Section 5: Organization Development

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The Source for Developing an Organization

Ways to Improve Your Organization

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

- 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 seven sections 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 Activi-



- ties 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 section 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 next 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, who would that person be?
- 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 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 Web sites:

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

Online Community Information

Using Online Communities to Promote an Organization or Event

Online sites such as **MySpace** and **Facebook** offer innovative and cutting edge technology to promote your organization and its events. Facebook requires that the member have an **.edu** email account in order to join the community, but MySpace does not have that requirement. Both sites are hugely popular, with Facebook having a few more restrictions on who can join.

In MySpace, users can post bulletins to advertise their events. Bulletins allow all the "friends" you have approved and linked to your site to receive the same notice at the same time. You can also go to more popular Web sites and post an event in their comment section so that an even larger crowd is able to see a promotion.

"Evites" are also an effective and fun way to promote activities. Evites send each of your members an electronic invitation that you can custom make online, and asks them to RSVP. Members who receive this can accept or decline the invitation and they can also post comments about why they can or cannot attend. Evites also put your event on a list where others who may not be linked to your site can find the event. You have the control of allowing anyone, or just your friends, to see and respond to an event.

Facebook has "banners" one can purchase to advertise an event. For \$5.00 per day, you can create a banner with all the information about an event and send it to all your network affiliations. The banner will be displayed 10,000 times during the one day period and it will go to everyone who is affiliated with your network. If you have Boise State University as your network, the banner will be displayed to all who have an account and are students at Boise State. Posting the event on your page with a photo jpeg is another way visitors to your page can find out about what you have going on

"Blogging" is a more in-depth look at an event, if you choose to write a more detailed description or story about it. MySpace has a blogging area where you can write about the event, post pictures, then send a bulletin asking people to click on a link that will take them directly to your blog. Facebook does not offer a blogging section.



As with all online activity, you should take caution and protect yourself and your organization from modern technology invasions. Be aware of the information that you post, and be aware of who you approve to access the information you have available on your site. Each site has its set of privacy controls that you should be familiar with so that you can minimize negative incidents. You should also become familiar with student code of conduct polices, so that you will not be posting or allowing others to post information on your site that violates this code. This interactive technology is very popular and many students who may be potential members of your organization will have personal sites.

Make sure the material on the sites you choose to link to also carry the standards and values of your organization. Be aware, today's employers, internship directors and other organizations do searches on organizations' and individuals' online sites and the information that sometimes get posted as jokes can come back to haunt you in your professional career and personal life. Online communities are great new areas to pioneer. Please use common sense and care as you do so.

Safety Considerations

With the increased popularity of sites like MySpace.com and Facebook.com, it is more important than ever for students to take precautions to keep their identity secure. Here are some tips:

General Guidelines

- Be aware of the scope of the Web; even "secure" sites can easily be hacked, so information you post is essentially open to the public
 - Even if a site is only available to the Boise State University community, that's still a lot of people.
- A good rule: Only post information you could show your grandmother!
- Create complex passwords and make sure they are unrelated to any of the information you have posted (i.e. not your birthday).
 - Not all Web sites require this level of security in passwords, but it's still a good idea to follow this quideline.

Create Your Records Profile

 When filling in the personal details for your profile, consider posting only information already available in the public domain.

- Just because there is a field for information does not mean you have to fill it in.
- Friends can always email you to ask for more information.
- Post general information rather than specific details. Examples:
 - Birthday = September 19 (leave out the year)
 - Address = Boise, ID (leave off Residence Hall and room number)
- Consider your family's privacy preferences as well as your own; they may not want their address and phone number posted online.
- Be aware of the image your responses project to a future employer, a relative or an administrator (yes, they can see it too).
 - Listing your job type as "Waste of Space" does not bode well for future interviews.
 - You can change your privacy settings on Facebook and MySpace to keep your identity safe.

The default setting for most of these sites is to make all your information available to everyone. Limiting the information you make visible is important for protecting yourself on the Internet.

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?

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.
- 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.

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 experience burnout or failure. Learning how to share work is an indispensable skill. Delegation allows more people to be actively involved in projects, allows for even distribution of the work, 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.

Dont's of Delegation

- Do not delegate extremely important matters just to be rid of them.
- Do not delegate tasks that are your specific responsibility.
- Do not delegate tasks 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 manage it for the organization. However, if the advisor is unable to manage 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 officer 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.

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, bylaws 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 the 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 information provides 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 lipread or speak. Those who do will rely on facial ex-

pressions 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), crip, 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 valuesdriven practices of others, and they take the time to celebrate these successes.

Leadership Programs at Boise State

The Student Leadership Program (SLP) serves as the University-wide leadership clearinghouse in order to develop leadership skills, knowledge and abilities in Boise State students via leadership training, leadership education and leadership development.

The SLP consists of three components:

- 1. Curricular programs including academic leadership development courses for credit.
- Co-curricular programs including Leadership Quest and Student Leader Summit, Civic Leadership Residential College, Wilderness Quest and more.
- 3. Recognition programs include awards, scholarships and the Founders Leadership Society.

The SLP also assists all departments and student organizations that provide leadership opportunities on campus. The SLP adopts the Social Change Model of Leadership Development as the primary theoretical framework for all its programs.

Social Change Model of Leadership Development

Key Assumptions

- Leadership is concerned with affecting positive change on behalf of others and society to make the world a better place.
- Leadership is collaborative.
- Leadership is a process rather than a position.
- Leadership should be value-based.
- Leadership is inclusive of all students (not just those who hold formal leadership positions).
- Leadership should be service-oriented; not power-oriented.

Goals of Social Change Leadership

- 1. Develop self-knowledge: understanding of one's talents, values and interests, especially as these relate to your capacity to provide effective leadership.
- 2. Develop leadership competence: the capacity to mobilize oneself and others to serve and to work collaboratively.

The Seven Cs

Values are at the core of this model. The model proposes to foster the development and implementation of seven values that are held to be essential to the practice of leadership for social change within the three different levels:

- 1. **Consciousness of Self** and others through self-reflection means being aware of the values, emotions, attitudes and beliefs that motivate one to take action, including how one understands others.
- 2. Congruence means thinking, feeling and behaving with consistency, genuineness, authenticity and honesty towards others. Congruent persons are those whose actions are consistent with their most deeply-held beliefs and convictions. Clearly, personal congruence and consciousness of self are interdependent.
- 3. Commitment implies passion, intensity and duration. It requires a significant involvement and investment of one's self in the activity and its intended outcomes. It is the psychic energy that drives collective effort. Without commitment, knowledge of self is of little value. And without adequate knowledge of self, commitment is easily misdirected. Congruence, in turn, is most readily achieved when the person acts with commitment and knowledge of self.
- 4. Collaboration means working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust. Collaboration multiplies group effectiveness by capitalizing on the multiple talents and perspectives of each group member and on the power of that diversity to generate creative solutions and actions.



- 5. Common Purpose is to work with shared aims and values. It implies the ability to engage in the collective analysis of the issues at hand and the tasks to be undertaken. It requires all members of the group share in the vision and participate actively in articulating the purpose and goals of the leadership development activity.
- 6. Controversy with civility recognizes two fundamental realities of any group effort: differences in viewpoint are inevitable and valuable, and such differences must be aired openly but with civility. Civility implies respect for others, a willingness to hear each other's views and the exercise of restraint in criticizing the views and actions of others. This is best achieved in a collaborative framework and when a common purpose has been identified. Controversy (conflict, confrontation) can often lead to new creative solutions to problems, especially when it occurs in an atmosphere of civility, collaboration and common purpose.
- 7. Citizenship describes the nrocess whereby the individual and the collaborative group is responsibly connected to the community through the leadership development activity. To be a good citizen is to work for positive change on behalf of others and the community. Citizenship thus acknowledges the interdependence of all who are involved in, or affected by, these efforts. It recognizes that the common purpose of the group must incorporate a sense of concern for the rights and welfare of all those who might be affected by the group's effort.

Change is the "hub" which gives meaning and purpose to the seven Cs. Change is the ultimate goal of the creative process of leadership—to make a better world and better society for self and others.

Source: Helen S. Astin and Alexander W. Astin (1996). Higher Education Research Institute—University of California, Los Angeles.

ASBSU Hall of Fame and Student Organization Recognition

ASBSU Hall of Fame Awards

Revised in 2006, the ASBSU Student Hall of Fame Awards are given to one student in each of the eight categories of student organizations, in recognition of excellence. These awards are presented in conjunction with the ASBSU Inauguration.

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. These awards include the Academic/Professional, Club Sport, Cultural/Ethnic, Greek, Honorary, Religious, Special Interest and Student Organization of the Year. Organizations may win an award 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.

Marj Billings Award

The Marj Billings Award is named for a woman whose selflessness and commitment to the student body, even in the midst of her own personal turmoil, knew no bounds. Marj's selflessness is



summarized in this quote from Galatians, 6:9: "And let us not be weary in well doing, for in due season we shall reap, if we do not lose heart." The honor is presented to a student who is always ready to assist others, who does not seek reward for his or her work, who is of high moral character, and who looks out for others above his or her own interest. Someone who is good-hearted, trustworthy and humble is most deserving of this honor. Nominees may not have won this previously.

Marj Billings Awards Past Winners		
2007	Maria Rollins, VSB Director	
2006	Jenna Clark, Women's Center	
2005	Seth Merritt, Recycling Coordinator	
2004	Kara Fink, VSB Director	
2003	Amy Ulappa, Resident Advisor	
2002	Brooke Baldwin, ASBSU Senator	
2001	Matt Stokes, ASBSU Lobbyist	
2000	Sheila Newman, ASBSU Chief Justice	
1999	Jaime Thompson, SPB Performing Arts	
1998	Jade Riley, ASBSU Lobbyist	
1997	Matt Bott, ASBSU Senator	

David S. Taylor Service to Students Past Winners

2007	Dr. Jim Nicholson
2006	Dr. Helen Lojek
2005	Ms. Margie Van Vooren
2004	Dr. Richard Payne
2003	Mr. Robert Meyer
2002	Ms. Tam Q. Dinh
2001	Ms. Gypsy Hall
2000	Dr. Sherman Button
1999	Mr. Richard Rapp

Advisor of the Year Past Winners

2007	Dr. Caile Spear
	Men's Lacrosse Club
2006	Dr. Andrew Giacomazzi
	Alpha Phi Sigma, Criminal Justice Honor
	Society
2005	Karen West
	Alpha Xi Delta Sorority

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



Student Organization of the Year Past Winners

2007	Construction Management Association
2006	Delta Beta Nu Sorority
2005	Society of Hispanic Professional
	Engineers
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