

*Student Organization  
Advisor Handbook*

*Student Activities Office  
Ohio Dominican University*



# *Thank you for volunteering to serve as an advisor to an ODU student organization.*

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There are many benefits associated with becoming an advisor to a student organization and we are thrilled that you have taken on this role. Here are some of the key benefits:

- The satisfaction of seeing and helping students learn and develop new skills.
- Watching a disparate group come together to share common interests and work toward common goals and an understanding of differences.
- Developing a personal relationship with students.
- Furthering personal goals or interests by choosing to work with an organization that reflects one's interests.
- Sharing one's knowledge with others.

This handbook is designed to help you in your role as an advisor. Inside you will find information related to important Student Activities and student organization dates, the role of an advisor, group development, group member roles, and recognition ideas.

The Student Organization Handbook also includes information on a range of topics that you will find helpful and informative, particularly specific policies and procedures for all student organizations. These materials are provided to the President and Treasurer of each organization. You will also be provided with a copy.

Again, thank you for serving as a student organization advisor. Please feel free to contact us with any questions or concerns you may have. We're happy to help!

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# *The Role of an Advisor*

Each advisor perceives his/her relation to a student organization differently. Some advisors play very active roles, attending meetings, working with student officers, and assisting in program planning and development. Others maintain a more distant relationship to the organization. It is hoped that each advisor will maintain some regular contact with his/her organization. An advisor accepts responsibility for keeping informed about activities of the organization and for advising officers of the organization on the appropriateness and general merits of policies and activities. However, advisors are not responsible for the actions or policies of student organizations; students are solely responsible. Advisors should be both accessible and interested and should provide whatever counsel a group or its members might seek.

Given the myriad of purposes, activities, and objectives of various student groups, the role of the advisor will vary in some degree between groups. The purpose of this section is to outline basic roles of an advisor. As groups vary in their expectations and needs, it is important that you, as an advisor, develop an understanding with the organization you are to represent as to the nature of your involvement. The advisor and group should agree on a set of expectations of one another from the onset and should write this list down as a contract between the group and the advisor.

Following are some of the roles you may assume as an advisor:

## **Mentor**

Many students will come to see their advisor as a mentor and the success of these relationships can last many years and be rewarding for both the student and the advisor. If the student is seeking an education and a career in your field, you may be asked to assist in his/her professional development. To be effective in this capacity, you will need a knowledge of their academic program and profession, a genuine interest in the personal and professional development of new professionals, and a willingness to connect students to a network of professionals. You may be approached to review resumes, to connect students with community resources, or to be a sounding board for their ideas of what they want to accomplish in the field.

At times, students will seek out someone to assist with their personal development. In this capacity, a mentor will have a basic understanding of student needs and perspectives, a desire to challenge students intellectually and emotionally while providing support to meet the challenge, and the ability to listen to students' verbal and nonverbal communication. Students may want to talk to you about family or relationship issues, conflicts they are having with other students, or to have conversations about their ideas and thoughts on different subjects.

## **Team Builder**

When new officers are elected or new members join the organization, you may need to take the initiative in turning the students from individuals with separate goals and expectations into a team. Team building is important because it enhances the relationships of the students between one another and the advisor. Positive relationships help the organization succeed and to work through conflicts and difficult times.

### **Conflict Mediator**

Inevitably, students are going to join the organization with different agendas, goals, and ideas about how things should function and the direction they should be taking. When working with students who have come in to conflict, it may be necessary to meet with them and have them discuss their issues with each other. In many cases, it may be necessary to remind them that they both want what is in the best interest of the organization. Ask them how they think they can work together, point out the organization's mission, and ask how their conduct is helping the group achieve its mission.

Sometimes, one student may be causing problems with other students. In many cases this student may not realize that his/her actions are causing a problem. In this case, speaking with the student individually could be helpful. Chances are that no one has met with the student previously and discussed how his/her attitudes are impacting other people and how those attitudes or actions can be changed to make everyone feel better. In many cases, the student will appreciate honest feedback.

### **Reflective Agent**

One of the most essential components to learning in "out of classroom" activities is providing time for students to reflect on how and what they are doing. As an advisor, you will want your officers to talk to you about how they think they are performing, their strengths, and their weaknesses. Give them the opportunity to discuss their thoughts on their performance. Then be honest with them. Let them know when you agree with their self-perceptions and in a tactful manner let them know when you disagree. Remember, any criticism you provide students should be constructive and you will want to provide concrete examples of actions the student took that seem to contradict their self-perceptions. When students discuss their weaknesses, ask them how they can improve those areas and how you can help them. Students usually have the answer to what they need; they just don't like to ask for help. Remember to have students reflect on their successes and failures.

### **Educator**

As an advisor, your role of educator will often come through the role modeling of behavior, guiding the student in reflection of their actions, and being there to answer questions. One of the most difficult actions to take as an advisor is to do nothing, but sometimes this can be the most important action of all. Allow the students to make their decisions even if they do not agree with your ideas. Sometimes, students will succeed; other times, they may fail. The key is to return to the role of the reflective agent and give the students a safe place to reflect on their experiences.

### **Motivator**

As an advisor, you may have to motivate students to excel and to carry out their plans and achieve their goals. Some students are easily discouraged and at the first sign of difficulty they may want to quit. You will need to be their "cheerleader" to keep them excited about all of the potential successes they will experience. You can motivate students through the recognition of their efforts, appealing to their desire to create change, and to connecting their experiences here at the University to the experiences they will have in the community.

### **Policy Interpreter**

Student organizations operate under policies, procedures, and rules. At times, students may not be aware of these policies and they will do things in an inappropriate manner. The more you know about these policies the better advising you can give to the students on their plans.

As an advisor you will assume numerous roles and all possible roles are not mentioned here. A key idea to remember is that you are an advisor not the leader. You provide guidance, insight, and perspective to students as they work on projects, but you should not be doing the work. Students will learn if they are engaged. Be careful of being challenged into doing the work for a student project. The students make the decisions, and they are accountable for those decisions, and for the successes and failures of their groups.

### **Financial Consultant**

While each student organization is required to have their own treasurer, the advisor should spend some time reviewing the financial records and the treasurer's work. Advisors may need to educate the treasurer about the elements of simple bookkeeping or the intricacies of the organization's record system. The advisor should be aware of the nature, extent, and pattern of the group's expenditures and income and offer advice and perhaps intervene if the group strays too far from these.

A complete listing of the University financial policies and information pertaining to the Student Activities Allocation Board can be found in the Student Organization Handbook. You will find this information very helpful in supporting your organization's treasurer.

### **Event Attendee**

Ordinarily, the advisor does not need to attend all group events, but should try to attend when appropriate to show support. By participation, advisors can help to set the tone for these events, serve as a role model, be available to deal with problems, interact with members on an informal basis, and demonstrate your continuing interest in the organization's activities.

Source:

American College Personnel Commission for Student Involvement: Advisor Manual.

<http://www.myacpa.org/comm/student/documents/acpaadvisormanual.pdf>.

# Advising Do's & Do Not's

Each advisor and organization leadership should openly discuss what kind of role the advisor should play with the organization. Some advisors have a high level of involvement with every aspect of the organization, others have a very limited role. It is up to the organization and the advisor to set the parameters of involvement.

With those thoughts in mind, the following list is a guideline to the “dos” of student organization advising:

- Assist officers with procedural matters. Be knowledgeable of the organization’s purpose and constitution and help the general membership adhere to them.
- Be knowledgeable about, and comply with federal, state and local laws and ordinances, as well as campus policies. Inform the group of pertinent policies.
- Empower students to take action and to take satisfaction in seeing the student organization succeed.
- Allow the group to succeed, and allow the group to fail.
- Learn when to speak when not to speak. Remember to let the students make the decisions while you provide guidance and advice.
- At the beginning, develop clear expectations about the role of the advisor and your relationship to the organization.
- Read the group’s constitution.
- Get to know all of the members on an individual level.
- Learn what they want to get out of the organization. Maintain a complete officer and membership list with addresses and phone numbers (or know where to easily find one.)
- Develop a strong working relationship with all the officers.
- Establish as needed meetings with individual members of the organization who need additional guidance in their officer or committee positions.
- Discuss concerns with officers in private and praise them in public.
- Meet with the officers and help them set goals.
- Encourage the Executive Board to disseminate reports (such as financial reports) to the general membership on a regular basis.
- Orient new officers and members to the history and purpose of the group and help them to build upon it. Help members look toward the future by developing long-term goals and communicating those plans to future members.
- Help to resolve intra-group conflict.
- Enjoy the impact you can have on the students’ development.
- Help to develop the leadership potential within the group.
- Be visible and choose to attend group meetings and events. At the same time, know your limits. Establish an attendance schedule at organization meetings, which is mutually agreed upon by the advisor and the student organization.
- Know your group's limits. Help students find a balance between activities and their academic responsibilities.
- Keep your sense of humor and enthusiasm. Share creative suggestions and provide feedback for activities planned by students.
- Serve as a resource person. The advisor does not set the policy of the group, but should take an active part in its formulation through interaction with the members of the group. Since members and officers in any organization are ordinarily active only as long as they are students, the advisor can serve as a continuity factor for the group.

- Be consistent with your actions.
- Model good communication skills and listening skills.
- Be available in emergency situations.
- Head off situations that might give rise to poor public relations for the student group or University.
- Introduce new program ideas with educational flavor; point out new perspectives and directions to the group; and supply the knowledge and the insight of experience.
- Carefully review monthly financial reports from the organization treasurer or business manager. Familiarize yourself with the group's financial structure, from where the treasury is derived (dues, fundraising), for what the money is used, how money is allocated, and how the money is budgeted; assist in budget development and execution.
- Learn the strengths and weaknesses of the group. Offer support when necessary; but also allow people to make their own mistakes and learn from them.
- Encourage feedback and the evaluation process.
- Plan and encourage attendance at leadership training.
- Do things right and to do the right things. Guide and assist students in becoming responsible leaders.
- Provide support. Give the group autonomy but offer feedback, even when it is not solicited. Let the group work out its problems, but be prepared to step in when called upon to assist.

It is also important to bear in mind that the job of advisor is not always an easy one. At times you may have to make a difficult decision or take an action which is not popular with the organization.

It is important to realize that your first responsibility is to the health and well-being of the students and to uphold campus and community policies and regulations. It may be necessary on occasion to use your authority to ensure that you meet these responsibilities.

And now a list of advising do not's:

- Know it all.
- Be the leader or "run" the meeting.
- Say I told you so.
- Impose your own bias.
- Manipulate the group, impose, or force your opinions.
- Close communications.
- Tell the group what to do, or do the work of the president or other members of the executive board.
- Take everything so seriously.
- Take ownership for the group, be the "parent," or the smothering administrator.
- Be afraid to let the group try new ideas.
- Become such an advocate that you lose an objective viewpoint.
- Allow the organization to become a one-person organization.
- Be laissez-faire or autocratic.
- Assume the group handles everything okay and doesn't need you.
- Assume the organization's attitudes, needs and personalities will remain the same year to year.

Source:

American College Personnel Commission for Student Involvement: Advisor Manual.

<http://www.myacpa.org/comm/student/documents/acpaadvisormanual.pdf>.

# THE ROLE OF THE ADVISOR - ACTIVITY

Listed below are some expectations student leaders may have of their advisor. This form is designed to help advisors and student officers arrive at a clear and mutually agreed upon role of the advisor in student organization affairs.

Instructions: The advisor and each officer should respond to the following items using the scale below. The advisor and each officer should meet, separately or together, to compare answers and “iron out” any differences. For those items determined not to be the responsibility of the advisor, it is recommended to clarify which officer will assume that responsibility.

For each statement below, indicate the importance of each function:

- a. Absolutely NOT the advisor’s role
- b. Prefer advisor not do
- c. Nice, but advisor doesn’t have to do it
- d. Helpful for advisor to do
- e. Essential for advisor to do

*The Advisor is expected to:*

- \_\_\_\_\_ 1. Attend all general meetings.
- \_\_\_\_\_ 2. Attend all executive board meetings.
- \_\_\_\_\_ 3. Call meetings of the executive board when s/he deems it necessary.
- \_\_\_\_\_ 4. Explain University policies when relevant to the discussion.
- \_\_\_\_\_ 5. Explain University policies to the executive board and depend on the officers to carry them out through their leadership.
- \_\_\_\_\_ 6. Explain University policies to the entire membership at general meetings once a year.
- \_\_\_\_\_ 7. Reserve an appointment with the president or chairperson before each meeting.
- \_\_\_\_\_ 8. Help the president or chair prepare an agenda before each meeting.
- \_\_\_\_\_ 9. Serve as parliamentarian for the group.
- \_\_\_\_\_ 10. Speak up during discussions when s/he has relevant information.
- \_\_\_\_\_ 11. Speak up during discussions when s/he believes the group is likely to make a poor decision.
- \_\_\_\_\_ 12. Be quiet during general meetings unless called upon.
- \_\_\_\_\_ 13. Exert her/his influence with officers between meetings.
- \_\_\_\_\_ 14. Take an active part in formulating the goals of the organization.
- \_\_\_\_\_ 15. Initiate ideas for discussion when s/he believes they will help the group.
- \_\_\_\_\_ 16. Be one of the group except for voting and holding office.
- \_\_\_\_\_ 17. Attend all group activities.
- \_\_\_\_\_ 18. Require the treasurer to clear all expenditures with her/him before financial commitments are made.
- \_\_\_\_\_ 19. Request to see the treasurer’s book at the end of the semester.



- \_\_\_\_\_ 20. Check the secretary's minutes before they are written in a final form.
- \_\_\_\_\_ 21. Check all official correspondence before it is sent out.
- \_\_\_\_\_ 22. Get a copy of all official correspondence.
- \_\_\_\_\_ 23. Be custodian of all group paraphernalia, records, etc during the summer and between officer transitions.
- \_\_\_\_\_ 24. Keep the official files in her/his office.
- \_\_\_\_\_ 25. Inform the group of infractions of their bylaws, codes, standing rules, and consultation.
- \_\_\_\_\_ 26. Keep the group aware of its stated objectives when planning events.
- \_\_\_\_\_ 27. Veto a decision when it violates a stated objective, the bylaws, codes, standing rules, constitution, University policy, or local/state laws.
- \_\_\_\_\_ 28. Mediate interpersonal conflicts when they arise.
- \_\_\_\_\_ 29. Be responsible for planning leadership skill workshops.
- \_\_\_\_\_ 30. State what her/his responsibilities are, or as s/he sees them, at the beginning of the school year.
- \_\_\_\_\_ 31. Let the group work out its problems including making mistakes and "doing it the hard way."
- \_\_\_\_\_ 32. Insist on an evaluation of each activity by those students responsible for planning it.
- \_\_\_\_\_ 33. Take the initiative in creating teamwork and cooperation among the officers' group.
- \_\_\_\_\_ 34. Let the group thrive on its merits; do not interfere unless required to do so.
- \_\_\_\_\_ 35. Represent the group in any conflicts with members of the University staff.
- \_\_\_\_\_ 36. Be familiar with University facilities, services, and procedures which affect group activities.
- \_\_\_\_\_ 37. Recommend programs, speakers, etc.
- \_\_\_\_\_ 38. Take an active role in the orderly transition of responsibilities between old and new officers at the end of the year.
- \_\_\_\_\_ 39. Cancel any activities when s/he believes they have been inadequately planned.
- \_\_\_\_\_ 40. Work on and put up any advertising the group has for an event.

# STAGES OF GROUP DEVELOPMENT

Tuckman (1965) reviewed approximately fifty studies on group development conducted over a wide range of group settings and over different time periods. From this process, he has identified five stages of development that all groups go through: Forming, Storming, Norming, Performing, and Adjourning. Below is a description of each stage with suggested strategies for advisors to help the organization's leadership handle them.

Forming Stage – during this first stage, members:

- Discover their place in the group
- Go through a testing or orientation process and are more independent
- Tend to be comfortable, although unsure, with the group as they have high expectations for what the group will be able to provide

Strategies:

- ⊙ Develop ice breakers to help members become acquainted.
- ⊙ Coordinate a retreat or workshop for executive officers.
- ⊙ Review group's mission and purpose with members.
- ⊙ Identify and process expectations of the executive officers and members.
- ⊙ Work with officers to share organizational history and tradition.
- ⊙ Provide information about institutional policies and procedures.
- ⊙ Meet individually with the organization's president.
- ⊙ Discuss effective meeting strategies, team building techniques and program planning with officers.
- ⊙ Provide a list of initial activities for new officers to help them get started.

Storming Stage – during this stage, members:

- May react negatively to tasks and the demands of meeting those tasks that the group has taken on
- May experience conflicts, resulting in a resistance from members
- May tend to have emotions running high

Strategies:

- ⊙ Provide mediation resources when conflicts become too difficult for the group to manage.
- ⊙ Teach confrontation and communication skills.
- ⊙ Conduct a round table discussion on issues facing the organization.
- ⊙ Review the mission statement, purpose, and expectations in order to redefine the group's action plans.
- ⊙ Hold a group decision-making activity.
- ⊙ Develop a "team rebuilding" activity.
- ⊙ Remind the members that this stage is normal and can be healthy for the group as long as they focus on getting through it.

Norming Stage – when a group reaches this point, members:

- Develop cohesiveness and a sense of commitment to the group

- Accept their roles and begin to formulate new strategies for working together

Strategies:

- ⊙ Schedule more in-depth team building activities that include self-disclosure.
- ⊙ Have the members design some sort of t-shirt, pin, or emblem with which to identify themselves and the group.
- ⊙ Help the group develop a new program with which to set new traditions.
- ⊙ Review current goals and set new ones, if need be.
- ⊙ Help maintain executive officer and member relations so that the group does not revert back to the Storming stage.

Performing Stage – during this stage, members:

- Really begin to function effectively
- Resolve issues about membership and their roles
- Focus on achieving goals

Strategies:

- ⊙ Ensure that the organization and members have tasks.
- ⊙ Support members and officers by giving feedback about what is working well and what could be improved for next year.
- ⊙ Step back and allow the group to function.

Adjourning Stage – at this last stage, members:

- Bring closure to the experience
- Close tasks
- Anticipate changes in relationships

Strategies:

- ⊙ Develop a closure activity to help members determine what they learned and benefited from during the year.
- ⊙ Conduct an assessment or evaluation of the year.
- ⊙ Develop transition reports for new officers.
- ⊙ Ensure a recognition plan is in place for the end of the year.
- ⊙ Coordinate a closing banquet with awards and other expressions of appreciation.
- ⊙ Encourage and enlist current officers to assist with training, orientation, and installation of incoming officers.
- ⊙ Identify how the organization contributed to the history or traditions.
- ⊙ Ensure minutes, reports, and correspondences are properly recorded, stored, and archived.
- ⊙ Make a list of phone numbers and addresses of graduating and other departing members for future correspondence.
- ⊙ Give gifts of appreciation to members for their involvement.

Source:

Dunkel, N.W. & Schuh, J.H. (1998). *Advising Student Groups and Organizations*. Jossey-Bass Publishers, San Francisco.

# GROUP MEMBER ROLES

Lifton (1967) studied group dynamics and identified three types of member roles in groups attempting to identify, select, and solve problems. The categories for the different roles are Group Task, Group Growing and Vitalizing, and Anti-group. Below is a list of each category with each type defined.

## *Group Task Roles*

Initiator Contributor:	Offers new ideas or a change of ways.
Information Seeker:	Seeks clarification of suggestions.
Opinion Seeker:	Seeks clarification of group values.
Information Giver:	Offers facts and generalizations.
Opinion Giver:	States beliefs or opinions pertinent to suggestions.
Elaborator:	Gives examples or develops meanings.
Coordinator:	Pulls ideas and suggestions together.
Orienter:	Defines position of the group with respect to goals.
Evaluator:	May evaluate or question the group's function.
Energizer:	Prods the group to action or decision.
Procedural Technician:	Performs tasks and manipulates objects.
Recorder:	Writes everything down and serves as the group memory.

## *Group Growing and Vitalizing Roles*

Encourager:	Praises, agrees with, and accepts others' ideas.
Harmonizer:	Mediates inter-group conflicts.
Compromiser:	Operates from within the group to "meet halfway".
Gatekeeper & Expediter:	Encourages and facilitates participation.
Standard Setter & Edo	Expresses standards for the group.
Ideal:	
Group Observer & Commentator:	Keep records of group process.
Follower:	Goes along somewhat passively.

## *Anti-group Roles*

Aggressor:	Deflates status of others.
Blocker:	Negativistic, stubborn, and unreasonably unrealistic.
Recognition Seeker:	Tries to call attention to self.
Self-Confessor:	Uses group to express non-group-oriented feelings.
Playboy:	Displays lack of involvement in group's work.
Dominator:	Tries to assert authority to manipulate members.
Help-Seeker:	Tries to get sympathy response from others.
Special Interest Pleader:	Attempt to grow a grassroots effort.

The advisor can work with an organization's leaders to identify the various roles members appear to assume whenever the group is involved with identifying, diagnosing, or solving problems. The advisor may then assist the group's leadership to list possible strategies to deal with the different roles being expressed, particularly the anti-group roles.

## *Source:*

Lifton, W. *Working with groups*. In Dunkel, N.W. & Schuh, J.H. (1998). *Advising student groups and organizations*. Jossey-Bass Publishers, San Francisco.

# YARDSTICKS FOR ORGANIZATIONAL SUCCESS

The list below includes many of the characteristics of a successful organization. Compare these characteristics to those of your organization to measure the group's effectiveness. Not all of the items will apply to your group, and you can add other measures, but in general the list will help you get a sense of the group's level of health. If some areas appear to be weak, they might provide the basis for discussion with the officers or members. Areas of strength should generate notes of congratulations or affirmative comments in meetings. These items are a quick yet effective way of measuring organizational success.

## *Goals and Objectives*

- Members understand the purpose of the organization.
- The constitution and bylaws are current.
- Members have read the organization's constitution and bylaws.
- Members understand how to amend the constitution and bylaws.

## *Membership*

- Membership is stable or growing.
- Few members drop out.
- Recruitment of new members is well organized.
- Recruitment of new members is shared by the membership and is not only the responsibilities of the membership chair.
- Members know what is going on in the organization.

## *Meetings*

- Meetings are held regularly.
- Meetings begin on time.
- Meetings are run using Robert's Rules of Order or a similar approach.
- Members attend the meetings regularly.
- Officers attend the meetings regularly.

## *Leadership*

- Students have learned leadership techniques.
- A variety of people provide leadership for the group.
- Officers complete their terms.
- Elections are contested.
- Officers have read the organization's constitution and bylaws.
- Communication mechanisms, such as a newsletter or webpage, have been established and are used regularly.

## *Finance*

- Dues are paid on time.
- Financial reports are accurate and produced with regularity.
- Self-financing events are successful.
- Multiple sources of financing exist.

### *Special Events*

- Special events are planned with the needs of the members in mind.
- Special events are self-financed.
- Special events are well attended.
- Members have an opportunity to suggest and plan special events.

### *Learning*

- Members can identify what they have learned by participating in the organization.
- Members learn to work cooperatively.
- Members' leadership skills have improved over time.
- Members can identify skills that are transferable to their careers after college.

### *Source:*

Dunkel, N.W. & Schuh, J.H. (1998). *Advising Student Groups and Organizations*. Jossey-Bass Publishers, San Francisco.

# RECOGNITION ACTIVITIES

- ⊙ T-shirts: an excellent way to promote unity and community.
- ⊙ Friendship plants: give one to a person who has helped.
- ⊙ Magnificent marble: a person receives the marble and passes it on.
- ⊙ Wishing well: a plastic bottle to which members add loose change and make a verbal wish as a good warm-up exercise for a goal setting program.
- ⊙ Member of the \_\_\_\_\_: have the organization select a member of the day, week, month, or year.
- ⊙ Notes: send a note to recognize a person's achievement.
- ⊙ Dinner with execs: sponsor a dinner for members to eat with the executive officers of the organization.
- ⊙ Letters to the families: a powerful public relations tool to enhance the status of the organization by promoting to families that the member is important.
- ⊙ Success jar: have members write down a success and drop it in a jar; read one at every meeting.
- ⊙ Posi-squad: a button and certificate is given to a member who exhibits positive statements or positive behavior.
- ⊙ Energizer award: an Energizer battery given to the member who does the most during a week to energize the organization.
- ⊙ Publicity releases: create publicity releases on members and send them to local and hometown newspapers.
- ⊙ Service pins: consider giving service pins to those members involved in the organization for a length of time, for special positions held, or for scholastic achievement.
- ⊙ Key chains: give key chains with the organization's name or events on it to members or students at the institution.
- ⊙ Medallions: present small medallions to members to praise them or thank them whenever a boost would be helpful.
- ⊙ Certificates: presented to members for many different achievements, including scholarship, participation, appointment or election to leadership positions, program presenting, etc.
- ⊙ Door decorations; place them on a member's door; decoration should include the person's name and position and organization logo.
- ⊙ Buttons: these can advertise or recognize a number of things, including membership or special achievements.
- ⊙ Personal ads: take out a personal ad in the campus paper to recognize a member for outstanding achievement.
- ⊙ Day in honor of \_\_\_\_\_: identify a day in the name of one of the members.
- ⊙ Leader tree: plant trees on campus to honor student leaders.
- ⊙ Plaques and trophies: these make outstanding mementos of involvement and achievement.
- ⊙ Paper clip award: present an oversized paper clip to the member who has kept the organization together and organized.
- ⊙ Banner: create a banner to recognize key members; display banner in high traffic locations.
- ⊙ Flowers: share a bouquet of flowers with members at special times of the year.
- ⊙ Chalk the walks: using sidewalk chalk, create displays in high traffic areas to draw attention to the achievements of members.
- ⊙ Phone calls: have key administrators give a phone call to a member.
- ⊙ Dedication: dedicate programs, activities, and events to outstanding individuals on campus.

Source:

Dunkel, N.W. & Schuh, J.H. (1998). *Advising Student Groups and Organizations*. Jossey-Bass Publishers, San Francisco.