CHAPTER 3

Roles and Functions of Advisers

In this chapter we identify the qualities, skills, and knowledge you will find essential in your routine work with student groups and organizations. We provide information about constitutions and the various roles you will adopt or work with as an adviser: mentor, supervisor, teacher, leader, and follower. We also discuss at length a critical aspect of advising, namely, motivating students. Throughout the chapter, we have provided examples of forms, schedules, and case studies to use for training and for maintaining the group.

Constitutions

The constitution is the most important organizational document. It gives the organization and membership purpose, direction, and guidance. The document is not intended to be static; rather it should be reviewed periodically so that it fits the need of the contemporary student group. The language should be clear and concise, leaving little to interpretation. Depending on the complexity of the student organization, the constitution may be only one page in length. More complex organizations have fifteen- to twenty-page constitutions. Whether an organization is new and in the process of creating a constitution, established and undertaking a periodic review of its constitution, or established and reviewing the constitution for the first time in twenty years, the organization's

constitution must include several important components, as shown in Exhibit 3.1.

Whether an organization is framing or revising a constitution, several issues should be considered by the organization's leaders. First, the constitution should include all the elements required by the campus office that registers student organizations. Second, if the organization is the custodian of a foundation account, scholarship, or fellowship funds, there should be information about how funds will be distributed if the organization is dissolved. Third, a constitutional committee should be identified by the organization's president to review the document periodically. Fourth, the adviser should meet with the committee to provide historical perspective and advice on legal or financial matters, and to listen to discussion. Finally, the constitutional approval process should be reviewed by the committee to gain an understanding of the time involved for constitutional approval. This process can vary from campus to campus, but in most cases the constitution is approved by a committee, presented to the membership, and adopted by a two-thirds vote of the membership. The constitution then is sent either to the student activities office or to whatever campus organization registers student organizations, where it is kept on file. As adviser, you should have a copy of the constitution and should review it at least annually to stay informed as to its contents.

Adviser Roles

You must play numerous roles while working with individual students and student organizations. Naturally, you will be most comfortable in the role with which you are most familiar; however, you must understand that although comfort in a specific role may diminish your sense of needing to know about other roles, student groups and organizations will continually challenge you to assume and work with various roles depending on you or your situation. If you understand the variety of roles, take time to practice techniques associated with the various roles, and work with student groups and organizations to reach a collective agreement as to your limitations and expectations of the roles, you will be much more effective in your work with student groups. Let us look now at these essential roles.

Mentor

Faculty and staff members who have worked with student groups and organizations can identify many students who attribute their

Exhibit 3.1. Elements of a Constitution

Constitution of the _____ club of _____

Article I: Name

Section 1: The name of this organization shall be _____
_____.

Article II: Purpose

Section 1: The purpose of the _____ club is to _____
_____.

Article III: Officers

Section 1: Officers serving as the Executive Board shall be the President, Vice President, Secretary and Treasurer.

Section 2: The term of office for Executive Board members shall be one year or until their successors are elected.

Section 3: Executive Board members must be in good standing with the institution.

Section 4: The Adviser shall be a member of the institution's faculty or staff. The Adviser has no vote in the organization.

Article IV: Membership

Section 1: Membership is open to any student. [The sections for this article will vary according to the particular needs of the organization.]

Article V: Election of Officers

Section 1: Election of officers will occur at the last meeting of the spring term.

Section 2: Each member in attendance at the last meeting of the spring term shall be accorded one vote per office.

Section 3: All elections will be held by secret ballot.

Section 4: A simple majority vote will constitute an officer election.

Article VI: Meetings

Section 1: All meetings will be held on the second and fourth Tuesday of each month at a time and place to be determined by the organization.

Section 2: All members must attend a majority of the meetings held during the year to be eligible to vote at officer elections.

Article VII: Amendments

Section 1: Amendments to this constitution shall be adopted by a two-thirds vote of the members present at a regular meeting following the meeting at which the proposed amendment was distributed.

success to the relationship they have developed with their adviser. This relationship may continue for many years. Mentoring can be defined as a one-to-one learning relationship between an older person and a younger person based on modeling behavior and on an extended, shared dialogue (DeCoster and Brown, 1982).

The mentor can be characterized as a person having (1) a knowledge of the profession; (2) enthusiasm for the profession and its importance; (3) a genuine interest in the professional and personal development of new professionals; (4) a warmth and understanding in relating to students and staff in all types of settings; (5) a high yet achievable standard of performance for self and others; (6) an active involvement in and support of professional associations; (7) an honest emotional rapport; (8) the available time and energy to give freely to others; (9) the time to stimulate others to extend themselves intellectually, emotionally, and professionally; (10) the initiative to expose others to a select but broad-based network of professionals who can help with development of the new professional; and (11) the care to guard young professionals from taking on too much too soon in their career.

Odiorne identifies five qualities that characterize good mentors (adapted from a citation in Schuh and Carlisle, 1991, p. 505):

- Good mentors have been successful in their own professional endeavors.
- Good mentors behave in ways worthy of emulation.
- Good mentors are supportive in their work with subordinates. They are patient, slow to criticize, and willing to work with those who are less well developed in their careers.
- Good mentors are not afraid to delegate tasks to colleagues and are not threatened by others who exhibit talent and initiative. They provide support for protégés who have been unsuccessful and provide plenty of praise for those who have been successful.
- Good mentors provide periodic, detailed, and honest feedback to the protégé.

Boatman (1986) suggests that student leaders can play an integral role in developing the environment in which an effective peer mentoring relationship can take place. This relationship allows students to direct the leadership development of their peers. Peer mentoring relationships can serve as a supplement to the more traditional adult-protégé relationships on campuses.

Exhibit 3.2 is a mentor activity that you can use with students to assist them in identifying mentors. You can use the form with

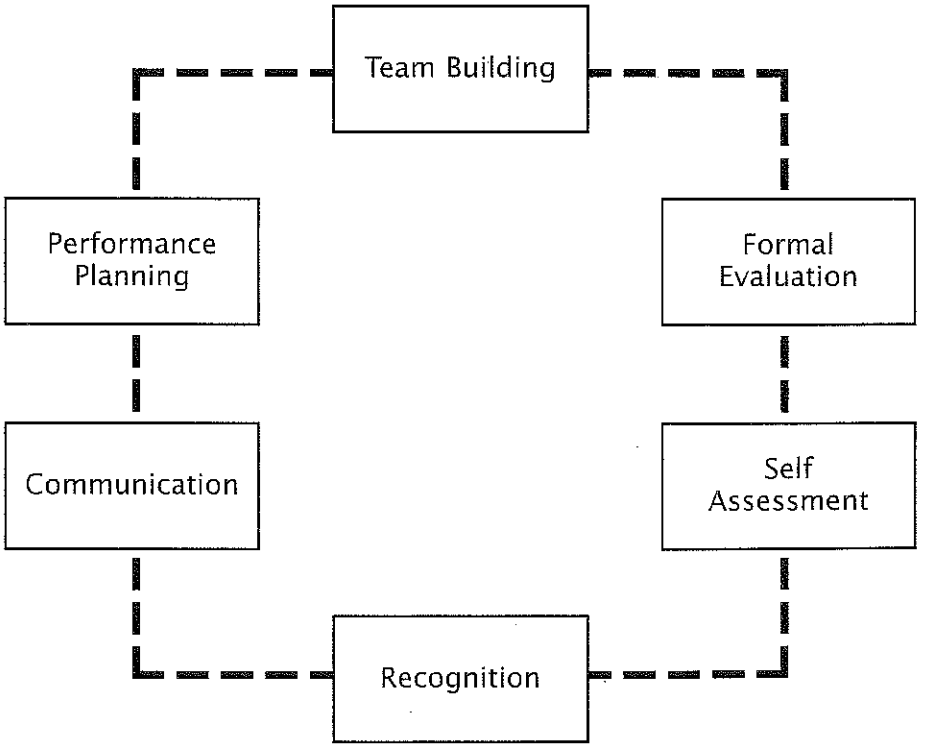
individuals or with several organization members, with the executive board, or as an adviser training activity. Exhibit 3.3 is a case study about mentoring. You can use this progressive case study with executive boards, representative bodies, or advisers.

Supervisor

Although some writers would disagree (for example, Kowalski and Conlogue, 1996), we believe that there are far more similarities than differences between advising and supervising. Dunkel (1996) identifies the components of a supervisory cycle (see Figure 3.1); many of these components are transferable to effective advising. The six stages of the supervisory cycle are team building, performance planning, communication, recognition, self-assessment, and evaluation.

Team Building. In team building, your role is to work with the president and executive board soon after their appointment or

Figure 3.1.
The Supervisory Cycle



Source: Jardine, 1996; Carr, 1995. Used by permission.

election. Team building establishes relationships that will enhance the ability of the organization's leadership, members, and adviser to work together. It is important for you to understand your strengths and weaknesses, work styles, and relationships with authority, and any intervening variables that affect your ability to work. Student leaders need to understand their pressures, strengths and weaknesses, work styles, goals, and ability to feel empowered, and any circumstances that affect their ability to work. A meeting between you and the student leaders to identify and discuss these factors will help establish a relationship of open communication and understanding. Exhibit 3.4 is a teamwork activity that executive board members can use to generate and discuss techniques to improve the symptoms listed.

A team-building retreat or workshop is essential. Teamwork does not occur by accident. It is intentional, genuine, and active. In the interest of saving space we will use the terms *retreat* and *workshop* interchangeably, although we recognize that there are some inherent differences between the two. Student organization leaders can work with you to plan a productive retreat.

To begin the workshop process, the planners need to identify the desired outcomes of the activity: Are they to be focused on socializing, formulating a strategy or plan, discussing membership recruitment (Blank and Kershaw, 1993), or something else? Second, planners should identify a location that provides a special environment. Finding a location away from campus and free of interruptions is vital to a productive retreat. Camps, conference centers, or rustic inns that charge modest fees can usually be found a short distance from many campuses. Third, planners need to build in a structure for the retreat. The environment will provide an informal, comfortable setting; a schedule that allows for time on task, breaks, meals, and casual free time will provide the needed structure. Fourth, you and the officers need to identify each person's roles and responsibilities. Identifying the facilitator of activities and the coordinators for meals is important in preparing for the retreat. Planners should also consider using a team-building activity early in the retreat schedule. The environment and atmosphere of working together away from campus will accomplish part of the team-building process, but intentional team-building activities will enhance the outcome.

You and student leaders also need to consider what will need attention following the retreat. For example, how can the value of the workshop be extended for the next weeks and months? Goals, schedules, or plans need to finalized and distributed by the planner. Notes ought to be sent to the participants thanking them for

their involvement and interaction; these notes are a good way of extending the value of the workshop back to the campus.

We have already mentioned that planners need to choose a facilitator for the retreat. One good strategy is to use an individual from outside the organization as a facilitator. This person will need to have strong facilitator skills and possess a knowledge of the organization, and he or she should be a person who can challenge the organization to develop plans consistent with the purpose of the retreat. A person from outside the organization can be a different, expert voice, someone who can introduce new activities or processes to meet the retreat's goals.

Performance Planning. The second stage in the supervisory cycle is performance planning. Performance planning includes writing position descriptions, determining and listing expectations, and setting goals.

Each of the executive and key leadership positions in the organization should have a position description. Exhibits 3.5 through 3.9 are examples of position descriptions for the president, vice president, secretary, treasurer, and adviser. You should participate in an open discussion of these position descriptions immediately following the appointment or election of students to these positions. This initial meeting should include a discussion of adding or deleting elements of the position descriptions for the time of appointment or election. The position descriptions should then be agreed on and signed, and all officers should receive copies. From time to time during the year, the position descriptions should be reviewed in individual and group settings.

Another aspect of performance planning is setting expectations. Expectations can be generated and agreed on by several different groups. The institution may have a list of expectations for the adviser, including attending organizational meetings, meeting weekly with the president of the organization, meeting weekly with the executive officers of the organization, attending adviser training sessions, attending conferences, attending programs and events organized by the organization as often as possible, and learning the traditions and history of the organization. Expectations of the adviser also can be generated by the organization's members. These expectations might include providing occasional meals, attending the various meetings, being available, serving as a resource, or acting as a liaison to the administration. In addition, you can generate a list of expectations for the organization's members that might include informing you of decisions that are made, providing open and honest feedback, balancing their academic work with their activities, not expecting you to attend all events

Exhibit 3.9. Adviser Job Description

The following represent duties for which an organization adviser might be responsible:

- Meet weekly with the organization's president
- Meet weekly with the executive board
- Attend all organization meetings
- Give a report during the organization meeting
- Keep the executive board informed on institutional matters
- Maintain a relationship with institutional accounting
- Audit finances with the treasurer
- Attend and advise delegations during trips to conferences, business meetings, and so on
- Provide developmental activities to the executive board to assist in developing group cohesiveness
- Assist the organization with election concerns
- Respect and encourage all organizational functions
- Provide a background history and insight to the organization
- Maintain a history of the organization
- Hold a goal-setting meeting for the executive board
- Coordinate an executive board retreat annually
- Assist with risk management decisions

and activities, assisting with leadership development of the organization's members, or asking for help. The lists of expectations should be developed early in your year of duty with the students. These expectations should be discussed openly, agreed to, and reviewed periodically.

One other consideration in performance planning is goal setting. Goal setting can be completed for the organization by the president and executive board, with your assistance. Goal setting for the year is important for knowing what work will be required at various times of the year, what positions will need to be filled and the subsequent training involved, or what finances will be committed. Goal setting also can be accomplished for individual events, activities, and projects.

The process of setting goals involves some key ingredients. Goal statements must be measurable and realistic, and they must include a time period for attainment. Setting goals that the organization cannot attain can lead to frustration and a sense of underachievement by the students. Each goal statement should be

followed by a set of objectives and an action plan for achieving each objective. An example of a goal statement, a set of objectives, and action plans is shown in Exhibit 3.10.

Communication. The third stage of supervision that includes transferable knowledge for an adviser is regular communication and feedback. Communication is both verbal and nonverbal.

The actual words in verbal communication carry only a portion of the intended message. "A psychologist devised this message: Of the total impact of a message, 7 percent is verbal (word choice), 38 percent is vocal (oral expression), and 55 percent is facial expression" (St. John, 1985, p. 40). Students' posture, gestures, facial expression, hand and foot positions, and dress carry nonverbal messages. St. John (1985) concludes: (1) if a person is kept waiting for a meeting, the communication is one of a negative, disrespectful attitude; (2) the arrangement of furniture should not create obstacles to communication; (3) the surroundings should

Exhibit 3.10. Sample Goal Statement

Goal: To increase sorority chapter membership by 20 percent within the first two months of next year's fall term

- Objective: To create a publicity campaign informing students about the chapter
  - Action plan: To send chapter representatives to summer orientation programs to talk about chapter activities
  - Action plan: To have the membership chair meet with the student activities graphics office staff to develop a membership recruitment brochure by November 1st
  - Action plan: To have the chapter publicity director send weekly public service announcements to the campus newspapers between September 1st and December 1st
- Objective: To develop an agreement with the on-campus housing office to release contracts of students wanting to live in the chapter house
  - Action plan: To have the chapter president secure copies of other campus agreements by September 1st
  - Action plan: To have the chapter president and membership chair meet with the director of housing by September 10th
- Objective: To develop a database of all chapter alumnae
  - Action plan: To have the membership chair take old chapter rosters to the alumni office to access addresses by September 30th
  - Action plan: To have the membership chair meet with the chapter technology chair to develop a database program by October 1st

be attractive and well maintained; (4) the proximity of the speaker and listener should be relatively close to give a welcoming feeling; (5) a person's posture can convey several messages such as energy, interest, confidence, or approachability; (6) gestures convey attitudes (for example, open palms are welcoming, a clenched fist, threatening); (7) facial expressions are clear indicators of interpersonal attitudes: for example, lack of eye contact expresses disinterest, nodding the head expresses approval, shaking the head expresses disagreement, and peering over one's glasses expresses skepticism; (8) the use of one's hands and feet convey messages: for example, a foot tapping on the floor indicates impatience, and crossed arms are a barrier; (9) the use of silence can serve to emphasize a point or can be sensed as boredom; and (10) voice characteristics convey emotions and attitudes: for example, speaking loudly can indicate anger, speaking quickly may indicate impatience. You can work with students to help them understand these aspects of nonverbal communication by videotaping exchanges and showing them while offering feedback. You also can use the communications activity found in Exhibit 3.11 to emphasize the importance of nonverbal communication. You can use this activity with any number of participants if the room has adequate space.

You need to be knowledgeable about several written forms of communication, including memos and letters, agendas, minutes, and resolutions. Students need to document their decisions and planning; the memos and letters they write create a record that can be used for planning specific activities, documenting phone calls, planning the year's calendar, or providing copies to individuals to inform them of happenings. Exhibit 3.12 is an example of a memo sent by a student to a vice president for student affairs. Memos should be written on the organization's letterhead if it is available; computer-generated letterhead is now very easy to create. The memo should always identify who is to receive copies.

As the organizational leaders plan for their regularly scheduled meetings, the president, working with the secretary, will generate an agenda for the formal meeting. The agenda, the "map" that will be followed during the meeting, is agreed on by the organization using proper order and is facilitated by the president. Exhibit 3.13 is a sample organizational agenda. During the meeting, the secretary takes minutes of the general discussion and the decisions agreed on. These minutes should report the money spent, the individuals who introduced motions and those who seconded them, dates of activities, and any other pertinent information that would benefit the organization. Minutes need not be a word-for-word transcription of the meeting; a summary will suffice. An example of a set of organizational minutes is shown in Exhibit 3.14.

Exhibit 3.12. Sample Memo

DATE: September 10, 1996

TO: Dr. Chris Smith
Vice President for Student Affairs

FROM: Mark Stone, President
Campus Debate Club

RE: Speaking at meeting

Dr. Smith, per our telephone conversation of September 8, 1996, I would like to formally invite you to speak at our October meeting. As we discussed, you would speak about your thoughts regarding leadership development and transferable skills.

Our meeting will be on Thursday, October 24, 1996, at 7:00 p.m. in the Student Union, room 282. We invite you to come at 6:30 p.m. to participate in a reception in the same location if you wish.

We look forward to your visit with us. Please contact me if there is anything I can do for you prior to the meeting.

cc: Wayne Parks, Chair, Department of Communication
Mary Armstrong, Campus Debate Club Adviser
File

Depending on the organization, the executive board will need to decide whether to use parliamentary procedure, an adaptation of it, or another approach to formatting the formal meeting. When an organization with a large representative group meets or when an organization needs to maneuver through a lengthy agenda, parliamentary procedure can assist the president in keeping order. Parliamentary procedure allows all members the opportunity to participate in discussion, debate, and decisions. Your understanding basic parliamentary procedure is essential, particularly if the organization actively uses it. *Robert's Rules of Order* (Robert, 1996) provides detailed information on all aspects of the rules of order. Exhibit 3.15 summarizes how different motions are handled.

Organizations possessing clear and defined purposes are willing to take a stand or position on a specific issue. Communicating these positions to the institutional community may be conducted verbally or by way of a memo. A more formal document for expressing the organization's position is a resolution, a sample of which appears in Exhibit 3.16.

Organizations increasingly are relying on electronic communication: they use e-mail to notify members of meetings, activities, and changes in calendars; they use electronic voting in student senate meetings and ask for feedback on proposals; they maintain rosters and establish organization home pages to inform a wider population about their activities.

If an individual member establishes a home page or discussion list, the organization needs to address who will maintain it once the individual leaves. Maintenance of a home page is the responsibility of the organization.

Many organizations maintain discussion lists of individuals who share interests. Numerous discussion lists are available for Greek organizations, student governments, residence hall associations, and honors organizations, to mention a few. Members should use the technology available that will best assist them in communicating their needs, wishes, and desires.

Recognition. Recognition is the fourth stage of the supervision flowchart that you can use in your work with students. As a faculty or staff member advising an organization, you will participate in many conferences with individual students. These students may express a wide range of emotions; you need a knowledge of student emotions, characteristics, and backgrounds to respond effectively in unexpected situations. Exhibit 3.17 will help you identify your responses to emotion.

Some situations require documenting the incident for your protection and for the protection of the institution. Written documentation should include the specific nature of the exchange and situation, the date and time, the individuals involved, and the outcome of the exchange. Chapter Eight provides detailed information on institutional responsibilities. Other situations may result in violations of the student code or institutional rules. These circumstances generally necessitate documentation and referral to the campus judicial office. You should have a working knowledge of the campus judicial process or know the person responsible for the campus judicial process.

Self-Assessment. The fifth stage of the supervision cycle is self-assessment. If you meet frequently with students, you should ask them to complete a verbal or written self-assessment of how they are progressing in their position and their academics. This opportunity allows students to reflect on programs, their skills, their involvement in the organization, and their responsibilities. Students can break down their duties, academic progress, or goal achievement into reflective thoughts. This self-assessment can be

formal, in which the student completes a form, or the student can simply take time to reflect. This process is important for student leaders to use with their executive boards, committee chairpersons, or project managers, and it serves as a check and balance to a process or project, slowing down the time line for a moment to ensure that all aspects of the project are being covered.

Evaluation. The sixth and final stage of the supervision flowchart that can be valuable for you is formal evaluation. Some institutions require students to complete various evaluations, including the following: program evaluations such as the one found in Exhibit 3.18; performance appraisals of paid students in organizations; audits of records and accounts; and progress reports for various institutional office staff. Evaluations may come with rating scales, checklists, rankings, or open-ended responses, or may use a management-by-objectives approach. You should know what forms the students need to complete as part of the duties of their office or in order to fulfill institutional requirements.

A formal evaluation is an opportunity for you to provide feedback to the organization or to individual members. Your participation in the evaluation process should be understood early in your relationship with the organization so as not to come as a surprise to students. You may receive the evaluative audits of records or accounts as the institution representative, you may be required to sign off on performance appraisals of paid students, and you may receive copies of progress reports to be ensured that money is spent within institutional guidelines or that institutional liability concerns are being attended to. Again, it is important for you to understand the role and implications of your involvement in the evaluation process. The first step in any evaluation is for participants to understand that evaluation is beneficial to the organization and to the individuals involved.

Preparation is essential to effective evaluation. If the evaluation is conducted on paid personnel, typically a supervisory relationship is already in place, complete with personnel files to review or forms to use. Similarly, if the evaluation is of financial records or processes, information and records should already exist to properly document the evaluation. Aside from the accuracy of the information, the setting in which a formal evaluation of personnel takes place and the final evaluation (during which personnel sign forms and receive copies) are important parts of the evaluation process.

Some difficulties one may encounter in the evaluation process include poor records, personnel vacancies, instrumental flaws in the evaluation forms, poor organizational climate and morale, lack

of an understanding of the benefits of evaluation, or evaluator errors. You should understand the potential challenges associated with evaluations and work closely with student leaders to reduce the likelihood of problems occurring. Chapter Ten covers evaluation issues in detail.

Teacher

As an organization adviser, you must be aware of two considerations as you assist students in their success and the success of their communities. First, the greatest influence on student success on a campus is the level of involvement that the student has with faculty. Second, the "lack of student community has stronger direct effects on student satisfaction with the overall college experience than any other environmental measure. Additionally, the lack of student community also produces negative indirect effects on satisfaction with faculty. . . ." (Astin, 1993, p. 352).

All advisers want students to succeed academically and socially and to be satisfied with their campus experiences in and out of the classroom. Astin (1993) maintains that it is not the number of hours teaching in class or advising students but the quality of the contact that is most critical. You should review your level of involvement with the student organization and its members in this context. You should examine the quality of your involvement in terms of meeting the needs and expectations of the students in the organization. You can perform this review shortly after the election of officers as expectations are identified for officers, through informal review sessions during the course of the year, or as part of a formal evaluation of the organization. Regardless of when the review is scheduled, discussions between you and the organization's president should cover the quality of the relationship between you, the executive board, and the members.

The development of student community can take place in a residence hall, classroom, or student organization. Clearly, residence hall staff and faculty work to establish the environment of the residence halls and classrooms. An organization's student leadership is responsible for establishing the community environment of the student organization. An inviting, inclusive organization that allows members to take ownership, give feedback, and become involved will be an organization with a strong community environment. You can play a key role in assisting the student leadership to develop strategies and goals that provide for the members' ownership, feedback, and involvement.

Advisers who also serve full-time as student affairs professionals in student activities, unions, student services, and so forth

have developed and participated in numerous training sessions. These advisers are capable of facilitating training sessions, because for many of them, training is one of their job responsibilities. For advisers to student organizations who primarily serve as faculty from any discipline, their preparation has been to *teach*. In drawing the distinction between training and teaching, Fried (1989, p. 355) states that the "purpose of training is to help people learn skills to solve problems . . . training imposes a certain uniformity on the practice of a skill, and this uniformity is the basis on which skill development can be evaluated." About teaching, Fried states: "the purpose of teaching is quite the opposite—to broaden a person's understanding, to help the person examine a problem from several different points of view, and to place the problem in a cultural and historical context" (p. 355). Regardless of your field, you should keep these important differences in mind in your work with student organizations.

Leader

Students get involved in groups and organizations for a variety of reasons; one reason many students report is that they joined in order to develop their leadership abilities.

Leadership is one of the most studied topics in social science. Numerous publications, tapes, conferences, and presentations are available to the public on leadership development, organizational development, and leadership skills. Clearly, leadership ability can be interpreted broadly. No one theory or model incorporates all leadership skill and trait development.

Woodard (1994, pp. 96–97) believes that "faculty and student affairs practitioners need to work collaboratively to define and create opportunities for students to learn more about leadership and participate in activities that enhance leadership development. Leadership development should not be primarily focused on visible campus student leaders or centered in student government activities, rather, it should be seen as an opportunity to involve many students in activities both on and off campus." Woodard recommends guidelines for the planning of leadership development opportunities, including theory (exposing students to different organizational and leadership theories); values clarification (developing an understanding of the values needed to lead in society); skills development (developing such areas as social activism, conflict resolution, collaborative learning, decision making, judgment, and communication); societal issues (exposing students to major societal challenges); and experience (providing students with opportunities to try their leadership).

Hersey and Blanchard (1988) define leadership as an individual's attempt to influence. According to this definition, students in organizations can assume a leadership role whether they are members or executive officers. Assuming a student's leadership role is an attempt or potential to influence, the student is practicing what Hersey and Blanchard term as power.

You need to be aware of power bases as you work with students in leadership positions. When asked for their perception of the word *power,* most students refer to its negative connotation. You can help educate students to understand that there are several kinds of power bases. Students who possess a working knowledge of these bases will more likely change their negative perceptions of power and will be better able to work with their organization.

Etzioni (1961) draws a distinction between *personal power,* used when a person influences others by working through his or her followers, and *position power,* a person's ability to influence others by way of the position he or she holds. Hersey and Blanchard (1988) define seven different power bases. The first four are related to position power, the remaining three to personal power. The first power base is coercive power, or the perceived ability to provide sanctions. The second is connection power, or the perceived association with influential persons or organizations. The third is reward power, or the perceived ability to provide things that people would like to have. The fourth is legitimate power, or the perception that it is appropriate for the leader to make decisions due to title or position in the organization. The fifth is referent power, or the perceived attractiveness of interacting with another person. The sixth is information power, or the perceived access to or possession of useful information. The seventh power base is expert power, or the perception that the leader has relevant education, experience, and expertise. You can describe positive examples of these power bases to your students and facilitate good discussions on the uses and abuses of power.

Kouzes and Pozner (1987) identify five fundamental practices found in leaders of effective organizations. Applying these practices to student organizations, we can say that leaders (1) challenge the process by seeking ways to improve the organization; (2) inspire a shared vision by creating an image of what the organization can become; (3) enable others to act by involving students in activities and on committees and task forces; (4) model the way by setting standards and assisting other students through their problems and concerns; and (5) encourage the heart by recognizing members for their achievements and by motivating members to accomplish goals. Executive boards can use these five fundamental practices in

their development of annual goals and team working practices, and in self-assessment of their performance.

Civic leadership connects people to each other, to the community, and to a shared vision. Civic leadership moves away from the traditional leader-follower approaches. "Current practices in the study of leadership are still very leader-centric; a movement toward each member's role in the leadership dynamic is more fruitful for highly relational civic communities" (Komives, 1994, p. 226). Students increasingly have added civic student organizations to the registered student organization rosters in an effort to fulfill their need to provide a common good to the greater community. Student organizations now offer alternative spring breaks (for example, building homes, cleaning rivers, and so on), cuddle clubs (offering cuddling for babies infected with HIV), or community volunteerism (such as working in soup kitchens, driving senior citizens, holding conversations with nursing home residents, and so on). You will need to understand that although the student leadership of these organizations may possess a different set of motives for their involvement, they require guidance and direction as any student organization would for success.

Follower

The characteristics of followers are important for you to understand in your work with student organization leaders. If the followers in an organization choose not to follow, the leadership of the organization must take the problem seriously.

Followers have expectations of their leaders. You can assist the student leadership in developing activities to identify follower expectations of them. Exhibit 3.19 is an activity that you can use after the election of the organization's officers. This activity allows the membership to identify expectations collectively and, with the assistance of a facilitator, discuss the expectations. Following the discussion, the members decide which expectations they accept as being realistic and measurable, taking into consideration the student leaders' limitations (because of classes, work, office hours, and so on).

From Hersey and Blanchard's definition of leadership (1988), "it follows that the leadership process is a function of the *leader,* the *follower,* and other *situational* variables—$L = f(l,f,s)$. It is important to note that this definition makes no mention of any particular type of organization . . . everyone attempts leadership at one time or another" (p. 86), regardless of what type of activity they are involved in. Working with the executive board, you can assist

Exhibit 3.20. Identifying Motives

Directions: Tape three sheets of newsprint to the wall with sufficient space between the sheets that a group of five or six participants can stand in front of each sheet. The sheets should be labeled with one of the following as a heading.

1. List the things that motivate you
2. List ways that you would like to be recognized
3. List items that de-motivate you

Allow the participants ten to fifteen minutes to create a list on their sheet. Rotate the groups of participants from one sheet to the next, allowing them time to add to each list. Discuss the following questions:

1. Which items involve money?
2. Which items can our organization control?
3. Which items can we individually control?
4. Does our organization practice any unmotivational actions? Do our members?
5. Which items should our organization or membership spend time on?

organization members in the development of a basic understanding of leaders and followers.

Motivating Students

Understanding what motivates students may be your single most desirable skill. If it isn't evident to you already, you will soon find in your work with students that some of them have what appears to be an innate desire to become involved, work hard, and make a difference in the organization. Conversely, some students do not seem to be ambitious at all. Understanding the range of motivating factors will enable you to help individual students take on responsibilities and become involved.

"Motives are sometimes defined as needs, wants, drives, or impulses within the individual. Motives are directed toward goals, which may be conscious or subconscious. . . . Goals are often called incentives by psychologists" (Hersey and Blanchard, 1988, p. 19). As you would expect, different individuals will possess different motives for participating in an organization. Exhibit 3.20 describes an activity that you can work on with students to help them identify what motivates them; you can then begin to assist the students in preparing a plan to achieve these goals (or to acquire the motivating items).

Exhibit 3.21. Recognition Activities

- T-shirts: an excellent way to promote unity and community.
- Friendship plants: give one to a person who has helped.
- Magnificent marble: a person receives the marble and passes it on.
- Wishing well: a plastic bottle to which members add pennies and make a verbal wish as a good warmup exercise for a goal-setting program.
- Member of the _____: have the organization select a member of the day, week, month, or year.
- Notes: send a note recognizing a person's achievement.
- Dinner with execs: sponsor a dinner for members to eat with the executive officers of the organization.
- Letters to families: a powerful public relations tool to enhance the status of the organization by promoting to families that the member is important.
- Success jar: have members write down a success and drop it in a jar; read one at every meeting.
- Posi-squad: a button and certificate is given to a member of the organization who exhibits positive statements or positive behaviors.
- Energizer award: a battery given to the member who does the most during a week to energize the organization.
- Publicity releases: create publicity releases on members of the organization and send them to the local and hometown newspapers.
- Service pins: consider giving service pins to those members involved in the organization for a length of time, for special positions held, or for scholastic achievement.
- Key chains: give key chains with the organization's name or events on it to members of the organization or students at the institution.
- Medallions: present small medallions to members to praise them or thank them whenever a boost would be helpful.
- Certificates: presented to members for many different achievements, including scholarship, participation, appointment or election to leadership positions, program presenting, and so forth.
- Door decorations: place them on a member's door; decoration should include the person's name and position, and the organization's logo
- Buttons: these can advertise or recognize a number of things, including membership or special achievements.
- Campus TV or radio: use the campus TV or radio station to promote outstanding achievement by members.
- Adjourn in honor of _____: a simple recognition to allow graduating seniors to adjourn the last meeting of the year or adjourn a regular meeting in the name of a member in honor of his or her special achievement
- Personal ads: take out a personal ad in the campus paper to recognize a member for an outstanding achievement.

- Institutional signs: some institutions have entrance signs that can have special announcements placed on them in recognition of a member.
- Day in honor of _____: identify a day in the name of one of the members.
- Leader trees: plant trees on campus to honor student leaders.
- Proclamations: have the campus president or dean of students issue proclamations that recognize the achievements and involvement of outstanding members.
- President's lunch: have the institution president take an outstanding member to lunch once per month; this will also provide top administrators with exposure to the organization.
- Plaques and trophies: these make outstanding mementos of involvement and achievement.
- Paper clip award: present an oversized paper clip to the member who has kept the organization together and organized.
- Banner: create a banner to recognize key members; display the banner in a high-traffic location.
- Flowers: share a bouquet of flowers with members at special times of the year.
- Chalk the walks: using sidewalk chalk, create displays in high-traffic areas to draw attention to the achievements of members.
- Phone calls: have key administrators give a phone call to a member of the organization.
- Bookmarks: create bookmarks that highlight the achievements of members; place these bookmarks at main desks.
- Dedications: dedicate programs, activities, and events to outstanding individuals on campus.

Source: Adapted with permission from the National Residence Hall Honorary, 1996.

Student motivation can be divided into two major categories: extrinsic (recognition, money, and achievement) and intrinsic (desire, value, and approval). In the following sections, we look at the six subcategories of motives.

Extrinsic Motives

As just mentioned, three types of extrinsic motives for students are recognition, money, and achievement.

Recognition. In our experience, recognition is the subcategory advisers use most frequently to motivate students. Exhibit 3.21 describes some of the many activities to recognize students. In using recognition it is important to understand that no one item will be warmly received by all members. You must be sensitive to each student's motives.

Money To pay or not to pay students is a question advisers, administrators, and students have struggled with for years. Many student organizations do not have to consider money as a reward for student leadership. Honor clubs, departmental organizations, special-interest clubs, and the like generally have positions of leadership for which the duties and responsibilities are limited in scope when compared to campus student governments, residence hall associations, or fraternity and sorority chapters.

The issue of paying student leaders is divisive; many institutions take the philosophical position that offices do not require a stipend. This line of thinking goes that students can manage their responsibilities and duties, and that by paying them the volunteer nature of their job is lost. Other institutions argue that major student leadership positions are given exemption from full-time class loads in recognition of the heavy responsibilities, time commitments, and pressures of their positions, and that because of these same factors, student leaders do not have the time to hold a part-time job to augment their finances. Paying the student is absolutely necessary for them to fulfill their duties. Magee (1994, pp. 30–31) states that "some schools have found it necessary and valuable to compensate student leaders for their time and efforts, whether that compensation is offered through academic credit or through a monetary stipend. However, when a volunteer receives a stipend, the rules of the game take on a new dimension. Justification for that stipend becomes necessary because most stipends are generated from student activities fees. Accountability and supervision of students receiving stipends become additional responsibilities for staff members."

Mitchell (1993) surveyed advisers of residence hall associations and developed a list of perceived advantages and disadvantages of paying students for leadership positions within residence hall associations. The perceived advantages were as follows: (1) possible higher motivation and commitment to the position, (2) appropriate recognition of the time and energy students place in the positions, (3) encouragement of students to participate who might not have, due to financial constraints, (4) greater accountability of the student in a particular position, and (5) stability in leadership if competing compensated positions are readily available for talented students. The perceived disadvantages were the following: (1) the opinion that remuneration is contrary to the spirit of volunteerism, (2) a narrowing of the roles between the student and adviser, (3) concerns about whether pay is a primary motivator for students instead of altruistic reasons, (4) problems in identifying resources to fund positions, and (5) issues about which roles would be compensated and possible inequities with unpaid roles.

Advisers, administrators, and students will need to resolve the issue of payment. If the decision to compensate is made, it can take several possible forms:

- *Reimbursement of conference costs.* Many student organizations travel to conferences, conventions, and meetings. The travel costs, registration, accommodations, and food may be paid by the institution or organization.
- *Summer jobs.* Institutions have provided summer employment to student leaders of organizations that meet during the academic year. Jobs can include working for dining services, doing research, holding student assistant positions, helping prepare athletic facilities, or serving on maintenance, custodial, or grounds crews.
- *Room and board.* Institutions provide a variety of compensation packages built on room and board stipends. Some provide a stipend covering all or a portion of the room or board expenses; others provide a single room in a residence hall at a double rate or provide a meal card at the on-campus dining facility.
- *Tuition or class credit.* An institution can defer the costs of tuition during the time a student leader is in office or can provide class credit for the leadership experience gained from the position.
- *Salaries or stipends.* One choice is to provide a stipend to executive board members. In residence hall associations, the stipend can range from $100 to $1,500 per term. For student government officers, the range can be from $100 per term to over $8,000 per year. Campus programming boards provide some executive officers $200 to $3,000 per year.
- *Miscellaneous.* Campuses can provide various student leaders stipends to cover parking, telephone expenses, mailing expenses, and travel per diems.

The salary and stipend rewards given to students can be viewed as reinforcers that "strengthen behavior in the sense that rewarded behaviors are likely to recur" (Beck, 1983, p. 171). Salary and stipend rewards can also be seen as incentives that lead to the anticipation of rewards (1983). Whether the salary or stipend is considered a reinforcer or an incentive, you, the administrator, and the students must work together to understand the nature of the student leader's motive and subsequently, the need to provide a salary or stipend.

Achievement. The need for achievement may be defined as a tendency "to overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly as possible" (Murray, 1938, pp. 80–81). Students motivated by achievement are driven to

take on increasing levels of responsibility and authority; they may be looking for additional power to be gained from a position; they exercise control and seek tasks that other students may not assume because of the difficulty of the tasks. When you recognize the achievement motivation in a student, you should work with the student leadership to assist in identifying positions of increasing responsibility, sense of autonomy, or authority. You must work closely with students motivated by achievement in order to avoid their advancing too quickly, losing motivation because of the attitudes of less driven students, becoming frustrated at the pace of a project, or failing to involve other students to achieve a task or project.

Intrinsic Motives

Three types of intrinsic motives for students are desire, value, and approval.

Desire. As we would expect, students are interested in becoming involved in organizations and activities that will provide a desirable outcome; they do not look for organizations or activities that will lead to an aversive outcome. Students will consider a leadership position, a project, travel to a conference, or a presentation desirable if they understand it to be an outcome already known to be desirable. For example, students who had previously held the position might state that the position led to greater things or that travel to a conference helped them to grow and to develop their leadership skills. Similarly, if an outcome is already known to be aversive, students will be less likely to desire to attend or participate.

Value. The student who perceives a value in participating in an organization, chairing a committee, or attending a conference will be motivated to become involved. You and student leaders can determine the value of various involvements by surveying the membership. Members may, for example, determine that the values received from chairing a committee are visibility on campus, increased communication and organizational skills, a better understanding of the organization, and a leadership role in the organization.

Approval. Approval is a feeling that a student may perceive. Students may be motivated by earning a sense of approval from friends, family, or advisers. Approval may come in the form of a note, a pat on the back, public recognition, or a kind word of a job well done; you need to identify which students are motivated by approval and provide the appropriate recognition.

Exhibit 10.1. Adviser's Self-Evaluation Checklist

Please answer the following questions as they relate to your role as an organization adviser:

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

Exhibit 10.3. Adviser's Evaluation Checklist

Please answer the following questions about your organization's adviser:

Yes	*No*	*Item*
____	____	The adviser provides motivation and encouragement to members.
____	____	The adviser knows the goals of the organization.
____	____	The adviser attends regularly scheduled executive board meetings.
____	____	The adviser attends regularly scheduled organizational meetings.
____	____	The adviser meets regularly with the officers of the organization.
____	____	The adviser attends the organization's special events.
____	____	The adviser assists with the orientation and training of new officers.
____	____	The adviser helps provide continuity for the organization.
____	____	The adviser confronts the negative behavior of members.
____	____	The adviser understands principles of group development.
____	____	The adviser understands how students grow and learn.
____	____	The adviser understands the principles that lead to orderly meetings.
____	____	The adviser has read the group's constitution and by-laws.
____	____	The adviser understands the principles of good fundraising.
____	____	The adviser understands how issues of diversity affect the organization.
____	____	The adviser attends conferences with the organization's students.
____	____	The adviser knows the steps to follow in developing a program.
____	____	The adviser can identify what members have learned by participating in the organization.
____	____	The adviser knows the members.
____	____	_____
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