

COLLEGIATE 4-H ADVISOR'S HANDBOOK



Cooperative State Research, Education,
And Extension Service
National 4-H Headquarters
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*...The Spirit of a
New Generation*

What is Collegiate 4-H? An exciting adventure awaits you in the Collegiate 4-H! It provides members with a sense of identity on campus, enriches their lives through group projects and recreation, and develops confidence and leadership skills. Collegiate 4-H is open to all college students who wish to continue their 4-H career, as well as students who have no prior 4-H experience. We invite you to explore our opportunities.

The National Organization Individual university collegiate 4-H clubs operate on their own campus but are united through a national organization. The National Organization serves to unify the ideas and efforts of the clubs as well as provide an efficient communication network and resource. A National Conference is held annually, providing the opportunity to make improvements, share ideas, and meet 4-H friends from across the country.

Clubs The "heart" of collegiate 4-H centers around the individual clubs. They work on their own campus and surrounding communities to help other youth or provide opportunities for their members to become strong leaders, enrich their lives through group projects and recreation, and develop confidence and individualism. A collegiate 4-H club can be started at any college, university, or technical school.

4-H Leadership All who have experienced 4-H strongly believe that leadership is a needed ability in today's constantly changing society. Collegiate 4-H provides the perfect opportunity for them to develop their skills through interacting with fellow members as well as members of their community and guiding them towards achieving a common goal - "To make the best better."

COLLEGIATE 4-H ADVISORS HANDBOOK

INTRODUCTION:

Welcome to Collegiate 4-H. Advising this group provides a unique opportunity for you to work with college age youth leaders. Generally these youth come to the organization as the result of their previous experience with 4-H. Most members will be expecting to continue their 4-H career path. Many young leaders already have self-awareness as a young leader/volunteer, others are searching for this identification. Empowering youth through Collegiate 4-H releases their talents and skills to provide a new vision to the 4-H program. The process of helping young adults reach their potential gives individuals the opportunity to build self-awareness. Collegiate 4-H'ers will soon role-model their behavior that enables you to identify them as a largely untapped human resource. Collegiate 4-H participants have grown beyond that of the recipient of youth development experiences.

Your commitment to the Collegiate 4-H effort can do much to challenge young minds. Collegiate 4-H can offer new visions into 4-H youth programming. Time invested with Collegiate 4-H will broaden the horizon of 4-H volunteer leadership. This will ultimately strengthen the community volunteer movement in addressing youth issues of today.

If you are not currently acquainted with the many facets of 4-H, please read this advisors handbook carefully.

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<http://www.national4-HHeadquarters.gov> – click “Collegiate 4-H”
<http://www.collegiate4h.org>

OUTLINE

- I. Why Collegiate 4-H
 - A. Structure
 - B. Relationships to University Extension Service and the 4-H Program
 - C. Goals of Collegiate 4-H

- II. Advisor's Role
 - A. Advising Defined
 - B. Advisor's Role in Student Organizations
 - C. Advisors for Student Organization
 - D. Advisor Styles
 - E. Resources Available Through the Advisor
 - F. Proximity to State 4-H Office
 - G. Process vs. Product: An Advisor's Dilemma
 - H. Advisors and Liability
 - I. Recruiting New Members
 - J. Finding Those New Folks
 - K. So You've Got New People, Now What?
 - L. Vision and Inspiration Provided by Collegiate 4-H Advisors

- III. What Makes a Successful Club or Organization?
 - A. The Responsibilities of an Officer
 - B. Duties of the Officers
 - C. Developing an Agenda
 - D. Considerations in Planning a Meeting
 - E. Group Decision Making
 - F. Audit of Collegiate 4-H Funds
 - G. Running Effective Meetings
 - H. Interpersonal Skills
 - I. Delegation
 - J. Committee Effectiveness
 - K. Responsibilities of the Organization to its Advisors
 - L. Officer Transitions

WHY COLLEGIATE 4-H?

Collegiate 4-H is about **volunteerism**. The exciting component of this volunteerism is the potential leadership development dimension for 18-25 year olds. You have many opportunities as an advisor to nurture the leadership experiences.

A second and vital dimension of Collegiate 4-H is the **development of the individual**. Your role as advisor is to enhance and coach young volunteers in finding recognition for self esteem enhancement, building friendship relationships, balancing Collegiate 4-H activities with academics, encouraging youth to reach leadership potential and the building of communication networks and skills.

The question of "Why Collegiate 4-H" builds on the philosophy that each of us is in a continual process of "Becoming The Me I Want To Be," though striving, yet never fully arriving. Collegiate 4-H provides another dimension to life and an alternative to academic pursuits.

Collegiate 4-H is an extension of the 4-H movement, visible in most communities today. Participants should be viewed as yesterday's 4-H members making the transition toward tomorrow's 4-H young adult leadership. (Note, it is not necessary to have been a former 4-H'er to be an active Collegiate 4-H'er.) Within this structure, advisors should be sensitive to the volunteer career path most students undergo. The four stages of 4-H career path at college might be:

1. To Know

College youth work hard at feeling good about one's self in a group setting; learning that to err is human; noting that the world about has lots of room for shy as well as bold personalities, and that everyone can make a difference in enhancing the lives of others.

2. To Grow

Persons who know the basics, enjoy gaining new skills to increase effectiveness in group settings; noting that another collegiate member has skills you want to learn; learning that new techniques can enhance volunteer nurturing skills; and feeling the excitement of being in leadership positions to keep activities and actions growing.

3. Believe and Practice

College youth enjoy becoming part of the group. These young adults decide to work collectively. Maybe it's a food stand fund raiser, a community service blood mobile, a presentation clinic for younger 4-H'ers or judging at county and/or district shows in your subject area.

4. Advocates

There are members who have arrived at the top plateau of 4-H knowledge and skills, and feel a need to share some of the things they have learned. An advocate is one who believes 4-H made a difference in their life. They want everyone to "Seek and Find" other young persons to enroll in 4-H or they want adults to volunteer for similar kinds of growth experiences.

STRUCTURE:

Like any student organization, Collegiate 4-H can be a sanctioned and recognized campus club or group. A constitution, deemed acceptable by the campus activity organization outlines responsibilities, privileges, fund allocation, advisor selection and student organizational rights. Collegiate 4-H, as a campus unit organization, has the opportunity to become part of a regional level organization from which a national advisory board is selected. Check with your local campus activity programs office for legalities of a club like 4-H on your campus. Your State 4-H Office has an identified staff person assigned to facilitate Collegiate 4-H, thus sample constitutions are available.

RELATIONSHIPS TO UNIVERSITY EXTENSION SERVICE AND THE 4-H

PROGRAM

4-H, depicting four letter H's on a clover leaf, represent head, heart, hands and health. The 4-H Clover is an emblem that belongs to its parent federal agency, the Cooperative State Research, Education, and Extension Service – U.S. Department of Agriculture (USDA).

4-H is delivered to local levels by the land grant institution and the 1890 colleges of each state through the Cooperative Extension Service (CES). Recent name changes in many states may result in titles of the informal educational arm from the University to be something other than Cooperative Extension Service. Effort should be made to keep open communications with your State 4-H Department in managing Collegiate 4-H linkages.

Anyone using 4-H in an organization name is legally a part of the land grant system. Your State 4-H Director should be aware of your intent to use the 4-H emblem and will grant you permission once your request to initiate Collegiate 4-H is in writing.

GOALS OF COLLEGIATE 4-H

Typically, Collegiate 4-H has four goals. Simply stated these are:

1. Develop the person,
2. Leadership skill development in group settings,
3. Service to 4-H, and
4. Social interaction.

Often young adults in college settings know the direction they want for their life, but lack the fine-tuning of skills to achieve the objective. Collegiate 4-H can provide vitally needed experiential learning. A well-planned program will be an enabling experience for positive self-

concept, assertiveness and self-starting, commitment and follow through, communication, cooperation, peer acceptance, integrity, creative instincts and influence on peers. Leadership qualities and social skills develop as young adults assume responsibility to fulfill Collegiate 4-H programming.

Another goal of importance is the high priority placed on service to 4-H. Young adults who join Collegiate 4-H find themselves among a rather contagious philosophical environment that says "4-H has been a positive influence in my life and I'd like to help others see 4-H as a diversion for active young bodies and minds." Maintaining open communication channels with the State 4-H Department, provides opportunities of service to these young adults. Examples of this may be a foundation phone-a-thon, conducting 4-H training programs, or conducting statewide events.

ADVISOR'S ROLE

ADVISING DEFINED

The basic purpose of the advisor is to work with the designated leaders and members of a functioning student organization with the intent of:

1. Assisting the leaders and members to fulfill their responsibilities.
2. Aiding the organization to define and achieve its goals and objectives.
3. Integrating the organizational activity with the overall purpose of the educational setting.

ADVISOR'S ROLE IN STUDENT ORGANIZATIONS

"Why should my organization have an advisor?" Student organization leaders frequently ask this question. An advisor does not diminish the role of student leadership. Of course, the part the advisor plays must be tailored to the specific needs of the student organization. Below is an overview of some areas in which an advisor can provide assistance.

Teaching and Coaching: Teaching and coaching are the activities which should be within the advisor's professional capabilities. An advisor can serve as a resource to introduce new program ideas with greater intellectual content, help the members apply principles and skills learned in the classroom, point out new perspectives and directions to the group, assist group members in the development of insight into their problems, point out additional resources within and outside the college community, coach individuals in their duties as discussion leaders or officers, assist in the identification and development of new leadership, and insist on high standards of programming and individual performance worth of a major university.

Throughout the advisor's relationship with the organization, the advisor should be alert to opportunities to create or capitalize upon experiences and situations that will tend to maximize the learning potential of the activity. To teach effectively in an extra-curricular setting, the advisor must participate actively, not waiting to be called upon, but making a contribution when he or she feels it is necessary.

Consultation: In consultation on programs, the advisor should expect that he or she will be consulted regularly by the officers concerning their plans for group activities or programs. The advisor should know what projects or events are being planned and should offer his or her ideas and suggestions freely but should be careful not to dominate program planning.

Providing Continuity: Providing continuity is a very important responsibility. The turnover of officers and members in a student organization is continual and often the only link with even the immediate past is the advisor. The advisor can orient new officers and members to this history and help them to build on it.

Continuity also implies a link with the future and the advisor can play an important role in helping to develop long-term plans for the future of the organization and communication these plans to succeeding generations of members.

Counseling: Counseling individual students is necessary because the advisor knows the members of his or her group as they interact in an informal setting. The advisor has a unique opportunity to identify the students who are having problems in their personal lives that seem to affect their work or their effectiveness in the group. The advisor should find some opportunity to speak with the student privately to see if a problem really exists and what might be done about it, or if appropriate refer them to the Counseling Center.

Supervision: Although the major responsibility of the advisor is not regulatory or disciplinary, the advisor, as a member of the University faculty or staff, has a responsibility to both the institution and the organization to keep their best interests in mind. In a well-run organization, his or her supervisory role may be minimal or non-existent but he or she does have a responsibility to be sure the organization is operating within the policy of the University.

ADVISORS FOR STUDENT ORGANIZATION

In many universities, colleges or institutions, a recognized student organization must maintain an advisor who is a full-time faculty or professional staff member of that institution, university or college.

ADVISOR STYLES

Advising styles of organizational advisors vary from person to person and group to group. Styles invariably change from one year to the next - even within the same organization. Depending on the experience and motivation of the students with whom you work, you may be asked to take either a very active or a very passive role. Likewise, your own advising style will determine how active a role you play.

* A DOCUMENT SIGNER - Although this type of advisor style is not recommended by student personnel professionals, there are probably a few student organizations that are looking for this type of relationship with an advisor. Students who wish their advisor to only sign forms are probably depriving themselves of a unique relationship with a faculty or staff member.

* A NON-PARTICIPATIVE MEMBER - Some well-established organizations prefer their advisor to be a person who is available for help and advice only when they ask for it. This type of relationship works well with organizations that have members with very highly developed leadership skills.

* A MENTOR - Many advisors with limited time to dedicate to the organization, work very effectively by establishing a mentoring relationship with the executives of the organization. This type of advisor function might be to meet regularly with the executives to talk over plans and problems and to discuss with the students what has happened at previous meetings.

* A PARTICIPATIVE MEMBER - Many organizations expect advisors to function very much like a member. This entails attending all meetings and functions. This type of role can be healthy for a newly formed organization that could use a show of support from a faculty or staff member. Participative advisors should not allow students to expect the group's direction to come from them. This could easily set up a dependency situation which could severely retard the group's progress.

What is most important is that you communicate your type of advisor commitment to your organization and that they inform you of their expectations of your role. A healthy advisory relationship with a student group can be an extremely rewarding professional experience.

RESOURCES AVAILABLE THROUGH THE ADVISOR

The advisor is in a unique position or role in terms of providing ideas for human or non-human resources that may be helpful to the club or organization. The advisor may be able to "open doors" for the organization in contacting resource persons or in terms of identifying supplies, products or materials necessary for operating the organization or achieving the organization's goals.

PROXIMITY TO STATE 4-H OFFICE

Some collegiate 4-H clubs may be in close proximity to a State 4-H Office and may have a state 4-H staff person as an advisor. This situation may provide a unique opportunity for potential contacts for the collegiate 4-H club on a statewide basis.

Many collegiate 4-H clubs of course will be located away from state 4-H offices at Community Colleges or other public or private universities or colleges. The advisors for collegiate 4-H club in these situations will often be county extension staff members.

In either situation, the role of the advisor focuses on giving the collegiate 4-H club necessary advice and direction on service and social activities.

PROCESS VS. PRODUCT: AN ADVISOR'S DILEMMA

The big event is over, and your students are in your office excitedly discussing their great success. You, on the other hand, are internally burning since you had to personally pick up the ball and run with it when you saw that the students were letting important details fall through the cracks. You are extremely tired, and you feel as if you have just completed the work of fifty students. You are wondering if it was appropriate for you to jump in and save the program.

The above is a common dilemma in which many advisors find themselves. As an advisor, when is it right to jump in and do the student's work for them? Is there value to just letting them fail and hoping that they will learn from their mistakes? In other words, which is more important - the process or the product?

If extra-curricular activities are to be vehicles through which students obtain hands-on experience that will enhance their personal development, it would follow that the process that students experience in their organizational endeavors is just as important as the finished product. In student programming, the end does not necessarily justify the means.

The following are some things that an advisor should take into account before deciding upon his/her part in any particular program:

What state of development does the group find itself in? A group in the beginning stages of its development will probably not as of yet have developed the basic skills that it needs to function and produce programs. In this situation it is very appropriate for an advisor to play a more direct, hands-on role when working with advisees. In this teaching mode, it is the advisor's job to make effective use of organization techniques for his/her students. In time as the group develops, the advisor can then begin to take on more of a consulting style.

In a group that is well established and has a number of skilled members, an over-zealous advisor can be disastrous. It is in this situation that an advisor's helpfulness can be interpreted by students as advisor control, a situation that should be avoided.

Whose money is being spent? This becomes an important consideration with groups that are using funds for their activities that have been entrusted to them by the institution or sponsoring department. In these situations, the cost of allowing the students to make their own mistakes might be too high. The underlying philosophy of the department or institution would be the important guide in making this decision.

However, even in situations where you have decided to take on the students' responsibilities for the program, it is advisable to meet with them afterwards to talk over what might have been done differently in order to avoid you having to jump in and play "super advisor." This can prove to be a valuable learning exercise.

The decision to jump in or not to jump in can be a difficult one. Perhaps a good rule of thumb to follow is to continuously ask yourself, "What am I helping my students learn at this moment?" If the answer is "nothing", you might want to consider a different strategy.

ADVISORS AND LIABILITY

Advisors who are negligent in the conduct of their duties can be sued by people injured as a result of acts or omissions of the advisor which fall short of the standard of care exercised by a reasonable prudent person under the same circumstances.

A university or college normally maintains a liability insurance policy to cover negligence on the part of the university or college employees acting within the scope of their employment. So long as an advisor is a university or college employee and the negligent acts were performed within the scope of the, advisor's duties, then the advisor, if sued, will normally be covered by the university's or college's liability insurance policy.

Nevertheless, being named as a defendant in a lawsuit can be emotionally upsetting and time consuming. With that in mind, the following advice is offered to help lessen the risk of being sued.

Many questions concerning liability arise as a result of the use of alcohol at an event, followed by accidental injuries at an event and injuries which may occur while traveling during a field trip or event.

Single event liability insurance coverage may be obtained in many cases, to cover participant injuries at skating parties, hay rides, etc. Student travel insurance can be arranged through many universities or colleges. Besides insurance coverage, there are other ways to reduce the risk of liability.

When traveling, advisors should pay special attention to make sure the driver of the vehicle is dependable. Hiring someone as a driver who has a record of reckless driving is negligent. At the very least you should ask potential drivers whether or not they have been convicted of any violation in the last three years.

RECRUITING NEW MEMBERS

Recruitment - The challenging, exciting, and often frustrating experience of bringing new blood into your organization. When thinking of new members, the two areas of greatest concern center on:

1. attracting people to your organization, and
2. giving them reasons to stay once you've got them.

FINDING THOSE NEW FOLKS

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

Now the exciting part! The following is a list of methods you may utilize in your search for new members:

1. Have members talk to their friends or people they believe would be interested in the activities of your organization.
2. Send out general notices, brochures, and newspaper advertising requesting that students sign up to join your organization. Keep notices short and appealing. Include some of the benefits of involvement.
3. Make each existing member responsible for bringing one new member to the next meeting.
4. Talk to other leaders. Ask them if they know of students who may be interested in joining your organization.
5. If you need students with special talents (i.e., artists, music majors), or if your organization's purpose attracts certain majors, contact the faculty in that department and ask for their advice on potential members.
6. Follow up all possibilities . . . make sure each interested individual is personally contacted. Keep talking with those who don't appear at meetings.

SO YOU'VE GOT NEW PEOPLE. NOW WHAT?

Pay attention to the experiences of your new members. They are likely to feel a bit anxious and uncertain about their involvement. When left floundering in this state, new members often disappear from organizations. So, do all that you can do to make them feel welcome and comfortable. Here are some helpful hints:

1. Discourage cliques among old members.
2. Learn new members' names and help them to learn the names of others.
3. Give them information on your organization; what you are currently involved in, how your group functions, and past history.
4. Give them some direction in their involvement, ask for their input, and reward them for their contributions.

Each new member of your organization carries with them unique talents and ideas. Give them opportunities to share them . . . the results will be great!

VISION AND INSPIRATION PROVIDED BY COLLEGIATE 4-H ADVISORS

As collegiate 4-H advisors, you have a unique role and a unique opportunity. Many youth at a university or college have a 4-H background and that can be an asset in getting them to join collegiate 4-H.

Your role as a collegiate 4-H advisor can be a challenging and rewarding one in providing ideas, visions and challenges for collegiate 4-H members. A major role can be to provide ideas, open doors of opportunity and providing encouragement to the collegiate 4-H club members.

The potential for accomplishment, growth, and service for collegiate 4-H clubs and their members is unlimited.

You, as an advisor, can provide unique and critical direction in helping your collegiate 4-H club attain its fullest potential.

WHAT MAKES A SUCCESSFUL CLUB OR ORGANIZATION?

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

1. Organizations must have a reason for existing. They must have a meaningful program. There must be a unity of purpose which the membership understands, is able to explain to others, and constantly works to achieve.
2. Goals which the entire membership sets up should be established for each organization. People support what they help to create. These may be short-range goals which should be accomplished in a short period of time, but also there should be long-range goals toward which the year's efforts are directed. Groups that fail to have clear-cut goals frequently elicit mediocre interest from members and have activities which result in mediocre accomplishments.
3. There must be continuity in the activities of the organization between meetings. This can be accomplished only when officers and members sit down and outline their activities and meetings in advance for the semester or even the year. Between meetings there should be follow-up work through committees, publicity stories in the newspaper, bulletin notices, posters, newsletters, etc. Keep your own members as well as others aware of your group.
4. Well-planned meetings are essential. A printed agenda with a copy for each member is one of the best ways of planning. The best agendas are those which are prepared by the officers and the advisor at a meeting held at a scheduled time in advance of the regular club meetings. Officers should not make decision for the group--their purpose is to think through problems and ideas to make recommendations to the group.
5. Participation of all members contributes to a good organization. A common bond of fellowship should be engendered. A variety of social, recreational, and cultural activities should be developed so that they present both a challenge to the initiative of each member as well as eliciting support. All members should have opportunities to speak and express opinions. Ask opinions of those who do not volunteer to speak up and express themselves. Appoint each member to a committee or give them some special responsibility at least once during the semester and more often if possible. Help each member to feel important to the group. See that the entire group has the opportunity to make decisions about plans and solutions to problems. The minority should not direct an organization; there should be a majority decision on all issues which come before the group.

6. Advice from the advisor. As an experienced person the advisor may be able to help the organization with organizational details or bureaucratic red tape. Combine advice with member ideas.
7. One of the most important meetings of each year is the first. It sets the tone of your group for the entire year. Therefore the leadership should prepare and organize for it. They should know what is going to be done, should ensure that it be a friendly meeting, should make certain that all members know what has been accomplished.
8. Enthusiasm with a capital E is a must. The officers should remember that if they are not enthusiastic about their group, the members will not be. Remember, enthusiasm, as well as other attitudes, is contagious. Because of this, the officers set the tone for the entire group. Do not be an officer if you cannot be enthusiastic or if you do not believe in your group and what it stands for. Let members know through enthusiastic leadership and interesting programs that the organization has things to do--and is doing them!
9. Regularity of meeting time and place is essential for satisfactory meetings of the organization or club.
10. Critically evaluate your meetings.
11. Cooperation with other organization, both student and faculty, should be encouraged.
12. The officers should encourage the membership to assume projects related to service on the campus and in the community.
13. Recognition by the leadership that academic achievement is the responsibility of the individual, and that the organization cannot act as a vehicle for creditable achievement, is essential if the organization is to fulfill its objectives. However, it should also be recognized that an organization can, through the special competencies of many of its members in various courses, provide tutorial assistance to those individuals incurring academic difficulties.
14. Balance. Remember the successful organization has a purpose. A good balance of social, service and leadership opportunities will allow all the members to feel that the organization is "theirs".

THE RESPONSIBILITIES OF AN OFFICER

An organization belongs to its members. The officers do not run the club or organization. The responsibilities of an officer are:

1. To see that the business of the organization is conducted in an orderly, efficient and proper manner.
2. To see that the organization operates according to its constitution and by-laws.
3. To see that the group works toward accomplishing its goals and objectives.
4. To help keep the group a friendly, cooperative, congenial one in which each member is given an opportunity for expression and participation in the organization's program. When members participate, their interest increases.
5. To keep in the background as much as possible, yet keep the organization moving ahead and functioning effectively.
6. To typify to others through your attitude and actions, the organization itself. You are its representative as well as its leader.
7. Not to work only to turn out tremendous quantities of work, but rather to develop the ability to inspire the members to work for the good of the organization.
8. To be enthusiastic, to outline needed work, and to follow through to see that the work is being done by those who have accepted the responsibility.
9. To evaluate meetings in terms of what has been accomplished and what benefits have been received by members.

DUTIES OF THE OFFICERS

The duties listed below are general duties of the main officers of the organization. Each organization should have a written, supplemental list of specific duties which are designed to fit the special functions and interests of their group. Also, if additional officers or standing committee chairmen are appointed, their duties should be outlined and given to them at the beginning of their term of office.

The President

1. Be a good presiding officer:
 - a. Know the proper procedure for conducting a meeting.
 - b. Be impartial. Avoid expressing your personal opinions.
 - c. Have a general knowledge of parliamentary procedure and group decision making processes.
 - d. Prepare an agenda for each meeting.
 - e. Check the minutes of the preceding meeting to determine that important business should be discussed again or finished.
2. Understand and follow your constitution and by-laws.
3. Set an example for the organization in fairness, courtesy, and obedience to rules.
4. Represent the group, or see that a person is appointed to represent the group at all campus meetings where representation is requested.
5. Carry out the group's decisions and wishes.
6. Know the college's policies and regulations and see that they are followed at all meetings and activities of the organization.
7. Keep advisors informed of all meetings, making certain that they are invited to all meetings and be certain that they are consulted before making plans for special meetings and events. Show advisors the courtesy of checking to make certain that they can attend before plans are started for any activity.
8. Know the duties of the other officers and help them in carrying them out.
9. See that a master plan is prepared for the semester's activities early in the semester. Each club and organization should have a project or goal for the semester.
10. Call regular executive committee or cabinet meetings and plan to check with your advisor before each regular meeting. Advisors should attend the executive committee meetings. Executive committee meetings should include all officers.
11. Appoint committees to assist in getting things done, to help spread the burden of work among all club members, and to give others an opportunity to participate.
 - a. The president must keep in touch with committees and is usually an ex-officio member of all committees. He/she is responsible for seeing that they complete their assignments.
 - b. A chairman of every committee should always be indicated.
 - c. Remember to call on committees for reports and take action on their reports.

12. A good president assigns responsibilities to others. It is the president's role to follow up and check and re-check to see that the work is being done. Total participation of all members of a group makes for a strong organization.

The Vice President

1. Take over the president's responsibilities when the president is unable to carry out the duties for any reason. The vice president must be familiar with all the duties of the president.
2. Be ready to assist the president in any way possible.
3. Assume and carry out all special duties that may be assigned to you by the constitution, the president, executive committee, or members.
4. Attend all executive committee meetings and meetings of the organization.
5. Know and understand your organization's constitution and by-laws.
6. The vice president is in charge of the committee and works to see that committees are appointed, that they meet and that they carry out their responsibility.

The Secretary

1. The president depends upon the secretary for information of an official nature which can be found in the records of the organization.
2. The secretary is the custodian of the permanent records of the organization and they must be kept in a complete and accurate manner. Here is a suggested outline that may be of help to secretaries writing minutes.
 - a. Give the hour, day, month, place of meeting, and name of presiding officer.
 - b. State whether the minutes of the last meeting were:
 - 1). Approved as read.
 - 2). Approved as corrected. (List corrections if there were any.)
 - c. Give a statement concerning all reports read and the action taken on them.
 - d. Record items discussed under old business.
 - e. Record items discussed under new business.
 - f. Every motion, lost or carried, should be included under the item of business it was discussed under.
 - g. State the time of adjournment of the meeting.
 - h. Sign the minutes.
3. Read minutes and correspondence clearly so the group can hear them at meetings.

4. Be able to produce the minutes of the preceding meetings and items of information quickly.
5. Keep an accurate and up-to-date list of members, their addresses and telephone numbers, and record their attendance at each meeting.
6. Keep in the secretary's notebook a copy of the constitution and by-laws and have it available for easy reference during meetings.
7. Keep a copy of all reports presented to the organization by committees or officers.
8. Take motions down accurately and be prepared to read them back almost immediately.
9. Be responsible for all of the organization's correspondence and develop a facility for writing, using proper grammar and correct phrasing, and neatness in writing or typing. All correspondence should be signed by the secretary with his/her own name and title.
10. Act as secretary for the organization as a whole. Officers and chairman of committees are responsible for correspondence as it relates to their duties.

The Treasurer

1. The treasurer is responsible for all funds of the organization.
 - a. Collect all money. A receipt should be given for all money collected.
 - b. Deposit all funds in the organization's account immediately.
 - c. Obtain receipts or invoices before issuing checks.
 - d. See that bills are paid promptly.
2. Prepare a budget for the year and have it approved by the executive committee and membership.
3. Make certain the organization expends money in keeping with the approved budget and within college policies and regulations.
4. Make a treasurer's report at each business meeting of the organization listing receipts, expenditures, and balance on hand.
5. Using a ledger keep a record of all money handled, both incoming and outgoing, and indicate purposes for which the money was disbursed. Keep and number all receipts and invoices to correspond with all disbursements. If checks are voided, keep the checks and enter them in the ledger as a voided check.

6. Tickets for organization activities including fundraisers need to be audited both prior to and after their sale. Refer to the ticket policy.
7. Submit financial records to the Student Organization Auditor for audit.

The Reporter

1. The reporter is responsible for club publicity and history. Submit to campus and organization media and newsletter information concerning the club.
2. Keep a permanent record of the club's activities in a scrapbook, in pictures, slides or video tape.
3. Assist with publicity of the club by setting up display at fall recruitment activities, school functions and other appropriate events.

Regional Communications Coordinator

1. This officer is the link between the local club and regional/national officers.
2. Regional communication coordinator maintains addresses for regional and national officers. Collects and disseminates information concerning regional/national activities.
3. Send club information to the National Secretary/Newsletter Editor for the National Newsletter.

DEVELOPING AN AGENDA

Well-planned agendas can be one of the most effective tools for increasing the productivity of an organization. Simply defined, an agenda is a listing of topics, issues, or problems which will be discussed at a meeting. The art of agenda development should be learned for five different reasons.

1. An agenda lets group members know what to expect from a meeting.
2. The agenda announced in advance allows group members to prepare for the meeting.
3. An agenda provides order for dealing with issues at a meeting.
4. An agenda may be used to teach group members how to prepare reports for a meeting.
5. An agenda spreads responsibility and increases ownership for accomplishing tasks and participating in meetings.

There are basic methods you can use to put your agenda together.

1. The one-person approach (usually the leader) is most effective when the leader feels certain items must be covered--or if you've run out of time and the alternative is no agenda.
2. Written and verbal input may be received from others prior to the meeting. This process actively involves others and will depend on how formal or structured the meeting needs to be.
3. The Executive Committee may develop the agenda. This works well if information has been solicited by the Executive Committee from other members.
4. The entire group may develop the next agenda the last 5 or 10 minutes of the meeting. This is most effective with groups of 20 or less.

There are five types of agenda formats. Effective leaders will use various combinations of these to meet the needs and goals of the group at different stages through the year.

1. Informal or Flexible Agenda--this may be most effective the first meeting of the year. The approach puts times in the order that people need to learn about the group (i.e. what to expect in meetings, review, job descriptions). These are flexible in that they will change depending on the needs of the group.
2. Prioritized Agenda--lists items to be discussed in order of importance. This allows the group to discuss the most important items early in the meeting when they feel fresh. Leaders should be cautious to know that their priorities may be different than those of the group.
3. Timed Agenda--adds a time limit to each item.
4. Descriptive Agenda--gives detail for each item to be covered.

Intervention Agenda--uses training, short lecture or workshop on how the group is interacting. This provides an opportunity for people to develop personally and vent emotions.
5. Agendas can make meetings more fun and efficient. Adding a sense of humor and changing the format will add variety to meetings, keep members enthused and the group productive.

(From "Agenda Development" by Kathleen E. Allen)

CONSIDERATIONS IN PLANNING A MEETING

I. Physical Setting.

Give thought to the choice of room and arrangement of furniture to insure comfort of members. Group members must be able to see and interact with one another. Room must be well-ventilated and well-lighted. Have all equipment and other necessities at hand before the meeting. If the group meets on an ongoing basis, alter physical surroundings from time to time. Have room ready with chairperson there to greet group members. Return room to original order at the end of the meeting.

II. Communication.

Give thought to the number of meetings planned, communication of meetings and timing of meetings. Make sure everyone knows about the meeting. Personal contact by phone, note, or face to face is preferable to a poster.

III. Begin on Time.

Set a time limit and end on time. Don't be careless with other people's time. Plan meetings well in advance so everyone can plan and commit themselves to that time. Once a time frame is chosen, stick to it. Avoid late meetings--people cannot function if they are tired. Be sensitive to the number of meetings called. In one meeting a month will cover appropriate business, don't meet each week.

IV. Make each meeting count.

Every member must be involved in planning the meeting. Members must know what their responsibilities are to the group and then be committed to those responsibilities.

V. Set goals and objectives.

Have the group create the agenda for the next meeting. Have members participate in each meeting, either by presenting, reporting on committees or handling discussions. Work with your advisors and communicate meeting times, agenda items, etc., to them. Relate work of your group to the overall goals and objectives of the organization and University. Use the status quo as a point of departure. Do not continually repeat the same ideas or same methods. Be creative. Discourage use of a proxy. Having a member not present wastes time and resources.

GROUP DECISION MAKING

The organizational process requires that many types of decisions be made in a group setting. The ability to facilitate the group decision making procedure is a very useful skill that can be acquired through participation in student organizations.

Below is an outlined decision making process that can be useful to your organization:

1. Clarify the Problem or Situation.

The problem or need for a decision should be clear to the group members. For example, the problem of trying to get better food in the cafeteria might be clarified by the group to be the problem of obtaining more fresh fruit, larger entree portions and more salad varieties.

2. Collect Information.

Questions like: how much? what will others think?, where?, what restrictions are there?, etc., should be answered at this stage. The group may identify sources of information to be gathered when they lack information and who will gather the data.

3. List Alternatives.

Brainstorm possible solutions. Then, narrow the list down to the workable suggestions and those the group would like to consider further.

4. Weigh or Evaluate the Remaining Alternatives.

The group examines what would occur if they select each alternative. The group should identify the criteria being applied to evaluate each possible solution and be explicit. Resources like time, money, interest, skills may all be evaluative criteria in deciding on a Homecoming Project.

5. Select an Alternative or "Tentative Decision" to Try.

This alternative to try should be the best solution picked by group consensus during the evaluation of alternatives. Perhaps the group will want to present this decision to those who may be affected by it or to a larger group.

6. List the Steps to be Followed in Implementing the Decision.

The group determines what needs to be done and in what sequence to meet the goal of the decision. This is the plan to get to the place where the group wants to be with the issue.

NOTE: Step #6 may be the implementation of the final decision rather than the tentative one. But if time and interest allow, and the group is having difficulty in reaching consensus, then implement steps 7, 8 and 9.

7. Evaluate the Experience.

This determines if the solution is a good one, if it is worth it, or has value. Questions like: what good things happened?, what went wrong?, what changes will make it better?, what reaction did we get from others?

8. Make a Decision.

What is the group solution, policy or procedure to be followed. Group takes action on the plan.

9. Review the Plan Periodically.

AUDIT OF COLLEGIATE 4-H FUNDS

All recognized student organizations which operate any monetary funds should keep records of their financial transactions. Most colleges have a recommended format for these records. The club treasurer should check with the office with regulate and or advise student organizations for these procedures.

The financial records of the organization must be audited annually. This is most appropriate at the time a new treasurer is elected and installed. All financial records should be turned over to the auditor or audit committee. This would include: cash receipt and expenditure journals, bank statements for the entire year, cancelled checks, receipts or paid bills; copies of deposit slips and any savings information.

A complete financial ledger of all expenses and receipts, balanced at the end of each month provides an auditor an easy road map of the financial operation of the organization.

A few general recommendations are:

1. use only one check book,
2. keep financial journal up-to-date,
3. make sure the checking account has a federal identification number from Internal Revenue Service,
4. have a receipt for each financial transaction,
5. do not pay members in cash for small purchases,
6. audit books at the end of each year,
7. file a copy of the financial record with the Collegiate 4-H advisor.

RUNNING EFFECTIVE MEETINGS

The organization meeting is probably the most important area for determining the success or failure of a group. They give members a chance to discuss goals and objectives, and keep updated on current events. They provide a chance to communicate and keep the group cohesive. But most of all, meetings allow groups to pull resources together for decision making. Start with careful planning, finish with a thorough follow-up and the meeting will almost run itself. Here are some tips to make your next meeting successful and productive.

Before the meeting.

1. Define the purpose of the meeting. If you can't come up with a purpose, don't have a meeting.
2. Develop an agenda with the officers and advisors.
3. Distribute the agenda and circulate background material, such as lengthy documents or articles, prior to the meeting so members will be prepared and feel involved.
4. Choose an appropriate meeting time. Set a time limit and stick to it. Remember that members have other commitments.

5. If possible, arrange members so they face each other. For larger groups, try U-shaped rows. A leader has better control when he/she is centrally located.
6. Choose a location suitable to group size. Small rooms with too many people get stuffy and create tension. A larger room is more comfortable and encourages individual expression.
7. Use visual aids, such as posters, for interest.
8. Vary meeting places if possible, to accommodate different members.

During the meeting.

1. Greet members and make them feel welcome, even the late ones.
2. If possible, serve light refreshments, they are good ice breakers.
3. Start on time, end on time.
4. Review the agenda and set priorities for the meeting.
5. Stick to the agenda.
6. Encourage group discussion to get all viewpoints and ideas. You will have better quality decisions as well as highly motivated members.
7. Encourage feedback. Ideas, activities and commitment to the organization improves when members see their impact in the decision making process.
8. Keep conversation on topic toward an eventual decision. Feel free to ask for only constructive comments.
9. Delegate responsibilities and establish due dates. Give members a voice in decision making.
10. Keep minutes of the meetings for future reference in case a question or problem arises.
11. The leader should be a model by listening, showing interest, appreciation and confidence in members, admitting mistakes.
12. Summarize agreements reached and end the meeting on a unifying or positive note. For example, have members volunteer thoughts of things they feel are good or successful.
13. Set a date and time for the next meeting.

After the meeting.

1. Propose and distribute minutes within 24 hours. Quick action reinforces the importance of meetings and reduces error of memory.
2. Discuss problems during the meeting with officers, so improvements can be made.
3. Follow-up on delegation decisions. See that all members understand and carry out their responsibilities.
4. Give recognition and appreciation to excellent and timely progress.
5. Put unfinished business on the agenda for the next meeting.
6. Conduct a periodic evaluation of the meetings. Weak areas can be analyzed and improved for more productive meetings.

INTERPERSONAL SKILLS

Qualities of an Organization Leader.

People who take on a leadership roles in student organizations should be capable of inspiring the confidence of those who they lead. This requires a great deal of maturity as well as a willingness to sometimes put aside personal preferences for the benefit of the entire organization. A quality leader is also very comfortable in working as part of a team rather than making unilateral decisions and expecting the membership to follow.

Other leadership qualities include:

1. Respect for the opinions of others.
2. Willingness to work with others.
3. Ability to listen as well as speak.
4. Belief in the ability of the group to make quality- decisions.
5. Ability to clearly understand the function and tasks of the organization.
6. Ability to develop an organizational process that considers the following:
 - a. a wholesome atmosphere for discussion
 - b. an orderly procedure for conducting meetings
 - c. a balanced involvement of all members
 - d. an accurate record of the organization's activities
 - e. linkage with outside resources
 - f. a meeting schedule that is convenient for the maximum number of members.

Conflict Management Skills.

Few decisions are made in groups as unanimous agreement. If we accept the fact that unanimity does not exist in complex groups, then friction and conflict are inevitable. Conflict is meant as all types of perceived opposition.

The Value of Conflict - Organizations that do not stimulate or accept conflict increase the probability of stagnant thinking and inadequate decisions. Established groups tend to improve more when there is conflict among members than when there is fairly close agreement. This type of conflict which improves organizational behavior is known as Functional Conflict. Conflict is both a source and a result of change.

The Paradox of Conflict - The purpose of openly challenging ideas and philosophies is to force-reevaluating. Perceived differences can be discussed in an environment that supports conflict. A paradox is created because tolerance of conflict is counter to most cultures. Our desire for consensus and agreement influences us more than our desire for effective performance.

Major Sources of Conflict - Conflict may result as there are communication misunderstandings, barriers in organizational structure and roles, and individual differences in behavior and values systems.

Some Tips to Make Conflict Functional - Conflict may be avoided, diffused or delayed, or confronted. In confronting conflict there are some tips to help the process be more functional.

- | | |
|----------------------------------|---|
| -negotiate | -do not take sides |
| -clarity points | -avoid "right" and "wrong" statements |
| -allow expressions to be voiced | -respect individual differences |
| -listen quietly | -be aware of your own biases |
| -do not get emotionally involved | -assume all sides have legitimate positions |

Unsolicited Advice.

1. Realize that "people support what they help to create." The member who feels actively involved with the organization will continue to be committed to it.
2. Respect the rights and opinions of each group member; keep the channels of communication open.
3. Remember that a large group can be broken into small groups to open the gates for involvement and commitment.
4. Be prepared to level with others and to maintain an atmosphere where others feel free to level with you. Through such communication you can move mountains. In silence, hostility grows.
5. Remember that the group is not working for you; you are working together.
6. Commitment and enthusiasm are contagious.
7. The good leader can be lead. They are not interested in having their own way, but in finding the best way. Have an open mind - your way is not the only way.

DELEGATION

The Definition and Importance of Delegation.

Delegation is a must for effective organizational management. It is also one of the most important and difficult skills for a leader to acquire. Delegation is an important training device and it helps build morale. From a leader's point of view, delegation enables him/her to multiply himself/herself. It makes it possible for him/her to extend his/her knowledge, energy and time through the efforts of others.

Delegation is the act of allowing committee members to successfully carry out assigned tasks; it includes impartment of the responsibility to accomplish program tasks, the granting of authority to make the decisions and take the actions required to accomplish those tasks, and the creating of accountability for achieving results.

In actual practice, delegation is a personal thing involving interpersonal relationships, rather than organizational policy or philosophy, and it is these relationships that are the largest determinants of the success of delegation. It has been found that the critical point in the career of many leaders is reached at the stage when they must either learn to delegate or cease to grow.

Obstacles to Delegation.

There are many conditions and perceptions that affect leaders and committee members in the progress of delegation. Even though leaders must delegate if they are to be successful, there are reasons why they will not delegate. Likewise, there are also reasons why committee members will not accept delegation.

-Delegation is blocked by incomplete or ineffective communications. Many times the leader goes through the process and activities associated with delegation without the committee member realizing delegation was attempted. Thus, the leader acts and proceeds as if delegation has occurred, with the committee member finding out when the deadline comes near. This is the most difficult reason to identify and can be eliminated by the job clarification process.

Delegation Does Work.

Though delegation is one of the most difficult skills for a leader to acquire, it can be very successful and rewarding. In order for the positiveness of delegation to prevail, there are several areas that need awareness and concentration, those being: (1) leadership attributes needed for delegation; (2) the steps or process to successful delegation; and, (3) some cautions to remember when delegating.

There are four leadership attributes needed for delegation:

1. A leader must be receptive to other people's ideas.
2. A leader must be prepared for and willing to accept mistakes.
3. A leader must forego the luxury of blowing his/her top.
4. A leader must exercise great powers of self-restraint.

There are five steps in the process of successful delegation, those being:

1. Policy guidelines must be clearly stated.
2. Jobs must be defined.
3. Goals must be set and agreed upon by the committee, i.e. "People support and will work on that which they help to create".
4. Two-way communications must be established between the leader and the committee members.
5. Feedback systems must be established, through effective meetings and during the "in between meeting times".

Summary.

Delegation is giving others the responsibility and authority to make decisions for which you are accountable. Delegation is perhaps one of the most difficult skills for a leader to acquire, but it is not impossible to learn and it probably reaps the most benefits of any other leadership attribute. Delegation is a must for effective organizational management and involves interpersonal relationships - the how's of relating to and working with others. Now - isn't that what success is all about?

COMMITTEE EFFECTIVENESS

The most important work of an organization is often not at the scheduled business meetings, but during the intervals between meetings. One can keep the organization moving between meetings through the use of committees.

A committee is a subgroup for an organization given a specific task to complete: interested members meeting together to analyze, clarify, and focus ideas on particular problems of the group on community concerns. Committees function to plan programs, to study issues in depth, to implement organizational goals, or to manage single aspects of the organization.

Committees have advantages over the larger organization. A small group can plan, deliberate and implement an assignment more efficiently than a large group. The atmosphere is more informal, promoting freedom in discussion which permits wider coverage of ideas. Committees involve group problem solving and thinking which encourages greater acceptance of solutions; plus, a committee can meet more often and work faster than the entire organization. Two common committees you will work with include: the standing and the ad hoc.

A standing committee continues year after year and manages a specific organizational aspect such as finance or publicity. A standing committee is named in the organization's by-laws.

An ad hoc committee is created to meet special short-term organizational needs such as a special event. Ad hoc committees plan and research, then make recommendations based on findings to the general membership for approval. After that point, this committee usually dissolves.

Since a great deal of an organization's achievement depends upon committee work, selection of members is critical. A well functioning committee is a combination of a good leader and members who are able to communicate honestly. Also, committee members need to understand and accept the group development process that occurs in committee work. Key points in the committee construction process are listed below:

In selection of leaders, be sure:

1. Everyone in the organization understands the goal of the committee before electing the leader.
2. Organization members participate in selection of committee leaders.
3. To stress the importance and prestige of the position. If you take a casual approach you are likely to get a loser.
4. The leader is able to lead discussions and coordinate ideas.
5. The leader understands the committee assignment and is willing to commit the necessary time to complete it.

RESPONSIBILITIES OF THE ORGANIZATION TO ITS ADVISORS

An advisor should be recognized as an integral part of the organization. Since the advisor is not an undergraduate member, additional courtesies and consideration should be extended. An advisor should be welcomed at all meetings and social events, and thanked for coming at the close of the event.

Organizational and executive board meetings should be planned at a time when the advisors are able to attend. Be sure to relay the date, time, and place for each meeting. Send the advisors a copy of all minutes. Check with the advisors before scheduling a special meeting. The president should meet regularly with the advisors to discuss organizational matters and to relay and update information.

The organization should inform its advisors of all activities and extend an invitation for her/him to attend. Check dates with the advisors before scheduling activities.

The organization should ask its advisors for opinions and advice when problems come up within the organization. Use should be made of their vast background and experience. Although advisors have not vote, they should have speaking privileges. However, they should not dominate discussions or make decisions for the group.

Organizational officers must keep their advisor fully informed of the programs and activities and the progress being made in carrying out plans.

The organization should take into consideration that its advisors have other responsibilities (i.e., family, home, job, etc.) and cannot always give their undivided attention.

The organization should let its advisors know they are appreciated. Acting as advisor to a student organization gives little or no reward to advisors when it comes to promotions and salary raises. Your appreciation and a job well done is their reward. Let them know when they are appreciated and have done something positive for your group.

Be clear and open in your expectations of the advisors. The organization should be prepared to let its advisors know how they may improve in order to advise you better.

Organizations should remember that the responsibility for the success or failure of a project ultimately rests with the group, not the advisors.

OFFICER TRANSITIONS

The wisdom of leadership comes with experience. Student leaders who have recently completed their terms of office should take some time to reflect on the progress of their groups and recognize the goals that were accomplished in order to share their experiences with the newly elected officers.

Below is an outline to give both incoming and outgoing officers a format to help ease the transition from one set of officers to another. A transition meeting between the two sets of officers and a faculty advisor is recommended. A casual, open atmosphere should be encouraged so an honest evaluation of the year's accomplishments and problems of the previous year can be discussed. It may be helpful to have an outside person actually conduct this session so that all officers can actively participate. Adaptations of this outline to meet the needs of your group are encouraged.

I. Welcome and Introductions (time to get acquainted). Explain the purpose of the meeting.

II. The Year in Review.

- A. Goals-Review group's goals from previous year.
 - 1. What did we hope to accomplish?
 - 2. How well did we do on each goal?
 - 3. Which goals should be continued?
 - 4. Which goals should be altered?
 - 5. Which goals should be dropped?
- B. Programs and Activities--Evaluation of the group's activities and programs.
 - 1. What activities and programs did we sponsor?
 - 2. How effective was each program?
 - 3. Did we have a good balance of different kinds of programs?
 - 4. Did we do any community service activities?
 - 5. Were the programs and activities consistent with group goals?
 - 6. Which activities should be continued and which should be dropped?
- C. Membership-Evaluate the number of members and their level of involvement.
 - 1. Do we currently have just enough, too few or too many members (consider your group's goals)?
 - 2. How effective were our membership recruitment efforts?
 - 3. Are the members actively involved in the operation of the club?
 - 4. Are members enthusiastic about the group's activities and motivated to work towards the group goals?
 - 5. Were there adequate opportunities for members to get involved in responsible and meaningful ways?
- D. Officers and Organizational Structure--Evaluate the effectiveness of the various officers and the structure of the organization.
 - 1. Do the officers understand their responsibilities and roles within the organizational structure?
 - 2. Did the officer operate as a team or could cooperation between officers be improved?
 - 3. Is the amount of time and effort required of each officer equal, or are some expected to work harder than others?
 - 4. Are the officers in tune with the membership? Is there two-way communication and understanding?
 - 5. How would the general membership evaluate the effectiveness of the officers?
 - 6. How would the officers evaluate the effectiveness of the officers?

- E. Organizational Operation--Evaluate the finances, time and manner of meeting, etc.
 - 1. Were the finances adequate for the group's activities?
 - 2. Was the budget managed properly?
 - 3. Were meetings run effectively?
 - 4. Was the frequency of meetings appropriate?
 - 5. Do we have a committee structure? If so, is it working? If not, do we need one?
 - 6. Do we experience schedule conflicts with other groups or activities?
- F. Faculty Involvement--Evaluate the quantity and quality of faculty participation in the organization and/or its activities.
 - 1. Was our faculty advisor involved just enough, too much or too little?
 - 2. Were there adequate opportunities for faculty to get involved in our organization? Did they get involved?
 - 3. Could faculty involvement be improved? If yes, how?
- G. Public Image--Evaluate how your group is perceived by the various segments of the public.
 - 1. How is our group viewed by students, faculty and administration?
 - 2. How is our group viewed within the university community? In the local community?
 - 3. What could be done to enhance our public image?

III. Your Legacy to Next Year's Group.

- A. Currently, what are the major strengths of our organization?
- B. What are the major weaknesses?
- C. What is the best advice we, as outgoing officers, can give to the new officers?

IV. Officer Transition. Have the new officers meet individually with their predecessor and discuss:

- A. Responsibilities of the position.
- B. Timetable for completing the duties of the position.
- C. Unfinished projects.
- D. Important resources and contact persons.
- E. Mistakes that were made that could have been avoided.
- F. Advise the outgoing officer wishes he/she had been told last year.
- G. Any questions the new officer may have for the outgoing officer.
- H. Where the outgoing officer can be reached in the future (in case questions come up).

V. Wrap-up. Pass the gavel and wish them luck.