

GUIDE POINT

1983 - 84



**A Key to
Better
Leadership**

UW - Stevens Point

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FORWARD

The purpose of this handbook is threefold. First, it is hoped that student leaders will become better managers of their time by utilizing the time management system included in the calendar section. Second, information pertaining to organization development, university policies, programming and other resources is included in the yellow pages. Lastly, we have included a daily list of events in order to better inform students through their leaders. We hope you will use this book this year and also provide the Student Life Activities & Programs Office with feedback on how it might become more useful to future leaders.



Old Main

DEDICATION

This handbook is dedicated to those who love to learn by getting involved and learn to love through that involvement.

WHY DID I GET THIS CALENDAR FREE

You're right! There is a catch. There is something we want in return. We want you to be as effective and efficient as possible. We think that good time management, systematic planning and information will greatly assist you personally, academically, and as the leader of your group. We want you to be as successful as you want to be. We want the halls, student governing bodies, media groups, athletic teams and all the student organizations to continue to deliver the kinds of programs that have made our campus famous nationwide.

That's why you got this calendar free. Use it. As a leader, there will be more demands on your time than is true for the average student. Use this calendar daily to plan your time, set goals and be familiar with what is happening at the University. Use the yellow pages to gain the information you will need as you lead your group this year. There you will find information relative to organization recognition, services available to student groups, thoughts on effective leadership, programming information and other fingertip resources intended to save you time.

The next several pages provide information on basic time management and goal setting techniques. These ideas will save you time and help you plan your time to meet your goals this year. But, you will have to spend some time to save time. This calendar won't save you time unless you use it properly. Do the exercises marked with a SLAP logo as you proceed through the year and you will find **you can** manage all of your commitments and still have time for you.

Lastly, if you don't remember anything else, remember this. The Student Life Activities and Programs Office (SLAP) exists to help your organization accomplish its goals. So when you're stuck and don't know where to turn for help, remember the SLAP office (ext-4343). We want you to succeed and we're investing our time and energy in 1983-84 to see that you do.

Student Life Activities & Programs
and
The Student Government Association

MANAGING YOUR TIME

Why is it that some people are able to accomplish more with their twenty four hour day than others? Is it possible that they have learned to “work smarter, not harder?” They have taken the time to get organized and to set goals and priorities, before they start working. They also probably follow some system of time management.

People utilize many types of systems to manage their time, and you may hear claims of which is best. The best system for you, however, is simply one you willingly use on a regular basis. A good system can become a quick checkpoint that is reviewed many times a day. If you are not presently using a time management system in your life, you may be wasting time. If you believe time is life, then you are wasting part of your life. You are much too valuable for that.

Many students find Alan Lakein’s suggestions for time management to be helpful. The following paragraphs are paraphrased from Lakein’s book “How to Get Control of Your Time and Your Life,” and from his film entitled, “The Time of Your Life.” Lakein believes it would be impossible or impractical to constantly review the many concepts involved with time management so he suggests six simple, but powerful ideas.

1. **List goals and set priorities.** What are your long term goals is question #1. If you don’t know where you want to be eventually, then how can you know where to start. In this calendar book, we consider a semester to be long term. However, you may wish to think of long term as a year or even your college career. Question #2 is, “What are my short term goals?” Once you know where you’re headed, your short term goals are your plan of attack. Step by step, how do you intend to move toward your long term goals? In this calendar we utilize each week as a short term period, but again, you can choose any time frame. Now, you have two lists, your long term goals and your first set of goals that will take you there. Next, go back over both lists and set priorities by the A, B, C method. A goals are high value goals, B for medium value, and C for lower value goals. You can have any number of A’s, B’s, or C’s. The next step is to identify the A in each list that is most important, next important, etc. This means you have an A1, and A2. . . . When this exercise is completed, you have started to get control of your time.

2. **Make a “To Do” list.** What are some activities that will lead you toward the accomplishment of your goals. It is suggested that you create a daily “To Do” list each morning. A side benefit of this procedure is that you feel a sense of accomplishment each time you cross out a task, giving you motivation to continue.
3. **Start with A’s, not with C’s.** Work on your top priorities first. If your A1 will take five hours and you only have five minutes, break the task down into smaller parts. This is called the Swiss cheese approach because you are punching holes in your A1. Make some notes on your A1, review the file on your A1, but don’t work on a C and procrastinate on an A1.
4. **Ask Lakein’s question often, What is the best use of my time right now?** If your answer is to put your feet up and relax for awhile, then do it. Pace yourself throughout each day. Driver burnouts did not use their time wisely.
5. **Handle each piece of paper once.** Don’t be a paper shuffler. That doesn’t accomplish anything. Either delegate the task, (see yellow pages on delegation), assign it a priority, or toss it.
6. **Do it now.** Once you’ve determined your goals and priorities and you’ve considered the best use of your time right now, don’t procrastinate. Often, tasks take twice as long as they need to because we stew over them and procrastinate.

One last thought before you begin using your new system of time management. Set your own personal and academic goals, but remember to include others in the development of your organization’s goals. Always remember that “People support what they help create.” Leadership is the process of inspiring individual members toward a common goal. If your group is involved in determining that common goal, most of them will be motivated and remain involved. With that kind of assistance, you have just discovered the ultimate time saver.

	M	T	W	TH	F	S	Course	Notes
8								
9								
10								
11								
12								
1								
2								
3								
4								
Eve								

Make 3 copies of this page. It will cost you 15¢ and save time copying your schedule for various committees.

IMPORTANT DATES THIS SEMESTER:

Aug. 25	Late Registration
Aug. 29	Classes Begin
Sept. 3-4-5	Labor Day Vacation
Nov. 23*-27	Thanksgiving Recess - *Vacation Begins at 10:00 PM
Dec. 6	Registration Day - No Classes
Dec. 13	Last Day of Classes
Dec. 14	Reading Day
Dec. 15-20	Finals (Except Sunday, Dec. 18)
Dec. 18	Winter Commencement

1983-84

September 1983 S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October 1983 S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November 1983 S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December 1983 S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
January 1984 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February 1984 S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	March 1984 S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April 1984 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May 1984 S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June 1984 S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July 1984 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August 1984 S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

LONG TERM GOALS

Academic (Ex.: to complete 16 credits each semester attaining at least a B average.)

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Personal (Ex.: develop a physical fitness program or get straight on your career pattern.)

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Student Leadership (Ex.: to increase membership by 20% or to develop a special new program.)

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

AUGUST 22-28

GOALS FOR THE WEEK

Academic _____

Personal _____

Student Organization _____

REMINDERS: Welcome back get-togethers with your officers, wing mates, employees, etc.

8 _____
9 _____
10 _____
11 _____
12 _____
1 _____
2 _____
3 _____
4 _____
Evening _____

MONDAY, AUG. 22
Registration, 6:30-8:00 PM (PBR-UC)

8 _____
9 _____
10 _____
11 _____
12 _____
1 _____
2 _____
3 _____
4 _____
Evening _____

TUESDAY, AUG. 23

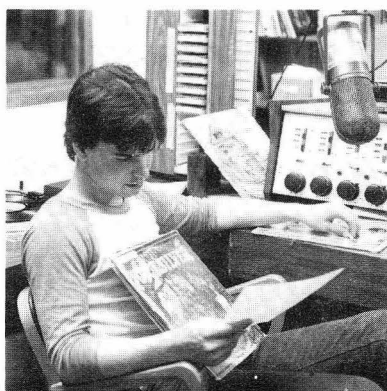
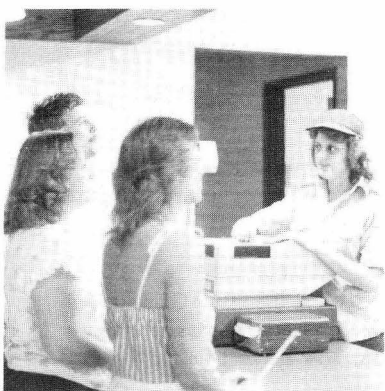
AUGUST 1984

Wed.	1	Thurs.	2	Fri.	3
		FINALS		COMMENCEMENT	

RELAX! FALL CLASSES BEGIN AUGUST 27TH.

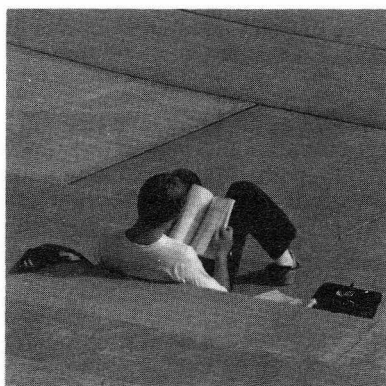
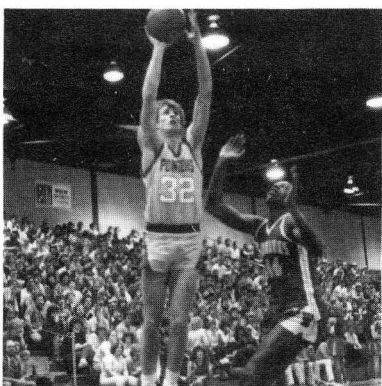


Prepare to toe the line —
classes start August 27.



YELLOW PAGES

We realize that the tasks of the many student leaders and advisors vary greatly. There are, however, some basic functions that affect all groups. The following yellow pages represent a brief overview of recognition procedures, organization development theory, policies and procedures that affect student groups, programming basics and other resources designed to aid you in your leadership role. For expanded information on any of these topics, please contact the Student Life Activities & Programs Office.



NEW STUDENT ORGANIZATION RECOGNITION

Any group of five students or more which want to pursue a common interest may start a recognized student organization. To become recognized, they need to:

1. **Apply for recognition.** This process begins at the SLAP Office (lower level of the University Center). When the organization applies, they will be given 30 days of temporary recognition. This allows time for them to complete the recognition process.
2. **Develop a Constitution.** A basic outline is included in recognition materials. Two copies need to be included in your final application.
3. **Elect officers.** A list of officers, their addresses and phone numbers need to be included also.
4. **Select an advisor.** A letter from a full-time member of the faculty/staff indicating their willingness to serve as advisor to the group is also necessary. (For organizations that need a person with special competencies, exceptions to the faculty/staff rule can be made by the Director of SLAP.)
5. **Initiation Procedures.** This only applies to those organizations that require a pledge period or an initiation procedure as a prerequisite of membership.

All recognized student organizations are eligible for the services and extended the rights of any campus department or agency and are expected to live within University policies and procedures as well.

MANDATORY: YEARLY ORGANIZATION RERECOGNITION

Each year, every student organization needs to become rerecognized if they wish to utilize the services extended through recognition. Each organization needs to submit to the SLAP Office, before the third week of school, the following information:

1. A list of this year's officers with addresses and phone numbers.
2. A list of 5 full-time students that will be active and the number expected to be members this year.
3. Name, address, and phone numbers of your faculty advisor. Continuing advisors need not submit a new letter indicating willingness to serve.
4. Indication of any changes in the organization's structure, or constitutional changes.

ADVISORS

Every organization must have an advisor to be officially recognized. They serve an important function to the organization, its leadership and the educational program inherent in student involvement. Their specific functions to you are:

1. To be an active participant of the group and provide advice when called on.
2. Teach techniques of leadership and followership.
3. Provide continuity with traditions and history of the group.
4. Help members develop self-responsibility and self-discipline.
5. Prevent the unknown violation of university or community regulations.
6. Supply information, expert knowledge, insights and ideas to help the group attain its purposes and goals.

Use your advisor. Talk about expectations you have of each other. If you don't feel your advisor has the interest or the time you feel your organization needs, find someone else. Advisors are important to the ultimate success of your organization so don't be shy. Tell them your needs and concerns. If difficulties do arise between your advisor and your organization that cannot be worked out, feel free to contact the Director of Student Life Activities & Programs.

HELPFUL SERVICES OFFERED TO ORGANIZATIONS

Duplicating and Printing

Copying Services - copying services (photocopying, ditto, duplicating) for minutes, publicity, etc. are available at the Student Activities Complex in the University Center, in Duplicating located in the Science Building lower level, the Print Shop at the University Center, or at the Information Desk in the University Center.

Posters and Signs - posters and signs can be printed at the IMC, the Print Shop in the University Center, or you can make your own in the Print Shop Self Service Area if you choose. Organizations with SFO accounts can also have work done commercially without going through a bidding process.

Tickets - computerized tickets for student organization special events are available through the Student Life Activities & Programs office, University Center, at a minimal charge. This service offers great flexibility and sequence numbers on the tickets lend accounting assistance.

Equipment Available

Camping Gear, Outing Gear, Indoor Recreation Equipment - Recreation Services located in the University Center lower level makes camping gear and outing gear available to you for programming. Additionally, your organization may be interested in the indoor recreation equipment as well. Ask about group rates.

Cameras - cameras and camera equipment can be checked-out at the Materials Center in the University Center.

Records - the Materials Center offers numerous records for check-out. The Materials Center is located in the University Center.

Calculators - calculators can be checked-out at the Materials Center in the University Center.

Amplifiers - amplifiers, microphones, lighting equipment, etc., can be reserved and checked-out at Conference & Reservations in the University Center. For more complicated and delicate equipment, there may be a user fee or the need to hire a student technician.

Audio Visual Equipment - most common types of audio visual equipment can be checked-out through the University Center Materials Center. Audio visual equipment for any meetings or programs held in the University Centers can be arranged for directly with Conference & Reservations.

Typewriters - for typing your organization's information, typewriters are available in the Activities Complex or in any of the Materials Centers.

Crafts, Tools - the Materials Center in the University Center has a wide variety of tools and equipment to facilitate arts and crafts programming. Ask the Materials Center about group rates if your organization would like to have an Arts & Crafts Night.

FOOD AND BEVERAGE NEEDS

By contract, all food and beverages on campus are to be provided by the University Food Service. University Food Service can supply student organizations with a wide variety of food and beverages for any event from a banquet to a camping trip. Information on food and beverage needs is available from the University Food Service, Ext. 3434.

The procedure for purchasing food and/or beverages for an event is as follows:

1. Reserve the location for your event with Conference & Reservations, Ext. 2427. Arrange for the room, layout and setup needs. **Be specific!**
2. Talk with Food Service regarding your food and beverage needs. Discuss the type of food you would like, the number of people involved, and the estimated total cost.
3. Fill out a University Food Service Purchase Request/Order (forms are available at the Food Service Office).

4. The completed University Food Service Purchase Request/Order should then be sent to Accounting for approval. Accounting approval must be given prior to the event. After processing, Accounting will send a copy of the form to you and one to Food Service. If time is short, walk the form to Accounting for approval. You can wait for the processing to take place and then deliver the approved form to Food Service.
5. Once you have an Accounting approved copy, meet with Food Service people again to finalize and confirm your order. **Be specific!**
6. A bill will be sent to your organization by University Food Service after the event.
7. The bill will automatically be subtracted from your account within a week unless you contest the bill for some reason.

Note on Beverages: Beer has often been considered an important part of many of our campus programs. We encourage you to arrange for an **alternative beverage** when planning a program. Again, by contract, the University Food Service is to provide beer, **upon request**, at campus events. Beverages are generally provided on a cash sale basis to the consumer.

TRANSPORTATION AND TRAVEL

University Vehicles - Student organizations are eligible to use and reserve university fleet vehicles. Persons driving university vehicles should be responsible and must have an insurance form on file with Transportation 48 hours in advance of the trip. (Forms can be secured from Transportation in the Maintenance and Materials Building.)

Rates for University Vehicles for 1983-84

Sedans	Wagons	Vans
18.5¢/m	23.5¢/m	8 passenger 26¢/m 15 passenger 28.5¢/m

The purpose of many organizations is dependent on being mobile. Please don't let your group jeopardize their programs by abusing the transportation service. If a student wishes to be reimbursed from an account for driving their own vehicle, contact the Student Life Activities & Programs office for the procedure.

Travel Vouchers - Travel vouchers (forms used to claim meals, lodging, and miles after the completion of a trip) can be secured at the Student Life Activities & Programs office, or the Student Government office in the University Center.

ORGANIZATIONAL ASSISTANCE

Mail Services - mail boxes are available to student organizations who wish to receive mail through the Student Life Activities & Programs office. They are assigned by that office. Be aware that as a recognized student organization, you are eligible to use campus mail services.

Flip Boards - the area is located in the Student Activities Complex, lower level of the University Center where organizations may hang their flip boards. These are used by organizations with a need to communicate regularly, but don't want to meet often.

Long Distance and Local Phones - a long distance phone line and a local phone are available for programming purposes in the Student Activities Complex, lower level of the University Center.

Meetings and Conferences - as a recognized student organization, all your meeting needs can be arranged by calling or stopping by the Conference & Reservations office (Ext. 2427). Similarly, they will help you set up conferences for your state or national affiliations. If you would like to bid on a conference, see someone in that office.

Office Space - student organizations may apply for desk and file space by securing an application at the Student Life Activities & Programs office. This office space, located in the lower level of the University Center, includes telephone hookups, but the phone is charged to the organization.

Office Equipment - Student Life Activities & Programs office offers such equipment as duplicating machines, paper cutter, drawing board, etc. Supplies can be ordered through Central Stores at a reduced rate, or for quick convenience, the University Store with a University Store or SFO account number.

OPPORTUNITIES FOR GROWTH

The daily experience of leading an organization provides an abundant opportunity for gaining skills and abilities. The more you understand what leadership is all about, and how to make it work, the more you as a person will grow.

A number of workshops and programs scheduled for 1983-84 provide opportunities for interaction with professional staff and your fellow campus leaders on leadership and management topics. Look over the list and join the fun! Feel free to bring along any other current and potential leaders within your organization.

Workshops

Campus Leaders Workshop September 30-October 2, 1983. This workshop is open to all campus leaders and prospective leaders. General sessions and small group experiences will provide learning opportunities in a variety of relevant topics.

Likely topics would include:

- Delegation
- Motivating Team Members
- Recruiting Members and Building your Organization
- The Role of the Leader in a Group
- Making Effective Meetings Happen
- Working With Other Organizations
- Interpreting Leadership Skills into your Career Planning
- How to Spend Your Money—a functional skills session for treasurers

Additionally, this weekend offers time for individuals to gain answers to problems unique to their organization. And while the weekend is dedicated to leadership development and individual goal-setting, it also offers fun and fellowship with other dedicated, influential leaders and future leaders.

L.U.G.I.T. Let Us Get It Together Mid-year workshop for Residence Hall organizations specifically. At this time, we also plan a parallel track for a career and special interest organization designed to check on goals, remotivate, and orient new student officers.

Passing the Gavel Workshop This half-day workshop occurs toward the end of second semester and is designed to facilitate transition within your organization. It provides an orientation for incoming officers, largely through the shared expertise and experiences of the exiting officers; it also offers the latter group the opportunity to process what they have learned and to prepare for moving on.

Monthly Leadership Training

The Campus Leaders Association will sponsor a variety of training opportunities throughout the year. Programs will be based on organizational management concepts and personal leadership skill development. Campus Leaders Association is also dedicated to promoting a network of student leaders from all areas of campus and types of organizations. Watch your mail and other publicity for details.

Course in Organizational Development and Personal Effectiveness Training

When there is sufficient interest, a course will be offered to students affiliated with student organizations, primarily in officer positions. It will provide instruction and experiences designed to enhance personal effectiveness within the organizational context.

Organizational Leadership Course

Comm 306-Organizational Leadership. Offered both semesters, this class is taught by Student Development professionals and offers two 300-level credits for a two hour a week classroom experience. It is open to leaders of student organizations. This class provides theoretical and practical instruction in leadership, motivation, and organizational development at a depth not possible in a weekend workshop. It provides a forum for examination of problems common to student organizations, and involves assignments that encourage practical application of skills central to success in the leadership milieu.

Resource Library and Workshop Assistance

The Student Life Activities & Programs office has gathered together a resource library full of handouts, articles, and leadership exercises. These resources are available to you and your groups. The library is located in our office in the lower level of the University Center. Any of us would be willing to facilitate a private workshop for your organization, or to be of assistance to you if you wish to do something on your own. Contact SLAP for further information (346-4343).

RECRUITING NEW MEMBERS

Recruitment . . . the challenging, exciting, and too often frustrating experience of bringing new blood into your organization. When thinking of new members, the two areas of greatest concern center on: 1) attracting people to your organization, and 2) giving them reasons to stay once you've got them.

Finding Those New Folks

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

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

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

So You've Got New People, Now What?

Pay attention to the experiences of your new members. They are likely to feel a bit anxious and uncertain about their involvement. When left floundering in

this state, new members often disappear from organizations. So, do all that you can do to make them feel welcome and comfortable. Here are some helpful hints:

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

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

If you're having difficulty recruiting or retaining members, stop in and talk to someone in the Student Life Activities and Programs office.



We're ready for anything!

TEAM BUILDING

It is important that group members who must function together know how to work together. This does not happen by accident. It takes practice and deliberate effort. Team building is the process of facilitating the evolution of an organization into a more cohesive functioning unit through improving the quality of interaction among members. Team building aims to improve the problem-solving ability among team members by minimizing the impact of task and interpersonal roadblocks. Successful team building efforts will nurture individual potential, improve group cohesions, and promote a positive attitude of mutual support and trust among team members. High expectations for task accomplishments will be set, and at the same time, respect for individual differences in values, personalities, skills, and interests will grow.

Team building can take the form of either work or play. What is important is that you find a task, an activity, or event that all of the group can become involved in. Since team building is important early in the group's development, you might consider an intramural competition, a homecoming contest or some other competitive endeavor that will get them all pulling in the same direction. If you retreat with your group in the fall to work on group goals or relationships, this can have the same effect. In general, if your group's members enjoy being with each other and group cohesiveness is accomplished, you are in a good position to encourage them to develop goals as a group that will further the purpose of your organization.

Lastly, don't stand on the sidelines while your group is forming. You are an integral part of the organization. It is important that the group members get to know you and what you want for the organization, regardless of your personal style. Your behavior during the team building phase is similar to the host of a party. You need to see that everyone feels welcome, that all are participating and having a good time.

LEADING YOUR GROUP

You were probably selected by your peers to lead them for a combination of reasons, including: your past success at completing group tasks; your ability to persuade effectively; your sound judgement; your enthusiasm and commitment to the group's goals; your ability to make people feel good about themselves when you work with them. All of these skills will be very valuable to you as the group's leader.

However, by accepting the position of president you have agreed to a very subtle change in responsibility: you are now responsible for seeing to it that the work gets done, rather than being responsible for doing the work. The same behavior that earned you the respect of your peers may not be enough to win you their support as their leader. More than one organization president has resigned in frustration without ever discovering that as president, they could no longer afford the luxury of being personally in charge of every activity sponsored by the group, after winning the presidency for doing precisely that the year before.

If a leader is not supposed to do the work, just what exactly is a leader supposed to do? In organizations, **leadership is recognized as the process of inspiring individual contributions toward a common goal.** As the leader, you are in a unique position: of all the people in the group, you alone have access to the information and resources necessary to see THE BIG PICTURE. From this position you are best suited to plan the work to be done, to engineer the thinking and working processes necessary to achieve the group's goals. Valuable uses of your time may be:

Supervising officers in delegated tasks
Maintaining reward systems for members
Giving personal feedback to members
Educating or training workers
Developing next year's leaders

Assessing the mood of group members
Insuring the smooth running of group meetings
Keeping the **group working toward its goals**
Identifying work that needs to be done
Delegating responsibilities

In the next sections of this manual we will continue to explore the responsibilities of leadership. We hope that you will read it, grasp it, use it, and grow with it. We have presented what we feel will be most beneficial in helping you become a success as a leader, however you define it. A lot of people have entrusted you with this responsibility, and we believe you will use it wisely.

A NOVICE'S GUIDE TO ORGANIZATION DEVELOPMENT OR . . . GROWING YOUR OWN

The genius of Peter Sellers is no where more evident than in the film classic ***Being There***. In this subtly outrageous political satire, he plays the role of Chauncey Gardner, a gentle, humble, simple, and apparently slightly out of touch gardener who finds himself drawn into the inner sanctum at the highest level of governmental decision-making. The brightest minds in the country are captivated by his profoundly insightful understanding of mankind which he describes through a series of analogies to the practice of gardening.

The impact of his message was significant, possibly because the analogy is so accurate. As a leader, just as with a gardener, you reap what you sow; you benefit from the fruits of your labors. The point has been made earlier in this manual that as a President of your organization you no longer have the luxury of being personally in charge of every program your organization sponsors. Rather, like the gardener, you as leader of a group are responsible for the overall guidance and direction of the organization—you must concentrate your energies on cultivating the skills, talents, and interests of the organization's membership, thereby promoting and nurturing the growth of a maturing organization.

This evolutionary process of organizational development is as predictable as the life cycle of the plants in Chauncey's garden. It is one of the primary functions of an organization leader to understand and facilitate this growth process in their organization.

In beginning it is important to know that:

Each organization develops in two dimensions—1) the personal relations area, and 2) task functions. Personal relations refers to the development of the **human** side of the group's activities. The people progress in development from individuals to group members to people who feel some attachment to each other and finally to people who are able to link up in creative kinds of ways. Within the task function, a group comes together, learns what the task is, mobilizes to accomplish the task, and does the work.

Four stages of group development are commonly experienced in groups that are organized for a specific activity. **In the initial stage**, personal relations are characterized by dependency, and the major task functions concern orientation. Individual members tend to depend on the leader to provide all

the structure: the group members lean on the chairperson or advisor to set the ground rules, establish the agenda, and to do all the "leading." The parallel stage in the task function to be accomplished is the orientation of group members to the work that they are being asked to do. The issues have to be specified. The nature of the work itself has to be explored so there is a common understanding of what the group has been organized to do. **Common behavior at this point is questioning why are we here, what are we supposed to do, how are we going to get it done, and what are our goals.**

Stage two is characterized by conflict in the personal relations dimension and organization in the task-functions dimension. Interpersonal conflict inevitably ensues as a part of small group interaction, particularly with regard to authority, dependency, rules, and agenda. (It may be that the conflict remains hidden, but it is there.) We experience interpersonal conflict as we organize to get work done. **Who is going to be responsible for what; what are going to be the work rules; what are going to be the limits; what is going to be the reward system; what are going to be the criteria. The variety of organization concerns that emerge reflect interpersonal and intrapersonal conflict over leadership and leadership structure, power, and authority.**

In phase three, the personal relations area is marked by cohesion, and the major task function is data-flow. **It is during the third stage of development**, assuming the groups get this far, **that the people begin to experience a sense of groupness, a feeling of catharsis at having resolved interpersonal conflict and of having "gotten together."** They begin sharing ideas, feelings, and sharing information related to the task. This becomes a period during which people feel good about what is going on; they feel good about being a part of a group, and there is an emerging openness with regard to the task. Sometimes during stage three there is a brief abandonment of the task and a period of play that is an enjoyment of the cohesion that is being experienced.

Stage four, which is not achieved by many groups, is marked by interdependence on the personal relations dimensions and problem-solving on the task-functions dimension. Interdependence means that members can work singly, in any sub-grouping, or as a total unit. They are both highly task-oriented and highly person-oriented. The activities are marked by both collaboration and functional competition. **The group's tasks are well defined, there is high commitment to common activity, and there is support for experimentation with solving problems.**

LEADING AN EFFECTIVE MEETING

The organization meeting is probably the most important area for determining the success or failure of a group. It is in meetings that you, as the chairperson, can instill a feeling of motivation or apathy in your members. The following is a list of suggestions to help you structure effective meetings. There are two main sections that should concern you: 1) General Meeting Rules, and 2) the Agenda.

I. General Meeting Rules

A. Prior to the meeting:

- 1) **Develop an agenda** that is distributed to the membership before the meeting.
- 2) **Hold the meeting in the proper environment** and have a good secretary ready to take minutes for everyone.

B. The meeting:

- 1) **Begin on time.** Do not reinforce latecomers by waiting for them.
- 2) **Create a warm, friendly atmosphere** so the members will feel free to express themselves. (Refreshments are often a good ice breaker for groups.)
- 3) **Use visible and readable name tags if members are not well acquainted with each other.**
- 4) **To begin,** summarize briefly the content and important accomplishments of the last meeting. State goals for present meeting. List items that you want to accomplish at present meeting. Be realistic.
- 5) **Keep all members involved.** Don't carry on a long dialog with one member. This is the quickest way, next to lecturing, to alienate the rest of the members.
- 6) **If questions are asked or remarks requested, direct them back to the group.** Ask experienced or creative members to respond and seek input from new members. Don't be the focal point of the meeting. Encourage interaction among the members.
- 7) **Keep the meeting organized.** Don't let the members drift onto non-relevant topics, and don't be afraid to ask members to stop carrying on private conversations.
- 8) If the discussion on a certain topic starts to consume a lot of time, you as the chairperson, can state that you'll allow 3 more minutes of discussion, then you'll call for a vote.

- 9) **Use a blackboard** and write on it comments and ideas that members have made. It legitimizes their comments and stimulates further thought. Everyone enjoys seeing their comments in print.
- 10) **Make the members feel that they themselves are solving the problem on hand.** You only guide them in the manner they feel best. Let the group decide direction when arriving at a "fork in the road."
- 11) **Delegate responsibilities** (see delegation section within this handbook).
- 12) **Keep your meetings short—a maximum of 60 minutes!** Members are more willing to attend if they know when the meeting will be over. So it's important to keep within the 60 minute time allotment.

C. Closing the Meeting:

- 1) **Summarize important decisions** and make sure all assignments are clear.
- 2) **Ask for agenda items for next time**, and set the date, time, and place of that meeting.

II. Developing the Agenda

As mentioned earlier, agendas should be distributed prior to, or at the beginning of the meeting. Agendas serve as meeting reminders and also give members a little advanced notice to collect their thoughts and materials for the meeting. Members also will realize that they will be called upon from week to week to verbally update their assigned area. This should create a more responsible attitude on each member to attend every meeting.

When building the agenda, include:

- items from members
- items set at last meeting
- items from board and officers

It is your responsibility to analyze and place the items in sequence.

One Last Thought on Meetings:

Remember, the greater the spirit, morale, and interest of your group, the greater participation you will have. So, make your meetings fun! And have a good time.

REFERENCES

Adapted from J. Robert Finney's "Organizing Committees and Evaluating Committee Members." *Student Activities Programming*, June 1976, pp. 30-32.

Brief inserts taken from Pace Moderator's Manual, December, 1963.

MOTIVATION

One challenge every leader faces during their term of office is the exciting and sometimes difficult task of motivating team members. Surprisingly, most leaders make the same mistake when dealing with this challenge. They regard the interest in motivation of their members as a function of their abilities as a leader; they assume that a low level of motivation on the part of their members reflects poor leadership. In so doing, they overlook the **basic principal of motivation**: people are not motivated by other people, but rather **people motivate themselves**.

If people motivate themselves, exactly what is the role of the leader? In *Webster's New World Dictionary* motive is defined as inner/drive, impulse, etc. which inspires one to act; incentive. The responsibility of the leader is to understand and harness the motives of the membership; to **enable** them to get the reward they seek.

Listed below are three basic principals of motivation.

- 1) **People are motivated to do what they are doing all the time.** Whatever a person is doing right now, they are doing because the incentive for doing it is stronger than the incentive for doing anything else they might choose to do right now.
- 2) **People readily do what is in their self-interest.** For you to be successful as a motivator or leader, people need to be willing and able to do the work the group has chosen.
- 3) **To be effective as a motivator you must match your goals with their self-interest.** They may not see worthwhile incentives for working involvement or they may feel unable to do the task you're asking them to do. You must take away their fears, and enable them to do the work you ask. You must understand their needs and help them find incentive strong enough to make them want to do the task at hand.

It is ironic that in a nation founded on the principal of self-interest, the members of society talk so seldom about their self-interest. Everything we do, we do for a reason. We need not apologize for it; we need not justify; we need not be profound in our thinking when assessing it. People join groups because they think they will fulfill their personal needs. As a leader, you must understand the needs of the individual in your group. Help them find the

incentive they need to contribute to the group. It is your function as a leader to continually check with your members to see if they're being fulfilled through their involvement.

Leadership is basically the process of involving others to contribute their efforts. A successful leader inspires or motivates by coordinating opportunities and involvement, integrating the individual interests of members with the group's goals and the tasks at hand, and by enabling the members to succeed through training, encouragement, and support. It might be said that members of an organization may measure their success by their accomplishments and that leaders can measure their success by the number of people they had the opportunity to reward. To that end, it is important that you involve others through delegating responsibilities to them.

THE ART OF DELEGATION, OR THE BUCK STARTS HERE

What is Delegation?

Delegation is considered by many management experts to be one of the most important functions of a leader. But the effective use of delegation is an art that has taken some people years to learn.

Delegation, as defined by Gardner and Davis, experts in the field of personnel training, is "giving others the authority to act in your behalf, accompanying it with responsibility and accountability for results."

- 1) As a leader you can delegate authority to a subordinate, but you cannot delegate your responsibility. You still must see to it that the decisions are made and the work is done effectively. The delegatee is accountable to **you**.
- 2) Once you have made the commitment to delegate authority, stick with it. A leader who is constantly switching from a dictator to a delegator will only create confusion among the workers.

How to Delegate

A leader cannot do everything himself. If he tries, he will probably fail at the job he was hired to do, lead. So in order to get the job done right, a leader has

to delegate, and delegation involves trusting subordinates to do the job they were elected to do. Once the leader has this trust, the process of effective delegation can begin. This three-step process begins with the leader.

- A. He has to decide first of all which things should and should not be delegated.

Should Delegate:

- 1) Routine and inconsequential details.
- 2) Tasks and duties that others can handle as well or better than yourself— jobs which require the specialized skill of a subordinate.
- 3) Projects and tasks that will lead to the development of team members and test their abilities.

Should Not Delegate:

- 1) Your own “hot potatoes.”
 - Emergency situations requiring your skill and knowledge.
 - Extremely important matters that have serious consequences.
 - Matters of exception to policy.
- 2) Appraisals of subordinates (you need to learn the strengths and weaknesses of your team members).
- 3) Reward or punishment of subordinates (levy sanctions).
- 4) The jobs requiring your special status and position (ex., bank loan).

- B. The second step in the process is the actual “granting of authority.” Once the task has been assigned, the delegator must be sure to remember these guidelines.

- 1) The objectives of the job are clearly stated, preferably in terms of achievable results.
- 2) Be sure the subordinate understands exactly what kind and how much authority he has.
- 3) Describe the task in writing.
- 4) Make sure there is an agreement on money, manpower, and materials needed.

- 5) Assign clear responsibility for the task. A delegator must make sure the delegatee knows exactly what is expected and by when.
- 6) Set a target date for completion.
- 7) Let the subordinate do their own thinking. Suggestions can be made, but the final decisions should be left to the subordinate.
- 8) The degree to which one can safely delegate is dependent upon the available controls. Controls insure that standards are being met. If the standards aren't being met, corrective measures can be taken.
- 9) Set up a system of reporting; get reports on problems and progress, as well as reports on completion of the task delegated.

C. The third step in the process is making the delegatee accountable to you for the task. He has the responsibility for satisfactorily completing the assigned task. **You** define the consequences of success or failure.

To Whom Do You Delegate?

The key to successful delegation is to reduce your risks by delegating to the right person. There are several factors to consider when looking for the "right" person.

- 1) Delegate—avoid intermediaries.
- 2) Avoid the obvious—don't overlook the inconspicuous people.
- 3) Delegate to the person with the most unused time.
- 4) Delegate to a person whose ability you wish to test.
- 5) Delegate to the lowest level at which performance capability exists.

One of the best advantages to delegation, other than extending the leader's abilities, is its use in developing team members. With their added experience, they then become more valuable to the organization and better able to handle more responsibility (see the section on transition and electing new officers).

BURNOUT

Everyone knows what burnout is—that feeling of mental and physical exhaustion . . . those times when you can't even remember what it felt like to have energy or a positive attitude! Burnout is **NOT** a pleasant way of life. As an organization leader, you are definitely susceptible to burnout, and will benefit from knowing how to deal with it. The task of running an organization, meeting academic requirements, and simultaneously maintaining a personal life requires a great deal from a person!

The first step to dealing with burnout lies in acknowledging that it is a real possibility, and making yourself aware of its symptoms. Try to recognize burnout early, before it's gotten you down for any length of time.

Symptoms of burnout include:

1. A cynical and negative attitude . . . a tendency to gripe a lot!
2. Physical illness . . . headaches, backaches, colds, etc.
3. Detachment from others and isolation.
Friction with co-workers/friends/roommates.
4. Spending less time on projects—not meeting your commitments as fully or
Working **longer** hours with **less** productivity.
5. "I don't want to have to care anymore" feelings.
6. Indecisiveness.
7. Worry (especially about things you can't control).
8. Guilt feelings.
9. Increase in use of cigarettes, alcohol, and other drugs.

What to do when you've got it:

1. Take a break . . . delegate your responsibilities or put a hold on things. Life will go on for a couple of days without you.
2. Talk to someone you respect (a fellow leader, an advisor, a Student Life Activities and Programs professional) who can help you look at things objectively, and figure out what to do next.
3. Realize that once you've lived through this, life **will** get better!

Preventing burnout:

1. Be alert to its symptoms.
2. If burnout occurs, **cope** with it. Don't **panic**.
3. Maintain contact with yourself.
 - Find time to be alone.
 - **Don't** be accessible 24 hours a day.
 - Keep tabs on your emotional life.
4. Accept positive feedback from others.
5. Make contact with other people (often folks on the verge of burnout isolate themselves from others because we feel we don't have enough energy to get together with others, or that we don't want to inflict our problems on them).
6. Establish a support group with:
 - a. People you enjoy spending time with.
 - b. People who are involved in similar positions/activities.
 - c. People you are not competitive with.
 - d. People who give constructive criticism.
 - Gripe sessions are **counter-productive**.
7. Learn to help without rescuing . . . realize that it's possible to help people more than is good for them.
8. Realize the need for "detached concern." Appreciate what others are experiencing but don't make their problems **your** problems.
9. Give up unrealistic goals.
10. Develop a personal work contract which is goal oriented, rather than work oriented.
11. Build the necessary skills involved in working with people—you can't get enough practice working on the basics!
12. Get plenty of physical exercise.
13. Learn to relax and to deal with stress.
 - Do nothing and don't feel guilty.
 - Feel good about just "being," not striving.
 - Do something new.
 - Do it to please **you**, not others.
14. Practice self-care—take care of your personal needs (along with this goes **self-acceptance**).
 - Develop a time out system with built in "mental health" days for this purpose.

Adapted from lectures by Jay Cleve and Tom Jadin. (Jadin references - Herbert Freudenberger: Christina Maslach - *Human Behavior*, May 1977; Marleen Kramer - *Reality Shock/Paths to Biculturalism*.)

BUDGETING, FUNDING AND ACCOUNTING FOR YOUR ORGANIZATION

Money! Everyone needs some yet nobody has any. But wait! There is a place where funds are available for all recognized student organizations, and that place is your friendly neighborhood Student Government Association located in the Student Activities Complex.

Annual Funding

An organization may be annually funded if they feel they have programming, travel, or operational needs which occur consistently each year. If an organization decides to have an annual budget, they must go through the following Student Government budget process the year prior to funding. In the Spring, they must:

- 1) **Fill out an Annual Budget Form** which includes information on the organization's travel, services and supplies, salaries, revenue, and programming needs. **Forms are available on October 1st.** A seminar will be held early second semester to help assist groups in filling out the forms.
- 2) **Attend a hearing, usually held in February**, by the Student Program and Budget Analysis Committee (SPBAC) to determine the recommended allocation. This is also a question and answer period where SPBAC gathers more information about the organization and its funding needs through the organization representatives.
- 3) **Have the final budget allocation approved by the Student Government Senate.** Representation by the organization at this meeting is **MANDATORY**. The meeting is held approximately 2-3 weeks after the February hearing.

This budget process is set up with a revision process in the Fall of the next school year. At this time groups underestimating their expenses earlier in the budget process may appeal for additional money. Only groups who participate in the budget process in the Spring may apply for revisions. **Revision forms are usually available the 2nd week of the first semester.**

Note: If your organization is planning to apply for annual funding, be sure your form is completed before the deadline. This enables you to seek assistance from the Budget Director if any problems arise. Contact the SGA Budget Director for the exact date.

Other Funding Options

Three funds have been set up to meet the varied needs of student organizations. They are as follows:

- 1) **Organization and Operational Expense Fund**—This fund covers supplies for the organization's operational needs (e.g., pencils, posters, paper clips, etc.). These forms are available from the SGA Student Budget Director and are accompanied by a set of guidelines for allocation. Requests by each organization are limited to a maximum of \$150.00 per year.
- 2) **Senate Reserve**—This fund is set up basically for travel. Requests are limited to \$1,000.00 per organization per year. Forms and application guidelines are available from the SGA Budget Director.
- 3) **Student Programming Fund**—This fund is set up to help organizations with the contractual services and advertising expenses involved in programming (e.g., speakers, concerts, etc.). The maximum allocation is \$1,200.00 per year with an \$800.00 limit per program.

Contact Student Government for forms and the weekly deadline for funding applications. Funds are available throughout the year until monies are depleted.

Record Keeping Information—It is important to remember that all student groups **must** develop their own bookkeeping and budgeting procedures. Adding organization to this area will make your group run more efficiently, and make it easier for future officers to take over at the end of the year. Advice on bookkeeping and budgeting is available from the Student Budget Director in the Student Government Office, Ext. 3721.

Questions?—Feel free to contact the Budget Director on any budget related questions at any time throughout the year. The Student Government Association is available and willing to help you achieve your goals as a student organization.

FUND RAISING

The Student Life Activities & Programs Office and the University Store can supply your organization with fund raising information (ideas, contact people, catalogs, etc.). **When planning any type of fund raiser, be sure to operate within the following regulations set up by UWSP and the state of Wisconsin.**

Sales and Solicitation Information

If your organization intends to sponsor a sale on campus or at the solicitation booths, you will need to come to the Student Life Activities & Programs Office to log the event and have it approved.

In general, **off-campus solicitation** by student groups is discouraged.

On-Campus sales and the operation of concession stands are allowed only by recognized student organizations who deposit their funds in Student/Faculty Organization accounts or who maintain an organized activity fund, appropriation 128 (Office of University Controller).

Concession stands and other fund-raising events on campus are to meet the following conditions:

- 1) All sales and transactions must be done by students. Sales are not to be done by non-students for a student group.
- 2) All funds collected in connection with sales must be deposited in a University account.
- 3) The student Chairperson responsible for the event must be familiar with sales tax regulations that apply to the sale.

Be aware that there are many commercial enterprises that offer a rebate of some sort to the organization in return for sponsorship that will get them on campus. Remember that sales must be done by your organization, that funds must be funneled through university accounts, and in most cases, taxes must be removed. Don't let your organization be swayed by the promise of 10% of the gross sales by some commercial enterprise. In most cases, that is a very small price to pay for the facility and the captive audience that campus provides. Additionally, make sure your organization knows they will be in for some work.

Bingo/Raffle Information

Any local religious, charitable, service, fraternal or veteran's organization or any organization to which contributions are deductible for federal or state income tax purposes, which has been in existence for one year immediately preceding its application for a license or which is chartered by a state or

national organization which has been in existence for at least 3 years, may conduct a raffle or bingo event upon receiving a license from:

State of Wisconsin
Department of Regulation & Licensing
201 E. Washington Avenue
Madison, Wisconsin 53702
(608) 266-2775

Appropriate forms for the application and issuance of a license will be sent to you by the above department. A license fee of \$5.00 is required and must be submitted with the application. The license is usually issued to the applicant within 4-6 weeks from the day of application.

PURCHASING ITEMS FOR YOUR ORGANIZATION

All organizations with university accounts should follow UWSP purchasing procedures listed below. Once you understand and work in the procedures, purchasing really becomes quite simple, with fewer hassles!

All purchases made by your organization should be done through the use of **requisitions**. A requisition is merely a piece of paper which formally states the items you need, where they will be purchased, and your university account number. The use of requisitions allows you to purchase items without the need to present **cash** for them. You simply fill out a requisition, and obtain your needed supplies. Your account is later billed for the purchase.

Depending on where the purchase is made, one of three types of purchase requisitions may be used. The three types are: Purchase Requisition, Central Stores Requisition, and University Stores (Bookstore) Requisition. Typical items purchased on these forms and the procedures for using them are as follows. **Note:** It is important that your organization designate the individuals who can legally sign these forms. Please do so early in the Fall.

Purchase Requisitions—Purchase Requisitions are used for all items purchased off-campus, including capital items (i.e., typewriters, desks, file cabinets, items that are not movable), trophies, Santa Claus suits, subscribing to magazines, and more. Anytime your student organization purchases an item, a Purchase Requisition should be filled out **before** the purchase is made.

Organizations with Student Government allocated funds should use a Purchase Requisition for items purchased. An alternate process using a Payment Order is possible if not using Student Government allocated funds. This process would pertain to items purchased using an SFO account. If you have questions or need clarification, please contact the Student Life Activities & Programs Office.

Central Stores Requisitions—As a recognized student organization, you're eligible to purchase goods and supplies through Central Stores at a reduced rate to you. The Student Life Activities & Programs Office has a catalog and listing of supplies available through the Central Stores Department on campus. They have items similar to the University Store (Bookstore) at a much reduced price (supplies such as pencils, pens, paper, glue, tape, and more).

Once the Central Stores Requisition form is complete, either deliver the form to the Central Stores Department (located in the Maintenance-Materials Building, North campus) or use the inter-campus mail system. If you personally deliver the form to Central Stores, chances are you can get the items while you wait. Otherwise, the items will be delivered to the area you designate.

University Stores Requisitions—Mostly anything available on sale presently in the Bookstore.

Items can be purchased from the University Store by simply opening an account at the back desk. When purchasing an item, the cashier at the front of the Store will fill out the necessary form.

On a monthly basis, your account will be charged for the items you bill in the University Store.

Information on how to fill out the above forms, sample copies, and additional blank copies are available from the Student Life Activities & Programs Office. If you have any questions on purchasing, please call SLAP, Ext. 4343, or the stores directly. University Store, Ext. 3431, Central Stores, Ext. 3897.

CHANGE FUNDS

Selling tickets for an event? Organizing a plant sale? To be sure that you have plenty of pennies, nickels, dimes, and dollars to make change for the hoards who will be purchasing your wares, contact the Cashier in the Bursar's Office, located in the lower level of the Student Services Building.

Any student organization with a university account can obtain change, and a change box by completing an Advance Change Request form. Forms are

available from Student Life Activities and Programs office or the Cashier, and basically include:

- the total amount of change needed.
- the individual totals of one's, five's, quarters, etc. needed.
- the date you need the change fund.
- a slot for your advisor's signature.

The procedure for obtaining and returning a change fund is as follows:

- 1) Obtain an Advance Change Request Form from the Cashier or the Student Life Activities and Programs office and complete it.
- 2) Return the form to Cashier before the event (allow 2-3 days if the amount of the change fund is over \$100.)
- 3) Pick up a cash box, cash bag, night depository key from Student Life Activities and Programs office.
- 4) The **Day of Event**, pick up \$ from cashier.
- 5) **After the event**, count your dollars, roll all change, and clip all bills in an organized fashion, put all of the cash (change fund and proceeds) in the cash bag, lock the bag and deposit it in the night depository located next to the Student Life Activities and Programs office window in the Student Activities Complex. The next working day, the Student Life Activities and Programs office will count the dollars, subtract the change fund, and deposit the proceeds from the event into your university account. The change fund will be returned to the cashier by the Student Life Activities and Programs office.
- 6) The day after the event, return the cash box and night depository key to the Student Life Activities and Programs office.

If you have any questions, just call SLAP - Ext. 4343.

OPENING A UNIVERSITY ACCOUNT FOR YOUR FUNDS

Your organization is encouraged to develop a university account as soon as you have been officially recognized. If you receive monies from Student Government, you will need a university numbered account. If you are self-sustained, an SFO account can be set up for you at the Accounting Office. This works like a checking account, but pays you interest. Additionally, financial records are kept for you to provide checks and balances.

MONEY COLLECTION FOR PROGRAMMING

The Student Life Activities & Programs Office is staffed and open from 7:45 AM to 5:00 PM daily. We offer and encourage that sign-ups for events, where money is collected, be done through our office. This provides you with an accounting service plus additional security.

ORGANIZING SUCCESSFUL EVENTS

This guide to organizing events will be of great benefit to you if you are just entering the world of campus programming. And, if you are a veteran, this guide will serve to jar your memory, maybe even give you a few **new ideas**. The main purpose of this section is to lay out a step by step approach to aid you in organizing your programs. By doing this it is our hope that you will come up with a polished finished product and very few last minute headaches. If you have any questions or needs that are not met by this guide, please seek out in the Student Life Activities and Programs office and we will try to answer them in the best way we know how.

Before beginning your program decide:

1. What do you want to accomplish through this program?
2. How can you develop it to reach the greatest number of people?
3. Can you create the correct environment for this program? List your possibilities, be creative!
4. What resources are available for your use (people, books, movies, etc.)?
5. Can your budget afford a possible loss from this program? How much?

Note: Avoid duplication of programs already being provided on campus.

Mechanics of Organizing a Program:

Purchase a File Folder. Organization costs little but greatly multiplies your program's chances for success.

1. **DESIGNATE RESPONSIBILITY, don't do it all yourself!** Appoint chair people who are directly responsible to you for the tasks that need to be done.
2. Decide on a **DATE AND TIME**.
 - a. Check the master campus calendar for possible conflicts; the calendar will be located in the Concourse of the University Center.
 - b. Pick at least one, maybe even 2 alternate dates.

- c. **Make sure the time is a convenient one for the majority of people attending. Consider:**
 - 1) The academic calendar (breaks, finals, mid-terms, etc.)
 - 2) Major campus events (Homecoming, etc.)
 - 3) Other events your target audience would be expected to go to.
 - 4) People's daily schedules and living patterns.
3. Organize your **PUBLICITY** campaign. For more information see section on publicity.
4. **Make Initial Contact with Performer or Artist.** Be prepared. Familiarize yourself with contracts (see contracting section). Pick up a precontract worksheet from Student Life Activities and Programs.
 - Explain who you are, what you are trying to do, and when you would like to do it.
 - If one of your dates will work out, explain any requirements you have, ask what their physical and technical needs will be, identify event start, finish, and setup times.
5. Reserve the **LOCATION** - Equipment for the program (room, center, park, etc.)

Note: Be **very** specific in your reservations. Don't assume that people understand your needs . . . Tell them **exactly** what you need and be sure that they record it! If you are uncertain about your exact needs, discuss the program with experienced programmers and/or a SLAP professional.

- a. For a list of on-campus facilities, check with the Conference and Reservations office, located on the 2nd floor of the University Center (346-2427).
- b. Conference and Reservations will assist you in reserving on-campus facilities.

Note: Outdoor-off campus require special consideration. Pick up handouts from Student Life Activities and Programs.

- c. At this time also arrange for technicians and any other equipment needs. Ask the people in Conference and Reservations; they will direct you to the correct source.
- d. Also arrange room setup and cleanup at this time.
- e. Ask about providing added security or ushers for the event.

- f. If any further assistance is needed they will direct you.
6. Arrange **CONTRACTS** for performers and artists. (see contracting section)
7. Check also for any additional purchase orders that will be needed - **THINK AHEAD!**
8. **Arrange for any EXTRAS:**
 - a. Change funds and tickets—talk to the SLAP office (346-4343).
 - b. Recreational equipment—talk to Recreational Services (346-3848).
 - c. Transportation—talk to Transportation (346-2884).
 - d. Films—see special section on Films.
9. Arrange for any **FOOD** or **BEVERAGES** needed:
 - a. What and how much food or beverages will be needed?
 - b. Make arrangements for these items with Food Service at the U.C., 2nd floor (346-3434).
 - c. Make sure you re-confirm all food arrangements at **least one week** before the program date.
10. Arrange accommodations for out of town guests.
11. Initiate Event Promotion/Publicity
 - a. **Brainstorm Publicity Ideas and Select Those to Implement.**
The more creative you can be, the more successful you will be. (See Publicity section for some ideas!)
 - b. **Chart Out Promo Time Line on a Calendar.**
Identify: Design and printing time
Implementation Dates
 - c. **Make Arrangements for Publicity.**
 - Give information to free promo services (campus event calendars, public service announcements, etc.)
 - Order and make other publicity materials.
 - **Give accurate details!** Always include:
 - 1) What is happening.
 - 2) Where it is . . . give as much detail as your target audience will need to easily find your event.

- 3) When it is . . . time . . . AM/PM . . . day of week **AND DATE**
. . . some events will need to have an ending time listed (art festivals, sales, etc.).
 - 4) Cost to participants.
 - 5) Name of sponsoring group . . . avoid using only initials, as they may not be recognized by everyone.
 - 6) Any restrictions on attendance (example: “with University ID only,” “must be 18”).
 - 7) Any special information (example: “Bus will leave from Lot P”).
 - d. **Begin Campaign Early, Increasing Publicity as the Event Grows Nearer.**
12. Two-three weeks before the event:
- a. **Schedule People to Work at the Event** . . . get a firm commitment and develop a list of willing substitutes. Plan people for:
 - setup
 - hospitality w/“artist”
 - door people (stamping hands, tickets, programs, etc.)
 - running the show
 - take down
 - b. **Promo Campaign Should Be Rolling!**
13. A few days before the event, run a last check with your committee.
- a. **Confirm All Reservations and Set Up Needs** - make sure all specifics are taken care of (especially food, lodging, contract, and room arrangements).
 - b. **Make Sure All Needed Supplies/Materials Have Been Acquired and Are Organized.**
 - c. **Make Sure All Promo Is Out** and/or ready to implement as scheduled and that people are informed of the event.
 - d. **Make Sure That All Event Workers Can Make It and Are Trained to Meet Their Responsibilities.**
14. **AT THE EVENT**, ensure a safe and efficient production—be friendly and helpful.
- a. **Arrive early (at setup time).** Introduce person in charge to band and student manager.
 - b. **Arrange important times with building student manager** (e.g. discuss with student manager and leader of entertainment times for

breaks, staff and finishing time). This helps eliminate problems before they begin.

- c. **Check with workers** to see that all is well.
 - d. **Enjoy the event!**
 - e. **At the close of the evening:**
 - Thank and pay performer.
 - Thank and reward workers and support people.
15. The next few days:
- a. **Return all equipment the day after the event**, tie up any loose ends.
 - b. **Take down publicity materials.**
 - c. **Evaluate the event:** 1) the program overall; 2) areas which could have been improved on, and 3) areas which ran very well.
 - Make note of tips and pointers for similar programs of the future.
 - File with all contract, promo, and planning materials.
 - d. **RELAX!**



Go for it!

CONTRACTING ENTERTAINMENT ATTRACTIONS AND LECTURERS

A variety of student organizations at UW-Stevens Point request the services of various entertainment attractions, lecturers, etc. In order to protect students from the legal liabilities, the Student Life Activities and Programs office asks that you make all such arrangements for your entertainment needs, through their office.

The **Pre-Contract Worksheet** has been developed so that your organization can contract the services of the artist/lecturer in an expedient manner. To contract the services of an artist/lecturer:

- 1) Pick up the **Pre-Contract Worksheet** from the SLAP office prior to your discussion with the artist/lecturer.
- 2) Contact the artist/lecturer and answer as many questions as possible on both sides of the **Pre-Contract Worksheet**.
- 3) Return the **Pre-Contract Worksheet** to the SLAP office.

Once the worksheet has been completed, the SLAP office arranges for an official contract with the artist/lecturer. (The **Pre-Contract Worksheet** is **not** an official contract.) Upon receiving a signed official contract from the artist/lecturer, the SLAP office will arrange for a check, to be picked up by your organization, the day of the program. (If your program occurs on a Saturday or Sunday, please pick up the check on the Friday prior to the event.)

Legally, no UW-Stevens Point student can negotiate or ask for the artist/lecturer contract. This should be done by a university official, specifically, the Student Life Activities and Programs Office.

Please refer all contracting related questions to the SLAP office, ext. 4343.

Please, Please, Please arrange for your program entertainment at least six (6) weeks prior to the program to insure enough time to get the check for the night of the event. Your organization looks real bad if you are unable to pay the artist/lecturer on the evening of the program.

SO YOU WANT TO SHOW A FILM

Making arrangements for a film is as simple as arranging for an artist/lecturer. Simply, pick up a **Pre Contract Film Worksheet** from the SLAP office and complete as many questions as possible. Return the **Pre Contract Film Worksheet** to the SLAP office for the official contracting of the film.

Film listings and costs are available in the SLAP office upon request.

Please make your film arrangements at least six (6) weeks prior to the showing to insure enough time for the paper work.

PROMOTION OF YOUR EVENTS

Promotion involves **persuasive communication**; creation of a desire. The most important thing to remember is that you **cannot pull off a successful campaign alone, so get your group organized—go for it!**

- A. Start promoting at least **four weeks before event** and continue through the day of the event.
- B. Start with **cheaper forms of advertising** and build to others.
- C. Consider **human interest** angles.
- D. Develop and use a **logo** for concept and attraction.
- E. Chose a slogan.
- F. Develop a mailing list of interested folks.
- G. Use press coverage when possible.
- H. Decide on a consistent format.
- I. Get rid of old ads, etc.
- J. Coordinate with other organizations around campus.

Advertising

- A. This is the actual publicity campaign.
- B. Make sure all advertisements contain:
 - 1. Time and date of event
 - 2. Place
 - 3. Cost
 - 4. Who's involved and who's invited
 - 5. Any special information particular to your event
- C. Types of publicity stunts
 - a. handbills
 - b. teasers (i.e., little cards, one word ads)
 - c. buttons
 - d. footprints
 - e. doorknob hangers
 - f. writing on chalkboards
 - g. bumper stickers
 - h. jigsaw puzzles (build it piece by piece)
 - i. bookmarks
 - j. jean pocket patches
- D. To be used as time draws near event
 - a. big posters
 - b. T-shirts
 - c. large newspaper ads
 - d. billboards
 - e. helium balloons with messages inside
 - f. public service announcements
 - g. dial-event at Student Life Activities & Programs office
 - h. sandwich boards
 - i. skyrider-banner across the sky
 - j. window painting
 - k. hats
 - l. slide shows
 - m. free ticket give away
 - n. scavenger hunt
 - o. skit or other publicly staged event
 - p. contest coinciding with theme of program
 - q. try and break a world's record
 - r. sponsor a warmup activity—i.e., popcorn eating, jello-throwing, discussion, etc.
 - s. special dress-up day
 - t. **talk it up, word of mouth**
- E. **The more creative you can be the more successful you will be.**

Note: See "Organizing Successful Events" Section II for more helpful information, and check with Student Life Activities and Programs office for more ideas and UWSP promotion possibilities.

REWARDING YOUR MEMBERS

Members make your organization work; their value and contributions are vital to your very existence. Thus, it is important to create an atmosphere where members feel good about their involvement with your organization, and are willing to continue giving of themselves. As you work to reward members for their efforts, remember that rewards can take many forms . . . they don't need to cost money or consume hours of time. Rewards simply need to let people know that you care about them and recognize and appreciate the things that they're doing for you. There are many ways to do that, but the University does maintain some formal recognition outlets you should know about.

Who's Who Among Colleges and Universities

Nominations for *Who's Who Among Colleges and Universities* are sent out to all faculty and staff in October. Juniors, seniors, and graduate students in good standing are eligible. Approximately 50 students from UW-Stevens Point annually receive this honorary listing which is based on scholarship, academic and co-curricular involvement, citizenship, and potential for future achievement.

Campus Leaders Award

Nominations begin in March with selection coming the end of April. Students eligible for this award would be full-time undergraduate students, in good standing who, in the course of any particular academic year, have shown the following qualities:

- 1) Active participation and involvement in a recognized student organization.
- 2) Demonstrated leadership ability.
- 3) School and/or community service.
- 4) Potential for future achievement.
- 5) Have demonstrated personal growth.

This award is given annually to no more than 30 undergraduate students and no more than five advisors. The award, an inscribed gavel, is presented at the Campus Leaders Association's Awards Night in May.

Chancellors Leadership Award

Only graduating students are eligible for this award. Nomination occurs in November for the December graduates, and in April for the May and August graduates. The students entire college career is reviewed in determining these recipients. The criteria for this award are those who:

- 1) Have contributed significant leadership.
- 2) Have demonstrated meaningful campus and community involvement.
- 3) Have shown a commitment to personal growth throughout their careers at this institution.

The award is a small medallion appropriately inscribed and dated. Most wear this at commencement similar to honors chords. Approximately 50-70 students receive this award yearly. The Selection Committee is made up of the teacher of the year, the advisor of the year, a student representative from the Senior Honor Society, and a representative from Student Government. The procedure is facilitated twice a year by the Director of Student Life Activities & Programs.

The Albertson Medallion

Only winners of the Chancellors Leadership Award are eligible for this award, the most prestigious award our institution presents. When you nominate someone for a Chancellors Leadership Award, you are also nominating them for the Albertson. The criteria for the Albertson Medallion are:

- 1) Service and citizenship to campus and community.
- 2) Academic excellence.
- 3) Leadership and participation in academic and co-curricular activities.

Selections are made by the same committee as makes the Chancellors Leadership Award selections. This award is a large bronze medallion appropriately inscribed and a commencement morning awards luncheon for the recipients and two guests. Typically between 12-15 students receive this award annually, but there is no set number that must be selected.

Individual Organization and Department Awards

There are many other awards and scholarships that come from the individual organizations and departments. Check with your advisors and department chairmen to find out about them.

ELECTIONS OF OFFICERS AND TRANSITION

One of the most important things you will do as leader of your organization is to see that good people are elected leaders for next year. They will continue the work of your group. Recruiting capable successors and turning the organization over to them requires preparation and thought. Begin by watching during the second semester for young people that are working hard and seem sincerely interested. You may even wish to plant the seed of an idea about being an officer next year with likely prospects sometime during a feedback session. By doing this you are helping insure that nominations will not be left to chance, or worse yet, that there won't be any nominations. The organization is probably best served when more than one person is interested in an office. Formalize the nomination procedure by asking each nominee to speak about their ideas, visions, and qualifications for the office. This is not only good experience for the nominee, but it also helps the membership get an idea of where the potential leaders want to guide the group. The process helps membership assess the candidates' qualifications, giving them a basis other than personality on which to make their choice.

We suggest that the election process be completed around the middle of April. This allows about a month for orderly transition to occur. Transition is an important time for the organization. If the old leadership throws up their hands and walks away, the new leadership is left with no idea of where the group has come from, where it's going, who's who, or even where to start. Transition does not take long, but it really helps give the new leaders the information, vision, and confidence they need to begin.

We recommend the "Passing the Gavel" workshop as a structured way of providing orderly transition. The workshop provides closure for the outgoing leader, knowledge for the incoming leader, and important continuity for the organization. It's imperative that each officer pass on specific information they have learned throughout the year. Otherwise, the new people will have to spin their wheels through the same ground again, and that is no way to move an organization forward. Stay with your job through the end; that includes giving the job away through an orderly transition.

DEBRIEFING - IDENTIFYING SKILLS LEARNED

It's important as the year ends that you take a few minutes to think about the skills you have learned this past year through your experiences, and to help the other members of your organization do the same. Functional skills are learned, practiced, and re-learned throughout a lifetime. Therefore, it is hard to say, "I learned this skill when I did this job." You can, however, indicate skills practiced in different positions you hold.

On the following page we have gathered 100 functional skills in a checklist that you may use personally, or with the members of your organization to help you understand the skills you have practiced through your experiences this past year. Are these skills the same skills you will be using in your career choice? Are there other experiences on campus where you can practice these skills to become more confident in them? Can you find trends and groupings of skills that you enjoy more than others? Do you think future employers would be interested in knowing that you have these kinds of skills? Perhaps these questions can help you see the many ways you can use the functional skills inventory for yourself or as an exercise with your group. The SLAP office has more complete definitions of each of the skills and we would be happy to work with you on such a program.

Finally, by understanding the skills we practice and learn each time we take on a new experience, we make it that much easier to say yes when the next opportunity comes along. Hopefully, by doing this exercise, you will understand better the many benefits you have accrued because you said yes this time!

100 FUNCTIONAL SKILLS INVENTORY

- | | |
|--|--|
| <input type="checkbox"/> Administer | <input type="checkbox"/> Investigate |
| <input type="checkbox"/> Advise | <input type="checkbox"/> Listen |
| <input type="checkbox"/> Analyze | <input type="checkbox"/> Locate |
| <input type="checkbox"/> Anticipate | <input type="checkbox"/> Management |
| <input type="checkbox"/> Appraisal | <input type="checkbox"/> Map Sequences |
| <input type="checkbox"/> Arrange | <input type="checkbox"/> Measure |
| <input type="checkbox"/> Assemble | <input type="checkbox"/> Mediate |
| <input type="checkbox"/> Audit | <input type="checkbox"/> Meet the Public |
| <input type="checkbox"/> Budget | <input type="checkbox"/> Monitor |
| <input type="checkbox"/> Calculate | <input type="checkbox"/> Motivate |
| <input type="checkbox"/> Classify | <input type="checkbox"/> Move with dexterity |
| <input type="checkbox"/> Committee Work | <input type="checkbox"/> Negotiate |
| <input type="checkbox"/> Communication (Oral) | <input type="checkbox"/> Observe |
| <input type="checkbox"/> Communication (Written) | <input type="checkbox"/> Obtain information |
| <input type="checkbox"/> Compile | <input type="checkbox"/> Operate equipment |
| <input type="checkbox"/> Conceptualize | <input type="checkbox"/> Organization |
| <input type="checkbox"/> Confront | <input type="checkbox"/> Persuasion |
| <input type="checkbox"/> Construct | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Control | <input type="checkbox"/> Politicking |
| <input type="checkbox"/> Coordinate | <input type="checkbox"/> Predicting |
| <input type="checkbox"/> Correspondence | <input type="checkbox"/> Preparing |
| <input type="checkbox"/> Counsel | <input type="checkbox"/> Printing |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Processing |
| <input type="checkbox"/> Deal with Pressure | <input type="checkbox"/> Producing layouts |
| <input type="checkbox"/> Deal with Unknowns | <input type="checkbox"/> Programming |
| <input type="checkbox"/> Decisionmaking | <input type="checkbox"/> Promotions |
| <input type="checkbox"/> Delegate | <input type="checkbox"/> Proposal Writing |
| <input type="checkbox"/> Design | <input type="checkbox"/> Question |
| <input type="checkbox"/> Dispense | <input type="checkbox"/> Read/Skim |
| <input type="checkbox"/> Display | <input type="checkbox"/> Record |
| <input type="checkbox"/> Distribute | <input type="checkbox"/> Recordkeeping |
| <input type="checkbox"/> Dramatize | <input type="checkbox"/> Recruit |
| <input type="checkbox"/> Edit | <input type="checkbox"/> Remember |
| <input type="checkbox"/> Endurance | <input type="checkbox"/> Repetition |
| <input type="checkbox"/> Entertain | <input type="checkbox"/> Represent |
| <input type="checkbox"/> Estimation | <input type="checkbox"/> Research |
| <input type="checkbox"/> Evaluation | <input type="checkbox"/> Review |
| <input type="checkbox"/> Examine | <input type="checkbox"/> Rewrite |
| <input type="checkbox"/> Exhibit | <input type="checkbox"/> Sell |
| <input type="checkbox"/> Explain | <input type="checkbox"/> Serve |
| <input type="checkbox"/> Find | <input type="checkbox"/> Setup |
| <input type="checkbox"/> Fundraising | <input type="checkbox"/> Sketch |
| <input type="checkbox"/> Group Facilitating | <input type="checkbox"/> Supervision |
| <input type="checkbox"/> Handle Complaints | <input type="checkbox"/> Teach |
| <input type="checkbox"/> Handle Detail Work | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Imagination | <input type="checkbox"/> Tolerance |
| <input type="checkbox"/> Initiative | <input type="checkbox"/> Translation |
| <input type="checkbox"/> Inspect | <input type="checkbox"/> Troubleshooting |
| <input type="checkbox"/> Interpret | <input type="checkbox"/> Updating |
| <input type="checkbox"/> Interview | <input type="checkbox"/> Work with Precision |

MEETING UNIVERSITY EXPECTATIONS

The *Guidepoint* has carefully outlined for you the rewards you receive from your involvement in “student” organizations. The university community has some expectations of you in exchange for these rewards.

We accept you as students who are campus leaders. “Student” being defined as an individual who applies his/her mind to the purposeful acquisition of knowledge or understanding. “Leader” being defined as an individual who leads others along the way; a guide. Student leaders set a standard of excellence for our campus in student organizations. We expect you to do the same in the classroom. Your leadership qualities identify you as an intelligent and capable person. Your leadership is recognized as the process of inspiring individuals’ contributions toward a common goal. You chose Stevens Point as your academic home. We expect you to be a leader in the classroom. Your talents and skills are valuable to your peers, to your teachers and to your organization. When you leave the University of Wisconsin-Stevens Point we want you to take with you an academic transcript that reflects the student leadership qualities that we know you possess.

LIBRARY HOURS

Monday - Thursday	7:45 a.m.	-	11:00 p.m.
After Hours	11:00 p.m.	-	1:00 a.m.
Friday	7:45 a.m.	-	4:30 p.m.
After Hours	4:30 p.m.	-	8:30 p.m.
Saturday	9:00 a.m.	-	5:00 p.m.
Sunday	10:00 a.m.	-	11:00 p.m.
After Hours	11:00 p.m.	-	1:00 a.m.

UNIVERSITY STORE

Monday - Thursday	8:00 a.m.	-	9:00 p.m.
Friday	8:00 a.m.	-	5:00 p.m.
Saturday	10:00 a.m.	-	3:00 p.m.
Sunday	12:00 noon	-	5:00 p.m.

REC. SERVICES

Games Room

Monday - Friday	9:30 a.m.	-	12:00 midnight
Saturday	10:00 a.m.	-	12:00 midnight
Sunday	12:00 noon	-	12:00 midnight

Outdoor Rentals

Monday - Friday	9:30 a.m.	-	7:00 p.m.
Saturday	10:00 a.m.	-	7:00 p.m.
Sunday	12:00 noon	-	9:00 p.m.

PRINT SHOP

Monday - Friday	8:00 a.m.	-	4:30 p.m.
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LAUNDRY

Monday - Saturday	8:00 a.m.	-	10:30 p.m.
Sunday	9:30 a.m.	-	10:30 p.m.

INTRAMURALS

Desk opens at 3:00 p.m.

Gym, tennis courts, racquet, etc. (excluding classes and athletics)

Monday - Friday	3:00 p.m.	-	10:00 p.m.
Weekends	9:00 a.m.	-	10:00 p.m.

Pool (tentatively)

Monday - Friday	11:00 a.m.	-	1:00 p.m.
	6:00 p.m.	-	10:00 p.m.

Reserving Courts

12:00 noon - sign-up opens up for that afternoon and evening (in Quandt Lobby)

9:00 p.m. - sign-up for following morning (at desk)

UNIVERSITY CENTER INFORMATION DESK

Includes check cashing, general information, duplicating (2 hours notice), typing service (3 day notice), vending and laundry refunds, and poster approval (see desk for regulations).

Regular Service Hours

Monday - Saturday	8:00 a.m. - 11:30 p.m.
Sunday	9:30 a.m. - 11:30 p.m.

Photocopiers

Monday - Saturday	8:00 a.m. - 11:15 p.m.
Sunday	9:30 a.m. - 11:15 p.m.

UPS

All regular Information Desk service hours.

Wisc. Public Service Utility Payments

All regular Information Desk service hours.

Laundry Tickets

Monday - Saturday	8:00 a.m. - 10:30 p.m.
Sunday	9:30 a.m. - 10:30 p.m.

Stamp Sales

Monday - Friday	4:15 p.m. - 11:30 p.m.
Saturday	8:00 a.m. - 11:30 p.m.
Sunday	9:30 a.m. - 11:30 p.m.

Milwaukee Sentinel and Journal

Sentinel - Monday through Saturday - delivered in mornings

Journal - Sunday - delivered in mornings

Point Journal

Monday - Friday - delivered in afternoons

STUDENT ORGANIZATION LISTING

STUDENT GOVERNANCE

CNR Student Assoc. Board (STAB)
 English Advisory Council
 Home Ec. Student Advisory Council
 President's Hall Council (PHC)
 Stu. Act. Complex Policy Board
 Stu. Advisory Council-Music Dept. (SAC)
 Student Government Assoc. (SGA)
 Student Health Advisory Council (SHAC)
 Young Democrats
 Young Republicans

RECREATIONAL ORGANIZATIONS

B.I.K.E. Club
 Central Wisconsin Gaming Society
 Chess Club
 Judo Club, UWSP
 Karate Club, UWSP
 St. Pt. Rugby Football Club
 Pershing Rifles
 Pointer Pep & Dog Pack
 Pointer Pioneer Ultralight Club
 ROTC Rifle Team, UWSP
 Ski Team, UWSP
 Skin & Scuba Club, UWSP
 Soccer Club, UWSP
 Trippers
 Water Polo Club, UWSP
 Women's Rugby Club, UWSP

COMMUNICATIONS

Debate/Forensics
 Horizon Yearbook
 Pointer Campus Newspaper
 Student Experimental Television (SET)
 WWSP-FM Radio Station

GREEK ORGANIZATIONS

Alpha Phi
 Alpha Phi Omega Service Fraternity
 Delta Zeta
 Phi Sigma Epsilon
 Phi Upsilon Omicron
 Sigma Phi Epsilon
 Sigma Tau Gamma
 Sigma Tau Gamma Roses
 Tau Kappa Epsilon
 Inter-Greek Council (IGC)

RESIDENCE HALL RELATED

Baldwin Hall Council
 Burroughs Hall Council

Great Lakes Assoc. of College &
 University Residence Halls (GLACURH)
 Hansen Hall Council
 Hyer Hall Council
 Knutzen Hall Council
 Neale Hall Council
 Nelson Hall Council
 Pray-Sims Hall Council
 Residence Activities & Programs (RAP)
 Roach Hall Council
 Smith Hall Council
 South Hall Council
 Steiner Hall Council
 Thomson Hall Council
 Watson Hall Council

RELIGIOUS ORGANIZATIONS

African Students Christian Fellowship
 Baha'i Club
 Campus Advance
 Campus Bible Fellowship
 Campus Crusade for Christ
 Canterbury Club
 Chi Alpha
 Christian Science Organization
 Eckankar
 Inter-Faith Council
 Inter-Varsity Christian Fellowship
 Latter Day Saints Student Assoc.
 Lutheran Collegians
 Lutheran Student Community
 Navigators
 Newman Community
 Overseas Christian Fellowship
 United Ministries in Higher Education
 (UMHE)
 University Christian Ministry (UCM)

HONORARIES

Alpha Delta AlphaDietetics
 Alpha Mu Gamma Foreign Language
 Beta Beta BetaBiology
 Delta Omicron Music
 Gamma Theta Upsilon Geography
 Phi Alpha ThetaHistory
 Phi Beta LambdaBusiness
 Phi Eta SigmaFreshman Honorary
 Phi Mu Alpha Sinfonia Music
 Senior Honor SocietySr. Honorary
 Xi Sigma Pi Natural Resources

CAREER & ACADEMIC

Amer. Advertising Federation, Student Chapter (AAF)
Amer. Chemical Society, Student Chapter (ACS)
Amer. Marketing Association, UWSP
Amer. Society of Interior Designers (ASID)
Amer. Water Resources Association (AWRA)
Anthropology Club
Assoc. of Business & Econ. Students (ABES)
Computer Science Club
Die Lustigen Schornsteinfeger
Environmental Education & Naturalists Association (EENA)
Fisheries Society, UWSP
History Club, UWSP
Home Ec. in Business-Fashion Merch.
Liaison Francaise
Music Educators National Conf.
Political Science Association
Premedical Society, UWSP
Psychology Club
Public Adm. Student Organization (PASO)
Safety, Health, Athletics, P.E. & Recreation (SHAPER)
Society of American Foresters (SAF)
Society of Physics Students
Soil Conservation Society of America (SCSA)
Spanish Club
St. Pt. Assoc. for the Education of Young Children
Student Art League
Student Association for Social Work
Student Education Association (SEA)
Student Legal Society
Student Society of Arboriculture
Student Speech & Hearing Association
Technical Assoc. of the Pulp & Paper Industry (TAPPI)
University Writers
Wildlife Society-Student Chapter
Wis. Home Ec. Assoc.-Student Member Section
Wis. Parks & Recreation Assoc. (WPRA)

FINE ARTS

Concert Chorus
Guitar Ensemble
Jazz Band
Mid-Americans, Swing Choir
Oratorio Chorus
Pep Band-Basketball

Pointer Marching Band
Symphonic Band
Symphonic Orchestra
Symphonic Wind Ensemble
University Choir

VARSITY ATHLETICS

Men's Baseball
Men's Basketball
Men's Football
Men's Golf
Men's Ice-Hockey
Men's Swimming
Men's Tennis
Men's Track
Men's Wrestling
Men's X-Country
Women's Basketball
Women's Field Hockey
Women's Softball
Women's Swimming
Women's Tennis
Women's Track
Women's Volleyball
Women's X-Country

SPECIAL INTEREST GROUPS

Amer. Indians Resisting Ostracism (AIRO)
Assoc. for Community Tasks (ACT)
Black Student Coalition (BSC)
Campus Leaders Association (CLA)
Committee on Latin America (COLA)
Environmental Council
Five-Fifties
Gay People's Union (GPU)
International Club
International Folk Dancers, UWSP
Izaak Walton League
National Organization for Women (N.O.W.)-St. Pt. Area Chapter
People Encouraging Alcohol Awareness (PEAKERS)
Players
Siasefi
Students Against Nuclear Extinction
Students for Coops
Symphony Orchestra, UWSP
United Nations Student Organization
University Activities Board (UAB)
University Film Society (UFS)
Wis. Public Interest Research Group (WISPIRG)
Women's Resource Center, Inc.

IMPORTANT PHONE NUMBERS

ACT	346-2260	Residence Hall Desks	346-2332
Accounting	346-2051	Baldwin	346-4539
Allen Center		Burroughs	346-2827
Materials Center	346-2003	Hansen	346-3740
Student Manager	346-3537	Hyer	346-4559
CTV	346-3068	Knutsen	346-3478
Cashier	346-2088	Neale	346-2692
Central Stores & Expediting	346-3897	Nelson	346-2882
Conference & Reservations	346-2427	Pray-Sims	346-3736
Debot Center		Roach	346-2527
Materials Center	346-3048	Smith	346-2041
Student Manager	346-2750	South	346-3556
Duplicating	346-4927	Steiner	346-4445
Food Service		Thomson	346-2523
Main Office	346-3434	Watson	
Allen Center	346-2168		
Debot Center	346-2036		
University Center	346-2610		
Housing	346-3511		
Information Desk	346-4242		
Legal Services	346-4282		
Learning Resources Center			
Circulation	346-2540		
Instructional Materials Center	346-4246		
Reserve Desk	346-3096		
Mail Room	346-3102		
Maintenance	346-4291		
Materials Center	346-2226		
News Service	346-3046		
Parking	346-2188		
Parks and Recreation Director	346-1531		
PE Equip. Checkout/sign ups	346-4441		
Pointer	346-2249		
Print Shop & Pointer Daily	346-3423		
Protective Services	346-3456		
Purchasing	346-2721		
Recreational Services	346-3848		
Registration and Records	346-4301		
RHC	346-2556		
Special Services/Av Checkout	346-4203		
Student Government	346-3721		
Univ. Activities Board (UAB)	346-2412		
University Store	346-3431		
Yearbook (Horizon)	346-2505		
Stevens Point Daily Journal	344-6100		
Stu. Life Activities & Programs	346-4343		
Tri-City Shoppers Herald	344-4700		
WIFC	845-4211		
WSPT	341-1300		
WWSP	346-2696		

MEMBERS TELEPHONE NUMBERS AND ADDRESSES

Name _____ Phone No. _____

Address _____

City _____

Name _____ Phone No. _____

Address _____

City _____

Name _____ Phone No. _____

Address _____

City _____

Name _____ Phone No. _____

Address _____

City _____

Name _____ Phone No. _____

Address _____

City _____

Name _____ Phone No. _____

Address _____

City _____

Name _____ Phone No. _____

Address _____

City _____

ACKNOWLEDGMENTS

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The activities listed in this calendar were those known as of July 1. For supplementary information to this calendar or for changes that might be necessary, please read the *POINTER* campus newspaper, or the *Pointer Daily's* upcoming events section. Check with the Student Life Activities and Programs Office if you want to see the up-to-date activities calendar, and be sure to let us know about any events you're planning so that they can be included on the campus calendar.



We're pullin' for ya'!