

April 2009

Dear Student Group Advisor:

Welcome to this unique community of advising for the more than 650 student groups which are registered with Student Unions & Activities (SUA)! We hope that you will find our Advisor Handbook useful as you work with your student group leaders.

As an advisor you play a vital part in the functioning of student groups at University of Minnesota. The role ranges from the following:

- being a mentor for students
- serving as a cheerleader while recognizing students for outstanding co-curricular academic achievement and/or programming
- assisting in the planning and evaluation of programs and events
- helping students assess their weaknesses and strengths through team building and leadership assessment exercises
- teaching and/or advising about U of M policies and procedures

In encouraging student groups to have advisors, the University assumes that the advisors will take an active role with the organization. The nature and style of that role is left to the determination of the student group and its advisors. In accepting the role of advisor, you have accepted responsibility for certain designated aspects of the organization's activities.

In addition to the support you offer, student groups have access to professional advisors in SUA. Advisors are trained on University-wide policies and procedures to assist group leaders with meeting their group's goals. In addition, the SUA staff provides assistance with leadership development opportunities, advises on grant opportunities and other funding sources, and serves as resources related to marketing events and programs to the University community

There is no "right" advising style. We encourage you to utilize your own leadership style. Research has shown that the most successful advisors take care of the people in their organizations by being available and accessible. Additionally, successful advisors maintain a concern for the student group's purpose and goals. To assist in supporting your group's goals, utilize our staff; check out our website; and browse this manual and the 2009-2010 Student Group Policy Handbook

<http://www.sua.umn.edu/groups/handbook/>

Thanks you for taking on this challenge and we look forward to seeing you soon!

Best regards,

Student Unions & Activities Staff

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New Advisors

Role of the Advisor

Student Unions & Activities at the University of Minnesota sees group advisors as the individuals that provide continuity during the many years a student group is registered. Student groups should be run by student officers with guidance and assistance from their advisor.

As the advisor, your primary duty is to serve as a role model, mentor and resource. You have the opportunity to demonstrate skills in ethics, communication, organizational development, leadership, and more. Here are a few key duties advisors can expect to fill:

Educator/Trainer – An advisor educates group members about the mission and purpose of the organization, and assists with training executive officers. Because officer transition is frequently high, the success of the overall group may depend on the assistance provided by the advisor.

Resource Person – This is one of the areas where students will come to advisors first. The advisor should be knowledgeable of campus and community resources including policies and procedures, how to reserve space, grants and fundraising resource ideas, audio/visual resources, etc.

Source of Continuity – Advisors can provide the historical perspective that allows the group access to important information it needs to move forward, and can encourage the group to keep good records and preserve accurate files so there is a sense of history for future students.

Fiscal Advisor – Student groups are held accountable for sound fiscal management. Budgets and other fiscal matters should be voted on and decided by its constituents. While it is not the advisor's responsibility to dictate financial decisions to the students, s/he may need to give advice on responsible fiscal management. Student groups should preserve their fiscal decisions in writing and make them public to members. It's helpful for advisors to be knowledgeable about issues concerning financial guidelines as well as the financial activities of the organization.

Confidant/Counselor – Because of the relationship that many advisors develop with their students, student members may approach advisors with a variety of issues that are personal, academic, or student group-related in nature. Students could also approach advisors with concerns about other group members. An advisor needs to be cautious about promising confidentiality, especially when it appears detrimental to the individual or group. Advisors should provide objective options and appropriate referrals.

Group Dynamics/Conflict Mediator – Group members will not always see eye-to-eye. Mediating conflict is an ongoing part of student group advising. Effective conflict resolution is a basic training topic that should be covered early in the year. While mediating is an essential advising component, it's important that you remain impartial. Be careful not to take sides, and know when to seek assistance from Student Unions & Activities or other colleagues.

Guidelines for Successful Advising

1. **Maintain a good rapport** with the group while observing standards of professionalism.
2. **Suggest**, don't impose.
3. Work with the student leaders and help **delegate**. An advisor should not do the work of the student leaders.
4. Help ensure that the **group examines all sides** of an issue. Student leaders may need you to help them see differing viewpoints.
5. Help **develop team spirit** and cooperation. An advisor should do their best to ensure that the group doesn't become a one-person operation.
6. Have a relationship with the group that will **allow growth and development**. An advisor should not be a parent or a reactive administrator.
7. **Attend** the group's meetings and programs whenever possible. An advisor should not assume that the group can handle everything, but even if they can, your presence and support is appreciated.
8. **Treat members as individuals**. An advisor should not assume the group attitudes, needs, issues, and personalities will remain the same year to year, or semester to semester. It is important to get to know the students on an individual basis.
9. **Communicate with members often**. Understand that there are many communication styles and each student will need you to adapt to some degree. Some students may need direction and guidance, while others will be more autonomous.
10. **Be available** and approachable for your group members. Have regular office hours or meeting times to insure open communication.
11. **Observe** the effectiveness of leaders and group members.
12. Help the group **develop a realistic plan** of action concerning goals/mission statement.
13. **Know the group members** and understand their needs.
14. **Be committed** to the group.
15. Provide appropriate **critical feedback**. Offer an evaluation of all programs and activities and encourage members to do the same.
16. **Share** in the group's success and failure. Help **guide** the group to success.
17. **Know available resources** and provide this information readily.

Advisor Expectations

1. Assist the group with reservations, contracts, and events that require general liability insurance.
2. Assist your group with financial/account management and other fiscal needs.
3. Educate the group on University of Minnesota policies and procedures, in particular those applicable to student groups. Help the student group navigate the policies.
4. Know the Student Group Policy Handbook <http://www.sua.umn.edu/groups/handbook/> and the materials that accompany the handbook.
5. Assist your group with re-registration each year.
6. Be aware of your group's operations, activities, and events.
7. Attend as many meetings and events as possible.
8. Be active in goal setting with your student group.
9. Teach students about leadership, organizational development, ethics, and other transferable life skills.
10. Act as a role model and positive change agent.
11. Act as the conduit between the student group and Student Unions & Activities as necessary.
12. Remember that the group is to be initiated and controlled by the students and that you are there to assist in their experience.
13. Have Fun!

Tips for Advisors...From Advisors

1. **Recognize that you may know more about leading than you know about advising. This imbalance could impact your advising style.** Our own personal leadership experiences frequently guide us into advising roles. Advisors often struggle with drawing the line between reliving our own wonderful leadership experiences and providing opportunities for students to have similar experiences. Understanding that our experiential background often outweighs our advising experiences can help us develop appropriate advising styles and allow students the chance to develop.
2. **Keep your expectations of student leaders within the realm of reality.** Student leaders are not (yet) experts in their field. Also remember the first word in "student leader". Advisors can help student leaders develop life skills that balance the many demands in their lives, both academic and "real world" related.
3. **Bite and count to 30.** Advisors can unknowingly dominate the conversation by offering suggestions. "Bite and count to 30" means when you have an idea, thought, or suggestion, hold it for a count of 30. Student leaders are usually sharp; they just need a chance for the ideas to form in their minds. Give them time and allow the suggestion to be theirs.
4. **Meet with the executive board of the student group regularly.** This allows everyone the chance to stay informed and up to date. If nothing else, it also assists greatly in relationship development.
5. **Recognize the students and their accomplishments.** Big recognitions, like "...of the Month" awards or other grand scale efforts are great, but look for small ways to recognize accomplishments or successes on a more regular basis. Recognition is a good tool for motivating student leaders.
6. **Actively teach student leaders.** Create "educational moments," work with the President to organize training sessions, and be a model for teaching principles of leadership (perhaps things like integrity, trust, compassion, etc.). Give students a model that will benefit them beyond the scope of their student group. Show them how the skills they're developing will transfer into other areas of their lives.
7. **"Hey Advisor, this is what I need from you" forms.** Create a short form that group members can fill out and give to you (related to academic issues, personal issues, organizational issues, etc.). Follow up with them on a regular basis regarding content.
8. **Support their activities.** While balance in an advisor's life is often difficult to achieve, supporting your students will reap many benefits as the student group develops. Knowing that you are there, whether to help trouble-shoot or just be supportive, will make your advising experience easier. If you miss events, try to miss those happenings later in the group's development.

9. **Get to know them beyond their role as leaders.** Learn about what's important to the students you are working with. Show that you care about them as individuals. Challenge yourself to really get to know everyone.
10. **Challenge them in their academics.** Be "positively intrusive" about their academic lives. Find out what classes they're taking and how they're doing, and help them to understand the importance of balancing their academic, co-curricular, and personal responsibilities. If they question your intrusiveness, be tough and stick with them. You are an advisor to all aspects of their student leadership.
11. **Have a full or mini-retreat. Focus the energy, set goals, and work on transitions.** Understand that this does not have to be an expensive or major time consuming venture. Invite them to your home or another place where they can separate themselves from campus life and focus on the student group. Work on team development, bonding, goal setting, etc. Think through the entire year, and stress that planning for an end of the year transition starts at the beginning of the year.
12. **Give them lots of information – keep them updated—no surprises from Advisor.** Students should be in the know about their environment and student group. Discuss complex issues or controversial proposals with your executive board in advance of presentation to the full body. Prepare them for these conversations and challenges so that they can act objectively and in the best interest of their group.
13. **Let them make decisions.** Use executive board meetings as a place to offer ideas, but don't get involved in decision making if you don't have to. The views of an advisor carry weight and can quickly halt discussions among students.
14. **Don't sit by the executive board at full student group meetings.** Spread yourself around and get to know the full membership of the organization. Listen to their thoughts and concerns, and show support for all members, not just the executive board.
15. **Hang out after the meeting.** Enjoy and engage in the social aspects of the student group. There will often be questions that arise after the meeting that you can help answer. Presidents or executive members often like to process the meeting or get feedback on certain discussions. An advisor who always runs out at the sound of the gavel sends a strong message to the student leaders.

Working with a Student Group Leader

Working with the student group leaders means more than just making sure you have an election. A new student group leader will need to know how to run a meeting, prepare an agenda, understand group dynamics, make critical decisions, make ethical decisions and develop relationships. Not everyone elected to office will have already developed these skills. If you find yourself needing to conduct officer training, here are some basics to get you started:

- 1. Developing Relationships:** It is critical that the student group leaders maintain positive relationships with the group members. Take the opportunity to express the importance of the officers honoring and respecting contributions from each member. Also, discuss the necessity of recognition. The officers can and should recognize the work done by members of the group both publicly and privately. One of the most important ways that the officers can develop good relationships is to adopt the motto, "Don't delegate anything you wouldn't do yourself." Also, help the officers understand how crucial it will be to delegate some tasks. It's easy for group leaders to risk burn-out because they try to do everything themselves. Group leaders (and their advisors) should remember that they're working as an organization, not a sole proprietorship.
- 2. Ethics:** Develop ethical decision making with the officers. A fresh leader with a newfound sense of power can be tempted to make decisions that enhance that power. Impress upon the officers the importance of maintaining the basics of ethics; including respecting autonomy, doing no harm, benefiting others, being just, and being dependable. With these tenets, you can assist the officers with setting a foundation for the group and creating a base for future leadership positions.
- 3. Preparing an Agenda:** Preparing an agenda is something that could be in an officer's position description, but other groups may have their administrative secretary organize it. When working with the officers, suggest that s/he look ahead in the calendar, and help him/her work out a plan of action for organizing certain big events or discussion topics. This might include elections, major campus activities, conferences, etc. Developing a planning calendar will help student leaders feel more prepared and organized when running their meetings.
- 4. Facilitating a Meeting:** This may be the first time your officers have facilitated a meeting. It can be a very challenging task for anyone, but especially for new student leaders. They may find it helpful to sit down and work through or even role-play their first few meetings. Others find it helpful for the advisor to sit near by the officers to help them through sticky situations until they feel more comfortable in the role.
- 5. One on Ones:** One on One meetings are very important in developing your relationship with the group officers and in helping to develop student leaders. Here are some suggested questions that you might use in your one on one meetings:

- a. How are you doing academically?
- b. How did you think the last meeting went? Any concerns or potential problems?
- c. What are you thinking about for the next meeting?
- d. What are some upcoming dates or programs that we need to plan for?
- e. How are the other members of the executive board doing... do you see any issues?
- f. What are the group dynamics as you see them?
- g. How is your progress towards your personal/academic goals?
- h. What are you learning from your position?
- i. Are you having fun?

Sources for Section 1: Buck, J. & Erschen, P. (1997). "Beyond Advising." "From the Balcony"; Boersig, Pam, "The First Advising Position" from the book Advice to Advisors; The University of Minnesota Housing & Residential Life Staff; The Purdue University Student Activities Office

Policies

Legal Issues and Liability

Campus Life Programs are considered part of the University and are required to have a designated University faculty or staff advisor. Registered Student Organizations are independent of the University, but are encouraged to seek a University faculty or staff advisor. In either case, in the unlikely event someone brings a legal claim against a faculty or staff advisor relating to his or her advising activities, the faculty or staff advisor may seek defense and indemnification under the Board of Regents Policy: *Legal Defense and Indemnification of Employees*.
<http://www1.umn.edu/regents/policies/administrative/LegalDefense.pdf>

While student groups need to have autonomy in decision-making, you can help educate them about issues and limitations inherent in the law. Many issues to be aware of are covered in the Student Group Policy Handbook
<http://www.sua.umn.edu/groups/handbook/>. As an advisor, you may need to educate your group about issues such as:

Student groups must comply with state and federal laws, including the University of Minnesota Student Conduct Code. There is no immunity because they are students or because they are part of the University.

Student groups must comply with all University policies. While some legal situations may be unavoidable, most can be anticipated and averted if the students and advisor think ahead and remember some basic Risk Management Tips:

Maintain industry standards. When using various types of equipment, stay within the standards as recommended by the manufacturer. Examples include power limits on extension cords and passenger limits in vehicles.

Think ahead about transportation issues. If students wish to use Fleet Services, make sure the trip is planned far enough in advance to help avoid cancellation costs. Ask student drivers direct questions about driving history and driving prudence. Operate the vehicles as designed. Set limits on the amount of time one person can drive. If there are any questions about potential problems, postpone the trip until the issues can be resolved. Remember that anyone who operates a 15 passenger van is required to attend a training session, so the key is to plan ahead.

Risky events – Some events have a level of risk included in them, such as tugs of war, eating competitions, ski trips, or carnival-type events requiring physical exertion. Engage in pointed conversations with leaders as they raise these types of activities as possible events. Make sure they understand the risks inherent in such events and what additional planning steps are necessary when planning risky endeavors.

Waivers: Sometimes a group will create a waiver form intended to exempt the organizers from liability that may come from the risky aspects of a program. Not all waivers of liability, however, will be recognized by the courts. But, even when waiver forms are not adequate to avoid all liability, they can be valuable in providing documentation that a student understands the risks inherent in an activity prior to engaging in it. While possession of a signed waiver may dissuade someone from pursuing legal action organizers should not assume that they will be absolved of any possible responsibility.

Insurance: There may be events or activities for which an outside entity may require proof of insurance. Registered Student Organizations can learn more about possible insurance options in the Student Group Policy Handbook

<http://www.sua.umn.edu/groups/handbook/insurance.php>. Please speak with an advisor in Student Activities for more details or visit our website. Campus Life Programs will be covered under the University's Liability insurance. An advisor will have to obtain this documentation through their department.

Special Legal and Liability Considerations: There are a few special issues that will be important to keep in mind regarding legal affairs:

1. **Money** – Although you do not serve as your group's treasurer, you should be keeping careful watch of the use of its money. Funds cannot be spent to the monetary gain of any individual, to purchase illegal items or alcohol, or in any way violate local, state, or federal law or University policy.
2. **Copyright Laws** – There are some specific regulations that govern our ability to show movies and television programs in certain places and at certain times. More information can be obtained from the Student Group Policy Handbook **<http://www.sua.umn.edu/groups/handbook/>**
3. **Persons With Disabilities** – All events hosted by student groups should be planned so as to provide complete access to persons with disabilities. This includes not only the accessibility of programming spaces, but also awareness of special needs like interpreters, attendants, and transportation needs to any off-campus events. When in doubt, discuss special circumstances with your supervisor or the Office of Disability Services (612) 624-4037.

Registration and Classification

(See Also the Student Group Policy Handbook

<http://www.sua.umn.edu/groups/handbook/>)

Student Group Membership policy

All student groups must be initiated and controlled by currently registered University of Minnesota students. Student groups must consist of at least five (5) University of Minnesota – Twin Cities students, currently registered for a minimum of 6 credits. Summer registration status shall be based on Spring semester registration. Exceptions to the credit requirement are permitted for graduate and professional students who are actively pursuing a degree and provide verification from their academic department. Non-students may be involved in student groups, but may not comprise more than one-third (1/3) of the group's voting membership, nor be a registered officer. If it comes to Student Unions & Activities' attention that an officer is no longer registered for the minimum credit requirement, the officer will be removed from the group's list of officers. If the group has fewer than five officers as a result of his/her removal, the group will have 30 days in which to replace the officer or the group's status will be changed to expired and all benefits, including existing room reservations, will be lost.

Student Group Officer Policy

Due to the level of responsibility and accountability required of student group officers and advisors, **a student or non-University of Minnesota faculty or staff advisor may not serve as an officer/advisor for more than three student groups concurrently.** Should it come to the attention of Student Unions & Activities that a student or advisor has exceeded this registration requirement, the student group will be denied registration or expired until the requirement is met. University of Minnesota faculty/staff who advise multiple student groups as a part of their job responsibilities are exempt from this requirement.

Classifications

1. **University Campus Life Program (CLP)**

Definition: A University of Minnesota program similar to a Registered Student Organization in purpose and composition whose activities, operations, and decision making processes are directly governed by University academic or administrative departments, and for which the University is ultimately responsible.

2. **Registered Student Organization (RSO)**

Definition: A voluntary association comprised primarily of students that has no direct relationship to the University; but upon completion of the established registration process is entitled to certain privileges including operating, meeting, advertising, and participating in activities on the University of Minnesota - Twin Cities campus, as well as eligibility to receive services from Student Unions & Activities.

Registering a student group as a CLP means that this group must be affiliated with a University of Minnesota academic or administrative department and have a designated University faculty or staff advisor. The CLP and its advisor must be approved annually by the dean or department head and comply with all policies and procedures applicable to student groups, except as otherwise provided therein. All CLP operations and activities shall be subject to the oversight of the host department. Registration as a student group grants the CLP certain privileges and services not available to Registered Student Organizations. (See the SUA website for an outline of the differences in benefits between CLPs vs. RSOs here:

http://www.sua.umn.edu/groups/handbook/clp_vs_rso.php)

Note: It is possible to change a group's classification once registered with Student Unions & Activities, and should be done in consultation with a Student Activities Advisor. A signed statement from the group's sponsoring department is required to change a group's classification from a RSO to a University CLP or to change from a University CLP to a RSO.

Campus Life Programs' Relationship to the University

Non-application to University Campus Life Programs

These policies (1-6, immediately below) do not apply to the Campus Life Programs (CLPs), which are University entities and subject to all responsibilities and entitled to all privileges thereof, including use of the University names and symbols, University liability insurance coverage, and the use of the University's tax status and tax identification number. Employees of CLPs are employees under the host academic or administrative department. Campus Life Programs are required to have a designated University faculty or staff advisor.

Registered Student Organizations’ Relationship to the University

Registered Student Organizations are independent and autonomous from the University and are responsible for managing their own affairs. Registered Student Organizations are not units or agents of the University, and shall not represent themselves as such. Events and activities conducted by Registered Student Organizations shall not be considered University-sponsored under this policy unless the Director of Student Unions & Activities or his/her designee confirms University sponsorship in writing. Registered Student Organizations shall adhere to guidelines and practices appropriate to the relationship established in this policy, including, but not limited to:

1. **Use of the University of Minnesota Name, Marks and Logos**

Registered Student Organizations shall not use the name University of Minnesota, any abbreviations thereof, or the University wordmark in conjunction with the name of the organization, including use for promotional materials or clothing. Student groups may use the word University to indicate the geographical designation at the University of Minnesota (See Naming Your Student Group further in this section). Registered Student Organizations may use the block “M” and Goldy Gopher images in accordance with University graphic standards and policies. These images may not be used in a way that expresses or implies University endorsement or approval of the student group or its programs and activities. Contact University Relations <http://www1.umn.edu/urelate/> with questions about using these logos.

2. **University of Minnesota Letterhead and Stationery**

Registered Student Organizations shall not represent themselves as conducting or authorized to conduct official University business and shall not use University letterhead or stationery. Exceptions may be granted in writing by Student Unions & Activities for student groups involved in University governance for correspondence regarding governance issues only. Under no circumstances shall student groups use University letterhead or stationery for correspondence with student group employees.

3. **Employment**

Employees of Registered Student Organizations are not employees of the University and are not eligible for benefits of any type, including compensation, from the University.

4. **Liability Insurance**

Registered Student Organizations, and members, officers, or employees of student groups are, in many cases, not covered by the University’s liability insurance.

See "Application to Registered Student Organizations On-Campus Activities" in the Insurance section of the Student Group Policy Handbook

<http://www.sua.umn.edu/groups/handbook/>.

5. Advisors

Campus Life Programs are required to have a designated University faculty or staff advisor. Registered Student Organizations, while independent of the University, are encouraged to seek a University faculty or staff advisor. Faculty and staff advisors are eligible for defense and indemnification for claims brought against them in connection with their advising activities according to the provisions of the Regents Policy: Legal Defense and Indemnification of Employees. Faculty and staff are encouraged to provide advising services to student groups, and should consult the Student Group Advisor Policy Handbook for further information about appropriate and helpful advising for student groups.

6. Tax Status

Registered Student Organizations do not have access to the University's tax-exempt status and may not use the University tax identification number. Student groups seeking tax-exempt status must file on their own behalf with the state of Minnesota and/or the Internal Revenue Service. Although the University of Minnesota asks all Registered Student Organizations to operate as nonprofit entities, these groups do not have Nonprofit status with the state of Minnesota. Registered Student Organizations are further encouraged to apply for a Tax ID number to be used for any financial accounts on the group's behalf.

**For further Student Group Policies, please see the
2009-10 Student Group Policy Handbook.
<http://www.sua.umn.edu/groups/handbook/>**

Crisis Management

Student Conflict Resolution Center

(612) 624-7272 <http://www.sos.umn.edu/>

Office for Student Conduct and Academic Integrity

(612) 624-6073 <http://www1.umn.edu/oscai/>

University Counseling and Consulting Services

(612) 624-3323 <http://www.ucs.umn.edu/>

Student Unions and Activities

(612) 626-6919 <http://www.sua.umn.edu/>

The unthinkable happens: your student group's house burns down; a student is seriously injured in a club sport; your group wrecks a car while returning from a conference. All of a sudden your group is in the spotlight. These are just some examples of crises in which you, the advisor, might be involved. To help your group deal with events like these that attract media attention, here are some guidelines:

Crisis Media Inquiry Tips

1. Group leadership should establish communications strategies to guide the development of talking points, or messages that will be delivered to the media. Talking points should be:
 - a. **Factual:** Stick to information that you can readily verify and provide documentation. Don't discuss unsubstantiated information, or rumors.
 - b. **Public:** Make sure you are authorized to release content, and are not compromising someone's privacy.
 - c. **Congruent:** Make sure that the messages you deliver are in line with the mission and long-term goals of your organization.
 - d. **Refer:** Be prepared to refer questions to other individuals involved in the issue that are spokespeople on other facets of the issue (central administration for your department, authorities).
 - e. **Thorough:** Anticipate questions, consequences and potential issues related to the crisis. Prepare messages that specifically address questions you anticipate.
2. Identify an appropriate spokesperson for your organization, as well as an alternate. The spokesperson/alternates should be:
 - a. **Knowledgeable:** apprised of complexities of issue and talking points.
 - b. **Accessible:** readily available to media inquiries and able to respond to inquiries quickly.
 - c. **Comfortable:** should feel and appear comfortable in an interview capacity.
3. Limit communications to designated spokespeople only. All other members of the student group should be encouraged to direct all media inquiries to the spokesperson and alternate.
4. Give the same access to all media outlets. If you give information to one media outlet, you must be prepared to make that information available to all.
5. Respond in a timely and courteous manner.

Crisis Communication Plan:

A PR Blue Print by Sandra K. Clawson Freeo

<http://www3.niu.edu/newsplace/crisis.html>

Handling Media Interviews Tips and Guidelines

How to prepare for Broadcast Interviews

1. Prepare "talking paper" on primary points you want to make.
2. Anticipate questions--prepare responses.
3. Practice answering questions.
4. Cover controversial areas ahead of time.
5. Know who will be interviewing you, if possible.
6. Determine how much time is available.
7. Audiences often remember impressions, not facts.

Handling the Broadcast Interview Process

1. Do build bridges.
2. Do use specifics.
3. Do use analogies.
4. Do use contrasts, comparisons
5. Do be enthusiastic/animated
6. Do be your casual, likable self
7. Do be a listener
8. Do be correct
9. Do be anecdotal
10. If you don't have the answer or can't answer, do admit it and move on to another topic
11. Don't fall for that "A or B" dilemma
12. Don't accept "what if" questions
13. Don't accept "laundry list" questions
14. Don't go off the record
15. Don't speak for someone else--beware of the absent-party trap

How To Respond During A Newspaper Interview

1. Obtain advanced knowledge of interview topics
2. Make sure you are prepared in detail; print reporters are often more knowledgeable than broadcast reporters and may ask more detailed questions
3. Begin the interview by making your point in statement by making your major points in statement form
4. Try to maintain control of the interview
5. Don't let reporter wear you down
6. Set a time limit in advance
7. Don't be so relaxed that you say something you wish you hadn't
8. Avoid jargon or professional expressions
9. Reporter may repeat self in different ways to gain information you may not want to give
10. Don't answer inappropriate questions; simply say it is "not an appropriate topic for me to address at this time," for example

11. Be prepared for interruptions with questions...it is legitimate for reporters to do that
12. Do not speak "off the record"
13. Remember, the interview lasts as long as a reporter is there

After The Interview

1. You can ask to check technical points, but do not ask to see advance copy of the story
2. Never try to go over a reporter's head to stop a story
3. Do not send gifts to reporters--it is considered unethical for them to accept them

Recommended Books and Web Sites

1. "Crisis in Organizations: Managing and Communicating in the Heat of Crisis," by Laurence Barton.
2. "You'd Better Have a Hose if You Want to Put Out the Fire: The Complete Guide to Crisis and Risk Communications," by Rene A. Henry.

Advising Campus Life Programs

Working with CLPs comes with additional University responsibility. Because they are directly connected to the University, they must adhere to all University of Minnesota departmental policies and procedures, in addition to student group guidelines.

You should be aware of the following requirements and benefits for the CLP classification. Please review this information to ensure that the CLP classification is the best fit for the student group and the department. ***The department must be willing to assume all responsibility for working with the student group,*** particularly with the University's financial management system.

Requirements:

- 1. The Campus Life Program must be affiliated with a University department and have a faculty or staff advisor that has an ongoing relationship with the group.**
- 2. The department assumes liability for all Campus Life Program activities and finances.** While the intent is to have the students manage the day-to-day operations of the student group, the department does have ultimate oversight over activities and finances. The department assumes responsibility for any debts incurred by the student group.
- 3. All Campus Life Programs contracts must be signed by a University representative who has authority to enter into a contract on behalf of the University.**
- 4. The Campus Life Program *must* run all financial activity through** the University's financial management system. Most groups in this classification work with the department staff member responsible for financial operations. **Campus Life Programs are *not allowed* to hold an external checking account.**
 - Because Campus Life Programs are, in essence, considered departments of the University they must operate with the same financial accountability as the rest of the hosting department does.
 - The person responsible for setting up the group's financial account will need to send verification of the group's Campus Life Program status and the org request to Danielle Behling, Accounting Services, 654 WBOB. Danielle can be contacted at 612-624-5748.
- 5. University policies apply to student groups in the Campus Life Program classification.** For example, the ***group cannot have an external checking account*** and cannot use funds for alcohol. Other University policies and procedures can be located on the Web at **<http://www.fpd.finop.umn.edu>**.

Benefits to Campus Life Program Student Groups:

1. All activities of the group are covered by the University's general liability insurance
2. Campus Life Programs can use University letterhead, wordmark, and logos
3. Campus Life Programs can officially represent the University (competitions, conferences)
4. Campus Life Programs have access to the tax-exempt status of the University
5. Campus Life Programs have access to rent University vehicles
6. Use of the University's financial management system makes it easier to operate on campus

Fundraising

Any funds that a CLP has in its University financial account are considered University funds, therefore the spending of the funds must be in line with University policy.

Currently, University funds cannot be donated to charitable organizations. While CLPs are allowed to do community service and they are able to fundraise for their own programmatic needs, they may not make donations to nonprofit organizations.

Other fundraising, such as bake/concession sales or silent auctions are appropriate and may be conducted by the Campus Life Program. Remember, however, that all funds must be placed in a University financial account and that external bank accounts are not allowed for CLPs.

For additional information on advising a Campus Life Program, please contact Student Unions and Activities at (612) 626-6919 or sao@umn.edu

Additional Information

Electronic Elections

Did you know that your student group can do its elections through an impartial, on-line voting mechanism for free?

The All Campus Elections Commission, a student group who is advised through Student Unions & Activities, allows other student groups to send in their membership information and host an on-line election for your group's purposes.

This election process is completely free of charge and available to all student groups as a benefit or registration. Please see the Student Group Policy Handbook <http://www.sua.umn.edu/groups/handbook/> for more information or call us at 612-626-6919.

Event Planning

Student groups participate in and organize many events throughout the year. As an advisor, here are a few key questions to ask your group when event planning:

1. What goals do you have for your event? What are you hoping that people will take from the event?
2. When will the program have the best attendance or when is the best time to have the program?
3. What kind of funding do you need to make the event happen?
4. What kind of advertising do you need to make the event successful?
5. What types of permits or permission do you need to get clearance for your event?
6. What will your timeline look like?

A complete event planning checklist, can be found at:

http://www.sua.umn.edu/groups/forms/event_planning.pdf

Please see the Student Group Policy Handbook

<http://www.sua.umn.edu/groups/handbook/> for more event planning information or call us at 612-626-6919.

Financial Planning

Student Group Grants

Are you trying to help your student group think of ways to help finance an event?

Student Activities provides a one-stop shop for several different grant opportunities for registered student groups. These grants offer supplemental financial support for activities, programs, publications or special events planned by student groups. The grants program is designed to offer opportunities for students to broaden their organizational potential and educational development through the co-curricular experience at the University of Minnesota. Student groups not only have the opportunity to receive money to sponsor their events but to also gain valuable experience in the areas of grant writing, event planning, budgeting and contributing to student life on campus.

For detailed information regarding grant eligibility, guidelines and procedures, as well as the schedule of grant deadlines and online application, please visit the Student Activities grants website at:

<http://www.sua.umn.edu/groups/funding/grants/>

Student Group Sales and/or Fundraising

Student groups often wish to conduct sales and/or fundraising on-campus. To do so, they must have a permit, for which they can apply by stopping by our office or visiting our website to obtain the application

<http://www.sua.umn.edu/groups/forms/>. A set of guidelines has been established to ensure that groups are protected from off-campus vendors who wish to take advantage of student groups and to ensure that all groups have opportunities to conduct sales and/or fundraisers. Please see the Student Group Policy Handbook <http://www.sua.umn.edu/groups/handbook/> for details on the policy and more information.

Student groups may fundraise **off-campus** as they deem appropriate and within the laws and/or guidelines of fundraiser location. Here are a couple of off-campus fundraising tips to consider before getting involved:

1. Watch contracts carefully! Often times, if you are serving refreshments at an off-campus venue, you will be asked to sign a contract. Be aware that they may have a "dram shop liability" clause in the contract. This means that if your group serves alcohol at the event and there are any complications, your group may be held liable. See the Sales and Fundraising section of the Student Group Policy Handbook for more information about concession sales <http://www.sua.umn.edu/groups/handbook/fundraising.php>
2. Watch for "Nonprofit" status information in contracts. Often outside organizations will have opportunities for you to do your fundraising, however, they may ask for a nonprofit number or certification. By registering with the University, your group is not automatically a Nonprofit with the State of Minnesota and therefore not tax deductible. To achieve that status, you must apply for 501(c) organization status. Do not give out the EIN number that you started your banking account with as a substitute for a Tax ID number.

Note: Campus-Life Programs may not fundraise off-campus unless it is deemed appropriate by their sponsoring department and is within University financial guidelines. Please refer back to the CLP advisor section of this handbook or call our office at 612-626-6919 for any questions about this policy.

Conflict Management

The ability to resolve conflict is one of the most important skills a student leader can develop. Conflicts arise in everyday situations between leaders and members over both organizational and personal issues. It is often the responsibility of the advisor to ensure the conflict is managed in the most effective way possible. First, it is important to identify some different ways in which individuals handle conflict:

1. **Avoiding:** Individual pretends conflict is not there or ignores it. This tactic is often used when the person believes it is not worth the effort to argue.
2. **Competing:** Individual pursues his/her interests at another's expense. (Examples: Standing up for one's rights, defending one's position or belief, or trying to win)
3. **Accommodating:** Individual neglects his/her own interests to satisfy another. (Examples: Side-stepping an issue, postponing issue until another or better time, or withdrawing from the situation).
4. **Compromising:** Individual seeks to find expedient, mutually acceptable solution which somewhat satisfies both parties' needs. (Examples: Splitting the difference, exchanging concessions, or seeking mutual ground).
5. **Collaboration:** Individual seeks to find a solution which fully satisfies both parties.

Collaboration is the style most recommended for student groups. Collaboration allows both parties to be fully satisfied, it allows for creativity in developing resolution, and it gives participants a sense of accomplishment that they together have resolved the issue without losing anything. Advisors should provide guidance to help their organizations' deal effectively with conflict. Here are the steps for collaboration:

1. Assist student with determining the nature of the conflict.
2. Help the students state the real effect the conflict has on them.
3. Encourage the students to listen carefully to each other.
4. Foster initiation of the problem-solving process. Help the students:
 - a. Clarify the issue.
 - b. Discuss each person's wants and needs.
 - c. Generate a list of all possible solutions. Be creative.
 - d. Decide together on the solution most acceptable to both parties.
 - e. Discuss how the solution will be implemented.
 - f. Develop a process to evaluate the solution after a specified time.
 - g. Discuss how discrepancies/problems with the solution will be handled.

Be Proactive

Encourage students to include conflict resolution exercises in their student group retreats, workshops and meetings. Seek out additional resources on campus. Conflict resolution is a skill that all members of the organization could benefit from learning.

Student Unions & Activities:

(612) 626-6919; www.sua.umn.edu

University Counseling and Consulting Services:

(612) 624-3323; www.uccs.umn.edu

Student Conflict Resolution Center:

(612) 624-7272; <http://www.sos.umn.edu/>

University Student Legal Service:

(612) 624-1001; <http://www1.umn.edu/usls/>

Resources: Student Unions & Activities Conflict Resolution & Dealing with Difficult Members Handouts