

# Section 5: Organization Development

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**Important note about Bronco E-mail:**

Starting this year, all correspondence from Student Activities & the Student Organizations Office will be sent exclusively to Bronco E-mail accounts. If you do not check your Bronco E-mail regularly, you should forward it to an account you do check. It is simple to do, here is how:

1. From the BroncoWeb homepage, click on **Log In To BroncoMail**
2. Type in your Username and Password
3. Click on the **Options** box in the middle of the help box and the exit box.
4. Click on **Mailbox Management**
5. Forward new messages by typing in your forwarding address in the **Forward to:** box
6. **SAVE** your changes



Photo by Greg Gross

## The Source for Developing an Organization

### Ways to Improve Your Organization

Student organization presidents often talk about the challenges they have with their organizations. Listed below are some basic suggestions on how to alleviate problems and thus improve your organization.

1. **Utilize your advisor.** Chances are your advisor has knowledge, abilities, and talents you are not fully utilizing. Discussing matters with your advisor can provide insight from an objective observer.
2. **Keep in touch with the Student Organizations Office.** The Student Organizations Office was established to help you and your organization. Take advantage of the resources, staff, and workshops available through this office.
3. **Be familiar with *The Source*.** The information or assistance you are looking for may be right in front of you in the six volumes of *The Source*.
4. **Read notebooks and officer manuals for your organization.** If your organization is affiliated with a national organization, the national office may provide officer manuals. Other organizations generally have notebooks for officers that contain helpful information utilized by previous officers. These resources will help you to progress beyond the accomplishments of the previous officers. Without

notebooks or manuals, organizations have a tendency to “reinvent the wheel” or to make the same mistakes year after year. If your organization doesn’t have a manual, start one. It will assist you and the officers who follow you.

5. **Keep records.** After all, isn’t one of the challenges in planning for this year the fact that no one wrote down what was done last year? Ensure the future success of your organization by providing organized records of activities and events with which your group was involved.
6. **Write goals for your organization.** Utilize the Student Activities Office staff members to facilitate goal setting, retreats, or “sit downs” with the officers at the beginning of each semester to develop a plan of action for the organization. Put the goals in writing! Written goals are more likely to be accomplished.
7. **Keep the accounting books up to date.** Review the books often and compare them with the ASBSU Business Office regularly. Mistakes that are caught quickly are much easier to correct. If you are having difficulty with the financial records, ask for assistance.
8. **Plan your meetings.** Answer commonly asked questions, such as:
  - When and where is the next meeting?
  - What are we going to do at the meeting?
  - How long will the meeting last?

Attendance and attitude at meetings will improve if members know something is being accomplished and that their time is not being wasted. A meeting agenda fulfills all of the above needs. (Don’t have a meeting if you don’t need one, but be sure members are properly notified.)

9. **Evaluate.** A program is not complete until it has been evaluated. Find out what your organization’s members think of meetings, activities, and even the job the officers are doing.
10. **Do something!** Many organizations are floundering simply because they don’t plan any activities. Take action on the goals set by the organization. You don’t have to accomplish everything in one year, but be sure to work on several goals. Plan for fun, as well as business.
11. **Ask questions.** Regardless of how overwhelming your challenges may seem, they can be solved. Ask others for input. All decisions are based on your current awareness. By asking questions, you can increase your awareness and are likely to make better decisions. Your



organization's advisor and the Student Activities Office are always good resources for finding answers to your questions.

12. **Train new officers.** If your organization has a plan, utilize it. Many organizations get a slow start in the fall because they have no plan for training new officers. When officers are trained, a group can spend more time working for the organization. If your group does not have a plan, it should develop one. Ideas for developing officer transitions programs are discussed in this volume of *The Source*.

## Recruiting and Retaining Members

### Identifying New Members

Prior to actual recruitment, spend some time with your current membership defining the purpose of your organization and identifying the benefits of membership. It is helpful to be able to tell potential members what your group does and what they will gain from their involvement. Potential members may be found in a variety of ways.

The following are some methods you could use in your search for new members:

- Talk to your friends or people you believe would be interested in the activities of your organization.
- Send out general notices, brochures, and newspaper announcements inviting students to join your organization. Keep notices short and appealing.
- Have each current member be responsible for bringing one new potential member to the next meeting.
- Talk to Resident Advisors in the residence halls. Ask them if they know of students who may be interested in joining your organization.
- If you need students with special talents (for example, artists or musicians) or if your organization's purpose attracts students in certain majors, ask faculty in that department for their advice on potential members. Faculty may even be willing to announce organization meetings in class.
- Participate in the Organization Fairs. The fairs are an excellent way to promote your organization each semester.

### Keeping Those Members

After students have joined your organization, how do you keep them involved? One important task is to keep members interested in the group's projects and activities. Find out what the group is interested in and appeal to those interests.

Remember to delegate responsibilities. Most people will stay motivated when they feel a sense of ownership of projects. Other suggestions for retaining members are:

- Avoid routine task assignments.
- Have a "Member of the Month" recognition award.
- Have social parties.
- Remember birthdays.
- Complete a Boise State University news release when new members join (forms can be found in the Student Activities Office). News Services will send an announcement to the hometown papers of the members of your organization indicating they are now members of your group.
- Issue an appointment letter signed by the club President.
- Have club t-shirts or sweatshirts for all club members.
- Write letters to members' families.
- Remember to say "we missed you" when members are absent from meetings or events.
- Have a recognition dinner to hand out awards at the end of the year. (Combine this with the ASBSU Hall of Fame and Student Organization Recognition Dinner and have your own celebration prior to or following and distribute your own awards.)



### What Members Need

If you want the loyalty and best efforts of members, remember, they need:

- A sense of belonging and knowing they are honestly needed
- A sense of sharing in planning organization objectives
- Goals and objectives that make sense
- Participation in developing the rules
- Expectations
- Responsibilities that challenge them
- Progress
- Information
- Confidence in the leadership of the organization

### Getting to Know One Another

Often it is necessary to help members and guests get to know one another in a fun and enjoyable way. The following section provides ideas on various types of icebreakers that help members learn more about one another as well as liven up meetings and build friendships.

- Have everyone tell his or her favorite joke.
- Send a puzzle piece to each member then have him or her bring the pieces to the meeting to put together.
- Break into pairs and have each set of people interview each other for five minutes. Each person then introduces his or her partner to the group using the information discovered in the interview.

- Pass around a roll of toilet paper or paper towels. Instruct everyone to take as many sheets as they like. Then have everyone give one fact or interesting characteristic of him or herself for every sheet taken.
- Make a bingo card on paper and have each square list something that someone in the group may have done or may be. For example, "I have traveled outside the U.S." At a gathering, hand out the bingo cards. Instruct each member to get the signature of a person who fits a description in one of the boxes. No one can have the same person's name more than once.
- Have everyone pick an Internet chat name that best describes his or her skills and talents. Participants will share their name with the group and tell why they picked that name.
- Each person introduces him or herself using an adjective that begins with the first letter of their first name, such as "Majestic Michael" or "Amazing Ann." Each person in the group repeats all the names.
- Have everyone in the group introduce themselves by naming colors, cars and fictional characters that represent aspects of their own personalities.
- The group leader picks five or six different things that have two to four preferences (political parties, ketchup or mustard, state sports teams). The leader designates sides (or corners) as the gathering places for people who prefer one of these choices. The leader announces, "If you are a \_\_\_\_\_ go to the left. If you are a \_\_\_\_\_ go to the right." After each grouping, have everyone in the group introduce him or herself.
- Provide each participant with a sheet of paper and crayons or markers. Have them draw two lines to create four boxes on their paper. Participants will draw a picture in each area that represents a phase of their life. In the top left, have them focus on significant childhood memories; in the top right box, have them draw something that represents their teenage years; in the bottom left, draw something that represents their current life; and finally in the bottom right, something that represents what they want their future to be. When the drawings are completed, have participants hang them on the wall and share or just walk



around and observe. You might ask one question of each sheet for clarification.

- Using any small object such as a stick, pen, pencil, tennis ball, Koosh ball or small spongy globe, ask an open-ended question (i.e., one that requires more than a “yes” or “no” answer) and pass the item around the circle. Only the person holding the item is allowed to talk; the others listen quietly. Questions might include “Why did you join this group? What do you value about being a member? What expectations do you have of training?” This can be used as a warm-up or a closedown activity. It may take more time than you anticipate, so you may want to allow some flexibility in the schedule.
- Have participants form two lines or circles facing each other. Ask a question of low risk, building up to questions of higher risk. For example, a low-risk question would be “What was your favorite subject in school?” Partners introduce themselves, share answers, then rotate to a new partner. The facilitator asks the next question, building the level of risk: “Did you ever perform a solo, and how did you feel?” or “What was it like the first time you slept away from home and family?” Continue to rotate after each question. Play as long as you have time or until everyone has met.

### **Possible Questions**

- What is your favorite time of the year?
- Tell us about a pleasant family memory from your childhood.
- What was your favorite class or subject in school?
- If you could choose anyone to spend a day with, whom would you choose?
- What is your favorite place to spend time?
- What was your first job, and what is one important thing you learned from it?
- What is something you are eagerly looking forward to?
- What do you remember most about your closest childhood friend?
- What do you remember most about your favorite teacher?
- How do you like to spend your time when you are alone?
- Why did you choose to attend Boise State University?

- What three things are you really good at?
- If you could change one thing about yourself, what would it be?
- Tell us about a personal success that you have experienced and what it means to you.
- What is the biggest challenge you will face this year?
- What do you want to do or accomplish before you graduate?
- What is your impression of this group?

If you need more ideas for icebreakers and other group activities, visit the following websites:

- <http://osa.stanford.edu/eventplanning/icebreakers.shtml>
- <http://www.bbyo.org/bbg/ideas/mixers.html>
- <http://www.nwlink.com/~donclark/leader/icebreak.html>
- <http://www.educationalconsulting.ca/icebreak.htm>

## **Planning Effective Meetings**

An organization meeting is the most important tool for determining the success or failure of your group. As a leader, you can add a spark of enthusiasm to meetings. Remember, the motivation level of your members may affect their participation in meetings. The following suggestions may help to improve your meetings.

### **Prior to the Meeting**

- Give at least one week’s notice of the meeting. Be sure to include the meeting date, time, and location.
- Hold the meetings in an appropriate environment and have a proficient secretary ready to take minutes.
- Develop an agenda similar to the following example, and distribute it to the members at least 24 hours before the meeting.

#### ***Sample Agenda***

1. Opening
  - a. Call to order
  - b. Roll call
2. Secretary summarizes minutes of last meeting (may wish to distribute copies)
  - a. Reports
  - b. Officer reports
  - c. Committee reports
3. Business
  - a. Old business
  - b. New business
  - c. Announcements
4. Program Event



- a. Speaker
  - b. Film or activity
  - c. Open discussion
5. Closing
- a. "For the Good of the Order" announcements
  - b. Adjournment

### **At the Meeting**

- Start on time. Do not reinforce latecomers by waiting for them.
- Give everyone a chance to become acquainted with one another. (In the first meeting or one with new members, find out why they are interested in the organization and the special talents they may have to contribute.)
- Conduct one item of business at a time.
- Encourage all members to contribute to the discussion.
- Solicit and encourage discussion at meetings. Many times these sessions can be the most beneficial part of the meeting.

#### ***Phrases that encourage discussion***

- o "Keep talking, you're on the right track."
- o "How can we get support for it?"
- o "What else do we need to consider?"
- o "How can we build on that idea?"
- o "I'm glad you brought that up!"

#### ***Phrases that discourage discussion***

- o "We've never done it that way before!"
  - o "We've tried that before!"
  - o "It's not in the budget!"
  - o "Let's form a committee."
  - o "That's a stupid idea!"
- If questions are asked or remarks are requested of the president, direct them back to the group. Ask experienced or creative members to respond and seek input from new members. Don't let the president become the focal point all the time.
  - Keep the conversation focused on the topic and directed toward an eventual solution. Summarize the discussion frequently.
  - Delegate responsibilities to the members of the organization. Clearly state the scope, nature and deadlines of each task.

- Be sure expectations are clear and understood.
- Keep your meetings short – within 60 minutes. Members are more willing to attend if they know when the meeting will be over. If you anticipate going beyond 60 minutes, be sure to include that in the agenda or meeting announcement so members can plan accordingly.
- Make some time for social interaction before or after a meeting. This time can be used to help strengthen bonds between members. The most successful organizations are the groups in which the members call one another "friends."

### **After the Meeting**

Ask these questions to help evaluate the effectiveness of the meeting:

- Was the preparation for the meeting adequate?
- Did you or others remember to bring everything to the meeting that was needed?
- Did you have the necessary equipment and was it in good working condition?
- Was important information furnished to members on handouts?
- Did the meeting room physically meet the needs of the organization?
- Did the attendance of members meet your expectations?
- Was the purpose of the meeting clear to all?
- Were objectives of the meeting clearly specified?
- Did the leader introduce the agenda clearly and concisely?
- Did the meeting adhere to the agenda?
- Did the group have enough freedom to work?
- Did the leader exercise the right amount of control when conducting the meeting?
- Did the participants keep their contributions short and to the point?
- Was parliamentary procedure used effectively?
- Was a permissive social climate established?
- Did all members participate?

- Were new members and/or guests welcomed and included in the meeting?
- Did the members reach sound conclusions?
- Did the leader help the group reach consensus?
- Did members clearly understand the decisions that were made?
- How well did the leader handle difficult situations? The talkative person? The quiet person? Conflicts?
- Were plans made to follow-up and tie together the loose ends? How? When? In what manner?
- What three things went well at this meeting?
- What changes could be made to improve the next meeting?

- Only one question can be considered at a time.
- Every member may delegate duties and authority, but retains the right of final decision.
- The organization may delegate duties and authority, but retains the right of final decision, (i.e., committees work through the details and develop the plans, but should report proposals to the membership for their input and approval).
- A presiding officer serves the organization best when she or he remains strictly impartial.

Adapted from *Learning Parliamentary Procedure* by Alice F. Sturgis.

### Parliamentary Procedure Principles

Parliamentary procedure should be used only to the degree that it facilitates a meeting. Its purpose is to help groups reach agreement rather than disagreement. If you keep in mind the basic concepts listed below, you will find parliamentary procedure to be simple, logical, and essential to a well-run meeting.

#### Fundamental Principles

- Parliamentary rules exist to facilitate the transaction of business and to promote cooperation and harmony. It has only one great purpose: to facilitate getting things done.
- The vote of the majority decides. Whenever more than a majority vote is required (i.e., two-thirds), the control passes from the majority to the minority.
- All voting members have equal rights, privileges, and obligations. Every member has the right to propose motions, to discuss them, to oppose, to persuade, to nominate and be nominated, and to vote.
- The minority has rights that must be protected, including the right to be heard, to protect, to seek, to convince, and to understand fully the questions that are to be decided. These rights should never be infringed upon.
- Full and free discussion of every proposition presented for decision is an established right for all.
- The simplest and most direct procedure for accomplishing a purpose should be used.

### Delegation

Effective delegation involves providing others the power to act on behalf of the organization accompanied with responsibility and accountability for results.

Leaders are not expected to do all the work of organizations. Leaders who try get burned out or fail. Learning how to share work is an indispensable skill. Delegation allows more people to be actively involved in projects, distributes the work more evenly, and helps an organization run smoothly.





### **Four Strategies for Delegation:**

1. **Giving:** A job is created and the leader delegates it to a member.
2. **Sharing:** The leader identifies others who may want to help and then gets a commitment from them to complete the task.
3. **Involving:** The leader involves members in developing a project.
4. **Entrusting:** The leader and the organization establish desired outcomes and entrusts members to complete the task.

### **Do's of Delegation**

- Delegate when there is a lot of work.
- Delegate when someone has a particular skill or qualification that would suit the task.
- Delegate when someone asks for a task.
- Delegate when you think a particular member might benefit from the responsibility.
- Follow up and check on progress.

### **Don'ts of Delegation**

- Do not delegate extremely important matters just to be rid of them.
- Do not delegate things that are your specific responsibility.
- Do not delegate things you would not be willing to do yourself.
- Do not delegate a task to someone who does not have the skill to complete the job.

**Get a commitment from those to whom you delegate tasks so they will get the job done.** Discuss the desired outcome and let them use their creativity to complete the task. Thank them publicly when the task is done.

## **Procrastination**

### **Attitudes to Help Combat Procrastination**

- Focus on the future: What will be better after the job is finished?
- Look for the positive. Stop dwelling on the less pleasant aspects of the job.
- Be resilient; mistakes and failures are inherent in success.
- Understand why a task should be done. This helps make a seemingly monotonous or tedious task more acceptable and easier

to visualize the benefits that come from completion.

- Procrastinating hurts more over long periods than the short time associated with doing the task.

### **How to Stop Procrastination**

- Identify several starting points. There is rarely only one right way to begin.
- To get started, do any portion of the job so long as it is a concrete, action step.
- Get help. Work with someone else who will support your efforts to get started.
- Initially, focus less on method, technique or procedure. Focus on your goal and on getting important tasks done.
- Focus on the benefits you will receive immediately upon completing the task.
- Do not worry about fears that lie in the distant future. Focus on issues you need to address today.
- Set priorities daily. Say “no” to tasks that take you off track.
- Do the most unpleasant task first thing in the morning. Prevent buildup of fear and dread.
- Take regular breaks. Big tasks do not have to be done in big chunks of time.
- Give yourself rewards at each step along the way.
- Set a deadline to begin each section of the project and record dates on your calendar.
- Break large projects into little “instant” steps that are quick and easy to do.
- Set realistic performance expectations for yourself.
- Set clear goals for yourself. It is easier to plan and stay focused when potential distractions occur.
- Visualize yourself completing the job successfully.

Source: *50 Ways to Conquer Procrastination* by Odette Pollar, Time Management Systems

## Election Process

One of the most important duties of an organization officer is to see that the transfer of leadership responsibilities is handled efficiently. No organization wants to deal with internal conflicts because of questionable elections. Make sure the process is clear and follows your organization's constitution. Below are some suggestions to assist you in the preparation of your organization's officer elections.

- At least one month before elections, publicize the election meeting to all members.
- Announce available positions at least one or two weeks or meetings before elections. Provide a brief summary of the duties and qualifications of each position (a printed job description can be useful). Outline the election process to the membership and announce the date of election.
- If possible, one week or meeting before the elections, announce the names of the members who have been nominated or are interested. Review election procedures with your members. Ask for additional nominations. Introduce candidates.
- At the election meeting, introduce all candidates and allow each candidate to share his or her ideas and goals for the position.
- Hold elections according to parliamentary procedure and/or constitution.
- Announce the winners.

## Officer Transitions

The transition of officers within an organization is probably the most critical activity for a group and is generally the most neglected. Training new officers directly affects the level of success the organization reaches during the year. Utilize your advisor in the transition process. He or she should run it for the organization. However, if the advisor is unable to run the transition, here are some guidelines to help:

- Introduce the new officers to the advisor, the Student Activities Office staff, and any other resource people. Show them where the ASBSU office and the Conference Services and Catering Office are located.
- Turn over records, notebooks, and handbooks to the new officers promptly.
- Make sure each officer meets with his or her replacement to discuss duties, policies and procedures. Review *The Source* and of-

ficer notebook with the new officers so they know where to find answers to their questions.

- Make sure the treasurer and president visit with the staff in the ASBSU Business Office so they know how and where to handle the financial transactions for the organization.
- Introduce the treasurer and president to your Senate Liaison and FAB Chair.
- Review the requirements for student organizations to retain good-standing status on campus.
- File a new Organization Officer Card with the Student Activities Office promptly.
- Review the services available from the Student Activities Office.
- Discuss the biggest successes and challenges the outgoing officers faced.
- Recommend projects, goals, and changes for the upcoming year.
- Review any other specific information pertaining to your organization (checking accounts, community contacts, national organization).

These are just a few basic ideas for new officer orientation. Although these are simple ideas, the majority of groups fail to cover these basics with new officers. If you are a new officer and you realize you were not properly trained, arrange an appointment with your organization's advisor to set up an orientation.



Photo by Greg Gross

## Handling Internal Disputes

It is common for conflicts to arise within student organizations. Handling conflict provides officers and members a valuable opportunity to learn skills that will come in handy throughout their lives. Whenever possible, it is best for the members to resolve the conflict among themselves without involving outside resources. Tools to assist with this approach are the organization's constitution, by-laws or internal rules, and the organization's advisor or a Student Activities Office staff member. A popular book on the topic of conflict resolution is *Getting to Yes: Negotiating Agreement Without Giving In* by Roger Fisher, William Ury, and Bruce Patton (editor).

If the group needs outside assistance, the best solution is to utilize a professional mediation service. The Student Organizations Program Coordinator can refer you to mediation services on campus or within the city of Boise. These services provide an objective, non-threatening approach to resolving conflict.

If these remedies fail, the next step to resolving the conflict is to take the matter before the ASBSU Judicial Board. The Board typically deals with student organizations when conflicts involve alleged financial misconduct or disregard for the organization's constitution. The complaint must be presented in writing to Student Activities Office to access their services. The Student Activities Office will advise you on the entire process and will forward the complaint to the ASBSU Judicial Board. The Board may provide an opinion on the matter based on the materials presented, as well as on their investigation into the facts.

## Disability Etiquette

The following are some guidelines for preferred etiquette when meeting, introducing, writing about, assisting, working with or sharing the company of a person who has a disability.

### General Behavior

Leaning or hanging on a person's wheelchair is similar to leaning or hanging on a person and is considered annoying. The chair is part of the body space of the person who uses it. Don't hang on it!

When offering assistance to a person with a visual impairment, allow the person to take your arm. This will enable you to guide rather than propel or lead the person.

Treat adults in a manner befitting adults. Call a person by his or her first name only when extending that familiarity to all others present. Do not patronize people in wheelchairs by patting them on the head.

### Conversation

When talking with a person who has a disability, speak directly to that person rather than through a companion who may be along.

Relax. Don't be embarrassed if you happen to use accepted, common expressions, such as "see you later" or "got to be running along" that seem to relate to the person's disability.

To get the attention of a person who is deaf or hard of hearing, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to establish conversation if the person can read lips. Not all persons who are deaf or hard of hearing can lip-read or speak. Those who do will rely on facial expressions and other body language to help in understanding. Show consideration by placing yourself facing the light source and keeping your hands, cigarettes, and food away from your mouth when speaking. Do not shout. Written notes may be helpful in some cases.

When talking with a person in a wheelchair for more than a few minutes, place yourself at that person's eye level to spare both of you a stiff neck.

When greeting a person with a severe loss of vision, always identify yourself and others who may be with you. For example say, "On my right is Penelope Potts." When conversing in a group, remember to say the name of a person to whom you are speaking to give a vocal cue. Speak in a normal tone of voice, say when you move from one place to another, and clearly indicate when the conversation is at an end.

### Common Courtesies

Offer assistance to a person with a disability if you feel like it, but wait until your offer is accepted **before** you help. Listen to and follow any instructions the person may give.

When giving directions to a person in a wheelchair, consider distance, weather conditions, and physical obstacles such as stairs, curbs, and steep hills.

Use specifics such as "left a hundred feet" or "right two yards" when directing a person with a visual impairment.

Be considerate of the extra time it might take for a person with a disability to get things done or said. Let the person set the pace in walking and talking.



When planning events involving persons with disabilities, consider their needs ahead of time. If an insurmountable barrier exists, let them know about it before the event.

### **Portrayal**

Because a disabling condition may or may not be handicapping, use the word “disability” rather than “handicap.” Most deaf people prefer to be called deaf as opposed to hearing-impaired.

Place the person **before** the disability out of respect for the person’s individual uniqueness and worth. Say “person with a disability” or “individual who has a disability” rather than “disabled person” or “disabled individual.”

Because a person is not a condition, avoid referring to an individual by the condition he or she has, such as “post-polio,” “a C.P.” or “an epileptic.” Say instead, “a person who has had polio,” “has cerebral palsy,” “has epilepsy,” etc.

Refrain from using the word “disabled” as a noun, since usage implies a state of separateness or total disability. “The disabled” do not constitute a group apart.

When writing about people with disabilities, choose words that carry positive, nonjudgmental connotations. Avoid words such as the following:

- Victim – say person who has/person who experienced/person with....
- Cripple/Crippled/The Crippled – say person with a disability/individual with a disability caused by or as a result of....
- Afflicted by/Afflicted with – say the person has....
- Invalid (literally means not valid) - say the person who has a disability resulting from or caused by....
- Wheelchair bound – say uses a wheelchair.
- Homebound employment – say employed at home.
- Unfortunate, pitiful, poor, deaf and dumb (deaf is appropriate but dumb is not), cripp, deformed, blind as a bat and any other words or clichés that are judgmental or stereotyping. NO replacements.

Avoid attaching labels to people, with or without disabilities. For example, the word “normal” is acceptable when referring to statistical norms or averages but not as a label for a person who has no disability.

When called on to depict people with disabilities, emphasize achievements, abilities, and individual

qualities. Show people in the least restrictive environment, participating in the mainstream of all aspects of society. Portray people with disabilities as parents, community leaders, employees, consumers, athletes, artists, performers, business owners, teachers, etc.

Whenever possible, depict the typical achiever as well as the more newsworthy super achiever.

Emphasize the uniqueness and worth of all persons rather than the differences between people. Your conscientious efforts can do much to eliminate the “one of them” vs. “one of us” attitude that hampers proper acceptance of individuals with disabilities.

## **Characteristics of Ethical Leaders**

By Eric Harvey, President and Founder, Walk the Talk

- Ethical leaders build values and ethics awareness. They regularly communicate and discuss the organization’s shared values, operating principles and ethical standards, and they make sure they are understood, supported and accepted at all levels.
- Ethical leaders hold themselves and others accountable for ethical behavior. They have a zero tolerance for values violations because they know one bad apple can spoil the barrel.
- Ethical leaders lead by example. They recognize that they earn the right to expect others to perform with integrity when they themselves walk the talk.
- Leaders who walk the talk use the organization’s values and guiding principles to make decisions, whether big and strategic or small and seemingly insignificant. They realize that ethics are displayed in everything we do and that everything we do counts.
- Ethical leaders establish in-synch policies and practices—rules and standards that support the organization’s values and ethics at every level. And should an ethical dilemma occur, they welcome the opportunity to examine and resolve the issue quickly and without fear of reprisal.
- Leaders who walk the talk also provide values and ethics education. They take the



time and devote resources to give employees the confidence and specific skills they need to translate good beliefs into good behaviors.

- Ethical leaders also pay close attention to perceptions—those feelings, opinions and attitudes of their colleagues, their employees and the customers they serve. Most importantly, when it comes to ethics they realize that perceptions are reality.
- Ethical leaders influence steady, incremental change. Emphasis is placed on lots of small improvements in many areas of the organization rather than quick-fix fads and programs-of-the-year.
- Ethical leaders select ethical employees. They use the organization's values and guiding principles to hire and promote these individuals and select only those who believe in these principles and behave with integrity.
- Leaders who walk the talk recognize and reward the ethical behaviors and values-driven practices of others, and they take the time to celebrate these successes.

## **ASBSU Hall of Fame and Student Organization Recognition**

### **ASBSU Hall of Fame Awards**

The ASBSU Student Hall of Fame Awards are given annually to graduating students in recognition of excellence at Boise State University. Alumni who graduated prior to August 2004 are also considered for the Hall of Fame award for their significant contribution to the students of Boise State University.

### **Outstanding Student Organization Awards**

The Outstanding Student Organization Awards were started in 1986 as a way to recognize exceptional student organizations. These awards have been presented to organizations that have shown leadership and involvement in the community and at Boise State University. These awards include the Religious, Greek, Academic/Professional, Honorary, Club Sports, Cultural/Ethnic, Special Interest, New Organization and Student Organization of the Year. Organizations may win only once every three years.

### **Student Organization Advisor Award**

The Student Organization Advisor Award was created to recognize the efforts of those individuals

who have made it possible for the organizations to thrive. Organization Advisors provide continuity and strength to the members. Advisor responsibilities include helping organizations reach their goals, providing a positive working relationship with club members, and demonstrating exceptional dedication and service to the organization. Individuals may win once every three years.

### **David S. Taylor Service to Students Award**

The David S. Taylor Service to Students Award was created in honor of Boise State University Vice President of Student Affairs, Dr. David S. Taylor, whose work with students went above and beyond the call of duty. This award honors the lifetime achievements of an outstanding Boise State administrator, faculty, advisor, alumni, or employee who demonstrates ongoing commitment and dedication to the service of students, student learning outside of the classroom, and to the quality of student life at Boise State University. Nominees must have served for at least five years to be considered. A person may win only once.



### Advisor of the Year Past Winners

- 2004 **Nikki Hampton**  
Alpha Chi Omega Sorority
- 2003 **Dr. Caile Spear**  
Men's Lacrosse Club
- 2002 **Dr. Helen Lojek**  
Sigma Tau Delta
- 2001 **Lisa Jeran**  
Alpha Chi Omega Sorority
- 2000 **Marvin Gabert**  
Construction Management Association
- 1999 **Jason Schock**  
International Student Association
- 1998 **Dr. Kevin Learned**  
College Entrepreneurs Organization
- 1997 **Micheal Baltzell**  
Theatre Majors Association  
**Dr. Mary Stohr**  
Alpha Phi Sigma
- 1996 **Marshall Most** & **Dr. Helen Lojek**  
Pi Kappa Delta & Sigma Tau Delta
- 1995 **Dr. Susan Bates**  
Beta Alpha Psi
- 1994 **Andrea Pomerance**  
Student Nurses Association
- 1993 **Dr. Margie Cook**  
Black Student Union
- 1992 **Dr. George Thomason**  
Guitar Society
- 1991 **Dr. Sherman Button**  
Physical Education Majors & Minors Club
- 1990 **Dexter King**  
Rodeo Club
- 1989 **Dr. Gundars Kaupins**  
Human Resource Management
- 1988 **Marvin C. Gabert**  
Construction Management Club
- 1987 **Larry Irvin**  
Alpha Kappa Psi

### Student Organization of the Year Past Winners

- 2004 **Kappa Sigma Fraternity**
- 2003 **Student Alumni Association**
- 2002 **Women's Lacrosse Club**
- 2001 **St. Paul's Catholic Student Group**
- 2000 **Student Nurses Association**
- 1999 **Organización de Estudiantes Latino-Americanos**
- 1998 **Pi Kappa Delta**
- 1997 **Theatre Majors Association**  
**Organización de Estudiantes Latino-Americanos**
- 1996 **Sigma Tau Delta**  
**Hui-O-Aloha**
- 1995 **Alpha Kappa Psi**
- 1994 **Beta Alpha Psi**
- 1993 **Alpha Kappa Psi**
- 1992 **Organización de Estudiantes Latino-Americanos**
- 1991 **Organización de Estudiantes Latino-Americanos**
- 1990 **Physical Education Majors & Minors**
- 1989 **Black Student Union**
- 1988 **Circle K Club**
- 1987 (none)
- 1986 **Beta Alpha Psi**