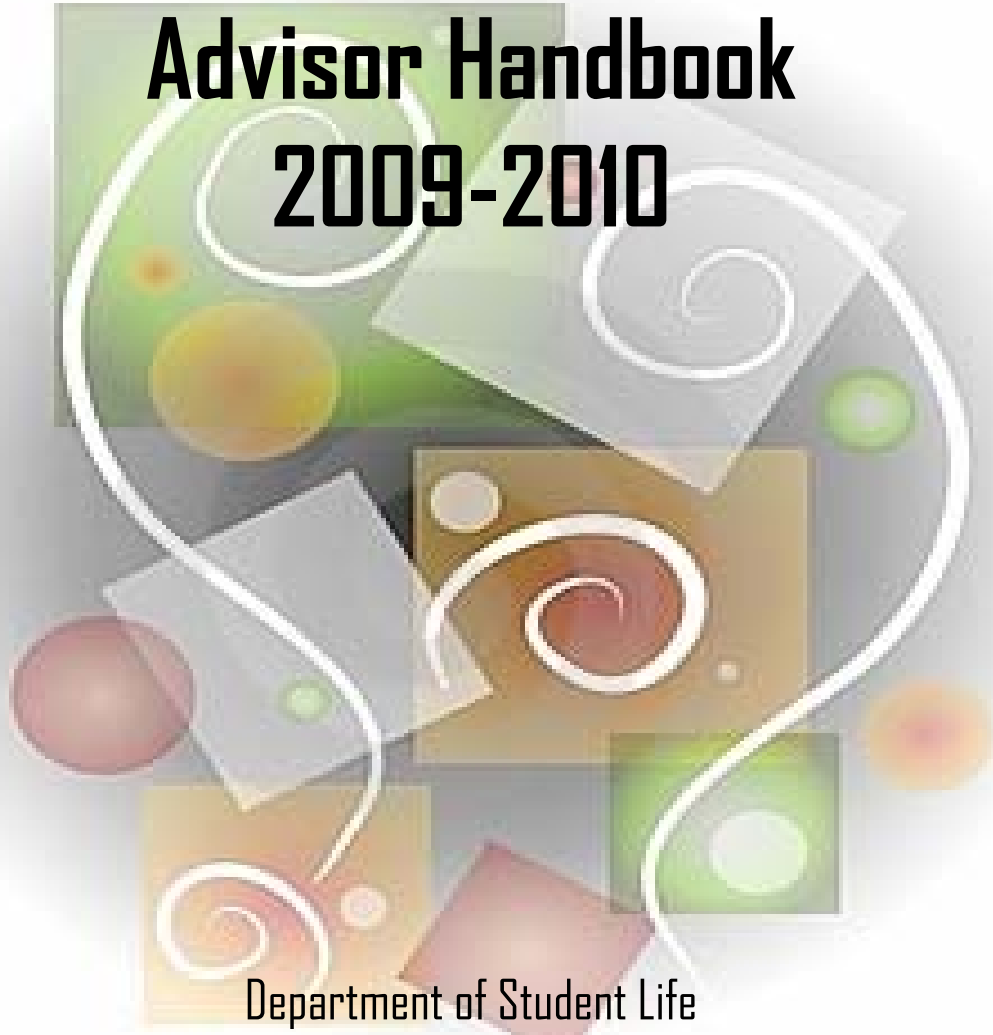


Registered Student Organization Advisor Handbook 2009-2010



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Introduction

Welcome to the world of advising student organizations. Advisement provides a wonderful opportunity for you to get to know students better and to gain the satisfaction of knowing that you helped guide students in the development of a successful organization or program. Advising an organization does require additional time demands; however, the rewards gained by advising are great, and more than compensate for these demands.

Advisors for student organizations are important catalysts for the learning that happens outside of the classroom and have the potential to influence and develop that learning. Student organizations are effective avenues for students to implement theories they have learned in class, to dialogue about what they are learning in the classroom, to develop friendships, to network with professionals, and to improve their interpersonal, communication and leadership skills. Student involvement and interaction with faculty and staff are considered determining factors in students' satisfaction, intellectual and personal development, and persistence (Floerchinger, 1992), and student organizations are a great way to introduce and encourage student-faculty/staff relationships.

Advising Tips

1. At the beginning develop clear expectations about the role of the advisor and your relationship to the organization.
2. Read the organizations constitution.
3. Get to know all of the members and attend their events.
4. Develop a strong working relationship with the president and other officers.
5. Discuss concerns with officers in private and praise them in public.
6. Remember to let the students make the decisions while you provide guidance and advice.
7. Be familiar with KSU policies in the Student Handbook and in the RSO Manual policies.
8. Meet with the officers and help them set goals.
9. At all times, keep your sense of humor.



Purpose of Student Organizations

The purpose of student organizations is to provide students with opportunities to participate in activities which develop their intellectual, emotional, spiritual, physical, and professional abilities. These organizations are important components to the academic life of the University. To meet all the different developmental needs of students, KSU offers a multitude of student groups covering the following areas: academic and honors, religious, pre-professional, graduate, political, social, Greek, performance, sports, and cultural. Every student is encouraged to become a member of any club that appeals to their interest.

Floerchinger found that involvement in student organizations:

- Improves students' interpersonal skills
- Has a positive influence on skills in leadership, communication, teamwork, organizing, decision-making and planning
- Gives students a greater satisfaction with their college experience
- Provides useful experience in obtaining a job and providing job related skills
- Develops lifelong values of volunteerism and service to others

Involvement with student organizations creates a connection between the student and the university and encourages persistence. Non-traditional students also benefit from involvement in these organizations. For this reason, it is important to encourage all students to get involved. It might require some creative thinking to overcome the obstacles that prevent nontraditional students from getting involved but it is possible and it is important.



Defining Advisor

All registered student organizations housed in the Department of Student Life must have a faculty or staff advisor. As defined by KSU, an advisor must be either a permanent full-time or a permanent part-time (at least 50%) member of the faculty (not on sabbatical) or a staff member at the University. Advisors are expected to be actively involved in the affairs of their organizations. Beyond this technical definition, there is so much more.

Advising is a developmental process in which an advisor shares ideas and insights, provides a different perspective, counsels students, and facilitates learning to assist students in their academic, personal, and professional development. An advisor facilitates the maintenance of a strong organization by providing continuity and keeping new members and officers informed of the history of the organization. **The advisor does not control the organization or make all the decisions for the students but provides a balanced perspective so students can make the most informed decisions possible.**

What does it mean that advising is a developmental process? A developmental advising approach:

- Is concerned about human potential and growth.
- Requires establishing caring relationships with students.
- Encourages students to take responsibility for their actions.
- Provides opportunities for students to explore their ideas.
- Encourages values of volunteerism, civic engagement, and social responsibility.
- Builds connections between academic and student affairs to assist students in achieving goals.
- Engages the advisor and the student with both making equal contributions to the relationship.

The above description of the developmental advising approach was adapted from *Academic Advising for Student Success and Retention* (Hovland, Anderson & Associates, 1997).

Guidance for advisors and organizations is available from the Department of Student Life which can be reached at (770) 423-6280 or in person in the Carmichael Student Center Room 274.

Enhance your experience as an advisor by:

- Getting to know students on an individual level.
- Learn what they want to get out of the organization and KSU
- Attending the organization's meetings and events
- Reaching out to other advisors or departments (i.e., Student Life) for assistance and support
- Empowering students to take action and to take satisfaction in seeing the student organization



Advisor Roles

There are many different approaches to advising and you will develop a style that is most comfortable for you and the students you work with. In most cases, it is best to be involved with the students and to talk them through the process they are going through when they are trying to turn their ideas into action. Students will challenge you to assume and work with different roles depending on the situation. Following are some of the roles you may assume as an advisor.

Mentor

Many students will come to see their advisor as a mentor and the success of these relationships can last many years and be rewarding for both the student and the advisor. Because of the nature of student organizations, your mentoring role may meet different needs. For our purposes, we are discussing mentors in terms of professional and personal development. These different areas of mentoring are not exclusive of one another and just because you are not in the same field as a student, it does not mean that he/she may not come to you for professional guidance. Also, when developing a student professionally, it is almost impossible not to help the student develop personally.

If the student is seeking an education and a career in your field, you may be asked to assist in his/her professional development. To be effective in this capacity, you will need knowledge of their academic program and profession, a genuine interest in the personal and professional development of new professionals, and a willingness to connect students to a network of professionals. You may be approached to review resumes, to connect students with community resources, or to be a sounding board for their ideas of what they want to accomplish in the field.

At times, students will seek out someone to assist with their personal development. In this capacity, a mentor will have a basic understanding of student needs and perspectives, a desire to challenge students intellectually and emotionally while providing support to meet the challenge, and the ability to listen to students' verbal and nonverbal communication. Students may want to talk to you about family or relationship issues, conflicts they are having with other students, or to have conversations about their ideas and thoughts on different subjects.

Team Builder

When new officers are elected or new members join the organization, you may need to take the initiative in turning the students from individuals with separate goals and expectations into a team. Team building is important because it enhances the relationships of the students between one another and the advisor. Positive relationships help the organization succeed and to work through conflicts and difficult times.

Team formation does not occur by accident but rather through an intentional design and process. To accomplish the goal of creating an effective team, it is necessary to conduct a workshop (if you and the students have the time, a full scale retreat encompassing team building and goal setting could be planned) to engage students in this process. As the advisor, you may consider working with the student officers to develop a plan and to have them implement it. Training students in effective techniques for team building will keep students invested in the organization and give

 **Advisor Roles** (cont)

them the opportunity to learn what it takes to build a team. If you need resources on team building activities, the Department of Student Life members can provide them or the office can conduct a workshop with your organization.

Conflict Mediator

Inevitably, students are going to join the organization with different agendas, goals, and ideas about how things should function and the direction they should be taking. This is a natural part of running an organization and conflict that is properly managed can lead to a more successful and active group. If conflict is ignored and not handled, the potential for the organization to become inactive is increased.

When working with students who have come in to conflict, it may be necessary to meet with them and have them discuss their issues with each other. In many cases, it may be necessary to remind them that they both want what is in the best interest of the organization, ask them how they think they can work together, and to point out the organization's mission and ask how their conduct is helping the group achieve its mission.

Sometimes, one student may be causing problems with other students. In many cases this student may not realize that his/her actions are causing a problem. In this case, speaking with the student individually could be helpful. Chances are no one has met with the student previously and discussed how his/her attitudes are impacting other people and how those attitudes or actions can be changed to make everyone feel better. In many cases, the student will appreciate honest feedback.

Reflective Agent

One of the most essential components to learning in "out of classroom" activities is providing time for students to reflect on how and what they are doing. As an advisor, you will want your officers to talk to you about how they think they are performing, their strengths, and their weaknesses. Give them the opportunity to discuss their thoughts on their performance. Then be honest with them. Let them know when you agree with their self perceptions and in a tactful manner let them know when you disagree. Remember any criticism you provide students should be constructive and you will want to provide concrete examples of actions the student took that seem to contradict their self-perceptions. When students discuss their weaknesses, ask them how they can improve those areas and how you can help them. Students usually have the answer to what they need; they just don't like to ask for help. Remember to have students reflect on their successes and failures.

The Department of Student Life can provide self-assessment tools for students to complete. There are also organizational and programmatic assessment tools available so groups can assess how they are functioning.

A graphic featuring a cluster of colorful, overlapping circles and squares in shades of green, yellow, and orange, with a white swirl pattern.

Advisor Roles (cont)

Educator

As you work with student organizations, students will undoubtedly look to you for guidance and assistance. In your work with them, you will find ample opportunities to help them learn. There may be formal educational moments such as workshops on how to run meetings or event planning or a seminar on topics related to the club's purpose. There may be informal moments when a student doesn't follow through on a commitment or when a project doesn't occur as anticipated.

As an advisor, your role of educator will often come through the role modeling of behavior, guiding the student in reflection of their actions, and being there to answer questions. One of the most difficult actions to take as an advisor is to do nothing but sometimes this can be the most important action of all. Allow the students to make their decisions even if it is not in full agreement with your ideas. Sometimes students will succeed and other times they may fail. The key is to return to the role of the reflective agent and give the students a safe place to reflect on their experiences.

One of the most difficult actions you can take as an advisor is to do nothing.

Motivator

As an advisor, you may have to motivate students to excel and to carry out their plans and achieve their goals. Some students are easily discouraged and at the first sign of difficulty they may want to quit. You will need to be their "cheerleader" to keep them excited about all of the potential successes they will experience. You can motivate students through the recognition of their efforts, appealing to their desire to create change, and to connecting their experiences here at the University to the experiences they will have in the community.

Policy Interpreter

Student organizations operate under KSU policies, procedures, and rules. At times, students may not be aware of these policies and they will do things in an inappropriate manner. The more you know about KSU policies the better advisement you can give to the students on their actions. You can find policies in the 2009-2010 RSO Manual or the KSU Student Handbook at www.ksustudent.com or by contacting the Department of Student Life.

As an advisor you will assume numerous roles and all the possible roles are not even mentioned here. A key idea to remember is that you are an advisor not the leader. You provide guidance, insight, and perspective to students as they work on projects but you should not be doing the work. Students will learn if they are engaged. Be careful of being challenged into doing the work for a student project. The students make the decisions and they are accountable for those decisions and for the successes and failures of their groups.



Advisor Styles

The style an advisor uses to work effectively with a student organization may best be matched to the development stage of the group. Allen (1983) and McKaig and Policello (1984) presented models in which students progress through four stages of development. Different styles may be needed as the students and group mature over time. Below is this model of development as explained by Boise State.

Group Development Styles

I. Infancy: Students demonstrate low levels of commitment to the organization, programming skills, and responsibility for their actions.

II. Adolescence: Students demonstrate increasing programming skills, interest, commitment, and responsibility.

III. Young Adulthood: Students demonstrate competency in programming skills and an increase in commitment, plus a willingness to take responsibility for their own actions.

IV. Maturity: Students demonstrate a high degree of competence in programming and group skills. A strong commitment to the group and a willingness to take responsibility for their own and their group's actions.

Advisory Styles

I. Program Director: High concern for product, low concern for process. The advisor takes the role of group member - takes part in group activities like a member; or a programmer - identifying, planning, and implementing programs and activities for the student group.

II. Teacher/Director: High concern for product, high concern for process. The advisor takes the role of advocate - persuading students on the appropriateness of activities; authority - monitoring students' compliance with legal requirements, as well as institutional procedures and regulations; or expert - offering suggestions to students based on experience or specialized knowledge base.

III. Advisor/Teacher: Low concern for product because students have taken over this concern, high concern for process. The advisor takes the role of educator - designing and encouraging student participation in developmentally powerful experiences; resource - providing alternatives and suggestions; evaluator - assisting the group in collecting data to be used in decision making and program planning; or process consultant - assisting students with increasing the effectiveness of group functioning.

IV. Consultant: Low concern for product and process because students assumed responsibility for both. The advisor takes the role of reflector - serving as a "sounding board" for students' ideas and plans; or fact finder - providing information to students on request



Assessing Students' Expectations of Advisors

The level of involvement of an advisor depends on the organization and its leaders. Attendance at every meeting may not be necessary, but it is the best way to stay informed of the activities of the organization. When in attendance at the meetings, the advisor should participate in an advisory capacity and not run the meetings. An advisor should facilitate discussion, offer objective points of view, present alternative solutions to problems, and encourage the organization and its leaders. Attendance at events should not be viewed as supervising, but as an opportunity to show support and encouragement to the organization.

It is very important for the advisor and the student membership to agree upon what the advisor is expected to do. At the end of this handbook is an activity sheet you can do with the officers of your club to get a dialogue started on expectations. If these are clear from the beginning, there will be less disappointment and conflict.



Organizational Effectiveness

For an organization to be effective, the members must intentionally engage in activities, actions, and events that result in success. Johnson and Johnson (1991) provide the following nine-point model of group effectiveness:

1. Group goals must be clearly understood, relevant to the needs of the group, and evoke from every member a high level of commitment.
2. Group members must communicate their ideas and feelings accurately and clearly.
3. Participation and leadership must be distributed among members.
4. Appropriate decision making procedures must be flexible to match them with the needs of the situation.
5. Conflicts should be encouraged and managed constructively.
6. Power and influence need to be approximately equal throughout the group.
7. Group cohesion needs to be high.
8. Problem-solving adequacy should be high.
9. Interpersonal effectiveness of members needs to be high.



Constitution & Bylaws

The organization's constitution or bylaws is the most important organizational document. It gives the organization and membership purpose, direction, and guidance. Prior to initial charter and registration, the Student Activities & Budgetary Advisory Committee (SABAC) reviews the document and either approves the organization or makes recommendations for changes. **(Please note that SABAC MUST approve all changes to registered student organization constitutions and bylaws before they may be ratified and effective.)**

Copies of all registered student organizations are kept on file in the Department of Student Life for easy retrieval and reference. Should you not have access to an organization's constitution or bylaws, feel free to request a copy from Student Life.

Remember, the document is not intended to be static; rather it should be reviewed periodically so that it fits the evolving needs of the organization. The language should be clear and concise, leaving little to interpretation. Sample documents are available in the RSD Manual and in the Department of Student Life.



Working with Individual Leaders

Here is a list of some things to keep in mind when working with student leaders.

1. It is important to not direct the activities of the organization. Allow students to make their own decisions and learn from their experiences.
2. Failing is part of the learning process. Mistakes and poor decisions will happen. While it may be your first reaction to intervene and fix all the mistakes you see, this is not the role of the advisor. You can help students to think through their actions and to consider various possibilities but the final decisions must be theirs. Take advantage of failures and use them as teachable moments with students.
3. Remember, it is your responsibility to ensure that students understand what the consequences are for their decisions. Be pro-active when a controversial situation arises but let them make the decision. Help students take ownership of their decision and responsibility for any consequences that may follow.
4. Assist students with the development of a budget and the spending of their funds. Do not control the finances of the club. Your primary role is to monitor the expenses, provide feedback on the budget, and approve reimbursement for expenditures.



Working with the Group

Training the president to create an agenda for the meeting will go a long way to keeping you as the advisor from having to do anything at the group's meetings other than advise. At times, you may need to be involved but the ideal situation is to let the students run the meeting.

First, do the assessment of expectations as discussed above so everyone is clear on what your role is as advisor. Second, remember the organization is for the students and students should make the decisions. Advisors must step back and allow the students the opportunity to run their organization, unless circumstances arise in which more directive action is necessary.

1. The following techniques are suggested, and should be used when an organization is planning a questionable activity:
 - Offer other ideas that may be substituted for the one that is lacking.
 - Ask leading questions of group members. The difficulties inherent to the plan often come to the surface through inquiry and facilitated discussion.
 - The advisor may request the group obtain the opinion of the individuals or agencies affected by the action.
 - The advisor should keep in mind that the Department of Student Life is available for interpreting policies regarding student activities. When an advisor has questions about the advisability of an organization's plan, he/she may recommend the officers to refer the plan to the Student Life staff.
2. Is the group unnecessarily bound by tradition or noncreative thinking in their planning?

Too often, the first thing a group will do in planning an event is to pull out the report from the previous year. This then becomes a blueprint. Instead of group members approaching a program creatively, they frequently tend to rely on approaches from the past with little or no deviation: namely those of last year's committee. What can be done to turn the group to its own resources? The following suggestions may encourage the group to develop more creative programming:

- Brainstorming is a technique generally used to promote creativity. It calls for the student officer to define a fairly broad problem area and throw it open for rapid fire, uninhibited, suggestions from all members. Brainstorming creates an informal atmosphere in which even the most passive or withdrawn member feels free to contribute.
 - Students may consult with the Student Life staff. Program ideas are one of the many areas in which this office can assist.
 - During discussion, organization members should pretend the program area in which they wish to work has never been explored, and that the specific event for which they are preparing has never been attempted in any form. What are the possibilities for theme, location, refreshments, etc.?
3. Understanding what motivates students may be your single most desirable skill. Some students have what appears to be an innate desire to become involved, work hard, and make a difference in the organization. Conversely, others do not seem overly ambitious. Understanding the range of motivating factors will enable the advisor to help individual students take on responsibilities and become involved. Recognition is used most frequently to motivate students. Whether extrinsic (recognition and achievement) or intrinsic (desire, value, and approval), it is important to understand that no one item will be warmly received by all members and that it is necessary to be sensitive to each student's motives. More appropriately, these techniques should be part of the officers' resources. If organization members do not recognize a situation in which the techniques may apply, then it is recommended the advisor make appropriate suggestions.



Types of Problems Organizations Face

The following lists are provided so that an advisor may have a better idea of the types of problems he/she may face with their organization (Lorenz & Shipton, 1984). This list is not all inclusive, but may serve as a guide for the Advisor.

1. Leadership Problems

- The leader does not consult with the organization before making significant decisions
- The leader appears to lack self-confidence, is non-assertive, and lacks an interest in the organization
- A rivalry exists between leaders in the organization
- The leader has work overload, and too many time-conflicts

2. Membership Problems

- Low attendance at meetings
- Members have low satisfaction and morale, are bored, do not communicate well, feel left out, or are apathetic
- Members compete for attention
- An individual member's goals differ from those of the organization
- There exists a lack of trust among members
- Programs fail
- There is a lack of ideas

3. Organizational Problems

- Meetings are disorganized
- Meetings are too long
- The organization suffers from financial problems
- There is no continuity from one year to the next
- The organization has no "plan of action"

4. Inner-organization Problems

- Disagreement between an organization and other student organizations
- Disagreement with institutional policies and procedures

5. Advisor Problems

- Organization members avoid the advisor
- Organization members do not pay attention to advisor's advice
- The advisor is overwhelmed by their responsibility
- The advisor assumes a leadership function



GROUP DYNAMICS AND CONFLICT

Successful leaders have come to understand that conflict is not only inevitable in student organizations, but it is also beneficial and healthy, if properly managed. Conflict can stimulate new ideas, clarify elements of an issue, increase talk motivation, and lead to better solutions because of increased understanding of opposing perspectives

Dealing with group conflict and dynamics may be one area where you are called on to help with problems. As advisor, you can help your group deal with conflict in a positive way. This section reviews how you can help group members identify their leadership styles and work through problems to balance the group.

Because people come from different backgrounds, they have different leadership styles and different perceptions. Acknowledging the difference in leadership styles can help the organization's members realize that there is no one style of leadership that fits all occasions. In the appendix of this manual is an exercise that you can provide for members of the student group to help each of them determine his/her leadership style. Results of this exercise place students in one of five categories. This exercise can help students acknowledge that everyone is different and conflict is normal (Purdue University Advisors' Handbook).

- **Avoiding**
This style is low in assertion and low in cooperation. Typical phrases may be "I lose, you lose." and "Let well enough alone."
- **Accommodating**
This style is low in assertion and high in cooperation. It can be described as "killing with kindness."
- **Competing**
People favoring this style are high in assertion and low in cooperation. Attitudes reflected may be "I win, you lose." and "Might makes right."
- **Collaborating**
This style is typified by high assertion and high cooperation. "I win, you win." and "Two heads are better than one." are phrases that can be identified with this style.
- **Cooperating**
Medium assertion and medium cooperation are common traits. Attitudes may be "I win, you lose, and I lose, you win." and "Half a loaf is better than none."



GROUP DYNAMICS AND CONFLICT (CONT)

Conflict could be defined as a . . .

Condition that results when one party feels that a second party has frustrated, or is about to frustrate, some concern of the first party.

Conflict doesn't begin with a knock-down, drag-out fight, but rather happens in stages of mounting frustration. Here are some stages that can be noticed as conflict is developing.

1. Latent: the conditions are ripe for disagreement
2. Perceived: frustration is recognized by one or both parties
3. Felt: tensions are building, but not out in the open
4. Manifest: conflict is out in the open and obvious to others
5. Aftermath: what happens after the conflict

Taking the time to deal with conflict is important so that every issue your organization faces does not become overwhelming or fester forever.

Both good and bad consequences can come from conflict, and group members should be aware of both of these aspects.

Positives:

- Contributes to change
- Activates people
- Represents a form of communication
- Relieves pent-up emotion and tension
- Creates opportunity for personal growth and development
- Aftermath can produce stronger work environment

Negatives:

- Diverts time, energy, and money away from primary goals
- Can be harmful to the organization
- Causes member turnover
- Feelings of stress may cause health concerns
- May result in dramatic behavior like sabotage, revenge, etc.



Tips for Dealing with Conflict

After students realize that they have differing styles and that conflict can be good and bad, you can help them understand how to work together more effectively.

Here are some tips you can share with students about working with others with differing leadership styles.

1. Acknowledge that they need to adapt their actions depending on the situation and with whom they are working.
 - Avoiders - let tensions cool first, then discuss
 - Accommodators - demonstrate reasonableness, don't take advantage
 - Competitors - talk about matters of policy, standards, expectations
 - Collaborators - solve joint problems
 - Cooperators - work on equal ground
2. If possible, work out problems in small groups, before bogging the entire group down. If the officers can discuss their perspectives and come to an answer they will support, the group has direction to follow.
3. Always take time to deal with conflict. Allowing even the smallest problem to fester can lead to an interpersonal explosion that will not benefit anyone.

As advisor, you are in a tricky position. You want to be liked by the members of the group, yet you also need to be on the lookout for problems. There is a delicate balance between offering direction and coming down too hard. You need to balance the negative comments with positive ones so the group will keep coming to you for advice.

The graphic features a circular arrangement of colorful, abstract shapes in shades of green, yellow, and orange, resembling a stylized globe or a cluster of ideas. The text "Officer Transition" is overlaid on the right side of the graphic in a bold, black, sans-serif font.

Officer Transition

One of the most important functions of an advisor is to assist in the transition from one set of organization officers to the next. As the stability of the organization, the advisor has seen changes, knows what works and can help maintain continuity. Investing time in a good officer transition early on will mean less time spent throughout the year nursing new officers through the semester. The Student Life staff is here to help.

The key to a successful transition is making sure new officers know their jobs **BEFORE** they take office. Expectations should be clearly defined. There are a number of ways to conduct the officer transition. The following two methods are examples of two commonly used methods.

The Team Effort

The team effort involves the outgoing-officer board, the advisor, and the incoming-officer board. This method involves a retreat or series of meetings where outgoing officers work with incoming officers on:

1. Past records/notebooks for their office and updating those together
2. Discussion topics should include:
 - Completed projects for the past year
 - Upcoming/incomplete projects
 - Challenges and setbacks
 - Anything the new officers need to know to do their job effectively

The advisor's role may be to:

- Facilitate discussion and be a sounding board for ideas
- Organize and provide the structure of a retreat
- Offer suggestions on various questions
- Refrain from telling new officers what they should do
- Fill in the blanks." If an outgoing officer doesn't know how something was done, or doesn't have records to pass on to the new officer, you can help that officer by providing the information he or she doesn't have.



Officer Transition (cont)

The structure of a team effort retreat can take many forms. The advisor's role in this process is to provide historical background when needed, help keep goals specific, attainable and measurable and provide advice on KSU policies and procedures. This is an outline of a team effort retreat:

1. Icebreakers and team-builders
2. Officer meetings
 - New/old officers pair off (president with president, treasurer with treasurer)
 - Update each section of notebooks, or talk about what should go in a new one. If officers do not have a notebook, take the time to create one!
 - Each pair of officers should discuss the following:
 - Who did the outgoing officer interact with most in the Department of Student Life, other student organizations, KSU administration and in the community?
 - With the departments/areas listed above, what capacity did the outgoing officer work with them on?
 - What University paperwork is this position responsible for completing?
 - What did the outgoing officer have to do with the organization's SABAC funding requests (assuming this question applies to your group)?
 - What University procedures did the outgoing officer have the most trouble with and how can the incoming officer avoid those troubles?
 - What were the biggest challenges the outgoing officer faced and how did they overcome them?
 - What goals did the outgoing officer have, and which were achieved and which were not.
3. Joint officer meeting
 - Gather as a group; write everyone's notes on a board or flip chart. Note similarities. For instance, the president and treasurer may always interact with the KSU Administrative Assistant or Business Affairs manager.
 - Generate a discussion on similarities, challenges and how challenges can be overcome.
4. New officer meeting
(This could be a separate meeting, or the next phase of the retreat.)
 - Goal review. What did the past officers accomplish?
 - What is left to do from the past goal list? Revise list or eliminate it if the officers choose.
 - Provide new officers time to list goals for their position on their own.
 - Reassemble and share updated goals.



Officer Transition (cont)

- Brainstorm new goals for the organization and ideas for programs, fundraisers, and social events.
 - Make an exhaustive list of everything the group could possibly accomplish.
 - Narrow down that list to what they can reasonably accomplish.
 - Assign tasks to specific officers. If no one wants to do it, take it off the goals list.

One-on-One Training with Officers

While it is ideal to have the outgoing officer team assist in training the incoming officers, often it is left up to the advisor to educate the incoming officers. In that situation, there should be a joint meeting of the new officers, as described in section 4 of the above outline. After that meeting, the advisor should meet individually with each officer; examine the notebook of the previous officer (or create a new one).

Things to include in a new notebook:

1. Any forms the officers may need to use, such as:
 - Account Expenditure forms
 - Past Conference Registration Forms
 - Election Procedures
 - Meeting Minutes
 - Additional forms
2. Copies of previous meeting agendas
3. A copy of the organization's constitution and bylaws

Talk about what the officers hope to accomplish in the forthcoming year. Assess the officer's role in the organization. What are the expectations of each position? What are the student's expectations of the position and his/her goals? If they deal with programming, a guide to help facilitate this process can be found at in the RSD Manual.



Organizational Benefits

1. Meetings and Events

- Free use of the Student Center and most classrooms and other conference rooms throughout campus when available.
- The right to sponsor speakers and events on campus.

2. Financial Support

- The opportunity to request funding from SABAC and Student Life to help finance RSD events and activities
- Use of RSD Cubicles & Copy Print Services
- Use of the University's bulk mail permit for authorized organization mailings billed to the organization's account (these mailings must conform to specific guidelines). Contact the Student Life Administrative Assistant before printing labels or preparing the mailing.
Use of General Support Services for organizations
- The ability to hold fundraisers on campus (must apply for approval)

3. Marketing and Promotion

- Student Press Releases
- Public Service Announcements (PSA's) on owl radio
- The right to advertise as an KSU student organization
- The right to promote your organization and activities on campus

4. Other

- Representation of your group's concerns with the KSU administration through the Student Government Association RSD Senate Representative.
- Host the organization's web site on the KSU server
- Eligibility for awards and recognitions issued by Student Life



Archives for your Organization's Records

First, the student organization should start saving records of its history. Every organization should maintain a binder that contains meeting minutes, flyers for events, brochures, program evaluation forms, pictures of the membership and their activities, a list of officers, any information considered important by the organization.

The University Archives Department preserves the history of KSU by collecting the records of university departments, offices, and organizations. Student organizations can assist in this by sending their historical records to the Archives for preservation. They should keep the previous year's binder for easy reference but information older than one year can be sent to Archives. Contact the Department of Student Life should your organization have items to be preserved.



Leadership Resources

1. **RSD Listserve** – The designated organization contact and Advisors are automatically placed on this email list. The emails contain information on upcoming deadlines and events, policy changes, what student groups are doing and other pertinent information related to student organizations.
2. **Student Involvement Newsletter:** An electronic Newsletter sent by the Department Student Life to communicate policy changes, university events, and important organizational business reminders. Newsletters are emailed the RSD Listserv on the First Friday of each Month, excluding summer.
3. **SOLD (Student Organization Leadership Development) Series** – A Department of Student Life workshop series is held in the fall semester designed to educate RSOs on relevant topics for becoming an effective organization.
4. **KSU Club Directory:** The KSU Clubs Directory is a new, student-run directory that offers visitors a comprehensive list of official student groups and activities. Groups are encouraged to update information on the directory and share event dates to inform the KSU community of organization happenings.



Activities of Interest

The following are some activities and opportunities that occur throughout the year that might be of interest to students or you. For more information on any of these activities please call (770) 423-6280 or visit www.ksuclubs.com

- Annual Mandatory RSO meetings held in August and January
- 2009 Week of Welcome Events during the first week of school
- RSO Activity Fair in August
- Homecoming Spirit Week competition in November 2009
- Cine-KAB Grand Opening in August 2009 (the on campus free movie rental center)
- Applications for Homecoming Court elections due in October
- Greek Week August 17-21
- Pan-Hellenic Sorority Recruitment in August
- NPHC Convocation in September
- September & October SOLD Series Workshops
- Annual Holiday Open House November 2009
- Annual Student Activity Awards in April
- KSU Day & Casino Night Event in April
- Kennesaw Activities Board & Student Government Association Elections in April
- Annual Cubicle Move Out in May



As an advisor, adopt a style that fits you, reflects your perspective and ideas, and allows you to work comfortably with the students. Working with students through their organizations is a wonderful way to assist students in their development and growth while in attendance at the University. You will find it to be a rewarding and enriching experience.



References

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Floerchinger, D. (1992) Enhancing the role of student organization advisors in building a positive campus community. *Campus Activities Programming*, 26(6), 39-46.

Johnson, D.W. & Johnson, F.P.(1991). *Joining Together Group Theory and Group Skills*. Needham Heights, MA: Allyn & Bacon.

Lorenz, N. & Shipton, W. (1984). A Practical Approach to Group Advising and Problem Solving. A Handbook for Student Group Advisers. Schuh, J.H. (Ed.). American College Personnel Association.



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Where Are the Student Life Policies?

The following outline should help you find the information you need to be well informed regarding KSU and Student Life policies and practices.

2009-10 RSO Manual Key:

Student Life Directory.....	7	Constitutions & Bylaws.....	30
Student Life Offerings & RSO Categories.....	8	Officer Transitions.....	31-32
General Provision & Definitions.....	9	Running Effective Meetings.....	33
Award Opportunities.....	10	Program & Event Planning.....	34-35
Recognition, Membership, & Meetings.....	12	Preparing A Budget.....	36
General Notices for RSOs.....	12	Fundraising.....	37
RSO Conduct Code & Disciplinary Procedures... 13-17		Pot Lucks & Food for Sale.....	37
Room Reservations.....	18	Raffles.....	38
Student Organization Responsibilities.....	19	Student Travel.....	39
Annual Re-Registration Procedures.....	19	Hazing.....	40-43
Authorized Representatives.....	20	Crisis Response.....	44
Using the University Name.....	20-21	University Funding for RSOs.....	45
Distribution of Literature/Signs.....	22	About SABAC.....	45-46
Banners & Tables.....	23	Funding from Student Life.....	46
Collection Drive Boxes.....	24	Student Activity Fee Uses.....	46-47
Guest Speakers.....	25	SABAC Funding Request Process.....	47
Film Policy.....	25	Criteria for SABAC Funding	47
Security.....	25	SABAC Hearings.....	48
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Public Assemblies & Amplified Sound.....	26	SABAC Funding Appeals.....	49
Official Capacity & Title IX Status.....	27	Off Campus Bank Accounts.....	49
Accessibility to All.....	28	Organization Responsibilities to Advisor.....	51
Retaining Members.....	29	Effective Advising Tips.....	52



Where Are the KSU Policies?

The following resources should help you find the information you need to be well informed regarding KSU policies and practices.

Quick Guide to 2009-10 KSU Handbook:

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Introduction ▪ Student Success and Enrollment Services ▪ Admissions ▪ Academic Advising ▪ Registrar ▪ Financial Aid ▪ Student Fees ▪ Department of Student Life ▪ Center for Student Leadership ▪ CAPS ▪ Career Services ▪ University Judiciary Program ▪ Student Development Center ▪ Residence Life ▪ Wellness Center

Pgs 38 - 52

Finance & Expense Information ▪ Library ▪ Card Services Center ▪ Bookstore ▪ Global Initiatives ▪ Rideshare

Pgs 52 - 109

Rules & Regulations ▪ Hazing Policy ▪ Student Conduct ▪ Parking & Traffic

Pgs 109 +

Policy & Position Statements ▪ Frequently Asked Questions ▪ KSU Quick Facts ▪ Alma Mater ▪ Index ▪ Students' Creed

Utilized Departments by Student Organizations outside of Student Life:

Business/Financial Services: <https://financialservices.kennesaw.edu/>

Department of Legal Affairs: <http://www.kennesaw.edu/legal/>

Multi-Media Development Group: <https://web.kennesaw.edu/mdg/>

Environmental Health, Safety & Risk Management: http://www.kennesaw.edu/ehs/rm_home.html



REFERENCE NUMBERS

KSU is included in the 10 digit dialing area; prefix for most numbers is 770. When calling a campus extension from off campus, use the following area codes and prefixes: 678-797-2xxx (extensions); 770-499-3xxx (extensions); 770-420-4xxx (extensions); 770-423-6xxx (extensions). A searchable directory and department number listing is available online at <http://ksuweb.kennesaw.edu:80/phone/>

AASA	6712	Housing	770-426-0668
Admissions	6300	Int'l Admissions	3002
Adult Learner Programs	3144	Int'l Student Retention	6443
Alumni Affairs	6333	Intramural Sports (Fitness Ctr.)	3207
Accounting	6084	KAB	6279
Athletics	6284	Library	6202
Biology and Physics	6158	Library Reference	6325
Bookstore	6261	Life Long Learning Center (LLC)	6701
Box Office	6650	Management	6552
Business Advising	6702	Marketing	6060
Campus Dining & Culinary Svcs	6154	Mathematics	6327
Career Services	6555	Math Lab	6044
Campus Operator	6000	Music	6151
Campus Police EMER	6666	Nursing	6061
Campus Police non-emergency	6206	Orientation Programs	6219
Card Services Center	3436	OWL Radio	678-797-COOL
Chemistry	6159	Parking	6506
Collegiate Recovery Center	2538	Political Science	6227
Communication	6298	President, Office of	6033
Computer Lab	6110	Psychology	6225
Computer Help Desk	3555	Registrar	6200
Continuing Education	6765	Residence Life	4388
CSIS	6005	Secondary Education	6314
Cultural and Regional Studies	2431	Social Work and Human Services	6630
Disabled Student Services	6443	Sociology and Criminal Justice	6739
Elementary Education	6121	Sentinel Newspaper, Advertising	6470
English	6297	Sentinel, Editorial	6278
ESOL	6377	Student Fees and Accounts	6419
Financial Aid	6074	Student Conduct & Acad Integrity	3403
First Year Programs	2471	Student Development	6443
First Year and Undeclared Adv.	2860	SGA	6276
Graduate Business & MBA	4622	Student Life	6280
Greek Life	2838	Study Abroad	6336
Graduate Admissions	4377	Student Success Services	6600
Graduate College	6738	Teacher Educ Advisement Ctr	6105
M.Ed Degree Program	6043	Theatre and Performance Studies	3123
History and Philosophy	6294	Visual Arts	6139
HPS	6216	Wellness Center	6394
Health Clinic	6644	Writing Center	6380



Month by Month Organization Management Guide

The following outline should help you to know what to expect the upcoming year.

August

- Review the club constitution and bylaws.
- Review club and university policies

September

- Establish a regular meeting time with the club leadership.
- Attend club meetings as needed.
- Make sure the officers have turned in the Registration Renewal application by the 14th

October

- Around midterms, watch officers' academics. Are they studying and attending classes?
- Make sure your club signs up for Homecoming Events in November
- Be on the lookout for information regarding nominations for Homecoming Court

November

- Participate in Homecoming Events & Student Life Spirit Competitions (8th – 14th)
- Begin discussing with the club leadership what their plans are for the spring semester.
- Be on the lookout for information regarding Holiday Open House for RSOs

December

- Begin to identify future leadership of clubs. Encourage current leaders to prepare other members for leadership roles.
- Meet with officers to evaluate the past semester.

January

- Make sure officers meet the 2.0 GPA academic requirements to be an active member of the organization, and 2.5 GPA for officer positions.
- Make sure officers are enrolled in a minimum 6 hours.
- Remind officers to attend the Spring RSO meeting at the end of the month.
- Review spring semester activities with officers. Encourage them to review plans with the membership.
- Be on the look out for information regarding nominations for Annual Student Activity Awards.
- Be on the look out for RSO Cubicle Applications.



Month by Month Organization Management Guide_(cont)

February

- Talk with your officers about elections for new officers.
- Make sure the officers have turned in required paper work if they did not do so in the fall.

March

- Club officer elections are typically held in March or April. Attend elections.
- Around midterms, keep an eye out that officers are studying and attending class.
- Be on the lookout for information regarding application due dates for Annual Activity Awards Submissions and Cubicle Applications.

April

- Encourage Students to Participate in KSU Day & Casino Night
- Assist with officer transitions.
- Evaluate the year with the students. Discuss strengths and areas needing improvements.
- Begin planning for next year.

Summer (May - July)

- Do a self-evaluation of your role as advisor.
- Update the Department of Student Life of graduates or officer changes
- Encourage groups to participate in New Student Orientation Bash Sessions
- Remind students about the annual August RSD Meeting in the Fall.
- If you and the officers are around in the summer, continue planning for the next year.
- Relax, you earned it!



An Advisor's Role: An Exercise in Communication and Expectations

Sometimes students and advisors have different ideas and expectations of what role the advisor plays in a student organization. This exercise is designed to begin the discussion of the advisors role and involvement in the student club.

Directions:

1. Print out two copies of the exercise. Give one copy to the club officers and one copy to the advisor.
2. Read each statement carefully.
3. The club officers should check off the box which best represents their views on the statement involving the advisor's role. The advisor should do the same on his or her form.
4. After both parties have finished the exercise, they should compare the similarities and differences, and have a discussion around those items.
5. After discussing all of the items, the officers and advisor can create a job description for the advisor based on the similarities they have discovered.

Questions	Agree	Disagree	Not Sure
ATTENDANCE			
Attend all regular meetings			
Attend all officers meetings			
Attend club's campus-wide activities			
Attend club only activities			
MEETING INVOLVEMENT			
Assist in preparing the agenda			
Ability to call emergency meetings of the officers			
During meetings, inform officers and members about possible violations of University policies.			
During meetings, inform officers and members about violations to club constitution and bylaws.			
Provide personal viewpoint during discussions at meetings			
Be quiet at meetings unless asked for input			
Review minutes before they are distributed			
GOAL SETTING PROCESS			
Participate in goal setting process			
Provide feedback to officers on progress toward goals			
Require committees to follow up with advisor on progress towards goals.			

Questions	Agree	Disagree	Not Sure
CLUB DEVELOPMENT			
Coordinate workshops based on topics chosen by the officers			
Research and present leadership development opportunities available on campus			
Explain University policies and procedures to the membership			
Cancel events when advisor believes they are poorly planned			
Instill teamwork, cooperation, and collaboration within the club officers and membership			
Engage in conflict mediation when conflict arises among officers or membership			
REPRESENTATION			
Speak on behalf of the club to the campus community			
Speak on behalf of the club to the general public			
Assist with mediating conflicts with the University administration, other clubs, or other entities			
ELECTIONS			
Attend all elections			
Provide club officers feedback on each candidate			
Count all ballots with non-candidate students			
ADDITIONAL RESPONSIBILITIES			
Receive copies of all official correspondence			
Review and proof all official correspondence before being distributed			
Other _____			
Other _____			



Program Report

Student in Charge:

Phone _____ E-mail _____

Program title

Program date _____ Time _____ Location _____

Presenters/entertainers

Give a brief description of the program.

Was the program effective?

Were the day, time, and location effective? Explain why or why not.

What types of publicity did you use?

Where did funding come from?

What would improve the program?

What would you do differently?

What was the purpose of the program? Did the program meet this purpose?



MANAGEMENT OF DIFFERENCES EXERCISE

Consider situations in which you find that your wishes differ from the wishes of another person. How do you usually respond to such situations?

Below and on the following pages are several pairs of statements describing possible behavioral responses. For each pair, please circle the "A" or "B" statement depending on which is most characteristic of your own behavior. That is, please indicate which of those two responses is more typical of your behavior in situations where you find that your wishes differ from someone else's wishes. In many cases, neither "A" nor "B" may be very typical of your behavior, but please select the response, which you would be most likely to use.

1. a. There are times when I let others take responsibility for solving the problem.
b. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. a. I try to find a compromise solution.
b. I attempt to deal with all of his/her and my concerns.
3. a. I am usually firm in pursuing my goals.
b. I might try to soothe the other's feelings and preserve our relationship.
4. a. I try to find a compromise solution.
b. I sometimes sacrifice my own wishes for the wishes of the other person.
5. a. I consistently seek the other's help in working out a solution.
b. I try to do what is necessary to avoid useless tensions.
6. a. I try to avoid creating unpleasantness for myself
b. I try to win my position.
7. a. I try to postpone the issue until I have had some time to think it over.
b. I give up some points in exchange for others.
8. a. I am usually firm in pursuing my goals.
b. I attempt to get all concerns and issues immediately out in the open.
9. a. I feel that differences are not always worth worrying about.
b. I make some effort to get my way.
10. a. I am firm in pursuing my goals.
b. I try to find a compromise solution.
11. a. I attempt to get all concerns and issues immediately out in the open.
b. I might try to soothe the other's feelings and preserve our relationship.

Management of difference pg 2

12. a. I sometimes avoid taking positions which would create controversy.
b. I will let the other person have some of his/her positions if he/she lets me have some of mine.
13. a. I propose a middle ground.
b. I press to get my points made.
14. a. I tell the other person my ideas and ask him/her for his/hers.
b. I try to show him/her the logic and benefits of my position.
15. a. I might try to soothe the other's feelings and preserve our relationship.
b. I try to do what is necessary to avoid tensions.
16. a. I try not to hurt the other person's feelings.
b. I try to convince the other person of the merits of my position.
17. a. I am usually firm in pursuing my goals.
b. I try to do what is necessary to avoid useless tensions.
18. a. If it makes the other person happy, I might let him/her maintain his/her views.
b. I will let the other person have some of his/her positions if he/she lets me have some of mine.
19. a. I attempt to get all concerns and issues immediately out in the open.
b. I try to postpone the issue until I have had time to think it over.
20. a. I attempt to immediately work through our differences.
b. I try to find a fair combination of gains and losses for both of us.
21. a. In approaching negotiations, I try to be considerate of the other person's wishes.
b. I always lean toward a direct discussion of the problem.
22. a. I try to find a position that is intermediate between his/hers and mine.
b. I assert my wishes.
23. a. I am very often concerned with satisfying all our wishes.
b. There are times when I let others take responsibility for solving the problem.
24. a. If the other's position seems very important to him/her, I would try to meet his/her wishes.
b. I try to get him/her to settle a compromise.
25. a. I try to show him/her the logic and benefits of my position.
b. In approaching negotiations, I try to be considerate of the other person's wishes.
26. a. I propose a middle ground.
b. I am nearly always concerned with satisfying all our wishes.

Management of difference pg 3

27. a. I sometimes avoid taking positions which would create controversy.
b. If it makes the other person happy, I might let him/her maintain his/her views.
28. a. I am usually firm in pursuing my goals.
b. I usually seek the other person's help in working out a solution.
29. a. I propose a middle ground.
b. I feel that the differences are not always worth worrying about.
30. a. I try not to hurt the other's feelings.
b. I always share the problem with the other person so that we can work it out.

Management of Differences Scoring Instructions

Circle the letters below that you circled on each item of the survey.

1.				A		B
2.		B		A		
3.	A					B
4.				A		B
5.		A			B	
6.	B				A	
7.				B	A	
8.	A		B			
9.	B				A	
10.	A			B		
11.			A			B
12.				B	A	
13.	B			A		
14.	B		A			
15.					B	A
16.	B					A
17.	A				B	
18.				B		A
19.		A			B	
20.		A		B		
21.			B			A
22.	B			A		
23.		A			B	
24.				B		A
25.	A					B
26.		B		A		
27.					A	B
28.	A		B			
29.				A	B	
30.		B				A

Indicate total number of items circled in each column:

Competing ___ Collaborating ___ Cooperating ___ Avoiding ___ Accommodating ___

The high score indicates the style you are most likely to use. Other scores show styles with which you may have some comfort. Compare your styles with others. Everyone is different in his/her approach and these differences make organizations dynamic and provide for interesting learning experiences.



ADVISOR'S SELF-EVALUATION CHECKLIST

Please answer the following questions as they relate to your role as a student organization advisor.

- | <u>Yes</u> | <u>No</u> | |
|------------|-----------|--|
| ___ | ___ | I actively provide motivation and encouragement to members. |
| ___ | ___ | I know the goals of the organization. |
| ___ | ___ | I know the group's members. |
| ___ | ___ | I attend regularly scheduled executive board meetings. |
| ___ | ___ | I attend regularly scheduled organizational meetings. |
| ___ | ___ | I meet regularly with the officers of the organization. |
| ___ | ___ | I attend the organization's special events. |
| ___ | ___ | I assist with the orientation and training of new officers. |
| ___ | ___ | I help provide continuity for the organization. |
| ___ | ___ | I confront the negative behavior of members. |
| ___ | ___ | I understand the principles of group development. |
| ___ | ___ | I understand how students grow and learn. |
| ___ | ___ | I understand the principles that lead to orderly meetings. |
| ___ | ___ | I have read the group's constitution and by-laws. |
| ___ | ___ | I recommend and encourage without imposing my ideas and preferences. |
| ___ | ___ | I monitor the organization's financial records. |
| ___ | ___ | I understand the principles of good fund raising. |
| ___ | ___ | I understand how the issues of diversity affect the organization. |
| ___ | ___ | I attend conferences with the organization's members. |
| ___ | ___ | I know the steps to follow in developing a program. |
| ___ | ___ | I can identify what members have learned by participating in the organization. |
| ___ | ___ | I know where to find assistance when I encounter problems I cannot solve. |



This test is an easy and fun way to explore your knowledge of the role of the advisor. You are not expected to know all the answers because Advisors are always learning. Please feel free to visit the Department of Student Life for assistance at anytime.

1. Where is the Department of Student Life located?
2. Where are the Offices/Cubicles of Student Organizations located?
3. What must students fill out before they travel?
4. For Club Advisors: What is the name of the Student Life Administrative Assistant?
5. What is the name of Student Affairs Business Manager?
6. What five numbers does the organization's University account start with?
7. What forms must an organization complete at the beginning of the fall semester?
8. Where are organization mailboxes located?
9. What must a student do to get a check cut to pay for a service?
10. Can members get reimbursed for alcohol which was part of a dinner he/she had with a guest lecturer?
11. How many members does a club need to remain active?
12. What form must students fill out to get funding from SABAC or Student Life?
13. What happens to remaining organization funds in their account at the end of the fiscal year (June 30)?
14. What office must groups get approval from if they want to serve alcohol at an event?
15. How can you get a financial statement for the organization you advise?

16. Who is the person you can contact if the organization wants to have a workshop presented on a leadership topic (i.e. time management, recruitment)?
17. What is the maximum amount of money students can spend to receive a petty cash reimbursement?
18. What is the procedure for an organization to contract with a person or business for a performance, lecture, hotel rental or other off campus service?
19. What five activities must clubs do to maintain their club registration status?
20. Name four advertising methods students can use to publicize their events?
21. Name at least two offices that organizations can reserve space from.