggestions about ways to attack a problem. I won't evaluate any idea or add my own. I'm just here to help you get through the agenda successfully. I need you to tell me when I'm not sticking to my contract. Are their any questions?"

Specific Techniques:

- Clearly define your role.
- Show the group an agenda and ask for revisions and additions.
- Get agreement on a common problem and press before beginning.
- Boomerang questions back to group members (e.g., "I don't know; what do you think?").
- Be positive—compliment the group.
- Accept corrections nondefensively.
- Don't talk too much.
- Support and keep the recorder in his or her role.
- Don't be afraid to make mistakes.
- Help educate the group.

The recorder. Keeps the record of all ideas, (typically on butcher paper) and adds new suggestions as the meeting proceeds.

- Uses the words of the speaker. Does not edit or paraphrase.
- Records enough of the speaker's ideas so they can be understood later.
- Remains neutral like the facilitator and does not contribute his or her own ideas.

- Makes a contract with the group to perform the function to the best of his or her ability.
- Because the record of the meeting is within full view of the membership, it serves as a sort of group memory:

  - Helps the group focus on a task
  - Is an instant record of a meeting's content and process
  - Captures all ideas, freeing participants from taking notes
  - Depersonalizes ideas
  - Prevents repetition and wheel spinning
  - Encourages participation because it respects individuals' ideas
  - Enables group members to check to make sure their ideas are being recorded accurately
  - Increases group's sense of accomplishment
  - Makes it easy to catch up latecomers without interrupting the meeting
  - Makes accountability easier because decisions are written down in clear view of the group

Specific Techniques:
- Listen for key words. Try to capture basic ideas, the essence. Use abbreviations.
- Accept corrections nondefensively.
- Print or write legibly and large enough so everyone can read.
- Write as quickly as possible.
- Don't be afraid to misspell.
- Use colored markers to highlight, divide ideas, underline.
- Use stars, arrows, numbers, dots, and so forth, to highlight ideas.
- Number and date all sheets.

Group members. Focus on the topic and actively participate and support others by staying open and positive. Group members have the following roles and responsibilities:

- To see that ideas are adequately recorded.
- To keep the facilitator and recorder neutral and out of the content discussion.
- To take responsibility for the success of the meeting.
- To use the same facilitative behaviors, tools, and techniques that the facilitator uses (protect people, encourage participation).
- To focus energy on the content of the problem.
- To respect and listen to other individuals. Protect others' points of view. Facilitate from your seat.
- To vary their seating pattern—avoid cliques.
- To let go of "idea ownership."
- To listen to all of what others say and to try to understand what they mean—ask questions.
- To try to keep an open mind.
- To paraphrase. Say what you like first!

Chairperson/president. Acts as part of the group, may express opinions, and can also make further assignments as discussion proceeds. The parliamentary restriction of neutrality is not expected when using the interaction method.

GROUP DISCUSSION

Group discussion is the pooling of the best information and the best thinking of the group in order to reach the best solution or to obtain the best information. To achieve these goals, participants must think straight, think for themselves, and be open-minded, considering all decisions tentative. When preparing to discuss a problem, participants should organize their thoughts. To do that, they should:

- Be clear about the meaning of the terms of the topic under discussion.
- Analyze the problem. What is its extent, acuteness, effect? What are the causes? What are the goals? What tentative solutions are there? What are the advantages and disadvantages of these solutions? What suggestions are there for carrying out the proposed solution?

Group participants should also make three key resolutions:

2. To accept responsibility for doing their personal fair share
3. To prepare themselves so they can contribute effectively
4. To learn from each experience; to improve participation as the group progresses.

The participant must be conscious of the need to well-ordered group thinking and be able to discern the relationships among ideas. In addition, a good discussion participant is:

- Thoughtful, open-minded, and objective
- Forthright but tactful and temperate
- Sympathetically interested in the ideas of others
- Interested in promoting the common good
- An articulate speaker and active listener
- Curious
- Sincere
- Respectful of differences of opinion
- Able to identify and reduce points of actual disagreement to specific, clearly understood points.
- Able to identify and remove points of misunderstanding that lie at the root of disagreements
- Able to promote agreement without compromising integrity.

Participants in group discussion should be courteous and respectful, speaking only when they have something relevant and useful to offer, not interrupting or monopolizing the discussion, being concise and specific.

GROUP DISCUSSION MODELS

Discussions can be formal or informal, structured or free flowing. Two common types of discussions are roundtable discussions and panel discussions.

Roundtable Discussion. A roundtable discussion is a closed discussion with an informal organization. Members meet, with or without a chairman, and start talking. Their discussion may be structured, with an introduction and a conclusion, or it may be hit-or-miss.

Panel Discussion. A panel of participants is selected to carry on a discussion in front of and partially for the benefit of an audience. This usually is a relatively structured conversation guided by a designated facilitator, although it may be free-flowing as well. The audience may be allowed to ask questions or enter into the discussion while it is under way or after the panel has finished its own discussion.

HOW TO LEAD A DISCUSSION GROUP

Group discussion is a process focused on arriving at common understandings or a group decision. The method does not include argument or debate, but rather a group search for agreements or solutions. The final product is usually better than the best individual idea. The requirements of an effective group discussion are:

- Quality leadership in guiding, inspiring, directing, and summarizing
- A group feeling of unity, common interest, friendliness, and willingness to share

- An open and accepting atmosphere
- A group working together toward common goals…and sharing as they grow.

PREPARING FOR THE DISCUSSION GROUP

Understand the topic. Decide what areas should be considered and what should be left out. Plan an outline that covers the topics you want to discuss. Develop quality questions to guide the discussion.

- Arrive at the meeting room well ahead of the group. Arrange the chairs in a circle or such that every person will feel part of the discussion. Check lighting and ventilation.
- Welcome people as they arrive

STARTING THE DISCUSSION

- Start on time.
- Announce the length of the session and briefly indicate how the time will be used. Do not wait for stragglers.
- Emphasize that this is a group in which everyone takes part, every view is expressed, and every opinion is respected. Each contribution is valuable. We learn together
- See that every member knows every other member. At first meetings, it is good to have each person introduce him or herself. Learn the names of each person as soon as possible.
- Choose a recorder to keep notes of what is said, learned, and shared. Butcher paper on the wall with marking pens can provide a public memory of the discussion.

DURING THE DISUCSSION

Avoid the temptation to be the teacher or the expert. Ask questions, but draw answers out of the participants. Encourage others to express their opinions instead of expressing your own. Never say, "At my school, we…" Be impartial—try to keep anyone from monopolizing or dominating (including yourself) and try to avoid showing disapproval of an idea. Encourage the expression of all ideas. Remain a member of the group, not the center but a facilitator, a chauffeur. Encourage members to talk with one another, not always to you.

Occasionally summarize what has been said. Be careful to invite the group's agreement on the summary, then redirect the group to the next topic of the discussion with a question. Don't rush the process. Clarify obscure contributions by tactfully asking for a restatement or restating the comment yourself and asking if your interpretation is accurate. Do I hear you say…?"

Encourage general participation by using such questions as, "How do the rest of you feel about this?" Are there any other reactions to this idea?" "Does everyone feel that way?" If people begin to argue, thank them for their views and suggest tactfully that perhaps others would like to talk on this point. You may have to be firm and even interrupt the argument. Know that egos and emotions will surface.

Support anyone who seems to be embarrassed because their contribution meets with disapproval. Use a tactful comment such as "I can understand that point of view." It is important to look at every opinion. Encourage quiet people to enter the discussion by looking at them when you throw out a question to the group, inviting their reactions to someone else's comment. Avoid asking for facts or information they may not have because this may deter them from participating further.

Don't allow the discussion to meander. Move the group forward with a quick summary and transition question to a new topic. When people seem to be on the tangent, give them a little time, then ask the participants if they feel they're still "on the subject." Or, restate the question to get everyone focused and back on track.

Listen carefully to each contribution, absorbing the person's meaning, not just listening to the words. Some of the best questions you'll ask will come from careful listening and probing to get details or specific information. If conflicts occur, suggest that the conflict of ideas is desirable in good discussions but conflict of personalities is not. Guide people to consider the idea, not the person who contributed it.

Finish on time. Summarize what has been said as simply as possible and ask for the group's agreement on your summary. Give the group a feeling of accomplishment by suggesting that although there wasn't time for in-depth discussion or that no final answers were developed, the discussion yielded a quality exchange of ideas.

FOLLOW UP

During the discussion you might notice that some people seem frustrated about their inability to find solutions to specific problems. Ask these people to share their problems with a member of the steering committee or offer to share them yourself. Be aware of the tone of your group. If for some reason the group does not seem to gel, bring it up with other discussion leaders. Maybe a reshuffling of groupings is in order.

PLANNING A MEETING

"The first step in planning a meeting is whether or not one is required."
—Marion E. Haynes, author, meetings expert

Although meetings take many forms and serve many purposes, each should be planned carefully to ensure the goals of the meeting are realized. When planning the meeting, keep these things in mind:

Purpose. Every meeting must have a purpose that is acceptable to its participants. If there is no real purpose, there shouldn't be a meeting! Sometimes the purpose is clearly stated; sometimes it's taken for granted. Do you want people to experience something? Learn something? Make decisions? Plan something? Structure your meeting to accomplish its purpose?

People. Consider who will present at the meeting. Are they familiar with the business at hand? How motivated will they be to participate? Answering these questions will help determine the format and the agenda of the meeting.

Setting. The meeting location should promote participation and productivity. Choose your meeting location based on the following seven Ss of site selection:

1. Size—How many can be seated? Will the area accommodate every person expected to attend the meeting?
2. Sound—Can everyone hear easily? Is a PA system needed?
3. Sight—Can everyone see the speakers and facilitators? When materials are displayed for view, can everyone see them?

4. Supplies—butcher paper, markers, notepads?

5. Schedules—Will the school require schedule modifications to accommodate student movement to and from the event if you're holding the event on campus during the school day?

6. Safety—Is the meeting site physically safe? Must you address any security matters, particularly for after-school or evening meetings?

7. Supervision—Who is ultimately responsible for supervising the group? Is additional building supervision necessary? To whom does the meeting supervisor need to report?

Time. The meeting length depends on the purpose, agenda, and time available. Plan your agenda so that everything that needs to be accomplished can be accomplished within the time allowed.

Agenda. One of the most important elements of a successful meeting is a well-planned agenda. An agenda is a written outline of plans for the meeting, developed with officers and members that lists the order in which items are addressed during the meeting. The agenda should be flexible so if necessary, members can agree to modify the order of business or the items discussed. The typical meeting agenda includes the following in order:

- Call to order
- Roll call
- Reading and approving minutes from the last meeting
- Reports of officers, starting with the treasurer
- Reports of committees: standing and special
- Unfinished business
- New business
- Announcements and reminders
- Program, feature presentation, speaker
- Adjournment

The agenda should focus on the needs of students and outline student leaders' responsibilities for managing the meeting.

Evaluation. After the meeting, take time to evaluate its success. What constitutes success for your meeting? Did the meeting support your group goals? Did the participants, location, or time influence its success or lack of success? What might have made the meeting more successful?

TIPS FOR REGULAR MEETNGS

Many groups meet once a week. These quick tips can help ensure that these regular meetings are productive.

1. Establish a regular, consistent meeting location. Find the best room possible for your meetings. A quiet, well-ventilated room with good lighting in a central location is ideal.
2. Stock the room with appropriate materials such as office supplies, butcher paper, pencils, staplers, a calendar, computer, telephone, tape, and markers. Restock as necessary so you aren't left without necessary materials for any meeting.
3. Know how to set up a microphone if you are planning to use one.
4. Appoint someone to be responsible for the room and its equipment.
5. Keep a resource folder that includes faculty names, home phone numbers of group members, speakers, suppliers, school business partners, and more.

WHO DOES WHAT? PARTICIPANTS' RESPONSIBILITIES

When planning a meeting, be sure each participant understands his or her responsibilities. With everyone working together, the meeting will be more productive. Go over these responsibilities with the executive committee:

OFFICERS

Know group goals
Serve those they represent
Work constantly
Provide leadership
Plan the meeting
Share!

Before the Meeting:
Choose meeting goals
Determine the kind of meeting to hold
Plan the agenda and distribute copies
Check the meeting place for chairs and working equipment
Arrive on time
Be ready to help.

During the Meeting:
Help to get started on time
Follow the agenda
Help with the discussion
Know the proper procedure to get things done
Encourage members, giving each a chance to participate
Make positive suggestions
Listen to each person
Help summarize progress and keep the meeting on track
Use the last few minutes to summarize and highlight important decisions.

After the Meeting:
Put the room back in order
Evaluate the meeting
List accomplishments
Take on jobs to do
Check the minutes and reports
Send the minutes out
List items to do
Check committee work and reports
Follow up on recommendations and action
Prepare the next agenda
Do the work
Investigate and report on items of interest

MEMBERS

Know group goals and choose them
Serve those they represent
Work constantly
Give reports
Collect and bring ideas to meetings.

Before the Meeting:
Review the agenda
Se sure all needed materials are ready
Arrive on time
During the Meeting:

Help the group set the order of events
Listen attentively, respectfully, and participate
Help keep the group on the subject
Take notes to help recall information later
Help keep the group to its time limits for each item
Use written motions so everyone may have a copy
Be sure everyone has a chance to talk
Keep asking: Did we reach our goals for the meeting? Did we use our people and materials well? Did we waste time "trying to solve the impossible?

After the Meeting:
Read the distributed copies of the minutes
Make a report to those you represent as soon as possible
Write down important ideas and reactions to bring to the next meeting.

The plans are all laid out. The group members have arrived. What skills do you need to conduct your meetings with style and effectiveness?

CONDUCTING A MEETING

"People say, 'So many meetings, no results," but no, that's not the point. Having so many meetings gives you comfort with each other and you are able to exchange views frankly, you are able to know each other better."
—Sellapan Ramathan, president of Singapore

Good planning is essential for an effective meeting, but it's only the first step. What happens during the actual meeting is just as important. Here are some characteristics of a good meeting in process:

- The purpose of the meeting is clearly communicated
- Only items that can be handled in the time allowed for the meeting are on the agenda.
- Someone is recording the ideas presented and decisions made and will get copies of those notes to everyone after the meeting.
- No single person dominates the meeting; everyone is encouraged to participate.
- Real issues are presented and are handled honestly. If people believe there are hidden agendas, they are encouraged to bring comments into the open.
- Only one issue or subject is handled at a time.
- A solution is not reached until the problem has been adequately discussed and analyzed. Premature motions divide the group and create artificial disagreements.
- Decision making procedures are clear ahead of time. (Will we take a majority vote? Will we reach consensus?)
- The meetings leader shows no bias and encourages everyone to participate
- All agreements made during the meeting are recapped at the end of the meeting.

GETTING YOUR MEETING STARTED

1. Arrange chairs to serve the goals of the meeting. Use a circle, semicircle, or square arrangement so members can see each other. Try to keep away from windows and doors to avoid distractions.
2. Have paper, pencils, agendas, handouts, and a large calendar ready. Print the goals for the meeting.
3. Start on time. Announce your policy at the first meeting, and then keep to it.
4. Agree on the ground rules. Is the group so large that members should rise when speaking? Can members speak without raising their hands? Do facilitators present their verbal contracts at the beginning of each meeting? What processes can we use during what parts of meetings? Does everyone understand and agree to such procedures?
5. Listen to what is being said. If you perceive strong currents of disagreement or indecision, suggest compromises or appoint committees to report back with a plan.
6. Above all, be well-informed about every topic on the agenda so you can ask questions and draw out information the group needs to make intelligent decisions.

MANAGEMENT STRATEGIES FOR MEETING LEADERS

1. Place yourself where everyone can see you.
2. Be aware of how you present yourself. Your voice and posture indicate your confidence. People respond to these things.
3. Stay neutral. Do not allow put downs or asides among members. Be sure that all comments are relevant to the topic.
4. Do not let meetings drag. Stick to the agenda. Move business along when discussion gets repetitious.
5. Listen to what is being said. If you perceive strong currents of disagreement or indecision, suggest compromise or appoint committees to report back with a plan.
6. Above all, be well-informed about every topic on the agenda so you can ask questions and draw out information the group needs to make intelligent decisions.

The meeting leader:
- Knows all members by name, using place cards or name tags to help remember
- Is at ease and comfortable in the position of leader
- Is not too aggressive
- Is a good communicator, speaking properly and effectively
- Uses proper meeting procedures
- Delegates to members special jobs
- Ask members for opinions and ideas
- Encourages discussion
- Summarizes the discussion when necessary
- Gives directions but does not dictate
- Is not afraid to say, "I don't know, but we'll find out."
- Uses guides provided by the advisor.

FACILITATING A MEETING

Much of the success of an effective meeting can be attributed to a leader who has mastered skills of presiding. Keep these points in mind when presiding over a meeting.

1. Present the discussion as a quest rather than a debate. Everyone, including the leader, should expect to come away from the meeting with more information than he or she brought.

2. Avoid arguments over technicalities. Do not permit members to profess a particular point of view just for the sake of argument. If the matter is worth discussion to begin with, that means there are already differences of opinion.
3. At the beginning of the discussion, share with the group members a rough outline of the process so they will feel that they know where they are going in terms of process rather than outcome. Present questions that may be explored rather than answers that must be attained.
4. Realize that the responsibility to initiate discussion lies with the facilitator.
5. Keep your eyes open to nonverbal cues.
6. Avoid tangles over words and definitions. Focus on overall messages rather than the individual terms used to express it.
7. Draw out shy people with friendly encouragement.
8. Give brief statements, not speeches. You want to stimulate a rapid give—and—take of information so everyone has an opportunity to contribute. You don't need to comment on every statement made by group members.
9. Summarize often to keep members focused on the topic. Your role is to orient and guide. When the group comes to a decision about an issue, make it clear that not more discussion is needed on that point.
10. Recognize that being a leader does not make you a "gifted" individual who knows all the answers. Your leadership is a service to the group—but the emphasis is on the group. Handle business by general consent.
11. Work for consensus rather than for majority control.
12. Trust the group. No one person is superior to the rest. The experience of all is richer than the experience of any one member. Work for consensus rather than majority control.

FACILITATING COMMENTS

The phrases below can help a meeting facilitator promote clear communication and ensure the purpose of the meeting is accomplished.

- Let's check that out with the rest of the group
- Do you see it differently?
- How do you see the problems?
- Sounds like that's a problem we ought to address.
  I still don't have a handle on the real problem. What is it?
- What would *you* like to be doing?
- Oh, your perception is…(describe) That's how you see the problem.
- Sounds like this is a real problem.
- Looks like you're really concerned abut this issue.
- Feels like we're wasting valuable time. What would be a better use of our time?
- Sounds like you're all worn out.
- What are we doing right now?
- Say a little more about that.
- What's the purpose of the presentations?
- Hold on. I think we're talking about two problems, problem ____and problem____. I think they are both important, but let's talk about them one at a time.
- It's a big agenda today. Do you want to get through the whole agenda (yes) Okay, if I push too hard, let me know.
- What do you want to have happen?
- Wait a second. We're jumping all around. We're brainstorming, discussing, clarifying, and debating. Let's stay in one phase at a time.
- That's an important consideration. Let's get that down. I'd like to come back to that after we finish the subject we're on. Okay?

DEALING WITH PROBLEM MEMBERS

As leaders, we sometimes find ourselves working with a group whose members just don't interact well. It is helpful to pause and analyze what is happening. Is the problem one particular member? Two? More? The following are suggestions for dealing with a member who is keeping the group from being productive.

If a group member…
Talks Endlessly and doesn't allow others to participate.
You might…Thank her or him for the input and suggest getting the views of others in the group. Politely point out that others need an opportunity to participate.
If a group member…
Must always present the negative side of an issue.
You might…Ask for group reactions to the expressed views or alternate solutions to the problem.
If a group member…
Talks about all subjects, whether whey are pertinent or not.
You might…Call attentions to the issue at hand, or suggest that because time is limited, you'll discuss the other issues later. In a nonjudgmental way, recommend getting back to the subject at hand.
If a group member…
Gets lost as he or she is trying to make a point
You might…In a friendly manner, point out the digression. Draw attention to the discussion objectives and remind everyone that time is limited.
If a group member…
Distracts others by engaging in side conversations
You might…Call on the talkers by name and either ask an easy question or restate the last opinion expressed by the group and ask their opinions. Try not to embarrass them.
If a group member…Represents another group
You might…Ask who she or he is speaking for and how your group can benefit from his or her participation in the discussion.
If a group member…Acts superior to the group
You might…Thank the person for his or her contributions and ask for other views on the issue.
If a group member…States messages that are judgmental
You might…Thank the member for his or her point of view, then ask the group for other sides of the issue that should be considered.
If a group member…Is bored or indifferent
You might…Try to draw him or her into the discussion by listing alternate solutions and asking for his or her opinion. Ask the person to lead a discussion.
If a group member…Is timid or insecure
You might…Draw out the person next to her/him, then ask her/his opinion of the view expressed.

WHAT TO WATCH OUT FOR IN MEETINGS…AND WHAT TO DO ABOUT IT!

NO CLEAR, AGREED UPON AGENDA (OR A MISUNDERSTOOD ONE)

At the start of the meeting, know the specific results you want to achieve by the end of the meeting. Either get together to plan the agenda, assign a person to phone around and then write the agenda, or develop one on the spot at the start of the meeting.

LEAVING THE PROCESS OF THE MEETING TO FATE

Separate the power (authority) and content (subject matter) from the process (how the meeting proceeds). As a meeting leader, either choose to facilitate yourself or ask a group member to do so.

NO DIRECTION

Ask. Where does this meeting fit in the overall plan for dealing with the issue? Take time for a planning process. Lay out the timeframe, steps, and interim deadlines. Go slow now to go fast later.

Mixing Purposes. Be clear (by using your agenda) about whether you're planning a procedure for dealing with a topic or actually dealing with it. In other words, you're either laying out the steps you'll take or actually taking a step. One purpose at a time.

Too many agenda items. An over-ambitious agenda is easy to fall into and sets the group up to fall short of its goals. Always ask: Are these goals realistic within the timeframe?

Shifting focus. Stay on the same subject; use the same process. For example, either brainstorm ideas or evaluate ideas, not both at the same time. List possible solutions or alternatives, then talk about criteria for selecting among them (time, cost, people required, and likelihood of management support).

Lack of visual helpers. Find a way for participants to follow the subject as the meeting proceeds. Use flip charts or other means to help everyone focus on the content flow.

Unclear or incomplete action items or decisions to make. Pin down the who, what, where, and when on the spot. At the end of the meeting, check out all agreements make during the meeting.

Too many participants; the wrong participant; missing key people. When this occurs, pull back and ask someone to facilitate. Don't miss the opportunity to make the most of your staff. Take the opportunity to participate yourself.

Lack of mutual understanding. Learn the issues facing other members. Explain your position. Ask members to repeat, in their own words, what they hear you saying. This will head off frustration and reluctance to cooperate.

Jumping in with a solution too early. There is a danger in arriving at a pet solution before clearly identifying or agreeing on the problem. Everyone should agree on the problem and the solution. Buy in ensures support.

Uneven preparation; varying levels of understanding. Set up a way for people to be prepared to talk about the issues at the same level of understanding.

Premature motions. Don't make a motion until the problem is adequately discussed and analyzed. If you can't agree on the problem, you probably can't agree on the solution (the motion). Premature motions divide the group and create artificial disagreements.

DANGER ZONES

Keep an eye out for these danger zones and try to avoid them throughout the year.

1. No preplanned agendas
2. Rushed planning
3. Lack of focus on one subject at a time
4. Too many items on the agenda
5. Meeting dominated by one or two people.
6. Confused members
7. No encouragement to participate, summarize, or meet goals
8. Officers solving a problem before involving members.

Meeting management skills should include solutions to each of these problems.

ICEBREAKERS FOR MEETINGS

Q. Can you recommend some icebreakers for us to use at the beginning of our monthly meetings?

A: Icebreakers are an ideal way to use the first couple of minutes of meeting to expand members' knowledge about each other and to add some fun. As you and the officers are planning agendas, try to build in time for a brief icebreaker from your library of icebreakers (that can begin with the ideas that follow). Having a folder of icebreakers handy also will be helpful if a meeting ends too quickly and you need to fill some time.

TWO TRUTHS AND A LIE

For this activity you will need to break into small groups of no more than 10 or 15 otherwise people get bored waiting for their turn). You can suggest that people break up by the month they were born. Everyone takes a turn sharing two truths about themselves and one lie about themselves. The other members of the group have to guess which statement is the lie.

CIRCLE GAME

If you have a large space like a library or stage or large lobby area near your meeting room, you could play the Circle Game. Everyone takes a seat in a circle and one person stands in the middle and says, "I like people who…(have red hair)." The statement has to apply to the person standing in the middle. Then the center person and all the redheads (for example) move to another spot in the circle. Whoever is left without a seat becomes the person in the center. Have someone place a marker (piece of paper, book, etc.) for their standing spot in the center of the circle.

MYSTERY PERSON GAME

Have everyone split into three of four groups. Each person in the group writes down four things about themselves. Then the leader of the group reads the statement aloud and the other people try to guess whom the statements are about.

STAND UP AND SIT DOWN (Recommended for the first meeting of the year)

The leader makes a list of statements that might pertain to members of the group and reads each aloud. If the statement applies, the member stands up and then sits down. For example, "Stand up if you visited a college this summer," or "Stand up if you visited a beach," Try to develop enough questions so that everyone has an opportunity to stand up. Abut 20-25 questions is a good start.

ALPHABETICAL ORDER

Without talking, all members get in alphabetical order by first name. Do this at the first meeting with the new inductees and have the advisor or chapter president name all of those lined up. Many times the adviser will know the name (from the information form) but can't always connect to the face. This activity remedies that problem.

BINGO

Make a bingo board and put different objectives in the squares. Members get signatures of someone who has…taken an AP exam, drives a car, doesn't have a driver's license, plays a sport, has a job, has been accepted to a college, have a younger sibling, has an older sibling, etc. Prized (candy) awarded to first one to get BINGO and the first one to fill the entire sheet.

QUICK QUIZ

Ask everyone to divide into groups of five or six and then hand out a quiz. For example, Name the 50 United States: Give out a paper that lists the first letter of all the states. Members must fill in the rest.

Name the school staff: Hand out a sheet that tells how many teachers are in each department. The students write down their names.
Name that Christmas carol: Give out sheets with alternate names of Christmas carols. Students have to provide the real name. For example, petite male percussionist is Little Drummer Boy. The top three or four teams get a bag of candy to share. Food is a great incentive!

THIRTY-MINUTE MEETINGS THAT WORK

How many times have you sat through a seemingly endless meeting that ended with nothing being accomplished? In the busy lives of student leaders, finding time when everyone can meet is hard enough without wasting that time in ineffective meetings. When you do meet, it's important that the time you have be used to best advantage.

The American Youth Foundation developed a practical meeting plan for its Youth Leadership Compact Teams that calls for a 30-minute meeting once a week. The meetings are held in the same place, usually on the same day, and at the same time, so members can get in the routine of attending. The format for the meetings is the same each week. Before the meeting, the person who will facilitate meets with the advisor to set the agenda. During the meetings, a recorder uses the 30-minute meeting form to note what actually occurs. These forms are filed in a notebook for future reference. The recorder at one meeting becomes the facilitator for the next meeting. This way, the responsibility for facilitating meetings is shared among group members, and all gain experience as facilitators.

The meetings begin with 5 minutes of small talk. This provides time for everyone to gather, relax, and get their chit-chat out of the way so they can concentrate on the business at hand. After a call to order, 10 minutes is spent reporting on past actions. The group then turns to future actions and spends 10 minutes discussing what needs to be done and who needs to do it.

The four remaining minutes are spent reflecting on the process used. AYF call this part "claiming, "and it is an integral part of the learning experience. A "process observer" reports on how the group worked together. The process observer can be one of the group members or the adviser, and he or she concentrates on answering the question "how did we work as a team and individuals:" Student leaders don't always reflect on the big picture and look for patterns, so they keep repeating the same mistakes. Noting that certain people dominated the meeting, that suggestions were overlooked, or that some members opted not to participate in discussion can help the group become more aware of group process and function more effectively in the future.

However, this shouldn't be a time for criticism only. The process observer also reports on positive behaviors observed, such as the facilitator seeking opinions of those not volunteering them, keeping the group on task, etc. The process observer role is important as a learning tool for the group. It reminds members that it's not just the doing that is important; reflecting on how we do the work helps us learn lessons that can be applied in the future.

The basic tenet of AYF's Youth Leadership Compact program is that students can promote positive, tangible change in their schools through their training as peer leaders. The 30-mintue meeting format provides a time-friendly tool for getting members in the habit of working in an organized fashion and keeps the team on track.

30-MINUTE MEETINGS FORMAT

I. Small Talk (5 minutes)
II. Call to Order (1 minute)
III. Past Actions/Tasks to be reported on (10 minutes)
What actions?
What task?
A.
B.
C.
IV. Future Action/Tasks to be discussed (10 minutes)
Was discussed/ decided
Who's responsible?
Deadline
A.
B.
C.

V. Claiming (4 minutes)
Next Meeting
Location:
Recorder:
Date/Time
Process observer:
Facilitator:

WORKING IN GROUPS: GROUP PROCESS

The heart of an effective student group is the ability to build a warm, open relationship with each person you serve. In politics, this person is generally referred to as "John Q. Public." In sales, this person is the "Consumer." In psychology, the person is referred to as the "Client," and in student government, this person is every person that is a part of your school!

Your effectiveness as a student leader depends on how well you function with people in groups, such as your peers, the faculty, the administration, and all the support personnel of your school. Your ability not only to build warm, open relationships, but to help make rules of group interaction explicit and to play a variety of responsible roles in the group related to its effectiveness will help determine whether or not you and your fellow group members feel a sense of mutual trust, responsibility, and freedom to grow.

The way you relate to others, whether it's one-to-one or in groups, reflects how you feel about your own worth and the worth of others. Attitudes are difficult to measure directly. In the long run, only you will know whether your attitudes toward those you serve reflect the basic philosophy about the worth of each individual, about self-reliance, and the concept of a demonstrated professionalism in your leadership skills.

All of us are involved in group process situations. Some are informal—such as with relatives or friends. Others are more formalized situations with specific responsibilities and directions. It is important to remember that within every group there are people with needs and wants. Some members are take-charge people and others are task oriented. Basically, leadership is executing a particular role within an organized group, and this role is defined essentially in terms of power or the ability to influence others. A leader in one group may not emerge as the leader in another group. As membership changes, the leader many change, or, if the purpose or activities change, the leader may then change, too. Leadership implies followership. One person exerts influence or social power and others are influenced.

Group task roles. Members should help the group select and define common goals and work toward accomplishing them.

Suppose representatives of the school and community groups decide to work together to "Do something about the drug program." Members whose actions would be categorized in the task realm would "initiate" discussion of what could be done, or how the problem may be approached, or they may give new ideas for getting students involved. Someone may offer "information" on what other groups in the city are doing and what official agencies are available for further help. Another may offer his "opinions" on the subject. Others may elaborate from their experience or reading.
With this variety of opinions and suggestions, some can "coordinate" or clarify the various suggestions in terms of which are appropriate for this group to work on and which are more appropriate from other groups. One person may summarize what has happened, perhaps point out deviations from the original goals, and raise questions as to whether the group can proceed as suggested or whether the group lacks the resources needed. (This person would be "orienting" the group.) There may be "critics" who question the facts or the effectiveness of the group. An "energizer" or "sensor" who knows where materials on drugs may be obtained inexpensively; he may have access to a means of distributing leaflets or a speaker who could help clarify some of the technical questions. A "recorder" may be writing down suggestions, or making a record of group decisions on what has been assigned for the next meeting.

Group maintenance roles. While task roles focus on the problem-solving aspects of moving toward a goal, equally important, but at a different level, are the roles exhibited by the personal relations among group members.

At a meeting, members may sound as if they are giving information or opinions, or evaluating ideas. Frequently, the members may even attack one another on a personal level. A newcomer to the group may feel intimidated by this and be reluctant to present an idea. He may even reevaluate his status as to whether it is worthwhile to remain in the group. It is important for the "encouragers" and the "supporters" in the group to see that this does not happen. Other roles seen in the group maintenance situation are the "harmonizers" who attempt to mediate differences or relieve tension with a joke and the "gatekeepers" who notice whether or not everyone has had an opportunity to speak. These roles help a group maintain itself so that work on the task can proceed without interference.

Individual roles. Another set of roles is identified through members' individual needs. These needs are irrelevant to the group goals and are not conducive to helping the group work as a unit. An attack on one person leads to personal defense, joke telling may start "I can top that" jokes, and soon the goals of the group are forgotten as individuals attempt to satisfy individual needs.

In individual roles, we will find the "aggressor" giving a sarcastic opinion. The "blocker" saying the committee is useless unless they reach their goals, the "self-confessor" looking for sympathy, the "recognition-seeker" describing in glowing details how successful they have been, and the "dominator" attempting to take over by interrupting others, using flattery, or asserting a superior status. Of curse, there are a few who may be "feelers" who base decisions on emotional highs and lows. A few may be "playboys" (or girls) who joke, keep bringing up unrelated subjects, or who have a conspicuous lack of interest in the real meeting. Are any of these people more or less valuable than the other? No! It is important to remember that each is valuable and can add to the direction of the group. Both task and maintenance roles are needed by the group.

Everyone who has ever led a committee has experienced the frustrations of trying to lead a group. We start off with a clear agenda, but time is always too short. How do you get the job done? First, recognize that there are two agendas:

1. Task—what is to be accomplished?
2. Needs—of the individual group members.

To accomplish anything, both these agendas must be met. Most groups think that they already know each other's needs and tasks. As a result, many groups plod on, mangle relationships, and blunder assignments.

Many groups operate using majority rule. Often, this results in the majority doing the project with a minority having far less enthusiasm for the task. It's better to develop a decision by consensus. This may force some to compromise, but the task will have "group ownership." Then, develop good listening skills among group members. There are a lot of good ideas in groups that are never spoken because people feel no one is willing to really listen!
As a leader, periodically ask yourself these questions:

1. Does my group have a regular assigned meeting time?
2. Do we honor the commitment to meet?
3. Are people in the group made to feel worthwhile?
4. Do you practice consensus decision making?
5. Do you evaluate and hold each other accountable?

If the answer to any of these questions is "no" your group is in trouble and needs to be reevaluated. If the answers were "yes," your group is probably okay. All you need is periodic fine-tuning. The best groups are those whose members meet regularly, hold each other accountable, have a steady membership, feel ownership for assigned tasks, and care about each other.

MOTIVATING PEOPLE TO WORK ON GROUP TASKS

1. Make the members in your group want to do things (inspiration, incentive, recognition) and determine what make each of them tick.
2. Be A Good Listener.
3. Criticize and approve constructively.
4. Criticize in private.
5. Praise in Public.
6. Be Considerate.
7. Delegate Responsibility for details to members.
8. Give credit where it is due honestly.
9. Avoid domination or forcefulness.
10. Show interest in and appreciation for the other person.
11. Make Your Wishes known by suggestions or requests.
12. When you make a request or suggestion, be sure to explain the reasons for it.
13. Let the members in on your plans and programs, even when plans are at an early stage.

14. Never forget the leader sets the style for members.
15. Play up the positive.
16. Be consistent.
17. Show members that you have confidence in them and that you expect them to do their best.
18. Ask members for their counsel and help.
19. When you are wrong or make a mistake, admit it.
20. Listen courteously to ideas from members.
21. If an idea is adopted or rejected, tell the originator why.
22 Give weight to the fact that people carry out their own ideas best.
23. Be careful of what you say and how you say it.
24. Don't be upset by little hassles.
25. Use every opportunity to build in members a sense of importance of their own work.
26. Share your goals, the sense of direction, something to strive for, and something to achieve.
27. Keep members informed on that matters that affect them.
28. Give members a chance to take part in decisions, particularly those that affect them.
29. Let members know where they stand and why.
30. Make personal contact before and after meetings to encourage participation.
31. Give group members something to do immediately.
32. Use small groups and assign projects or put people on committees that interest them. This satisfies personal needs.
33. Remember that a met need is no longer a motivator. Continue to reassess members' needs and provide new challenges so that commitment to the task will be sustained.
34. Avoid assigning unnecessary tasks.
35. Encourage sharing without criticism or judgment.

Facilitator's Role During Team Building

Your Role During Activities

The facilitator's role is to clearly present the situation, including safety procedures, and then to observe the group's efforts. You may occasionally need to remind the group of the situation as was originally presented. Instruct the group to make allowances for any physical handicaps. Be patient: don't give hints or help.

Your Role As Observer

1. Notice your own "helper" feelings and remind yourself about whom you would be taking care of by giving hints. However, if the group becomes frustrated and defeated, you may want to encourage the group to search for a new approach. If the problem clearly will never be solved, you may give a hint, Sometimes it's better to stop and try the task at another time.

Make a few notes:

a. Planning: Who suggested the first trial plan? Were the plans discussed? Was a method used for planning? How did the group handle failure? How did the final plan develop?
b. Leadership styles: Which student leaders assumed they could do what was ruled out e.g., "Why don't we just walk under it?" Did someone assume they couldn't do those things? e.g., "They said we couldn't pass the beam back and forth." Did the group act democratic, lassiez-faire or did a dictator arise? Were all members involved in the solution? Did one leader emerge? Was a leader appointed?
c. Roles: What roles did people assume? Did they change roles? Who took positive roles? Who took negative roles? How did words and actions of group members cause others to act?
d. Communication: How did the group communicate? What role did non-verbal communication play? Did aggressive members ignore quieter members? What were the strengths and weaknesses in communication?

Your Role During Debriefing

During the debriefing, your role is that of facilitator. Allow the group members to discuss what happened to them individually and what they saw the group do. People will share a wide variety of feelings and perceptions about what happened. Ask the group about the same factors you were suggested to notice as an observer. Asking the right questions is the key to getting the students to process their experience. Share with the group points that you thought were important that the group member didn't notice.

BASIC NEEDS OF PEOPLE IN GROUPS

Meetings involve people functioning as a group. As you consider the purposes for your meetings and create goals for them, consider the needs of the group member and how you will meet them. Here's what your group members are asking you to do:

Leader! If you want my loyalty, interest, and best efforts as a group member, you must take into account the fact that I need:

- A sense of belonging – to be a part of this family/group.

  A feeling that no one objects to my presence.

  A feeling that I am sincerely welcome and respected.

  A feeling that I am honestly needed for my total self, not just for my hands, my money, my connections.

  A feeling that I can work within this group and make a positive difference with my life.
- To have a share in planning the group goals. (My need will be satisfied only when I feel that my ideas have had a fair hearing.)
- To feel that the goals are within the reach and that they make sense to me.
- To feel that what I'm doing contributes to human welfare – that its value extends beyond the group itself.
- To share in making the rules of the group – the rules by which we live and work toward our goals together.
- To know in some clear detail just what is expected of me so I can work confidently.
- To have responsibilities that challenge, that are within range of my abilities, and that contribute toward reaching our group goals.
- To see that progress is being made toward the goals we have chosen together
- To be kept informed. (I will support you only when I know what's going on.)
- To have confidence in our leader – confidence based on consistent, fair treatment, recognition when it is due, trust, and loyalty.

In brief, this situation must make sense to me and I must feel success in being a part of it.

SAMPLE MEETING SCRIPT FOR OFFICERS

This Sample Meeting Script will give inexperienced officer(s) an idea of the flow of a meeting and help build their confidence before that all-important first meeting. Consider reading through this script at the meeting where your meeting agenda planned. Prior to the meeting:

- Meet with Executive Committee to plan and review the meeting agenda.
- Distribute a copy of the agenda to all members

- Identify a presiding officer for the meeting and take time with this individual to review the agenda items.
- Notify individuals with specific responsibilities at the upcoming meeting (e.g., secretary, treasurer, committee chairs, project chairs, etc.) including the nature of their duties for the meeting and when they appear on the agenda
- Notify members and remind them of the meeting time and place. Note: Sometimes more than one notification is required.
- Secure the room/location for the meeting and see that all supplies for attendees are available, including the gavel for the presiding officer and an American flag if the Pledge of Allegiance is to be included in the meeting.

I. Call To Order:

President (or other presiding officer): "The September 20th meeting of the South Lakes Chapter of the National Honor Society is now called to order." (Rap gavel twice.)
Pledge of Allegiance: "Please stand and recite with me the Pledge of Allegiance." (Face the flag, "I pledge allegiance to the flag…..")
President: "Thank You. You may be seated."

II. Roll Call:

President: "I now call upon the Chapter Secretary, (identify the secretary by name), to take the roll."
Secretary: Following the completion of the roll call (whether orally or an alternative method), the Secretary announces whether quorum* has been reached for the meeting.
Secretary: "Mr./Ms. President, there are ___ members present and a quorum has/has not been established.
President: "Thank You"

III. Minutes:

President: "Will the secretary now please read the minutes of the last meeting?"
Secretary: Reads the minutes. Note: Minutes should be written , reviewed, and approved by the president and adviser prior to presentation at this meeting to minimize the need for corrections, additions, deletions, etc.
President: "Are there any additions or correction to the minutes?" (Members provide corrections if there are any.) "If there are no (further) corrections or addition to the minutes, I will ask for a motion to approve the minutes as read (corrected)."
Chapter member: I move to approve the minutes as read (corrected)."
Another member: "I second the motion." (There is no discussion on this motion.)
President: "All those in favor, say "aye." [Group votes]
"All those opposed, say 'nay'." [Group votes]
President: Announce if the motion passed or not. "The motion passes/does not pass."

IV. Treasurer's Report:

President: "Will the Treasurer, identify by name, now please give the treasurer's report?"
Treasurer: Presents report. At the conclusion: Mr./Ms. President, I present this report for your approval."
President: "Thank You. Are there any questions?" Field Questions that arise; allow treasurer to prove explanations as needed. At the conclusion of the discussion:
President: Without any (further) questions or objections, the report is approved as presented." (Rap gavel once.)

V. Committee Reports:

President: "We will now ask for Committee Reports." Using a master list of current committees, the president can ask each chairperson if he or she has a report to make. Allow the reports to be given. Thank each report giver upon the completion of his or her report and ask the group if there are any questions for that committee. Note Committee chairs should be given a time line for their reports (e.g., two minutes) prior to the meeting. Written summaries or handouts can facilitate the expeditious handling of committee reports.

VI. Old/Unfinished Business:

President: "We will now move on to unfinished business. The first item of unfinished business is…." Review each item of Unfinished Business in the order provided by the meeting Agenda.
President: "Are there are other items of New Business for today? If not we will now move on to New Business."

VII New Business:

President: "We will begin the New Business with the consideration of…" Review New Business items from the Agenda.
President: "Are there any additional items of New Business? (pause) If not, we will not have additional Reports and Announcements."

VIII Reports and Announcements:

[Sections VIII and IX can be switched per preferences.]
President: "Are there are reports or announcements for the group?"
Many chapter will begin report/announcements with input from the chapter adviser.
The president recognizes each report/announcement giver by name (and title where relevant); ask each presenter to stand. Upon completion, thank each presenter and ask if there are any additional reports or announcements.

IX. Program:

President: We will now move to the program for today's meeting." Introduces the program speaker or other activity or event for the meeting.
Presentation (with a pre-set time limit).
At the conclusion of the presentation, thank the presenter by name and offer a reference to the value of the content to the group.

X. Adjournment

President: "Thanks to everyone for attending today's meeting. A final reminder that our next regularly scheduled meeting is set for Tuesday, October 16. If there is no further business (pause), I will ask for a motion to adjourn the meeting."
Member: "I move to adjourn the meeting."
Another Member: I"I second the motion." This is non-debatable; proceed to the vote.
President: (If approved) "The September meeting of the South Lakes NHS chapter is now adjourned." (Rap gavel once.)

Note if the chapter wished to adjourn the meeting before all the business has been completed, the meeting must be adjourned by a motion.

*Quorum: Standard quorum rules call for at least 50% of members to be present to conduct official business. A different quorum level can be developed and included in the group's bylaws. Failure to have a quorum simply means that no official business can be conducted, though reports and program can be presented.

MEETINGS TO SOLVE PROBLEMS: A WORKSHEET

1. What is the nature of the problem?
2. Should it be approached through a meeting?
3. Are many involved?
4. Can personalities be kept out?
5. Will the group be open-minded?
6. Should everyone get the same story?
7. Will a meeting save time?
8. What do you want to accomplish as a result of the meeting?
9. What type of meeting should it be? (Check One, based on the purpose of meeting.)
   - Informational – to pass on some information the group members do not have.
   - Directed Discussion – to get them to understand and accept an established decision.
   - Exploration – to obtain facts, ideas, or opinions from the group.
   - Problem Solving – to get the group to make the decisions necessary to solve the problem.

10. Who should attend the meeting?
11. Would it be helpful to give members time to think about that problem before the meeting?
12. What should be the title of the meeting?
13. What objectives should be given to the group?
14. What parts of the problem need to be discussed by the group to accomplish the objectives of the meeting?
15. How will you draw out or present facts, ideas, or opinion to get acceptance of an established decision?
16. Who needs to learn from the results of the meeting?
17. Next steps? Other consideration?

Information taken from the book: "*Meetings that Matter Revised Addition "Effective Meeting Management for Student Activities"* written and compiled by Earl Reum, Lyn Fiscus, Jeff Sherrill, and David Cordts

Event Programming

PROGRAM PLANNING

So, your organization wants to plan a big event, but you don't know where to start. Don't Panic! Instead, Identify your goal and the kind of program which will help you reach it. Here is an outline to smooth out the rough spots of planning and preparation for a successful and memorable event.

1. Develop Program Ideas

   a. Identify overall goals of the organization. What is the purpose of the event? What do you want to achieve by this program?
   b. Identify the audience and their needs: Whom is the program for? What do they need? (by survey, discussions, or suggestion box.)
   c. Identify what the programmer wants to get out of the program? Why are you doing the program?
   d. Decide what kind of program it will be: Will it be a social program, a service project, a fundraiser, or an educational/cultural program?
   e. Brainstorm for idea: Have ideas meet group goals. Have ideas fulfill audience needs and interests?
   f. Sort and evaluate ideas.
   g. Some Program Ideas:

Potlucks	Recreational Events	Collection Drives
Picnics	Entertainment Events	Lectures/Debates
Dinners	Cultural/Artistic	Discussion Groups
Dances	"Outings"	Seminars
Parties	Competitions	Workshops
Receptions	Sales	Conferences

2. Organizing, Planning and Preparation

   a. Schedule a date, time and place
      1 Consider when most people will be able to attend
      2. Try no to compete with holidays or other events.
      3. Allow enough time to make arrangements.
      4. Set realistic time limits.

   b Investigate Resources
      1 Fine where speakers, microphones, lights and other equipment can be rented or borrowed
      2 Check into publicity and promotional help.
      3 Find out what university and non-university organizations offer.
      4 Investigate additional contributions and funds.

   c. Develop a Complete Budget
      1 Determine available funds
      2 Project revenue from contributions, estimated ticket sales, etc.
      3 Project expenses of publicity, rental fees, etc.
      4 Itemize expenses, even the small ones.
      5 Reimburse individuals as soon as possible.

   d Develop effective publicity
      1 What does the public want to know about the event?
      2 Find the best way to reach the audience: Such as a mailing list, banner, posters, buttons, radio and T.V. announcements, etc.

3. Implementing Plans
   A. Make a checklist of specific assignments and deadlines.
   B. Delegate jobs.
   C. Assign an overall supervisor.
   D. Stick to time limits.
   E. Make reservations and confirm them.
   F. Ask for periodic progress reports.
   G. Follow up on progress.

4. At the Event
   A. Set up equipment: box office ½ hour before the event.
   B. Be prepared with back-ups for possible problems.
   C. Welcome guests and collect tickets.

5. After the Event
   A. Take down poster, stack chairs, etc.
   B. Drop off earnings at the bank.
   C. Welcome guests and collect tickets.

6. Write up and Evaluation (Go to BSC Student Organization's Website to obtain form)
   A. What should future programmers know about programs?
   B. What are the strong and weak areas of planning?
   C. How helpful were the resources?
   D. Was there adequate time to complete the job?
   E. Who came to the program?
   F. Were there enough funds? Was the budget met?

Some General Tips on Programming:

1. A program will run itself with thorough and complete planning.
2. Don't assume anything; meet problems sensitively and firmly.
3. People support what they create. Involve as many people as possible.
4. One way to plan accurately is to set a tentative date and work backwards to see if timeline is realistic.
5. Allow members full responsibility – give opportunity to both fail and succeed. Show appreciation in either case.

AN EIGHT STEP APPROACH TO PROGRAMMING

1. ASSESS NEEDS: Through surveys or informal discussion.
2. FORM IDEAS: Brainstorm for creativity.
3. INVOLVE OTHERS: delegate responsibility **and** authority. Ask specific persons for help—asking for volunteers indicates that anyone can do the job.
   Coordinate the skills of others
   Follow up.
4. FORM A PLAN: Include details in the program format.
5. PUBLICITY:
6. MOTIVATION: Spread enthusiasm—a positive attitude is the best publicity.
   Reward help.
7. PROGRAM IMPLEMENTATION:
   Be prepared ahead of time.
   Have a clear beginning and ending.
   Be flexible enough to go with the flow

8. EVALUATION/CONGRATULATIONS
   How would you do it differently next time?
   Send thank you's to everyone involved.

Keeping Your Prize...Retaining Your Members

Above all, your new members (like your old members) will need to feel like they belong in the group. Get them involved in the workings of the organization. Get to know them. Help them get to know you. Let them know that their contributions are needed and appreciated. Following these steps will lead to a more enjoyable and rewarding experience for both the new members and for the organization.

REMEMBER: A group with no members has short meetings.

RETENTION: KEEPING MEMBERS ALIVE & WELL

When people join a group, think of it as more like a 5-3 vote rather than a landslide winning over of their support. Most people come to new experiences both wanting (the 5 votes) and fearing them (the 3 votes). You've just won them over by a slight margin and it is now your job to keep the "majority vote" in the organization's favor.

If you want a member's loyalty, interest, and best effort, you must take into account the fact that:

1. The members of your organization need:
   A. A sense of belonging
   B. A feeling that they are sincerely welcome and no one objects to their presence
   C. A feeling that they are needed for their total self, not just their hands, money, specific talents, or because they know someone. Make sure you introduce new or potential members to everyone in the group. The new members will then feel at home with those they will be working with.

2. The individual member needs to have a sense of being a part in the planning and the execution of the organization's objectives; she/he needs to be a part of the idea sharing, the brainstorming, and the production and decision making process of the organization. Involve new members in specific activities immediately. This is very important—if a new member has nothing to do, he will feel that joining has been a waste of his valuable time.

3. She/he needs to feel that the goals and objectives decided upon by the group are within reach and that they make sense. It is also important that his/her being a member of the organization makes a difference to someone and that his/her contributions are appreciated. Recognize the member for participation. A word of thanks personally and privately is important. Recognition at organization meetings and in news stories is important also.

4. The individual member needs to know in clear detail what is expected of him/her, not just the detailed job but what she/he has the opportunity to do in the future and how what she/he does relates to the total outcome of a group project.

5. The individual member needs to be given responsibilities that challenge and that are within the range of his/her abilities and interests. The responsibilities should help the member to become a leader. Be sure to train him/her to do the job assigned. A subtle form of training is to pair members into two-person teams, an old member and a new member in each, for each task.

6. Finally, the key to keeping new members (and old ones for that matter) is INFORMATION. Make sure to give your recruits all of the information they need to develop into fully functioning members. A gap in a person's understanding of an organization is probably the quickest way to loose a member.

Other Considerations:

- offer feedback from advisors and peers
- organize an effective training program
- provide a sense of unity
- compliment good work
- reward good efforts (certificates and trophies)

- initiate recognition (press releases, awards)
- provide financial reimbursement (out-of-pocket expenses)
- initiate social interaction (parties, contests)
- recognize individual achievement (remembering birthdays, special honors)
- allow for promotion and upward mobility
- install a suggestion box
- allow volunteer participation in decisions which effect workers

Leadership Transition

LEADERSHIP TRANSITION

YOUR year as an officer is coming to an end, and new officers are being selected. How do you leave your position gracefully? How do you ensure that the new officers are as ready as they can be to continue to provide your organization with strong leadership?

A THOROUGH LEADERSHIP TRANSITION PLAN HAS SEVERAL BENEFITS:

1. The most obvious is that it provides for a transfer of significant organizational knowledge. Your group will not have to re-invent the wheel each year!

2. It helps to minimize the confusion that occurs with the "Changing of the Guard". While new officers try to figure out what is going on, precious time can be lost to the organization. This time lag effects the whole membership, who may not understand what all the confusion is about, and it definitely lessens the group's ability to accomplish their tasks or goals.

3. The process of transition can give the outgoing leaders a sense of having completed their jobs, a sense of closure. It can help them let go—which is often a difficult thing for committed leaders to do.

4. Leadership transition ensures that the valuable contributions of the experienced leaders will be utilized. They are often the most neglected members in your group.

5. Finally, the shared information results in the new leadership having more knowledge and, consequently, greater confidence in their ability to be more effective in their roles.

WHEN DO YOU START? EARLY!!

- Begin early in the year to identify emerging leaders in your organization.

- Encourage these potential leaders through personal contact, helping develop skills, delegating responsibilities to them, sharing with them the benefits of leadership, clarifying job responsibilities, letting them know that transition will be orderly and thorough, and modeling an effective leadership style.

- When new officers have been elected, orient them together as a group with all of the outgoing officers. This allows the new one an opportunity to understand each other's roles and to start building their team. In some cases, individual officers may also need to meet with their predecessor for detailed information.

- Transfer the knowledge, information, and materials necessary for them to function well.

MORE specifically, what do you need to transfer? Think back to your own first weeks; what did you wish someone had told you?

1. PERSONAL EXPERTISE, KNOWLEDGE, AND EXPERIENCE:

    - Effective leadership qualities and skills

    - Share problems and helpful ideas, procedures, and recommendations

    - Write and share reports containing traditions, ideas or completed projects, continuing projects and concerns, or ideas never carried out

    - Go through personal and organizational files together

    - Acquaint new officers with physical environment, supplies and equipment

    - Introduce related personnel (advisors, contacts, etc.)

2. KNOWLEDGE OF THE ORGANIZATION'S STRUCTURE, GOALS, AND ACCOMPLISHMENTS (through complete and organized files):

    - Constitution and by-laws

    - Job descriptions/role clarifications

    - Organizational goals and objectives (including those from previous years)

    - Status reports on ongoing projects

    - Evaluations of previous projects and programs

    - Previous minutes and reports

    - Resources/contact list

    - Financial books and records

    - Mailing lists

    - Historical records, scrapbooks, equipment

REFERENCE

Christense, V.R. and Myers R.C. "Motivating Volunteers: What Makes Them Tick", Programming, November 1979, page 48.

Sample Constitution

(Document may be changed or modified to meet your organization's needs)

ARTICLE I. – Name

The name of the organization shall be __________________________.

ARTICLE II. – Purpose, Objectives, Aims

It shall the purpose of ________________________ (name) to

____

____.

ARTICLE III. – Membership and Eligibility Criteria

Section A: Membership is open to any enrolled BSC student who:

1.____.

2.____.

3.____.

Section B: Dues and collections procedures (if any)

The fiscal year of the organization shall be from _____to_____ (month/date).

The amount of annual dues shall be determined each year by _______.

Dues shall not exceed $__________ per year.

ARTICLE IV. – Voting

Section A: A quorum will be _______________________________________.

Section B: Each member in good standing may vote.

Section C: Proxy voting is allowed by the following process: _____________

____.

ARTICLE V. – Officers

Section A: The (name of organization) ___________ shall have a president, vice president, secretary and/or treasurer, advisor (these titles may vary for your organization, or you may choose not to have officers at all but have team leaders of equal standing and operate on a consensus model). These officers comprise the Executive Committee or Board.

Section B: All officers must be members of _____________ (name of organization).

Section C: The term of the officers shall be from _____ (month/date) to _____ (month/date).

Section D: Election of officers shall be held ___________ (annually/month).
At least two weeks notice shall be given before the election meeting. Nominations shall be initiated from the floor and elections done by ballot. The person receiving majority vote will be elected.

Section E: Any officer may be removed from membership by two-thirds vote of the Executive Board. Any officer removed may appeal to the general membership. Said officer shall be considered reinstated with two-thirds approval of the members.

Section F: Any vacancy which may occur in an office shall be filled by appointment by the president pending ratification at the next group meeting.

ARTICLE VI. – Duties of Officers Defined

Section A: The President

1. The president shall be the chief executive officer.
2. The president shall appoint all committee chairpersons.
3. The president, with approval of the executive board, directs the budget.
4. Vacancies in offices will be filled by appointment of the president with approval of the general membership.

Section B: The Vice President

1. The vice president shall be the parliamentarian for the organization.
2. The vice president shall assume the duties of the president should the office become vacant, or in the absence of the president.
3. The vice president will keep and have available current copies of the constitution and bylaws.
4. The vice president will be responsible for scheduling programs.

Section C: The Secretary

1. The secretary shall be responsible for keeping the minutes of all the meetings and the meetings of the executive board.
2. The secretary will provide a copy of the minutes for each officer and keep a master file.
3. The secretary shall maintain a complete and accurate account of attendance and membership status.

Section D: The Treasurer

1. The treasurer shall keep a current record of all financial transactions.
2. The treasurer shall develop quarterly reports containing a list of all receipts and disbursements.
3. The treasurer will be responsible for checking the accuracy of all the bills and invoices and paying them correctly and on time.
4. The treasurer will perform other duties as directed by the president.

Section E: The Advisor

1. The advisor shall assist the group in their execution of roles and responsibilities.
2. The advisor shall provide feedback to the organization regarding its operations and functions.
3. The advisor shall serve as a resource.
4. The advisor should provide advice upon request and also should share knowledge, expertise, and experiences with the group.
5. The advisor will be a nonvoting member of the organization.

Article VII – Structure of Group Committees

Section A: Committee Identification an Appointment

The following committees (other than the Executive Board) shall be appointed by the president subject to ratification by the organization during a regular business meeting.

1.____

2.____

3.____

Section B: The duties of the standing committees shall include: (provide details of responsibilities) respective to the committee.

Article VIII – Notice of Meetings

Section A: The times for regularly scheduled meetings shall be ________________.

Section B: At least _____ day's notice shall be given for each regular business meeting.

Section C: Special or emergency meetings may be called with less than _____hours/days notice by the Executive Board.

Section D: The meetings shall include quorum, order of business, and disposition of the minutes.

Article IX – Parliamentary Procedures

Section A: (Example) Roberts Rules of Order shall be followed by the organization in all cases involving parliamentary procedures when it does not conflict with the constitution.

Section B: The rules may be suspended by two-thirds vote of the present membership.

Student Affairs Poster Machine Instructions

Mailing and Billing Instructions:

1. Complete the information in the box below, attach your Publisher file (see Creating a Document for the Poster Machine below) and forward your request to Joanna Jones (x4722 or 4729) at jjones2@bsc.edu . Posters cannot be guaranteed with less than 24 hours notice. Remember, prices are the same for black/white OR color. Unless otherwise requested, posters will be printed on glossy paper. No poster orders will be completed without the billing information.

Date____

Name of person ordering____

Organization/department____

Phone number____

Account number to be charged____

# of posters____

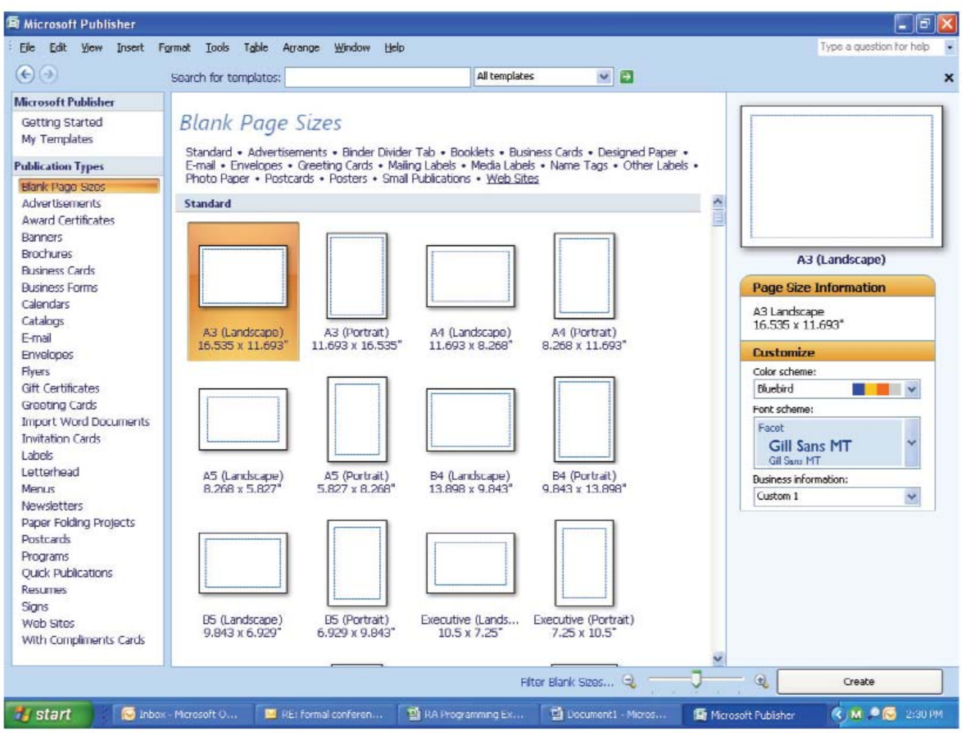
Date needed____ Note: You MUST allow 24 hours

Size: _____ 9 x 12 $3.00/ _____ 12 x 18 $3.00/_____ 18 x 24 $5.00/_____ 24 x 36 $5.00

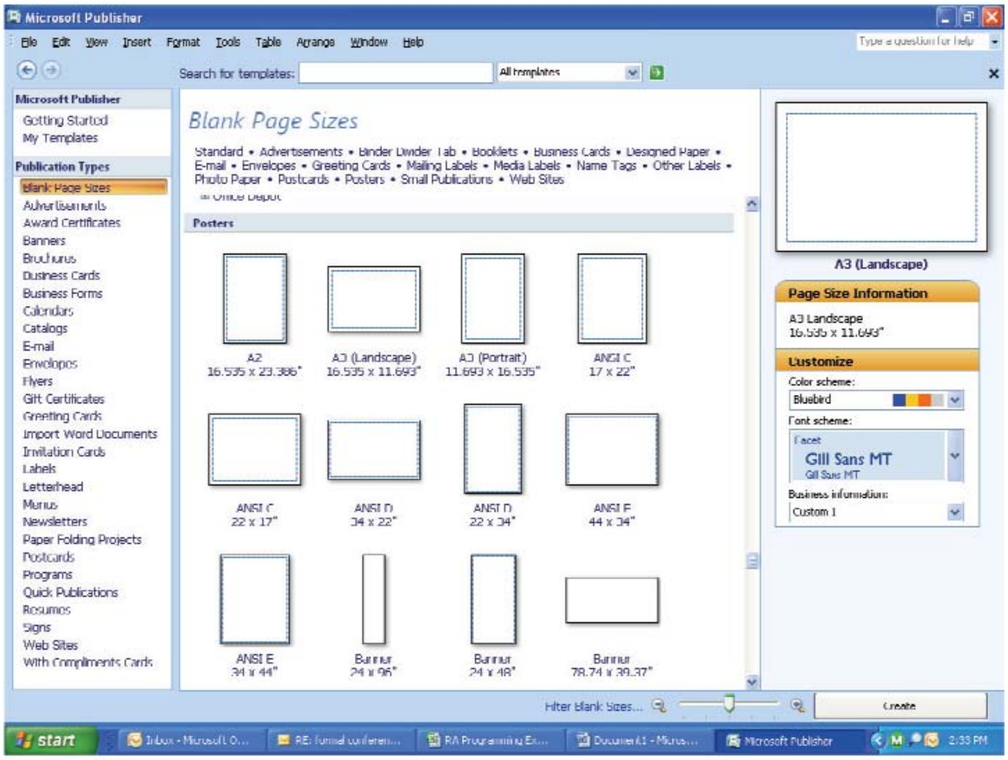
Creating a Document for the Poster Machine:

2. Open Microsoft Publisher

3. On the left side of the screen, click on "blank page sizes" under "publication types"



4. In the top of the middle section, click on "posters."



5. Please select one of the following sizes:

9 X 12 (Arch A)	$3.00
12 X 18 (Arch B)	$3.00
18 X 24 (Arch C)	$5.00
24 X 36 (Arch D)	$5.00

6. Create your document and email it to jjones2@bsc.edu with the billing information above. You may also save it to a jump drive and bring it to the office of Student Affairs to be completed. *Email is the preferred method*. No poster orders will be completed without the billing information.

7. Remember, poster(s) may or may not be done the same day. Please plan accordingly.

BSC

Birmingham-Southern College