



Career Association Handbook



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JOB FOR AMERICA'S GRADUATES
NATIONAL CENTER FOR BEST PRACTICES
6021 Morriss Road, Suite 111 · Flower Mound, TX 75028
Tel. 972.691.4486 • Fax. 972.874.0063

SEPTEMBER 2004



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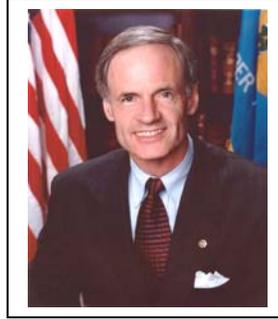
PREFACE



**Governor Janet
Napolitano**
Board Chair



**Julie Nixon
Eisenhower**
Board Vice Chair



**Senator Tom
Carper**
Executive
Committee Chair



Ken Smith
President

The JAG Career Association embodies a fundamental purpose of the JAG program: to provide motivation and practical strategies to help young people to succeed both in school and on the job.

This updated **JAG CAREER ASSOCIATION HANDBOOK** is intended to give chapter advisors and Career Association student leaders a range of instructional tools, organizational information, professional guidance, and tested day-to-day methods for using the Career Association to create a very unique learning environment in which JAG members will become more motivated and more likely to achieve success.

It is essential that the Career Association chapter be "owned" by the members. The advisor, however, is responsible for creating the environment, with a youthful atmosphere, and offering choices for chapter members to organize and implement *their* association in the most effective manner.

We believe that active JAG programs offer their students an active, student-led,

motivational organization which we call the Career Association. The name is significant because it provides an insight into the goals and activities of the organization. Being an association, members are expected to work together as a member of a learning community for the purpose of improving their knowledge, skills, and attitude. We also believe that the ultimate outcome of involvement in a JAG program and membership in the Career Association is identifying and entering a career field with advancement opportunities. The Career Association should consist of a group of career-minded members who recognize the value of being a member of an organization helping each other achieve their personal and career goals.

We applaud your commitment to provide your students with a unique learning experience which when used properly will ensure high performance outcomes for your students and program. Best wishes for a very successful launch and management of a Career Association chapter, an integral part of the JAG Program Model.



CHAPTER 1

INTRODUCING THE CAREER ASSOCIATION

HOW TO USE THE CAREER ASSOCIATION HANDBOOK

The Career Association Handbook is written with both the Specialist (Advisor) and students (members of the Career Association) in mind.

This is a resource to guide the Specialist in coaching the leaders and members of the local chapter to establish and run an effective organization to allow the most opportunities for the students to grow – both professionally and personally.

The appendix has numerous resources that will expedite the efficiency of the local chapter in organizing and running its Career Association. Templates, samples, checklists, etc. are all provided to assist the leaders and members in the implementation of their chapter.

WHAT IS THE CAREER ASSOCIATION?

The Career Association is a student-led organization for career-minded students who are interested in preparing themselves to enter the work force and are enrolled in a program that is affiliated with the Jobs for America's Graduates National Network.

Each student enrolled in the local JAG program is automatically a member of the Career Association.

Three levels exist in the Career Association – national, state, and local chapter (the JAG program in your school).

JAG believes that programs with successful Career Association chapters will experience a lower school dropout rate and a higher retention rate in the program. The Career Association chapter is a support system that most members need and want.

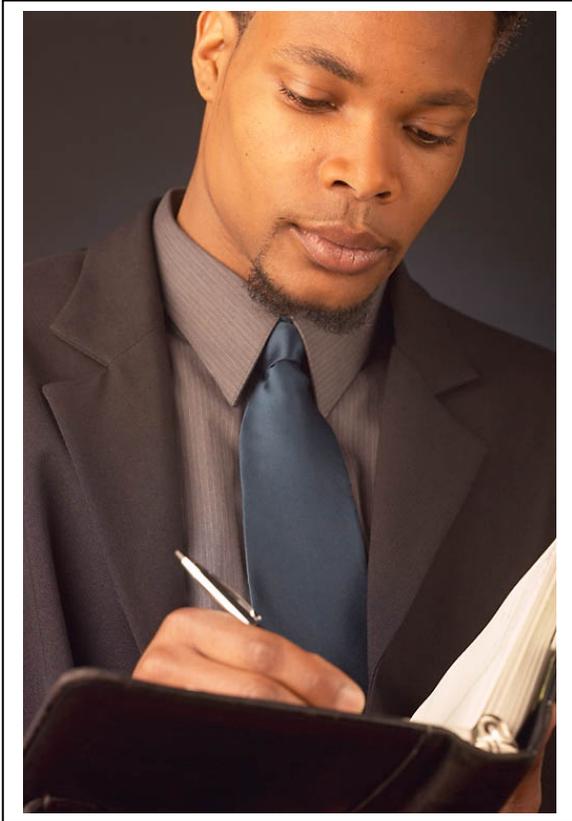


The activities of the Career Association are integral to the instructional program and should be perceived as co-curricular. Since all **Career Association activities are offered to develop, practice, and refine skills necessary for personal, academic and career success**, chapter activities enhance classroom learning, thus are considered co-curricular.

Local Career Association chapters provide activities to help members develop the confidence and competencies needed to stay in school through graduation and achieve a successful transition from school to the workplace. The chapter advisor (JAG Specialist) is held accountable for implementing the Career Association and using it effectively to achieve five (5) fundamental yet powerful goals. JAG suggests each goal area have a committee

with a Vice President or Chairperson leading that committee. The five goal areas are:

1. **Leadership Development**
2. **Career Development**
3. **Social Awareness**
4. **Civic Awareness**
5. **Community Service**



GOALS OF THE CAREER ASSOCIATION

GOAL #1: LEADERSHIP DEVELOPMENT

Lee Iacocca, formerly with the Chrysler Corporation, produced a series of commercials that were based on the theme that Chrysler must "lead, follow, or get out of the way." Career Association members will be provided opportunities to:

- **Lead**—Members will be provided opportunities to seek elected office, serve as committee chairpersons, or

accept responsibility as project leaders. The chapter advisor will provide training to help members develop the competencies necessary to be effective leaders. Eventually, members will help each other to develop, practice, and refine their leadership skills.

- **Follow**—There are times when chapter members must demonstrate followership skills. Without dedicated, disciplined, and well-trained followers, Career Associations may not be able to achieve the results they want. In some projects, members will take leadership roles, while in other projects, followership roles will be preferred. Followership training is also available for members.
- **Get out of the way**—There are times when leaders must empower others to design and implement a plan to achieve the desired results. In such cases, leaders must get out of the way and give a chapter team the responsibility to achieve the intended outcomes. Chapter officers must sometimes get out of the way of those who have been empowered to achieve an objective. Chapter advisors must also step aside and allow members the opportunity to take a course of action that makes sense to the team.

Failure to let go is a characteristic of an ineffective leader.

The value of developing leadership qualities is best illustrated in the workplace where managers (**leaders**) create an environment in which employees (**followers**) are expected to achieve certain outcomes (**results**). The chapter should be thought of as a **workplace team**. As a member of an employer's team, members (employees) are expected to take a leadership role or a followership role depending upon the project. Employers are anxious to find employees who are capable of

fulfilling leadership and followership roles when the situation requires it.

GOAL #2: CAREER DEVELOPMENT

Through Career Development activities, members come in contact with employers to explore careers and better understand needed employability skills on the job. Chapters should encourage employer involvement as:

- Guest speakers at chapter meetings
- Hosts for field trips to their place of employment
- Mentors for members entering various competitive events
- Judges at local and state competitions
- Sponsors to send delegates to state competitions

Career Association members will be provided opportunities to meet and work closely with employers. These same employers are likely to offer employment opportunities to students with whom they work because they are impressed with their commitment level and competency.

GOAL #3: SOCIAL AWARENESS

Too many students are graduating without the ability to communicate effectively with others in a group setting (work or social) either as a leader or a follower.

The types of social awareness activities that occur as part of the Career Association will depend on the needs of the student population, varying from chapter to chapter.

Social activities are successful when they help members learn the following:

- How to select the proper dress for various occasions
- How to organize an event which requires a lot of coordination

- The value of deadlines and a sense of urgency
- How to interact with special guests (adults)
- How to communicate with others (youth)
- What is proper social etiquette



The ultimate outcome of a social activity is not "fun" alone. Social activities provide Career Association members with opportunities to mature and feel comfortable in group settings. Students who do not work well in groups will be most likely to leave school before graduation or to have difficulty in securing and keeping jobs. Career Association activities will provide considerable opportunities for members to develop, practice, and refine skills that will ensure success in group settings.

For many Career Association chapters, the first social event of the year is the Initiation and Installation Ceremony (I&I). More information about the Initiation and Installation Ceremony can be found in this chapter and in the appendix.

GOAL #4: CIVIC AWARENESS

Civic Awareness activities allow members to better connect and understand how their community works. In addition, citizenship skills are built within the members. Activities that chapters often undertake to achieve this goal include:

- Touring the local courthouse
- Meeting with the Mayor and other government officials
- Observing a panel of city employees from various departments

GOAL #5: COMMUNITY SERVICE

Through involvement in community service projects, members are provided opportunities to develop their helping skills. Helping others is a confidence builder for many students, which can be transferred to the workplace where employees help customers and other employees. Helping others is sometimes the first step for people to begin helping themselves.

Local and state affiliates of the JAG National Network are expected to provide students with opportunities to contribute at least ten (10) hours of personal time toward community service projects.

LEVELS OF INVOLVEMENT

Members can be as involved in the Career Association as they like and as their schedules permit. Each level of involvement, however, offers greater opportunities to develop and refine skills that can be applied at school or in the workplace.

Chapters are expected to provide involvement opportunities for all members. All students enrolled in the JAG program are automatically members.

CHAPTER INVOLVEMENT

There are numerous opportunities for chapter involvement, including:

- Chapter member
- Chapter officer
- Chapter committee member or officer
- Project leader

- Participant in the National Recognition Program
- Participant in the Competitive Events Program at the local, district, state, or national levels
- Speaker at a local function
- Recruiter to attract other students to the program
- Participant in local fund raising projects
- Participant in community service projects
- Involvement in Initiation and Installation Ceremony (I&I)
- Other leadership and followership opportunities

STATE INVOLVEMENT

In some states, the following opportunities for involvement are possible:

- Leadership Development Conference (LDC)
- Career Development Conference (CDC)
- State officer candidate or elected officer
- Voting delegate to state delegate assembly
- State participant or winner in competitions
- Helper at the state conference
- Participant in statewide fund raising projects
- Participant in leadership training workshops

NATIONAL INVOLVEMENT

At the national level, the following opportunities for involvement are possible:

- Participant at the National Student Leadership Conference (NSLC) in Washington, D.C.
- Participant in competitive events
- Speaker at JAG functions



Students should be strongly encouraged to be active in the Career Association. There is ample evidence that active participation in the Career Association provides numerous benefits to members. Organizational characteristics, which are most often listed as evidence of the value-added benefits of Career Association membership, include:

1. The Career Association is a student-led organization.
2. The Career Association provides opportunities for personal and career development.
3. The Career Association nurtures a healthy competitive spirit through participation in the National Competitive Events Program.
4. The Career Association develops the total person – as a leader and a follower.
5. The Career Association actively involves members in school, community, state, and national activities, whereby providing members with the opportunity to travel, meet new people, and share ideas.

In completing an application to pursue further education or find a job, the Career Association accomplishments will be most impressive to those responsible for selecting the right applicant from among many high school graduates. The Career Association provides members an

opportunity to be associated with a value-added and nationally affiliated organization.

MANAGING THE PARTNERSHIP

A Career Association chapter cannot be successful without the support and involvement of a number of "partners" or "stakeholders." Stakeholders are those persons who have an interest in the outcomes of the JAG program.

1. IDENTIFYING PARTNERS (STAKEHOLDERS)

In establishing a successful Career Association chapter, it is extremely important for the chapter to identify the partners with whom the chapter needs to seek support and communicate.

- **Student members** are the stakeholders of greatest importance, since all activities revolve around the needs of those who are involved in the Career Association (current JAG students). A positive image of the program and Career Association is essential if students are to be





recruited and retained through graduation from high school.

- **Parents** are crucial stakeholders because their support and involvement are needed if the ultimate outcome of the program is achieved – graduation and a quality job, further education, or both.
- **School staff and administration** are key stakeholders in the Career Association. It is through this partnership that chapter activities are approved and supported.
- **Employers** are very concerned about the Career Association because they are looking for a qualified work force to help them serve their internal and external customers.
- **Community-based organizations.** Churches, civic groups, trade associations, and the Workforce Development System represent a large number of stakeholders who are vitally concerned about the quality of life and the well being of people of all ages in their community.

2. RELATING MEMBERSHIP NEEDS TO STAKEHOLDERS' NEEDS

Once stakeholders (partners) have been identified, it is essential that a win-win relationship be developed with each stakeholder. Stakeholders must see a benefit in being involved in the program or they will withdraw their support – financial and otherwise.

For example, an employer partnership obviously provides a benefit to the Career Association member – a quality entry-level job with advancement opportunities. However, the employer must also see the real benefits of having access to a source of motivated and competent employees who are learning to work effectively as a team.

3. CONNECTING TO STAKEHOLDERS

After determining the value of each stakeholder to the program and the value of the program to each stakeholder, it is important to determine the key elements of a strategy that would strengthen the relationship.

The obvious benefits to "partners" are not always sufficient to establish the linkage. There must be an understood and recognized **"win-win"** strategy that will be followed to strengthen the relationship through **ownership, involvement, and commitment.**

4. INVOLVING STAKEHOLDERS

Once the linkage has been established between the "partners," it is important that attention be given to maintaining and strengthening the relationship or the partnership will die. Do not take a partnership for granted – strengthen the relationship continuously. Communicate through newsletters, email, or similar updates. Thank stakeholders in writing and publicly, if possible, for their support and involvement.

MEMBERSHIP CATEGORIES

ACTIVE MEMBERSHIP

Any participant enrolled in an accredited program of Jobs for America's Graduates is an active member. Active members are eligible to hold chapter, regional, or state offices as well as to participate in local, state, and national activities.

ALUMNI MEMBERSHIP

Former active members who have completed an accredited JAG program and are in good standing with their former programs are alumni members.

CAREER ASSOCIATION CREED

I believe I have the right to establish high personal and career goals and to develop those skills necessary to achieve my goals.

I believe I must choose a career appropriate to my interests, abilities and aptitudes.

I believe the success of the free enterprise system depends on the cooperation of business, education, labor, government, community and the youth of this nation.

I believe each individual has the responsibility to develop an appreciation for productive work and a respect for all careers.

I believe individuals should have the opportunity to develop their full potential and recognize their value to society.

I believe my success is earned through my efforts at school and at work.

I believe the growth of my abilities and experiences gained through the Career Association will assure my future career success.

THE TAGLINE

The official tagline of the Career Association is:

“Preparing Today for a Career Tomorrow”

THE MOTTO

The official motto of the Career Association is:

“From Classrooms to Careers”

CONSTITUTION AND BYLAWS

Appendix A has a suggested template for the chapter's Constitution and Bylaws.

CAREER ASSOCIATION RESOURCES

The Career Association Competitive Events Guide contains the guidelines for 22 events. Check with your state leader for which competitive events are used at your state's Career Development Conference (CDC). More about the CDC is in chapter three.

JAG has a variety of resources that can be used to recognize, reward, and celebrate students' involvement and success in the Career Association. T-shirts, JAG pins, gavels, and much more can be purchased through Awards Unlimited.

To view the products available, go to www.awardsunlimited.com. Go to the customer login and type in jag. From there you can see the items available and place your order online.

ADVISOR ROLES AND RESPONSIBILITIES



THE CHAPTER ADVISOR

The focus of JAG is to train the members on employability and life skills to enable them to graduate, become employed, and become productive citizens. In the opinion of many students of Jobs for America's Graduates, the most enjoyable part of the program is involvement in the Career Association.

The term "advisor" conjures up a unique image of the role of the adult leader in a student-led organization. In using the Career Association as a vehicle, the burden of leadership is

passed from the adult leader to the student members.

The term **advisor** has several meanings.

- **First**, the adult leader assumes the role of advisor or coach.
- **Second**, it suggests the adult leader is a knowledgeable person and a role model with an understanding and with skills that can be sought by student leaders, e.g. if the membership wanted to learn new processes for decision-making or planning.
- **Third**, the term advisor gives credibility to the adult leader in dealing with sensitive and vitally important issues. The advisor must never do anything that will cause the membership to question the advisor's credibility or that will damage the trust relationship that must exist between the advisor and membership. Once the trust relationship is broken, it may never be repaired.
- **Fourth**, the role of advisor provides a unique relationship between the adult leader and the members of the Career Association chapter.

EFFECTIVE ADVISOR TECHNIQUES

The most effective chapter advisors are those who:

- Advise and guide, not dictate.
- Familiarize members with all facets of the Career Association.
- Instill enthusiasm for the Career Association in the members.

- Become thoroughly versed in the history, principles, constitution provisions, ceremonies, typical activities, parliamentary procedure, and other essentials of Career Association.
- Assist in the plans for securing an effective officer team.
- Instruct newly elected officers in their duties.
- Provide all members leadership and followership training.
- Assist members in setting up sound, worthwhile chapter activity plans and guide them to completion.
- See that programs are adequately financed and funds properly protected.
- See that Career Association meetings are held regularly and are conducted in a businesslike manner.
- Help members take part and get into the spirit of Career Association activities.
- See that every Career Association member shares the work, accepts the responsibility, and tries to do his or her part.
- Help set up adequate Career Association records and accounts.



- See that needed equipment is procured, used, and protected.
- Advise individual members and committees on solutions to problems.
- Encourage members to take advantage of learning opportunities through Career Association competitive events.
- Reinforce JAG competencies in the Career Association environment.

Appendix B has additional information to guide the advisor to be as successful as possible in coaching the members and officers of the Career Association.

CONNECTING TO THE CLASSROOM

Without the Career Association chapter, the JAG classroom might be comparable to any other classroom experience. Since many of the JAG students may have been previously "turned off" to education, the Career Association provides JAG with a unique instructional tool to motivate students and get them actively involved in the classroom and student-led activities.

The Career Association provides a "learning laboratory" for members to develop, practice, and refine their personal, leadership, and employability skills.

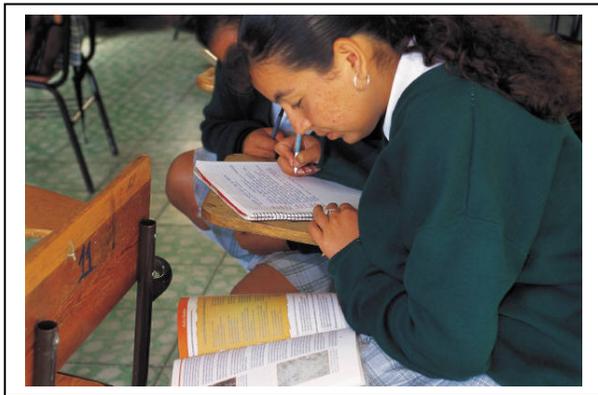
In the learning laboratory (the classroom), members are provided opportunities for:

- Leadership Development
- Career Development
- Social Awareness
- Civic Awareness
- Community Service

Through a series of chapter activities selected by the membership, members are able "to learn by doing" rather than by sitting and listening, which is sometimes the case in a traditional classroom.

As advisors, Specialists are able to deal with much more complex issues than classroom behavior and attendance. By observing members in both the classroom and the Career Association chapter environments, Specialists are able to provide targeted guidance and counseling that will improve the academic and employability outcomes of their JAG students.

Career Association opportunities can take full advantage of the positive aspects of "peer pressure." There is no doubt that peer influence is a powerful motivational tool that can improve behavior and instill values that will improve performance in school, in the chapter, and in the workplace.



DELIVERING THE JAG COMPETENCIES THROUGH CAREER ASSOCIATION ACTIVITIES

The Career Association is a vehicle to deliver the JAG competencies. It is **co-curricular**, using class time to plan, implement, and evaluate activities upon which the members decide.

For example, a Career Association chapter decides to adopt a class of special education elementary students at a nearby school. They meet with them on special holidays throughout the year to spend time, make crafts, sing songs, etc. At Christmas time they make stockings and sing carols for an hour (during their regularly scheduled JAG class time). Possibly four committees could evolve as a part of this community service.

- **Craft committee** (responsible for budget, donations or purchase of stockings and art supplies)
- **Public relations committee** (take pictures, write a press release, contact the local media, write a story for the monthly newsletter)
- **Proposal committee** (write and present the proposal to the principal for approval)
- **Music committee** (choose songs to sing, secure lyrics, identify students to play the guitar or other instruments)

Now, if you think of everything that went into planning, implementing, and evaluating for each of these committees, several JAG competencies can be addressed.

- D.23—Communicate in writing (writing the proposal)
- D.25—Perform mathematical calculations (budget)
- E.26—Demonstrate team membership
- E.27—Demonstrate team leadership
- E.30—Demonstrate commitment to an organization
- G.50—Negotiate solutions to conflicts (if there were disagreements to work through)
- G.52—Demonstrate an ability to adapt to people and situations
- G.54—Set and prioritize goals and establish a timeline for achieving them
- H.62—Demonstrate how to work effectively with others

After the activity is complete, the next class time is spent evaluating and reflecting on the experience from planning to follow-up. If you want to claim any of the above competencies for the students, you will want the reflection activity to address the specific competencies.

Reflection can take many forms:

- Small or large group discussion
- Journal

- Paper
- Art work
- Presentation

COMPETITIVE EVENTS AS AN INSTRUCTIONAL TOOL

Chapter members will gain the competitive edge on other students as they enter the workforce if they have participated in Career Association competitive events. Using the guidelines and rating sheets in the classroom, members are provided "simulated activities" to develop, practice and refine their personal, leadership, and employability competencies. The rating sheets for these events are valuable instructional resources because they help students to identify the elements of a successful procedure and to judge their performance against a standard. Visit www.jag.org to access the JAG Competitive Events Guide, which contains 22 events from which to choose.

Career Association competitive events begin at the classroom level. Grades alone may not motivate students to give their very best. Recognition through the Competitive Events Program may be much more effective than traditional academic recognition.



The competitive events are curricular tools that can be used with individuals, as well as with the entire chapter. There is something about competition that draws chapter members together as they seek to achieve a common goal. To the

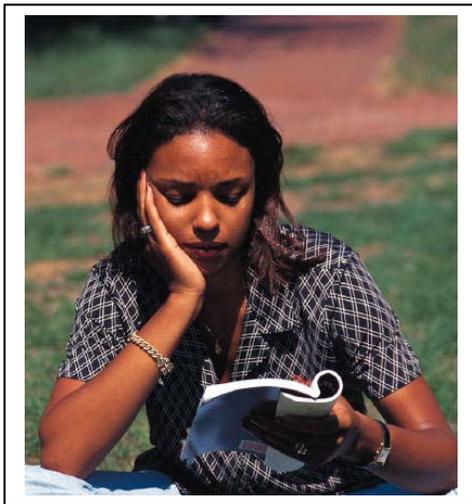
members, the goal may be to win the events and to successfully represent their chapter. To the chapter advisor, the events are integrated into the classroom to achieve higher-level learning and performance outcomes.

The chapter advisor should review the curriculum, the competencies to be taught, and the competitive events that are available to the membership. It is suggested that the competitive events be assigned to the most appropriate curriculum unit for use as an experiential learning activity or a recognition activity. The competitive events should be integrated into the classroom as instructional activities.

The impact of competitive events will be greater if the chapter advisor will:

1. Encourage all members to participate in local classroom competition.
2. Assign members to event teams to practice and rate each other on the procedures to be tested.
3. Use the rating sheets to assess competency.
4. Facilitate classroom discussion to critique the event rating sheets to better understand the standards on which the event is based.
5. Ask members to develop new competitions with rating sheets.
6. Invite outside judges to the classroom to determine which members will represent the chapter in regional or state competition.
7. Prepare news releases announcing the delegation that will represent the chapter in regional or state competition. The motivational level of the delegation will be greatly enhanced through this type of recognition.
8. Provide the chapter delegation with additional practice and training to improve proficiency in their respective events.
9. Read the conference and event guidelines carefully to ensure that none of the students are disqualified from competition due to a technicality or an unfortunate oversight by anyone.

10. Invite past chapter competitors to the class or to chapter meeting to describe the conditions under which past competitions were held. The more students know about what to expect, the higher will be the ratings. A basic principle to remember in competition – “No surprises!”
11. Review an event checklist individually with the competitors to determine if they have everything needed to compete successfully with minimum anxiety. Consideration should be given to:
 - Dress requirements
 - Rules and procedures
 - Equipment, materials, and supplies
 - Event location and facilities
 - Rating sheets
 - Event schedule
 - Event conditions (i.e., waiting time, transportation, etc.)
 - Circumstances that lead to disqualification
 - Judging process
 - Types of awards given



USING LEADERSHIP DEVELOPMENT TOOLS

A key responsibility of a chapter advisor is to develop each member's leadership potential. Using the Career Association, Specialists are able to enlist a number of elements to help members develop, practice, and refine their leadership skills. Leadership skills are developed through a "learning by doing" approach. Rather than talking about leadership, members are provided leadership opportunities through elected office, committee chairs, and project assignments.

Even though each JAG student is at a different level of development, the advisor, working with the elected officers and chairpersons, will work to involve all members in leadership development opportunities. Chapter three presents numerous ways in which all members can take on leadership roles.

The single most important benefit of developing leadership through Career Association involvement is that all chapter activities are outcome-driven. Further, the outcomes are selected and "owned" by the membership. Members tend to support what they help create; therefore, the membership and not the advisor must own the chapter. When members claim the ownership of a chapter or an activity, the commitment level will be much higher than if the school or advisor owns the chapter or activity.

Through involvement, members are able to:

- Apply new information quickly and effectively
- Adapt to change
- Communicate effectively—verbally, non-verbally, or in writing
- Listen for feelings and facts
- Formulate a vision of the future
- Develop a plan to achieve a goal
- Recognize and define problems
- Invent and implement creative and innovative solutions

- Participate as effective team members
- Accept responsibility for career planning and management
- Cope with stress, change, and criticism
- Recognize the need for new information
- Inspire confidence in others
- Interact easily with others
- Provide and receive feedback
- Influence others in a positive manner
- Achieve personal and career goals

DEVELOPING A COMPETENT WORKFORCE

The student-led organization helps to prepare young people for the workplace. In the current and future work force, employers are being forced to adopt a series of competitive strategies that can only be successfully implemented by an innovative and adaptable work force. Employers expect employees to possess basic "workplace skills."

Workplace skills include:

- Learning to learn
- Basic academic skills—reading, writing, and computation
- Communication skills—listening and oral communication
- Adaptability skills—creative thinking and problem solving
- Personal management skills—self esteem, goal setting, motivation, and personal and career development
- Group effectiveness skills—interpersonal skills, negotiation and teamwork
- Influence skills—organizational effectiveness and leadership



E-NDMS AND CONTACT HOURS

JAG's electronic National Data Management System (e-NDMS) is used by the Specialist to capture contact hours for the Career Association activities. The information collected includes:

- The date service(s) are provided
- The number of minutes involved in delivering the service(s)
- The types of service(s) or activities
- The contact narrative

The types of services that e-NDMS tracks are:

- Academic Remediation
- Career Association
- Community Service
- Employability Skills Instruction
- Field Trips/Guest Speakers
- Guidance Counseling
- Work-Based Learning
- Other

The two that apply to activities within the Career Association are **Career Association and Community Service**.

One of JAG's performance standards states that **students should have an opportunity to contribute 10 hours of personal time towards community service**. This is tracked in e-NDMS.

ENCOURAGING STUDENT LEADERSHIP

A Career Association chapter does not require an inordinate amount of time to organize because it fits within the overall Jobs for America's Graduates program model. **The "chapter activities" are instructional tools for delivering the competency-based curriculum.**

A Career Association chapter should not be perceived by anyone (inside or outside the school) to be an extracurricular student activity. It is important that all stakeholders understand the curricular nature of a Career Association chapter.

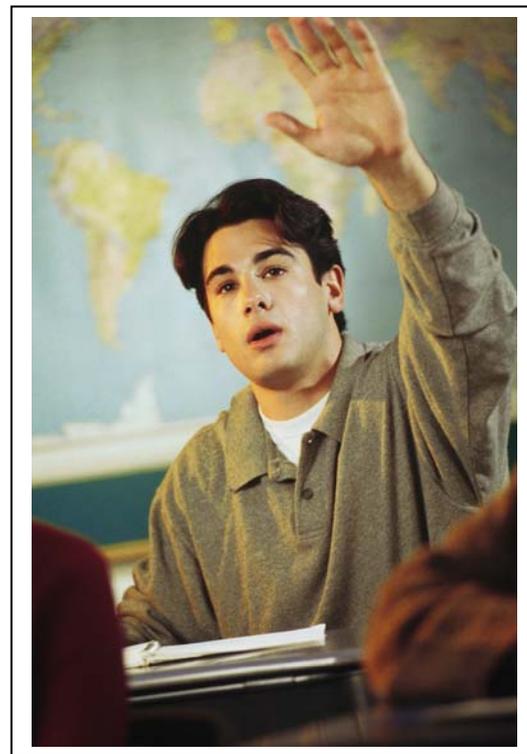
CHAPTER OFFICERS

Each Career Association chapter should seek qualified candidates for the following offices:

- President
- Vice President (or Coordinator) for Leadership Development
- Vice President (or Coordinator) for Career Development
- Vice President (or Coordinator) for Social Activities
- Vice President (or Coordinator) for Civic Awareness
- Vice President (or Coordinator) for Community Service
- Secretary

In addition, all members should select or be assigned a committee. Chapters should establish the following committees with vice presidents (or coordinators) serving as the chairpersons.

- **Leadership Development Committee**
- **Career Development Committee**
- **Social Activities Committee**
- **Civic Activities Committee**
- **Community Service Committee**



The elected officers are members of the Executive Committee.

It is important for the growth of each chapter to have well qualified, enthusiastic, and dependable officers. Capable officers ensure that:

- The business of the chapter will be conducted in the proper parliamentary fashion.

- Records and minutes will be up-to-date and complete.
- Good public relations will be forthcoming.
- Members will grow personally and professionally.

When electing officers, the membership should give careful consideration to their selections. All chapter members should have a general understanding of the duties and responsibilities of each office as well as knowledge of the qualities of leadership. With this understanding, an effective team of officers will be elected.



Good officer candidates should be willing to listen and to respect the rights, ability, and dignity of every member. They should convey enthusiasm and inspire confidence. Good officer candidates are willing to put the good of the chapter before personal desires.

Following are descriptions of the traditional JAG officer positions.

PRESIDENT

The Chapter President must be willing and be capable of leading the chapter toward achieving the chapter's goals.

Qualities of the President

- Is a leader
- Is a motivator
- Has the ability to organize a plan of activities

- Has the ability to draw community, government, business, and peer support
- Is able to delegate authority and give directions
- Has an understanding of community, school, and student issues
- Has a school record of good effort, work, conduct, and attendance
- Has a working knowledge of parliamentary procedure

Tasks of the President

1. **Preside over chapter meetings** in accordance with acceptable organizational procedure and protocol. The presiding officer should:
 - Arrive at meetings early. Check the facilities, the arrangement of chairs and tables, access to the meeting room, and materials needed. Greet guests and secure information for proper introductions.
 - Begin meetings on time and conclude at the announced time.
 - Be impartial at all times as the presiding officer. The chair may be released to a designated person if the President wants to participate in the discussion and state his or her opinion.
 - Never lose control of the meeting.
 - Stand when conducting business or directing the membership. Sit when a member is granted the floor and remain seated while the member speaks.
 - Recognize members who wish to speak in a systematic manner.
 - Treat all members in the meeting fairly and consistently.
 - Conduct meetings according to acceptable parliamentary procedure.
2. **Plan meetings.** Work with chapter officers to plan chapter meetings in a systematic manner.
3. **Use the agenda. Follow up on chapter meetings.** It is the President's respons-

ibility to follow up on chapter meetings, rather than the advisor's responsibility.

4. **Guide committees.** The President is a non-voting (ex-officio) member of all committees.
5. **Secure and review committee reports.** These reports should be filed with the Secretary for the permanent chapter record.
6. **Provide continuous leadership** in planning, organizing, controlling, coordinating and evaluating chapter activities.
7. **Assist in determining the objectives to be accomplished by the chapter.** The President should not set the objectives but should seek input from not only the officers, but also the total membership.
8. **Constantly evaluate chapter activities.** Chapter objectives should be consistent with overall organizational goals of Jobs for America's Graduates and the Career Association. Chapter activities chosen should help to accomplish the objectives. Activities selected should involve as many members as possible or benefit the entire chapter.
9. **Maintain communications with the chapter advisor.** Although the organization should be student-led, the President, especially, should work closely with the chapter advisor. The advisor is responsible to the school administration for the chapter and should be kept informed of chapter objectives, activities, accomplishments, challenges, and meetings. Chapter advisors should never be surprised.

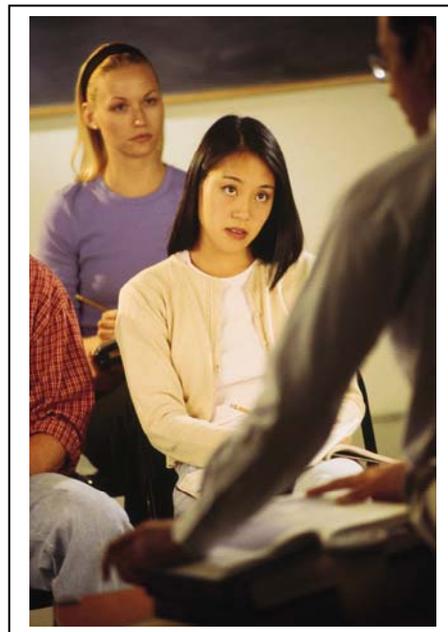
SECRETARY

The Chapter Secretary must be an effective member of the chapter leadership team and will perform special tasks.

Qualities of the Secretary

- Is organized and able to disseminate information in an orderly fashion

- Can present information in a clear, concise, and interesting manner
- Is able to write well
- Has skills in business correspondence
- Can recognize important points and ideas
- Enjoys gathering information for chapter use
- Has the initiative to recognize when something needs to be done and does not wait for someone else to do it
- Works effectively with peers and adults
- Enjoys working with details



Tasks of the Chapter Secretary

1. **Assist the President in developing agendas** for chapter meetings. The minutes of the previous chapter meeting will provide information regarding "unfinished business" and "committee reports." The Secretary should inform the President of correspondence that will be of interest to the entire chapter and be prepared to read the items at the chapter meeting. The chapter advisor should review the final agenda.
2. **Preside at meetings in the absence of the President and Vice President of**

Leadership Development. The Secretary must know the tasks of the President as well as his or her own responsibilities.

3. **Take important chapter records and reference materials to meetings.** The following items should be available at each meeting:
 - Minutes of the previous meeting
 - Lists of committees and committee reports
 - Copies of the local Chapter Activities Plan
4. **Record and prepare the minutes of all meetings.** The Secretary's records are important to the chapter, since they contain the business transacted by the membership.
5. **Respond to chapter correspondence.**
6. **Distribute and post meeting notices.** A chapter bulletin board should be maintained to notify members of meetings, projects, and activities. Ample notice should be given for meetings to ensure participation by the most members possible.
7. **Maintain the official membership roll** and record attendance at chapter meetings and activities.
8. **Read minutes and correspondence at meetings.**
9. **Maintain constant communications with the chapter advisor.**

VICE PRESIDENT OF LEADERSHIP DEVELOPMENT

Qualities

- Is prepared to take command whenever, for one reason or another, the President is not available
- Has a working knowledge of officer responsibilities and election procedures
- Possesses similar characteristics as the President



- Can coordinate responsibilities of chapter officers and visits to other chapters throughout the state
- Capable of coordinating leadership development opportunities for members

VICE PRESIDENT OF CAREER DEVELOPMENT

Qualities

- Likes public relations and communicating with people
- Can collect information and report back to the group
- Can coordinate the planning and securing of guest speakers and field trips

VICE PRESIDENT OF SOCIAL AWARENESS

Qualities

- Is capable of creative thinking and innovative ideas
- Enjoys coordinating social activities
- Helps provide an outlet for student enthusiasm through a well-directed and guided chapter social program
- Assumes the role of the chapter Secretary in case of absence or resignation
- Can evaluate or analyze a situation or activity and its merits and benefits

VICE PRESIDENT OF CIVIC AWARENESS

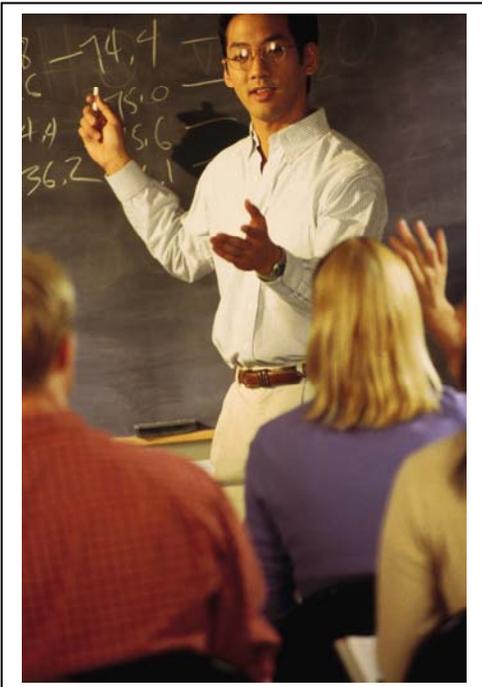
Qualities

- Has an interest in government and the workings of the community
- Is comfortable in communicating with local government employees and officials
- Has a working knowledge of officer responsibilities and election procedures

VICE PRESIDENT OF COMMUNITY SERVICE

Qualities

- Likes the communications arena and working with the community
- Enjoys writing news releases
- Likes to put together community service opportunities and activities
- Likes to encourage community partnerships with the Career Association chapter



Chapter four in this handbook provides an extensive list of potential activities for each of these Vice President positions.

OTHER OFFICER POSITIONS

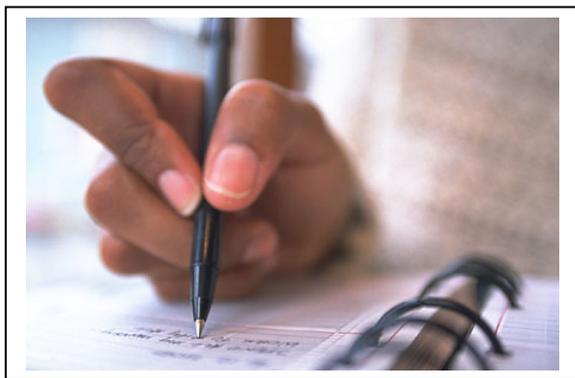
The President, Vice Presidents, and Secretary are the traditional officer positions. However, many chapters elect additional positions such as:

- **Treasurer**—oversees the chapter's budget and fundraising activities.
- **Historian**—may oversee the chapter scrapbook which consists of pictures, captions, and stories from the year's activities.
- **Public Relations Director**—oversees the committees' promotion of the Career Association by writing press releases, developing relationships with the media, taking pictures, and/or writing newsletters.
- **Web Designer**—in charge of the local chapter's website.
- **Reporter**—writes press releases and newsletters and develops relationships with the media.
- **Parliamentarian**—helps keep order during chapter meetings.
- **Bulletin Board Promoter**—in charge of updating the bulletin board with alumni stories, job openings, business trends, or whatever the Career Association chooses.

Additional positions allow more students to hold elected office and further develop their leadership skills. Some of the positions can be filled by a new person each month, six weeks, or whatever interval is appropriate for the Career Association's situation. This allows everyone to have chances to lead and to use their talents in several ways.

Appendix C has the following forms and information that will assist the advisor and the Career Association with the officer team and with building a strong membership.

- **Officer Application**
- **Officer Profile**
- **Officer Permission Form**
- **Chapter Officer Roster**
- **Chapter Officer Checklist**
- **Officer Training Checklist**
- **Best Leadership Practices**
- **Chapter Member Qualities**



COMMITTEES

Committees are additional avenues for members to take on leadership roles. In addition, committees serve multiple purposes in the Career Association:

- Provide a unique environment for developing leadership and followership skills.
- Provide members with greater opportunities to be involved in decision-making and chapter activities.
- Allow the work to be shared by all members.

More detail is devoted to establishing, maintaining, and evaluating committees in chapter four of this handbook.

TEAMBUILDING

Before the chapter conducts officer elections, the Specialist should facilitate leadership and teambuilding activities to help the students become better acquainted. In addition, the students will begin to learn which members are leaders and about their talents. These experiences will help them do a better job of electing the right persons for the right positions.

The Leadership and Self Development competencies (E) in the JAG curriculum are an excellent place to begin the school year. These competencies have many activities to help students begin working as a team.

OFFICER ELECTIONS

The following section highlights a variety of approaches for officer elections.

It is important to mention, if a **Multi-Year program exists in your school, you need to consider how to structure the officers.** Three common approaches used by local programs are:

- Only seniors hold officer positions
- Each grade level has its own set of officers
- Underclassmen are elected as “Assistants” to senior officers

CAMPAIGN AND CANDIDATE SPEECHES

It is hoped that at least two candidates are identified for each elected office. To build enthusiasm and interest in the election, **candidates should be allowed to campaign prior to the election.** Each candidate should be provided with poster board and markers to produce campaign posters to be hung in the classroom.

Chapters are encouraged to be creative in other ways for candidates to campaign for office. Campaign guidelines should be determined by the membership in advance, and all candidates must adhere to those mutually agreed-upon guidelines.

An election campaign is an outstanding tool for gaining visibility around the school with students, teachers, and administrators. Encourage candidates to prepare campaign posters that can also be used to promote a better understanding of the mission and goals of the JAG program and Career Association.

If all of the members cannot come together to hear campaign speeches, **videotaping the speeches** and playing them in each of the classes is a proven approach.

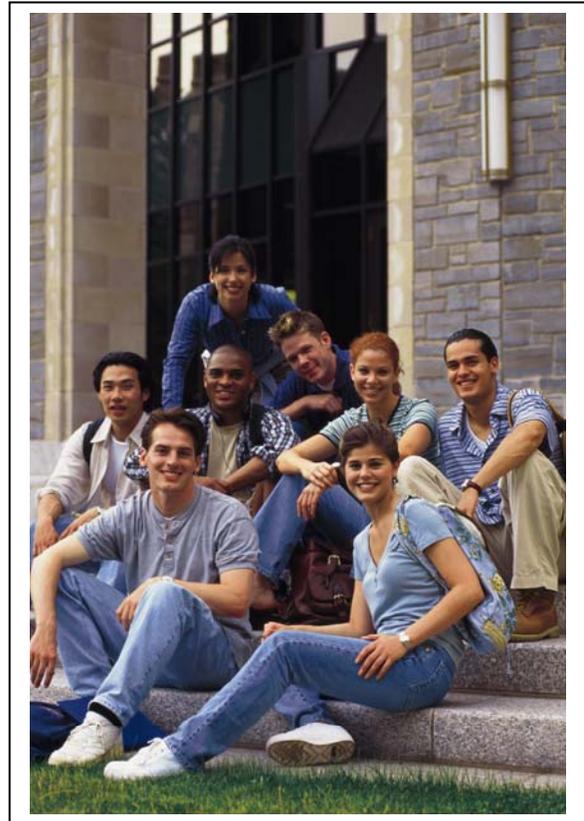
Another approach is **posting the campaign speeches** on a bulletin board in lieu of live speeches.

A best practice some Specialists use is for every student to choose an officer position (even if they don't want to run) and write a campaign speech. This assists them in their writing skills, but it also may encourage them to run for office after this experience.

VOTING

The officer election should be the conclusion of an educational program that provides members with a good understanding of how the chapter is organized and the role that each officer plays in accomplishing chapter goals. The final step in the election process is providing for balloting.

The Election Committee should organize and conduct the election according to acceptable guidelines. It is recommended that the election be handled similarly to local political elections. The committee may want to contact a local election official and discuss the guidelines that should be implemented to ensure a fair election.



If available, an actual **voting machine and/or voting booth** might be used by members to cast ballots. The balloting experience could prove invaluable, as members better understand the election process. It may be necessary to have run-offs in case of ties.

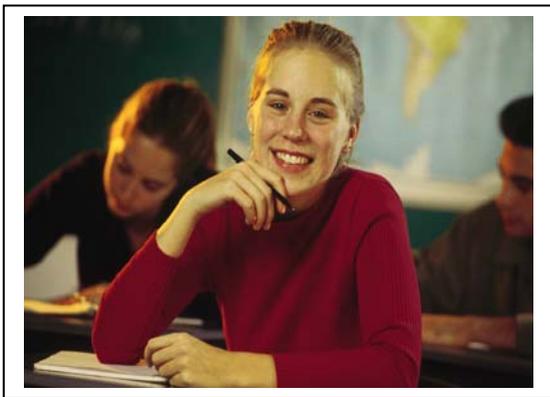
One of the first roles of the officers will be leading the Initiation and Installation (I&I) Ceremony. This is an exciting event where the officers are installed and the members are initiated into the Career Association.

Following the I&I, chapter officers are encouraged to **appoint or encourage defeated officer candidates to be committee chairpersons**. It is important that all members who wish to serve in a leadership role be provided the opportunity to do so. There are several ways for members to serve the chapter and to practice and refine their leadership skills. It is the responsibility of the chapter advisor and the chapter team to build a strong organization that

is able to accomplish more together than the individual members could if they worked separately. (Synergy is the goal!)

There are several ways in which elections can be used to build self-esteem and commitment among elected officers and the membership.

- Announce the election results over the school's PA system
- Submit a press release to the local newspaper
- Submit press releases to local television and radio stations
- Send a letter of congratulations to parents
- Hold a reception at the school hosted by the elected officers



USING PARLIAMENTARY PROCEDURE IN NOMINATIONS AND ELECTIONS

Chapter six provides details on using parliamentary procedure in conducting meetings. This section focuses on using parliamentary procedure in nominating and electing officers.

A nomination is the formal presentation to the assembly of the name of a candidate for the office to be filled.

1. Nominations from the Floor

- These do not require a second.
- They are in order as soon as the chair calls for them.

- No member may nominate more than one candidate for each office.
- If there are no further nominations, the chair may declare the nominations closed.
- When a motion is made to close the nominations, a vote and a two-thirds majority is required.

2. Nominations by a Nominating Committee

- Committees may be appointed, elected, or assembled as stated in the bylaws.
- The report of the Nominating Committee presents to the organization the names of one or more members as candidates for each office.
- The report of the Nominating Committee is not adopted, but the names are posted and treated as if the persons named had been nominated from the floor.
- Further nominations may be made from the floor.

3. Nominations by Ballot

- The chair directs tellers to pass out ballots, and the members write the name of the person they nominate after each office.
- If a candidate receives a majority in this manner, it is usual to declare that candidate elected.
- If no majority is received, a second ballot is then taken, in which candidates nominated by previous ballot are voted upon. If a candidate receives a majority on this ballot, he or she is elected.

4. Voting on Nominations

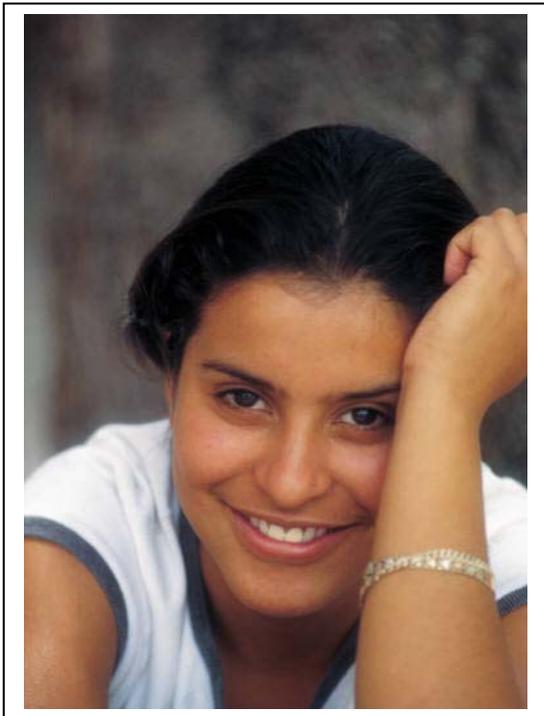
- After nominations are closed, the assembly proceeds to vote upon the names by the method prescribed in the constitution.
- An election becomes effective immediately, if candidates are present and do not decline, or if they are ab-

sent but have consented to candidacy. If they are absent and have not consented to their nominations, the election becomes effective as soon as they are notified, if they do not decline.

TRAINING OFFICERS

In order for the newly elected officers to be successful, the advisor needs to work with them as a group and individually to build their skills and confidence in leading the Career Association.

Appendix C has an Officer Training Checklist that gives suggestions on what to include in the coaching or training sessions with the officers.



INITIATION AND INSTALLATION CEREMONY

The purpose of the Initiation and Installation Ceremony (I&I) is to celebrate students' involvement in the JAG Program and the

Career Association. By recognizing members and officers in a public ceremony, members are more likely to get involved in chapter activities.

After officer elections, this is one of the first functions the chapter will plan and implement as a team.

The I&I usually occurs within the months of September and October.

Appendix C provides Advisor Information, Guidelines, and a Proposed Script to assist you and the chapter in implementing the I&I. Your state leader will also have specifics on expectations, dates, and suggestions on the culture of I&Is in your state.

Appendix C also includes guidelines on planning a **Career Association Banquet**.

OTHER CELEBRATIONS—RECOGNIZE AND REWARD

The I&I is a large celebration, but it is equally important to have mini-celebrations throughout the year. Recognition and rewards reinforce positive behavior. Too many of our young people have been caught doing something wrong. JAG programs are committed to catching students doing something right.

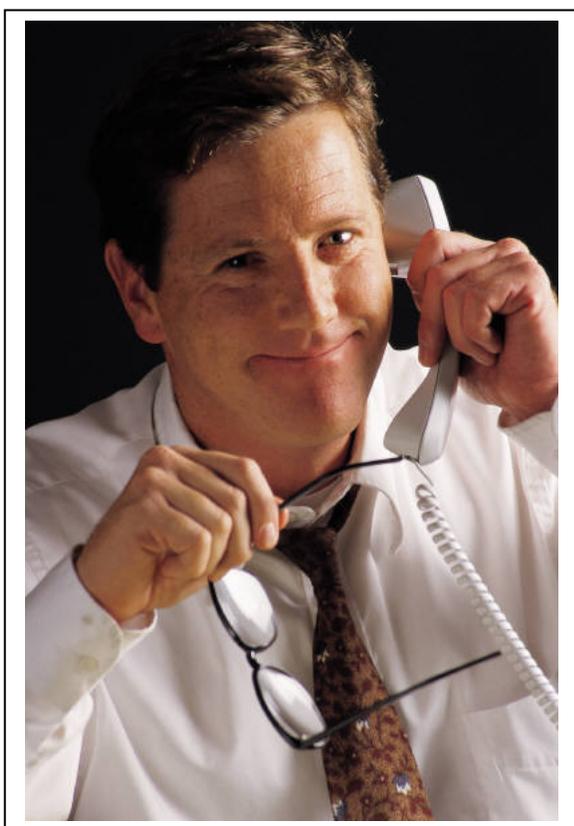
Approaches for recognition and reward include:

- Chapter membership card
- Certificate
- Discount coupons rewarding improved behavior (improved attendance or grades)
- Handwritten note from the Specialist
- Positive phone call to a parent
- Post card sent to a parent
- Bulletin board that displays pictures of students' successes (on the job, in sports, in other organizations, outside hobbies, etc.)

- Web site that recognizes participant successes, organizational activities, and employer support
- Monthly birthday celebrations
- Celebrations at the end of each project
- Announcing student and Career Association achievements over the school's public address system
- Pizza parties or other social celebrations

LEADERSHIP DEVELOPMENT CONFERENCE

The Leadership Development Conference (LDC) is a state or regional event for chapter officers to attend officer training. Each state decides when, where, and how they will implement the LDC. It usually occurs in the fall and is a one-day event.



CAREER DEVELOPMENT CONFERENCE

The Career Development Conference (CDC) is also a regional or state event that is held in March or April. The CDC is an opportunity for all members to participate in competitive events and to attend workshops.

Some states organize this as a day event or an overnight function. Check with your state leader for specifics.

Appendix C has a sample Career Association Code of Conduct Form that can be used with the delegates that attend LDC or CDC.

PRESENTATION SKILLS

Chapter officers (and members) will frequently be called upon to give a presentation before a group—sometimes before the chapter membership or in public. These guidelines will be helpful in preparing and giving a presentation to others.

- In making any kind of presentation before a group, never start a sentence with "I think." Use "I believe." Discuss selected chapter or state association activities, outstanding accomplishments by Career Association members and other topics you know will be of interest to those whom you are addressing.
- Be sure to bring greetings from the chapter.
- Express appreciation for being invited to participate in the event.
- Let the audience know you are aware of some of the outstanding activities of the organization to which you are speaking.
- Don't talk too long. A five- to eight-minute speech, well planned in advance and presented effectively, will achieve the desired outcomes.
- If you use jokes or stories in connection with your presentation, they must not offend anyone.

DEVELOPING A CHAPTER ACTIVITIES PLAN AND USING COMMITTEES

A Chapter Activities Plan (also called Program of Work) lays out the students' activities for the year as they relate to the five Career Association goal areas.

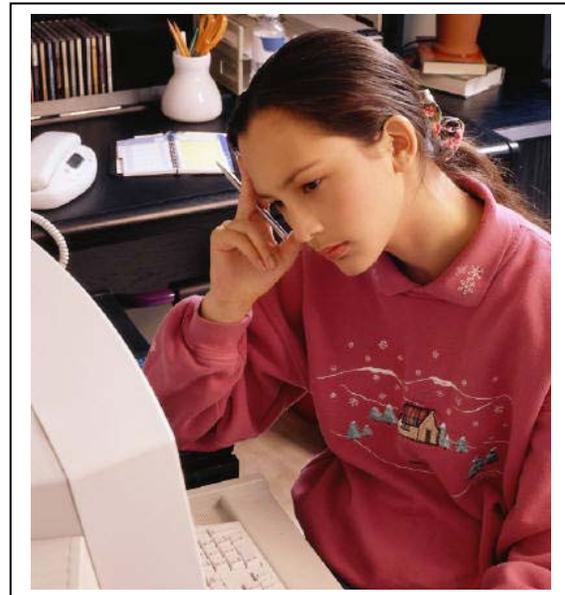
- Leadership Development
- Career Development
- Social Awareness
- Civic Awareness
- Community Service

THE ULTIMATE GOAL

The ultimate goal of the Career Association is for all members to develop the competencies necessary to graduate, be employed in an entry-level position with career advancement opportunities, pursue further education, or combine work and further education. All activities of the Career Association must contribute to the ultimate goals. Activities that do not aim toward staying in school until graduation or entry-level employment should be carefully evaluated to determine if the time and energy expended might be used more effectively in alternative activities.

VALUING A CHAPTER ACTIVITIES PLAN

By involving all members in the development of a Chapter Activities Plan, there will be a high level of ownership of the plan. We know that **"members are more likely to support what they help create."** Plans that are formulated by the chapter advisor may not generate the same degree of commitment and involvement as a plan that evolves from a process that includes most, if not all, chapter members.



Appendix D has an extensive list of chapter activity suggestions. This list may trigger some ideas that the chapter may want to implement.

In addition, a **Chapter Activities Plan Worksheet is included in Appendix D.**

When the Chapter Activities Plan is finalized, it is important that all members make a commitment to see the plan achieved. The value of planning is best demonstrated by a close examination of the "results." A Chapter Activities Plan should:

- Be developed early in the year (timely)
- Be complete (organizational skills)
- Address student needs (goal oriented)
- Be planned to assure success (results oriented)

- Be planned and conducted within fiscal guidelines (financial responsibility)
- Involve all members in its planning and implementation (ownership and responsibility)

The process used to develop the Chapter Activities Plan will be a good investment of time when Career Association members are able to transfer what they learned from that experience to planning their personal and career lives. Most components of the Career Association "model" are designed to improve personal and career opportunities for chapter members. What is learned through being an officer or member in the Career Association has direct transfer in a member's personal and career life.

DEVELOPING THE CHAPTER ACTIVITIES PLAN

A beneficial, well-rounded Chapter Activities Plan does not "just happen" – it must be developed. Development of a Chapter Activities Plan requires mature thinking and careful planning. "What," "when," "where,"



"who," and "how" are important questions that must be considered at the beginning of the planning process.

In order to get a broad view of the proposed Chapter Activities Plan, it is necessary that the entire plan be put in writing.

Before developing the Chapter Activities Plan, it should be evaluated on the basis of its ability to produce the following results.

- Engages the entire membership
- Stretches the officers' capacity to lead
- Involves and psychologically engages the membership
- Distributes responsibility among all members
- Motivates members

PREPARATION FOR PLANNING

Experience shows that most chapter members have little experience with budgeting or planning. Therefore, the chapter advisor should realize that development of the Chapter Activities Plan by the membership is a valuable skills-building experience.

The chapter advisor should instruct chapter members in the various tools and techniques of "quality planning." While the announced learning goal is to develop a Chapter Activities Plan, the skills learned will be invaluable to members in their personal and leadership development, as well as in future employability.

RESEARCH FOR CHAPTER ACTIVITIES PLAN

In the days preceding presentation of the Chapter Activities Plan, the leadership team (in close cooperation with the chapter advisor) should conduct the necessary research and collect appropriate data. This data will be valuable to the committees as they plan the year's Chapter Activities Plan.

- **Previous Chapter Activities Plans.** Except for first-year chapters, committees should be provided copies of prior years' plans. Some of those activities might be traditional and should be presented to students as annual events, i.e. I&I Ceremony and Career Development Conference.



- **Available Funds.** Various sources of funds that have been used in the past to carry out the Chapter Activities Plan should be identified. These funds might include:
 - The previous year's balance
 - Projected incomes from various sources
 - Funds available from the school
 - Funds available from the local and state program
 - In-kind services
- **School and Chapter Calendars.** Before chapter members can produce a chapter calendar, members should consider the school calendar and any Career Association activities planned by the local chapter or the state association.
- **Curriculum Schedule.** The chapter advisor should share the outline for teaching the JAG curriculum. It is preferred that chapter activities and classroom instruction reinforce each other.
- **Other Chapter Activity Plans.** Chapter activity plans could be collected from other chapters in the state. These can be of value as committees develop their activity plans.

- **Collect Data and Costs.** Committees will look to past officers and the chapter advisor for guidance in the possible costs of an activity, its feasibility, and potential challenges to consider. Chapter members should look to the chapter advisor for assistance in four major areas: fiscal considerations, legal considerations, the appropriateness of activities, and school rules.

PLANNING GUIDELINES

The chapter advisor should develop and conduct a lesson on how to plan. The lesson should include the benefits of planning and basic guidelines for quality planning and decision-making.

Step One: Brainstorming

1. Don't hold back on any ideas even if they sound silly or irrelevant.
2. The more ideas the better; therefore, don't inhibit sharing.
3. Write all ideas on a flipchart so everyone has access to them.
4. Take turns sharing ideas to avoid dominance by anyone.
5. Participants may pass if they can't immediately share an idea.
6. Build upon ideas shared by others.
7. No discussion or explanations will be allowed during the brainstorming session. State the idea only.



8. No one is allowed to judge (praise, criticize, or ridicule) another's idea.
9. Encourage every person to share at least one idea or more.
10. Conclude the brainstorming session when the time has concluded or when everyone has passed and no additional ideas are forthcoming.

Step Two

Once a list of alternatives has been produced, members should discuss each alternative by closely examining the **strengths and shortcomings** of each alternative.

Step Three

The planners should assign **priorities or preferences** to the alternatives listed. The priorities should be based on those activities having the most significant value to the expressed goals of the chapter or committee. For example, the Social Awareness Committee might identify ten activities. The committee should select the most preferred activity, the second most preferred activity, the third preferred activity and so forth.

Step Four

The planners should then **develop an outline of what is needed for each activity** including the activity goals, a brief description of the activity, and the preferred date to conduct the activity.

Step Five

The planners should then work with the chapter advisor to **project a cost** for each activity.

Step Six

Once the membership has approved the Chapter Activities Plan, the committee will assign its **members the responsibility for various tasks**. Members will set up reporting

dates and a schedule that shows when the activity will begin and conclude.

APPOINTING STANDING COMMITTEES

Consideration should be given to the following rules for establishing committees for a Career Association chapter:

- Committees provide a unique environment for developing leadership and followership skills.
- Committees provide members with greater opportunities to be involved in decision-making and chapter activities.
- Committees allow the work to be shared by all members.

The Executive Committee should be prepared to appoint standing committees immediately after the officer election.

The most critical of the committee assignments relate to program goals. Goal committees are responsible for organizing all activities within their assigned areas. The committee also assumes responsibility for carrying out the activity once it has been approved.

Chapter Vice Presidents serve as the goal area committee chairpersons. In addition, each committee should have a Secretary to record important decisions and prepare committee reports to share with the entire chapter.

Appendix D has Guidelines for being a Committee Chairperson, Secretary, and Member. Also included is a Committee Assignment Sheet and Committee Report Form.

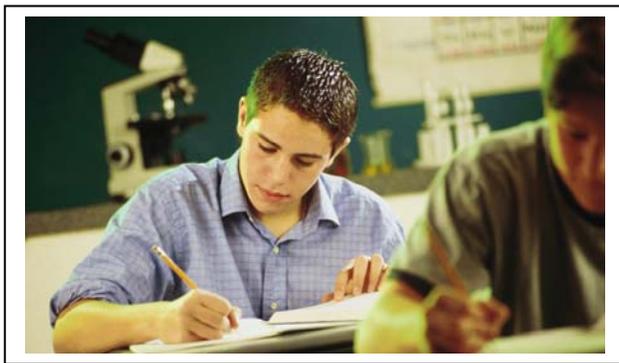
Below are the goal area committees and a brief overview of each.

LEADERSHIP DEVELOPMENT COMMITTEE

The Career Association provides members with a variety of experiences and activities that will develop valuable leadership qualities through individual and group meetings; election of chapter and state officers; leadership training workshops; and meetings with community leaders.

Leadership Development activities include:

- Conduct a workshop entitled "How to be a Leader."
- Conduct a workshop on "Parliamentary Procedure."
- Plan and conduct an Initiation and Installation Ceremony.
- Elect officers for the chapter.
- Participate in state sponsored activities and meetings.
- Assign members to committees.
- Prepare competitive events for local and state competition.
- Attend State Conferences.
- Attend all chapter meetings.
- Invite leaders from other student organizations to chapter meetings and have them discuss their organization and what its goals and objectives are.
- Assign selected "community leaders" to members and request that they prepare a report and present their findings at a chapter meeting.



- Attend a state legislative meeting.
- Arrange for an elected government official to speak at a chapter meeting.
- Ask an alumni member and past officer to address the chapter.

CAREER DEVELOPMENT COMMITTEE

Prepares members for careers and employability through career awareness and preparation activities. Members must also be motivated to acquire employability skills through a comprehensive recognition program that includes a series of competitive events held at various levels within the Career Association.

Career Awareness activities include:

- Take tours to local businesses in which members would like to seek employment.
- Invite speakers from career areas of interest to members.
- Conduct a Career Fair for the entire school.
- Conduct workshops on "employability skills" at chapter meetings.
- Arrange "shadowing" sessions with employers who are of immediate interest to members.
- Schedule speakers from trade associations who are of interest to members.
- Secure videos to help members become more aware of job opportunities, employability skills, and other qualities necessary for success-oriented students.
- Secure career awareness and orientation materials for members.
- Establish a career library for member use.

SOCIAL AWARENESS COMMITTEE

Provide social activities to help members gain knowledge of social graces, poise, and professional etiquette through recreational activities; image-building projects; field trips; workshop presentations; and participation in

school, community, social, and recreational programs. Social activities provide a valuable outlet for student enthusiasm, motivation, and membership interaction.

Social Awareness activities include:

- Conduct an Open House at the school.
- Recognize members on their birthdays.
- Conduct a workshop on "social graces."
- Attend a concert.
- Sponsor a dance.
- Attend a play.
- Take a teacher to lunch.
- Adopt a grandparent.
- Plan a high-profile event involving leaders in the community.
- Attend social functions provided by employers.

CIVIC AWARENESS COMMITTEE

The Career Association should provide opportunities for involvement in the community, visits to government offices, civic appearances, and campaign and election activities.

Civic Awareness activities could include:

- Visit a city council meeting.
- Get involved in "Get out the Vote" campaigns.
- Encourage members to get involved in local political campaigns as individuals (not as a chapter).
- Tour local, county, state, and/or national government buildings in the area.
- Prepare and present programs to civic organizations.
- Visit a Chamber of Commerce meeting.
- Meet with local and state political leaders.
- Arrange for local or state proclamation for the Career Association to be recognized for its civic activities.

COMMUNITY SERVICE COMMITTEE

The Community Service Committee provides activities to help members learn to think of others, give of themselves, and make an impact in their community.

Community Service activities may be school-based, community-focused, or a combination.

Appendix D has a Community Service Verification form that may be useful for the chapter.

SCHOOL-BASED COMMUNITY SERVICE IDEAS

The projects presented in this section can all be done within the school building or on the school grounds. For Specialists who work in rural areas, these are very good because transportation can sometimes be a problem.

- **Give A Custodian A Break.** Students get together with the head custodian or the head of maintenance and find out what special things need to be done that they can do. They then make arrangements to complete the tasks. The tasks may be as simple as helping the custodians clean the cafeteria, setting up for a special event, or picking up trash at the end of the day.
- **Give the Library/Media Center Attendant A Break.** Most school libraries or media centers have attendants. Students help return books to the shelves; make copies, check books and other materials in and out, etc. This is not only beneficial to the librarian, but the students become more familiar with the library and also get valuable job experience.
- **Give the Office Helper a Break.** The student can help the office secretary/ helper by sorting the mail, answering the phone, making copies, picking up attendance sheets, and other tasks. The main office and guidance office in any school are busy

places. Office helpers also gain valuable work experience to add to their resume.

- **Give the Teacher a Break.** There are numerous things that students can do to help teachers. They can perform record keeping, clean the room, help develop displays, etc. They can help music, science, and athletic instructors clean instruments or gear, get out or put away gear, wash uniforms, etc. This is also a community service work that reaps the benefits of positive public relations with other school staff.
- **Give the Maintenance Crew a Break.** What school grounds don't have an area that could use some sprucing up? This can be as simple as going outside to pick up trash or raking and sweeping to finding an unattractive area and designing some landscaping to beautify the school grounds.
- **Sponsor an Informational Program.** AIDS awareness, teenage pregnancy, substance abuse, scholarships, and bike safety are examples of informational programs. If an issue is ripe in your school and/or community, it is a topic for which your students can research and sponsor an informational program. All of these subjects are part of most schools' daily or yearly dialogue, but when the information happens because the students organize the assembly, the guest speakers, or the workshops; it will probably be more successful. Your students could select a subject that they feel should be addressed and brainstorm what they would like to do. It is incredible what positive things can happen when the students tackle these issues themselves. (Remember, students may need to get permission from school administration to address some issues.)
- **Food Share Raffle.** This is fun and helpful at the same time. Get some prizes donated and get a roll of tickets. Instead of buying a raffle ticket, students, faculty and staff bring in a non-perishable food item. They get a ticket for each item they bring in. Tickets are drawn for the various prizes

and the local food pantry gets much-needed food.

- **In-School Recycling Program.** Paper, paper everywhere! The bigger the school, the bigger the pile of paper! If your school doesn't have a recycling program, have the students set one up. They get the bins, collect and sort, and sell the paper to the local recycling company. Not only do you make the school environmentally aware and cut down on waste, but also the chapter makes money selling to the recycling company. Or you can make it a total community service project and donate any money made from the paper sale to a local charity. You might also want to consider recycling soft beverage cans and/or juice boxes.

SCHOOL DISTRICT-BASED COMMUNITY SERVICE IDEAS

These projects take the students away from their home school and out into other schools and parts of the school district.

- **Adopt an Elementary or Middle School Class.** This is a great community service! High school students who have a hard time with reading, writing, or math are really smart when they are working with a kindergarten, 1st or 2nd grade student. The benefits of this project are numerous. Some of the worst students become the best students when working with a younger student. And nothing is more rewarding than a hug and a smile from their new little friends. A real motivator and confidence booster!





Offer the idea to your students and then have them contact the nearest school and make arrangements to adopt the class. Sometimes they may know an elementary or middle school teacher. The commitment should be spelled out at the beginning for all parties, i.e., the school period and the day, how often, etc. Elementary teachers are extremely busy and have their students all day long. If your school is close enough, this project can be done in one class period. The teacher might have your students do everything from helping with recess or reading to helping them with their work, or even teaching a class! Great fun can be had during holidays, and planning a year-end trip or activity is also fun.

- **Wash and Clean the School Buses.** Bus drivers in some schools or districts are responsible for keeping their buses clean. Give them a break and offer to clean them.
- **Build a School Playground.** Some elementary or middle school playgrounds are unsafe, dirty, or lack equipment. Students could develop a plan to “spruce up” a playground. This could include developing a site plan, spearheading a fundraising drive to purchase equipment, doing the actual work with or without adult helpers, etc. They will be surprised at the contractors, electricians, plumbers, carpenters, and other community members who will show up to offer their services and equipment to improve the playground. Again, this activity offers many opportunities for students to display their skills, improve their job re-

sumes, and make contacts with employers (plumbers, carpenters, etc.), thus strengthening their ties with the employment community.

- **Build a Nature Trail.** Schools in communities with wooded areas are prime choices for this project. This project could involve Career Association students as well as individuals from the science and technology departments. Even students from the elementary and middle schools could do some of the tasks.

A nature trail is simply a trail through a woodland, wetland, or field that has stations explaining what is there. Wild flowers, wildlife, insects, etc. can all be identified. The nature trail can be used all year long. The trail will change as the seasons change.

- **School District Recycling Program.** This is similar to the in-school recycling project, only bigger and involving other schools.

COMMUNITY-BASED COMMUNITY SERVICE IDEAS

These ideas will take students out into the community and away from the school building. They will not only contribute to the well-being of the community, but students will learn more about their community and themselves. These projects also have spin-off benefits, such as business/employer contacts and civic/community leader contacts. This also provides an opportunity for the community to see the many positive sides of students. As do many projects, these provide opportunities for students to “build resumes.”

- **Collecting Food for Food Share.** Unfortunately, in this food-rich nation where we live, there are people who would go hungry if not for the local food share. These places always need food and help with stocking shelves, serving customers, etc. The project is simple. Collect food and bring it to the food bank, or go and help them on food distribution days.



- **Visiting Nursing Homes.** This project is best done over a period of time to allow the residents and students to get acquainted. Some nursing home residents have no visitors. Many of them are still quite lively and have wonderful stories and history to share. They also like to play games, such as checkers, cards, puzzles, etc. Just visiting is many times a treat. Students can become pen pals with the residents, thus providing some of them with the only mail they may get. They can also become involved in home activities, such as holiday parties, outings, etc. Students can learn a great deal about life, relationships, and even death and compassion from this kind of community service.
- **Adopt a Grandparent.** Because we live in a mobile society, many of your students may not have a grandparent who lives nearby. Local senior citizens organizations have many seniors who would love to be involved in the lives of young people. They are retired, may have been community leaders, successful business people, artists, or professionals. Bringing these people into your classroom and school can be a positive experience. These “grandparents” can be and are effective tutors, mentors, guest speakers, classroom aids, etc. They were “doers” when they were young and working and do not see any reason not to be doing so now. The presence of these “seasoned” citizens in your students’ lives can be a positive, two-way street.
- **Habitat for Humanity.** Habitat for Humanity is an organization that builds homes for people who cannot afford their own home

through regular channels. Volunteers do all the work. Former President Jimmy Carter participates in this program and has helped build several homes. What can be more satisfying than helping a family build their first home. A project such as this requires a wide diversity of talent so it offers many opportunities for young people to “show their skills.” It’s also a great opportunity learn new skills from the many volunteers from the community.

- **Volunteer at a Local Community Center.** Many communities have programs for young children or seniors and are always looking for volunteers. High school students can help with coaching teams, arts and crafts, playground supervision, playing games, etc.
- **Provide Manpower for Other Community Organizations.** Other community groups, such as Chambers of Commerce, Rotary, Jaycees, Kiwanis, etc., sponsor events to raise funds for charities they support or to celebrate community and state-wide events, such as Fourth of July celebrations. Not only are these good contacts for your students, but these groups also need manpower and will welcome “helping hands.” Benefits to your students over and above the community service are that they get to meet and interact with the “movers” and “shakers” in their community. Every contact your students make with an adult is a possible tie to a future job or educational support (scholarship programs, loans, etc.).
- **Walk-A-Thons.** Many community civic organizations sponsor Walk-A-Thons, such as the March of Dimes Walk-A-Thon, Race for the Cure, etc. These are annual events sponsored by the local Chamber of Commerce or one of the area’s major employers. They do not just need people to get pledges and walk, but they need volunteers to man water stations, prepare and serve pre- and post-walk meals, sign up walkers, etc. This project is also good because it usually begins and ends in one day. Again, what great contacts the students can make with community and business leaders.

- **Bike Rodeo.** Students could organize and conduct a “bike rodeo” for kindergarten and elementary students. The elementary students pedal their way around a bicycle course and earn their own “bike safety license” in the process. JAG students could give lectures about bike safety in area schools. The rodeo promotes responsible bike riding habits, such as wearing a helmet, walking bikes across streets, roads and railroad tracks, and not riding bikes on sidewalks.

Students could solicit prizes for the kids and bicycles and helmets for those who need them. Mechanically-minded students could repair and/or build bicycles for “bike-less” kids.

In a big project like this, Career Association students might want to join with other community organizations to put on a “bike rodeo.” Another group that might like to assist is the community police, who could be on the lookout for young bike riders and give them “reward” tickets for safe bike riding habits. The tickets could be redeemed at local businesses for tasty treats, such as a soda, ice cream cone, etc.

- **Adopt A Highway.** Students could pick up trash along a section of a local highway. This is a fun activity and a great way to get publicity!

STATEWIDE COMMUNITY SERVICE IDEAS

These ideas are for those who want to expand their service beyond their own communities or



to be involved in the community portion of statewide projects. They may also fit well with chapters that want to join with other chapters or organizations to conduct a project. Additionally, some could be used as a combination of **community service activity and fundraiser.**



- **Red Cross Disaster Relief Fund/ Blood Drive.** Tornadoes, hurricanes, floods, earthquakes, and fires all wreak havoc on our communities. The one organization that is always there is the American Red Cross. The Red Cross relies on donations to help people in need. Running a fundraiser for them is always satisfying. Students could volunteer to sponsor or work at blood drives.
On the flip side, students will work with people who are trained in CPR, first aid, disaster services, etc.
- **Special Olympics.** If you are familiar with this organization, then you know the emotional rewards that your students will receive from getting involved. Your special education department or local shelters workshops are good contacts.
- **“Make A Wish” Foundation.** This is a national and state foundation that raises funds to provide children with terminal illnesses a dream wish. They have sent children to Disneyland, to meet their favorite athlete or celebrity, or just provided a desired “toy.” Maybe your students know of someone in the community and they want to raise money to help that child.
- **Ronald McDonald House.** The Ronald McDonald Houses across the nation pro-

vide minimal cost or free lodging for families of children with serious illnesses who must come to a hospital away from their homes. All of the money raised goes to maintain the houses. This is a great charity with which to get involved because it helps people who may be your neighbors.

FINANCING COMMITTEE AND FUNDRAISING PROJECTS

The need and ability to finance the Career Association chapter committees and projects will vary greatly from school to school and state to state.

It is the Specialist's responsibility to know and follow school policies regarding fundraising.

- The justification for a Career Association to raise funds is for carrying out activities of the approved Chapter Activities Plan.
- A fundraising project is simply a means of creating sufficient resources to enable students to participate and accomplish the Chapter Activities Plan.

Fundraising activities should not be conducted simply to raise money. Fundraising in an educational setting may bring the activity into question if the purpose is to raise money only.

Chapter members, officers, and the advisor should be prepared to explain to program and school leaders how the fundraising project will achieve the mission and goals of the program and Career Association.

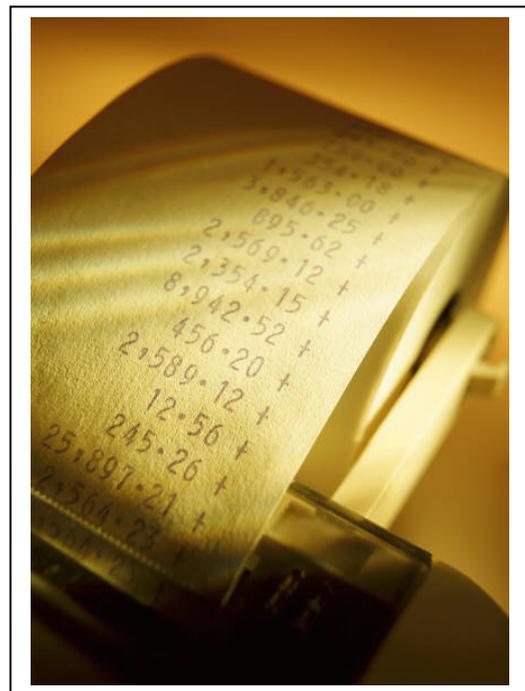
Few activities of the Career Association are more misunderstood and abused than fundraising.

While many chapter advisors see the need to raise money to conduct chapter activities, the significant learning outcomes that can be derived from the fundraising activity itself must be clearly understood. Most school administrators do not view fundraising as a learning activity

and are especially concerned when several organizations are conducting fundraising projects during the same period of the school year. Excessive fundraisers have caused school boards and community leaders to question the manner in which school is handling its normal tax revenue.

Many schools and Boards of Education have policies in place that govern fundraising. **The Career Association advisor must be aware of and adhere to local school policies that relate to holding fundraising activities.**

Appendix D has a list of Fundraising Activity Ideas and 20 Fundraising Questions that the chapter should ask themselves prior to finalizing their choices on fundraising projects.



DEVELOPING A CHAPTER BUDGET

A Career Association chapter advisor is provided a unique experience to teach a critical life skill. The chapter budgeting process can help students learn how to develop a personal financial plan.

It is a valuable lesson for members to learn: "If you don't have the money, you can't buy it!" Through the Career Association, members can learn to make critical choices between alternative activities based on available funds. The following steps will prove helpful in developing a chapter budget:

Step One: Prepare for Committee Planning Meetings

Before the various committees meet to select chapter activities for the year, the chapter advisor should work closely with the Executive Committee to identify the funds that are available and the approximate cost of alternative chapter activities.

Each goals committee will be expected to identify and select activities that will achieve the chapter's goals.

Step Two: Brainstorm Alternative Activities

As each of the five committees begin to narrow down a list of alternative activities, the Executive Committee, with support from the chapter advisor, can be helpful by providing costs for the possible activities. A committee or chapter should consider cost when assessing the appropriateness of an activity.

Step Three: Project Revenue Requirement

As the five goals committees select activities and assign costs, they are projecting revenue needed to implement the Chapter Activities Plan.

Step Four: Establish Overall Activity Costs

The Executive Committee and committee chairpersons should review the list of activities and calculate the overall activity costs proposed to the chapter.

Step Five: Identify Additional Costs

The Executive Committee should identify those costs that are essential to the normal operation of a well-organized chapter.

Step Six: Prepare a Budget

The Treasurer (in close communication with the Executive Committee and chapter advisor) should prepare a yearly budget based upon the activities selected by the committees. The Executive Committee should review the budget before presenting it to the membership for consideration.

Step Seven: Secure Membership Approval of the Proposed Budget

The Executive Committee should present the proposed budget to the membership after each committee has presented its suggested activities. It is vitally important that the membership endorses the Chapter Activities Plan and commits itself to raising the necessary funds to fully implement the selected activities.

Step Eight: Conducting the Fundraising Projects

The projected budget is only useful if the fundraising projects are successful. The Chapter Activities Plan can only be implemented if sufficient funds are raised by a motivated membership.

SERVICE FUNDRAISER: ... A-THONS

A ...A-Thon is doing something for an abnormal amount of time and getting people to pay money for you to do it, i.e. dance-a-thons, rock-a-thons, walk-a-thons, skip-a-thons, etc. The average A-Thon is 24 hours in length. They are not overly difficult to organize, but can become more involved as you add things to the event.

These fundraisers, when used to raise money for a "cause," can be highly successful and

fun. The students get a great deal of satisfaction from doing them and they also have the side benefit of generating positive publicity and community awareness. These fundraisers extend beyond the Career Association and are wonderful opportunities to get other members of the school and/or community involved.

Here are some brief explanations of some of the most common ones. Although most are done for 24 hours, many will also do well for 12 hours. At any A-Thon you should have plenty of food, drink, and a medical person. Usually participants get a 5-minute break each hour and cannot sleep until the A-Thon is over.

1. **Dance-A-Thon.** Participants dance for the entire time. They need a large room, lots of tapes and CDs, sound system, and clock. Pledges are made for each hour they dance. Admission can be charged for people to dance or watch.
2. **Run- or Walk-A-Thon.** Participants form relay teams of 6, 8, 10, or 12 people. They each run/walk a half mile or a mile at a time, fitting as many miles as they can into the 12- or 24-hour period. They get pledges for each mile run/walked. An indoor or outdoor track facility and clock are needed for this event.
3. **Swim-A-Thon.** Participants form relay teams of 6 to 12 people. They each swim two or four laps of the pool, swimming as



many laps as they can fit in the 12- or 24-hour period.

4. **Basketball/Baseball/Softball-A-Thon.** Get an all-star team of players and then invite other area teams to play against them for 12 or 24 hours. Teams pay an entrance fee to play and admission is charged to fans. Facilities needed are: lighted baseball/softball field or basketball court, umpires, and equipment. It is a great event to televise over local channels. Local personalities can do a play-by-play.
5. **Bike-A-Thon.** Participants form teams and ride bicycles around a given course. Each team does as many laps as possible during the time period. A safe course, bicycles, and helmets are needed.
6. **Imagination-A-Thon.** Use your imagination to develop your own ...A-Thon. Chess, scrabble, monopoly, cribbage, bingo, karaoke, aerobics, rocking, laying coins end to end, reading, reciting poetry, counting from one to ..., miniature golf, bowling, tennis, ping pong, typing, etc.

MISCELLANEOUS COMMUNITY SERVICE OR FUNDRAISING IDEAS

- **Provide services.** Sponsor a work auction, conduct store inventories.
- **Provide home services.** Clean windows, mow yards, walk animals, wash animals or cars, rake leaves, shovel walks.
- **Provide holiday services.** Sponsor a Haunted House or Carnival on Halloween or sell ghost-o-grams, operate a gift wrapping station, sell shamrocks or shamrock-o-grams on St. Patrick's Day, sell flowers, valentines or sweetheart-o-grams on Valentine's Day, decorate store windows on major holidays, deliver singing telegrams and/or balloons.
- **Provide food-related services.** Prepare and serve meals at service or civic meetings; sell snacks (popcorn, soda, cotton candy, etc.) at school and community func-

tions; auction or raffle-off gourmet dinners or box lunches; run a food booth at a school or community function.

- **Sell products.** Button pins, T-shirts, baked goods, candy, front-yard signs, logo watches, etc. (If selling products is confident about your product and/or any companies that you deal with for the products.)
- **Potpourri.** Home tours, ugliest leg contest, pie throwing contest, ad sales, turtle race, hold-ups (placing community leaders in jail until a "fine" is paid), film festival, or dunking booth.



OTHER COMMITTEES

The Executive Committee may establish other committees. Below are brief descriptions of possible duties and activities of these standing committees.

Publicity Committee

The primary function of the Publicity Committee is to oversee the public relations activities of the chapter. The committee is responsible for the chapter newsletter, preparation of news releases, overseeing invitations to the media, working with various media on chapter activities, and evaluating the effectiveness of the public relations program.

Chapter Scrapbook Committee

This committee works with the chapter historian or designated officer. Its primary function is to collect, document, and present in a scrap-

book form the year's activities. Many states offer a chapter scrapbook competitive event. This committee can work through the procedures of this event and prepare the scrapbook for entry.

ORGANIZING COMMITTEES

The five primary standing committees should be set up as soon after officer elections as possible.

The Executive Committee might choose to name persons to a committee and allow the committee to elect a chairperson, or they might ask for volunteers at a chapter meeting.

If the Executive Committee names members to committees and appoints chairpersons, they must be willing to put forth additional work in scrutinizing their members and determining those who might best serve in particular positions. Further, it requires an Executive Committee to "spread" the work among a greater number of chapter members.

Once a committee has been chosen, a representative from the Executive Committee and the advisor should attend the first committee meeting. At this meeting, the Executive Committee representative should lay out the responsibilities of the committee and the expectations for the committee members.

The representative, or the advisor, should train committee members in the use of parliamentary procedure as they begin committee work. A part of the initial training should lay out the reporting rules and procedures of the committee to the Executive Committee. The training also should include the responsibilities and duties of the committee chairperson.

At the conclusion of the initial meeting, the representative or advisor should lay out some timelines for committee plans and outcomes.

The advisor should either be a part of subsequent committee meetings, or should work with

a member from that committee to provide whatever assistance might be required.

EVALUATING COMMITTEES

The committee should evaluate each of the activities for which it is responsible. The evaluation might include:

- The number of members who participated in the activity
- The positive outcome of the activity
- The actual versus projected cost
- The written evaluation of the perception of the activity

The evaluation should be done as a part of the committee meeting and a written record should be provided of the items listed above. Committee records can be of significant value to subsequent committee members in their decision-making. The evaluation is important for the individual committee member's self-esteem. The committee might, as a part of its evaluation, recognize the efforts of each and every member toward successful outcomes.

The advisor might wish privately to evaluate the membership growth of each of the members as a result of the activity.

Appendix D has an Evaluation Sheet for the Chairperson and Members to use.



CHAPTER 5

PUBLIC RELATIONS

VISIBILITY

How might maximum visibility be gained for the Career Association and JAG?

First, realize that the **Career Association/ JAG Story can best be told by the students** enrolled in the JAG program who are also members of the Career Association.

Second, when a Career Association chapter is involved in a community service project, **members make a deposit in the "image bank account" of the community**. It is critical that the chapter advisor and members recognize the positive relationship between the image that an organization has in a community and the positive impact that image can have on future employment and advancement opportunities. Gaining positive visibility for members will pay huge dividends over time.

Third, once the **media is aware of the impact of the program on the youth of the community**, the story may be told through chapter activities.

Fourth, all stakeholders in the program – students, teachers, administrators,



counselors, parents, employers, and Specialists – should be mobilized to secure the visibility needed in the media to tell the story about the Career Association and JAG. As the story is told, everyone who has a stake in the program will be more prideful of their involvement and association with such a worthwhile community-focused program.

Fifth, the media is often willing to report newsworthy chapter activities. Over time, **the impact of regular visibility in the media tells a positive story about the Career Association and JAG**.

Sixth, the **Chapter Activities Plan is in reality the public relations plan**. Since the Chapter Activities Plan will provide activities throughout the school year and summer time, an effective chapter/program will have year-round visibility in the media. A year-round public relations program is very much needed to provide the program with the visibility needed to compete successfully for limited public and private funds.

Appendix E has a questionnaire on Evaluating Public Relations.

PUBLIC RELATIONS CALENDAR

Once the Chapter Activities Plan has been finalized, the chapter should develop a public relations calendar. The public relations calendar needs the same degree of planning and organization as the Chapter Activities Plan. Events that are given the highest priority are determined by considering the following questions:

1. Will there be media interest in the event?

2. What are the positive outcomes from conducting the event?
3. How photo descriptive is the activity? For example, a blood drive is more descriptive and interesting than a regular chapter meeting.
4. Which media are likely to be interested? Print? TV? Radio? The press release should be tailored to the most appropriate medium.
5. What other events are in competition with the chapter event? What is happening in the community at that time that competes with the chapter event?
6. How many chapter members will attend or participate in the event?
7. Does the nature of the event invite public interest?

In reviewing the chapter's public relations

calendar, are there activities being held during each month? It takes time and frequency of contact to



create a positive image about an organization or program. Will the stakeholders in the program receive periodic press releases to keep them interested and involved? If there are voids in the calendar, consideration should be given to adding chapter activities during that period.

Consideration should be given to press releases during the following seasons.

Fall

- New members and chapter officers
- Spotlight on a student's career plans
- Focus on unique classroom activities
- Members participating in the statewide Leadership Conference
- Coverage on a Career Fair

- Presenting career-oriented presentations to civic groups
- Job shadowing experiences
- Adopt a business executive
- Initiation and Installation ceremony

Winter

- Distributing toys and food to needy families
- Christmas party at a retirement home
- Career Week coverage
- Unique fund raising project
- Civic club presentations
- Spotlight on alumni accomplishments
- Spotlight on employers
- Review of community service project

Spring

- Participation in local competitions
- Participation in state competitions
- Cooperative activities with JAG programs in other states
- Spotlights on chapter leaders
- Coverage of the year-end recognition banquet

PUBLIC RELATIONS EXAMPLES

This section of the handbook provides basic guidelines for public information gathering and dissemination. If you learn the provided information and develop a public relations program, you will be able to "tell the story."

BACKGROUND RELEASE

A "background release" should be prepared for distribution to the media. This should be handed out to media representatives at chapter events. The background release provides basic information about the JAG program and chapter.

- Chapter mission
- Chapter services
- Outcomes
- Description of JAG and the Career Association
- Description of the particular activity
- Persons responsible for the event – youth and adults
- Contact person for further details
- Significant web addresses – such as www.jag.org



PREPARING A CHAPTER NEWSLETTER

The chapter newsletter that is done well is an impressive public relations tool. A good newsletter provides stories about individual members (past and present), chapter activities, programmatic results, or alumni accomplishments.

Initial considerations in publishing a newsletter include:

- **Approvals.** Before even considering a newsletter, determine the rules of the school administration and community.
- **Time Frame.** Determine the size and number of issues. This must be considered against financial resources and available time.
- **Assistance.** Identify students who are interested and qualified to work on the newsletter.
- **Equipment.** Determine the equipment available to word process the newsletter

and duplicate copies or post it in electronic format on the school's website.

- **Budget.** Determine the basic costs of publishing a newsletter. It is hoped that the program budget has sufficient resources to absorb the cost of the newsletter.

INTEGRATING A NEWSLETTER INTO THE INSTRUCTIONAL PROGRAM

By planning ahead, articles for the newsletter can be the result of classroom assignments. Members who prepare articles should receive a by-line for authoring them, which becomes another form of recognition. The chapter newsletter is also a key recruitment tool.

The entire chapter can be involved in producing a chapter newsletter. There are several functions that can involve all chapter members, including:

- Researching and writing articles
- Securing guest editorials (employers, community leaders, etc.)
- Taking photographs
- Duplicating sufficient copies (or arranging duplication)
- Preparing a mailing list
- Securing advertisers (optional way to finance the newsletter)
- Determining reader interest

NEWSLETTER ISSUES

Consideration should be given to publishing three issues per year. The three issues might include:

Fall Issue (October/November)

- Chapter activities
- Initiation and Installation Ceremony
- Advisor's comments
- Articles on careers by students exploring careers

- Principal's Corner
- Brief bio on each member
- Report on fundraising

Spring Issue (February/March)

- Chapter activities
- Articles on careers
- What happened to students over holidays
- Principal's Corner
- Report on upcoming conferences
- Committee reports as articles
- Community project highlighted
- Job Market - brief report on potential jobs
- Alumni – article on graduates

Graduation Issue (May/June)

- Members who have graduated
- Briefing on each job or career goal
- Comments on program
- Chapter activities since last issue
- Alumni Corner
- Principal's Corner
- Recognition and awards
- Chapter Advisor's salute to the Class of ___
- Results of competitive events



NEWSLETTER RECIPIENTS

The following groups of stakeholders should receive a copy of the newsletter.

- Students in the program
- Potential members
- School administrators, staff, faculty, and counselors
- Potential employers
- Parents
- Other Career Association chapters
- Media contacts
- State JAG leadership

WRITING A PRESS RELEASE

A press release should be prepared for all chapter events regardless of whether the event is covered by the media or not. A press release should include a paragraph that is descriptive of the chapter. Attached to the press release should be a background release in case the media representative is not familiar with JAG or the Career Association.

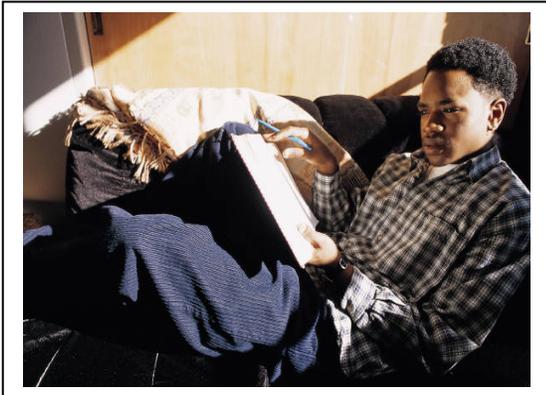
What Should Be Included In A Press Release?

WHAT	Business meeting, speaker, activity
WHO	Names of organizations, people involved, committee chairman, elected officers, speakers
WHEN	Date and time of activity
WHERE	Place
WHY	Purpose of activity
HOW	Details of how activity was carried out

Write the press release in order of declining importance of facts—editors usually cut copy from the bottom.

The lead paragraph should clearly inform the reader of the content of the article. Stick to the facts—do not editorialize. If opinions are stated, be sure to give the person's name to whom the quote should be referenced.

Appendix E has a Press Release Worksheet to guide the author.



Press Release Mechanics

- Press releases should be word processed using 12 pt. font
- Most are submitted electronically as an e-mail attachment
- If printed, use 8 1/2" x 11" plain white, good quality paper
- The editor should be told if other media sources received the same release

Name, school, phone number, and any other identifying information and date should be placed at the top of the press release. Leave about one-third of the first page blank at the top for the editor's use. If the release is more than one page in length, end each page at the end of a paragraph and write "more" at the bottom.

Indicate by means of a release date when the story can be published. If a specific release date is not necessary, write "for immediate release" and be sure to type the date so that the use of "today" and "yesterday" makes sense in the story. Allow plenty of time for the release to reach the papers.

Be brief, accurate, and neat. Use short words and sentences. Avoid abbreviations, slang, adjectives, and wordiness.

Suggestions

- Think of what your story has to say and what you want your audience to think after reading the press release.
- Be professional in your approach. Amateurs think only of the story – professionals think of their audience.
- In planning your publicity campaign, keep in mind that news departments of modern media are highly departmentalized. Segments you may want to approach are Education, Teens, Civic Affairs, or Community Happenings.

ALTERNATIVE PUBLIC RELATIONS ACTIVITIES

Consideration should be given to the following alternative public relations activities.

- A general story about the Career Association— its purposes, its goals and its benefits
- A story on the history and accomplishments of the chapter
- A story about an outstanding chapter member who has overcome obstacles or made special contributions above and beyond "the call of duty"
- A story about a special Community Service activity and how it was received. In this kind of story, stress comments and identify the person making the comments
- Election and installation of officers
- Outstanding speakers
- Open house (especially for business leaders)
- Competition
- Accomplishments of individual Career Association members or promotions
- Leadership conferences

TAKING QUALITY PHOTOGRAPHS

Finding a good photographer in the chapter should be one of the first tasks at the beginning of each year. Chapters should budget for the purchase of a good digital camera.

Good pictures are the result of the camera being in the right hands. An amateur photographer can take professional-looking photographs by following some general pointers.

- Compose the subject of the photograph to show what is wanted.
- Take plenty of close-up shots. Digital photography makes it easy to erase unwanted pictures and zoom to create good close-up shots.
- Hold the camera steady when taking a picture.
- In sunlight, use the flash to fill in shadows. If the flash is not used, the images will be very dark especially if there is a backlight.
- Join the "One More Club." Shoot every important picture two or three times.
- Pictures should be clear and sharp.
- Label each picture. Identify everyone shown in a photograph and give a brief explanation of what is being done.

IMPLEMENTING ADDITIONAL PUBLIC RELATIONS ACTIVITIES

There are a number of ways one might improve public relations for the Career Association. Some approaches seem rather insignificant but produce great results. Here are some suggested activities to reach specific populations.

Students

- Public address announcements
- Bulletin boards
- Receptions

- Dress-Up Day—JAG students dress up to identify self and program. PA announcements tell about those dressed up

Faculty

- Teacher appreciation activities
- "Thank you" letters—letters from JAG students to class teachers thanking them for their support of the program
- News releases on activities—redone as information item to teachers
- Copies of newsletter
- Provide breakfast on in-service day
- Invitation to Initiation & Installation

Parents

- Send letters describing chapter and activities
- Letter announcing fundraising
- Parent reception
- Newsletter
- Invitation to Initiation & Installation
- Form parent support organization

Community

- Students speak to civic organizations
- Newsletters left at business or office reception areas
- Displays in store fronts or mall area
- Billboards—the space could be donated
- Advertising/handout on program given with fundraising item

Employers

- "Thank you" receptions
- Letters of appreciation
- Copies of newsletters
- Select invitations to Initiation & Installation and other conferences
- Brochure about program

CONDUCTING A MEETING

MONTHLY MEETINGS

At minimum, a structured Career Association meeting should occur once a month or more as needed. The meetings can occur during class, before, or after school.

The President and Secretary should work closely in creating the agenda.

Appendix F includes several resources that will assist the executive committee in leading a meeting. This includes:

- **Sample Agenda Form**
- **Chapter Meeting Preparation Checklist**
- **Post Chapter Meeting Checklist**
- **Tips for the Chapter Secretary**
- **Suggested Form for Secretary's Minutes**
- **Sample Minutes of a Meeting**
- **Sample Treasure's Report**

In addition, **Appendix F** has a few **Icebreaker** ideas to kick off the meeting and help participants become better acquainted.

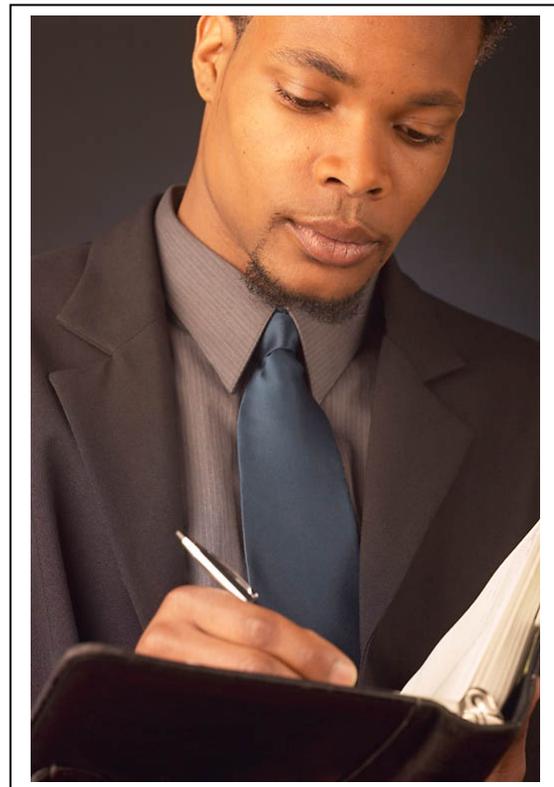
The remainder of this chapter focuses on basics of using parliamentary procedure.

PARLIAMENTARY PROCEDURE

There are five basic principles of parliamentary procedure.

1. Only one subject may claim the attention of the assembly at a time.
2. Each proposition presented for consideration is entitled to full and free debate.

3. Every member has rights equal to every other member.
4. The will of the majority must be carried out and the rights of the minority must be preserved.
5. The personality and desires of each member should be merged into the larger unit of the organization.



Reasons for Using Parliamentary Procedure

Chapters are encouraged to conduct their meetings according to acceptable parliamentary procedure. The benefits of using parliamentary procedure include:

1. To enable an assembly to transact business with speed and efficiency.
2. To protect the rights of each individual.
3. To preserve a spirit of harmony within the group.

Parliamentary Procedure at a Glance

Parliamentary law is simple in principle. It is based largely on common sense and courtesy.

Knowledge of parliamentary procedure will not only serve to strengthen the chapter meetings but will provide the members with a valuable tool of leadership and participation in their chapter as well as in other organizations in the school and community.

TEACHING PARLIAMENTARY PROCEDURE

It is highly recommended that the chapter advisor present a program early in the year on parliamentary procedure. Members need instruction for making motions, addressing the chair, tabling a motion, presenting amendments, etc. When used properly, parliamentary procedure will:

- Focus attention upon one issue at a time.
- Allow all members to be treated courteously.
- Establish the wishes of the majority.
- Protect the rights of the minority.



BASIC RULES FOR USING PARLIAMENTARY PROCEDURE

1. Use parliamentary procedure to protect the rights of ALL members—particularly their right to be heard, to be treated fairly, and to be treated with respect.
2. Never use your knowledge of parliamentary procedure to control and intimidate members. Your ability to think and act with compassion should guide your meetings, NOT your knowledge of formal rules.
3. The presiding officer's station is called "the chair." Members address only the chair. The chair is addressed as Mr. President or Madam President.
4. A member must "obtain the floor" by being "recognized" before speaking. Generally, the member rises to speak and sits to yield the floor.
5. No one is entitled to the floor a second time in debate on the same motion on the same day as long as any other member who has not spoken on this motion desires the floor.
6. Three steps are needed to bring a motion to the floor:
 - a. A member makes a motion.
 - b. The motion is seconded.
 - c. The chair states the motion (states the question).
 Once all three steps happen, the motion is pending.
7. A motion requires a second to be considered, unless the motion is made on behalf of a committee. IF the motion is NOT seconded, it is lost for lack of a second.

Appendix F has additional information on How to Make a Motion and Sample Forms of Other Motions.

USE OF THE GAVEL

Every presiding officer should be familiar with the use of the gavel. This gavel should be

used as the symbol of authority in support of self-government and orderly procedure. Two taps of the gavel calls the chapter meeting to order. When a main motion has been passed or rejected, one tap of the gavel should follow the announcement. The gavel is also the instrument for maintaining order during chapter meetings.

If at any time members engage in differences of opinion or for other reasons distractions occur, a sharp tap or a series of sharp taps should restore order on such occasions. A single rap of the gavel signals adjournment.



THE AGENDA OR ORDER OF BUSINESS

It is customary for every group to adopt a standard order of business for meetings. When no rules have been adopted, the following is the order.

1. **Call to Order.** “Will the meeting please come to order?”
2. **Reading and Approval of Minutes.** “Are there any corrections to the minutes? (pause) There being no corrections, the minutes will stand approved as read.”
3. **Reports of Officers and Standing Committees.** Officers, boards, or standing committees should be called upon to report.
4. **Reports of Special Committees.**
5. **Unfinished Business.** Unfinished business is business carried over from a pre-

vious meeting. The chairperson will announce the business that was pending.

6. **New Business.** “Is there any new business to come before the meeting?”
7. **Program.**
8. **Adjournment.** Proposer moves for adjournment within a definite time or adjournment to meet again at a specified time; motion is seconded; chairman calls for discussion; a vote is taken; action depends upon majority vote.

HOW A MOTION SHOULD PROGRESS

1. **A Member rises and addresses the Presiding Officer.** The presiding officer (the chair) should be addressed by title, as “Mr./Madam President.”
2. **The Member is recognized by the Presiding Officer.** The chair recognizes a member by their name, or by a nod to them. Having thus received formal recognition from the chair, a member is said to “have the floor” and is the only member entitled to present or discuss a motion.
3. **The Member Proposes a Motion.** A motion is always introduced in the form, “I move that” followed by a statement of the proposal. This is the only correct phraseology. Aside from very brief explanatory remarks, it is not permissible to discuss the merits of a motion prior to, or immediately following the formal proposal of the motion. All discussion must wait until after the chairman has stated the motion to the assembly and has called for discussion.
4. **Another Member Seconds the Motion.** Another member, without rising or addressing the chair, may say, “Second the motion.” Seconding the motion is merely an indication that the member seconding it wished the matter to come before the assembly for consideration. If no one seconds the motion, the chair may ask, “Is there a second to the motion?” If there is none, they may declare, “The motion is lost for lack of a second.”

COMMON PARLIAMENTARY TERMS

Adjourn: To close the meeting or session.

Amend: To change a motion by means of another motion. The proposal change is called an amendment. To amend is a subsidiary motion.

Chair: Sometimes called the President, chairperson, chairman, or presiding officer. The chair is the impartial person who presides at a meeting.

Debatable: A motion that is subject to discussion.

Majority: Over half the votes cast.

Minutes: The written record of the meeting as kept by the Secretary.

Motion: The procedure of getting a matter before a group or assembly.

New Business: Matters that have not been formally discussed before, but are brought up for the first time.

Nomination: Suggesting the name of a person for office to be used at the time of election, it is not a motion, and requires no second.

Obtain the Floor: Securing the right to speak either to make or discuss a motion.

Plurality: The person receiving the greatest number of votes. It is not necessarily the majority, although it may be.

Point of Order: This is a motion to correct disorder in the proceeding or in the conduct of members. Any members may obtain the floor and say "I rise to a point of order." The member then states the point and the chair says whether it is well taken.

Postpone: A meeting or action may be postponed to a certain day or postponed indefinitely.



Question: The motion before the assembly is called the question. When members wish to close the discussion and put the matter to a vote, they may call "question." This is an informal request and is acted on at the discretion of the chair. The formal motion to stop debate is Previous Question.

Quorum: A sufficient number of members present at a meeting to transact business. This number is usually a majority unless otherwise specified in the constitution.

Refer to a Committee: This is often called to commit or refer or recommit and is a subsidiary motion. The usual form of the motion is to refer the matter to a committee and it is as well to name in the motion the committee, if a standing one, or the method to be used in selecting the committee. Such a motion is debatable and may be amended by altering the committee or by giving it more specific instruction.

Second: An indication that at least a second person approves of the motion.

Unfinished Business: Motions that have not yet been decided and have been left over from preceding meetings.



CHAPTER 7

ACHIEVING EXCELLENCE

This chapter is written in a format that speaks directly to the participants in the Career Association. It is ideal to copy and share with officers and members when training on leadership skills and achieving excellence.

JAG's G NAP

JAG's G NAP is an approach to introducing yourself when meeting people for the first time. G NAP stands for greeting, name, affiliation, and purpose.

At your first chapter meeting, officers should "G NAP" members to make them feel welcome and part of the Career Association team.

Using G NAP requires that you greet new members, and then move on so that ALL new members are welcomed.

Remember these four simple steps:

GREETING: Good morning, afternoon, evening, Hello.

NAME: My name is _____.

AFFILIATION: President for the _____ Career Association.

PURPOSE: I would like to welcome you to our meeting. I really appreciate your time in coming today. I'm glad you're a part of our group.

LEADERSHIP STYLES

People in leadership positions may use a variety of "styles" in reaching a decision. Basically, these styles differ in the amount of participation they allow from those they work with.



Listed below are descriptions of four different leadership "styles." Remember, the leader NEVER gives up the AUTHORITY or the RESPONSIBILITY for the FINAL DECISION.

Authoritarian

You decide alone. You make the decision without discussing the situation with anyone. You rely entirely on personal knowledge or information available in written documents. In this style, the leader TELLS the decision.

Authoritative

You model high standards and encourage others to express their opinions. You do your job and you expect others to do theirs. You are warm, caring, and genuinely interested in others. You take the needs of the team very seriously – still, you make the decision. In this style, the leader **TALKS** the decision.

Democratic

You share the problem with the group and you all decide what to do. Here you give your group full participation in the decision-making process. You may define the problem for them, provide relevant information, and participate in the discussion as any other member, but you do not use your position as leader to influence them. The group is the decision maker, and you accept not only their decision, but also the responsibility for it. Your description to others will be, "We decided to..." and NOT, "The group decided to ..." or "I decided to ..." In this style, the leader **JOINS** the decision.

Laissez-Faire

You let the members decide. You are not demanding or assertive. You let the members take the lead in deciding what to do and when to do it. You respond to their needs if it is convenient. In this style, the leader is **IN-DIFFERENT** to the decision-making process.



Remember, no single leadership style is always the appropriate style to use. As the situation changes and as the task or goals change, the style may change. Leaders should be aware of these various styles and seek to use the appropriate style in the proper situation.

EFFECTIVE LISTENING

A leader must be an effective listener. A few simple rules and considerable practice can help you become an effective listener.

Effective listening will not only improve your ability to communicate, it will also improve your leadership ability. The leader who learns to listen will project an image of interest to team members that will in turn motivate those team members to become more productive. Everyone is hungry to share their ideas if they feel the ideas will be heard and considered.

Listening Principles

1. Listening is an active process that demands constant concentration. You cannot be a lazy or part-time listener and hope to be an effective listener.
2. Do not make prior judgments as to the importance of the message being transmitted. If you fail to recognize the importance of the message, you may have the tendency to disregard the content.
3. If you cannot hear the speaker clearly, correct the situation or else the time will be wasted for all concerned.
4. A reason or purpose for listening enhances listening effectiveness. You listen more intently to what you are interested in than what is important to you.
5. A person should listen to the complete message and determine the meaning rather than making a snap judgment before the message is completed.
6. A good listener must ignore distractions and concentrate on the message. You

have to tune-out everything that is irrelevant to the message.

7. Don't formulate a response until the message is transmitted in its entirety. The ineffective listener will formulate his response before the speaker finishes, often interrupting the speaker.
8. Clarify the message with the sender to assure the message was understood.
9. Listen not only to the words being transmitted but the essence of the message being communicated.
10. Listen intently to the feelings expressed by the speaker.
11. Make mental notes throughout the communication as to what was said. After the message has been transmitted, you should make written notes especially for detailed or technical items.
12. Be aware of non-verbal cues. Remember that how a person is acting is just as important as what they are saying.

CONFIRMATION AND CLARIFICATION

It is important that you understand what has been transmitted. You may have been listening but may not have received the message being transmitted. Confirmation should be used when you feel you understand exactly what was said and why the message was transmitted. Confirmation is especially important if you disagree with the message or if you are being called upon to commit yourself to a particular course of action.



For example, you are a committee chairperson responsible for planning the Health Care Community banquet at your school, and you are talking to Mary, an active Career Association member.

Mary "It's not that I don't want to go to the banquet, I just don't have the money. I've had some money problems recently and I don't have it."

You feel you understand what Mary said and why. You feel that Mary has money problems, but you want to be sure you understand correctly.

You "Let me see if I understand correctly. You want to attend the banquet, but due to money problems, you don't feel you can. Is that correct?"

Note that all you have done is attempting to confirm what Mary has said. Mary now has the opportunity to agree or disagree with what you've said. She also can see that you are trying to understand her and her concerns.

Now, assume you are president of your Career Association chapter. Your chapter is discussing criteria for selecting delegates to the National Student Leadership Conference. Your chapter enthusiasm is high and many chapter members want to attend. Your chapter advisor has turned the responsibility for selecting three members to attend from your chapter over to your executive council.

John "I think we've got to decide tonight so they can get busy making plans. I think only second-year members should be allowed to go. This is our last chance, and the others will have another year."

How would you respond to John using confirmation?

Remember—Don't assume you understand. Confirm the message.

Clarification

Clarification is used when you don't understand what is being transmitted or you are not certain of the speaker's motives. For example, if you are sitting at a chapter meeting and:

Juan "Believe me, I don't want to get out of being on our chapter's JAG Bowl's team, but it'll be the best for everyone if I do."

To use clarification, you might respond by saying:

You "Juan, I don't think I understand what you mean. Explain it to me."

Note that as the listener, you are making no judgments or assumptions. You want to understand what Juan is saying before responding to what he is saying. That is effective listening. To answer prior to understanding does not demonstrate good leadership skills.

How would you use clarification to respond to the following statement?

Jerome "The election was rigged. You knew Marcos wouldn't have a chance to be elected."

How would you respond to Jerome using clarification?

Being an effective listener requires practice. Career Association leadership allows you the opportunity to practice your listening skills.

As a leader, you must motivate other Career Association members. You must gain their commitment to you and the organization. A person who feels another person is interested in their ideas and will consider those ideas will respond positively to the listener.

CONSTRUCTIVE FEEDBACK

A person in a leadership role accepts the responsibility of helping others improve, and for improving himself. This process requires the leader to make observations and constructive suggestions, and to be able to accept constructive suggestions from other leaders.

There are many who feel that feedback is the same as criticism and is not a positive tool. Feedback can be positive if it is used in an effective manner. Feedback lets a person know how to improve his or her performance or what's wrong with an idea.

Good feedback can correct a problem when Career Association leaders learn to give the feedback in a positive manner. Practice will help you develop your skills in providing feedback so that group members will feel like "winners." Guidelines to follow when providing feedback include:

1. Do it quickly, face to face, and in private
2. Agree on the facts
3. Ask and listen
4. Criticize the action – not the person
5. Explain why it matters
6. Agree to the remedy
7. End on a positive

Read each statement below and determine if it adheres to the guidelines for constructive feedback. Check those statements that would help a member improve his or her performance.

- _____ 1. "Maria, I can't believe you did that. Do you realize you've ruined everything?"

- _____ 2. "Sheena, your committee did an excellent job in planning this morning's breakfast meeting. I'd like to suggest that you visit with me before our next meeting because I have some ideas for improving attendance at our breakfast meetings."
- _____ 3. "That's a great idea for a chapter activity George. Would you consider starting the activity an hour earlier to allow our members to get home sooner in the evening?"
- _____ 4. "No, Tyrone. That just won't work."
- _____ 5. "I don't know why you can't do what I ask you to do. You always do things your way and not the way I tell you to do them. Why can't you listen?"

A good leader is always aware of what is happening in the organization, and how members of the organization are feeling about chapter progress. When chapter members are active, they need consistent and frequent feedback from their leaders.

A good leader is able to accept feedback as well as give it. If the group shares their concerns, a good leader listens and considers what the group members have to say. If the chapter advisor makes suggestions, the good leader listens carefully and attempts to make corrections.

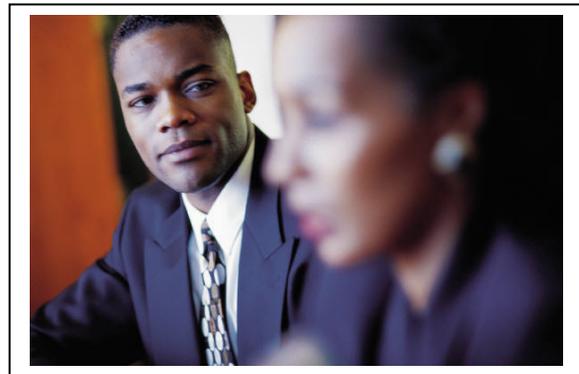
Remember, the good of the chapter should be everyone's concern. Using feedback effectively can help the chapter achieve their goals.

LEADING GROUP DISCUSSIONS

A leader must interact with other members of the group.

- You may need to transmit information to them.

- You may need input regarding a decision that must be made.
- You may want them to help you make a decision.



Group discussions demonstrate to the membership that you are interested in their ideas. When members realize their importance to you and the group, they will be more committed to the decisions that are made.

The following recommendations are provided to improve your discussion leading skills.

1. **Do not dominate the group.** It is easy for the leader to push his or her ideas through because of his or her position, but that isn't usually good for the organization.
2. **Do not compete with members of the group.** If competition exists within the group, more time is spent trying to win a personal triumph rather than sharing ideas with the group.
3. **Be a good listener.** Remember to listen for both comprehension and feelings.
4. **Encourage the group to look at different points of view.** Different points of view should be regarded as healthy and should be encouraged.
5. **Encourage the group to submit ideas that have not been fully developed but that may stimulate additional comments.**
6. **Always identify the group's goals at the beginning of the discussion so that everyone knows what is expected.** Remember that your goal in the group discussion is

to accomplish the objectives that were stated at the beginning of the discussion.

7. **Let the group members know the time constraints of the discussion.**
8. **Always let the group know what they have accomplished.** They should know that the exercise was not a lesson in futility but has made a significant contribution.
9. **Be sure to formulate a plan of action** that will be taken as a result of the group's discussion.
10. **Always express your appreciation to the group** for participating in the discussion.
11. **If appropriate, send a copy of notes taken during the discussion to each member of the group.**
12. **Conduct an orderly meeting** by using the following rules:
 - Don't allow new topics to be introduced while another is being discussed.
 - Use corrective feedback effectively.
 - Let the group know if a particular topic is not within the purposes of the group discussion.
 - Do not allow more than one person to talk at a time.

MANAGING CONFLICT

Every organization experiences conflict at some time or another. When conflict occurs, members of the chapter can try to solve the conflict or ignore it.

Ignoring conflict is usually not helpful for the chapter. Conflict is often a sign that something needs to be discussed, reconsidered, or evaluated. Ignoring conflict avoids the problem-solving process, often making the original problem even worse or adding more problems. When a leader notices that a conflict exists, the leader is obligated to address the problem. Attempting to resolve conflict is an attempt to view problems honestly and openly.

It is also an attempt at providing an atmosphere of fairness for the organization.

How does a leader resolve conflict within the chapter?

- Step #1 Recognize that conflict exists.** Alandra, who is usually very vocal won't talk at a meeting. Carlotta refuses to communicate with the chapter treasurer. Hidaki has been late for the past three meetings. These situations are signs that something could be wrong or a conflict could exist.
- Step #2 Clarify the problem.** Observe the behavior of chapter members and ask non-threatening questions to find out what the REAL problem is. "Hidaki, I notice you've been a little late to our last few meetings. Is something wrong?"
- Step #3 Determine a plan for addressing the conflict.** Not all methods and styles of conflict resolution work for all problems. Carefully consider the situation as well as the characteristics of the people involved in planning a strategy for conflict resolution. "Carolotta, since you and Alandra aren't talking, would you prefer that I ask her for financial information or do you think it would be better if you communicated with her in writing?"

Make it a Win-Win Situation

Wouldn't it be nice if everyone in the conflict could feel good about the solution to their conflict? Thoughtful problem-solving can often result in all parties feeling good.

Generally, a solution to a problem can fall into one of the following categories:

- **Competition.** "I win, you lose." My needs are met, yours aren't.
- **Appeasement.** "You win, I lose." I give in, you get what you want.

- **Lose-Lose.** Nobody gets anything. We both lose.
- **Compromise.** We each give a little and get a little.
- **Win-Win.** We redefine the problem to figure out what really matters and then we find a solution that meets both our needs.



Here is an example of a problem: There is only one piece of pizza left and we both want it.

- Competition** I get the pizza.
- Appeasement** You can have the pizza.
- Lose-Lose** We give the pizza to someone else.
- Compromise** We cut the pizza in half and share it.
- Win-Win** We redefine our needs and determine that we're both REALLY hungry, so we order another pizza!

Remember, there isn't always a win-win solution to every problem, but every problem can benefit from the reevaluation that finding a win-win solution demands.

Keep in mind too that a win-win situation focuses on the needs of both sides equally. It also requires a focus on the goals that surround the conflict and not the personalities of the people involved.

In order to create a win-win situation, both sides must be willing to:

1. Actively listen
2. Trust each other
3. Consider a variety of possibilities
4. Change

Sometimes, the conclusion reached is that there is no solution that will make both parties happy. In such a case, it is important that group members "agree to disagree." When that happens, it is important for group members to accept their individual differences, and understand that it is okay to occasionally disagree about a specific conflict. As long as group members agree on the greater good and purpose of the organization and respect each other, the organization will be able to work effectively.

Now, you try it!

You want to go to a movie, but your best friend wants to go bowling!

Competition. _____

Appeasement. _____

Lose-Lose. _____

Compromise. _____

Win-Win. _____

Remember to . . .

1. Be reasonable and stay calm.
2. Be positive. Truly want to solve the conflict.

3. Avoid name calling of any kind and don't get personal.
4. Look on the light side. Mild humor or flattery may lighten a tense situation.
5. Focus on doing the right things.

Most importantly, a leader takes responsibility to make it work. There is a moral imperative that makes a leader see right from wrong and work toward the direction of making it right. With conflict resolution, that means figuring out what ought to happen, and then finding ways to make it happen.

Appendix G has an additional resource to help manage conflict—Tips for Problem-Solving.

TELEPHONE COMMUNICATIONS

Career Association leaders frequently communicate by using the telephone. The first 15 seconds of any telephone call are crucial. One key to success is knowing how to make your voice work for you. Here are some suggestions.

- **Warm up** your voice before placing your phone calls. Talk to yourself if necessary, or make calls later in the day.
- **Record your voice** and play it back. Be your own voice coach by using a simple cassette recorder. Since most people don't like the sound of their own voice, practice enough with the recorder to get used to the sound.
- **Use your natural pitch.** Changing your voice to create another image is not only artificial but can be harmful to your voice over time.
- **Sit up straight** when you talk on the phone. It creates a more alert tone in your voice.
- **Be sure you have the correct number** when you place a call, and that you know the person and location you are calling.

- **Identify yourself and the reason for your call.** If your call is going to last more than a minute, ask the person if they have time to talk. For example, "I'm calling to discuss your presentation at our state conference. Do you have a few minutes to talk?"
- **Notice how the listener reacts to your voice.** Do people often mistake who you are or ask you to repeat yourself? Do they hesitate when you expect them to speak? Chances are they may not be hearing you very well.
- **Listen actively.** Let the person on the other end know you're listening. Use response signs such as "Yes," "I understand," or "Certainly."
- **Smile.** People will "hear" your smile over the telephone. One symptom of not smiling is when people who know you ask if you're feeling all right. They can hear stress and fatigue in your voice.

SITTING AND STANDING

Career Association officers are frequently required to sit, stand, or move about in front of large groups of people. When people in the audience are looking at YOU, you'll want to look your best. In order to make stage movements as graceful and natural as possible, the Career Association officer must PRACTICE these professional stage behaviors.

How to Stand

Women

A female officer stands up straight and tall with the left foot facing front and at a slight angle, and the right heel placed in the instep of the left foot and at a 90-degree angle to the left foot.

The right leg may be slightly bent to prevent a stiff looking pose. (This leg/foot position helps to slim the hips.)

Men

A male officer stands up straight with feet spaced comfortably apart (no more than shoulder-width) and facing forward.

All Officers

Eyes forward, chin up. (Don't look at your feet!) Hands comfortably relaxed at the sides with shoulders back. Elbows may be slightly bent and should be close to the body, but not stiff. (Males may clasp their hands together in front if they prefer.)

How to Sit

- Approach the chair, turn, and locate the edge of the chair with the back of your leg/calf.
- Men may pull up pant legs slightly before sitting. Females should not arrange their skirts by smoothing the back of the skirt before sitting.
- Looking straight ahead with the back straight and keeping your hands at your sides, sit on the front half of the chair with body weight forward.
- Slide to the back of the chair. Females' upper backs should not touch the backs of their chairs.
- Females should sit with feet crossed at the ankles. (If legs are long or the chair is short, feet are under the chair and still crossed at the ankles.) Men should sit with feet flat on the floor.

How to Stand Up After Sitting

- Shift torso weight forward and, using leg muscles and keeping your back straight, stand straight up gracefully. Don't use your hands to push you up off the chair.
- Walk away gracefully.

REMEMBER...when sitting on stage, try to sit as still as possible. Don't wiggle around or play with any parts of your clothing. ALWAYS keep your eyes focused on the stage action, such as a speaker. Keep a positive expres-

sion on your face and remember that someone in the audience is watching YOU!

AT THE PODIUM

- Establish eye contact with the person at the podium as you approach and courteously take command of the podium. Give the other person time to exit before you start to speak.
- Stand up straight, feet slightly apart and flat on the floor, hands gently holding on to the top sides of the podium.
- DO NOT swing, sway, bounce up and down, or wiggle. DO NOT hold the podium in a death grip. Relax!
- Do not lean into the microphone. Adjust it if necessary and speak naturally.

SHAKING HANDS

Career Association officers meet and greet all kinds of people. A good firm handshake is a professional greeting that begins your contact with another person.

A good hand shake is firm, brief, and at elbow length. It should convey a positive attitude. Be sure to establish eye contact and smile.

1. Bring your right hand from the side of your body to the waistline.
2. Place your palm firmly in the other person's hand for one or two shakes. The "Vs" of both hands should touch.
3. Your left hand should remain at your side.
4. Say "Hello" or "How do you do."
5. Maintain eye contact and a sincere smile.

Be sure your hand shake is very firm—not strong enough to hurt the person you are greeting, but not limp and weak either!

MAKING INTRODUCTIONS

1. A younger person is presented to an older person.
2. A male is presented to a female.
3. Regardless of age or gender, always present to a person in a high position.



BRINGING GREETINGS

Being asked to bring greetings as an officer or presenting a "Thought for the Day" is like being asked to give a short speech. This type of presentation is necessary and important, therefore requires the same care and consideration you would give to any speech.

Your remarks should be limited to two to three minutes unless you are told otherwise. Try to find a quotation or story you can build your remarks around. Also be sure to:

1. Express your appreciation for being invited.
2. Let the audience know you appreciate the good work they are doing, and your recognition of some of their achievements. If you have something in common with the audience, let them know that from the beginning.
3. When bringing greetings, challenge your audience to achieve the goals of their meeting or organization.
4. Be enthusiastic and sincere.

5. Be sure your "thought" is free of bias (example: gender bias).
6. Get right to the point of what you wish to say and avoid small talk.
7. Conclude effectively. Use a quote, story, or recommend a course of action.

Appendix G includes Sample Quotes and Poems for Bringing Greetings.

INTRODUCING A SPEAKER

An introduction is a very short speech, usually no longer than one minute in length. Officers should prepare an introduction as carefully as they would any other speech.

In advance, obtain the following information about the speaker you are going to introduce.

- Name, title or profession, place of employment (if important), and other significant facts
- Exact title of the speech
- Why the speaker is qualified to speak on the topic
- The significance of the topic for the audience

Your goal in the introduction is to make the speaker feel welcome and important and make your audience want to listen to what the speaker has to say. It is best to make the introduction short, complimentary, and informative.

1. Be enthusiastic and sincere.
2. Be absolutely sure you are pronouncing the speaker's name correctly. It is acceptable to ask your speaker to help you with the proper pronunciation.
3. Some speakers have a prepared introduction they wish to be read and will usually let you know if that is the case. If so, read the introduction exactly as written.
4. Create suspense in your introduction so that your audience is waiting for the speaker.

5. Begin the applause after your introduction and wait at the podium until your speaker has taken his or her place. Then be seated as appropriate, generally in the audience.
6. Be alert to return to the podium after the speaker has finished, during the applause.
7. Be prepared to sincerely thank your speaker, comment briefly on the speech, and if appropriate, present a gift/plaque.



Sample Introduction of a Keynote Speaker

Our speaker this evening is a man who is a leader in the true sense of the word. While in college, he served as the president of Phi Beta Kappa and graduated from Tennessee State University with honors.

After 9 years as a classroom teacher, he attended UCLA and completed his master's degree in Educational Administration. After serving as a middle school principal for 12 years, he attended Princeton University, this time to finish his doctorate in Occupational Development.

Considered one of the top educational leaders in the state, our speaker continues to serve the needs of the high school students through his position as the Executive Director of the Center for Educational Leadership. Here to talk about "Becoming the Leaders of Tomorrow," it is my pleasure to introduce to you...Dr. David Edwards.

PRESENTING AWARDS

Career Association officers are often in a position to present awards or recognize others for their achievements in or contributions to the Career Association.

When asked to present an award, the Career Association officer should be sure to find out WHERE, WHEN, and the PURPOSE of the award.

Prior to the actual award presentation, the Career Association officer should determine the location of the award to be presented. (Is it on a table; under the podium; is it in a box; etc.) Preparing ahead of time could prevent an uncomfortable experience at the podium.

At the podium during the award presentation, the Career Association officer should be prepared to:

1. Explain the purpose and importance of the award. Show sincere enthusiasm and appreciation for the award recipient's achievements.
2. Introduce the recipient while discussing that person's accomplishments.
3. Present the award with your left hand while shaking the recipient's hand with your right hand.
4. Position yourself and the recipient so that the recipient is holding his/her award so that it can be seen while facing the audience. Expect a picture to be taken at this point and smile!
5. Lead the applause.

WRITING SKILLS

The spoken word is appreciated; however, when a person takes the time to write "the words," the impact is forever. The spoken word can be forgotten but the written word may likely be kept in files or scrapbooks forever.

Your investment of time in saying "thanks" will build others because they know you have their best interest in mind.

1. Write regularly.
2. Avoid the use of "I." Never use it at the beginning of the paragraph and limit it in the rest of the body.
3. Use inclusive pronouns. The use of "we," "our," "you," "yours," and "us" include the reader in the letter. The more involved the reader becomes, the more effective the letter is.
4. Make your messages personal. No one really enjoys a form letter or note. Refer to something that applies to the reader if possible.
5. Use correct grammar and spelling. A dictionary, thesaurus, and English grammar books are necessary for the effective leader. Use them!
6. Use a professional grade of stationery for letters. White stationery with black ink is acceptable. Career Association stationery is preferred.
7. Practice good handwriting. Make your handwriting neat, clear, and easy to read. Use a black or blue ink pen.
8. Be timely. Respond within a few days after a project, visit, or accomplishment happens. Follow-up is important.

Appendix G has a Sample Letter to follow.

BUSINESS ETIQUETTE FOR MEALS

1. Seat yourself from the left side of the chair and rise from the same side to avoid bumping into others. The exception is if



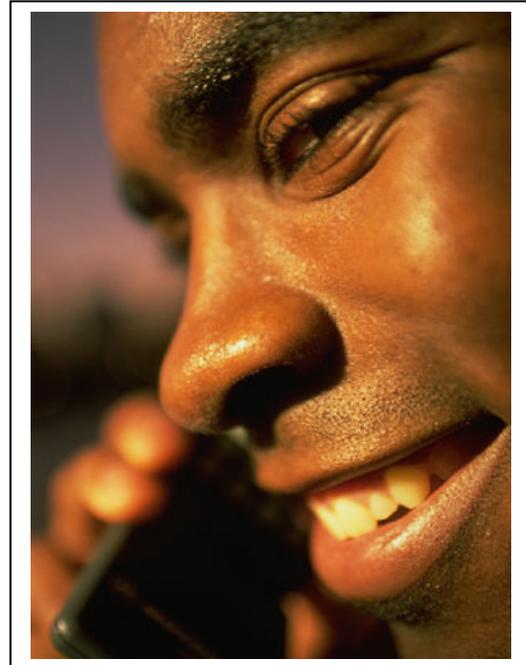
- you are on the far right end; enter from the right to avoid excessive movement.
2. Sit erect at the table. Do not rest your arms on the table or crowd the individual next to you. Keep your arms close to your body to avoid hitting the person beside you. Be especially careful when cutting food.
3. No one should begin to eat until all are served and the hostess begins eating. Before a plate is passed for second serving or when through eating, place the knife and fork close together across the center of the plate. If in a large group, begin eating when the immediate group around you has been served.
4. Take small bites and eat slowly and quietly. Do not attempt to talk with food in your mouth.
5. Talk about cheerful, pleasant things at the table.
6. Do not sniff food to determine if you like it.
7. Stir your beverage only once or twice to mix sugar and/or cream.
8. Do not play with your food or move food from one side of the plate to the other.
9. Pace your meal. Never continue to eat long after others have stopped.
10. Always use serving utensils to serve yourself, not your silver.
11. Crumbling crackers or mixing foods is inappropriate and offensive.
12. Catsup is to be poured on one section of the plate, not over the entire food portion. The idea is never to let your plate look messy.
13. When a bread plate is on the table, use it appropriately.
14. Butter is to be placed on dinner or bread

plate with butter server (knife). Break bread in halves or quarters and butter only the portion you are eating, never the entire roll. Use your knife for spreading and not the butter server (knife).

15. Jellies or butter to be spread on bread are placed on the side of the bread plate, if available. Jellies or relishes to be eaten with a fork along with the meat course are placed on the dinner plate.
16. The bread and butter knife remains on the bread plate at the end of the meal.
17. Use fingers to remove bread from the serving plate. Spearing or eating bread with a fork is not in good taste.
18. Fingers, not forks, are used to eat such foods as crackers, olives, pickles, radishes, and potato chips.
19. Pick up food in front of you and pass food to the right. You will be the last to receive the dish. Take small portions so that all present will have an equal portion.
20. Salt and pepper shakers are to be passed together even when only one is requested.
21. If sugar is in small packages and is requested, pass the container, not one or two packages. Place paper envelopes on the edge of the saucer or under the rim of your plate and not in the ashtray.
22. Ask to have an article passed rather than reach in front of a person to get it.
23. Used silver is left on the dish with which it was used; don't leave spoons in bowls or cups. Place your spoon in the saucer at the end of the meal.
24. Do not cool food by blowing on it. Never pour hot beverages into the saucer to cool, nor drink from the saucer.
25. Accept a second helping if it is desired, only after everyone has been served once.
26. If you pass your plate for a second serving, leave your knife and fork on the plate with the knife on the outside.
27. Place the napkin on the knees. If it is large, unfold it halfway. Use the napkin to wipe the mouth and fingers as necessary.
28. Ask to be excused if you must leave the table before the others. There is no reason to announce where you are going. Place your napkin in the seat of your chair lightly folded, not wadded.
29. The napkin is to be placed on the table to the left of the plate at the end of the meal function (not meal) lightly folded, not wadded.
30. Don't make an issue if you don't like something or can't eat it.
31. Toothpicks are to be used in private, never at the table or in public places.
32. Avoid touching the hair and using a handkerchief at mealtime. Come to the table with clothing and hair neat and tidy. Do not bite your fingernails or trim them.
33. When in use, hold the handle of the knife lightly in the right hand, without touching the blade. The knife is used only for cutting food.
34. Use the fork in preference to the knife or spoon whenever possible. Hold the fork, tines up, lightly in the right hand, between the thumb and the first finger. Rest the fork on the reverse side of the third finger, except when using in cutting, and then hold it in the left hand, tines down. Avoid an upright position of the fork when cutting.
35. When in doubt about whether to use a fork or spoon, follow the general rule. Foods served in a cupped dish are usually eaten with a spoon; those on a flat dish with a fork. There are exceptions to this as there are for all rules. For example: Oyster and shrimp cocktail are eaten with a fork.
36. Do not hold food on the fork or spoon while talking, nor wave your silverware in the air or point with it.
37. Do not push food with the fingers or bread.
38. Dip the soup spoon away from you. Sip liquids from the side and solids from the tip.
39. Do not leave the spoon standing in a cup or dessert dish, but place it on the saucer or plate underneath the cup or dish.
40. Cut no more than two bites of food at a time.
41. Be sure to tell your host or hostess that you enjoyed the meal.

RESTAURANT ETIQUETTE

1. Be courteous to the waiter or waitress. Lean out of the way if they are pouring beverages.
2. Tipping is a minimum of 15% if reasonable service has been received. In some restaurants, parties of five or more will have gratuity automatically added to the bill. If you ask for separate bills in a party of 5 or more, the gratuity is automatically 20%.
3. Special helpers such as chefs in a Japanese restaurant should receive a tip.
4. Do not make or receive telephone calls at meal time.
5. Do not get up unless absolutely necessary at a banquet.
6. The head waiter or hostess will show you to the table when you arrive. Men are to follow ladies unless special seating has been predetermined.
7. Men may hold chairs for the women; if there are no men in the party, the waiter or hostess may hold the chair.
8. Men should remove their top coats before entering the dining room.
9. Women should remove coats as they are seated. A purse is never placed on the table.
10. Women may unobtrusively put on lipstick at table.
11. Men may order for women if it is not confusing; otherwise, women should order for themselves.



CELL PHONE ETIQUETTE

Do Nots

1. Never take a personal cell phone call during a meeting or activity with others.
2. Maintain at least a 10-foot zone from anyone while talking.
3. Never talk in elevators, libraries, museums, restaurants, theaters, dentists' or doctors' waiting rooms, places of worship, auditoriums, or other enclosed public spaces, such as hospital emergency rooms or buses. And don't have emotional conversations in public – ever.
4. Don't use loud and annoying ring tones that destroy concentration and eardrums.
5. Never "multi-task" by making calls while shopping, banking, waiting in line, or conducting other personal business.

Do

1. Keep all cellular conversation brief and to the point.

2. Use an earpiece in high-traffic or noisy locations. That lets you hear the amplification (how loud you sound at the other end) so you can modulate your voice.
3. Tell callers when you're on a cell phone and where you are—so they can anticipate distractions or disconnections.
4. Inform everyone in your phone book that you've just adopted the new rules for cell phone manners. Ask them to do likewise. Please.

E-MAIL ETIQUETTE

1. Messages should be short and to the point.
2. Use appropriate grammar and punctuation as if you were writing a memo or letter.
3. Use plain text. Fancy formatting is not appropriate for e-mails.
4. Do not overuse abbreviations. Use only abbreviations that are common in the English language, such as FYI, or those appropriate for the person to whom you are communicating.
5. Salutations:

In non-businesses situations, bypass standard formalities and use “Dear Beth” or just “Beth.”

With business situations, if you normally address a person as Miss/ Mrs./Ms./Mr. Jones, then that's the way you should initially address them in e-mail.

Be sure you sign your name at the end of your email and it is also recommended that you include your e-mail address. If your e-mail address is a business address, include your title and company name.

6. Once you get a response to your first e-mail, **do not** start a new-e-mail message. This breaks the link (called a “thread”) between the original message and your response. The correct thing to do is to **Reply**, which maintains the thread.

7. Do not send an e-mail in all UPPER-CASE as it is the equivalent of shouting in a person's ear. **ONLY** use upper-case words when trying to make a point.
8. Do not assume that the minute someone receives e-mail, the person will read it. If you need to meet or talk with someone that day, the telephone may be a better choice of communication.
9. Do not assume that all e-mail actually arrives at its intended destination. There are times when e-mail is rejected by a server or is simply lost in cyberspace.
10. There is no such thing as private e-mail. Do not send anything through e-mail that you would not want someone else to read.
11. If you have e-mail access on the job, do not use the e-mail for personal communication and **NEVER** send jokes or inappropriate e-mail from work.
12. Be sure your computer and the e-mails you send are protected from viruses. **NEVER** open an e-mail attachment unless you are sure of what it contains or you are confident in the sender.





APPENDIX A

Career Association Terminology.....	2
Career Association Top Ten Tips	3
Constitution and Bylaws of the _____ Career Association	4

CAREER ASSOCIATION TERMINOLOGY

1. **Active Membership:** Identifies the members of the Career Association who are selected participants of the program.
2. **Board of Directors:** The policy-making board for the program.
3. **Competitive Events:** Identifies the program of activities designed to give students the opportunity to compete on various levels and receive recognition for their achievements.
4. **Chapter Activities Plan:** A plan of action or objectives (goals) to be accomplished over a specified period of time.
5. **Creed:** The expression of beliefs or philosophy of being a member of the Career Association and what that membership means.
6. **Chapter Advisor:** The Specialist who guides students; acts as the facilitator or consultant in the Career Association's program of activities.
7. **Chapter:** Any school unit chartered by the Career Association, consisting of individual Career Association members and at least one advisor.
8. **Executive Committee:** Group consisting of the chapter officers and advisor.
9. **Jobs for Americas Graduates:** Identifies the national, nonprofit corporation.
10. **State Leadership Development Conference:** A training conference at which officers are elected and/or trained to carry out their leadership responsibilities.
11. **State Career Development Conference:** The annual state meeting for member of the National Career Association where the program of state competitive events take place.
12. **Tagline:** Slogan used to identify the objectives of the Career Association - "Preparing Today for a Career Tomorrow."
13. **Voting Delegates:** Representatives from local chapters of the Career Association who cast votes for the election of officers.

CAREER ASSOCIATION TOP TEN TIPS

- #10** Career Association members should read the Career Association Handbook to identify the many opportunities that are available for learning, being of service to others, applying classroom learning to Career Association projects, and developing a network of potential employers.
- #9** Conduct a launch meeting at the beginning of next year and set some ambitious goals that all chapter members will support. How many community service projects will be sponsored by the chapter? How many chapter meetings will be held? How many members will attend District and State conferences?
- #8** Identify fundraising projects that will get everyone involved and have some fun!
- #7** Raise the visibility of the chapter in the school and throughout the community. Members will be proud to associate with such an active, relevant, career-oriented, and fun-filled student organization, like the Career Association.
- #6** When members are not taking part in chapter activities, meet with them and determine what can be done to get them more involved. The greater the involvement, the more dynamic the chapter.
- #5** Work closely with your chapter advisor and design a program of work for the year that is well-planned and strategic—helps everyone accomplish their personal and chapter goals.
- #4** Encourage representatives of area businesses to get involved with classroom and chapter projects. The greater the involvement, the more dynamic the chapter.
- #3** Chapter meetings should be well planned, well executed, and results oriented. Before holding a meeting, the officers should consult with members to determine what business should be transacted, objectives to be accomplished, what information would be helpful to all chapter members.
- #2** Make certain that all members have a job to do as a Career Association chapter member. Give "ownership" to "all" the members and your chapter will be a huge success for everyone—personally, organizationally, and professionally.
- #1** Stay focused on mission of the Career Association and help each member achieve their personal and career goals.

Members will be much more committed to their Career Association chapter if they "own" it. Find ways to give the ownership to "all" the members and you'll be amazed at the enthusiasm. And, of course, make it relevant to their career development as well as "fun!"

CONSTITUTION AND BY-LAWS OF THE _____ CAREER ASSOCIATION

ARTICLE I - NAME, GOALS AND PURPOSES

Section 1

The official name of this organization shall be the _____ Career Association.

Section 2

The five goals of the _____ Career Association are: Leadership Development, Career Development, Social Awareness, Civic Awareness, and Community Service.

Section 3

The purposes of this organization are: to assist members of the _____ Career Association in their growth and development; to assist members to display a strong sense of identity for their occupational field and respect for their career; to assist members to acquire leadership and team skills; to lead and to follow; to be facilitators in the democratic process; to assist members to acquire personal skills that enable them to interact and communicate successfully with their superiors, peers, and subordinates.

ARTICLE II - ORGANIZATIONS

Section 1

The _____ Career Association is a chartered chapter operating in accordance with a charter granted by "Jobs for America's Graduates, Inc."

Section 2

The _____ Career Association will be responsible for all operational activities within that school, specified area, or equivalent geographical unit.

Section 3

The administration of all _____ Career Association interests will be vested in the Board of Directors of Jobs for America's Graduates, Inc.

The _____ Career Association will be composed of two divisions:

1. Divisions

1. Active Division

The Active Division shall consist of any high school student selected to participate in the Jobs for _____ Graduates program;

2. Professional Division

The Professional Division shall consist of any graduated high school student who has participated in the _____ Career Association.

ARTICLE III - MEMBERSHIP

Section 1

A chapter within any school may recognize students as a member of the _____ Career Association upon approval of the Chapter Advisor (Specialist).

Section 2

There shall be one type of membership called Active Membership.

- A designated participant in Jobs for _____ Graduates shall be considered an active member of the _____ Career Association.
- An active membership affords the privileges of:
 - a. Participating in the program of competitive events.
 - b. Running for an elected office.
 - c. Holding an elected office.
 - d. Participating in all activities.

Section 3

Professional Membership provides the opportunity to:

- Participate in all sanctioned activities for the Professional Division.
- Run for and hold an elected office of the _____ Career Association in the Professional Division.

ARTICLE IV - OFFICERS

Section 1

Officers of the Active Division shall be as follows:

- President
- Secretary
- Vice President for Leadership Development
- Vice President for Career Development
- Vice President for Social Awareness
- Vice President for Civic Awareness
- Vice President for Community Service

Duties of each officer will be as described in the Bylaws.

Section 2

The _____ Career Association officers shall be elected by the membership by a majority vote of those attending the election session. The elections shall be held at the beginning of the school year.

Section 3

Individuals elected as state officers will hold office from the date of the election results to the conclusion of the school year.

Section 4

In the absence of the President, the Vice President for Leadership Development shall assume the duties and responsibilities of the President. In the absence of the Secretary, the Coordinator for Social Awareness shall assume the duties and responsibilities of the Secretary.

Section 5

When any office other than the President or Secretary becomes vacant, that office shall remain vacant for the remainder of the term.

ARTICLE V – MEETINGS

Section 1

The chapter members shall meet regularly with the time and place to be designated in the Chapter Activities Plan.

Section 2

Parliamentary procedure for all meetings of the _____ Career Association shall be governed by Robert's Rules of Order, Newly Revised.

ARTICLE VI - ADVISORY AND SUPPORT GROUPS

Section 1 - Chapter Advisors

The Specialist will advise the chartered chapter of the _____ Career Association.

Section 2 - Support Groups

The support group consists of interested parents, business, education, government, and community individuals.

ARTICLE VII - FINANCES

Section 1

The Specialist will manage all _____ Career Association finances and will furnish financial records in compliance with school policies and procedures.

ARTICLE IX – COLORS AND TAGLINE

Section 1

The official colors of the _____ Career Association shall be red and gold.

Section 2

The official tagline for the _____ Career Association shall be "Preparing today for a career tomorrow."



APPENDIX B

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CAUSES OF STUDENT-LED ORGANIZATION FAILURES

Chapter advisors should be sensitive to the following reasons for student organization failures

1. A lack of administrative encouragement.
2. The lack of a definite program.
3. The lack of ability to arouse student interest in the work of the organization.
4. The tendency of advisors to dictate to the organization.
5. The lack of appeal of program activities to the student.
6. Lack of preparation and oversight on the part of the advisor.
7. Failure to adapt the program to the needs of the school, students, and the community.
8. Inability on the part of the advisor to meet students on their own level.
9. Lack of coordination with other activities in school and community, resulting in a conflict of schedules and interests.
10. Too many (or too few) meetings.
11. The presence of cliques.
12. Opposition of parents or others in the community.

TEN BEST PRACTICES

The following ten "best practices" are offered by experienced chapter advisors

1. Don't seat chapter officers together at meetings as this creates a feeling that officers and members are different. Avoid at all costs the feelings associated with an "us" versus "they" image between elected officers and members.
2. Encourage officers to use the word "team" rather than "we officers" or "I."
3. Delegate responsibilities to as many members as possible. When delegating, see that the individuals accepting the responsibilities recognize their contribution to a successful outcome.
4. Publicly praise those who accept and carry out chapter assignments. Privately work with those who are unable to accomplish the desired outcomes.
5. Use structured group activities throughout the year to help members learn more about "leadership" and "team" in a controlled learning environment.
6. Through discussion, identify those members who are not becoming good team members. Determine barriers which might exist to building a synergistic team and seek workable solutions.
7. Make a special effort to build a strong chapter team that is student-led.
8. Plan chapter activities that are "fun" as well as substantive.
9. Remember, the development of leadership, followership, and other employability skills takes "practice, practice, and more practice."
10. Connect chapter activities with the JAG curriculum.



APPENDIX C

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OFFICER APPLICATION

Fill out this application and make a copy for your records. Submit the original and other required forms to the Career Association advisor by the published deadline.

All officer candidates and elected officers must be an active member of their local Career Association chapter, must be currently enrolled in a JAG Program, and must maintain a cumulative average of 85 or "C."

The following items **MUST** be included as part of the officer application:

1. Candidate application form
2. Completed Nomination Form
3. Official Transcript of grades

Name _____

Home address _____

Phone _____ **E-mail** _____

School _____

Chapter Advisor _____

Grade in school _____ **Birth Date** _____

Career Goal _____

Offices Held in the Career Association:

Office applied for _____

OFFICER PROFILE

OFFICE _____ SCHOOL YEAR _____

NAME _____ NAME TO BE CALLED _____
(First) (Middle) (Last)

HOME PHONE () _____ SOCIAL SECURITY NO. _____

HOME ADDRESS _____
(Street/Box No.) (City/State) (Zip)

E-mail _____ Cell Phone _____

PARENTS/GUARDIANS _____

FATHER'S OCCUPATION _____

BUSINESS ADDRESS _____

PHONE NO. _____ E-mail _____

MOTHER'S OCCUPATION _____

BUSINESS ADDRESS _____

PHONE NO. _____ E-mail _____

DO YOU HAVE A DRIVER'S LICENSE? _____ YES _____ NO

ENROLLMENT IN JAG COURSES TO DATE:

_____ Previously enrolled in _____

_____ Enrolled this year in _____

_____ Will be enrolled next year in _____

OFFICER PERMISSION FORM

PLEASE READ THIS INFORMATION CAREFULLY, OBTAIN THE APPROPRIATE SIGNATURES, AND RETURN TO YOUR CHAPTER ADVISOR.

The duties and responsibilities of serving as a Career Association Officer involve attendance at Executive Council meetings and workshops.

I understand that this permission form is effective _____ through _____

I understand that each individual is responsible for his or her medical insurance coverage during any activity that involves the Career Association.

I hereby release the National JAG Board of Directors, the State Board of Directors, the state and local Career Association organizations, and any designated individual in charge of the Career Association group or specific activity from any legal or financial responsibility with respect to my personal or student's/child's participation in or contact with any known element associated with a Career Association activity.

I understand that the possession and/or use of any drugs, alcohol, or tobacco products, or failure to follow instructions from the Career Association Chapter Advisor, or any behavior that causes any risk to the safety of others, or any behavior that violates local Board of Education policies, is cause for immediate removal from office.

Parent or Guardian

Date

Officer's Signature

Date

School Official

Date

CHAPTER OFFICER ROSTER

President _____

Home Address _____

Phone _____

E-mail _____

Cell Phone _____

Advisor _____

Vice- President _____

Home Address _____

Phone _____

E-mail _____

Cell Phone _____

Advisor _____

Vice- President _____

Home Address _____

Phone _____

E-mail _____

Cell Phone _____

Advisor _____

Vice- President _____

Home Address _____

Phone _____

E-mail _____

Cell Phone _____

Advisor _____

Vice- President _____

Home Address _____

Phone _____

E-mail _____

Cell Phone _____

Advisor _____

Secretary _____

Home Address _____

Phone _____

E-mail _____

Cell Phone _____

Advisor _____

(Other) _____

Home Address _____

Phone _____

E-mail _____

Cell Phone _____

Advisor _____

CHAPTER OFFICER CHECKLIST

There are requirements that all chapter officers have in common. Chapter leaders should use this checklist to rate his or her leadership skills. Your honest self-evaluation will help you recognize the areas you need to work to improve.

Use the following scale to answer the questions below:

5 = Always

3 = Sometimes

1 = Never

4 = Almost always

2 = Rarely

As a chapter officer, how often do you:

- ___ 1. Make the chapter and their duties a top priority when it comes to time and energies.
- ___ 2. Act in a responsible manner.
- ___ 3. Serve as an example to other members.
- ___ 4. Have a good working knowledge of the chapter's constitution and bylaws.
- ___ 5. Participate effectively in the chapter's ceremonies.
- ___ 6. Generate enthusiasm for chapter activities and projects.
- ___ 7. Communicate regularly with members, officers, and the chapter advisor.
- ___ 8. Possess a strong working knowledge of the Career Association at all levels.
- ___ 9. Demonstrate a sincere attitude in helping the chapter achieve its goals.
- ___ 10. Help members and officers develop the knowledge and skills needed to build a strong chapter.
- ___ 11. Participate in local chapter meetings, activities and projects.
- ___ 12. Use the word "team" or "we" when talking about the chapter.
- ___ 13. Remind members they are necessary to the team's success.
- ___ 14. Recognize members who are good team members.

OFFICER TRAINING CHECKLIST

The chapter advisor is responsible for the development of the officer team as well as the entire membership. Initially, the chapter advisor will conduct regular training programs designed to develop leadership skills among all chapter members as well as offer specific training to improve the efficiency and effectiveness of chapter officers.

The Members

- Review the Chapter Member Qualities list and discuss the role of the members in creating a successful Career Association chapter.

Coaching Session: President

- In a one-on-one training session, the President should be coached in several key areas: duties and responsibilities, authority, chapter plan of activities, delegation, follow-up, development of a meeting agenda, roles and responsibilities of all other officers, chapter finance, and preferred outcomes.

Coaching Session: Secretary

- Provide the Secretary with the necessary forms (minutes and attendance) to carry out the assigned duties and responsibilities of the office.
- The chapter advisor should help the Secretary understand the importance of minutes in a student-led organization. Training should be provided as to how best to record and prepare minutes for the permanent chapter record book. Consideration should be given to taping a chapter meeting that can be used as the basis for preparing sample minutes for the chapter advisor to review and provide comments.

Coaching Session: Vice Presidents

- Conduct individual training sessions with each Vice President and explain the vital role that each plays in planning and conducting the chapter plan of activities and building a chapter budget for the year.

Coaching Session: Treasurer (Optional Office)

- Provide the Treasurer with sufficient understanding of the financial record system that is being employed in the school.
- It is the Treasurer's responsibility to ensure that the funds that are collected and disbursed are properly accounted for. Being a student-led organization, the Treasurer (or designated officer) plays a vital role in handling the chapter's finances and providing periodic reports as to the financial condition of the chapter.

Coaching Session: Reporter and Historian (Optional Offices)

- Conduct individual training sessions with the Reporter and the Historian (or designated officers) to outline the duties and responsibilities of their offices.
- The Reporter is responsible for projecting an image of the chapter and program to the school and community through periodic publicity releases to the media (newspaper, radio and television).
- The Historian is responsible for maintaining an internal record (scrapbook) of chapter activities and projects. Training may be needed on taking photographs as well as layout and design of scrapbook pages.

All Chapter Officers

- When involved in any Career Association activity, you are expected to conduct yourself in a mature, professional manner. This expectation includes the things you do and what you say.**
- For all Career Association related activities, unless told otherwise, wear business attire.
- Wear name pins/tags on the right lapel so when you shake hands with an individual, they can easily see it.
- Check your appearance carefully before entering/participating in a Career Association activity. First impressions are important.
- In a business environment, jewelry should be conservative. Earrings should be very small (no large hoops or dangles). No visible body piercing or tattoos should be displayed.
- Practice positive posture. Stand and sit erect at all times.
- Hair and make-up should project a clean and healthy appearance.
- There will be many opportunities to use your writing skills this year; i.e. business letters, thank-you notes, etc. Make sure everything you write is neat, accurate, and grammatically correct.
- Each written communication must be proofread by your advisor and/or an English/Business teacher before sending. **DO NOT SEND OUT WRITTEN COMMUNICATION WITH ERRORS!**
- Do not use a pencil to write such communications. If possible, word process all business letters.
- Avoid confrontations with others at all times.
- No drugs, alcohol, or smoking will be tolerated.
- The use of profanity will not be tolerated.
- Officers must show respect for individual differences, and treat each other with respect and dignity. Any suggestive, flirtatious, or sexual behavior toward another person (including fellow officers or anyone else) will not be tolerated.

BEST LEADERSHIP PRACTICES

1. Think clearly. Act in good taste.
2. Get the facts and analyze them before drawing conclusions.
3. Get in the habit of cleanliness and orderliness.
4. Establish reasonable goals.
5. Be open to advice and new thoughts.
6. Encourage others whenever possible.
7. Never say "It can't be done" or "I can't do that." Be a leader who finds ways to accomplish the objectives.
8. Be conscientious with personal and chapter resources. Spending should never exceed income.
9. Make friends and keep them in good repair.
10. Take pride in being a chapter officer, leader, or member.

Remember that the best leaders help the team succeed. If you are truly a good leader, the presentations you give will not be about what “I” accomplished, they will be about what “**We**” accomplished.

Remember too, they are not “your” members and it is not “your” chapter. **You don’t own** anybody—you are a part of the team. Use the words “our chapter” when talking about Career Association achievements.

CHAPTER MEMBER QUALITIES

Successful members of the Career Association demonstrate certain qualities. Members who develop these qualities will be well on their way to becoming leaders. The greatest benefits of this association occur when these leadership qualities are practiced as a member or an officer. Once the basics are mastered, the challenge of leadership will motivate members to gain more knowledge and skills and to accept greater leadership roles in the organization. It is the member's responsibility to develop these basic qualities and begin practicing them today.

1. Always look your best. First impressions are lasting. This is especially true for chapter leaders. A few suggestions to help you project your best image are:
 - Be clean and well-groomed (clean shaven, clean body, etc.)
 - Avoid extremes in grooming (especially hair) and clothes
 - Official dress is always appropriate at chapter functions
 - Clothing should match, be in good repair, be pressed neatly, and be the appropriate length
2. Practice your manners. Use words and phrases like "Please," "Thank you," and "Sir."
3. Show your respect. When speaking with other people, use their titles, i.e. "Mrs., Mr., Miss, Ms., Dr.," etc.
4. Avoid using the word "I" in your speech and in notes and letters.
5. Make every effort to see a situation from the other person's point of view. As suggested by Stephen Covey, "Take off your glasses and put on the glasses of the other person." Leaders should "Seek first to understand before being understood."
6. Be a good listener. Refrain from monopolizing the conversation. There is a reason that we were given two ears and one mouth!
7. When meeting a person for the first time, you should:
 - Maintain positive eye contact
 - Don't stare but look directly at the person and let him/her know you are interested in what he/she has to say
 - Stand when introduced to a female.
 - Extend your hand and give a firm handshake
 - Smile
 - Listen for the person's name and remember it
 - Use the person's name during the conversation
 - Encourage the person to talk and don't dominate the conversation.
 - Let the person know you enjoyed meeting him/her and that you look forward to future opportunities to visit
8. Project an image of confidence without being egotistical or appearing arrogant.

9. Praise others when they deserve recognition for their efforts.
10. Always be on time or, better yet, a few minutes early!
11. Don't use obscene language. Few are impressed with gutter language.
12. Refrain from saying unkind or destructive things to other people.
13. Use proper table manners at all times.
14. Answer telephone calls, letters, and fax communications promptly.
15. Send a "thank you" note to those who have helped in some way. You should never do something and then expect a thank you note in return.
16. When you receive recognition, send a letter of appreciation to those who presented the award.
17. Use proper English and grammar and correct spelling and punctuation.
18. Don't complain to others. No one likes to be around a complainer.
19. Use your time wisely and efficiently. Plan your day—don't allow it to plan you!
20. Keep your chapter advisor informed at all times.
21. Make every effort to get others involved in the organization in meaningful ways.
22. Be tactful in explaining your position or expressing your feelings to others.
23. Don't gossip! Sharing falsehoods and half-truths destroy trust relationships.
24. Once you commit yourself, stay committed.
25. Never share something that others told you in confidence.
26. Your actions and words should encourage others to trust your judgment.
27. Encourage others to give you feedback as to your performance and ideas.
28. Be cooperative. Be willing to collaborate.

CAREER ASSOCIATION CONFERENCE CODE OF CONDUCT

A good reputation enables you to take pride in your organization. Career Association members have an excellent reputation of standards to uphold. Your conduct at any Career Association function should enhance the reputation that is being established.

- Your behavior at all times should be such that it reflects credit to you, your school and your organization.
- Student conduct is the responsibility of the local Career Association advisor. Career Association members are required to keep their advisor informed of activities and whereabouts at all times.
- Career Association Conference nametags **MUST** be worn at all times.
- You are expected to attend both general sessions and any other conference activity you are assigned to. Please be prompt and courteous for sessions. **Please do not leave until sessions are adjourned.** The dress code for general sessions is proper business attire.
- Career Association members must report any accidents, injuries, or illness to their advisors immediately.
- Members are expected to observe the designated curfew. Any student caught outside their room after curfew will be escorted to the security desk. Their advisor will be called to come to the desk, sign for the student and escort the student back to his/her room.
- If a student is responsible for stealing or vandalism, the student and his/her parents will be expected to pay for the damages.
- Conference delegates may not purchase, consume, or be under the influence of alcohol or drugs at any scheduled Career Association activity.
- Any long distance phone calls, charges to the room, etc. will be the responsibility of the individual student and/or parents.
- Students who violate the Code of Conduct at any Career Association function will forfeit any awards/recognition earned at the function where the violation occurred.
- Students who disregard the rules will be subject to disciplinary action and may be sent home at their own expense.

INITIATION AND INSTALLATION CEREMONY ADVISOR INFORMATION

The Initiation and Installation Ceremony (I&I) can lend that special touch or significant purpose to a chapter. An I&I brings a sense of privilege and prestige to those becoming members or officers. The I&I ceremony should take place sometime between September and the end of October. Keep in mind that the chapter should give themselves at least four weeks prior to the date of the I&I ceremony to plan for a successful event.

TO ACHIEVE SUCCESS, CERTAIN GUIDELINES SHOULD BE FOLLOWED:

1. Keep the ceremony short and specific in nature.
2. Avoid religious overtones.
3. Provide a setting as special as possible. Flowers, candles, banners, and specific Career Association symbols will help enhance the desired image.
4. Use music to help set the mood, while being careful to not let the music overpower the ceremony.
5. Specialist and Student members should abide by the dress and conduct code.
6. Members and Officers should practice the ceremony. This includes those with speaking parts reading through the I&I script.
7. Invite parents, administration, faculty, community employers, and community leaders.
8. Student Members and Officers should be given a Career Association certificate and if possible a Career Association lapel pin.
9. Student generated programs should be made and provided for all students and guests.
10. Student generated invitations should be made and mailed to all invited guests and speakers.

The key person in the Initiation and Installation's success is the Advisor. This person must coach and guide the chapter. It is a primary function of the Advisor to help maintain the traditions of the program. The Advisor can also assist the group in avoiding previous year's mistakes.

See the **Planning a Career Association Banquet Form** at the end of this appendix for additional tips.

GOALS AND PURPOSE

- Motivational activity for all members
- Provides training and team building
- Public relations activity for the JAG program
- Exhibits chapter leadership
- Formalizes offices/officers and members
- Great kick off to a successful year
- Provides an opportunity to invite parents and relatives to participate

PLANNING

If you are running a Senior program and a Multi-Year program, the following are recommendations only. Your state leadership may have guidelines on how Multi-Year students are involved.

The Advisor must help the chapter in planning the function. Basically the responsibility for the planning of the overall I&I rests with the Senior members.

In formal meetings, the Senior members will plan elements of the I&I including delegating responsibility to various members. Decisions on theme, costs, and potentials guest speakers will occur. Once the program has been finalized the Senior members should talk to the other members and explain to them how the I&I ceremony will flow and what type of assistance they would like.

Examples:

Senior members:	planning and speaking parts
Junior members:	printed programs, securing guest speakers
Tenth graders:	refreshments, invitations, serving refreshments
Ninth graders:	decorations, ushers, clean up

SAMPLE PROGRAM

There are many variations to an Initiation & Installation ceremony. Generally there are certain activities of an I & I that remain constant.

<i>Membership Initiation</i>	A formal induction into the Program and the presentation of member pins.
<i>Installation of Officers</i>	Formally inducts and verifies the members' selection of the officer team.
<i>Recognition of Supporters</i>	Invite special guests that support the program.

INITIATION AND INSTALLATION GUIDELINES FOR OFFICERS

When deciding on the specific chapter's I&I ceremony, many options exist. In general, you need to make sure:

1. The date, time, location, and style are discussed and decided upon as a team.
2. The officers and members are formally inducted into the Career Association and presented with membership pins and/or certificates.
3. That recognition is given to invited special guests and supporters of the program.

The I&I ceremony may take place at three different times

1. During School
2. After School
3. In the evening (this lends itself to the possibility to becoming a joint ceremony with another School's Chapter)

Options for the Ceremony

- Have students ask their employers for donations of food, drinks, plates, candles, etc.
- Have students/parents make and bring cookies or dessert
- If an evening ceremony is chosen, have students/parents bring in "pot luck" to provide a buffet for after the ceremony concludes
- Remember to invite parents, relatives, school administration, student employers, and vital community members

Ceremony for New Members

Setting: The newly elected officers will be standing behind a long table. On this table should be a gold table cloth and on it several candles for light. Also, on the table should be a scroll which the members will sign. A program should also be prepared listing names, the location and date of the ceremony. Everyone attending the ceremony should also have a copy of the creed and pledge.

Members should sit facing the newly elected officers (who will guide the ceremony). Any guests should be seated directly behind the members.

See the **Planning a Career Association Banquet Form** at the end of this appendix for additional tips.

INITIATION AND INSTALLATION PROPOSED SCRIPT

Members	(All members enter as their name is called and proceed to their seats. Members should remain standing at their seats.)
Narrator	Each year the Career Association elects _____ officers to lead the chapter. These young adults serve as the officer team for the _____ Career Association at _____ High School. Ladies and gentlemen, I would like to present the _____ High School officers to our Career Association. Vice President for Career Preparation: Vice President for Civic Activities: Vice President for Social Activities: Vice President for Leadership Development: Secretary:
Narrator	Ladies and gentlemen, the individual that was selected as president of the _____ High School Career Association: (Members remain standing and narrator returns to his/her seat while _____ approaches the podium.) _____ At this time I would like all of you to stand and join me in the Pledge of Allegiance to the flag. (Audience stands and faces flag.) _____ I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all. _____ I would like to introduce _____, principal of _____ High School, to give our opening remarks.
Principal	(Principal gives opening remarks.)
Narrator:	At this time I would like to call _____ to the podium to explain each of our goals. _____ Four goals are at the heart of our career association. It is important that we understand these goals. They are: Leadership Development - The Career Association provides members with activities for recognizing developing leadership abilities through individual and group conferences, election of officers on the chapter and state level, leadership training workshops and meetings with professional leaders.

Career Preparation—The Career Association members become prepared for their careers by being oriented to career possibilities through tours, travel, career development conferences, workshops on occupational choices, career assemblies, job fairs, panel presentations, guest speakers, career counseling and career information activities. The student also develops the motivation, attitude and pre-employability skills needed in pursuing a career which is reinforced through a program of competitive events.

Civic Awareness—Career Association members recognize their obligations to the community by working with the community or local, state and federal government awareness programs, visits to government officers, community development projects and through civic appearances in promoting the Career Association as well as working closely with community service organizations.

Social Awareness—The Career Association maintains a program of social activities to provide an outlet for student enthusiasm, motivation and membership interaction. Members gain knowledge of social graces, poise and professional etiquette through recreational activities, image-building projects, field trips, workshops presentations and participation in school and community social and recreational programs.

At this time I would like to introduce _____.

As members of the Career Association, you are expected to support the activities of your chapter, to fulfill your membership obligations to the best of your ability, to attend Career Association meetings, and to set a positive example in the work place.

You are now prepared to take the vows of membership in the Career Association.

(All members stand.) Please raise your right hands and repeat after me . . .

"I solemnly pledge/ that I will carry out to the best of my ability/ all of the duties and responsibilities of membership/ in the Jobs for _____ Graduates Career Association/ I fully understand and accept/ the purpose of this organization/ and I will conduct myself/ so that I shall reflect/ honor upon the organization/ and will maintain high standards/ in my business activities.

Ladies and gentlemen, will you please join me in congratulating the new members of the Career Association.

(After applause, all members be seated.)

I would like to take this time to install the officers to the _____ High School Career Association. (All officers stand in front of their chairs. As each officer's name is called, he/she should walk to podium and face the speaker.)

_____ You have been chosen Vice President of Career Preparation. You shall assist in the planning and implementation of chapter career preparation activities, including job fairs and guest speakers. You will also be responsible for building a career library for your association. Do you understand and accept these responsibilities?

VP of Career Preparation

Yes, I do. (Returns to seat)

_____ You have been chosen as Vice President of Civic Activities. You will represent your chapter at meetings with local and state political leaders: you will be responsible for keeping a file of the Career Association publicity and preparing articles for local publication. Do you understand and accept these responsibilities?

VP of Civic Activities

Yes, I do. (Returns to seat)

_____ You have been chosen as Vice President of Social Activities. You should be prepared to assume the role of career association secretary in his/her absence, be responsible for coordinating a program of social activities, and keep accurate records of any fundraising activity. Do you understand and accept these responsibilities?

VP of Social Activities

Yes, I do. (Returns to seat)

_____ You have been chosen as Vice President for Leadership Development. You shall be prepared to assume the role of the president in his/her absence: You shall be responsible for coordinating any visits to other career associations; and also will arrange for leadership and team-building workshops. Do you understand and accept these responsibilities?

VP for Leadership Development

Yes, I do. (Returns to seat)

_____ You have been chosen as the association's Secretary. You will be responsible for recording and preparing minutes of all meetings, maintaining a file of National Career Association correspondence and important records and sending out meeting notices. Do you understand and accept these responsibilities?

Secretary

Yes, I do. (Returns to seat)

_____ You have been chosen as president to your career association. In electing you President, the members have indicated their faith in your leadership abilities. You are responsible for preparing an agenda and conducting monthly Career Association meetings, conducting officer committee meetings as needed, appointing special committees, and representing your chapter at civic presentations. You will listen to members' ideas and encourage participation in all chapter activities. Do you understand and accept these responsibilities?

President Yes, I do. (Returns to seat)

_____ Career Association officers . . . If you are willing to accept the responsibilities that have been put before you, raise your right hand and repeat after me:

"I understand fully/the responsibilities and duties/of office to which I was elected/ I hereby promise to accept/ and fulfill these to the best of my ability."

Congratulations Career Association officers.

Chapter members would all of you please stand. As a symbol of your installation, I will light the first candle in the chain of light. These candles you light this evening represent your membership in the ___High School Career Association and your hopes for future success .

(Music begins to play as each member lights the next member's candle. After all candles are lit, the president goes to table.)

President On behalf of all the officers and Career Association members, I light this candle as a symbol of our unity as the Career Association.

(President lights large candle on the table.)

_____ Ladies and gentlemen, I present to you the officers and members of the High School Career Association.

I would like at this time to have _____ assist me in the presentation of certificates of membership to the _____ members.

_____ As we read your name, please come forward.

(Certificate presenters return to their seats)

President As members of the Career Association, there are certain principles that we believe. These are represented in our Career Association Creed. Would all chapter members please rise as I recite our creed.

I believe I have the right to establish high personal and career goals and to develop those skills necessary to achieve my goals.

I believe I must choose a career appropriate to my interests, abilities and aptitudes.

I believe the success of the free enterprise system depends on the cooperation of business, education, labor, government, community and the youth of this nation.

I believe that each individual has the responsibility to develop an appreciation for productive work and a respect for all careers.

I believe each person should have the opportunity to develop their full potential and recognize their value to society.

I believe my success is earned through my efforts at school and at work.

I believe the growth of my abilities and experiences gained through the Career Association will assure my future career success.

Narrator I would like for us all to welcome our keynote speaker for this evening
_____.

Keynoter (Gives speech)

Narrator _____ will now lead the Career Association members in a special recognition.

_____ There is one other group of individuals who without their guidance, support, patience, and most of all their caring, none of us would be here this evening. Members, would you please join me in showing our appreciation to our families.

(All members stand and applaud briefly).

I would like to introduce this evening our superintendent of schools, _____, who will deliver our closing remarks.

Superintendent (Closing remarks)

Narrator I would like to call our Career Association President to the podium.

President On behalf of all our Career Association members and officers, I would like to thank you all for sharing with us tonight this very special ceremony.

I now declare this Initiation and Installation ceremony adjourned.

(Rap gavel once.)

PLANNING A CAREER ASSOCIATION BANQUET

Whether this is a covered dish dinner or an eloquent feast, there are certain plans that have to be made. Here are some items to consider in planning a Career Association banquet.

Program Rationale: To express the appreciation of Career Association members for the community participating in the school program.

This activity will offer all those concerned with the Career Association an opportunity to meet each other and to learn more about what the Career Association has done.

Program Objectives: To provide a learning situation for students to:

- Develop the ability to work together
- Allow students to honor those who have provided educational opportunities
- Promote public relations and promotion of the Career Association
- Promote social growth and have a fun activity
- Organize, plan, and execute a banquet

Activities

The committee should determine the appropriate activities.

Budget

- Source of income: dues, fund-raising projects, guest paying
- Assess cost of endeavor

Select theme and color scheme

Facilities

- The committee should determine location
- Visit facility in order to determine:
 - Rooms available
 - Parking facilities
 - Public announcement system (should be used in rehearsals before banquet)
 - Podium and risers (most speakers prefer)
 - Seating chart
 - Types of seating available
 - Types of meals provided (no alcohol allowed at school functions)

Printing

Programs, invitations, place cards, program covers, certificates of appreciation and merit should be completed as follows:

- Complete early to take advantage of lower costs
- Take advantage of “professional” printing or see Graphics Arts teacher in your school
- Begin approximately TWO MONTHS before banquet
- Send out invitations ONE MONTH before banquet
- Invitations may be delivered via student to save on postage costs and by school mail to school personnel
- May also print RSVP cards and/or must have some form of RSVP to respond ONE WEEK prior to banquet.

Flowers and Displays

The committee should:

- Plan flowers, etc., in advance and include in budget
- Try to get flowers and other decorations donated or make them
- Select materials and price to construct, if possible
- Create display characterizing theme, if possible
- Use as many student-created displays and decorations as possible

Expenses for Food

The person responsible for planning the meals should:

- Visit facility and discuss menu
- Choose a menu to stay within the budget
- Ask students to assist with selecting the menu, meal, gratuity, and any other costs
- Present at least three different meal quotes to membership for selection
- File record of transaction with treasurer

Program

The program should be:

- A printed program -- send to printers EARLY -- should be attractive
- Guest oriented -- student planned
- Brief and to the point (should not exceed two hours maximum)

Items to be included in a suggested program are:

- Call to Order
- Invocation
- Pledge of Allegiance
- Welcome
- Dinner
- Introduction of guests
- Recognition of professionals from the community
- Response from community or advisory committee member (may come after welcome)
- Entertainment and/or guest speaker
- Special recognition; outstanding student, outstanding supervisor (boss) and others
- Closing remarks

Rehearsed in Class

- All speeches written and practiced at least five times or as necessary
- MC auditions held and class selections
- Choose optional leaders in case of illness, etc.

Guests

The planning committee may consider:

- One employer, supervisor for each student
- Non-employer guests (optional)
 - Spouse of supervisor
 - School administrators
 - County administrators
 - Advisory committee

Social Awareness

The Chapter Advisor should review:

- Table manners/etiquette
- Entertainment at home and dining out
- Discuss proper dress
- Discuss procedure for appropriate introductions
- Introduce everyone at the head table
- Appoint a host/hostess at each table



APPENDIX D

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LOCAL CHAPTER ACTIVITIES SUGGESTIONS

There are many activities that are appropriate for local Career Association chapters. Below are potential ideas.

- Plan regular Chapter meetings with programs that include topics related to the world of work.
- Invite guest speakers to Chapter meetings.
- Prepare educational exhibits.
- Conduct research surveys.
- Survey industry manpower needs.
- Conduct follow-up of Career Association members regarding employment.
- Produce audiovisual of aspects of your community.
- Recognize “outstanding team members” in the community.
- Produce a fashion show of health team members.
- Establish a catalogue of job opportunities.
- Diagram career ladders available in selected careers.
- Establish a resource library.
- Prepare a business services directory for your community.
- Conduct a job careers fair.
- Invite community college and technical schools to visit Chapters.
- Plan special “appreciation day” for employers.
- Sponsor Special Community Awards:
- Form Booster Club for parents, advisory committee, and administration
- Construct Fair Exhibits (local/state).
- Conduct Ecology Drive.
- Assist in Voluntary Health Fund Drives.
- Give holiday parties to community employment groups
- Conduct Career Association orientation program for civic groups.
- Assist in voting drives.
- Participate in School Bond Drives.
- Solicit community resources such as toys, clothing, food for needy families or groups.
- Support local law enforcement campaigns.
- Submit news articles in local, state, and national newsletters and community publications.
- Secure “press” coverage for activities.
- Produce Radio/Television programs.
- Sponsor Employer/Employee Banquet.
- Sponsor Parent/Student Banquet.
- Plan a summer camp for needy children.

LOCAL CHAPTER ACTIVITIES SUGGESTIONS - CONTINUED

- Adopt a needy person a month or year and send get well cards, visit, run errands, etc.
- Submit news articles to school newspaper.
- Construct bulletin boards.
- Utilize school display windows.
- Publish Chapter news bulletin/newsletter.
- Produce assembly program.
- Sponsor safety campaign.
- Sponsor a beautification project.
- Sponsor a “Be Kind to Your Teacher/Chapter Advisor” Day.
- Sponsor first aid booth at athletic functions.
- Produce handouts on the side effects of alcohol and drug abuse.
- Provide information for students to know where to obtain counseling for specific needs.
- Contact State Legislators and relay your gratitude for their legislative support to Jobs for America’s Graduates.
- Remember faculty and school members during hospitalizations, when they have lost loved ones, etc.
- Sponsor School “Good Citizen” Award.
- Organize an Alumni group.
- Invite Chapter from another district to visit your Chapter.
- Assist in campaigns of State Officer candidates from your district/Chapter.
- Sponsor special awards:
 - For Chapter participation
 - Chapter Advisor recognition
- Door prizes for members
- Conduct and participate in Officer Training Sessions.
- Conduct Talent Contest.
- Sponsor a sports tournament.
- Sponsor special holiday socials (Example: Christmas Party).
- Recognize Career Association graduates with special “Honors Day.”
- Plan a picnic, bowling outing, swimming party, etc.
- Conduct Parliamentary Procedure Workshop.
- Conduct leadership characteristics, styles, and management techniques workshops.
- Offer suggestions and input to district and state levels for improvement of the Career Association.
- Conduct special Chapter meetings to emphasize the Career Association as an integral part of the JAG program.

CHAPTER ACTIVITIES PLAN WORKSHEET

July	January
August	February
September	March
October	April
November	May
December	June

COMMITTEE CHAIRPERSON ROLE

The member chairing a committee has many of the same responsibilities at a committee level as the chapter president. The chairperson is responsible for running the committee meeting, for including input from all of its members, and for providing the democratic process for the selection of committee activities.

The committee chairperson:

1. May conduct meetings in a more relaxed fashion than the regular chapter meeting.
2. May express opinions as a part of the committee meeting.
3. Should seek ways to get unanimous support for the activities to be selected. It must be remembered that the members who plan an activity will also be the same members responsible for implementing that activity.
4. Must work diligently to lead the group through the decision-making process so that responsibilities are handled in a timely fashion.
5. Must have an understanding of each committee member and how to work with them to obtain optimum results.
6. Is responsible for conveying the wishes of the members of the Executive Committee. In doing so, the committee chairperson must remember that **people tend to support that which they have created**. Through careful and sensitive development of the activities, seeking member input and careful compromising of the ultimate decision, the chairperson can develop a plan of activities which is strongly supported by the membership.

COMMITTEE SECRETARY ROLE

The committee secretary has much the same responsibility as the chapter secretary. The secretary is responsible for:

1. Recording committee minutes.
2. Properly recording decisions. It is most important that the secretary record all votes by number in favor and against.
3. Writing up the minutes immediately after the committee meeting and making them available to the chairperson and other committee members. The minutes will be approved at a subsequent meeting and then become part of the permanent minutes of the committee.

Most committees have only two officers: chairperson and secretary. Therefore, the secretary will probably have some recording responsibilities.

4. Presiding over committee meetings in the absence of the committee chairperson.

PREPARING A COMMITTEE REPORT

In addition to recording minutes, the secretary is responsible for preparing committee reports to be read at chapter meetings. The report should include decisions made by the committee as well as information which will help the chapter understand a decision or activity.

The committee report should:

1. Be no more than three or four paragraphs in length.
2. Be written in such a way that it motivates the members and informs them of the committee's deliberations.
3. Be sent to the Executive Committee shortly after the committee has held its meeting. This report should inform the Executive Committee of the suggestions of that committee in support of the chapter activities plan.

COMMITTEE MEMBER ROLE

Being a member of a committee has far more reaching responsibility than that of the member of a chapter. The committee member is responsible for:

1. Providing input on committee planning.
2. Providing creative ideas on ways of conducting activities.
3. Helping in the decision making of the committee's program of activities.
4. Being involved in conducting the activities planned by the committee.
5. Helping evaluate the committee's outcomes.
6. Because the membership of a committee is very small, the need to be responsible is far greater on the part of its membership.
7. Committee members have the opportunity to plan, develop, and conduct activities throughout the membership year. This provides them with the knowledge and understanding of having done an activity in an exemplary manner.

COMMITTEE ASSIGNMENT SHEET

Standing Committee

Special Committee

1. Name of committee: _____

2. Committee chairperson: _____

3. Committee members: _____

4. Objectives to be accomplished:

5. Special considerations: _____

6. Report to be submitted to president by: _____

7. Report to be presented to the chapter by: _____

COMMITTEE REPORT

The Vice President of the Chapter or organization should arrange for a sufficient number of committee report blanks for all committees for the entire year.

Date _____

Reports from _____ Committee

Committee Members: Present: _____

Absent: _____

Purpose of Meeting: _____

Action to be Taken: _____

Chairman

Secretary

Comments:

COMMUNITY SERVICE VERIFICATION

Name of student: _____

What was done? _____

Where was it done? _____

Why was it done? _____

When was it done? _____

For how long was it done (total hours worked)? _____

Who was it done for? (name, address and telephone) _____

Member's Signature _____

Signature of Receiver of Services _____

FUNDRAISING ACTIVITY IDEAS

Sell (doughnuts, popcorn, pickles)	Safety flags for bikes
Car Wash	Style show
Smash-a-car	Concession stands at sports events
White elephant auction	Rice Krispie treats, popcorn balls
Spring and Fall clean-up	Print stationery, napkins, cards
Spook insurance	Sell buttons
Pie throwing	Bake sale
Sell tool kits	"Sweetheart Dance" for all organizations
Used record sale	Sponsor "Cutest Baby" contest
Donkey ball	Jinx Dolls
Faculty and club games	Greeting cards
Carnival	Holiday candles
Operate school store	Pocket calendars
Sell stock	Hot dogs, hamburgers
Sell pizza -- students deliver	Collect aluminum cans for recycling
Safety flares	Collect newspapers for recycling
Sell sweaters, blazers	Collect bottles for recycling
Citrus fruit sale	Sell stuffed animals
Magazine sale	Plant sale
Rummage sale	Sell CAREER ASSOCIATION items
Flower sale	T-shirt sale
Bike-a-thon	Poster sales
Walk-a-thon	Spaghetti dinner
Jewelry sales	Candy sales

FUNDRAISING 20 QUESTIONS

1. Is the service or product consistent with the image, mission, and goals of the JAG program and Career Association?
2. Does the service or product provide adequate opportunity to raise the needed funds? Will the profit projection be adequate for the number of items to be sold and will it result in the amount of money needed to finance the chapter activities?
3. What pitfalls are possible in selecting a fund raising project, e.g. a dance in which the payment for the band could be larger than the ticket sales?
4. Does the activity stay within school guidelines and city ordinances?
5. Is there an ample supply of products from the fund raising company?
6. Is there an opportunity for the chapter to return unsold items for full credit? This should be carefully studied as some companies do not allow products to be returned.
7. Will the proposed audience buy the selected product or service?
8. If the product is available on the retail market, is it priced competitively for the fund raising effort?
9. Is the product or service of interest to the members? Will the members get excited and participate in the fund raising project?
10. Does the product or service coincide with a compatible time on the school or community calendars?
11. Will the activity include all chapter members?
12. Will the activity cause your chapter to become a burden on your school and/or community?
13. Will the activity be "fun" and enjoyable for members?
14. Will members learn something about careers by being involved in this project?
15. Will the project provide opportunities for members to work with other student organizations?
16. Will there be sufficient time to plan and implement the project?
17. What are the potential problems with this project?
18. Have other organizations used this project to raise money?
19. Have other organizations used this project successfully?
20. Would it be detrimental to JAG or the Career Association for the chapter to conduct this project?

COMMITTEE CHAIRPERSON AND COMMITTEE MEMBER EVALUATION SHEET

Did the Committee Chairperson:

- Look at committee duties and decide what and when they should be completed?
- Analyze committee responsibilities and organize them into parts for future committee meetings?
- Prepare the agenda for the committee meeting?
- Conduct a discussion giving each member an opportunity to speak?
- Refrain from expressing ideas too frequently?
- Lead the discussion and summarize the decisions by the group as they developed?
- Make members feel that they had important contributions to make towards the work of the committee?
- Schedule the meeting at a convenient time and location?
- See that a committee progress report was made at a regular chapter meeting?

Did Committee Members:

- Attend all committee meetings?
- Talk to other committee members while business was on the floor?
- Enter into the discussion during the meeting?
- Offer ideas and make suggestions?
- Dominate the discussion?
- Get mad, if things did not go as they wished?
- Accept responsibilities that needed to be done?
- Complete all assigned responsibilities?



APPENDIX E

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EVALUATING PUBLIC RELATIONS

A good program of public information can be most easily judged through outcomes. Greater involvement and support for the program will come when the public better understands the program.

The most important evaluation is immediately after an event. The chapter members and advisor should ask the following questions?

1. What were the immediate results and comments?
2. Who responded to invitation?
3. Who did not? (Investigate why they did not attend.)
4. How did the time frame work out?
5. Was the news release accepted as written - or changed? (Learn from the changes.)
6. Review comments about the event. (Learn from criticism.)
7. How did chapter members respond? What percent of the members were in attendance?
8. Evaluate outcomes. Was the outcome positive? Was the outcome worth the effort?

These are but a few of the questions you might ask after an activity has been concluded. The information gathered can help improve the next activity. It is important to have historical information to plan each year's public relations activities.

PRESS RELEASE WORKSHEET

Release Date _____

News From _____ (school)

Date _____

School _____

Contact Person _____

Phone Number: Day _____ Night _____

E-Mail _____

Who (Include first and last names) _____

What _____

When _____

Where _____

Why or How _____

Other _____



APPENDIX F

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SAMPLE AGENDA FORM

Opening Ceremony All Officers

Call to Order President

Minutes of last meeting Secretary

Treasurer's Report Treasurer

Officers' Reports

Unfinished Business

New Business

Adjournment Time _____

CHAPTER MEETING PREPARATION CHECKLIST

Prior to the Chapter Meeting

- 1. Is the agenda ready?
- 2. Is the program ready? (Guest speaker confirmed, audio-visual equipment secured, etc.)
- 3. Are committees ready to report?
- 4. Has someone checked with the advisor for announcements to be made?
- 5. Has someone checked the minutes of the last meeting for deferred business?
- 6. Have you thought about who might serve on any committees that need to be appointed at the upcoming meeting?
- 7. Have you practiced (at least mentally) conducting the business meeting? Have you anticipated questions on business matters?
- 8. Have members been reminded of the meeting time and place? (Calls, letters, posters, newspaper announcements, etc.)
- 9. Other:

The Day of the Chapter Meeting

- 1. Is the meeting place ready?
- 2. Is the chair/table arrangement satisfactory?
- 3. Is needed equipment in the room? Does it work?
- 4. Are refreshments ready?
- 5. Who is assigned to meet guests?
- 6. Are needed materials available?
- 7. Is a gavel on the lectern?
- 8. Are the flags and banner in place?
- 9. Other:

POST CHAPTER MEETING CHECKLIST

Immediately after the meeting

- 1. Is the meeting room clean and in good order?
- 2. Was all equipment returned and in good repair?
- 3. Are all doors closed and locked, if necessary?

A few days after the meeting

- 1. Have thank you letters been written? (Guest speaker, appreciation for donations, refreshments, etc.)
- 2. Have minutes of proceedings been written?
- 3. Have the meeting and program been evaluated? (What information was learned that can benefit future meetings?)

- 4. Is publicity about the program and any actions voted upon being handled? Who is responsible?
- 5. Have committees been formed, if necessary, and are meetings planned? Who is the chairman of the committee? What must they accomplish? By when?

- 6. Other:

TIPS FOR THE CHAPTER SECRETARY

Record and prepare the minutes of all meetings.

The Secretary's records are important to the chapter since they contain the business transacted by the membership.

- Produce a record of what is done in the minutes—not what is said.
- Record the exact wording of motions, whether they are approved or disapproved by the membership. If necessary, ask the President to have motions repeated slowly. The Secretary may also ask that motions be written by the person making the motion.
- Record the name of the person who made the motion but NOT who seconded or discussed the motion.
- Assist the President in counting votes and recording the count accurately.
- Attach a copy of the Treasurer's Report to the minutes.
- Attach a copy of committee reports to the minutes.
- Keep minutes in a permanent book accessible to the membership.
- Be prepared to provide members with a copy of the minutes from the previous meeting or post them visibly in the classroom.
- Word process minutes if possible.
- Sign the minutes when submitted for approval to the membership. The President's signature and date of approval should also be placed on the minutes. DO NOT write "Respectfully submitted."

Respond to chapter correspondence and maintain appropriate files.

- All chapter correspondence should be processed by the Secretary, even if it is received by other officers or members.
- It is vital that chapter correspondence projects a professional image.
- To those not familiar with the chapter and those who have no direct contact with the other officers or members, the chapter will be known by its correspondence. Poor grammar, punctuation, and spelling errors detract from the image the chapter wants to project.
- All chapter correspondence and responses should include input from officers and the advisor; and be approved by the President (and other officers, if appropriate) and the advisor.
- The Secretary should keep an adequate supply of chapter letterheads, notecards, and stamps on hand for official use.

SUGGESTED FORM FOR SECRETARY'S MINUTES

Type of meeting: Regular Special Executive

Time: _____

Place: _____

Members present: (list) _____

Reading of minutes: Approved as written Approved as amended

Treasurer's Report: Income _____

Expenses _____

Balance _____

Business conducted: *(list all motions, maker of the motion, and results of the vote)*

#	Motion	Maker	Results
1			
2			
3			
4			
5			
6			
7			

Adjournment time: _____

Next Meeting: _____

SAMPLE MINUTES OF A MEETING

The regular monthly meeting of Smithtown High School Career Association was held on Thursday, May 13, 20XX at the Holiday Inn in Smithtown, the president being in the chair and the secretary being present. The minutes of the last meeting were approved as read.

The treasurer's report was presented and filed for audit.

Karen, reporting on behalf of the Leadership Development committee, reported the date of the Ropes Course Event will be May 20th. Permission forms and information sheets were distributed to members. The permission forms are due by May 18th.

The report of the program committee was received and placed on file.

Lorie moved that we sponsor a fundraising project for the Make-A-Wish Foundation. The motion carried. The president asked the fundraising committee to consider fundraising options and bring a report to the next meeting.

The president introduced the guest speaker, Jim Ceri, whose topic was "Leadership 20XX."

The meeting adjourned at 6:00 pm.

Javier Garcia

Javier Garcia

SAMPLE TREASURER'S REPORT

Smithtown Treasurer's Report

For the year ending June 30, 20XX

Balance on hand, July 1, 20XX ***\$1253.25***

Income

- School club allowance \$200
- Car Wash \$400
- Contribution from Smithtown
 Business Association \$500

Total Income \$1100

Expenses

- NSLC \$1300

Total Expenses \$1300.00

BALANCE ON HAND JULY 1, 20XX **\$1053.25**

ICEBREAKERS

HUM A SONG

To pair up participants at a workshop, prepare cards ahead of time with the title of a song - two cards for every song. Shuffle the cards and pass them out at the beginning of your workshop. (Be sure you have exactly enough cards for the number of participants. If you have an odd number, add a third song card to make one group of three.)

Instruct your participants to walk around the room, humming the song on their card. They will be looking for someone who is humming the same tune! That will be their partner, or someone to meet before the workshop begins.

INTRODUCTIONS

Ask participants to pair up with someone they don't know. Then, allow 10 minutes for pairs to get to know each other. At the end of the time allowed, each participant should introduce the person they just met by telling three interesting things about them. ONE of the interesting things will NOT be true. The rest of the participants will try and guess which thing is not true.

For example "I would like you to meet Jane Smith. Jane is a first year student in our Respiratory Care program. The three things I would like to tell you about Jane is that 1) she has 6 children, 2) she plays the trumpet in the city symphony, and 3) she likes to ride dirt bikes in her spare time. Which one is not true?"

SIMON SAYS

This game can be a exciting icebreaker because almost everyone knows the rules, and most participants haven't played it in years.

Just to refresh your memory, the leader stands in front of the group and gives commands preceded by "Simon Says". Participants can only do what "Simon Says" and if Simon didn't say to do it, or if they do the wrong thing, they are out. The last person remaining wins. "Simon says try this icebreaker!"

SCAVENGER HUNT

The leader prepares a list of articles to be found in the area of the workshop or leadership activity. Then, in teams of two-four, groups go on a scavenger hunt to try and collect those articles or find information on the scavenger hunt list.

MOVIE TITLES

Another way to pair people up at a workshop is to make a list of movie titles and then write half the title on each notecard. Cards are mixed up and passed out—then participants walk around and try to find someone with the other half of their movie.

For example:

Gone With	The Wind
The Lion	King
While You	Were Sleeping
The Sound	Of Music

BUILD LEADERSHIP

Teams of 3-8 participants are asked to build leadership. They can be given a variety of materials such as construction paper, tape, paper clips, etc., sometimes even a box of junk. Or, sometimes they are allowed to search the workshop site for their materials.

Regardless of the materials, participants get creative and build something that symbolizes leadership. At the conclusion of the time allowed for the activity, groups then share their work with the large group.

A variation on this theme is the same process with the rule that talking and writing is not allowed—just non-verbal communication. In addition to asking the participants to talk about what they created, the leader asks about the group behavior, such as:

1. Who took on a leadership role?
2. Did everyone participate?
3. Did anyone try to get others involved?
4. Were any ideas by group members rejected?
5. Was it frustrating not being able to communicate easily?
6. Did the group follow the rules, or did anyone break the rules?

NUMBERS GAME

Instructions: Each question contains the initials of words that will make it a correct statement, event or title. Find the missing words.

Example: 16 O_____ in a P_____ = 16 ounces in a pound

1. 26 L_____ of the A_____
2. 7 D_____ of the W_____
3. 1001 A_____ N_____
4. 12 S_____ of the Z_____
5. 52 C_____ in a D_____
6. 9 P_____ in the S_____ S_____
7. 88 P_____ K_____
8. 13 S_____ on the A_____ F_____
9. 32 D_____ F_____ at which W_____ F_____
10. 90 D_____ in a R_____ A_____
11. 3 B_____ M_____, S_____ H_____ T_____ R_____
12. 4 Q_____ in a G_____
13. 24 H_____ in a D_____
14. 57 H_____ V_____
15. 11 P_____ on a F_____ T_____
16. 29 D_____ in F_____ in a L_____ Y_____
17. 40 D_____ and N_____ of the G_____ F_____
18. 76 T_____ in the B_____ P_____
19. 50 W_____ to L_____ Y_____ L_____
20. 99 B_____ of B_____ on the W_____
21. 60 S_____ in a M_____
22. 7 B_____ for S_____ B_____
23. 15 M_____ on a D_____ M_____ C_____
24. 3 C_____ in a F_____
25. 3 F_____ in a Y_____

NUMBERS GAME - ANSWERS

1. 26 Letters of the Alphabet
2. 7 Days of the Week
3. 1001 Arabian Nights
4. 12 Signs of the Zodiac
5. 52 Cards in a Deck
6. 9 Planets in the Solar System
7. 88 Piano Keys
8. 13 Stripes in the American Flag
9. 32 Degrees Fahrenheit at which Water Freezes
10. 90 Degrees in a Right Angle
- 11.. 3 Blind Mice, See How They Run
12. 4 Quarts in a Gallon
13. 24 Hours in a Day
14. 57 Heinz Varieties
15. 11 Players on a Football Team
16. 29 Days in February in a Leap Year
17. 40 Days and Nights of the Great Flood
18. 76 Trombones in the Big Parade
19. 50 Ways to Leave Your Lover
20. 99 Bottles of Beer on the Wall
21. 60 Seconds in a Minute
22. 7 Brides for Seven Brothers
23. 15 Men on a Dead Man's Chest
24. 3 Coins in a Fountain
25. 3 Feet in a Yard

WHAT DO YOU THINK?

Instructions: Answer the following questions.

1. If you go to bed at 8 o'clock in the evening and set the alarm to get up at 9 o'clock in the morning, how many hours of sleep would you get?
2. Do they have forth of July in England?
3. How many birthdays does the average man have?
4. Why can't a man living in Miami, Florida be buried west of the Mississippi?
5. One month has 28 days. Of the remaining 11 months, how many have 30 days?
6. If you had only one match and entered a room where there was a lamp, an oil heater and some kindling wood, which would you light first?
7. How far can a dog run into the woods?
8. A farmer had 17 sheep. All but 9 died. How many sheep were left?
9. How many animals of each species did Moses take along on the Ark?
10. A woman gave a beggar 50 cents. The woman is the beggar's sister, but the beggar is not the woman's brother. Why?
11. Is it legal for a man to marry his widow's sister?
12. How many men on a baseball team?
13. If a doctor gave you three pills and said to take one every half hour, how long would they last?
14. Two men play 5 games of chess. They each win 5 games. How?
15. There is a house with 4 southern exposures. There is a bear running around the house. What color is the bear?

WHAT DO YOU THINK? - ANSWERS

1. One hour (if the clock doesn't have an a.m. and p.m. setting)
2. Yes, and a fifth of July, and a sixth of July. . .
3. Just one. (You are born only once, you celebrate it every year.)
4. You can't bury a man who is living anywhere.
5. 11
6. The match
7. Halfway. After that, the dog is running out of the woods.
8. 9
9. Moses didn't go on the ark
10. The beggar is a female (the woman's sister)
11. A man has to be dead to have a widow
12. About 25. Only 9 play at a time, but there are more than that on the team.
13. One hour. If you took one at nine, then you'd take the next at 9:30 and the third at 10. That's one hour.
14. They play different people, not each other.
15. White. It's at the North Pole.

JUST LIKE ME

When given the signal by your group leader, find as many different people as you can who fit the statement in the boxes below. Get that person to sign your box.

Has the same color eyes as you	Traveled outside the United States in the past 12 months	Has pierced ear(s)
Uses Crest toothpaste	Was born in the same month you were	Was born in another state
Has a teddy bear at home	Wears contact lenses	Has a picture of a parent or guardian in his/her wallet
Is left-handed	Is wearing red	Likes Stephen King novels
Plays tennis	Wears a shoe size bigger than yours	Has never been to New York
Has more than one pet at home	Saw "Grease"	Has been to a Major League Baseball game

HOW TO MAKE A MAIN MOTION

The main motion brings business before the assembly and/or introduces a new subject. This motion can only be made when no other business is pending.

- President** *"Is there any new business to come before this meeting?"*
- Member #1** *"Mr./Madam President." (Seeks recognition)*
- President** Recognizes member
- Member #1** *I move that _____"*
- Member #2** *"Second" (If no second, the president should ask "Is there a second?"*
- President** *"A motion has been made and seconded to _____*
(repeat of motion made by Member #1). Is there any discussion?"
- Member #1** Seeks recognition again. Debates motion if desired.
- Members** May seek recognition and debate, until...
- President** *"Is there any further discussion?" (No answer) "If not, are you ready for the question?" (Still no answer) "All those in favor of (restate the motion) say aye. All opposed say no. The ayes (no's) have it, the motion carries (fails). We will (not) _____ (announcement of actions based on vote.)"*

FORMS OF OTHER MOTIONS

AMEND

- Member *"Mr./Madam President." (Recognition) "I move to amend the main motion by (striking out, inserting, or adding . . ."*
- Member *"Second"*
- President *"It has been moved and seconded to amend the main motion by . . . Is there any discussion on the amendment?"*
- Member(s) Debate on the amendment
- President *"Are you ready for the question? All those in favor of the amendment to the main motion that we . . . say aye. All opposed say no. The ayes (noes) have it, the amendment to the main motion is carried (lost). The item now before us is the main motion as amended to . . . (or the original main motion). Is there any discussion?"*

REFER TO A COMMITTEE

- Member *"Mr./Madam President." (Recognition) "I move we refer this motion to a committee consisting of . . ."*
- Member *"Second"*
- President *"It has been moved and seconded that we refer this motion to a committee consisting of . . .The motion is debatable and amendable. It is now open for discussion."*
- Member(s) Debate on the amendment
- President *"Are you ready for the question? All those in favor of referring this motion to a committee consisting of say aye. All opposed say no. The ayes (noes) have it, the motion carries (is lost). (Announce results as appropriate) It will be referred to a committee consisting of . . . Is there any further new business?"*

LAY ON THE TABLE

Member *"Mr./Madam President." (Recognition) "I move to table the motion that . . ."*

Member *"Second"*

President *"It has been moved and seconded to table the motion that . . . The motion to Lay on the Table is undebatable, unamendable, and requires, and requires a majority vote. Those in favor of laying the motion on the table say aye. All opposed say no. The ayes (noes) have it and the motion is carried (lost). We will (not) lay the motion that . . . on the table."*

PREVIOUS QUESTION

Member *"Mr./Madam President." (Recognition) "I move the previous question."*

Member *"Second"*

President *"The previous question has been called. This motion is undebatable, unamendable, and requires a two-thirds vote. All those in favor of the motion please rise. All opposed please rise. The vote is ____ for and ____ against. There being a two-thirds majority in favor, the motion carries and we will now vote on the motion to . . . " OR "Since there is not a two-thirds majority, debate may now resume on the pending motion to . . . "*

DIVISION OF THE ASSEMBLY

Member Without being recognized - *"Mr./Madam President, I call for a division." or just "Division!"*

President *"A division has been called. Those supporting the motion that . . . please rise. All opposed please rise. The motion is carried (lost) and (state effect.)"*



Appendix G

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TIPS FOR PROBLEM SOLVING

1. Speak up when the discussion is in progress. . .don't gunnysack for later.
2. Don't interpret the other person's motive or label him/her. This puts others on the defensive and he/she won't listen to you with an open mind.
3. Stick to the specific issues. Don't over-generalize. Be very concrete.
4. Don't use the occasion to bring out your museum of resentments. Don't let others do that either. Solve one problem at a time.
5. Never apologize for asserting your rights.
6. Nonverbal cues should be consistent with verbal language. Voice, facial expressions and body language should back up the message, not negate it.
7. Overkill is unnecessary. . .the mark of the insecure! Use only the amount of force necessary to get the message across.
8. If necessary, take additional steps or bring others in. Don't threaten. . . state what you are going to do and follow through.
9. Look the person in the eye.
10. Don't hit below the belt.
11. Do not collude! (To collude is to pretend to agree when you don't or pretend to be something you aren't.)
12. Avoid a fight. If the problem solving process degenerates into an insult exchange or becomes a repetitive, stale argument, then it is obvious the problem has stalled.

SAMPLE QUOTES AND POEMS FOR BRINGING GREETINGS/THOUGHT FOR THE DAY



When one door closes, another opens; but we often look so regretfully upon the closed door that we do not see the one which has opened for us.

—Alexander Graham Bell

I have to live with myself, and so
I want to be fit for myself to know,
I want to be able as days go by,
Always to look myself straight in the eye
I don't want to stand with the setting sun,
And hate myself for the things I've done,
I can never hide myself from me;
I see what others may never see,
I know what others may never know,
I can never fool myself, and so -
Whatever happens, I want to be
Self respecting and conscience free.

—Author Unknown



**Four things cannot
come back...**

The spoken word,

the sped arrow,

the past life,

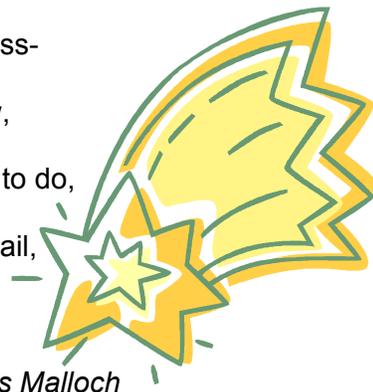
**and neglected
opportunity.**

—Arabian Proverb



If you can't be a pine on the top of the hill,
Be a scrub in the valley - but be
The best little scrub by the side of the hill,
Be a bush if you can't be a tree,
If you can't be a bush, be a bit of the grass,
Some highway happier make;
If you can't be a muskie, then just be a bass-
But the liveliest bass in the lake!
We can't all be captains; we've to be crew,
There's something for all of us here,
There's big work to do, and there's lesser to do,
And the task we must do is the near,
If you can't be a highway, then just be a trail,
If you can't be the sun, be a star;
It isn't by size that you win or you fail-
Be the best of whatever you are!

—Douglas Malloch



"If you don't know where
you are going
any road will
get you there."

—*Author Unknown*

Positive Thinking

If you think you are beaten, you are,
If you think you dare not, you don't
If you'd like to win, but you think you can't
It's almost a cinch that you won't.

If you think you'll lose, you're lost,
For out in the world we find
Success begins with a fellow's will,
It's all in the state of mind.

If you think you're outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before
You can ever win a prize.

Life's battle doesn't always go
To the swifter or faster man,
But sooner or later the man who wins
Is the man who thinks he can.

—*Author Unknown*

I'd rather see a lesson
Than to hear one any day,
I'd rather you'd walk with me
Than to merely show the way.

The eye's a better teacher
And more willing than the ear,
And counsel is confusing
But examples always clear.

The best of all the teachers
Are the ones who live the creed
To see good put in action
Is what everybody needs.

I soon can learn to do it
If you let me see it done.
I can see your hand in action
But your tongue too fast may run.

And the counsel you are giving
May be very fine and true,
But I'd rather get my lesson
From observing what you do!

—*Author Unknown*



It's never too late to be what you might have been.

—*George Eliot*