CAL STATE
FULLERTON
Dean of Students Office – TSU 235
Judicial Affairs • Leadership & Multicultural Development Programs • New Student Programs • Student Life
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Monday, July 10, 2006

Dear Student Organization Advisors:

Happy Fall! All of us at the Student Organization Resource Center (SORC) hope your semester has been going well. This summer has already been a very busy time for our office. We are working hard to provide a variety of new services to our student groups and look forward to continuing advisor training. We continue to work with students often however, we would also like to connect more frequently with our numerous faculty and staff advisors. Without your guidance and support, many of our student organizations would not be able to remain healthy, viable groups that endure from one semester to the next.

Because student leaders are expected to be aware of the university polices that govern student activities, our advisors also need to be familiar with them. To better serve advisors in the areas of policy and programming, we have updated our webpage, www.fullerton.edu/deanofstudents/clubs_and_orgs to include the following:

- **The CSUF Titans Student Organizations Policies and Procedures Handbook**. This document contains an overview of the recognition process as well as detailed information regarding the benefits of recognition, President's Directives, relevant campus policies, and event planning resources. In addition, student organization rights and responsibilities and the disciplinary procedures applied when student organizations fall out of compliance, are also included.
- **Advisor Handbook**. This document focuses primarily on how advisors function within a student organization and on developmental issues such as team building, leadership skills, and problem solving as well as on program planning. The first sections explore Advisor Responsibilities, the Role of the Advisor (which includes policy interpretation), Advisor/Officer Relationship, and 20 Helpful Questions for Advisors.

While the bulk of the transactions that occur in the SORC involve student leaders, we are also available to consult with advisors on a wide range of matters related to student organizations, policies, and procedures. In fact, we are happy to have received funding to continue to provide advisor trainings for the 06-07 academic year. These seminars will allow us to examine specific issues such as fundraising, special event planning, and leadership transition, in greater depth.

We look forward to working more closely with you and providing resources that may help you in your work with student organizations. Please feel free to contact me at extension 4942 or Dr. Esiquio Uballe, Associate Dean for Student Life at extension 4941.

Sincerely,

Andi Fejeran Sims
Coordinator, Student Life Programs & Services

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ADVISOR’S ROLES AND RESPONSIBILITIES

GRASPING THE ART OF ADVISING

What Makes A Successful Club or Organization?

It is difficult to formulate a list of principles which will insure a successful organization. Groups have different purposes and varied members and some organizations are able to experience success using methods which would bring failure to others. However, there are a few basic principles which seem to be common for all organizations and these are listed to assist in laying the foundation for a successful organization.

Clubs and organizations must have a reason for existing. They must have a meaningful program. There must be a unity or purpose which the membership understands, is able to explain to others and constantly works to achieve.

Goals which the entire membership sets up should be established for each organization. People support what they help to create. These may be short-range goals which should be accomplished in a short period of time, but also there should be long-range goals toward which the year's efforts are directed. Groups that fail to have clear-cut goals frequently elicit mediocre interest from members and have activities which result in mediocre accomplishments.

There must be continuity in the activities of the organization between meetings. This can be accomplished only when officers and members sit down and outline their activities and meetings in advance for the semester or event for the year. Between meetings there should be follow-up work: through committees, publicity stories in the newspaper, bulletin notices, posters, etc. Keep group members as well as others aware of the group's accomplishments.

Well planned meetings are essential. A printed agenda with a copy for each member is one of the best ways of planning. The best agendas are those which are prepared by the executive board/cabinet and the advisor at a meeting held at a scheduled time in advance of the regular club meetings. The executive board should not make decisions for the group, its purpose is to think through problems and ideas to make recommendations to the group.

Participation of all members contributes to a good organization. A common bond of fellowship should be engendered. A variety of social, recreational and cultural activities should be developed so that they present both a challenge to the initiative of each member as well as elicit their support. Appoint each member to a committee or give them some kind of special responsibility at least once during the semester or more often if possible. Help each member to feel important to the group. See that the entire group has the opportunity to make decisions about plans and solutions to problems. The minority should not direct an organization there should be a majority decision on all issues which come before the group.

One of the most important meetings of each year is the first. It sets the tone of your group for the entire year. Therefore, the leadership should organize it. They should know what is going to be done, should ensure that it be a friendly meeting and should make certain that all members know what has been accomplished.

Enthusiasm with a capital E is a must. The officers should remember that if they are not enthusiastic about their group, the members will not be. Remember, enthusiasm, as well as other attitudes, is contagious. Because of this, the officers set the tone for the entire group. Do not consent to serve as an advisor if you cannot be enthusiastic, if you do not believe in your group and what it stands for and what it can accomplish. Believe your group is capable of being the best on campus. Let members know through enthusiastic interaction and solid advice that the organization has THINGS TO DO, AND IS DOING THEM!

Regularity of meeting time and place is essential for satisfactory meeting of the organization; critically evaluate your meetings. Cooperation with other organizations, both student and faculty, should be engendered. This should assist your club in more advantageously channeling its efforts, as well as fulfilling its objectives.

Encouragement of members to assume projects related to service on the campus and in the community should be a priority.

Recognition by the leadership that academic achievement is the responsibility of the individual, and that the organization cannot act as a vehicle for creditable achievement, is essential if the organization is to fulfill its objectives. However, it should also be recognized that an organization can, through the special competencies of many of its members in various courses, provide tutorial assistance to those individuals incurring academic difficulties.

ADVISOR'S RESPONSIBILITIES

<u>Generally, the advisor's responsibilities to the organizations are to:</u>

1. Be familiar with University policies and regulations and the organization which he/she advises.
2. Assist the officers and members in becoming acquainted with these policies.
3. Encourage and assist the organization in carrying on an active and significant program.
4. Be available to sign disbursements, requisitions, applications, request forms, etc.
5. Call to the attention of the officers of the organization any serious failure of the organization or its members in assuming responsibilities and assist in overcoming these problems.
6. Be present at scheduled meetings and social functions of the organization, as time permits.
7. Be sure that the organization submits all forms requested by the University on time.
8. Assist in the planning of functions.
9. Assist in formulating an annual budget, as well as one for programs.
10. Maintain an active liaison function between the organization and the Dean of Students Office.
11. Keep abreast of the activities of the organization.

ADVISORY FUNCTIONS

Maintenance Functions
Following are the advisory activities that serve merely to maintain the existence of the student organization and to keep it out of difficulty:

- Heading off situations that may create problems for the organization
- Advising the group away from activities which don't follow University policy
- Serving as an example of intellectual virtue
- Arbitrating intra-group disputes
- Providing direction for establishing an organizational budget
- Approving requisitions and purchases
- Providing advice when called upon
- Updating the Student Organization Resource Center about changes in the organization's roster of officers or constitution

Group Growth Functions
Those advisory activities that improve the operation and effectiveness of the organization and help it progress toward its goals include:

- Providing long-term continuity within the organization
- Teaching the techniques and responsibilities of good leadership
- Assisting in the orientation and training of new officers
- Teaching the officers the principles of good organizational and administrative practices
- Developing procedures and plans for actions
- Assisting in setting realistic goals and objectives
- Keeping the group focused on its goals
- Assisting in the planning and evaluation of programs

Program Content Functions
In this area the advisor assumes a genuine educational function, one that can parallel, compliment or supplement the formal curriculum offering of our institution by:

- Stimulation of the intelligence and abilities of student participants by helping them to plan activities that will contribute to their intellectual development
- Introducing new program ideas
- Helping the group to apply principles and concepts learned in the classroom
- Pointing out new perspectives and directions to the group
- Supplying expert knowledge and insights from experience

ADVISOR'S ROLE

Teaching
It is in this area that the advisor can be most helpful by:

- Serving as a resource expert in the area of academic excellence
- Pointing out new perspectives and directions to the group
- Helping members apply principles and skills learned in the classroom
- Assisting group members in the development of insight into their problems
- Assisting in the identification and development of new leadership
- Serving as a role model in the acceptance of diversity, ideas and concerns

To teach effectively in the co-curricular environment, advisors must participate actively, not just waiting to be called upon, but making contributions when they feel it is called for by circumstances.

Consultation on Programs
Advisors should expect that they will be consulted regularly by the officers concerning the development of activities and programs. They should know what projects or events are being planned and should offer their ideas and suggestions freely. If they are not being consulted they should insist that it be done.

Providing Continuity
The turnover of officers and members in a student organization is continual and often the only link with the immediate past is through the advisor. Student organizations often possess a rich history and the advisor can help them to build on it. The organizations should not be handicapped in its creativity by confining itself to traditional activities, and there is little need for it to repeat past mistakes or errors in judgment if the advisor can point out the shortcomings which existed in the past.

Counseling Individual Students
The sympathetic interest in an individual student is a traditional role of the advisor and one that has had a long history in higher education. The relationship between the advisor and the individual organization member may be among the most rewarding experiences of the staff/faculty member and the students.

Interpretation of Policy
As a representative of California State University, Fullerton to the organization, the advisor is constantly in the position of interpreting the institution's policies and regulations pertaining to student organizations. They should see that the organization and its officers know what the policies are, why they exist and the channels to be followed to obtain exceptions to or revisions of these policies. If advisors have any questions concerning the interpretation or application of policies or regulations, they should consult the Dean of Students Office.

Supervisory
Although the advisor's major responsibility is not regulatory or disciplinary the advisor, as a member of the University community, has a responsibility to both the institution and the organization to keep their interests in mind. In a well-run organization, their supervisory role may be minimal or non-existent; but, as a representative of the institution, they may need to remind the group of appropriate University regulations or, on occasion, actually step in to prevent the organization from violating public or institutional policies. An advisor should never be placed in the position of condoning violations of institutional policy, even though their relationship with the organization may be jeopardized if they do not. Whenever possible, the advisor should work with and through the responsible officer of the organization to maintain standards and to control individual misbehavior. Most problems can be identified for the officers to handle and procedures can be established to deal with them. Responsibility for self-discipline and internal regulations is in itself a learning experience for the officers and the organization and an important step in maturation.

Financial Supervision
When the organizations have a treasurer, the advisor should spend some time in supervising the financial records and the treasurer's work. The advisor should be aware of the nature, extent and pattern of the group's expenditures and income, and introduce corrective measures when necessary. Particular attention should be paid to the accounts receivable, the current balance and the prompt payment of bills.

Organizational Meeting
The advisor should attend regular and special meetings of the organization (as time permits) in order to keep informed and to be available for consultation or to introduce ideas and suggestions.

Scholastic Aspects
The advisor should have a general idea of the scholastic achievements of the members of the group and should know the specific standing of those members who carry time-consuming responsibilities. If academic problems occur, an advisor may have a positive influence until the problems are dissipated, if the problems seem to be activity related.

Organizational Records
The advisor should see that the treasurer and the secretary maintain adequate records and minutes. The files and records of the organization should be located in a central and easily accessible area.

Encouraging Risk-Taking
When members of the organizations seem unnecessarily bound by tradition or are non-creative in their planning, the first thing an organization will do is pull out the report from the previous year. This then becomes a blueprint with little or no deviation. The following suggestions may encourage the organization to develop more creative programs:

1. Try brainstorming! It is a technique generally used to promote creativity. It calls for the members to define a fairly-broad problem and throw it open for rapid fire, uninhibited, off-the-top-of-the-head suggestions from all members.

2. The organization members, during the discussion, pretend that the program area in which they wish to work has never been explored before and that the specific event for which they are preparing has never been attempted in any form. The idea here is to start from scratch, leaving no small detail or seemingly insignificant specific chance.
3. Members, officers, and advisors may consult with the Dean of Students Office.

Other Do's:

- Supervise the handling of club funds
- Encourage professionalism within the organization and its transactions
- Encourage participation of the membership as a whole in the activities and services of the organization
- Encourage sound business practices
- Be especially attentive where organizations are involved with dangerous activities; assure that safety equipment is properly used and safety procedures are strictly followed

ADVISORS/OFFICER RELATIONSHIP

What an Organization Officer Expects of an Advisor

- To assist the organization in formulating long-range goals and in planning and initiating short-term projects
- To serve as a resource due to their previous experiences and background information
- To assist them in evaluating group projects, performance and programs
- To make suggestions that will permit the officers to improve leadership skills
- To be available when emergencies and problems arise

What an Advisor May Expect of an Organization officer

- To keep the advisor informed of all organizational activities, meeting times, locations and agendas
- To receive minutes from all meetings
- To meet regularly with the advisor and use them as a sounding board for discussing organizational plans and problems

Working With the Organization

- Regular meetings with the officers should be established by the advisor. Advising meetings should be based on a genuine concern for their creative and personal development, as well as that of the other members of the organization.

Different approaches in advising officers

- If an idea is inappropriate, the advisor encourages the students to consider other alternatives.
- The advisor will want to point out factors based on the ideas presented by the officers without imposing their own bias.
- Informal meetings are conducive to open and worthwhile discussions.
- The officers should be encouraged to take an occasional chance by delegating authority to less proven members.
- The advisor may point out the difficulties inherent in proposed courses of action.
- The advisor may request that the group obtain the opinion of the individuals or agencies affected by programs.

TWENTY HELPFUL QUESTIONS FOR ADVISORS

There are many varied aspects connected with assuming the role of advisor for any student club or organization. It is with this thought in mind that these twenty questions have been prepared. Hopefully this self-study will help you in assuming your responsibilities as an advisor.

1. Have I thought of my responsibilities as the advisor of a student organization?
2. Do I know the purpose of the organization?
3. Do I know how to find the constitution?
4. Have I discussed my role as advisor with the organization's leadership?
5. Have I discussed my role as advisor with the Student Organization Resource Center?
6. Do I enhance the officers' and members' interest in the organization?
7. Do I know personally the members of the organization and do they know me?
8. Do I meet with organization leaders on a regular basis?
9. Are the organization's projects and activities evaluated yearly for their value to the organization and others?
10. Have I discussed individually and collectively with the officers their objectives and goals for the organization?
11. Have I discussed with the Student Organization Resource Center and/or the University Conference Center the facilities and assistance available to student organizations on the CSUF campus?
12. Does my organization make use of the assistance and facilities available?
13. To what extent do I have quality informal contacts with the students of the organization?
14. Do the majority of members in the organization participate on committees, at the meetings, or on projects?
15. Is group participation distributed broadly or limited to only a few volunteers?
16. Are meetings and activities announced effectively so that everyone can plan to be present?
17. How much do I involve myself with the organization's programs and projects?
18. Do I send the necessary information to the Student Organization Resource Center in a timely fashion?
19. Do I maintain effective communication with the members and officers of the organization?
20. Am I familiar with university policies and procedures that govern student activities?

WHO ARE THE ADVISORS OF FUNDING AND FUNDED COUNCILS?

Arts Inter-Club Council
Dean Harris, Assistant Dean for Student Affairs
VA-199, ext. 2407

Association for Intercultural Awareness (AICA)
Anthony Ragazzo, Coordinator, ASI/TSU Office of Program Support
TSU-269, ext. 7734

Business Inter-Club Council
Chris Anicich, Acting Assistant Dean for Student Affairs
LH-700, ext. 2235

Council of Honor Societies
Carmen Curiel, Acting Director, Honors and Scholars Student Support Services
PLN-120, ext. 7444

Engineering and Computer Science Inter-Club Council
Lisa Jones, Assistant Dean for Student Affairs
CS-501, ext. 2887

Health and Human Development/School of Education Inter-Club Council
Nancee Wright, Assistant Dean for Student Affairs (HHD)
EC-323, ext. 4471
Lea Beth Lewis, Assistant Dean for Student Affairs (COE)
EC-324, ext. 4161

Humanities and Social Science Inter-Club Council
Wilbur Tate, Acting Assistant Dean for Student Affairs
H-211, ext. 2969

Inter-Fraternity Council (IFC)
Deanna Merino, Coordinator, Greek Life
TSU-235e, ext. 4664

MESA Cooperativa
Rosalina Camacho, Coordinator, Women's Cultural Resource Center
UH-245, ext. 3928

Multicultural Greek Council (MCGC)
Deanna Merino, Coordinator, Greek Life
TSU-235e, ext. 4664

Natural Science and Mathematics Inter-Club Council
Rochelle Woods, Assistant Dean for Student Affairs
MH-488, ext. 4158

Panhellenic Council
Deanna Merino, Coordinator, Greek Life
TSU-235e, ext. 4664

Resident Student Association
Lou Gill, Associate Director of Housing and Residence Life
Housing Administration, ext. 4379

Sports Inter-Club Council
Jessica Smilie, Director, Recreational Sports
KHS-185a, ext.4382

Student Organizations Accessing Resources/Communications Inter-Club Council (SOAR/CICC)
Peggy Garcia Bockman, Assistant Dean for Student Affairs
CP-450, ext. 7083

How can they help students and organizations?

- Advise/mentor student organizations
- Provide directions related to university policies and procedures
- Locate academic major and general education advisors
- Counsel and refer to licensed counselors.
- Provide opportunities and suggestions for student involvement.
- Provide scholarship information
- Obtain and provide career related information
- Provide graduate school information
- Insure academic school understands the needs of the student community
- Cut red tape
- Advocate for students
- Orient students to academic school and university

INVOLVEMENT:
YOU MAKE ALL THE DIFFERENCE

Elephants in India are chained to pegs when they are very young and weak. Day by day they grow bigger and stronger, until they could easily snap the pegs that hold them and walk off. But they never realize this and docilely walk their narrow circles, held back from freedom only by their illusions.

Students are often like the self trapped elephants, held back by their perceptions. They sometimes fell powerless while actually they have at their disposal tremendous energy for change - for helping others and for making a positive impact on those around us. The realization that their chains can be broken is the first step.

Just like the elephant, students often limit themselves by their fears and insecurities. Advisors have the ability to educate club members that will lead them to feel more confident, empowered and competent. One of the greatest challenges students will meet at CSU, Fullerton is learning how to free themselves from the barriers that are holding them back from being an energetic and great leader!

Becoming an involved and dedicated advisor means believing in yourself and those surrounded by you. This requires reflection, patience, courage, and continually assessing your strengths and weaknesses. Evaluating your progress each day leads to becoming a better advisor.

BEING INVOLVED MEANS:

Involving Others

Valuing Diversity

Leading By Example

Promoting Community Service

Leading Through Creativity, Hard Work And Dedication

Attending All The Meetings

Doing The Behind The Scenes Work For The Program Success

Recognizing The Efforts Of Others

VALUING DIVERSITY:
A KALEIDOSCOPE OF IDEAS

Diversity is an umbrella term that encompasses differences in race, gender, and ethnicity, as well as age, background, sexual orientation, ability, educational level, function and personality. While it is often said that differences among people and cultures are the source of life's richness and excitement, the reality is that differences often create discomfort and conflict. Valuing diversity is a way of helping people deal with issues created by their differences. Valuing diversity helps people think through their assumptions and beliefs about differences - individual, cultural, geographical and organizational. The key task is learning how to perceive people as unique individuals, while acknowledging their differences as members of particular groups. The result is the ability to see others as equals though not the same.

Students who are involved with clubs and organizations face many challenges in leadership and programming. On one hand, participants are striving toward similar goals, which may include sharing ideas, working with and meeting new people, and planning great activities. On the other hand, an essential part of group dynamic is working with individual and cultural differences. The stress that arises because of differences among group members can sometimes seem insurmountable. Being actively involved teaches students how to work with differences in a proactive way.

Clubs and organizations provide means for new students to become better acquainted with each other and it also makes your experiences at CSU, Fullerton much more productive and enjoyable. You tend to feel more connected to a group if you know each other's name, have laughed some and shared personal success. Learning how to work with and incorporating the ideas of various members will make the content of the programs and activities much richer. The group goal of creating positive and interactive working relationships are worth exploring because of the camaraderie and friendships you will build through the organization.

LEADERSHIP

POSITION DESCRIPTIONS: ROLES & RESPONSIBILITIES

If the organization you advise is having difficulties defining member roles and responsibilities below are some suggestions. Please share and expand as necessary.

PRESIDENT oversees the general functions of the organization, serves as a troubleshooter, and considers long range ramifications of decisions.

- Conduct weekly meetings (including program updates, training and long range planning).
- Provide a weekly "state of the union" report regarding club activities, issues and plans.
- Recruit club members to fill vacant positions and recruit other members to work on special long and short-term projects.
- Oversee the efforts of the Vice President/Secretary and Treasurer and assist the other officers and special project coordinators as necessary.
- Meet weekly with the club advisor to discuss concerns of the club and set agenda for the upcoming meeting.
- Serve as a positive motivation by keeping the members informed and excited about clubs' functions and programs.

VICE PRESIDENT/SECRETARY serves to record and post minutes of all meetings and provides copies to representatives. The minutes should reflect the meeting in a complete and objective format.

- Participate in club meetings.
- Complete accurate records of attendance.
- Serve as a positive motivator by keeping members informed and excited about club functions and programs.
- Edit the club newsletter and accept responsibility for soliciting articles and distributing the newsletter.

TREASURER serves to advise on what is financially practical, realistic and reasonable.

- Participate in club meetings.
- Submit Treasure's report at meetings.
- Maintain accurate and up-to-date financial records of all accounts.
- Deposit funds as they are collected from various events.
- Pick up the monthly ASI financial printout at ASI Accounting office in TSU 224.
- Allocate funds through the use of ASI Check Request Forms.

PUBLICITY COORDINATOR ensures that publicity for programs and activities meet policy and are presentable for dissemination on campus.

- Coordinate the posting of publicity through the Dean of Students Office.
- Meets with the club officers for approval of all publicity before posted.
- Insure that publicity items are timely and are aesthetically presented.
- Delegate publicity tasks and follow-up.
- Develop and maintain master calendar of events.

ORGANIZATIONAL GOAL SETTING

Student organizations often function without consciously developing a set of goals or a list of what they want to accomplish. Every so often, however, a vague sense of uneasiness develops with the officers and sometimes the members feeling that they are not doing what they want to do or even questioning the value of the group itself. Setting goals is frightening to some people. Common concerns include:

- If we set goals, we'll be obligated to carry them out.
- A goal will make us inflexible; there'll be no spontaneity.
- Past goals always seemed to be imposed on me by someone. Why should I do that to someone else?

If you know how to set goals, you can make active choices, increase spontaneity and not be effected about and dependent on situational circumstances.

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 semester to semester or from year to year. This timing will depend on your organization. When reviewing your goals keep this in mind:

- Do they fit with the overall purpose of our group?
- What is the status of your membership? Too few? Too many?
- How does the group stand financially?
- What are the "givens" in your group and what new program 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. They help define your organization. They give direction and help 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 therefore becoming a basis for recognition and celebration.

STEPS FOR SETTING GOALS AND DEVELOPING AN ACTION PLAN

1. 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
2. Brainstorm goals as a group (see Brainstorming section)
3. Choose from the brainstormed list those you want to work on and prioritized them as a group.
4. Determine objectives for each goal and plans of action for each objective. An easy way to develop objectives is to state your goal and follow it with "This goal will be accomplished when…" and write out your measurable objectives.
5. Move into action. (Many groups fail to do this step and their goals never are achieved). You may want to create an action plan or a timeline so you check your progress.
6. 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 objectives)?
- How will it be accomplished?
- What are the resources in terms of people, money, and 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 by?

Example of an Action Plan:

1. Goal: To improve membership, recruitment, retention and involvement.
2. An objective: This will be accomplished when a committee structure has been developed 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.
4. Resources: members, executive officers, advisors, handouts on recruitment, motivation and delegation.
5. Who: Executive board and consultants.
6. When: By the next semester (try to set a specific date if possible).
7. Results: Acceptable – membership involvement increased by 40-70%
   Unacceptable—membership involvement increases by less than 40%. Better than expected—membership involvement increases by more than 70%.

STAGES OF SMALL GROUP DEVELOPMENT

As advisors and student leaders, we frequently observe group behavioral patterns of which we try to make sense. According to Tuckman (1965), and later revised by Tuckman & Jensen (1977), small groups go through five natural stages of Group Development. As facilitators of group process, it is helpful for us to be aware of these stages and to recognize that they are a natural part of the group development. This allows us to direct our energies into assisting groups to successfully negotiate these developmental stages, rather than try to avoid them or put unnecessary energy into identifying or "fixing" them.

These five stages are Forming, Storming, Norming, Performing and Adjourning. In being aware of these stages, we can use them as a guide to move our organizations into the most productive phases more quickly and effectively. While described linearly, these stages are often cycled through again by a small group as it faces a new task or challenge, or when there is transition in the group composition (new members, change in leadership, new advisor, a crisis or failure, etc.). Furthermore, groups behave in overlapping stages simultaneously, without clear, discrete periods. Clear understanding of group development permits us to recover from set-backs more quickly and stay in the "performing" stage longer.

Forming: Testing and dependence.
Orientation to the task.

Storming: Intragroup conflict.
Hostility towards one another as a means of expressing individuality and resisting the formation of group structure.

Norming: Development of group cohesion.
Members accept the group, and accept the idiosyncrasies of fellow members.
Members accept the group and work to maintain and perpetuate it.
Establishment of new group-generated norms to insure the group's existence.
Open exchange of relevant interpretations.

Performing: Functional role-relatedness.
The group now becomes a problem-solving instrument.
Members can now adopt and play roles that will enhance the task activities of group.
Emergence of solutions – constructive attempts at task completion.

Adjourning: Focused on task and process termination and resolution.
Separation, disengagement and ending.
Review and evaluation.
Transitional process.
Creating symbolic and celebratory events to mark change and new beginnings.

Through awareness of natural stages of group development, we can recognize patterns as a part of that process and assist in them becoming productive contributions to the evolution of the group. By helping the group understand the process it is going through, group members and leaders can view behavior as cathartic to the evolving process. This model places special emphasis on the importance of endings, which are important to personal development, and frequent in the collegiate environment, but frequently overlooked. Your Assistant Dean or the Dean of Students Office can consult with you on strategies that assist in successful small group development, These strategies support success over a single year and sustain group momentum over multiple years.

Information provided by:
Daniel H. W. Stallings, Assistant Dean, NSM

References:

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Tuckman, Bruce W. & Jensen, Mary Ann C. Stages of Small-Group Development Revisited. *Group & Organizational Studies*. Dec. 1977, 2(4), 419-427.

TEAM BUILDING:
STARTING OFF ON THE RIGHT FOOT

In order to start the year off on the right foot your organization should plan some team building exercises into your first meetings. Members will usually become more comfortable within the group over the passage of time. Team building in any group is energizing, exciting, rewarding and fun. It is what makes your club a warm and inviting place. It can be structured exercises or unstructured activities depending on the situation. The truth is, team building take place in almost everything you do within the club.

Team building exercises focus on the concept of group cohesion. Plan activities with your organization to conduct during meetings throughout the year. Before too long the members of your group will understand that team building is more than a game. It is a process of encouraging interaction, trust, cooperation and commitment in order to meet a common goal.

TEAM BUILDING CONCEPTS

Participation
Collaboration
Flexibility
Sensitivity
Risk-Taking
Commitment
Facilitation
Openness

Suggested Team Builders:

"Shoe are You?"
Every member of the group takes off one shoe and throws it into a pile in the center of the floor. Members then form a circle around the pile facing outward. Each member reaches behind them and takes a shoe from the pile. Examine the shoe and place it behind your back. Then, all group members turn and without showing the shoe to other group members they try to find their own shoe. You may use adjectives depicting texture, style, etc., (maybe even smell) but not brand name or function e.g.: basketball, hiking boot, etc.

"Living Name Tags"
Each group member draws an outline picture of themselves. Within the outline they draw/write five important items in their life. Here are some suggested categories: people who have influenced them, favorite hobbies, reason for coming to CSU Fullerton, future goals, biggest fears/excitements in life, or passionate causes. Group members then split up describe their “name tag” to their partner. After the team members have completed the individual descriptions the entire group reconvenes and each team member describes their partners name tag to the group.

"Candy Chat"

Place a pile a candy in the center of the group. Ask each member to take some and return to their seat. After you have your hand-full announce that the group is going to get to know one another more personally. For each piece of candy you have in your hand you have to tell something about yourself or goals you have in the future. (Make exceptions when necessary if someone took a lot of pieces).

"Pictionary"

Write some locations on campus down on paper. Use these locations as "answers" and ask the members of your group to draw the answer.

"**The Name Game"**

Sit in a circle. Ask the members of your group to go around the circle and state your first name. Include a word and motion/symbol that depicts who you are as a person. The person who goes a second says the first person's name and does their symbol, then does their own. Continue around the circle and see if you can do them all!

"Dyads"

Members get into group of two and find out information about each other.
Possible questions to use:

- Who is the most important person who has lived in the past 100 years?
- What is the best movie you have seen recently?
- What is the tite of the last book you read?
- If you could be any animal other than human, what would you be?
- If you could travel to any place in the world, where would you go?
- What is your favorite sport?
- One adjective to describe me is...
- The emotion I find most difficult to control is...

"Crest or Coast of Arms"

Members create their own "Coast of Arms" on paper by filling in information about themselves using words or drawings. Information can include: hobbies, hometown, major, favorite subject, family members, five or ten year goals.

"Forced Choice"

Ask members to stand in the middle of the room and have them move to either side to indicate their choice:

- More like a Cadillac or a Volkswagen?
- More of a saver or a spender?
- More like New York or Colorado?
- More intuitive or rational?
- More like a tortoise or a hare?
- More like an electric typewriter or a quill pen?
- More like a roller skate or a pogo stick?
- More like a bubbling brook or a placid lake?
- More like a gourmet restaurant or a McDonald's?

DEFINITION OF A LEADER

A leader:

Is a Big thinker	Is Courageous
Is a Change Master	Is Persistent and Realistic
Is Positive and Hope filled	Has a Sense of Humor
Is a Risk Taker	Is a Decision Maker
Is Committed	Accepts and Uses Power Wisely

There are three main benefits of organizational involvement:

1. Involvement: **Personal Growth**
   "Being Involved" with the club and organizations means participating in the variety of activities offered throughout the year. It also means students taking the challenges to see themselves as a leader who can make valuable contributions to their community. Personal empowerment and enrichment occurs through interactions with other people.

2. Valuing Diversity: **Relationship Building**
   Through working with others and leadership training students will learn more about valuing diversity and cultural contributions. In addition, involvement provides students with first hand experience about varying ideas, communication styles, and activities that differ greatly from what you may be normally accustomed to seeing, hearing, or believing.

3. Community Service**: On-Hand Experience**
   Many clubs and organizations welcome and encourage students to broaden their education and to learn a myriad of skills about leadership through community service. Like many other CSUF students, they were probably active with service learning prior to their arrival on campus. Advisors' encourage the opportunity to continue their service education and to be an inspiration for others.

LEADERSHIP STYLE PREFERENCES

Leadership styles can be determined by personal preferences. More importantly they can also be determined by situational requirements. There is no single all purpose leadership style. Successful leaders are those individuals who can adapt their leadership style to the circumstances of the situation.

One model which defines different leadership styles is Situational Leadership by Hersey and Blanchard. Their model is based on the notion that good leaders basically combined two skills: being directive and being supportive.

Directive Leadership

- Provides top down communication with group members
- Provides a centralized definition of members roles
- Provides specific instructions on accomplishing the what's, where's & how-to's of an activity

Supportive Leadership

- Provides top down and bottom up communication with group members
- Provides a decentralized definition of members roles
- Provides the opportunity for the group specific instructions on accomplishing the what's, where's, & how to's of an activity

Question?

What do you think would be the strengths and weaknesses of each skill from both a leader and a member perspective?

If you considered all the possible combinations of being more/less directive and more/less supportive you come up with your leadership styles:

- Supporting Leaders
- Delegating Leaders
- Coaching Leaders
- Directing Leaders

Among these styles some may seem initially more attractive to you than others. But they all have a time and place where they are the best style of leadership to preference according to the circumstances of the situation.

Supporting Leaders

High supportive leadership & low directive leadership

- Involves members in problem identification and goal setting.
- Asks members to define how an activity will be accomplished.
- Provide support, resources and ideas to members if requested.
- Facilitates problems solving and decision making.
- Evaluates members performance with other group members.

Delegating Leaders

Low supportive leadership & low directive leadership

- Involves other members in problem with the leadership.
- Asks members to conduct goal setting, decision making and problem solving.
- Asks others to provide support, resources and ideas to members if requested.
- Periodically monitors members performance.
- Members also evaluate their own performance.

Coaching Leadership

High supportive leadership & high directive leadership

- Identifies problems and set goals develops action plans to problem solve and them consults other members.
- Explains their decisions and asks for feedback (two-way) communication.
- Supports and praises the ideas of members.
- Directs the members work and evaluates their performance.

Directing Leaders

Low supportive leadership & high directive leadership

- Identifies problems and set goals.
- Conducts goal setting, decision making and problem solving.
- Provides specific direction--one way communication.
- Announces solutions and excision.
- Supervises and evaluates members performance.

Effective Leadership Styles

An effective leader can be described as many things. You can be described as shy or funny, organized or outgoing, creative or empowering and still be a good leader. While a good leader can be described as many things, all good leaders do to certain things. Effective leaders are able to juggle the different functions they are needed to perform.

An Effective leader:

RELATES

- Encourages the formation of group goals.
- Helps the group use time wisely.
- Promotes the fair division of work among group members.
- Develops the leadership ability within the group.

INFORMS

- Acts as a resource to the group by providing information and support.
- Draws out group members opinions, feelings and ideas.
- Makes sure questions are clearly understood and answered.
- Asks others outside the group for feedback.

SUPPORTS

- Reinforces good ideas with appropriate praise.
- Releases group tension by identifying the sources and relieving it.
- Voices their opinion and accepts group decisions.
- Accepts responsibility for their mistakes.

EVALUATES

- Encourages an objective attitude within the group.
- Assesses the feasibility and practicality of an idea or proposal.
- Phrases motions for a vote and takes a vote for the group consensus.
- Understands group decision making process and promotes that process.

LEADERSHIP TRANSITION

When your year as an officer/blueprints designee/student leader of your group begins to come to an end, and new leaders are selected, how do you leave your position? 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:

- Provides for transfer of significant organizational knowledge.
- Minimizes the confusion of leadership change.
- Gives outgoing leaders a sense of closure.
- Utilizes the valuable contributions of experienced leaders.
- Helps incoming leaders take with them some of the special expertise of the outgoing leaders.
- Increases the knowledge and confidence of the new leadership.
- Minimizes the loss of momentum and accomplishments of the group.

When do you start?

- Begin early in the year to identify emerging leaders.
- Encourage these potential leaders through personal contact:
  - Help in developing skills
  - Delegating responsibility to them
  - Sharing with them the personal the personal benefits of leadership
  - Clarifying job responsibilities
  - Letting them know that transition will be orderly and thorough
  - Modeling an open, encouraging leadership style.
- When new officers have been elected, orient them together as a group with all of the outgoing officers. This process provides the new leaders with the opportunity to understand each other's roles and to start building their leadership team.
- Be sure to transfer the knowledge and information necessary for them to function well. AN organization history and flowchart might be helpful.

What to transfer?

- Reports and traditions, ideas, projects, and continuing projects and concerns or ideas that were never carried out.
- Leave behind files you won't really need, but think might be helpful to the new people.
- Leave things organized; stuff left in piles in desk drawers might be more hindering than helpful.
- Leave:
  - Constitution and by-laws (if applicable)
  - Goals and objectives for the last year
  - Job/Leadership position descriptions
  - Status reports for on-going things
  - Evaluations for projects completed
  - Previous meeting agendas and minutes
  - Financial records
  - Mailing lists

MOTIVATION

MOTIVATION

Motivate (mo' te vat')

v 1: to provide with an incentive, or motive 2: to encourage 3: to influence performance positively.

Motivation (mo' te va' shen)

n 1: the act or an instance of motivating 2: the state or condition of being motivated 3: something that motivate, 4: inducement, incentive.

Motivation is the reason which determines student involvement in an activity or project. This reason can be self determined or provided by an outside source. The most desired type of motivation is through the knowledge of a positive or beneficial outcome for all those involved. Motivation is a self released, internal pressure to take action. It causes conditions which arouse, regulate and sustain desired behaviors.

Motivation comes from inner needs, drives and goals. As an advisor, your task in motivating others is to tap into these to supply a channel for their fulfillment. The individual members must do the rest.

Motivation is not always an easy process.
Sometimes it involves getting people to do things they really would rather not do. As an advisor, understanding how to motivate the members of the group will be critical to the enjoyment and desire to be involved of the members. Motivation doesn't always need to come from the person " in charge" of the group , it can come from support and recognition of all group members for one another.

Why Are You Involved?
Your answer to this question could be based on an endless list of possible responses. As an advisor, the trick is to identify the answer not only for yourself but for the people you're working with in order to know how to motivate them effectively. Each member within the organization may want to be encouraged in a different fashion. Have members spend some time determining what motivates them. Then have them share their thoughts with fellow group members so they will know how to motivate each other. It will make your experiences as an advisor more enjoyable and memorable as the year progresses.

Motivation = Good Leadership Style

Good Leadership Style = Example + Expectation + Energy

FACTORS THAT MOTIVATE ME

Please circle the five items below which you believe most important in motivating you or accounts most for your involvement in co-curricular activities.

- It is interesting; I enjoy it.
- Others are doing it.
- It leads to recognition from others.
- I feel the position is important.
- I have the skills to do a good job.
- I feel trusted and respected.
- I have the opportunity to do a good job.
- I get along well with others.
- I have a voice in deciding what is planned.
- I have the opportunity to grow and develop personally, socially and intellectually.
- I have the opportunity to meet others.
- I have the opportunity to get into events free.
- I am interested in building experience to place in my resume.
- I feel challenged.
- I have the opportunity to help others grow.
- The group is a prestigious group to be a member of.
- Other: ____

MOTIVATIONAL ADVISORS…

- Are easy to talk to, even when under pressure.
- Involve members in goal-setting and decision-making.
- Try to see the merit in ideas, even if they conflict with their own.
- Try to help members understand the goals of the group.
- Try to give members all the information they want.
- Clarify their expectations of the group and the group's expectation of them.
- Encourage members to reach out in new directions to enhance personal growth.
- Take mistakes in stride, as long as members/group learn from their mistakes.
- Correct mistakes privately and plan how to avoid them in the future.
- Expect superior performance and give credit for it publicly.
- Use team building activities to re-energize the group and strengthen loyalty and commitment (people work harder for other people than for an impersonal entity called an organization).

NON-MOTIVATIONAL ADVISORS…

- Lets members figure out the group's goals for themselves.
- Gives as much information as they think other group members need.
- Has expectations that change from day to day.
- Tries to protect members from taking risks which may help personal growth.
- Allows little room for mistakes.
- Tries primarily to find out whose fault it is that something went wrong.
- Expects an adequate job, and does not say much unless something goes wrong.

Members make the organization. Their time and contributions are vital to the success you will have this year. Thus, it is very important to create an atmosphere where members feel good about their involvement and are willing to continue giving of themselves. As an advisor, the rewards you provide for their efforts can take many forms.

You don't need to spend a lot of money or time to make someone feel good about themselves. Rewards simply need to let people know that you recognize and appreciate the things that they are doing for the group. Some rewards are obvious and some are subtler. This time you spend in saying "thank you" will pay big dividends in the end.

MEETINGS

THE ABC'S OF MEETINGS

RUNNING EFFECTIVE MEETINGS
Do you dread attending meetings because they are dull, unproductive, disorganized and too long? With proper planning and preparation, any meeting can be effective and fun.

The first step to having a good meeting is beginning with the end in mind. Have club officers set an agenda. Have a shared goal, or goals for the meeting clearly defined as the starting and ending points for the meeting. Agendas provide focus and help the group remain on task. Type the agenda and distribute to group members before the meeting so they will know what to expect from your gathering.

Then meet with those who will be conducting the meeting at least one day prior to the meeting and review the agenda. Consider how the meeting time can be best distributed to accomplish the stated goals. Discuss what strengths and weakness were evident in your last meeting. Set priorities of items to be covered on the agenda. Define the roles that members will play in facilitating discussion, program planning, and coordinating activities, and determine what supplies may be needed.

Organizational meetings have several functions. They give members a chance to discuss and evaluate goals and objectives (see section on Goal Setting) and keep them updated on current events. They provide a chance to communicate and keep the group cohesive. But, most of all, meetings allow groups to pull resources together for decision making. If the facilitator starts with a careful plan and finishes with thorough follow-up the meeting will "run itself". The following are some tips to help make your next meeting successful, productive, and even fun.

BEFORE THE MEETING
1. Define the purpose of the meeting. If you can't come up with a purpose, don't have a meeting!
2. Develop an agenda with the officers. Below is a sample agenda:
   - Call to Order
   - Approval of Agenda
   - Announcements
   - Officer's Reports
   - Committee Reports
   - Unfinished Business
   - New Business
   - Special Issues
   - Adjournment
3. Distribute the agenda and circulate background material, lengthy documents or articles prior to the meeting so members will be prepared and feel involved and up-to date.
4. Choose an appropriate meeting time. Set a time limit and stick to it. Remember, members have other commitments. They will be more likely to attend meetings if you make them productive, predictable as short as possible.

5. If possible, arrange the room so that members face each other, i.e., a circle or semi-circle. For large groups, try a U-shaped row. A leader has better control when they are centrally located.
6. Choose a location suitable to your group's size. Small rooms with too many people get stuffy and create tension. A larger room is more comfortable and encourages individual expression.
7. Post a large agenda up front for members to refer to.
8. Vary meeting places if possible to accommodate different members. Be sure everyone knows where and when the next meeting will be held.

DURING THE MEETING

1. Greet members and make them feel welcome, even late ones when appropriate.
2. If possible, serve light refreshments, they are good ice breakers and make your members feel special and comfortable.
3. Start on time. End on time.
4. Review the agenda and set priorities for the meeting.
5. Stick to the agenda.
6. Encourage group discussion to get all points of view and ideas. You will have better quality decisions as well as highly motivated members. They will feel that attending meetings is worth their while.
7. Encourage feedback. Ideas, activities and commitment to the organization improve when members see their impact in the decision making process.
8. Keep conversation on topic toward an eventual decision. Feel free to ask for only constructive and non-repetitive comments. Tactfully end discussions when they are getting nowhere or becoming destructive or unproductive.
9. Keep minutes on the meeting for the future reference in case a question or problem arises (see section on "Minutes and Record Keeping).
10. The officers should be a role model by listening, showing interest, appreciation and confidence in members. They should also be able to admit mistakes.
11. Summarize agreements reached and end the meeting on a unifying or positive note. For example, have members volunteer thoughts of things they feel are good or successful, reciting a group's creed, or a good of the order.
12. Set a date, time and place for the next meeting.

AFTER THE MEETING

1. Have the minutes written up and distributed within 3 or 4 days. Quick action reinforces importance of meeting and reduces error of memory.
2. Discuss any problems during the meeting with the officers; come up with ways improvements can be made.
3. Follow-up delegation decisions. See that all members understand and carry -out their responsibilities.
4. Give recognition and appreciation to excellent and timely progress.
5. Put unfinished business on the agenda for the next meeting.
6. Conduct a periodic evaluation of the meetings. Weak areas can be analyzed and improved for more productive meetings.

MINUTES AND RECORD KEEPING

THE ROLE OF SECRETARY

Being a secretary for the organization is not a job to take lightly. This responsibility should not be assigned to just anyone. Think about these responsibilities when you are considering who will best fulfill this role:

- Is this person well organized and reliable; do they complete their tasks in a timely way?
- Is this person a good listener; are they able to be objective and hear both sides of an issue?
- Is this person on top of what is going on; are they able to weed out the trivial information and record the key facts for the record?

As you can see, the role a secretary is more than " just taking minutes". The secretary is responsible for complete, objective record keeping. They are, in effect, the historian. What they record will be refereed to by current members as a reminder of what needs follow-up and what actions were taken. It will also be kept for future members to gain an understanding of where the organization has been and why. Many organizations make it the secretary's responsibility to notify members about upcoming meeting time, date and location as well as any important items to be discussed.

It is critical that the secretary attends all meetings. If your organization has a structure that includes committees, be they ad hoc or standing, there should be someone present to accurately record what transpired. It is not necessary to take down everything unless someone requests that their remarks be entered for the record. Motions and resolutions do need to be taken verbatim and should be read back during the meeting to make sure they have been accurately recorded.

It is the secretary's responsibility to signal the chairperson and ask questions regarding the subject being discussed if they become lost or unsure. A secretary should not wait until the meeting has been adjourned to get clarification, individuals can lose their perspective, issues can become less important, and one's memory can alter what actually occurred.

Immediately after the meeting, the secretary must go over their notes while everything is still fresh in their mind. They should check their notes for the following information:

- Type of meeting (executive, committee, etc.)
- Date, time and place
- List of attendees and those absent
- Time of call to order
- Approval and/or amendments to previous meeting
- Records of reports from standing and special committees
- General matters
- Record of proposals, resolutions, motions, seconding, voting, final disposition and a summary of the discussion.
- Time of adjournment

These minutes should be sent out to all members within 3 or 4 days of the meeting. This allows members time to read the minutes for accuracy before the next meeting and while the previous meeting is still fresh in their minds.

It is often helpful for the secretary to prepare themselves before each meeting. They should be sure to read the minutes of previous meetings paying attention to and review the agenda and any attached documents. If the organization has agreed upon a standard format for minutes, the secretary can use a standardized form and fill in preliminary rough draft information before the meeting so that they are able to fill in discussion etc., as they occur.

Some helpful hints on format and final preparation are as follow:

- Use good quality paper or standard size
- Use a standard format:
  - Capitalize and center the heading designating the meeting.
  - List names of those in attendance and those absent.
  - Double space between each item in order of business.
  - If you use captions, put them in the margins in capitals when recording sums of money write them first in words and then pit the figures in ( ).
  - Number each page at center bottom.

If the secretary is unable to attend, a substitute, preferably with the characteristics defined earlier, needs to be appointed. If a substitute is taking minutes, the following hints will make the job easier:

- Identify yourself before speaking
- Speak slowly
- Present motions in writing to the secretary (this is a good practice even when the regular secretary is present)
- Raise hands high during vote counting
- Summarize discussions

Minutes can be recorded in writing or on tape. If you choose to tape the minutes you can later re-listen to them pulling out the pertinent information. Taping an entire meeting is an extreme form of minute taking! A second, more practical option is to record a summary of debates, agreement and disagreements with a sufficient explanation of the character of each.

It is often helpful for both minute taking and for those attending the meeting if either the chair or the secretary summarize decisions that are reached. The summary should be most careful in clarifying those points of great controversy.

PARLIAMENTARY PROCEDURE

Parliamentary law has evolved as a set of procedures that protects the individual and the group in their exercise of the rights of free speech, free assembly and the freedom to unite in organizations for the achievement of a common aim. It is based on common sense and courtesy. In order to conduct your organization's business in an orderly and timely fashion the following basic rules of procedure should be followed. For specific questions on the more technical aspects of parliamentary law refer to Robert's Rules of Order- Newly Revised.

FIVE BASIC PRINCIPLES OF PARLIAMENTARY PROCEDURE

1. Only one subject may claim the attention of the assembly at one time.
2. Each proposition presented for consideration is entitled to full and free debate.
3. Every member has rights equal to every other member.
4. The will of the majority must be carried out and the rights of the minority must be preserved.
5. The personality and desires of each member should be merged into the larger unit of the organization.

DEVELOPING AN AGENDA OR ORDER OF BUSINESS

It is customary for every group to adopt a standard order of business for meetings. When no rule has been adopted, the following is the order.

1. Call to order
2. Reading and approval of minutes
3. Reports from officers and standing committees
4. Reports from special committees
5. Unfinished business
6. New business
7. Program
8. Adjournment

MOTIONS

The proper way for an individual to propose that the group take a certain action is by "making a motion." The following is the process for handling a motion.

1. A member rises and addresses the presiding officer for recognition.
2. The member is recognized.
3. The member proposes a motion.
4. Another member must second the motion.
5. The presiding officer states the motion to the assembly.

It is never in order to propose more than one amendment of each rank at one time. If one desires to amend two separate and unrelated parts of a motion, this must be done by two amendments of the first rank, and one must be voted upon before the other is proposed. It is possible, however, to have a motion, one amendment to the motion (amendment of the first rank), and one amendment to be amendment (amendment of the second rank) before the assembly at once. Until the amendment of the second rank has been voted upon, no other amendment of the second rank has been voted upon, no other amendment of the second rank is in order. Until the amendment of the first rank has been voted upon, no other amendment of the first rank can be proposed.

ORDER OF VOTING ON AMENDMENTS
Amendments are voted upon in reverse order; that is, the one of second rank is disposed of first.

1. Discussion is held and the vote taken upon the amendment to the amendment (amendment of the second rank).
2. Discussion is called for and the vote is taken upon the amendment to the motion (amendment of first rank).
3. When the vote on this has been taken, discussion upon the original or main motion as amended is opened and when completed a vote is taken upon it.

DELEGATION

Delegation is the act of spreading work around. As an advisor it may seem scary to turn over projects to other people but it is actually one of the most important and valuable roles you will play. By delegating you are involving all the members of the group. Delegation helps groups operate more smoothly and effectively. It also shows that you trust some group members enough to let them accomplish a goal. Finally, the confidence which is built among group members when tasks are successfully delegated is immeasurable. The members of the group are capable, creative and responsible people. Successful delegation builds individual and group self confidence and skill.

Delegating is an indispensable concept which must be grasped by any advisor or 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 NOT to delegate:

1. Situations that would have a larger negative impact if failure occurred.
2. A decision that involves someone else's morale.
3. The "hot potato."
4. Something that involves trust or confidence that you should not reveal.
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 volunteers because they lack 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:

1. CHOOSE the appropriate people by interviewing and placing your members carefully. Consider their time, interest and capabilities.
2. EXPLAIN why the person was selected for this task.
3. DELEGATE segments that make sense; not bits and pieces of a task.
4. 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.
5. DEFINE clearly the responsibilities being delegated to each person. Explain what is expected of the people and what the bounds of authority are. Be sure agreement is reached as to areas where the person can function freely.
6. GIVE accurate and honest feedback. People want to know how they're doing and they deserve to know. This is both an opportunity for giving satisfaction and encouraging growth. Allow for risk-taking and mistakes.
7. SUPPORT your officers and chairpersons by sharing information, knowledge and plans with them. It is incredible how many errors are made simply because of a lack of information. Share their failures as well as successes.
8. REALLY delegate. Most responsible people do not appreciate someone looking over their shoulder, 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. Let them do the job! Delegating does not eliminate work, it simply changes it. As you delegate appropriately, a multiplier work effect occurs: the time spent doing a job can be spent enabling several people to do numerous jobs.
9. 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.

WORKING WITH COMMITTEES

A popular alternative to individual thinking is committee thinking. A small group, or committee, can sometimes create, plan and conduct an activity much more effectively than a larger group. Creating a committee is a relatively easy four step process.

1. **Determine the goal of the committee.**
   What does the group want the committee to accomplish? What specific instructions are important to provide?

2. **Determine a timeline for the committee to work with as a guide.**
   How long does the committee have to finish the project? When should the committee report back on their progress?

3. **Determine the needs of the committee from a membership perspective.**
   What skills and abilities will best assist the process. Is there a diverse representation of knowledge, experience and ability?

4. **Determine how the larger group will support the committee.**
   What resources should be shared (supplies, volunteers, ideas, etc.)? How will the committee members be recognized for their additional efforts?

Should There Be A Committee Chairperson?

IF YES ✓

The chairperson is responsible for:

- Defining the assigned task to committee members.
- Guiding and providing encouragement.
- Helping to develop leadership.
- Making sure the committee is progressing toward the goal.
- Asking questions that facilitate discussion.
- Making the meetings and work enjoyable.

IF NO ✓

The committee members are responsible for:

- Trading-off the facilitation of discussion.
- Determining an agenda for attaining the goal.
- Sitting in a circle to help facilitate group problem solving.
- Setting an expectation of participation without domination.
- Making sure they are progressing toward the goal.
- Asking questions that facilitate discussion.
- Making the meetings and work enjoyable.

Tips That Good Committee Leaders Use To Increase Involvement

- Provide clear expectations
- Conduct a "talking" activity first
- Ask for and record objectives
- Make sure people can see/hear each other
- Begin with a "for sure" success activity
- Observe, read and respond to non-verbal actions
- Catch the groups interest early on
- Recognize every comment
- Don't ask for only answers that support your ideas/feelings
- Ask for people to share the "why" of their responses
- Ask "smart" open ended questions
- Be conscious of how to cope with :
  - Unwilling participants
  - Advanced skill participants
  - Fear & uncertainty
  - Limited understanding
- Use humor when appropriate
- Avoid put-downs and stereotypes
- Vary sequencing, pacing and problem solving strategies
- Be prepared to give someone else the last word
- Ask for involvement
- Reward involvement

Smart Questions Asked By Committee Leaders

Adapted from Smart Questions by Dorothy Leeds

What is your view?
Does this meet the statement of Human Dignity Standards?
What experiences do you have that dispute/back up this?
To you, what is the most important factor to be considered?
What questions do you have about this?
What additional comments do you have?
What parts of this are unclear?
How can this be improved?
What could we do differently next time?
What have we learned?
How does this fit into our goal for the event/semester/year ?
Who might not be included in this event?
What parts would you change?
Is this meeting the needs of the students?
Do we want to make money?
What could be a potential safety hazard?
Who could we ask for clarification?
Who/what is the target of this event?

BUDGETING AND FINANCIAL PLANNING

BUDGETING FOR YOUR GROUP

As a student leader, you must prepare and maintain a budget for your organization. Even if you are not the treasurer, it is important to be familiar with the paperwork and procedures so that all expenditures in your area are taken care of properly. A budget does not have to be complex and confusing, but can instead be a way to feel more confident about your group and its goals.

Creating a budget keeps you from having to wonder where the money for your next program is coming from. Plan out what you will spend when, how much you have to ask for from various campus sources, and fundraising efforts.

A budget can…

- Help refine goals. By budgeting early, you plan early.
- Compel members to use funds efficiently and for what they were intended for. Without a budget, spending can get out of control and your group can go into debt.
- Provide accurate information so you can adjust and evaluate programs.
- Aid in decision making and prioritizing.
- Provide a historical reference for future planning. New leadership can plan what they will need by looking at your budget.

Ask and answer these questions:

- What is the time frame you need to plan for: one semester or one year?
- What does your group MOST want to accomplish?
- How much will accomplishing these important things cost?
- What sources will the money come from? Should you fundraise?

Prepare a budget:

1. Outline the organization's planned future events for the semester/year.
2. Determine and record the current funds.
    - Then list the available sources for more.
3. Estimate and record other expected income and when it will be available (i.e. dues).
4. Define and record the needed expenses (i.e. publicity, printing, etc.).
5. Review, revise, and then assemble into a final budget.
6. Members should read and approve the budget.
    - REMEMBER: the budget needs to be flexible enough to adjust to unexpected activities, hidden costs, and/or expenses.

Managing the budget:

- Set and maintain a minimum balance
- Formulate general procedures for making deposits, requesting checks, and requesting Associated Students, Inc. (ASI) funds. Comply with established ASI Accounting procedures and Student Life policies regarding Income and Expense Reports.
- Keep your own record of financial transactions.
- 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.

BASIC FINANCIAL REPORTING

You may wonder if recording, reconciling, and balancing your organization's ledger are really necessary. Well, this information is crucial data that an organization needs in order to operate effectively and successfully. The question asked most frequently by members is "How much money do we have?" The financial report will give you a global picture of the kind of transactions that have occurred and accurate feedback as to how the organization is doing financially. One of the many duties of a financial officer is that of preparing financial reports. The following guidelines will assist you in carrying out this assignment.

Financial Reporting Checklist

1. Include type of report (financial) and dates the financial report is covering.
2. Total similar class code descriptions (e.g. postage-$782, printing-$542)
3. Total and list alphabetically each revenue description and amount.
4. Determine total revenues.
5. Total and list alphabetically each expense description and amount.
6. Determine total expenses.
7. At the end of the report include:
    a. Total Revenue
    b. Total Expenses
    c. Profit or Loss
    d. Beginning Balance of the reporting period
    e. Net Balance as of present date
8. Note comments that may reflect any balances of their true amount.
9. Include name, title, and organization of person responsible for preparing the financial report.
10. Financial reports should be prepared monthly, quarterly, semiannually and annually.
11. Each month present financial report to organizations' members.

Remember that the Treasurer or Financial Officer must be a currently enrolled (non-extended education) student and **should not be the president of the organization**.

SAMPLE BUDGET

Income Source	Projected Income	Actual Income
Candy sales (2 per semester)	$ 600.00	
Dues (50 members @ $2/year)	250.00	
Car wash	450.00	
Holiday Dance Ticket Sales	400.00	
Total Income	**$1,700.00**	

Expense	Projected Expenses	Actual Expenses
Ads in the *Daily Titan* (2 per semester)	$ 250.00	
D.J. for Dance	500.00	
Club Newsletter and Flyers	150.00	
Refreshments	300.00	
Supplies and Miscellaneous	100.00	
Graduation Gifts	200.00	
Total Expenses	**$1,500.00**	

FUNDRAISING

123'S OF MONEY

GROUP FINANCES
The Dean of Students Office and Associated Students, Inc. (ASI) student organization policy require that all group transactions take place through accounts set up through the AS Accounting Office. The rationale of this policy is based on several items:

> All group funds are centralized which may enable groups to co-sponsor an activity. Funds from one group can be allocated to another to provide the necessary support. If all group accounts were not centralized this co-sponsorship would not be possible because ASI funds cannot be legally used to support clubs.
>
> The Disbursement Authorizations keep group members from misusing group funds.
>
> Club treasurers sometimes leave CSUF without providing accurate reports of transactions for the next treasurer. If transactions are done through the ASI Business Office, complete accurate records are easily available.

A Penny for Your Piggy Bank
The Treasurer of the group is officially in charge of your group's piggy bank. It is the responsibility of the treasurer to collect and disburse funds, maintain accurate and up-to-date financial records and advise the group what is financially practical and realistic.

It Makes "Cents" to Keep Track of Your Money
At the beginning of the year, you will meet with the groups treasurer and discuss how the financial books will be kept. You should begin the year with a balance sheet from AS indicating the amount of money from the previous year's account rollover. Based on the balance sheet you receive from AS, you will need to put together an account ledger. It will be used to keep balance revisions as disbursements and deposits are made. It is easier to keep all paperwork in a binder and add sections for check requests, record pages for receipts, copies of service contracts and miscellaneous information.

Keeping records is a continuous, essential, and simple process. When you collect or spend any money, write it down in the ledger. If you plan to spend any money make sure it is written down in the meeting minutes so you won't have to second guess your memory.

WARNING: If the financial books are ignored and receipts and deposits become backlogged the group will get into financial trouble. If this is happening within your group, consider replacing the treasurer.

Purchase Orders
When a purchase order is picked up by a group member it is taken to the vendor and the necessary items are purchased. The actual bill will be sent by the vendor for the final amount. Normally the vendor will receive their check relatively soon after they mail the bill.

FUNDRAISING STRATEGIES

Developing a successful fund raising strategy allows student organizations to cover operating expenses, complete projects and programs and create a small reserve or cushion for the future. Many student organizations find that success of their fundraising may be attributed to the following six general principles:

1. **Think positively**: As you plan for the year, think big; dream little. Ask yourself, "If money were not an issue what would the group do?" Use your imagination. It is generally easier to scale down the organization's plans than to scale up in mid-year. After you have identified the ideal group activities for the year, you can begin to assess the feasibility of these goals in light of resources. A dose of realism is necessary at this stage in your thinking, but be positive--do not permit a lack of available funds to stifle your plans.
2. **Establish financial goals**: If you don't know where you're going, you'll never know if you've arrived. Organizations must establish an annual budget. The development of a budget should follow, not precede, the establishments of your organization's positive, but realistic, goals for the year. (Making the group's plan fit the budget rather than making the budget fit the plan is the common error characteristic of stifled organizations). Once a budget of proposed expenses is developed it must be reviewed against existing resources. The specified dollar figure beyond existing resources that will be rewired to operate and compile the group's program for the year becomes the group's fund raising target. If this figure is large, don't panic; it is time to be creative and realistic.
3. **Develop creative fund-raising alternatives**: Once you have established a financial target, identify all potential sources of funds and develop creative ways to tap these sources. Successful organizations utilize multiple approaches to fundraising.
4. **Establish a fund raising plan**: Fund raising is like any other group project; it cannot happen successfully if left to chance. Successful fund raising requires careful planning. Answer the basic planning questions--Who? What? When? Where? and Why? As you creatively explore approaches to fund raising, it is important to balance the costs to the organization (required outlay of time and of human, material, and existing financial resources) with the risks involved in fundraising (potential liability and the possible loss of resources or good will). If the risks are greater than what the group wishes to assume, it is time to go back and revise the organization's overall goals for the year to reflect a reduced financial base. Remember, think positively and creatively. Once a financial plan is developed, write it down.
5. **Follow university procedures**: Many fund raising activities require prior University approval, particularly for sales and solicitation activity. Some activities are restricted or prohibited under the University policy or state law. You should be familiar with the approval procedure and limitations before you undertake a fund raising activity. **All student organizations that conduct fundraising activities must file an Income and Expense Report with the SORC no later than 5 business days after the event.** Check with the SORC for forms and policy details.

6. **Evaluate fund raising activities**: In order to determine your level of success, maximize learning opportunities and advise future leaders of the organization, it is necessary to evaluate your fund raising activities. This evaluation should go beyond a simple comparison of the dollar goal with the amount raised. It should include a qualitative analysis and conclude with recommendations for future fund raising activities.

FUNDRAISING IDEAS

Alumni Donations
Art/Poster Sale
Auction
Bagel Sale
Bake Sale
Balloon Banquet
Balloon Sale
Banquets/Roasts
Benefit Dance
"Best Looking" Contest
Birthday Cake Delivery
Candy Sale
Car Wash
Fashion Luncheon
Finals Care Package
Garage/Rummage Sale
Guess Jelly Beans/Items In Jar
Haunted House
Holiday Bazaar
Lemon/Food Eating Contests
Membership Dues
Merchant Donations
Plant/Flower/Mum Sale
Pledges
Recycling Drive
Sell Ads In Event Programs
Sell Buttons/T-Shirts/Bumper Stickers
Singing Message
Student-Faculty Art/Fashion Show
Tournament
TV Tapings
Used Book Sale
Ushers For Events
Work Day At Alumni/Faculty/Staff Homes

SUCCESSFUL FUNDRAISING PLAN

1. **Hold planning meeting for event**

   What are your organizations needs:
   - costs
   - results from fundraising

   Set fundraising goals
   - make it challenging
   - “if you don’t know where you are going, you will never know if you've arrived.”
   - recognize limitations

   Brainstorm
   - share ideas
   - get feedback
   - support each other

   Choose fund-raiser(s)
   - be creative
   - choose theme and carry it through
   - "people come to be entertained and to spend money provide opportunity to do both”
   - make project as fun as possible--work together, have fun, and really get to know each other.
   - double work--sell T-shirts at dance-a-thon
   - make sure fund-raiser is respectable to organization’s purpose

   Appoint enthusiastic fundraising committee(s)
   - food
   - publicity
   - entertainment

   Select top-notch chairperson(s)
   - must have ability to organize and manage, a flair for dealing with people, flexibility, patience, imagination, good judgment, humor, and a cool head to cope with emergencies

   Consider first
   - campus/community needs
   - amount of time, people power, and logistics involved vs. possible funds to be raised
   - public relations value of fund-raiser
   - interest/commitment of members to project
   - appropriateness of fund-raiser for organization purpose/image

- will this fund-raiser help future projects?

Establish work plan and time schedule
- stick too it
- list of all tasks needing to be done
- list needs in terms of people, money and resources
- be prepared: a dance marathon takes 6 months to organize - something more modest will take 3 months or less

2. **Confer with advisor on plans**

3. **Check out campus/local/state policies and laws**
    - Check with police/fire regarding permits, insurance, etc.

4. **Determine cost**
    - include "hidden" costs -- publicity, postage, etc.
    - determine start-up money needed
    - determine break-even point -- initial investment?
    - re-evaluate goals if necessary -- risk involved worth taking?
    - use strict, common sense budget
    - calculate expenses carefully in advance, keep to a minimum with emphasis on donations of services, materials and merchandise
    - the fewer the expenses, the more money you will make
    - "make the budget fit the plan, not the plan fit the budget"

5. **Delegate tasks**
    - get entire organization involved
    - spread responsibility around -- assign each member a reasonable portion of total plan

6. **Select date(s) and alternatives**
    - consider academic schedules, campus events and holidays

7. **Clear with appropriate offices**

8. **Room/location selection and alternate**
    - if an outdoor event, be sure to have an indoor facility available or an alternate date set

9. **Room/location reservation and set-up confirmed**

10. **Publicity planned**
    - people who have to be told who you are won't give - you must have an effective and well planned publicity campaign

- use leaflets, posters, media, etc.
- create a positive impression of your organization / emphasize organization benefits
- expect each committee member to actively promote the event
- target constituents
- use all available outlets as fully as possible
- there is no such thing as too much publicity

11. Necessary contracts, agreements in writing and signed

12. Publicity implemented

13. Check up on delegated responsibilities

- re-work if necessary

14. Begin list of necessary equipment and supplies

- include all equipment, materials and supplies (cash box too!)
- consider donating more time/person power for service rather than money -- will cut down on number of fund-raisers
- emphasize donations of materials and merchandise from members

15. Final briefing of committees or members

- all committees/members should know some history of the organization, the number of members, the purpose of the fund-raiser, a contact person, co-sponsors of the project, who will benefit from the fund-raiser and whether the fund-raiser is new or traditional

16. Gather all equipment and supplies -- check off list

- be sure to check off already prepared list and make sure you gather all equipment and supplies after the event

17. Day of event

- make every display as attractive as possible -- even yourselves
- follow through on promises, be personable, be prompt, respect people and their time -- good manners
- tell people what their donation will do
- give donors something tangible for their donation (handmade item, certificate, etc.)
- use a positive approach in soliciting donations
- discounts for students, senior citizens, families, etc. will boost attendance
- whenever possible, throw in extras -- free beverage, etc.
- ask for donations, not a fixed price

18. After activity clean up

- leave location as it was when you got there -- you may want to use it for future fund-raisers

19. Secure deposit of receipts

- keep close records of money spent and taken in

20. Follow up on pledges

- generally only 50% of pledges actually pay

21. Thank you letters

- letters should be sent to committee members and donors of services, merchandise and materials.

22. Evaluation of event with committee

- complete analysis of event
- pinpoint weak spots
- make recommendations for future fundraising
- if something works, make it traditional

23. All bills in and paid

- if advertising that fund-raiser is for charity, all money must go to that charity immediately after expenses are paid

24. Complete written evaluation of event -- attach this list

- present evaluation at next organization meeting

25. Plan for next year!

GUIDELINES FOR SOLICITATION OF DONORS AND ACCESS TO THE UNIVERSITY TAX ID NUMBER

(excerpt from the Student Organization Policies Handbook)

The following are general guidelines for student organization members who are interested in soliciting donations and gaining access to the university tax I.D. number. This process is relatively new and has not been tested. Below is a description of the forms cited from Cal State Fullerton Philanthropic Foundation.

1. It is helpful to meet with your advisor who can assist you with the process, draft solicitation letters, and develop a list of possible donors.
2. An email message is strongly recommended to inform the following individual that you and your advisor have met and reviewed the guidelines:
   a. Paul Carey, Associate Vice President for Development, College and Campaign Based, CP-850, (714) 278-7642, pcarey@fullerton.edu

Student organizations soliciting donations and gifts are required to have a "donor restricted" account open with Associated Students, Inc. (ASI). Monies to be solicited must support the educational mission of the University and activities promoting the general purpose of the student organization.

Solicitation letters must be approved by the Cal State Fullerton Philanthropic Foundation (CSFPF) office before distribution and must include the wording "make checks payable to "Cal State Fullerton Philanthropic Foundation." Student organizations should prepare a letter and a list of donors they plan to solicit and submit to your advisor prior to submitting to Paul Carey for approval. The Cal State Fullerton Philanthropic Foundation federal tax ID number will be provided to donors upon approval of their donation.

If a donor will receive a benefit for their donation, a description of the benefit and the monetary value of that benefit must be stated in the solicitation with wording that the benefit portion is not tax deductible. According to IRS regulations, if the value of benefit received equals the amount of the gift, then there is no gift value. If the value of the gift is more than the value of benefit received, the tax-deductible gift value is equal to the gift amount minus the value of benefit received.

When donated funds are received, student leaders should complete a CSFPF student organization deposit form complete with donor information (including complete formal name and address, amount of gift and the description and value of any benefit received). The student organization should also provide a cover letter with the deposit form that includes the name of the student organization, the ASI donor restricted agency account number (5000 series only), and a student contact person. CSFPF will process the gifts when received and provide the donor with a gift receipt thanking them for their donation to the student organization provided in the deposit cover letter. CSFPF will then process a check request to transfer the funds from UAF to the specified Associated Students Inc. agency account.

Merchandise is considered a gift-in-kind. Technically, an “In-kind Gift Acceptance Form” should be submitted to CSFPF and approved by the University’s gift acceptance committee prior to receiving the goods. Donors of gifts-in-kind should NOT be given the CSFPF tax ID number because gifts-in-kind are donated directly to the University rather than through CSFPF. They will be given the University’s tax ID number if the gift is accepted and the donor requests it.

For further information, please contact Paul Carey at the number listed above.

DO's AND DONT's OF FUNDRAISING

- Do double work – sell T-shirts at a dance marathon
- Do donate supplies/services as much as possible
- Do keep records of everything you do
- Do make the most of every opportunity
- Do have a goal
- Do your homework on immediate needs and final goals
- Do get groups together before and after every event to applaud successes and create strategies for more difficult situations
- Do use thoughtful planning – too many events are the product of an impulse
- Do think positively
- Do utilize multiple approaches to fundraising
- Do spend as little time as possible on fund-raisers – they can really bog a group down
- Do give donors something tangible for their donation
- Do make successful fund raisers traditional
- Do keep track of those that have supported you in the past
- Do watch for opportunities to build on other's efforts
- Do be energetic, creative and enthusiastic
- Don't rely totally on dues
- Don't allow fund raising to disrupt the regular business or programs of the organization
- Don't ask anyone to make a donation because you "need" the money
- Don't ask for a fixed price when a donation will do
- Don't assume that all pledges will automatically pay – you may have to remind them
- Don't expect too much from members – you should have fun and raise money
- Don't focus on cash – in kind/operational support such as phone usage, typing services, etc. will help minimize expenses.
- Don't have a fund raiser based on impulse – plan carefully
- Don't let the treasurer handle all the responsibility – spread it around
- Don't wait until the last minute for anything – be prepared
- Don't let one person completely control all the finances – have at least one more person to verify transactions
- Don't forget – be creative, enthusiastic and have fun!

FUND RAISER CHECKLIST
FOR STUDENT ORGANIZATIONS

Date Initiated		Date Completed
______________	1. Hold planning meeting for event	______________
______________	2. Confer with advisor on plans	______________
______________	3. Check out campus / local / state policies and laws	______________
______________	4. Determine cost	______________
______________	5. Delegate tasks below	______________
______________	6. Select date(s) and alternatives	______________
______________	7. Clear with appropriate offices	______________
______________	8. Room / location selection and alternate	______________
______________	9. Room / location reservation and set-up confirmed	______________
______________	10. Publicity planned	______________
______________	11. Necessary contracts, agreements in writing and signed	______________
______________	12. Publicity planned	______________
______________	13. Check up on delegated responsibilities	______________
______________	14. Begin list of necessary equipment and supplies	______________
______________	15. Final briefing of committees and members	______________
______________	16. Gather all equipment & supplies-check off list	______________
______________	17. Event held	______________
______________	18. After activity clean up	______________
______________	19. Secure deposit of receipts	______________
______________	20. Follow up on pledges	______________
______________	21. Thank you letters	______________
______________	22. Evaluation of event with committees	______________
______________	23. All bills in and paid	______________
______________	24. Complete written evaluation of event attach list	______________
______________	25. Plan for next year	______________

If you have any questions on other leadership or organization issues contact the Student Organization Resource Center, Titan Student Union 247, (714) 278-7622.

PROBLEM SOLVING AND COMMUNICATION

HEALTHY GROUPS, PROBLEM SOLVING

HOW ARE YOU FEELING TODAY?
This is not an unusual question to hear from a total stranger. But if that same stranger asked you how your group was feeling you would probably think they were a bit peculiar. Why is that? You are conscious of how your body, or group of organs, is functioning but, you don't pay much attention how your organization, or group of bodies, is functioning.

Groups can be healthy and unhealthy just like a human body. In order to be able to monitor how the group is functioning it is important to know the characteristics of a healthy group. There are eight items to check in your diagnosis so read on and begin your examination.

Characteristics of a Healthy Group

- The group uses a wide variety of methods to reach its goals.
- The group has achieved a high degree of communication and understanding among all its members -- communication of personal feelings and attitudes, as well as ideas.
- The group is able to initiate and carry out effective decision-making, carefully considering non-majority view points, and securing the commitment of all members on important decisions.
- The effective group achieves an appropriate balance between group productivity and the satisfaction of individual needs.
- There is a provision for sharing leadership responsibility among members so that all members are concerned about contributing ideas, elaborating and clarifying the ideas of the others, giving opinions, and maintaining an atmosphere promoting effectiveness.
- There is a high degree of cohesiveness, but not to the point of stifling individual freedom.
- The group makes intelligent use of the differing abilities of its members.
- The group is not dominated by its leader or any other group member(s).

BUILDING A GROUP FITNESS PLAN

It is important to know what physical strengths you have when putting together a fitness plan. Certain muscles are already strong whereas others need to be trained harder. Discovering the leadership strengths of your group is exactly the same. There will be some functions of leadership that individuals in your group will already excel at completing. But there will be other exercises of good leadership which your group may need to focus its attention upon in order to improve.

The Who's, the How's, and the Which's of Group Leadership

- Who are the leaders? How do they lead?
- Who are the high participators?
- Who are the people you would like to see participate more?
- Who gets things completed on time?
- How are people who have different opinions than those of the majority of the group treated?
- How do members feel, on average, at the end of the meeting?
- How do officers feel, on average, at the end meeting?
- How has the group reflected the feelings of the residents of the community?
- Which members of the group have high influence (e.g. when they talk, people listen)
- Which method of problem solving has been the most/least effective?
- Which method of program planning has been the most/least effective?
- Which aspect of the group do you feel is most least effective (e.g.: program planning, publicity, fund raising, creativity, etc.)?

DO YOU HELP A GROUP WORK WELL TOGETHER?

DO YOU:
Share your feelings and ideas; do you relate personal experiences?

DO YOU:
Encourage others to express themselves freely and candidly?

DO YOU:
Help group members understand one another?

DO YOU:
Listen actively and let others know if they are candidly understood?

DO YOU:
Build on others creativity?

DO YOU:
Alert the group when you feel the group has digressed from the original task and help them regain their original direction?

GROUP COMMUNICATION EXERCISE

- How many different ways are used to communicate messages?
- How do you know when your communication has been understood? When can this be misinterpreted?
- When people communicate what personal beliefs can be responsible for their feelings?
- What types of feelings are most/least easily expressed?
- Can you think of examples of when you judged someone else in the group?
- What advantages/disadvantages did the judgment provide?
- What interferes with your ability to listen to others in the group?
- Do the leadership roles shift from member to members as an activity is completed?
- How does it feel to follow different leaders?
- What are the traits of a good follower?
- What are the rewards and difficulties of cooperating?
- How does this group help you to discover how you are similar / dissimilar to others?
- Is there anything you would like to say to other group members?
- What additional questions have resulted from these questions?

PROBLEM SOLVING IS A PROCESS

The examination is complete and you now know how your group is feeling. In some cases the group will have a clean bill of health. However, there may be some work to be done to fix a potential problem within the group.

When it is done correctly, it becomes a part of the planning stages of any activity as opposed to a "quick fix" to be used only in a pinch. Expect to have things go wrong at the best and worst of times. If your group understands the process of problem solving a challenging situation will be much easier to overcome.

<u>The Five Simple Steps Of Problem Solving</u>

- Identify the problem -- try to establish a specific reason for the difficulty. Don't accept the first option which becomes evident, search for the root cause, because otherwise the group may end up solving the wrong problem.

- Brainstorm alternatives -- Analyze all of the possible alternatives. Use a chalk board or a piece of paper to list possible options (even suggestions that seem absurd should not be immediately eliminated).

- Predict consequences -- Discuss what consequences each alternative may cause (positive & negative). At first glance a suggestion may lead to more difficulties in the future if not carefully considered.

- Select and implement a solution -- As a group, decide which alternative is the best and implement it fully.

- Evaluation -- As the solution is implemented determine if it is successful in eliminating the original problem and begin the process again if necessary.

How to Lose Your Credibility Within the Group
Losing credibility within a group can happen for any number of different reasons. It can be one thing done over and over again, or it can be a combination of this list.

- Being late for meetings
- Benefit from all that the group can get for you, but give nothing in return
- Never seek opinion from group members
- Don't take suggestions seriously
- Never delegate responsibilities; do it all yourself
- Criticize someone in front of other people
- Use hidden agendas and avoid honesty
- Don't follow through with your responsibilities

COMMANDMENTS OF INTEGRITY

Be honest.

Walk your talk.

Obey the law.

Clarify group values and priorities.

Know and take care of group members.

Develop trust and respect with others.

Develop cohesiveness and teamwork vertically & horizontally.

Increase commitment of others by creating a sense of ownership.

Discuss ethical issues and dilemmas; encourage others to do the same.

Accept each other's differences; seek compromise

EVENT PLANNING

RECRUITING NEW MEMBERS

New members are the life of any organization. They provide new ideas, enthusiasm and replacements for lost member (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 increase, the competition for new members intensifies. This section is designed to help your group successfully recruit new members.

Getting started
Determine about how many members you need for your group to accomplish what it wants to do. Too many members get in each other's way and feel like there is nothing for them to do. Too few can't accomplish the group's goals. Look objectively at your organization: you have to know the product before you can sell it. The best ways to run an unsuccessful campaign is to be unsure of the goals and objectives of the group. What is the purpose? What are the 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? What major? Interests or hobbies? Is there a certain spot on campus this person is likely to be? A residence hall? A particular school 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 the 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. Focus on the recruit. What are the "buyer benefits" of associating with your group?

Publicity
The publicity for the recruitment drive will require your best efforts 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
The 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?). The Dean of Students Office has handouts dealing with advertising, budgeting and time management.

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.

PROTOCAL FOR INVITING DIGNITARIES TO CSUF

Because the University enjoys esteem in the community, state, United States, and internationally; faculty, staff and students are expected to follow a protocol or etiquette when we invite a person of high rank to our campus.

Prior to contact with the dignitary, student organization leaders must work with their respective faculty advisor and/or the assistant dean/coordinator about the potential visit to campus. In turn, the faculty advisor and/or assistant dean will get the necessary clearances and approvals from the President's office. If it is a political dignitary, the Associate Director of Governmental and Community Relations and/or liaison for Governmental and Community Relations needs to be contacted.

Follow these four steps:

DO NOT call or send a letter to the dignitary until:

1. Present the name of the dignitary, his/her title and content of the meeting or topic of speech to the student organization. An invitation to a dignitary must be announced as part of the student organization meeting agenda.

2. If the organization votes to proceed, the plan must be presented to the faculty advisor.

3. The faculty advisor and assistant dean/coordinator need to meet with the student officers to discuss their goals, objectives and protocol. Once completed, approval should be sought from the Dean and Associate Dean.

4. Once the Dean has approved the request, a meeting will be set up with Associate Director of Governmental and Community Relations and/or the Liaison for Governmental and Community Relations. They will provide insight and suggestions which will facilitate the student organizations efforts while meeting the universities guidelines for protocol.

PROGRAM PLANNING

PROGRAM DESIGN

- Set attainable, feasible goals.
- Spontaneity can work in your favor. Listen to those impulsive ideas, develop them and see where they lead!
- Get input from experienced and knowledgeable people.
- Know that not everyone will be excited about the same kinds of programs.
- Remember that your target audience can come from different backgrounds.
- Be culturally sensitive in all of your programs.
- Involve others in your planning, it will help members feel involved and also help to generate enthusiasm.

LOCATION AND ENVIRONMENT

- Ensure your location is easily accessible.
- If the location is not familiar, provide easy directions.
- Make the environment as comfortable as possible (i.e. enough seating, appropriate temperature, enough lighting, etc.)

MORE IMPORTANT HINTS

- Don't schedule a program opposite a major event or very popular television show.
- Reconfirm reservations and guest speakers.
- Check equipment to make sure it functions.
- Don't be discouraged by small turn-outs. Numbers in attendance are not an indication of program success. If those who attended have left having learned something new and/or had a good time...then that is what counts.

PUBLICITY

Publicity is an intrinsic part of any organization. Without the proper publicity, the organization's goals -- to raise money, to attract new members, or to provide a program or service -- will not be met. Therefore, for the organization's promotion to bring results, careful thought and planning should be put into your campaign.

The most effective publicity allows the reader to grasp all the important facts of the program quickly. Accordingly, promotional materials should be a clearly printed message that is designed to evoke a response from the viewer. They do not necessarily have to be extremely artistic, but your message should be clear and understandable to the reader. For more information on graphic design, visit the Graphic Services Department in the Titan Student Union.

Before beginning your publicity campaign, certain topics should be discussed.

1. Budget: How much can you spend? Is this figure realistic? Are there any hidden costs? Always complete a budget in advance.
2. Audience: Who do you want to reach and what is the best way? Is there a pre-selected market available? Take into account age groups, audience's like/dislikes, career fields, etc. Publicizing something for professors or non students may be an entirely different task than publicizing an event for students.
3. Information: Make sure that your campaign materials contain all the appropriate information (who, what, when, where, why). It is best to publicize the aspect of your program that people have heard of or to which they can relate.
4. Resources: What are your resources? People, talent, materials, etc.
5. Location: Where will your materials get the most attention? Choose high traffic areas and give thought to placing your advertisement in different or unusual places. Be creative!
6. Schedule: How much time do you have? What deadlines must be met? The optimum time to begin advertising the event is 2-3 weeks before it is going to happen. Write up a calendar with deadlines to keep track. Be realistic.

Once you have thoroughly discussed the above topics, your publicity campaign should be ready to take off. All that is needed is the appropriate medium. Below is a list of various types of media that will help you formulate a successful publicity push.

TYPES OF MEDIA

I. Word of Mouth

Probably the best medium of all is word of mouth. Once you have put together a publicity committee, it must sell your event to the public. If everyone talks up the event in classes, at social events and on campus people will become interested. GET PEOPLE TALKING AND INTEREST WILL SPEAD.

II. Newspaper

A. Most newspapers have an "events column" and will advertise your event for free (e.g. the Daily Titan Calendar Column). For information about procedures and deadlines contact the paper's editor. A listing of regional newspapers can be found in the yellow pages.

B. Press Release: A press release is rarely more than one page in length and is a proposed news article written by you, the source. Only essential information should be covered. Your press release may be adapted before being printed.

<u>Press release guidelines:</u>

1. Identification: If you don't have a letterhead, make sure your organization, address, and phone number are included in the upper left hand corner of the page.
2. Disposition: This tells the editor when the release should be published. The time, day, date and year should appear in capital letters below the last line of identification. If you want to release published upon receipt, write "FOR IMMEDIATE RELEASE."
3. Headline: A brief, one line summary of the release that appears just above the body of release.
4. Copy/Body: Copy should be straight news style with an informational sentence in the first paragraph including: who, what, when, where, and why. Include a telephone number at the end where someone can call for further information. The release should be double spaced, with the information arranged in order from the most to the least important.

III. Radio

Public Service Announcement (PSA) -- FCC regulations that radio stations make public service announcements about programs and events in the community. A PSA cannot sell anything or promote a profit-making enterprise. It is an attention grabber, people usually remember what they hear. You can follow the same format as with a press release, but include the time it takes to read your PSA. It should be 10, 20, 30 or 60 seconds in length. It needs to be sent to the radio station at least two days in advance of when the PSA will be aired.

IV. Traditional Promotion

Posters, flyers, banners, showcase displays in campus buildings

V. Unconventional Publicity Ideas:

- Announcements in eateries and classrooms
- Announcements sent to faculty, sororities and fraternities, relevant groups
- Balloons
- Banners on cars/painted cars
- Body painting
- Bumper stickers
- Buttons
- Chalk signs on sidewalks
- Church bulletins
- Classroom blackboards

- Curiosity teasers/sneak previews or clues to an event (e.g. "Josh is coming!")
- Door to door
- Doorknob signs
- Half-time presentation
- Leaflets passed out from an information table
- Logos
- Paper footprints/arrows leading people to the event
- Paper hats
- Pass out free tickets on campus from an information table
- Phone-a-thon (call people from directory)
- Popcorn with flyers or balloons
- Skills/stunts with costumes
- Table tents
- T-shirts (worn in advance of events)

CAMPUS POLICIES

1. All flyers to be posted on campus must be approved and stamped by the Student Organization Resource Center. With this stamp, people will know that the flyer is approved and can be posted. Otherwise, the flyer will be taken down without the stamp. Save time and have this done before printing.
2. See the Student Organization Resource Center for approved posting locations available on campus for banner hanging. Banners may not be hung on parking lot fences or taped to sidewalks.
3. Only post flyers in approved areas; stapling works best. Be sure not to tape to glass or painted surfaces or post on departmental or faculty bulletin boards.
4. Flyers may not be left on car windows in the CSUF parking lots.
5. Any materials which are posted on the railings of stairwells, outside of buildings, on windows, in hallways, on vending machines, or on bathroom mirrors will be taken down because they are hazards or cause damage to surfaces.
6. For further information on posting flyers and hanging banners, contact the Student Organization Resource Center at TSU 247 or 278-7622.

MAILBOXES

If you are interested in having your activity publicized in the mailboxes of every student organization, contact the Student Organization Resource Center.

THE GOLDEN RULES OF BRAINSTORMING

Explain the purpose of the meeting

Be specific in what you are seeking and limit to only one problem

Set a time limit for the brainstorming section of your meeting

The atmosphere for a brainstorming session should be TEAMWORK

Criticism is forbidden

Imaginative free-wheeling is desirable

Quantity not Quality is the focus

Combination and improvements are desired

Avoid phrases like: “That wouldn’t work,” “They wouldn’t like that idea,” or “This may sound silly, but...”

Write all suggestions down where everyone can see them.

Once all suggestions are listed, begin eliminating those that clearly are not feasible. Be sure to discuss ALL suggestions.

INTRODUCTION
TO SPECIAL EVENT PLANNING

Student organizations at Cal State Fullerton may plan, coordinate, and conduct special events on campus throughout the year. Activities that either:

- require additional university support (i.e., from physical plant, parking and transportation, etc.);
- draw large crowds to the campus;
- include off-campus vendors;
- require outdoor staging or lighting;
- include volunteers and participants in activities;
- require risk management;
- fundraisers that include such activities as auctions, raffles/giveaways, or gaming tournaments;
- require students to enter a contract or agreement;
- include costs to the university and/or off-campus vendors; or
- activities that may fall outside of university policies

may qualify as special events. Events such as the Inter-Tribal Student Council Pow-Wow, the Pilipino American Student Association Friendship Games, the Public Relations Student Society of America Animal Trax 5K/10K Run-Walk, and Greek Week are all examples of student coordinated special events. To promote the successful coordination of these events, student organizations are expected plan their events well in advance and to consult with the Dean of Students Office.

If your student organization would like to coordinate a special event on campus, the Student Organization Resource Center (SORC) recommends the following:

Step 1: Focus on the Preliminary Design of the Event

- Identify the ***purpose*** of the event: *Why have the event?*
- Brainstorm ***methods*** or ways that you could conduct a program that addresses the purpose of the event: *What kind of event? How would you conduct the event?*
- Develop a set of specific ***goals*** that will help you keep everyone focused on the purpose of the event and help with the functioning of the team: *What do we want to get out of this event? What are the priorities?*
- Develop a **program outline** that includes all of the logistical details of your event: *Where will the event be? What times are activities scheduled? What will you need to conduct the program?*
- For a broad overview of special event planning, **please request a Special Event Planner from the SORC.**

Step 2: Focus on the Event Logistics and Details

- Consider every facet of your event including but not limited to:
  - Facilities reservations
  - Budget considerations and fundraising

  - Process for securing tentative and final approval of event
  - Event Safety Planning Meetings
  - Committee assignments and the role of club members
  - Food Service
  - Publicity and Marketing
  - Speakers/Entertainers
  - Parking
  - Safety
  - Equipment
  - Vendors
- Meet with your advisor for feedback and guidance
- Meet with a Dean of Students Office Coordinator for information regarding policies and procedures that govern on-campus special events and other available resources

Step 3: Accountability

- To ensure that the various tasks and projects are delegated and completed among club members, it is recommended that the student coordinator(s) utilize a Special Event Check-List.
- This tool will help you keep track of event planning progress and hold members responsible.
- **Special Event Check-Lists are available in the SORC.**
- Always keep your advisor in the loop especially if conflict arises between members.

Step 4: Evaluation/Feedback

Getting feedback from participants can be very useful. How will you know if you accomplished your goals? How will you know if your event in fact met its original purpose? If you want to determine how successful an event is, you will want to give participants (including members) the opportunity to evaluate their experience.

- Create an evaluation tool that you hand out at the end of the event to be returned for your use.
- Consider how you will measure if your goals were accomplished:
  - *Number of attendees*
  - *Quality of program*
  - *How smoothly the program was implemented*
  - *Amount of funds raise*
  - *Number of complaints*
  - *Level of involvement from student organization members*
- Consult with your advisor and/or a Dean of Students Office coordinator to develop an evaluation instrument of the event

Step 5: Reflection

Once your program or event is complete and you have received evaluation forms back, you should take time to **reflect back not only on the actual event but the entire process that lead to the holding of the event**. Reflecting back will help improve the event for the next time.

- Identify the success of the event: *What went well?*

- Identify areas of improvement: *What didn't go well that could go better next time?*
- How would you rate your club's involvement/skills (i.e., organizational, communication, interpersonal, budgetary, etc.)?
- What were the most important lessons learned?
- Consult with your advisor and/or a Dean of Students Office coordinator to develop a reflection instrument of the event.

SPECIAL EVENT PLANNING CHECKLIST

To ensure that your even will run as smoothly as possible, the SORC has developed a process designed for large events that require additional campus services. Listed below are the major obstacles you must overcome on your way to a successful event. Please remember that no event checklist can be complete; every event is different. This list encompasses issues common to most events but not all.

	Date to be Done	Assigned To	Done
I. Pre-Planning Logistics			
A. General			
1. Meet with Dean of Students Office advisor[1]	______	______	______
2. Verify availability of space	______	______	______
3. Reserve facility (room, building, or outdoor areas)	______	______	______
4. Reserve special equipment (audio-visual, lights, stage, etc.)	______	______	______
5. University Policies and Procedures Orientation– Schedule a meeting with DOS advisor to discuss:			
a. Club responsibilities	______	______	______
b. Event Budget	______	______	______
c. Sales/fundraising	______	______	______
d. Event Safety Planning Meeting	______	______	______
e. Tentative Approval	______	______	______
f. Posting	______	______	______
g. Amplified sound	______	______	______
h. Free drawings	______	______	______
i. Film and video events	______	______	______
j. Vendors	______	______	______
k. Contracts and Agreements	______	______	______
l. Final Approval	______	______	______
6. Determine theme and program agenda	______	______	______
B. Event Budget			
1. Update ASI account	______	______	______
2. Prepare proposed budget of anticipated income and expenditures	______	______	______
3. Review contracts with DOS advisor	______	______	______
4. Explore fundraising options	______	______	______

[1] For large events or events that require coordination with campus departments

	Date to be Done	Assigned To	Done
Committee Assignments			
1. Event Decorations			
▪ Coordinate event layout			
▪ Design decorations			
▪ Purchase materials			
2. Programs/Awards			
▪ Finalize and print programs			
▪ Order awards			
▪ Prepare script			
▪ Arrange for emcee/host			
3. Publicity			
• Prepare calendar of events (dates, event, time, place)			
• Prepare material for bulletin boards and stakes			
• Prepare press releases			
• Information tables on Titan Walkway			
• General Format – design and layout			
▪ Logo			
▪ Postcards			
▪ Programs			
▪ Advertisements			
▪ Posters			
▪ Flyers			
▪ Buttons			
• Weekly calendars – campus/community			
• Contact public affairs			
• Write letters to targeted audiences			
• Obtain photographer			
4. Guests			
• Select and invite special guests (letters, phone, email, personal meeting)			
• Arrange for:			
▪ Transportation/directions			
▪ Parking			
▪ Meals/Lodging			

	Date to be Done	Assigned To	Done
5. Miscellaneous			
• Order special items			
▪ Give-away/Opportunity Drawing items			
▪ Balloons			
▪ Flowers			
• Obtain special equipment			
▪ Walkie-talkies			
▪ Clipboards			
▪ Pencils			
▪ Markers			
▪ Construction paper			
▪ Other:			
6. Other Committees and/or Functions			
• Registration/check-in			
• Other:			
–			
–			
–			
–			
–			
–			

II. Vendors and Event Service Providers

	Date to be Done	Assigned To	Done
A. On-Campus Service Providers			
1. Schedule event safety planning meeting			
2. Physical Plant[2] *trash cans, cleaning, irrigation, sprinkler control*			
3. University Police† *security, safety*			
4. Parking and Transportation† *parking officers, signs*			
5. Environmental Health & Instructional Safety *physical layout of event area, approval of fencing, staging, first aid, food vendors, etc.*			
6. Risk Manager† *one-day event insurance*			

[2] Cost associated with this on-campus service

	Date to be Done	Assigned To	Done
B. Off-Campus Vendors			
1. Service Vendors			
▪ Certificate of liability insurance			
▪ Business license			
2. Food Vendors			
▪ Application for temporary permit to distribute food			
▪ Health permit			
▪ Health inspection report			
▪ Certificate of liability insurance			
▪ Business license			
3. Informational/Non-Profit Vendors			
▪ Release of liability waiver form			
4. Commercial Vendors			
▪ Certificate of liability insurance			
▪ Business license			
III. Post-Event Duties			
A. Removal of flyers/stakes			
B. Schedule debriefing meeting with DOS advisor			
C. Income and Expenses report			
D. Participant Evaluation			
E. Reflection			

LOTTERIES, RAFFLES, AND FREE DRAWINGS

In the State of California, “raffles,” “drawings” or “lotteries” which require a person to purchase a ticket or make a donation to be eligible to win something of value are illegal per California Penal Code Sections 319, 320 and 320.5. Any person who contrives, prepares, sets up, proposes, or draws any lottery is guilty of a misdemeanor.

Raffles or lotteries that follow the guidelines listed below would likely be permitted under California law because the element of consideration is not present. The question of consideration is determined from the standpoint of the holders of the tickets who might win the prize, **not from the standpoint of those who are conducting the event**. The guidelines set forth below must be followed exactly.

1. A **recognized** student organization **in good standing** must sponsor the drawing.
2. The drawing must be in connection with an event.
3. **Free** tickets (a minimum of one per person) need to be **generally and indiscriminately** distributed. The availability of free tickets must not be concealed in any way. A game does not cease to be a lottery because some are admitted to play without paying for the privilege, so long as others paid for their chances. Only when the distribution of free tickets is such that it can be realistically said that the person who bought merchandise did not pay for his ticket because he could have got one free without making the purchase will it be concluded that the person did not pay a valuable consideration for the chance to win the prize.
4. Each solicitor must know where free tickets can be obtained.
5. Each individual distributing tickets or promoting the availability of tickets must know that free tickets are available and communicate upon request how they can be obtained.
6. The terms “drawing” or “free drawing” or “opportunity drawing” are required. DO NOT USE THE WORD “RAFFLE” OE “LOTTERY” ON THE TICKETS OR IN ADVERTISEMENTS.
7. Tickets must have the following information printed on them:
   a. Date, time and location of drawing
   b. Name of sponsors and beneficiary of fund-raiser
   c. Notice that a donation or purchase of a ticket is not required to be eligible to win
   d. Notice that the ticket holder need not to be present at drawing to win

Door Prizes

The university may legally give door prizes, generally as a promotion to encourage people to attend an event. With the purchase of a ticket to attend an event, the ticket may include a “free chance” to win a prize. This “free” chance to win allows other door prize or drawing tickets to be sold at the event.

Any student organization that violates the above policy is subject to discipline under the University's student organization disciplinary process. Individual organization members who violate the above policy are subject to discipline under the University's code of conduct.

USERS OF TITAN STUDENT UNION FACILITIES

Historically, the Titan Student Union (TSU) has had situations when a student leader from a student organization will go to the University Conference Center (UCC) to make a reservation and, as the conversation goes along with a UCC Event Planner, it becomes clear that the student leader is not very involved in the event but is there to make a reservation on behalf of an academic department, faculty member or staff person. Unfortunately, sometimes this is done to avoid costs to a University department, since student organizations get reduced rates.

ASI/TSU staff has spoken with the Dean of Students Office about this and the recommendation is as follows: when this situation occurs, the Event Planner should feel free to contact, usually via email, the Student Organization Council or Board Advisor or the individual Student Organization Faculty/Staff Advisor to ask for clarification or help in figuring out the situation.

We don't want to create roadblocks for student organization programs but we do need to be ethical and above board in our dealings with UCC, not only because of policies but because of the educational message we want to send to the student.

We are aware that sometimes, student leaders who go to the UCC to make reservations may just be misinformed or even disorganized, and it may seem as if they are not involved in the event planning. In that case, an advisor should know what is going on as well.

Let's be sure to keep open the lines of communication between the TSU staff members and student organization advisors and hopefully we can prevent or resolve some of these situations when they occur.

When using the TSU facility it is essential to remember a few tips to make your event run smoothly.

1. The employees who staff the building are in charge of the facility. They have been instructed to monitor your event, advise you, and assist you if need be. Please show them the respect they deserve.
2. TSU facilities are not warehouses. Equipment deliveries must be arranged through the Scheduling Coordinator as a number of different groups use the TSU everyday. You must also arrange pick-up time. If equipment is not picked up it will be placed in the most convenient space possible which may be outside the facility. The TSU will not be held responsible for equipment that is not picked up.
3. There are tables and chairs in some facilities and none in others. There are no guarantees that tables and chairs will be provided for events unless specified by you at least two weeks before the event and if available.
4. The office and phones of the TSU facilities are for the use of TSU employees. You may ask to use the phone for calls pertaining to your event.

5. You can learn what’s inside a TSU facility before your event. Arrange a tour through the scheduling office. By taking the time to do this you can insure that your needs will be met.
6. You can keep the building clean by picking up all the debris in the facilities at your event’s conclusion as specified in the Scheduling Policy. Complying with this will insure you won't be charged an additional cleaning fee.

TIME MANAGEMENT, STRESS, AND BURNOUT

TIME MANAGEMENT, BURNOUT, & STRESS

Description of Time Management
At CSU, Fullerton, there are an incredible amount of things for students to do. There are classes to attend, studying to be completed, games to be played, fitness to be maintained, and of course, sleep. In order for organization members to "fit it all in" in their schedule, leaders and advisors are going to need to assist them in exercising good time management skills. Time management is an individual process and every person has different needs. How members manage their time actually depends on what they want to accomplish.

At certain times students can be flexible and plan their calendar as they progress. However, other times will be extremely busy as they attempt to juggle their courses around activities. The trick is to have them plan ahead so that they can avoid being overwhelmed when deadlines appear. If you assist them in practicing good time management while their schedule is light, when crunch time occurs the discipline of good time management will be second nature. The following pages include a self evaluation of current time management skills and helpful hints on improving time management.

The following pages will help begin the process of developing a time management plan that fits personal needs. Have students evaluate their current time management practices and determine what skills they would like to improve upon their new time management skills. They will be amazed at how much time there really is to do all the things on their "to do" list for the day. Just remind them: **Proper preparation and planning prevents poor performance.**

TIME MANAGEMENT FOR CLUB MEMBERS

"Procrastination is the thief of time." – Edward Young

How are some people able to work so many different activities into their schedules while others barely seem to have the time to attend classes? Are they smarter? Doubtful. More organized? Maybe. Better at managing their time? Definitely!

TIME MANAGEMENT is important to any student, but particularly so to those involved in student organizations. Involvement in a co-curricular group means that in addition to classes, meals, jobs, and socializing, another significant chunk of your time is automatically taken when it comes to scheduling your day. This section will give some pointers on how to more efficiently manage one your most precious resources: TIME.

Note: Managing your time is a highly personalized skill -- only you know your peak work hours, your attention span, your eating and sleeping needs. This section will present general ideas necessary for successful time management and give specific examples of how these ideas might be applied. The important things are the IDEAS, not the applications. Whatever method works for you is the right one.

The three steps to efficient time management are:

1. Organizing
2. Prioritizing
3. Scheduling

The main idea is to be flexible in your planning. Disasters will come up and after all, we are only human. Allow for the unexpected. The only sure thing in a schedule is that the unexpected will always happen.

Organizing
Ideally, you should make a list each morning of everything that you want or need to do for that day. At this stage don't plan out every minute. Don't even think about which jobs are most important, just write down everything you can think of. Another method is to list tasks or "things to do's" every 5-7 days. This helps to plan longer projects (i.e., more than one day). There may be days when you forget or just don't feel like doing some things. Giving yourself more than one day at a time gives you more flexibility.

Priorities
The next step is to rewrite your list in order of priority, with the intention of doing the higher priority tasks first and working your way down the list. Much more of this will be done for you if you keep in mind the due dates for the different projects you're working on. If the project is for a class, consider things such as how much of the final grade that particular project is worth (5% or 50%). How you prioritize is up to you. No one can tell you what is most important to you. Be responsible with your priorities.

HINTS: Don't procrastinate! Don't overestimate your capabilities; try not to leave projects for the last second. All-night cramming will happen, but it is the least effective way of getting work done. Try to keep the heavy duty late night studying to a minimum.

Scheduling

Now that you've got a prioritized list of everything that you need and want to do, you should look at your set class/work schedule to fit your projects around what you already have scheduled and can't change. You may want to do this for a few days at a time rather than every day. Remember to let your schedule be flexible. Don't get overly ambitious, there is no need to plan out every minute of your day. Make a reasonable schedule which you can be sure to stick to. Leave a room for breaks, socializing, and those little things that tend to pop up. A good habit to develop is to use a calendar to mark your set schedule, projects, appointments, etc.

Following these three steps will help you use your time more effectively, and a little more time is something we could all use!!

SELF EVALUATION OF TIME MANAGEMENT

1. Am I really in control my life?
2. Are my actions determined primarily by me, not by circumstances or by people's priorities?
3. Do I have a clear and defined set of goals?
4. Do I have a clear idea of what I want to accomplish during the coming week?
5. Do I know my physical and mental prime time?
6. Do I schedule by priorities during my prime time?
7. Do I use an effective "list" system?
8. Do I make constructive use of between class time?
9. Do I have talking time with my friends and colleagues?
10. Do I get enough exercise?
11. Do I have set deadlines for myself and stick to them?
12. Am I punctual?
13. Do I force myself to take time to plan?
14. Do I make a time log to determine where and how my time is spent?
15. Do I have time to renew myself?
16. Do I get enough sleep?
17. Do I keep in mind those things I can do nothing about and not let them worry me?
18. Have I considered improving my current routines and patterns?
19. Do I tackle difficult and unpleasant tasks with out procrastination?
20. Am I satisfied with my use of time?

TIME WASTERS EXERCISE

Read the following list of common time wasters. Place a check before your 3 to 5 biggest time wasters. If any of your biggest ones are missing, add them in the blank spaces at the bottom and include those in the 3 to 5 chosen.

___________	Interruptions, drop-in visitors, unplanned conversation
___________	Meetings, scheduled or unscheduled
___________	Lack of objectives, setting deadlines, setting priorities
___________	Cluttered desk, lost items, personal disorganization
___________	Doing routine things of minor importance
___________	Attempting too much at once
___________	Unrealistic time estimates
___________	Procrastination, indecision, daydreaming
___________	Inability to say “NO”
___________	Leaving tasks unfinished, jumping from one task to another
___________	Getting involved in unnecessary details
___________	Socializing, idle conversation
___________	Playing cards, games, etc.
___________	Lacking self-discipline, not carrying through on plans
___________	Constantly switching priorities.
___________	Failure to listen carefully to assigned tasks
___________	Failure to do first things first
___________	Failure to use short blocks of time constructively
___________	Breaks which turn into vacations
___________	Duplication efforts (having to start over/losing material/recording notes in form which don’t help, etc.)
___________	____
___________	____
___________	____
___________	____

35 WAYS TO MANAGE YOUR TIME

1. Know your priorities
2. Set priorities.
3. Learn to say “NO.”
4. Keep meetings on the topic.
5. Think through a job before starting.
6. Be prepared for classes.
7. Avoid unnecessary interruptions.
8. Make a list of points to discuss before going to see a professor.
9. Have an organized filing system.
10. Begin meeting promptly.
11. Finish one homework assignment before beginning another.
12. Listen carefully.
13. Maintain a “To Do” list.
14. Realize when you are procrastinating and re-focus your concentration.
15. Discover your most creative time of the day.
16. Allow flexibility in your schedule for unexpected events.
17. Set deadlines for yourself.
18. Anticipate disruptions, have a back up plan!
19. Study where you will not be disturbed.
20. Don’t abuse the time of others.
21. Be selective in television viewing.
22. Use specialist, professional staff, counselors and services to help with special problems.
23. Reward yourself for completing of projects.
24. Don't mistake activity for productivity.
25. Teach yourself how to concentrate.
26. Set aside quiet think time.
27. Know thyself. Be aware of your strengths and limitations.
28. Maintain balance between your work and leisure activities.
29. Avoid perfectionism.
30. Combine tasks whenever possible.
31. Take sufficient time to carefully weigh important decisions.
32. Do not dwell on unimportant decisions.
33. Periodically evaluate the usage of your time in relation to your life goals.
34. Write down important events, idea, dates in your calendar or notebook.
35. Learn to laugh at yourself.

MANAGING BURNOUT

Have you ever felt like you are working all the time but nothing ever seems to get done? Your assignments are piling up, you have a paper to write, a birthday present to buy for your roommate, you haven't slept well in two days, you're late for work on top of all that, friends from home are coming to visit this weekend. How did you get into this mess? Can you get out?

When you don't manage your time wisely and/or do not feel appreciated, you can feel the effects of burnout. Burnout is the use of needless energy when your productivity is not enhanced. It is caused by perfectionism, low self confidence, fear of change, being disorganized, and ignoring personal needs. Being burned out is the result of not exercising good time management. It also is the result from ignoring the signals your body sends you regarding personal health. Burnout and stress can take many forms. They can be felt in a headache, heard in a tone of voice, or seen in a reaction. Expect to feel burnout and stress. They are normal parts of working hard for something you want. Just make sure you take care of yourself when you start to feel their effects.

STAGES OF INVOLVEMENT: LEADING TO BURNOUT

Enthusiasm: I can change the world!

Frustration: Maybe if I work harder I can get everything done.

Stagnation: I work all the time and nothing seems to be different.

Apathy: I guess I don't have much to contribute anyway.

Resolution: I can't change the world.

STAGES OF INVOLVEMENT: AVOIDING BURNOUT

Enthusiasm: I can work with others to change this aspect the world!

Reassessment: This isn't working the way I thought it would. What needs to be changed?

Intervention: I think we should continue in this manner.

Assessment: So how are things going now? What can be improved?

Resolution: It's great to see that things change and my involvement was valuable!

Question?
Where do you fall in these states? How about the members of your group?

TWENTY WAYS TO DEAL WITH BURNOUT

1. Get up earlier to give yourself more time in the day.
2. Work smarter instead of harder.
3. Before you go to class, stop for a moment and look around outside.
4. Pay less attention to time and pace yourself.
5. Regulate how many things are put on your “to do” list.
6. Set realistic goals.
7. During meals don't talk about work and eat slowly.
8. Find a place on campus where you can sit quietly for five minutes.
9. Be willing to say “no” when you need to.
10. Ask for help.
11. Know the expectations of others.
12. Focus on small immediate goals.
13. Visit people who make you feel good.
14. Re-energize yourself through relaxation techniques.
15. Talk to a significant other.
16. Change your routine.
17. Pay attention to your diet and sleep. If you “don’t have time,” do you have time to get sick?
18. Exercise daily.
19. Know that you have choices and take control of your life.
20. Change your scenery.

STRESS

<u>IMMEDIATE WAYS TO ALLEVIATE STRESS</u>

Take a short walk

Breathe deeply

Exercise for a few minutes

Stretch your neck, back, legs and arms

Close your eyes and think of your favorite place

Change where you are working

Stand in front of the mirror and practice laughing

Mentally redefine the situation in less stressful terms

Put things into perspective

Make a "to do" list

Talk with a friend or staff member

Schedule complaint times

Take a break

Talk to your professor

Read a poem

STRESS MANAGEMENT: COPING METHODS

Look for causes
Who or what is at the bottom of the stress? Dealing directly with the person or issue may be the best approach. Know the limits of what you can do and avoid taking on more work than you can handle. Leave time enough for relaxing, sleeping, exercising, and volunteer work. Also, try not to make too many big changes in your life at the same time.

Examine your relationships
What can you do to put more warmth, communication, and mutual support into your relationships?

Evaluate
Not every argument is worth trying to win. Define values that are important to you, but learn to ignore lesser issues.

Relax from time to time
Schedule time to relax or do something you really enjoy. Don’t let anything interfere, especially worrying about what you’re not doing.

Take things one at a time
Don’t try to get everything done at once, determine what is most important and work to accomplish it. Then move on to other things. Make sure the goals you set for yourself are not too high.

Avoid irrational goals and expectations
Remember, not everyone must like you, you don’t have to be perfect! Personal expectations are best when within reasonable limits. Some circumstances are beyond your control, recognize your limits and the limitations of others.

Make single changes
While too many big changes at the same time may lead to immediate short term distress, the long term effect may actually be a lessening of stress. Changing your job, going back to college, or even ending a relationship may be in your long term interest. However, such changes should not be made without first giving them serious consideration.

Talk out your worries
Confiding in a trusted friend or trained professional may help to relieve your stress. Often, another person can help you get a new perspective on things that are bothering you.

Get enough rest
Lack of sleep can reduce your capacity to deal with stress. Know how much rest you need and see that you are getting it regularly.

DO YOU ACT OR REACT?

I walked with my friend, a Quaker, to the newsstand the other night, and he bought a paper, thanking the newsboy politely. The newsboy didn't even acknowledge it.

"A sullen fellow isn't he?" I commented.
"Oh, he's that way every night," shrugged my friend.
"Then why do you continue to be so polite to him?" I asked.
"Why not?" inquired my friend. "Why should I let him decide how I'm going to act?"

As I thought about this incident later it occurred to me that the important word was "ACT." My friend acts toward people; most of us react toward them. He has a sense of inner balance which is lacking in most of us; he knows who he is, what he stands for, how he should behave. He refuses to return incivility, because then he would no longer be in command of his own conduct.

Nobody is unhappier than the perpetual reactor. His center of emotional gravity is not rooted within himself, where it belongs, but in the world outside him. His temperature is always being raised or lowered by the social climate around him, and he is a mere creature at the mercy of those elements.

Praise gives him a feeling of euphoria, which is false, because it does not last and it does not come from self-approval. Criticism depresses him more than it should, because it confirms his own secretly shaken opinion of himself. Snubs hurt him, and the merest suspicious of unpopularity in any quarter rouses him in bitterness.

Serenity cannot be achieved until we become master of our own actions and attitudes. To let another determine whether we shall be rude or gracious, elated or depressed, is to relinquish control over our own personalities, which is ultimately all we possess. The only true possession is self-possession.

Condensed from the Chicago Daily News
by Sidney L. Harr

RETREAT PLANNING

PLANNING A GROUP RETREAT

A retreat is seclusion for contemplation. It is time that an organization can use to accomplish one or several goals.

Advantages of a retreat:

- Maximizes participation by eliminating daily distractions
- Fosters informality (recreation)
- Creates shared experiences
- Psychological impact – it is important enough to take time to do it

In order to ensure a retreat will be a positive experience for all involved, there are several issues to keep in mind while planning.

1. Goals: the first thing to do is to decide the goals of the retreat. Participants should know why they are there and what to expect to accomplish. Possible goals include:
    - Program evaluation
    - Team building/unity/awareness
    - Training
    - Communication
    - Problem-solving
    - Learning
    - Orienting
    - Goal-setting
2. Funding/costs
    - Budget
    - Transportation
        - How far do you want to drive?
        - Set up car pools
        - Duplicate directions if necessary
    - Food/drink
        - Make restaurant reservations for large groups if possible.
        - Ordering banquet style may get you a special rate.
        - If cooking, assign people to buy food, cook, and clean up. Order wholesale for large groups.
        - Find out what kitchen arrangements are available.
    - Sleeping arrangements
        - One overnight is usually sufficient
    - Recreation
        - Plan fun activities for "free time." New games and books are a resource. Decide what equipment you will need.

CALENDAR FOR PLANNING A RETREAT

The importance of giving yourself a sufficient amount of time to plan ahead for a retreat cannot be stressed enough. The following calendar should give you an idea of when to do what so that you will not be rushed at the last minute.

1. At least two months in advance, you should:
   a. Decide on the exact date and make sure that there are no major conflicts (check school calendars).
   b. Reserve your retreat site (check on deposit amount).
   c. Appoint committee heads to be in charge of particular parts of the retreat.
   d. Check on insurance coverage for members especially if group members are driving.

2. At least one month in advance, you should:
   a. Determine the format of the retreat.
   b. Contact any outside resource people.
   c. Send letters to all your members giving them necessary information concerning general goals, costs, travel arrangements, what to bring, etc.

3. Two weeks in advance, you should:
   a. Duplicate agendas, maps, and any other hand-outs needed.
   b. Round up any equipment (slide projectors, etc.) or visual aids that you might need.
   c. Make final arrangements for meals if you're providing your own (who is to buy what, who will cook, etc.).

4. One week in advance, you should:
   a. Contact the retreat site to confirm arrangements.
   b. Have the final committee meetings and be sure all people in charge know what they are responsible for.
   c. Make a checklist of who is to bring what.

5. The day before the retreat, you should:
   a. Check with committee heads for last-minute problems.
   b. Rest, so that you will be fresh and enthusiastic for the retreat!

THANK YOU FOR BEING A CAL STATE FULLERTON STUDENT ORGANIZATION ADVISOR!

Please contact the
Student Organization Resource Center (SORC)
for questions or assistance.
(714) 278-7622
TSU 247