

**THETA TAU**  
**PROFESSIONAL ENGINEERING FRATERNITY**



**ADVISER'S MANUAL**

**FIRST EDITION**  
**2001**

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*The nation's oldest, and Foremost, Fraternity for Engineers*

## SO YOU WANT TO BE AN ADVISER?

### FOREWORD

A chapter Adviser, whether serving formally or in an informal role, is a vital link in the long-term success of any chapter. In many ways, each alumnus of our Fraternity is an adviser to our student members inasmuch as they look toward alumni for approval, advice, or mentoring. This manual is designed to assure that in advising student members, our alumni offer positive, helpful, and productive feedback. Your suggestions or ideas for improving this manual or other aspects of a successful Theta Tau Adviser program are welcome and should be directed to the Central Office or Grand Regent.

### INTRODUCTION

"What if they don't like me?"

"What if they can't relate to me?"

"Am I too old? Too young?"

"How did these people get into my chapter?"

"Do I have the time to dedicate to a group of college students?"

"There's no way I'm taking any calls about members arguing at 11 o'clock at night."

*"We don't always know whose lives we touched and made better for having cared because actions can sometimes have unforeseen ramifications. What is important is that you do care and you act." -Charlotte Lunsford*

Once you get past some of the gut-level apprehensions, take time to examine your home, volunteer and work commitments, you're on your way to effective advising! This manual is designed to help both the experienced as well as the new adviser. This could possibly be one of the most utilized manual in your resource file. As you glance through the topics in the index, you might find it beneficial to first read through the entire manual as you prepare to work with Theta Tau.

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## **ADVISING DESCRIBED**

"Bloland's (1967) classification of three major areas of activity for an adviser (maintenance or custodial functions, group growth functions, program content functions) offered a good beginning point for considering the role of the adviser. Maintenance functions included a mix of roles, some of which suggest a supervisory relationship and others which involved helping a group retain a link with its own history. Group growth functions were described as facilitating roles which increase the effectiveness of the group and its members. Program content functions related to roles in which the adviser suggests program ideas or supplies expert knowledge."

"Since his 1967 writing, another function of an adviser has developed. Product-oriented functions would include all those adviser efforts which relate to the task performed by the group or committee--tasks which help the organization fulfill its purpose."

**Sources:** Bloland, P.A. (1967). *Student Group Advising in Higher Education*. Alexandria, VA: American College Personnel Association.

"Group Advising--Defined, Described, and Examined" by McKaig & Policello in *A Handbook for Student Group Advisers*, Ed. Schuh, J. ACPA #43, 1987)

### **Examples:**

#### **Maintenance or Custodial Functions**

- Ensuring budgets are properly prepared.
- Helping the officers plan the officer training and transition process.
- Serving as the institutional memory for the group and its activities. Challenging the group when they think an event is "tradition." Do you have any "first annual" events?
- Helping the chapter officers interpret the constitution, bylaws, organizational policies, and position statements.
- Attending meetings and/or communicate on a regular basis to keep up-to-date on issues and maintain relationships with the members.

### **Group Growth Functions**

- Increasing productivity during committee and chapter meetings. Working alongside the undergraduate leader and helping them become more efficient leaders and positive role models.
- Increasing the effectiveness and self-confidence of individuals by providing constructive feedback and support.

### **Program Content Functions**

- Providing expertise in special areas such as budgeting, recruitment, ritual exemplification, program management, etc.
- Providing referrals to campus and community resource personnel.
- Suggesting program ideas when solicited.

### **Product Oriented Functions**

- Helping the chapter fulfill its purpose of developing friendship, scholastic development, social skills, community service, and life long membership.
- Utilizing personal leadership skills and experiences to help undergraduate leaders complete assigned tasks and responsibilities.
- Develop historical files of written materials which provide timelines, forms, and suggestions for improvement for activities.

### Advising is a Lot Like Leadership: Some Similarities

***Leadership needs to exist at all levels, as people work toward a common vision. Leadership will come in forms such as "invisible" and "alongside." Leadership will occur through relationships rather than through structure.***

The adviser and undergraduates should take some time to create their common vision of success for their particular office, committee, or task. The undergraduates should feel secure that they are the leader and the adviser works alongside them to provide support, information, and other resources to help them succeed. Questions to consider together include:

- "At the end of this year (event) how will we know if it was successful?" "How can we best work together to come up with the best options for the program?"
- "How do you want to work behind the scenes together so you, as the undergraduate leader, are seen as the expert for this program/position?"

***Power will be viewed not as position or hierarchy, but as a sun radiating energy. Power "over" will be replaced with power "with" and power "to."***

Because of your prior leadership experience in the chapter, your status as an adviser, and your professional/volunteer experiences, undergraduates might easily lean on you for more support than is appropriate. Help them see that you're not their boss! While the students may look at you with the perspective of supervisee/supervisor, you should make it clear that they are the individuals "in charge." They need to know, from you, that they have the power and influence to make their chapter better.

***Leadership will occur within a dynamic system and leading will need to come from the heart as well as the head.***

One of your primary responsibilities as an adviser is to provide resources, referrals, and expertise. These logical, informational functions are complemented by your dedication and love for the organization. Undergraduates will see that you want to continue contributing to the fraternity through your alumni membership.

As alumni, it's funny to hear undergraduates talking about being around "forever." They feel so old being involved in the chapter after only three or four years of membership. As an adviser, you're serving as a powerful role model of involvement. They are watching a heartfelt example of an alumnus/a member provide lifelong contributions to their organization.

***The focus of leadership will be on the big picture. Vision will need to be attached to the local, Greek and global community.***

Many undergraduates see an end to their experience at graduation. Because of this temporary short-sightedness, they need help seeing the big picture surrounding chapter issues. Help make connections for them so they see how issues affect the members' experience and the well-being of the chapter.

"Why is it important for every member to pay their dues on time? How does it affect the chapter? How does it affect the national organization? How do high accounts receivables challenge the health of the organization?"

"Why is risk management such an important issue to discuss as it relates to brotherhood? As it refers to safety? As it relates to a good time? As it relates to our fraternal values?"

"Why are some events considered mandatory? Does the chapter merely want people to show up or are they trying to share information that is important to every member?"

"Why is hazing unethical? Why is it inconsistent with our ritual? What ethical dilemmas or situations will you challenge in the workplace? How does this relate to our brotherhood?"

***Individuals and organizations will use conflict and differences as constructive forces and minimize their negative aspects. Conflict shouldn't be seen as purely negative. Conflict can spark creativity, stimulate innovation, and encourage personal improvement.***

Conflict is inevitable! If you look share that philosophy you can successfully navigate your way through organizational challenges and differences between individuals. Helping members resolve interpersonal issues and conflict will strengthen their communication and leadership skills.

Resolving conflict in committees, the executive board, or interpersonal relationships in the chapter calls upon a variety of skills for its successful resolution. The members will utilize their communication and team building talents. They will be able to successfully work at mutually satisfying goals and acceptable closure to issues. Conflict management will be one of the most useful skills they develop in the chapter. This skill will benefit them in their personal lives and in their professional and volunteer experiences.

***Leadership will reflect values, ethics, moral views and beliefs rather than a set of skills or behaviors.***

As the adviser, you can help shape the ethical environment of the chapter. You can help the members become "devils-advocates." You can encourage them to ask probing questions and to challenge their brothers in a supportive environment. You can introduce discussions

surrounding the values of the organization and show the members that these discussions don't have to be limited to the times the chapter executes Ritual.

***Relationships must be mutual, based on trust, care, and empowerment rather than on control. People will be treated as unique. Human dignity will become the forefront of leadership.***

A quote by Martha Minow exemplifies the value of each individual in our chapter. "It is unfair to treat people differently if they really are the same; but it also is unfair to treat people the same if they really are different."

You can help the members develop cooperation in group situations and examine chapter situations from different perspectives. They will learn a lot about the diversity of ideas, opinions, and work styles in their own chapter. You can help them strengthen their delegation skills using your own examples from the work place or volunteer setting.

***Leadership will utilize collaboration rather than competition. Leadership will be based on interconnectedness and interdependence, rather than independence and separateness.***

Sometimes collegians miss the big picture perspective when they're so engrossed in their chapter experience. We could help them understand that they are part of a larger organization. They need to see how all of the chapters in the inter/national organization are tied together. Try to connect them with like-chapters (commuter institution, same size membership, similar programming, small private institution, etc.). Look through your fraternity directory and find chapters in the state that could help with specific issues or activities.

Members will have an easier time finding commonalties with their brother/brother chapters and can both receive and provide support from them. This will also foster a stronger general fraternity. Equally beneficial is for the chapter to develop interfraternal relationships on campus with the other leaders of the fraternities and sororities on campus. While there are some natural campus rivalries, you can help them see the benefits of contributing to the Greek community on campus and receiving something in return.

***Process will be equally or more important than the goal.***

Learning is a fraternity value. By showing the members what they have learned through the process of goal setting, delegating, working together, they will gain even more from the experience. One of the challenges of advising is knowing when to let the chapter learn from their mistakes. You will develop your skills in "calculated risk taking."



(Italicized sections adapted from Dr. Kathleen Allen, The College of St. Benedict, St. Joseph, MN 56374)

## A PRACTITIONERS GUIDE TO STUDENT DEVELOPMENT THEORY

“Student Development Theory” sounds like a graduate school course doesn't it? The core curriculum of higher education masters degree programs includes an introduction to student development theory. This introduction helps student affairs practitioners understand the normal growth and challenges of traditional-age college students.

Think about theory as one person's "lens" on understanding how college students grow and mature. One of the important reasons to understand how theory can be put to practice is to help create **environments** that are in range for your members' development as individuals.

Developmental environments include:

- Chapter Programs
- Relationships
- Training
- Retreats
- Social Events

**Nevitt Sanford** created one of the most widely used models for working with college students. He proposes there must be sufficient challenge present in order for students to grow. For example: A second-year member has been on the parent's weekend committee and is now ready to chair the committee. She/He feels comfortable chairing meetings, delegating work to other committee members, and developing some new programs for the program. The member is taking on the new challenge of leading her/his peers and is growing from this new experience.

If the challenge is too great and there is an absence of appropriate support, however, students will not develop and may retreat back to earlier stages of development. It's important to have a good balance between challenge and support. The members are gently pushed and encouraged into new and exciting chapter involvement opportunities but are not thrown into situations that are too challenging for their level of development.

Another student developmentalist, **Arthur Chickering**, proposed that student development occurred along the lines of seven developmental vectors (areas of importance).

1. Developing competence
2. Becoming autonomous
3. Managing emotions
4. Establishing identity

5. Freeing interpersonal relationships
6. Clarifying purpose
7. Developing integrity

Students in their first years of college tend to be in the process of development in these three vectors:

1. Developing competence
2. Managing emotions
3. Becoming autonomous

This leads to development in the fourth vector: establishing identity. Juniors and seniors are more often found focusing on vectors 5-7. Chickering is widely used as a model for determining what types of educational programs to be offering students. He suggests development can be enhanced if the following occurs:

1. Students are engaged in making choices.
2. Students interact with diverse individuals and ideals.
3. Students are involved in direct and varied experiences.
4. Students are involved in solving complex social and intellectual problems.
5. Students are involved in receiving feedback and making objective self-evaluations.

### **Chickering's Developmental Vectors: An In-depth View**

Basically, there are seven developmental vectors. *A vector is an area of importance for an individual.* There are various tasks an individual must complete in order to achieve some level of comfort/competence with those areas of importance.

It's important to know a little about each vector since you'll be working alongside committee chairs and other leaders helping them plan and implement programs for the entire membership.

The more you meet the members' interest areas, the more satisfied they will be with their chapter experience.

Here's a brief summary of Chickering's seven vectors.

### **1. Achieving Competence**

There are actually three specific areas of interest within this vector.

- A. Intellectual competence
- B. Competence in physical and manual skills
- C. Social and Interpersonal competence

We all pursue competence from the time we are children. Intellectual competence influences later career goals and interests. And we all need social and interpersonal competence to interact effectively and cooperatively with other people. Physical competence is particularly important to young people of college age- mainly because of its prestige and recreational value.

### **2. Managing Emotions**

In this vector Chickering refers to the youth's ability and interest in managing emotions, particularly as they relate to feelings of sex and aggression. Sexual impulses and feelings of aggression become more insistent at this time. These emotions must be accepted and integrated into ongoing decisions and behavior.

### **3. Becoming Autonomous**

Individuals in this vector are striving to be emotionally independent. They feel an need for constant reassurance, affection, or approval. Such independence may begin with a separation from parents. For the first time, perhaps, parents aren't seen as the "all perfect beings." It's important to carry on activities and solve problems without always seeking help. At the same time they must realize and accept the importance of interdependence. They begin to see that parents (or other authority figures such as advisers) can't be totally dispensed with and they don't need to be.

### **4. Establishing Identity**

In some ways this vector is a culmination of the three preceding vectors. The individuals' perceptions about physical needs, characteristics, personal appearance and sexual identification are made clearer. It's easy to see then, that individuals in this vector are interested in things like dress, appearance, sexuality, etc. Just as the three preceding vectors affect this vector, its content affects the following three.

### **5. Freeing Interpersonal Relationships**

Basically, the theme of this vector is increased tolerance and concern for others. Here is where the shift to true intimacy occurs; there is a recognition of interdependence in relationships.

Relationships tend to have a greater amount of trust at this stage of development. And finally, there is greater tolerance of separations and differences of opinion.

## **6. Developing Purpose**

"How does my life all fit together?" is a possible question being asked in this vector. The individual has an increased awareness of recreational needs, as well as vocational plans and aspirations. In general, one's life style is receiving further definition.

## **7. Developing Integrity**

This vector deals with individual values. The individual becomes concerned with personifying values. Older members may develop a greater appreciation for the Ritual and the creed, owning the values more fully. The ritual is more than just a ceremony, it is now a guide for ethical and moral behavior. Values become personalized. The individual selects a set of beliefs that defines him/her as a person and then acts upon her/his values.

Reference: Chickering, A.W. (1969). *Education and Identity*. San Francisco: Jossey-Bass.

## GENERATIONAL TRENDS

Just like any stereotyped group in America, the thirteenth generation hates being typecast. Don't call them Generation X. And please, they'll ask, don't call them slackers. It's important to understand some perceptions of this generation...it's also important to recognize the limitations you may place on the membership by taking some of your preconceived notions and tacking them onto an entire members of a diverse group of young men and women.

**Perception:** Xers are lazy.

**Reality:** In a *Reader's Digest* survey of 1,050 Americans 75 percent of Xers agreed with the statement: "Hard work is the key to getting ahead." Just 66 percent of respondents age 49 to 62 felt that way.

*"The '60s for me are like one of those stories where nobody laughs, and you say, 'I guess you had to be there.'"- Julie Phillips, in the Seattle Weekly*

**"Maybe the most insidious effect of creeping '70sism is the its viselike grip on our most precious resource: young people like Travis Knox, 20, of Los Angeles...Knox now finds himself frequenting an L.A. club called 1970, where patrons unashamedly Hustle in puka-shell necklaces, platform shoes and synthetic hip-hugger bell bottoms- a zombie like army of Leif Garretts and Farrah Fawcetts doing battle to Giorgio Moroder songs."- "Seventies Something," in Newsweek**

*"Few of my generation were alive from, much less remember, the assassination of John F. Kennedy, but the oldest of us, even at age 2, could sense something had gone wrong. For the rest of our childhood, things seemed to go the same way."- Bret Easton Ellis, "The Twentysomethings: Adrift in a Pop Landscape," in the New York Times*

***Generation X. The Thirteenth Generation. The Slacker Generation. What assumptions do you have about our current undergraduate brothers? What stereotypes of this generation do you hold which could affect your advising style?***

**Perception:** Xers are disloyal.

**Reality:** Xers have a strong ability to adapt to change. The lack of desire to stick around with a company/institution for their 30-year anniversary party or lapel pin frustrates some of corporate America. However, this generation of young people has many different interests and is willing to put their talents to use in the company/organization where they can contribute and participate fully. Xers are interested in contributing to their marketability and are looking for avenues to continue to strengthen their "self-building."

**Perception:** Xers are arrogant

**Reality:** They're self-assured. They are self-directed in their learning, looking for ways to gain information in their own time. Growing up with working moms, this generation is self-reliant.

**Perception:** Xers have short attention spans.

**Reality:** They're often called the MTV generation because of the rapid-fire visual style of today's music videos. These individuals do jump around, looking for information. They enjoy looking at different sources for their information and the Internet meets their needs well. Many feel comfortable with computer technology having been exposed to personal computers in the home and at school.

Sources: *Thirteenth Generation*, Howe & Strauss, Vintage Books: New York, New York. (1993)

*Training & Development*, March, 1997.

### **Communicating with Xers (and others)**

#### **Encourage.**

Foster a learning environment in which everyone is a teacher and everyone is a student. Make teaching part of every person's responsibility in the chapter. Teaching shouldn't draw core people away from their tasks, but it should enhance productivity. When teaching Xers, share information and practices without dictating unnecessary rules; try to let them learn by doing. Inspire them to define their own problems and issues, engage their innovative powers, and come up with creative solutions.

**Build.**

Create a rich information environment that facilitates ongoing learning. Does the chapter have access to the Internet? Do they have e-mail accounts to communicate with others on campus and within the inter/national organization? Provide multiple learning resources in diverse media, encourage Xers to set their own learning goals according to their chapter leadership responsibilities, and let them process and meet goals at their own pace.

**Challenge.**

Spur on Xers with new projects that demand fresh skills. Expose them to diverse facts of Greek life by allowing cross training in different committees and organizations on campus. They will assume new responsibilities gladly and meet challenges with greater productivity and initiative when they are stronger with new skills. They will be motivated by the process of learning.

**Communicate.**

Keep the lines of communication open. Schedule regular times for brief, detail-oriented meetings to review projects, provide updates on chapter issues, monitor results, resolve problems, answer questions, and establish and adjust goals and deadlines.

Adapted, from *Generation X: The Workforce of the Future*, Rainmaker, New Haven, Connecticut, 1996 in *Training & Development*, March, 1997.



**GROUP DYNAMICS**

Now that you have some practical information about student development and generational trends, you can turn your focus to your work....small group development. You are probably working with a specific committee, a task group, or the executive council. It's important to know how not only individuals develop but also how a group progresses through developmental stages. Tuckman, one of the key researchers and theorists in the area of group dynamics, defined four key developmental stages to group development.

- Forming
- Storming
- Norming
- Performing

This information will be helpful to you as you work with task groups, committees, and the executive board. Remember, the challenges presented by each stage of group development is **normal!** Don't try to push the group before they are ready to move forward together.

**Step 1: Forming**

**Feelings:** Fear  
 Uncertainty  
 Anxiety  
 Cautious  
 Hope  
 Excitement  
 Anticipation

**Behaviors:** Little gets accomplished.  
 Complaints about the group and where they are going.  
 Determining what first-steps to take.

**Issues to Address:** What's the group's purpose?  
 Why are we here?  
 What's in it for us?  
 What are we trying to accomplish?  
 Do we have a leader?

There's a lot going on at this stage. Be sensitive to new member's feelings. Support the group with historical information as a guide and share your confidence in their ability. Team members have a lot of distraction which leads to a lack of task accomplishment.

**Step 2: Storming**

- Feelings:** Overzealous  
Left out  
Pressure to accomplish work  
Jealousy of leaders
- Behaviors:** Increased competition and arguing/fighting  
Resistance to group formation  
Bids for power and control  
A pecking order is defined  
Little listening  
Trying to rely solely on personal experiences
- Issues to Address:** Who has power?  
How can we work together?  
How will I fit in this committee?  
Will there be cliques?

Because of the stage of development and lack of unity at this early stage, task completion still isn't the highest priority. Team members are communicating and are beginning to understand the motivations of one another. They are beginning to feel more comfortable about their own role in the group.

**Step 3: Norming**

- Feelings:** Pride  
Togetherness  
Sense of belonging  
Optimism  
Increased trust  
Fun
- Behaviors:** Accept group and group norms  
Accept the idiosyncrasies of the group  
Emotional conflict is reduced  
Increased intimacy  
Group dynamics is discussed  
Accomplish a moderate amount of work
- Issues to Address:** Who are we as a team?  
Are we working well together to get to our goal?  
Can we switch roles?  
Can I lead/follow?

Members will become more aware of their role in the group and discuss how people are communicating or not. They will begin to recognize when members are speaking up or need to be invited into the conversation. They are becoming more comfortable in both the roles of the leader and follower. Encourage the group to continue to notice the group dynamics and group participation level by all members.

**Step 4: Performing**

**Feelings:** Understand each other's strengths and weaknesses  
Commitment  
Enthusiasm  
Satisfaction with the team's progress  
Relaxed  
Confident

**Behaviors:** High performance  
Diagnose and solve their own problems  
Norms for decision making are determined  
Members experience personal insights (about themselves and the interpersonal process)  
Constructive self-change

**Issues to Address:** What are the problems and how can we solve them?  
How can we bring about change?  
What are my commitments to the group?  
How can we work together even better?

The work is being done and members are feeling good about their contributions to the attainment of their goals. The team is now an effective working unit in the chapter. They are close and developing stronger relationships.

(Reference: Tuckman, B.W. (1965) Developmental sequence in small groups. *Psychological Bulletin*, 63 (21), 384-399)

### **ADVISER/STUDENT EXPECTATIONS**

The adviser and student should have an open, honest relationship and have the opportunity to share ideas, receive feedback, and build trust. This responsibility of relationship building rests within each individual. In order to recognize each others' various roles and responsibilities, time should be taken to discuss expectations. Some advisers provide a simple list of expectations for all organizational leaders such as:

1. Create some "How are you doing?" time.
2. Review the last meeting and any issues that need follow-up.
3. Discuss the agenda for the next meeting.
4. Talk about areas of concern.
5. Share successes.
6. Discuss group dynamics.

Other adviser/leader teams take more time to discuss the perceived and actual roles of the adviser using a questionnaire. A sample questionnaire is provided as an example and starting-point for discussion.

**Adviser Role Questionnaire**

The following is a series of adviser function. Circle your level of agreement on each of the adviser roles listed. (SA- strongly agree, A- agree, NO- no opinion, D- disagree, SD- strongly disagree). In performing the role of the adviser, I believe that an adviser should:

Be a problem solving agent	SA	A	NO	D	SD
Be a counselor	SA	A	NO	D	SD
Be an information/resource person	SA	A	NO	D	SD
Be an idea resource person	SA	A	NO	D	SD
Be a sounding board	SA	A	NO	D	SD
Represent the administration	SA	A	NO	D	SD
Represent the students	SA	A	NO	D	SD
Serve as a change agent in the organization	SA	A	NO	D	SD
Interpret university policies and procedures	SA	A	NO	D	SD
Analyze the group process	SA	A	NO	D	SD
Guarantee the success of programs	SA	A	NO	D	SD
Serve as a role model of behavior	SA	A	NO	D	SD
Attend all events	SA	A	NO	D	SD
Coordinate/advocate a balanced chapter program	SA	A	NO	D	SD
Provide continuity through the years	SA	A	NO	D	SD
Develop/plan new programs	SA	A	NO	D	SD
Educate students on issues	SA	A	NO	D	SD
Develop skills in students	SA	A	NO	D	SD
Meet bi-monthly with chairs	SA	A	NO	D	SD

Meet bi-monthly with executive team	SA	A	NO	D	SD
Communicate with national headquarters successes and problems)	SA	A	NO	D	SD
Maintain organizational records	SA	A	NO	D	SD
Work out personal conflicts between leaders	SA	A	NO	D	SD
Supervise the finances	SA	A	NO	D	SD
Organize meetings and activities	SA	A	NO	D	SD
Establish the goals and directions of the organization	SA	A	NO	D	SD
Double check program production details	SA	A	NO	D	SD
Orient new officers to their roles/responsibilities	SA	A	NO	D	SD
Maintain productive and positive energy level	SA	A	NO	D	SD
Evaluate student volunteers	SA	A	NO	D	SD
Evaluate programs	SA	A	NO	D	SD
Keep informed of issues that affect Greek affairs	SA	A	NO	D	SD
Coordinate activities between student groups	SA	A	NO	D	SD

Please look over these roles you have just considered and list the five roles you believe to be the most important. No particular order is required.

- 1.
- 2.
- 3.
- 4.
- 5.

**Adviser/Student Organization**

**Sample Statement of Understanding**

This agreement is designed to enhance and strengthen the relationships between the adviser and the members of the chapter. It describes the expectations, responsibilities and rights of both parties. If you are an experienced adviser or don't feel the need for a written document, this could be used as a good tool for discussion.

This could also be used as a tool for evaluating the relationship between the adviser and the members of the organization. It could be used as a guideline for establishing boundaries and parameters for both the members and the adviser. You might want to review the document after the officer training and transition period and add or delete any statements with each new team of officers. Work together with committee leaders or the executive board for specific rights and responsibilities you would add in Section II.

**Section I: General Rights and Responsibilities of the Adviser**

1. The adviser is expected to understand the purpose and objectives of the general fraternity and the chapter.
2. The adviser is expected to have or obtain knowledge about college/university policies and procedures that impact student organizations.
3. The adviser is expected to have or obtain knowledge about general fraternity policies and procedures that impact undergraduate chapters.
4. The adviser is expected to attend regular chapter meetings and functions. Specific details may be included in Section II.
5. The adviser is expected to assist in the negotiation of contractual agreements entered into by the chapter.
6. The adviser is expected to encourage members to take advantage of opportunities to enhance their leadership and group skills.
7. The adviser is expected to provide assistance in the areas of budget development, major expenditures and financial record keeping.
8. The adviser is expected to provide positive and constructive feedback and confront inappropriate behavior in members which he/she deems to be detrimental to the individual and/or other members of the organization.
9. The adviser is expected to treat members as mature individuals who possess dignity, worth and self-direction.
10. The adviser has the right to a private life.
11. The adviser has the right to disagree with chapter decisions.



**Section II: Specific Rights and Responsibilities of an Adviser**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

### **Section III: General Rights and Responsibilities of Chapter Members**

1. Members are expected to understand the purpose of the general fraternity and pursue activities which fulfill its purpose. It is understood that the objectives of the chapter will be compatible with the objectives of the general fraternity and the college/university and not in violation of college/university, local, state and federal regulations and statutes.
2. Members are expected to attend meetings and functions. Specific details can be included in Section IV.
3. Officers are expected to inform and involve members and the adviser prior to making any financial commitments. The adviser and the members of the chapter may wish to define what expenditures should be reviewed by the adviser (use Section IV).
4. Members are expected to take advantage of opportunities to enhance their skills (i.e. participation in convention, national leadership academy, regional leadership programs, etc.).
5. Members are expected to provide positive and constructive feedback and confront inappropriate behavior in other members and the adviser which they deem to be detrimental to that individual and/or the chapter.
6. Members are expected to treat the adviser as an individual who possesses dignity, worth and self-direction.
7. Members have the right to be listened to by other members and the adviser.
8. Members have the right to choose their levels of involvement in the chapter.
9. Members have the right to voice their disagreements with the decisions of the adviser and appeal those decisions to a predetermined higher authority (use Section IV).

**Section IV: Specific Rights and Responsibilities of Chapter Members**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

This agreement is binding until \_\_\_\_\_ (date), or until a new agreement is developed.

Signed

\_\_\_\_\_

Adviser

\_\_\_\_\_

Chapter committee chair, officer

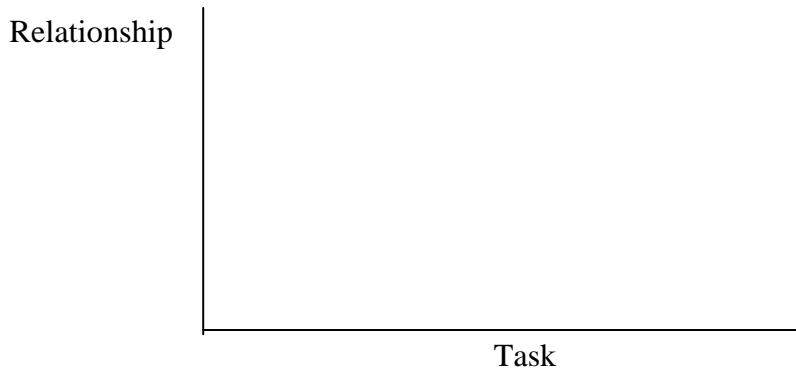
(Source: University of Richmond)

## DETERMINING YOUR ADVISING STYLE

Situational leadership is a concept developed by Paul Hersey and Kenneth Blanchard. They developed Situational Leadership to help people attempting leadership, regardless of their role, to be more effective in their daily interactions with others. It provides leaders with some understanding of the relationship between an effective style of leadership and the level of maturity of their followers. It's based on the relationship between 1) the amount of guidance and direction (task behavior) a leader gives; 2) the amount of relationship behavior a leader provides; and 3) the readiness (maturity) level that followers exhibit in performing a specific task, function, or objective.

Imagine a chart with relationship behavior on one axis and task behavior on the other.

The four leadership styles are defined by the interaction between task and relationship behaviors.



As you examine and determine the leadership style of the leader of the committee, the chapter president, or the assigned leader to a task force, think about how your advising style will adjust to their maturity level and to the approach they are taking with the group members.

### Leadership Styles

**Telling** - providing specific instructions and closely supervising work (high task, low relationship).

**Selling** - explaining decisions and providing opportunities for clarification (high task, higher relationship).

**Participating** - sharing ideas and facilitating decision making (low task, high relationship).

**Delegating** - turning over responsibility for decisions and implementation (low task, low relationship).

## **Leadership Styles and Maturity Levels**

### **"Telling" is for low maturity.**

People who are both unable and unwilling to take responsibility to do something are not competent or confident. In many cases, their unwillingness is a result of their insecurity regarding the necessary task. Therefore, a directive telling style that provides clear specific directions and supervision has the highest probability of being effective with individuals at this maturity level.

#### **Implications for Advising:**

- Does this style fit the developmental needs of the group members?
- What type of support is the leader providing to the group members?
- What type of member would best react to this leadership style?

### **"Selling" is for low to moderate maturity.**

People who are unable but willing to take responsibility are confident but lack skills at this time. Therefore, a "selling" style that provides directive behavior, because of their lack of ability, but also supportive with individuals at this maturity level.

#### **Implications for Advising:**

- Does the leader provide ample opportunities for the group members to ask questions?
- Does the leader provide clarification of information and tasks to the group?
- How detailed is the leader with his/her decisions?

### **"Participating" is for moderate to high maturity.**

People at this maturity level are able but unwilling to do what the leader wants. Their unwillingness is often a function of their lack of confidence or insecurity. If, however, they are competent but unwilling their reluctance to perform is more of a motivational problem than a security problem. In either case, the leader needs to support the follower's effort to use the ability he/she already has. Therefore, a supportive, nondirective, "participating" style has the highest probability of being effective with individuals at this maturity level.

**Implications for Advising:**

- How can you best support the leader with this leadership style?
- Does the leader have strong facilitation skills, drawing on the knowledge and expertise of the group?
- Does the leader help members share their ideas in the group setting?

**"Delegating" is for high maturity.**

People at this maturity level are both able and willing or confident, to take responsibility. Therefore, a low-profile "delegating" style, which provides little direction or support, has the highest probability of being effective with individuals at this maturity level.

**Implications for Advising:**

- As you examine the student development theory material, what type of member do you think this leadership style would best match?
- How are the group members reacting to the leader?
- Is the leader effective?

Reference: *The Situational Leader*, The Center for Leadership Studies: Escondido, CA, 1984. Management of Organizational Behavior: Utilizing Human Resources" by Paul Hersey and Ken Blanchard, copyright 1982.

## **ADVISING RESOURCES**

### **The Headquarters Staff**

The *Baird's Manual of American College Fraternities* chronicles the establishment of the general fraternity headquarters, "The great increase of campuses on which fraternities and sororities are functioning with the resultant increase in membership activities made central offices and supervisory staffs essential." Professional staff members are often specialists in various areas of chapter services. Staff members can address chapter management issues, risk management, housing, alumni relations, and expansion. In order to work most efficiently with the headquarters staff, try to focus your question or issue and ask for the specific person responsible for that area of chapter operations.

### **Volunteer Staff**

Volunteers contribute to the general fraternity in numerous and varied ways. Immediate volunteer support is provided through chapter advisers, faculty advisers, regional, and national boards/councils. To recruit more chapter advisers to work with you and the chapter, simply call the alumni office of the institution which hosts your chapter and request a membership listing of all alumni members. They can provide you with a computerized list including addresses, phone numbers, and graduation dates. You can also call the headquarters office for a listing of available alumni in the region.

### **The Greek Adviser**

On many campuses the Greek affairs professional is a full time employee of the college/university specializing in fraternity and sorority issues. Since this individual works with all chapters on a daily basis, you should take the time to establish a relationship with this individual. They can provide you with a great deal of information and support materials to help you in your advising role. Greek advisers often have numerous articles and handouts on topics ranging from hazing to alcohol programs, from motivation to group dynamics. Staff and students can usually copy what they need at their own expense.

They compile and/or keep academic records of students and chapters. The college/university has a policy on confidentiality that are consistent with the privacy policies of the institutions. However, there are public records that would help you and the chapter with their scholastic development programming.

Greek advisers maintain statistical information and facts on the chapters. Membership information, percentage of members who join and then are initiated, and other helpful facts are maintained at this office. The Greek adviser also has numerous books, national magazines, directories, newsletters, and notebooks, and videotapes addressing current Greek and student issues.

(Reference: *Advising Fraternities and Sororities*, A Publication of the Association of Fraternity Advisers, Inc. 1993.)

### **Other Advisers**

Sometimes an expert is considered someone who knows the same thing you do but lives 50 miles away and carries a briefcase. Well, maybe you don't have to go that far! There are numerous advisers working with the other chapters on campus. Create time to get to know these other resources who are right at your disposal and who share the same concerns, issues, and challenges that you're experiencing. You might even want to set up informal monthly breakfast meetings to touch base about current campus and student issues.

### **Reflection**

As you finish reading this manual, take time to reflect on your preparation as an adviser. Think about the most rewarding and challenging aspects of advising. Consider others who could best support you in this volunteer capacity. Quietly reflecting on and learning from your experience is a healthy habit to develop as you continue to develop your advising style with the chapter. As the chapter officers are going through their officer training and transition period, take some time for yourself to prepare for the next generation of chapter leaders. These questions are also a good discussion starter for interfraternal adviser meetings.

1. What experiences in the organization motivated you to become an alumni volunteer?
2. What is the most rewarding aspect of advising?
3. What is the most challenging aspect of advising?
4. What positive changes have happened in your role as an adviser?
5. What positive changes did you expect to happen that have not yet been realized?
6. What talents or strengths do you bring to your advising style?
7. What talents or strengths would you like to strengthen in your continued involvement with the organization?
8. Do you feel that poor chapter performance reflects negatively on *your* performance as a volunteer?