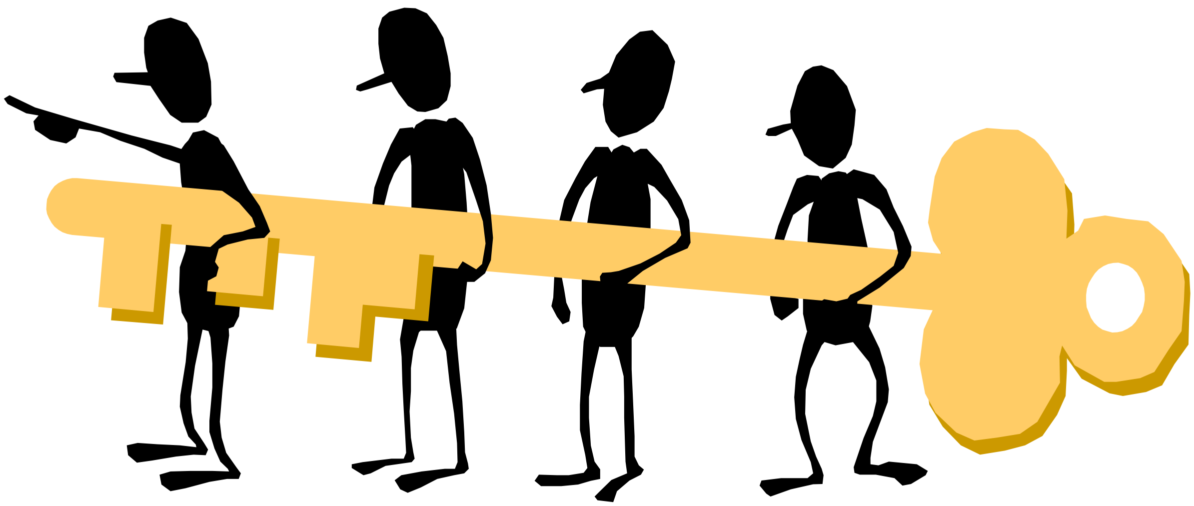
Leadership is the Key to Success



Indiana University of Pennsylvania
Student Advisor/Leader
Resource Guide

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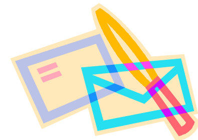
Center for Student Life
Mission Statement

The Center for Student Life is committed to providing diverse, balanced, high quality opportunities for active and experiential learning through leadership development, community service, contemporary entertainment, performing arts, lectures, and human diversity experiences for members of the IUP, local and surrounding communities.

Letter to the Advisors



Dear Student Advisors,

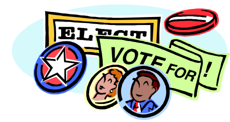
Your opportunity is now. Be drawn by the pull of what you love, and you'll see how quickly your role as a leader and advisor will help you build an amazing college experience. As an advisor you have some mighty big shoes to fill. Not only are you serving as a role model for your peers, but you are also listening to and learning from them.

The Center for Student Life would like to help you be successful along your collegiate journey and work to the best of your ability. Throughout this Student Advisor/Leader Resource Guide you will find a wealth of information that can be adapted to fit any club, organization, or team. Ever wonder how to recruit and retain members, run an effective meeting, or conduct a fundraiser? This information and much, much, much more can be found in the following guide.

Best wishes for a great year of advising, leading, supporting, listening, communicating, and learning!

Sincerely,
The Center for Student Life

The Election Process



The election of officers can be a difficult process for organizations especially if past elections have been cluttered with bias, disorganization, or a lack of consistent rules and procedures. Depending on the size of your organization, you may want to create an Election Committee to administer the process. In addition, you should have **WRITTEN** policies and procedures for your election process. These policies and procedures should be re-evaluated on a regular basis (prior to election time) to determine needed changes. Some of the areas you might want to include in your election process are:

- Election Committee
  - Election committee members must be IMPARTIAL! They must not endorse any candidate by attending campaign functions, wearing buttons, or campaigning. They cannot publicly denounce any candidate. They are not to discuss with anyone, especially candidates, the confidential information discussed at committee meetings until the information is provided to all candidates or the general public.
- Offices Available
  - Number and kind of positions
- Ballots
  - (A) Nominations for all offices are taken and one ballot with all offices is distributed OR (B) Separate ballots for each office distributed immediately following the nominations for each office
- Replacement of Vacant Seats
  - Process if a seat becomes vacant (through appointment or election)
- Enforcement of Election Rules
  - Violations/offenses and complaints (last date to submit complaint)
  - Process for deciding if violation has occurred (hearings)
- Vote Tabulation
  - Who counts and how votes are counted
  - Winner- majority, simple majority, plurality
  - Ties and runoffs
  - Disqualifications of ballots
- Election Schedule
  - Nominations/filing- When?
  - Election dates and runoff dates (if applicable)

Recruit and Retain Members

There is no more valuable skill for any organization than the ability to recruit new members…except maybe the ability to keep the old ones. The larger your group is, the more resources you have, the more people you know, the more you can accomplish, and the more the merrier…let's not forget that.

Recruiting

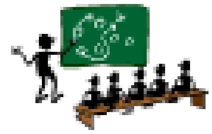
1. Maintain constant visibility by:
    a. Regularly perusing activities that gets an organization's name out.
    b. Sponsoring major events like programs, fund raisers, and speakers.
    c. Conducting smaller events like letter writing and open meetings.
    d. Creating bulletin boards, posters, and signs.
2. Recruit at an event and NOT a business meeting:
    a. No matter what the reason for wanting to join an organization, a person is more likely to join if they see the group is action oriented.
    b. If you intend to use your meetings for recruitment, make sure the meeting is action oriented and that the organization members are all actively participating in the meeting.
3. Have an ongoing entry-level program for new recruits:
    a. Remember that a new comer might not know the lingo or the issues of the organization, it can feel like they are joining the middle of a conversation.
    b. When attracting new members, it is important for you to involve them, never hesitate to give a newcomer a job of importance.
    c. Always make sure that veteran members of the group help to educate the new members on issues and lingo.
    d. Remember to avoid inside jokes, nothing can help you to lose new members quicker then inside jokes.
4. Appeal to people's self interest:
    a. *Personal:* people join organizations that work on issues that personally affect them, listen to your members and deal with things that are important to them.
    b. *Social:* people become involved in an organization to meet people and to make friends, don't forget to make time to have fun in your organization and get something accomplished at the same time.
    c. *Moral:* to sustain commitment to a cause, people must see that it falls within their system of values and priorities.

d. *Professional:* many people want to develop new skills or leadership qualities that can give them valuable experience or help them test out possible career tracks, make it clear that involvement in your organization can provide people with this experience.

Retaining

1. Try to avoid the 8 pitfalls and your group should stay strong.
    a. *Burn out:* People often leave organizations because they are asked to do too much too fast. To avoid burn out, try to offer members a series of slowly increasing responsibilities.
    b. *Cool out:* The number one reason that people leave an organization is because they feel like there is nothing for them to do. Don't hesitate when asking people to do something for the group, people want to be useful.
    c. *Keep out:* This is when returning members exclude newcomers, returning members will gravitate to one another leaving the newcomer feeling left out. It is important to take time and get the newcomer acquainted with all members, so that they feel comfortable with the organization.
    d. *Pull out:* Allow members to set their limits on their participation, if a member feels that the organization expects too much or too little of them, they will leave. Listen to your members and know how much they want to be involved.
    e. *Can't win:* Members need to feel like they are accomplishing something. Make sure that goals are set and clear and that they are attainable. Nothing disillusions a member more then an organization that can get nothing done.
    f. *Can't lose:* When setting goals make sure that there is some challenge involved, people get more out of achieving a goal that took some work, then something that was just handed to them.
    g. *No growth:* Volunteer work should be interesting; it should offer variety, and a chance for personal growth. There is boring work to be done of course, but spread it around evenly and mix in as much fun as you can.
    h. *No appreciation:* Volunteers don't just enjoy being appreciated; they need it and deserve it. Without it they tend to lose faith in the value of what they are doing.

Officer Transition



The transition of leadership for your organization is vitally important and may determine the effectiveness of the group for years to come. A smooth transition is:

- The responsibility of both the outgoing and incoming officers.
- A way to help the group avoid starting over from scratch every year.
- A transfer of significant organizational knowledge.
- An opportunity for closure for outgoing members.
- A great opportunity for outgoing leaders to evaluate the year.
- An orientation process for new leaders.
- The leadership changeover period.
- A time for incoming leaders to ask questions and the outgoing leaders to give advice.
- An outgoing leader's last chance to say, "I wish I'd done this…"

Arrange for your new officers to get a chance to:

- Become acquainted with office surroundings.
- Go through organizational and personal files.
- Meet with advisor(s).
- Be introduced to important campus personnel.

Keep a written record

The following information should be given to each new officer in a notebook:

- Constitution and by-laws
- Job descriptions of officers and members
- Resource or contact list of important people
- Yearly organizational calendar
- Member list with phone numbers and addresses
- Philosophy or mission statement of the organization
- Financial reports
- Status reports on committees and projects
- Meeting minutes and agendas
- Historical records/Evaluations of past projects

Conduct Retreats

Outgoing/Incoming officer retreats should include:

- Icebreakers.
- Evaluations of last year's events by outgoing officers.
- Officer exchanges (notebooks, list of duties, etc.)
- Goals reported by outgoing officers. Outgoing officers depart, leaving new officers to discuss the coming year.
- Expectations of one another.
- Goals for the coming year.
- Ideas and calendar of events.
- Closing- make it motivational!

<u>What you really want to know is…</u>

Have the outgoing officers answer the following questions on paper before the training/transition event and share their answers with the new officers.

Outgoing Officers:

- Describe the duties of this office.
- What was your biggest frustration with your office? How could it be avoided in the future?
- What was your biggest success in this office?
- What was your biggest surprise in this office?
- What were your goals? Did you meet them? Why or Why not?
- How do the general members perceive this office?
- What was the Executive Board's biggest success this year?

Incoming Officers:

- What questions do you have for the outgoing officer?
- What are your goals for this office?
- How do general members perceive this office? How would you like them to perceive it?
- How do you plan to work effectively with the other members of the Executive Board?
- I hope to learn the following from my experience this year…

Setting Goals 

What are goals? Goals are plans for the future. They are your direction for the year. They state what your group wishes to accomplish. Goals should be evaluated and changed from year to year.

Steps for setting goals

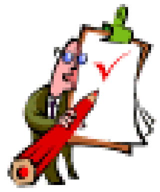
1. **BRAINSTORM** as a group:
    a. Evaluate past group successes and failures.
    b. Address new things the group wants to accomplish.
2. **CHOOSE** from the brainstorm list those goals you want to focus on for the coming year.
3. **PRIORITIZE** the chosen goals.
4. **BREAK** each goal into the steps necessary to reach it.
5. **MOVE INTO ACTION** and begin working on the decided goals:
    a. What is to be done?
    b. How will it be accomplished?
    c. What resources are available?
    d. Who will do it?
    e. When should it be finished?
    f. What results are expected and how they will be measured?
6. **CONTINUALLY EVALUATE** your progress.
7. **BE FLEXIBLE** by allowing your goals to change to meet new circumstances.
8. **FOLLOW THROUGH.**

Make your goals visible

The more often people are reminded of their goals, the more likely it is that they will work toward achieving them.

- Post them in a conspicuous place.
- Give a copy to every member.
- Discuss the goals at every meeting (put them on the agenda).
- Put the goals in newsletters and materials you distribute.
- Make a creative bulletin board with your goals.

Goal Sheet



- Establish your own personal, academic, and leadership-related goals.
- Things to consider:
  - What do I want to accomplish this year?
  - How will I accomplish my objectives?

Leadership-Related Goals

1.
2.
3.
4.
5.

Academic Goals

1.
2.
3.
4.
5.

Personal Goals

1.
2.
3.
4.
5.

Outcome Planning 

Plan outcomes for the year for your club, organization, and staff:
- What do we want to accomplish as a club/organization/staff?
- Do our goals reflect the mission?
- Do our goals reflect learning or development?

August
1.
2.
3.

September
1.
2.
3.

October
1.
2.
3.

November
1.
2.
3.

December
1.
2.
3.

January
1.
2.
3.

February
1.
2.
3.

March
1.
2.
3.

April
1.
2.
3.

May
1.
2.
3.

Healthy Organizations

10 Responsibilities of an organization leader

1. Inform your members of the purpose of the organization.
2. Know each of the members by name.
3. Set up a regular meeting time and place for the organization.
4. Delegate work according to the interests of each member.
5. Assign a committee head for each activity or task (i.e. Secretary- Membership Coordinator; Publicity- Tickets).
6. Help organization members with problem areas.
7. Accept and support the decisions of the organization.
8. Do not force your ideas upon the organization.
9. Be responsible for the organizations' programs.
10. Conduct an evaluation of the committee's work at the conclusion of an activity.

Qualities of a healthy organization

- Communicate and listen.
- Affirm and support.
- Teach and respect.
- Develop a sense of trust.
- Have a sense of play and humor.
- Share responsibility.
- Have a balance of interaction.
- Value the services of others.
- Foster open communication.
- Admit to problems and seek help.

Outcomes of a healthy organization

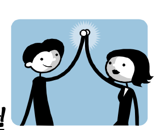
- Increased energy and zest as a result of all people feeling connected.
- Increased empowerment to act or be in the organization because all members are active within it.
- Increased knowledge of self and others.
- Increased sense of self-worth resulting in a desire for more connection.

Student-Advisor Relationship

Generally, the advisor's contacts with the organization will take place in two settings: 1) discussions with the student officers and attendance at meetings 2) other group activities (i.e. retreats). When working in these two settings, the advisor must be aware of his/her role in the organization. Although active participation by the advisor is desirable, the advisor is not the leader of the group.

1. The advisor should assist the officers in formulating long-range goals and in planning and initiating short-term projects.
2. The officers should utilize the advisor as a resource. The advisor has had previous experience and can provide the officers and members with background information.
3. The advisor should assist the officers with University procedural matters.
4. The advisor may suggest ways by which meetings can be improved.
5. The advisor many be called on to represent the organization and its interests in staff and faculty meetings.
6. The officers will find the advisor able to assist in evaluating individual and group projects, performance and progress.
7. The advisor is generally able to make suggestions that will help the officers to improve leadership skills.
8. The advisor is available when emergency problems arise.
9. The advisor can assist the officers in preparing meeting agendas. This will not only provide a structure for conducting the organization's meetings, but it can also serve as a point of departure for discussion of other areas of mutual concern.
10. The advisor should point out factors bearing on the ideas presented by the officers without imposing his/her own bias. If an idea is inappropriate, the advisor should try to encourage the officers to consider other alternatives.
11. Support each other and provide positive feedback for jobs well done.
12. The officers should keep the advisor informed as to all organizational activities, meeting times, locations, and agendas.
13. The officers should meet regularly with the advisor and use him/her as a sounding board for discussing organizational plans and problems. This is a very important aspect of the relationship!
14. Have clear expectations. Let the officers know what the advisor expects and in turn, the officers should share with the advisor what they expect.

Student & Advisors working together can accomplish anything!



Tips for a Good Meeting

- Give proper announcement of meetings
- Develop an agenda and review it prior to the meeting
- Publish the agenda in advance, if possible
- Start the meeting on time
- Conduct one item of business at a time
- Keep in mind that participation is both a right and a responsibility
- Encourage discussion and initiate ideas
- Assign follow up actions and responsibilities after each meeting or during the meeting if the instructions are short
- Summarize what has been accomplished
- Try to limit meetings to one hour
- Don't be afraid to replace members who do not produce; but if necessary, do so only after every alternative has been exhausted

When you talk, you can only say something that you already know. When you listen, you may learn what someone else knows.
By: Thomas Drier

Stages of a Meeting 

Before the meeting

- Define the purpose of the meeting (If you can't find a purpose, don't have the meeting)
- Develop an agenda with officers and advisor(s)
- Distribute the agenda, background material, and lengthy articles or documents
- Set a time limit and do your best to stick to it
- Select an appropriate, comfortable location
- Use visual aids if they will help
- Make sure all members are aware of the meeting time and place

During the meeting

- Greet members and make them feel welcome
- Serve refreshments if possible
- Start and end on time
- Review the agenda and set priorities for the meeting
- Stick to the agenda
- Encourage group discussion to get all points of view
- Keep conversation focused on the topic at hand
- Encourage feedback
- Keep minutes for further reference in case a question is raised
- Set the time, date, and place for the next meeting

After the meeting

- Transcribe the minutes and distribute within 3-4 days
- Discuss any problems during the meeting with officers and advisor(s)
- Follow up on delegation decisions
- Give recognition for excellent and timely progress
- Put unfinished business on the agenda for the next meeting
- Periodically evaluate meetings and work toward improvement

Sample Agenda

Name of Organization:
Date:

I. Call to Order

II. Roll Call

III. Approval of the minutes

IV. Committee Reports

A.
B.
C.
D.

V. Officer Reports

VI. Old Business

VII. New Business

VIII. Adjournment

IX. Next meeting time/place/location

What are Minutes?

The Use of Minutes

- Minutes are an official record of business for an organization
- Minutes give continuity to procedures, traditional activities, etc.
- Minutes inform those members who weren't in attendance
- Minutes assist in the follow up of assignments and decisions

What should be in the Minutes?

- Name of the organization
- Type of meeting
- Date of meeting
- Place of meeting
- Name of the presiding officer and secretary (secretary should sign the minutes)
- Acknowledgement of the approval or disapproval of the minutes from the last meeting
- All of the major motions or decisions
- Names of committee members and any reports
- List of all of those who were in attendance
- Any announcements
- Adjournment
- Time/Date/Location of the next meeting

Some tips on how to write the Minutes

- Ask people to repeat or restate information if you are not sure what was said.
- Ask for names and spelling if clarification is needed.
- You don't have to put everything in the minutes, just major points, and highlights.
- Make sure to state whether motions have been passed or defeated.
- Identify major items of business.
- Include committee reports (record what is done, not what is said).
- Type the minutes neatly.

Sample Minutes Format

Name of Organization

Call to Order: Date Time Location

Those present and floor represented:

Approval of last minutes (read by, motion, 2nd, vote):

Officers' reports:

Standing committee reports:

Old Business:

New Business:

Allocations:

Next meeting: Date Time Location

Tips for Facilitating Discussion

Your role during a group discussion is to facilitate the flow of comments from participants. Although it is not necessary to interject your comments after each participant speaks, periodically assisting the group with their contributions can be helpful. Here is a ten-point menu to use as you lead group discussions (adapted from *101 Ways to Make Meetings Active* by: Mel Silberman, Kathy Clark):

1. **Paraphrase**: Paraphrase what a participant has said so that he or she feels understood and so that the other participants can hear a concise summary of what has been said.
2. **Check for Meaning**: Check your understanding of a participant's statement or ask the participant to clarify what he or she is saying. IE: "Are you saying that this plan is not realistic?" "I'm not sure that I understand exactly what you meant." "Could you run it by us again?"
3. **Give Positive Feedback**: Compliment an interesting or insightful comment. IE: "That's a good point, I'm glad that you brought that do our attention."
4. **Expand**: Elaborate on a participant's contribution to the discussion with examples, or suggest a new way to view the problem. IE: "Your comments provide an interesting point from the employee's perspective. It could also be useful to consider how a manager would view the same situation."
5. **Increase the Pace**: Energize a discussion by quickening the pace, using humor, or, if necessary, prodding the group for more contributions. IE: "Oh my, we have lots of humble people in this group! Here's a challenge for you. For the next two minutes, let's see how many ways you can think of to increase cooperation within your department."
6. **Devils Advocate**: Disagree (gently) with a participant's comments to stimulate further discussion. IE: "I can see where you are coming from, but I'm not sure that what you are describing is always the case. Has anyone else had an experience that is different from Jim's?"
7. **Relieve Tension**: Mediate differences of opinion between participants and relieve any tensions that may be brewing. IE: "I think that Susan and Mary are not really disagreeing with each other but are just brining out two different sides of this issue."
8. **Consolidate**: Pull ideas together by showing their relationships to each other.
9. **Change the Group Process**: Alter the method for obtaining participation, such as having the group evaluate ideas that have been presented. IE: "Let's break into smaller groups and see if you can come up with some typical customer objections to the products that were covered in the presentation this morning."
10. **Summarize**: Summarize, and record, if desired, the major views of the group.

Ten Methods for Obtaining Group Participation

Active meetings cannot occur without the involvement of participants. There are a variety of ways to structure discussion and to obtain responses from participants during a meeting. Some methods are especially suitable when time is limited or participation needs to be coaxed. For example, you might use subgroup discussion and then invite a spokesperson from each subgroup to serve on a panel (adapted from *101 Ways to Make Meetings Active* by: Mel Silberman, Kathy Clark):

1. **Open Discussion**: Welcome any comments from anyone in the group. If you are worried that the ensuing discussion might be too lengthy, say beforehand, "We have time for four or five short comments. Who would like to begin?" To encourage several participants to volunteer comments, ask, "How many of you would like to comment on this matter?" Then note who wants to participate and establish an order of participation.
2. **Subgroup Discussion**: Form participants into subgroups of three to six members. Use subgroups when you have sufficient time for discussion. This is one of the key methods for obtaining everyone's participation. Usually, it is desirable to ask each subgroup to summarize its discussion for the remainder of the groups, but sometimes it is not necessary. Make sure subgroup members are directly facing one another during their discussion.
3. **Partners**: Form participants into pairs and ask them to discuss and problem solve together. Use partners when you want to involve everybody, but do not have enough time for subgroup discussion. A pair is an effective discussion format to enable every participant to talk about an issue prior to a whole group discussion. It may be especially helpful with large groups.
4. **Response Cards**: Pass out index cards and request that participants record their comments or ideas on the cards. Use response cards to save time or to provide anonymity for personally threatening self-disclosures. Cards can also be used to brainstorm. The cards can be passed around the group, shuffled and redistributed to individual participants, or collected for your reading and reviewing.
5. **Polling**: Design a short survey to fill out and tally on the spot, or verbally poll participants. Use polling to obtain data quickly and in a quantifiable form. If you use a written survey, try to give the results to participants as quickly as possible. If you use a verbal survey, ask for a show of hands or invite participants to hold up answers to build consensus.

6. **Go-Arounds**: Invite each participant to contribute a short response to a key question by going around the entire group. Use go-arounds when you want to obtain something quickly for each participant. Sentence stems (for example, "One idea to save cost is…") are useful in conducting go-arounds. Invite participants to pass when they wish. Avoid repetition, if you want, by asking each participant for a new contribution to the process. In large meetings, use go-arounds for only a portion of the group (for example, all new members).
7. **Calling on the Next Speaker**: Ask participants to raise their hands when they want to share their views and request that the present speaker call on the next speaker (rather than the facilitator doing so). Use this method when you are sure there is a lot of interest in the discussion or activity and you wish to promote participant interaction.
8. **Panels**: Invite a small number of participants to present their views in front of the entire group. An informal panel can be created by asking for the views of a designated number of participants who remain in their seats. Use panels when time permits to generate a focused exchange of ideas. Rotate panelists to increase participation.
9. **Fishbowl**: Ask a portion of the group to form a discussion circle, and have the remaining participants form a listening circle around them. Rotate new groups into the inner circle to continue the discussion. Use fishbowls to help bring focus to large-group discussions. Although time-consuming, this is the best method for combining the virtues of large-group and small-group discussion. As a variation to concentric circles, participants can remain seated at tables and you can invite different tables or parts of a table to discuss the topic as the others listen.
10. **Games**: Use an enjoyable activity or a quiz game to elicit participants' ideas, opinions, and knowledge. Games stimulate energy and involvement. There are many collections of games suitable for meetings.

Collaborative Problem Solving

Sometimes it is difficult for students to see the benefit of working on organizational problems with the whole group. Following this simple outline can help in this process:

I. State the major goal to be accomplished.

II. Assess

Step 1: Define the problem in terms of needs, not solutions or wants.
- try for a win-win solution
- assert your own needs and try to listen and understand the needs of others
- respect others' opinions

Step 2: Brainstorm possible solutions to each need, one at a time.
- all ideas are acceptable while brainstorming
- expand on other's ideas
- list every idea
- don't clarify or seek clarification

Step 3: Select the solution that will best meet the group's needs.
- state alternatives that might be acceptable to the group
- see what choices coincide
- jointly decide on one or more of the alternatives

III. Plan

Step 4: Plan who will do what, where, and by when.
- write an agreement statement
- the agreement should include expectations of who is responsible for what part of the plan

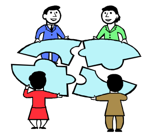
.

IV. Implement

Step 5: Implement the plan.
- make sure that everyone is doing their part to carry out the plan

V. Evaluate

Step 6: Evaluate the process
- after the plan is in action take a step back to see how the solution is working and make adjustments from there

Effective Delegation 

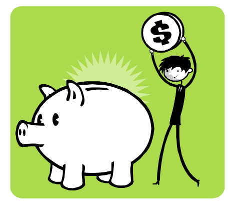
1. Be available to talk and give feedback
2. Share information, knowledge, and plans
3. Set reasonable goals
4. Delegate segments that make sense
5. Provide training to do the job
6. Identify and maximize strengths
7. When possible, seek out people with the skill and knowledge needed
8. Clearly define expectations
9. Mutually set goals and standards of performance
10. When possible, give those who are responsible for carrying out a program a voice in the decision-making

Instead of doing one job, enable several people to do several jobs!

Thoughts on Creating a Budget

Spending the money you have wisely is very important. One of the first steps in making this a reality is developing a budget. Budgets give you direction for the whole year and this can be one of the driving forces for your organization. In developing a budget, look at it in four parts:

A ssess **P lan** **I mplement** **E valuate**



1. **Assessment of needs**
    a. What are the needs of the organization?
    b. Is there one area more important than another?
    c. How much money does the organization need for programming?
    d. Do you need supplies?
    e. Remember to consult with your advisor on this budget building process!

2. **Planning: Put it on paper! Continue to assess the needs of the organization**
    a. Be flexible! Don't be so strict with planning that you do not leave room to adapt to situations as the semester goes on.
    b. Use the resources you have to make your money go farther. (IE: After a program, save the unused cups/paper products and other items for the next time. Find out what you can get free from businesses.)
    c. Try to plan events with other clubs and organizations, sharing resources can really go a long way.

3. **Implement: Day to day operation of your budget, and carrying out and working with the budget**
    a. Balance the budget by utilizing receipt reports and financial statement forms.
    b. Remember you can do fundraisers.

4. **Evaluate: Take a critical look at the budget.**
    a. What areas can be improved on?
    b. Get ready to modify and start the cycle all over again!

Fundraising

Planning Your Fundraiser

1. Plan in advance! At your first or second meeting you should develop a strategic plan for your group, including fundraising activities and target dates for your fundraisers.
2. When deciding on your fundraiser keep these things in mind:
    a. Is group interest in the activity high?
    b. Is the time commitment clear and agreed upon?
    c. What special talents and connections do your group members have?
    d. What resources and facilities are available?
    e. Assess potential profits from the event, project what you think you will make and then subtract the cost of organizing the event.
    f. Keep in mind your target audience, don't over price or offer something no one wants.
    g. Is there enough time to properly organize the event?
3. Once you have decided on the event plan delegate responsibility to all members so that everyone can be involved.
4. Do a dry run of the event before it happens; this will let you know that you have everything covered.
5. Publicize! There is a no easier way to not make money at a fundraiser then to hold one that no one knows about. Be visible and let people know for what, when and where you will be fundraising.
6. Evaluate! At a meeting after the event, ask everyone what he or she thought. (What worked? What didn't? How could it have been better?) Make sure to keep a record of all suggestions so that next year you don't have to reinvent the wheel.

Some "FUN"draising ideas

1. **Sales:** T-shirt, baked goods, pins, posters, raffles, sub sales, candy bars and anything else you think people might buy. Sales require that you put out the money first in hopes of making a profit later, so don't buy so much that you can't make a profit!
2. **A-Thons:** Write-a-thons, dance-a-thons, walk-a-thons, and the list goes on and on. Instead of chasing around pledges after the event, try to get pledges in advance. You can either ask for a block pledge ($10 for the event) or agree to set a number (i.e. set a number of miles)…and ask for payment up front.

3. **Money-Making Meals:** Pancake breakfasts or a taco dinner, these are easy and can raise funds for your organization. Bake sales, sub sales, and candy bar sales work well too. Another cool idea is to buy fortune cookies and then stuff them with fortunes that contain information about your organization and sell them 2 for .50 cents.
4. **Jail and Bail:** Gather a list of your organization members and faculty or staff that will agree to be arrested. Then people can donate money to any of the people on the list arrested in order to bail them out of jail.
5. **Exam Breaks:** Hold an exam break where you supply food or a relaxing atmosphere, maybe you provide toys or games like play-dough, gameboy, checkers, or coloring books for students to get away from their studying for a while. Just charge a small admittance fee. You could also sell exam care packages.
6. **Holidays:** Candy grams and flower grams are a nice way to raise money. Choose a holiday or special event and create a message gram that fits the theme. Charge $1.00 or $2.00 and send the gram to the person that it is bought for.

A Helpful Guide on How to Program

Assessing needs and interests

- Find out what the interests of IUP students are at the beginning of the year
- Encourage team members to come up with new programming ideas
- Ask around- talk with friends, classmates, and teachers to find out what types of topics they' would be interested in learning about.
- Collaborate with other teams. Work together to present the best program to the IUP community

Purpose and goal setting

- Set a purpose and goals to accomplish for each of your programs. These do not need to be long, but should include how you expect each programming event to impact IUP students

Arranging the plans

- How are you going to accomplish what you have set out to do?
    - Sketch out some ideas and brainstorm
    - Determine the program's format (i.e. discussion, presentation activity)
- Who can you get involved to help implement the program?
    - Have each team member in charge of one aspect of the program so that everyone has a job
    - If you need help with publicity, visit the Center for Student Life for some ideas
- What is the best time and date to schedule an interview?
    - Avoid planning at peak academic periods and when other events are scheduled
- What resources will you need?
    - Finances
    - Human Resources
    - Transportation
    - Facilities
    - Snacks
    - Audio Visual

Publicizing is Key

Facts

- Publicity is any tool used to attract or to stimulate interest in involvement in a topic, issue, program, etc.
- If the programs you provide are an important and beneficial part of college life, then you owe it to the community you're attempting to serve, and to yourselves, to do the best job possible of promoting and publicizing your programs and activities.
- No matter how wonderful the program or the activity, if people do not see, read, hear or like your advertising, they are not going to choose to attend your programs.

The Contents of Publicity

- Name of event
- Date
- Place
- Time
- Admission Price (if any)
- Sponsoring organization

When to publicize (suggestions)

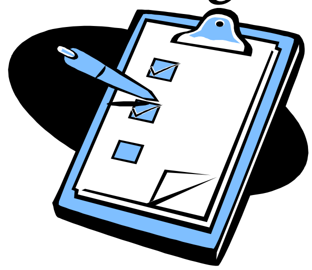
- One month before the event:
    - Send a mass e-mail to all students on campus.
    - Call or send letters to all leaders in your organization.
- Two weeks before the event:
    - Talk to your professors.
    - Create your materials.
    - Ask Resident Advisors (RA's) to make an announcement to residents.
- One week before the event:
    - Put table tents on cafeteria tables.
    - Have flyers put in student mailboxes.
    - Put an ad in the campus newspaper.

- Day of the event:
    - A few hours before the event, hand out more flyers in the library, dining halls, resident halls, and outside large classrooms-this last minute publicity works wonders

Creative Publicity Ideas

- Use odd shaped signs or flyers.
- Attach a balloon or candy.
- Use glitter or paint instead of markers.
- Send a personal invitation to each resident.
- Make cookies with a message in the frosting.
- Hang banners around campus.
- Use the entire bulletin board as a poster.
- Make collage posters or flyers using popular magazines.
- Use computer graphics and clip art.
- Use candid photos of students on a poster or flyer.
- Write a message on a t-shirt/hat button to be worn on the day of the program.
- Use a comic strip format or actual comic strips.
- Make a doorknob hangers with do not disturb on one side and your message on the other side.
- Paint a lounge window (with permission of course!).

Programming Checklist



Program Event:

Program Description:

Date: Time:

Location:

What is Your Publicity Plan?:

Did you remember to…
☺ Reserve a room
☺ Confirm your speaker
☺ Buy snacks
☺ Arrange equipment
☺ File a maintenance request
☺ Get thank you cards
☺ Fill out evaluation forms

Break the Ice 

Icebreakers are activities designed to foster interaction among members. They are particularly useful in the initial stages of group development, but can be effective in later stages to challenge assumptions, break up cliques, and deal with problems. There are hundreds of ways to "break the ice".

ICE-BREAKERS

INTRODUCTION BY ASSOCIATION

- **Objective:** To aid group members in recalling each others' names
- **Procedures:** Tell the members in your group that they will be asked to introduce themselves to the group by standing up, stating their names and providing a gesture for others to associate their name with. Then as everyone states their name they have to repeat the name and gesture of the students who went before them. Examples:
    a. **"My name is Alli", as she pretends to kick a soccer ball**
    b. **"My name is Tara", as she pretends to twirl like a ballerina**
    c. **"My name is Andrea", as she pretends to rock a baby**
- **Alternative Procedure:** You can ask each member to select a personal characteristic that helps identify themselves, and do so by rhyme or alliteration, such as:
    d. **"I'm Dan, the Macho Man"**
    e. **"I'm Sue, with eyes of blue"**

NAME CHAIN

- **Objective:** To learn the names of other group members
- **Materials:** Tennis balls
- **Procedure:** The first person turns to the second person and hands over the ball while saying his or her first name. The second person turns to the next individual and hands over the ball while repeating the first name of the preceding person and adding his or her own name. The third person repeats the procedure (repeating the names of all the persons and adding his/her own name), and so on until each person in the circle takes a turn. Thus the list of names lengthens as the activity continues. The chain is complete when the first person repeats all the names in the circle.

SILENT BIRTHDAY

- **Objective:** Team building
- **Procedure:** Line group members up in a straight line. Ask each of them to arrange themselves according to their birthdays. The trick is that ½ the students will be designated unable to speak (but can see) and ½ the students will be blindfolded and unable to see (but can speak).

THE WIND BLOWS

- **Objective:** To warm up a new group and break down their inhibitions
- **Procedure:** Have your group form a circle and have everyone take off their shoes, placing them in front of themselves. Have one person stand in the middle, say something about themselves and say, "The wind blows for anyone_________________." Everyone in the group who the statement applies to has to move to a different part of the circle. One person should be left in the middle to repeat the process. Example:
    - **"Hi my name is Katie and I'm from New York. The wind blows for anyone who is wearing shorts."**

PIECES OF YOU

- **Objective:** To learn more about your group members
- **Materials:** A roll of toilet paper
- **Procedure:** Without telling group members why, have them take as many toilet paper squares as they want. When everyone has some paper, have each member provide a statement about themselves for each square of two-ply they posses.

HUMAN SPIDER WEB

- **Objective:** To warm up a new group and break down their inhibitions. To provide an opportunity for group members to work as a team.
- **Procedures:** Form a circle. Instruct members of the group to extend their left hands across the circle and grasp the left hands of the other members who are approximately opposite them. Then have them extend their right hands across the circle and grasp the right hands of other individuals. Inform them that their task is to unravel the spider web of interlocking arms without letting go of anyone's hands.