



# **Kappa Omicron Nu Adviser's Handbook**

## *Table of Contents*

Adviser Role	3
Empowerment	4
Empowering Leaders	6
Advice from a Seasoned Adviser	7
Last Word	7
Attachment: President's Handbook (pp. 8-20)	

2011-2012



# Kappa Omicron Nu Adviser's Handbook

## *Adviser Role*

### **Policies**

- The adviser represents the college/university in upholding the high standards of the Kappa Omicron Nu charter and the tenets of the National Constitution and Chapter Bylaws.
- The adviser monitors chapter procedures to assure fairness, dignity, and equality.
- The adviser serves as the guardian of the official chapter records.
- One or two assistant advisers should be appointed so that stability and continuity is maintained when the chief adviser position changes.
- The adviser teaches leadership through modeling effective leadership.
- The adviser assesses status of officer leadership skills in order to set realistic goals for advancing student leadership.
- The adviser facilitates program planning, including the selection of the Required Program (see President's Handbook).
- The campus chapter is a student organization. The adviser is part of the team but not the captain.

### **Procedures**

- **Chapter Management:** The following principles and procedures may provide a framework for successful management.
  - Team concept of management
  - Shared leadership
  - Quality, not quantity
  - Balance of enthusiasm and realism
  - Officer training to establish duties and responsibilities
  - Executive Committee review of President's Handbook and Chapter Handbook
  - Annual calendar of events and programs
  - Regular executive committee meetings
  - Regular meetings of president and adviser
  - Phone tree for officers
  - Annual evaluation and needs assessment
- **Motivation and Participation:** Humans are goal-striving and purpose-oriented creatures, and they will participate in organizations that meet their needs and that provide a comfortable atmosphere. Because motivation is an internal force that commits one to goals, the key to participation is managing the organization in such a way that members have an opportunity to meet their personal needs in a climate that is acceptable to a variety of individuals.

"Motivating a person" is a myth. The organization must manage the structure, the climate, and the activities of the organization to give members the freedom and opportunity to get involved and to anticipate meaningful outcomes that will lead to further involvement.

The following practices help build relationships and create opportunities for commitment:

- Schedule a chapter event very soon after Initiation and publicize at Initiation
  - Review involvement opportunities and encourage participation at Initiation
  - Build relationships through ice breakers and name tags
  - Appoint new initiates to committees at first meeting after Initiation
  - Schedule incoming and outgoing officer planning session
  - Schedule personal success stories at each meeting (e.g., internship appointment, acceptance of a paper for publication or presentation, fellowship announcement)
  - Issue personal notes of congratulations
  - Schedule brown-bag seminars
- **Eligibility Lists:** Determining who is eligible and securing correct addresses are probably the most difficult tasks of advisers. Because college and university procedures vary, there is no tried and true method. Most

registrars and administrators of units will be able to assist the adviser in developing a fair and efficient procedure. Advisers who have exhausted local resources should contact the Executive Director for ideas and suggestions.

Each chapter should have a system for managing unintentional exclusions from the list of potential members.

**Note:** Dr. Frances E. Andrews, University of Tennessee-Knoxville (now University of Montevallo), is acknowledged for some of the above ideas presented in the 1990 AHEA Coordinating Council of Home Economics Honor Societies session, "Advising Student Organizations."

### ***Empowerment***

The Kappa Omicron Nu mission, ***empowered leaders***, reflects the intention of the organization. The mission or outcome of the program and activities of the organization is an ambitious one; members are challenged to make this mission a life-long quest. The adjective, empowered, in this connection is defined as "focusing . . . energy in . . . [one's] Circle of Influence. . . it's acting with integrity to create the environment in which we and others can develop character and competence and synergy (Covey, Merrill, & Merrill, 1994, p. 238). And the ultimate outcome of empowerment is a community "worthy of the best we humans have to offer" (Terry, 1993, p. 275).

Block (1987) referred to the essence of empowerment as *enacting the vision*. He further explained that definition with his insights that we must develop a personal vision of greatness and must balance autonomy and dependence. It takes courage, too. Although the following discussion is directed for the most part to individuals, these same elements direct the empowerment of organizations and groups.

#### ***Vision***

When we take a stand for a preferred future--something we want, we are creating a vision. We are willing, therefore, to take a risk for that something. Block challenges us to identify *a vision of greatness* because it forces us to eliminate caution. It also has the effect of implicitly identifying our disappointment with what exists now. This vision of greatness makes us be accountable for acting in congruence with it. When we are driven by a vision of choice, we have to take responsibility--we can't protect ourselves from disappointment and failure.

This first step in choosing empowerment implies that, like it or not, leadership to achieve our vision is solely up to us. If we are unwilling to choose a vision of greatness, we are really saying that we are willing to stand on our laurels. The added benefit of having a vision is that we have given meaning to what we are doing. And meaning seems to be an important component for reclaiming our human capacity.

It is generally agreed that without vision there is no change. Individuals and organizations tend to resist change, especially change as pervasive as a new vision (Nanus, 1992). Recently, Nanus (1995) made a stronger point by saying that even though group members resist change and persist in not rocking the boat, "it can be downright dangerous to your organization's future health and vitality" (p. vi).

#### ***Balance Autonomy and Dependence***

One of the marks of a professional is autonomy in decision making and action relative to service, i.e., decisions are made and actions are taken based on expertise--knowledge and reason. Because some of us are not operating as authentic professionals (often through no fault of our own), autonomy has not become a universally comfortable behavior. In other words, the power of acting on our own hasn't been experienced fully. Block (1987) held that our own dependency is a source of interference to empowerment.

Our own dependency grows out of a reluctance to risk or to take responsibility for the future. We are conditioned from childhood to treat people (bosses or colleagues with more experience) with respect and attention. And dependency is increased by the fact that, realistically, our survival is often in someone else's hands. But as organizations change to becoming more participative, more responsibility has not always been welcomed. In a sense, we keep ourselves in bondage to dependency.

In order for organizations to be transformed and empowerment to be actualized, we will need to assure that when control has been offered that we confront our own wishes to be dependent and examine the choices we really have. Block (1987) claimed that "the most popular fictional character in organizational life is *they*" (p. 154). Dependency is often expressed through talk about "they"--they won't make up their minds, they don't want to hear problems, they just want solutions. This "chorus of nonresponsibility" is understandable--it's learned. But the alternative is available with careful self-reflection.

Dependency is not to be totally rejected because it is useful and functional in certain ways. We are dependent on each other, that's human; a sense of community makes a satisfying work environment. And organizations need cooperation and collaboration to get the work done. Useful dependency helps us clarify the organizational framework, confirms and validates us, helps us feel connected, protects us from unreasonable problems, and helps us learn from others.

Focusing on the negative aspects of dependency does not argue against interdependency in the organizational culture. But teamwork and interdependence are most effective when we operate out of a position of strength. "Being autonomous gives us the freedom to choose whom we want to be with and how we want to be with them" (Block, 1987, p. 174).

### ***Courage***

To take the empowerment road, we are not choosing the easy route. Because we have the innate sense to take the safe path, we have to become comfortable with danger and unpredictability. The safe paths lie in rationality and data, in following the norms, in simply following the rules. It is true that dependency is often rewarded. So our integrity will be tested when we act with courage to achieve our vision. These acts will include such things as facing the harsh reality of the situation, examining our own contribution to problems, and putting our authentic view into words in a straightforward manner. And, of course, our courage is expressed best when others are treated well.

### ***Enacting the Vision***

There is no guarantee that what we have set out to do will work, but we have made the commitment because we chose our vision of greatness with care and with the realization that we had to do it to be true to self. Our doubts and pessimism will sometimes get in the way. But we will carry on because we choose to live in a way that gives real meaning to our lives. "We are most free, and most fully human, when we are faithfully and consistently living in accordance with the highest values we have recognized and noblest aspirations we have embraced. . . . Consistency of the highest sort is empowerment" (Morris, 1994, p. 154).

Enacting the vision in organizations and groups is described by Nanus (1992): "A vision is little more than an empty dream until it is widely shared and accepted. Only then does it acquire the force necessary to change an organization and move it in the intended direction" (p.134). He went on to say that a vision to be achieved requires empowered people, appropriate organizational changes, and strategic thinking. Strategic thinking throughout the organization will serve as the process for developing strategies to enact the vision and change the organization.

Kouzes and Posner (1995) also connected empowerment to enactment: "Credible leaders choose to give [power] away in service of others and for a purpose larger than themselves. They take the power that flows to them and connect it to others, becoming power generators from which [others] draw energy" (p. 185).

The danger in articulating empowerment as a mission is that the concept will not be supported with the kind and depth of education that will move it from a fad to a sustained behavior. The module, *Leadership: Reflective Human Action*, is intended as an educative tool. The challenge is, therefore, to make leadership development a priority and *reflective human action* part of the infrastructure of Kappa Omicron Nu leaders.

### ***References:***

- Block, P. (1987). *The empowered manager*. San Francisco: Jossey-Bass.  
Covey, S. R., Merrill, A. R., & Merrill, R. R. (1994). *First things first*. New York: Simon and Schuster.  
Kouzes, J. M., & Posner, B. A. (1995). *The leadership challenge*. San Francisco: Jossey-Bass.  
Morris, T. (1994). *True success: A new philosophy of excellence*. New York: Berkley Books.  
Nanus, b. (1992). *Visionary leadership*. San Francisco: Jossey-Bass.  
Nanus, B. (1995). *The vision retreat: A facilitator's guide*. San Francisco: Jossey-Bass.  
Terry, R. (1993). *Authentic leadership*. San Francisco: Jossey-Bass.

**Reprinted with permission. Mitstifer, D. I. (1995, October). Empowerment. *Kappa Omicron Nu Dialogue*, 5 (4), 3-4.**

## *Empowering Leaders*

Leaders in the twenty-first century will need to be articulate, energetic, and empowering. The adviser can inspire, train, and support leaders so they can learn to manage themselves and empower others. An effective adviser therefore guides, not prescribes; suggests, not dictates; and encourages, not demands. The advising role could be described as teacher-facilitator, the guide-on-the-side. The following actions will empower students:

### Preparation

- Be enthusiastic about the potential of the chapter. Encourage visualization and emotional involvement.
- View chapter work as an authentic, student-centered activity.
- Schedule training in team building, planning, and group problem solving. Help students construct their own meaning by fitting new information together with what they already know.
- Create high expectations and a “can do” attitude. Dig deep. Strive for miracles.
- Give opportunity for experimentation. Emphasize flexibility in thinking. Beware of rigidity in thinking.
- Stimulate interest in integration of academic and co-curricular goals, especially supporting and recognizing undergraduate research.
- Support student’s work toward goals and help them find resources.
- Reward successes and help students learn from disappointments and failures, to accept limitations as challenges.

### Communication

- Give feedback when requested.
- Facilitate decision making by students.
- Encourage group resolution of problems and conflicts.
- Check on progress, and listen for ways to support efforts.
- Show students how to accept diverse points of view and resolve disagreements.

### Support

- Serve as informal educator and mentor.
- Provide information, equipment, and materials to achieve goals.
- Keep abreast of new information.
- Give credit where credit is due. Be positive and supportive.
- Facilitate the process of leadership.

### Modeling

- Encourage broad participation.
- Demonstrate and build trust.
- Display consistent and caring behavior.
- Teach by example.
- Have fun. Love what you do.

### *Advice from a Seasoned Adviser*

- **Spend time training yourself.** Become familiar with the following:
  - KON Website resources – It takes some time, but it will help you facilitate chapter planning and to keep up with available resources, due dates, and new initiatives.
  - President’s Handbook, Adviser’s Handbook, and Chapter Handbook – The New President’s Handbook contains selected parts of the Chapter Handbook; the Adviser’s Handbook contains information about the adviser role and includes content of the President’s Handbook, and the Chapter Handbook is a compilation but with additional information and resources. “Tips for Successful Chapters” (Chapter Handbook) is a vast resource of ideas.
  - Adviser Role – Read this every year to “re-tool” and “re-energize.”
- **Commit to Officer Training.** Prepare an agenda with the President to review the Website and handbooks, paying special attention to officer duties, chapter calendar, and program resources including Required Program.
- **Set meeting times with President.** Monthly meetings help to manage activities and officer responsibilities assures effective communication.
- **Work with Program Committee.** Help the committee to get ideas from members and to involve members in planning and implementing events, including publicity and e-mail reminders. Suggest students, alumni, and faculty resources for presenting programs.
- **Inform faculty about activities and meeting dates.** Make sure faculty members and administrators are invited to events.
- **Establish record keeping practices.** Because retrieval of information is so important, help students by having a file of good examples of minutes, financial reports, initiation plans, etc. Make your own calendar with reminders, such as “Contact registrar office for list of students that meet scholastic requirements.” Obtain permanent chapter storage in the unit.
- **Tell Your Chapter Story.** Help chapter officers maintain a bulletin board, develop press releases, etc.
- **Ask for Help.** Call another adviser or the National Office. Attend Conclave to meet advisers and develop a network.

**Note:** Adapted from survey feedback from Diana Carroll, Carson-Newman College.

### *Last Word*

The Kappa Omicron Nu Board of Directors recognizes that advisers give of their time without reward and that the quality of the honor society is largely dependent upon the volunteer services of committed advisers. Although student organizations know the source of their strength, the value of advisers is a hidden truth in the academic community. It is apparent that

- students in honor societies experience personal and professional growth and strive for academic excellence,
- the long-term recognition and promotion of academic excellence is vital to the welfare of our country and the world, and
- the success of collegiate honor societies is largely dependent upon and is a responsibility of the chapter adviser.

Thus, it is in the best interests of Kappa Omicron Nu and academic units to provide support and promote the value of advisers. Kappa Omicron Nu provides recognition through the Conclave Adviser Scholarships and the Adviser Award of Excellence, and academic units are encouraged to recognize and reward advisers for their inestimable contributions to excellence in scholarship, research, and leadership.

Kappa Omicron Nu salutes advisers for their unselfish contribution of time, talent, and emotional commitment.





# **Kappa Omicron Nu President's Handbook**

## *Table of Contents*

Website Map of Resources	11
Chapter Leadership Calendar	12
Duties of KON Officers	12
Collegiate Membership	13
Professional Membership	14
Recruitment	14
Chapter Policy Handbook	14
Financial Accounting	15
Chapter Forms	16
Mission	16
Leadership Development	16
Guidelines for Program Development	17
Required Program	18
Criteria for Chapters in Good Standing	18
Reasonable Measures of Chapter Success	19
Rubrics	19
Awards	19
Complete List of Website Programs	20
Risk Management Policy	21
Supplemental Information in Chapter Handbook	21
Appendix – Checklist for Chapter Benchmarks	23
Student Organization Effectiveness Rubric	25
Chapter Program Evaluation Rubric	27

**2011-2012**



# Kappa Omicron Nu President's Handbook *Website Map of Resources*

## ***Links on Home Page – Organizing categories of information on the KON Website.***

***About Us & Benefits Link*** on Home Page – Information about Kappa Omicron Nu, mission, description of Human Sciences, etc. for members and the public.

***Membership & Chapters Link*** on Home Page – Links to chapter and member resources. **See Membership Video.**  
One-stop resource center - Everything you want to know about leading and managing a chapter.

***Community of Chapter Websites*** - Kappa Omicron Nu has developed a Community of Chapter Websites that will be hosted by Kappa Omicron Nu. In our research we found that some of the sites in our chapter network were not current or operational, so as a service to chapters we have taken on this task. The Chapter Websites will contain relevant information for new members as well as for current members and officers and will have links to the national site. See pilot site at <http://chapters.kon.org>. Each chapter adviser will control access for officers to logon to post information on the chapter site. Instructions will be issued to each chapter as soon as we are assured that the site is user-friendly.

***News Blog Link*** on Home Page – Announcements of news and events.

***Publications Link*** on Home Page – Archives, publication opportunities, and order forms.

***URC Link*** on Home Page – All of the links to the Undergraduate Research Community for the Human Sciences and the *Undergraduate Research Journal for the Human Sciences*.

***KON Store Link*** – Chapter and promotional items.

***Conclave Link*** on Home Page – Information about Conclave, Leadership Institute, and Undergraduate Research Conference.

***Initiatives Link*** on Home Page – Program Themes. Description of the benefits and priorities of National KON.

***Quick Links*** on Home Page – Most popular links on the Website for chapters.

***KON MiniSites Link*** – URC, Knowledge Management for the Human Sciences, Human Sciences Working Papers, Self-Managed Mentoring course, Kids & Careers, Graduate Programs, Summit, and Reflective Human Action course.

## **Other Specific Website Pages**

***Chapter Newsletter*** – Current volume on *Publications* and *Membership & Chapters* links.

***Chapter Order Forms*** – See [www.kon.org/chapter\\_files/forms/forms.html](http://www.kon.org/chapter_files/forms/forms.html)

***Fellowships & Grants*** – Link for announcements and applications found on *Quick Links*.

***Leadership Link*** on Home Page – Information on *Membership and Chapters* link. Resources and definition of Reflective Human Action leadership theory.

***Program Resources*** – Information on *Membership and Chapters* link. See [www.kon.org/leadership/lead\\_devel.html](http://www.kon.org/leadership/lead_devel.html)

***Search*** – Search the KON Web site and the Internet via Google.



- Keep accurate records of receipts and expenditures
- Report financial status at regular business meetings
- Have financial record audited at end of term
- Compile Chapter Financial Report (Form 8)

#### **Editor**

- Chair publicity committee and coordinate activities that recognize members and promote Kappa Omicron Nu
- Submit articles for Chapter News on the Website

## ***Collegiate Membership***

### **Policies**

1. The **Collegiate** category of membership includes undergraduate and graduate students duly enrolled in the institution represented by the chapter.

#### **2. Eligibility:**

*Undergraduate students shall:*

- have declared a major in human sciences or one of the specializations,
- have completed 45 semester hours or equivalent, and
- rank in the top 25% of their class in the human sciences unit (To facilitate selection of candidates, check with Registrar at least every two-three years to determine minimum GPA.). Chapters may set higher standards.

*Graduate students shall:*

- be enrolled in a graduate program in human sciences or one of the specializations,
- have completed 12 semester hours of graduate work or equivalent, and
- have a minimum GPA of 3.5 on a 4.0 scale.

Any chapter, at its discretion, may establish higher collegiate eligibility criteria.

**Membership:** Majors and specializations in the human sciences include but are not limited to the following areas: athletic training, design, education, exercise science, family & consumer sciences, financial planning, food science and human nutrition, health sciences, hotel/restaurant management, human development, interior design & human environment, kinesiology, leadership, merchandising management, policy analysis and management, social work, textiles & apparel, and wellness.

**Election of Members:** Chapter policies for election of members must comply with the provisions in the National Kappa Omicron Nu Constitution and Chapter Bylaws. Membership in Kappa Omicron Nu is open to qualified candidates including persons with disability, without regard to age, color, gender, national origin, race, religion, and/or sexual orientation.

### **Procedures**

**Recruitment:** As part of the recruitment process, an informational session is recommended for those interested in membership.

**Invitations:** Potential members are invited to membership. Chapters are urged to use the official materials to maintain uniform content and quality for recruitment of members. Invitation letterheads with envelopes and two brochures, "Kappa Omicron Nu" and "A Matter of Honor" are available (see Order Form).

The image of the chapter and the standards of the honor society are reflected through the quality of the locally prepared invitation letter.

Invitations should be issued about one month in advance to assure adequate time for a response. This will allow time to call non-respondents to encourage acceptance and to make arrangements for those who need to pay the fee at a later date.

The **Handbook for New Members** is also available. See Order Form.

**Initiation:** Attendance of candidates, though not mandatory, is encouraged. The Kappa Omicron Nu initiation ceremony shall have three elements:

- Dignity and beauty in setting and apparel,
- An impressive ritual ([www.kon.org/chapter\\_files/Handbook.html#ritual](http://www.kon.org/chapter_files/Handbook.html#ritual)), and
- The pledge of loyalty to the ideals and objectives of Kappa Omicron Nu.

Each chapter in accordance with its needs and desires may plan other aspects of initiation.

**National Reports:** Within two (2) weeks of initiation, each chapter shall file the following forms with the Kappa Omicron Nu National Office:

- Membership Cards (national portion of duplicate card) OR
- Alternate form (to include name, maiden name if applicable, permanent address, gender, graduation month/year, status [undergraduate, graduate, professional], degree candidacy, and major)
- Initiation Remittance Form (Form 7)

### ***Kappa Omicron Nu Professional Membership***

The **Professional** category of membership includes faculty and other alumni not previously initiated into Kappa Omicron Nu or its predecessor societies.

**Eligibility:** Professionals shall

- have made a distinctive contribution to the profession,
- have earned a degree in human sciences or one of its specializations or have earned a degree qualifying them to work in the field, and
- have a minimum 3.5 GPA in graduate work or rank in upper 25% in undergraduate work.

### ***Kappa Omicron Nu Recruitment***

The following chapter activities are recommended to promote Kappa Omicron Nu membership, recruit members, and increase membership acceptances. In addition, the recruitment process should be evaluated and revised to correct deficiencies.

- Informational sessions and/or brochures for incoming freshmen and transfer students
- Information booths at student activities fair
- Informational sessions or receptions for prospective members
- Invitations to parents, spouses, and children of candidates to attend initiation
- Announcement of potential candidates to department heads and faculty with encouragement to recognize candidates
- Involvement of administrators, faculty, and alumni in Initiation and chapter activities
- Bulletin board display of chapter and society activities
- Publicity regarding new initiates and chapter activities in college/university newspaper, hometown newspapers, and unit newsletter
- Participation in college or university honors convocation
- Sponsorship of awards event for unit
- Co-sponsorship of educational programs or recognition events
- Honor cord for graduation caps and gowns
- Medallion for recognition of service

Each activity should be planned to honor excellence and the high standards of scholarship, research, and leadership that Kappa Omicron Nu represents.

**National Kappa Omicron Nu supports chapters with**

1. **Recruitment supplies** (see order form):

- Invitation letter and envelope
- "Kappa Omicron Nu" brochure
- "A Matter of Honor" brochure

2. **Family announcements** (see Family Announcement Request Form)

National Kappa Omicron Nu will assist chapters by communicating with families of prospective members to announce the election of their sons or daughters to Kappa Omicron Nu. The announcement gives a brief description of the national recognition, and a customized invitation to the initiation is enclosed. There is no cost to the chapter, but facts about the initiation and university labels (to the Family of \_\_\_\_\_) must be supplied.

### ***Chapter Policy Handbook***

See this handbook for chapter governance policies.

## *Kappa Omicron Nu Financial Accounting*

### **Responsibilities**

- Maintain records of financial transactions
- Chair finance committee to prepare budget
- Submit budget for chapter approval
- Monitor budgetary income and expenditures and report financial status
- Pay bills and submit fees and reports to National

### **Procedures**

- **Chapter and National Dues:** National Kappa Omicron Nu collects chapter dues from active members and annually returns dues and a membership list to the chapter on October 1. **Active chapter membership status requires payment of national and chapter dues.**
- **New undergraduate members do not pay dues until two years after graduation (a 2-year gift membership is granted upon graduation).** Most chapters, however, require payment of chapter dues.
- Each chapter sets the chapter dues.
- **Initiation:** Prior to initiation, each chapter shall collect the following fees:
  - National Initiation Fee = \$55.00 (2011-2012), \$56.00 (2012-2013), \$57.00 (2013-2014)
  - Chapter Dues specified by your chapter
- At the time of initiation, new members shall complete the duplicate membership card.
- Within two (2) weeks of initiation, each chapter shall file the following forms with the Kappa Omicron Nu National Office:
  - Membership card (national portion of the duplicate card) **or**
  - Alternate form [including name, maiden name if applicable, permanent address, gender, graduation month/year, status (undergrad student, grad student, professional), degree candidacy, major] **or**
  - Online membership form – [http://www.kon.org/chapter\\_files/forms/card.asp](http://www.kon.org/chapter_files/forms/card.asp).
  - Chapter Remittance Form (Form 7)
- **Insignia:** Kappa Omicron Nu insignia may be ordered through National Kappa Omicron Nu (see Order Form).
- **Chapter Financial Report:** This annual report (Form 8) must be filed **on or before August 1**. This report is necessary to maintain good standing (national funds are not distributed if this report has not been filed) and for the National Office to file the IRS 990-N report.
- **Orientation of Incoming Treasurer:** Review chapter financial accounting system as well as national procedures and report forms.
- **Storage of Campus Chapter Financial Records:** Arrange with adviser for safe storage.

## ***Chapter Forms***

***find at Quick Links or [www.kon.org/chapter\\_files/forms/forms.html](http://www.kon.org/chapter_files/forms/forms.html)***

- Chapter Officers and Addresses Form (Form 1)
- Scholar Program Recipient(s) (Form 2)
- Kappa Omicron Nu Chapter Supply Order Form (Form 3)
- Family Announcement Request Form (Form 4)
- Collegiate Chapter Remittance Form (Form 7)
- Chapter Financial Report (Form 8)
- Chapter Annual Report (Form 10a)
- Chapter Annual Report (Form 10b)

## ***Kappa Omicron Nu Mission***

### **Mega-End**

The mission of Kappa Omicron Nu Honor Society is empowered leaders who use an integrative approach to enhance quality of living.

- 1.1 Excellence in scholarship, leadership, and research
  - 1.1.1 Recognition
  - 1.1.2 Reward
  - 1.1.3 Advancement
- 1.2 Strong affiliation networks that develop scholars, researchers, and leaders

These ends will enhance the ability of the organization and chapters to prepare scholars and researchers as leaders.

To accomplish this mission, Kappa Omicron Nu shall:

Promote scholarship and encourage intellectual development, promote research and foster the spirit of inquiry, confer distinction for high achievement, promote leadership development, stimulate student and faculty dialogue, enrich the intellectual environment of higher education institutions, encourage high standards of practice and ethical behavior, and promote attitudes of professional responsibility for the public good.

## ***Kappa Omicron Nu Leadership Development***

### **Policies**

- Each chapter, in order to maintain and strengthen its effectiveness and to promote leadership development, conducts leadership training sessions based on the needs and interests of officers and members.
- The adviser and outgoing officers plan and implement a training session prior to the term of office of newly elected leaders.
- Each collegiate chapter is encouraged to use the available college/university and unit resources for leadership development. A cooperative effort with other student organizations is recommended.

### **Procedures**

- **Needs Assessment, Goal Setting, and Cooperative Planning:** Each chapter should involve the adviser, officers, selected members, faculty, and administrators in a process to identify short-term and long-term leadership needs, set goals, and cooperatively plan to operationalize the goals.
- **Leadership Mentoring:** Each chapter is encouraged to identify professionals (faculty and alumni) who will serve as role models and mentors and to initiate a structure to facilitate mentoring.

### **Suggested Components for Officer Training:**

- Review of Chapter Annual Report prepared by outgoing officers
- Review of recommendations of outgoing officers
- Review of the Chapter Handbook, including, but not limited to, (a) national resources and awards, (b) Kappa Omicron Nu Mission, (c) article "Honor Societies Promote Excellence Among Students and Faculty" (Mitstifer, 1986), and (d) Risk Management Policy
- Review of Officer Duties in Chapter Bylaws
- One-on-one interaction of outgoing and incoming officers for each leadership role

- Preliminary decision-making (who, when, and how) regarding
  - Specific duties and responsibilities of each officer
  - Communication process
  - Meeting schedule for adviser and president
  - Meeting schedule for executive committee
  - Chapter meeting calendar
  - Involvement strategies and committees
  - Collaborative relationships
  - Chapter image and visibility
  - Needs assessment, goal setting, cooperative planning processes
  - Program planning and evaluation
  - Responsibility for chapter review of Risk Management Policy

### ***Guidelines for Program Development***

#### **Policies**

- Inasmuch as the mission of Kappa Omicron Nu is empowered leaders, it is incumbent upon each chapter to develop a balance of activities to accomplish the mission.
- Quality, not quantity, should govern chapter program decisions.
- Chapters are encouraged to
  - Use national themes and initiatives to guide program planning and
  - Contribute to the educational mission of the academic unit - Academic & Co-Curricular Activities for Chapters - [www.kon.org/chapter\\_files/acad\\_cocurric.html](http://www.kon.org/chapter_files/acad_cocurric.html)
- Half of the criteria for judging the Chapter Annual Report (Form 10) for the Chapter Award of Excellence relates to chapter programming.

#### **Procedures**

- **Selection of Required Program:** See next page.
- **Selection of Program Theme:** The biennial theme and other national initiatives are resources for identifying the annual chapter program theme. The nature of the theme will determine whether the program objectives focus on a topic in depth or explore related topics.
- **Selection of Chapter Program Objectives:** Each chapter should determine the local concerns and needs within the scope of the selected theme. A membership needs assessment process would help the program committee to respond to member concerns and needs and promote participation in the chapter activities.
- **Implementation of Chapter Program Objectives:** Chapters are encouraged to **involve** members in programs through reports, symposia, panel discussions, workshops, etc. and to plan open meetings for other students within the academic unit or university.
- **Motivation and Participation:** Humans are goal-striving and purpose-oriented creatures, and they will participate in organizations that meet their needs—and that provide a comfortable atmosphere. Because motivation is an internal force that commits one to goals, the key to participation is managing the organization in such a way that members have an opportunity to meet their personal needs in a climate that is acceptable to a variety of individuals. "Motivating a person" is a myth. The organization must manage the structure, the climate, and the activities of the organization to give members the freedom and opportunity to get involved and to anticipate meaningful outcomes that will lead to further involvement.

#### **The following practices help build relationships and create opportunities for commitment:**

- Schedule a chapter event very soon after Initiation and publicize at Initiation
- Review involvement opportunities and encourage participation at Initiation
- Build relationships through ice breakers and name tags
- Schedule personal success stories at each meeting (e.g., internship appointment, acceptance of a paper for publication or presentation, fellowship announcement).

▪

### ***Required Program***

**Purposes:** The purposes of the Required Program are

- To make a national impact on an issue of importance to the educational and professional preparation of members,
- To aid chapters in accountability for achieving the Kappa Omicron Nu mission, and
- To demonstrate the value of honor societies to the educational mission of each higher education unit.

**Chapter Obligation:** Each chapter shall choose one of the Required Program alternatives that fits the interest and needs of members.

**Selection of program:** National Kappa Omicron Nu shall offer Program alternatives each year for chapter selection.

**Program Planning:** Each chapter shall use member input in program selection to ensure ownership and participation. The programs below may be used as designed or modified to fit the needs of the group.

**Program Implementation:** Each chapter may select the program presenter, including but not limited to chapter undergraduate members/officers and graduate student members.

**Accountability:** Each chapter shall file a description of the activity and assessment of outcomes in the Chapter Annual Report (Form 10).

### **Required Program Alternatives**

1. **Social Responsibility** – New program theme – [www.kon.org/leadership/social\\_responsibility.html](http://www.kon.org/leadership/social_responsibility.html).
2. **Professionalism and Career Networking** – [www.kon.org/ppt/professionalism.ppt](http://www.kon.org/ppt/professionalism.ppt) (see also Notes)
3. **Writing for Success Workshop** – (Three short PowerPoint programs)
  - a. Winning Scholarship Applications – [www.kon.org/ppt/KON\\_ScholarshipApps.ppt](http://www.kon.org/ppt/KON_ScholarshipApps.ppt)
  - b. Preparing and Delivering a Presentation – [www.kon.org/ppt/KON\\_Presentations.ppt](http://www.kon.org/ppt/KON_Presentations.ppt)
  - c. Writing Project Reports – [www.kon.org/ppt/KON\\_ProjectReports.ppt](http://www.kon.org/ppt/KON_ProjectReports.ppt)
4. **Leadership**
  - a. **Leadership 105: Making Change on Campus** – [www.kon.org/leadership/leadership\\_105.html](http://www.kon.org/leadership/leadership_105.html)
  - b. **Reflective Human Action Flash Presentation** – See Leadership Link (Resources).
5. **Developing a Research Project** – [www.kon.org/ppt/developing\\_research.ppt](http://www.kon.org/ppt/developing_research.ppt) (see also Notes)  
**New Chapter Project** - [www.kon.org/awards/awards.html#ugresearch](http://www.kon.org/awards/awards.html#ugresearch)
6. **Kids & Careers** - [www.kon.org/kids/index.html](http://www.kon.org/kids/index.html)
7. **A Matter of Ethics** - [www.achsnaatl.org](http://www.achsnaatl.org) - [www.kon.org/chapter\\_files/A\\_Matter\\_of\\_Ethics.html](http://www.kon.org/chapter_files/A_Matter_of_Ethics.html)

**Please NOTE: PowerPoint Presentations (\*.ppt)** - To access the "notes" fields contained within these presentations, you must first right click on the link to save the document to your desktop.

### ***Criteria for Chapters in Good Standing***

In order to maintain good standing in the Society, Kappa Omicron Nu chapters shall

- Comply with the National Constitution,
- Elect a full slate of officers,
- Maintain current chapter bylaws in the National Office,
- Conduct an annual initiation according to national guidelines,
- File Officer and Addresses Form (Form 1)
- File Chapter Financial Report (Form 8),
- File Chapter Annual Report (Form 10a & 10b),
- Submit fees and accurate reports in a timely fashion, and
- Designate a member as official representative to Conclave.

## ***Kappa Omicron Nu Reasonable Measures of Chapter Success***

**Induction of New Members:** The chapter issues invitations according to affirmative action guidelines and schedules initiation activities to give adequate time for responses. The chapter informs prospective members of the benefits and obligations of membership. The Initiation Ceremony is solemn in nature, rich in meaning, and a challenge to all who participate. It reveals the meaning and vitality of Kappa Omicron Nu. Each person who has earned the privilege of membership is entitled to the perfection of detail, which reflects thoughtful preparation by the officers. The ceremony should impart dignity, inspiration, and a lasting impression. The successful chapter improves the membership acceptance rate. (Though the membership acceptance rate is a function of many factors, the chapter has some control over the chapter's perceived image and vigor.)

**Programming:** The program of work implements high quality educational programs or activities that achieve the mission of Kappa Omicron Nu. Quality rather than quantity is the hallmark of a successful chapter.

**Chapter Management:** The chapter schedules an officer training session to ensure that Kappa Omicron Nu officers increase their competence in their roles. The chapter conducts the business of the chapter in an efficient and effective manner and uses an action planning process to involve the membership in setting goals and carrying out the program of work. The chapter bylaws comply with the National Constitution. The chapter evaluates the chapter work at the end of the year, makes recommendations for strengthening the chapter, completes the chapter records, and arranges for safe storage.

**Participation:** The chapter uses the principles of motivation to enlist the participation of members in the work of the chapter. Expectations for involvement should consider the variety of interests, needs, and time constraints of members.

**Climate:** The organizational climate is comfortable and satisfying. The atmosphere is one of acceptance, respect, trust, and warmth. The setting facilitates the development of important relationships and meaningful outcomes from the chapter program

**Positive Image:** The chapter image as a prestigious organization is derived from its good works. In other words, the chapter is known for high quality, important activities that recognize and encourage excellence in scholarship, research, and leadership. The chapter is recognized for its role in the educational program of the unit.

## ***Kappa Omicron Nu Student Organization Effectiveness Rubric***

### ***Chapter Program Evaluation Rubric***

*(see Appendix for rubrics)*

### ***National Awards Program***

***Find at Program Priorities and Awards - [www.kon.org/awards/awards.html](http://www.kon.org/awards/awards.html)***

- Award of Excellence
- Adviser Award of Excellence
- Chapter Award of Excellence – See Appendix for evaluation rubric.
- Honor and Memorial Awards
- Undergraduate Research Chapter Project
- Integrative Human Sciences Practice
- A Matter of Ethics
- Kids & Careers in Human Sciences: Career Awareness for Schoolchildren, ages 9-12 Award
- Collaborating & Networking Award
- Leadership Award
- Social Responsibility
- Other awards
  - Scholar Program – Biennial award to all chapters – [www.kon.org/chapter\\_files/chscholar.html](http://www.kon.org/chapter_files/chscholar.html)
  - Undergraduate Papers – awards for presentation at Undergraduate Research Conference
  - Undergraduate Papers – CCHS Call for Papers for presentation at AAFCS
  - Undergraduate Posters – AAFCS – Higher Education Unit

## *Complete List of Website Programs*

These resources can be found at [www.kon.org/leadership/lead\\_devel.html](http://www.kon.org/leadership/lead_devel.html).

- [A Matter of Ethics](#)
  - [Chapter Planning Session](#)
  - [Developing a Research Project \[ppt\]](#)
  - [Empowerment \[ppt\]](#)
  - [Empowerment Notes](#)
  - [Ethics Resolution](#)
  - [Ethical Dilemmas](#)
  - [Ethics: Gripe & Glee](#)
  - [Ethics: 101](#)
  - [Ethics on the Job](#)
  - [Ethics PowerPoint Program](#)
  - [Gingerbread Activity](#)
  - [In Search of Excellence Activity](#)
  - [Kids & Careers in Human Sciences](#)
  - [Leadership: 101](#)
  - [Leadership: 102](#)
  - [Leadership: 103](#)
  - [Leadership: 104](#)
  - [Leadership: 105](#)
  - [Leadership: 106](#)
  - [Leadership - Reflective Human Action Flash Presentation](#) - free access for chapter use by contacting [dmitstifer@kon.org](mailto:dmitstifer@kon.org)
  - [Leadership - Reflective Human Action Flash Presentation](#) - Activity 1
  - [New Member/Officer Orientation \[ppt\]](#)
  - [Officer Orientation Program](#)
  - [Open Space Process](#)
  - [Open Space Technology Notes to Conveners](#)
  - [Professionalism and Career Networking \[ppt\]](#)
  - [Professionalism and Career Networking \(notes\)](#)
  - [Social Responsibility](#)
  - [Taking it to the Streets](#)
  - [What is Kappa Omicron Nu \[ppt\]](#)
- Leadership Background Papers
- [Academic Units and Kappa Omicron Nu](#)
  - [Comprehensive Leadership Competencies \(incl. activities\)](#)
  - [Empowerment](#)
  - [Integration of KON and Academic Goals](#)
  - [Knowledge Management](#)
  - [Making a Learning Community](#)
  - [Mentoring](#)
  - [Reflective Human Action: Theory and Application](#)
  - [RHA: An Uncommon Journey to Leadership](#)
  - [The Baggage We Bring from the Past](#)
  - [Web of Inclusion](#)
- Other Resources
- [Calls for Papers and Guidelines for Authors](#)
  - [Internships](#)
  - [KON Book Room](#)
  - [National Initiatives](#)

## ***Risk Management Policy***

The Risk Management Policy of Kappa Omicron Nu includes the provisions that follow and shall apply to all honor society entities and all levels of honor society membership.

### **Alcohol and Drugs**

- The possession, use, and/or consumption of **alcoholic beverages**, during an official event, or in any situation sponsored or endorsed by the chapter, must be in compliance with any and all applicable laws of the state, county, city, university, and other institutions.
- No alcoholic beverages may be purchased through the chapter treasury nor may the purchase of same for members or guests be undertaken or coordinated by any member in the name of or on behalf of the chapter.
- No chapter members, collectively or individually, shall purchase for, serve to, or sell alcoholic beverages to any minor.
- The possession, sale, and/or use of any **illegal drugs or controlled substances** at any chapter sponsored or endorsed event, or at any event that an observer would associate with the honor society, is strictly prohibited.
- No chapter may co-sponsor an event with a charitable organization, alcohol distributor, or tavern where alcohol is given away, sold, or otherwise provided to those present.
- No chapter may co-sponsor or co-finance a function where alcohol is purchased by any of the host chapters, groups, or organizations.

### **Safety**

- All chapters shall comply with local fire and health codes and standards for ceremonial and food functions.

### **Abuse**

- No chapter may conduct activities that create embarrassment, harassment, ridicule, or any other activities, which are not consistent with the regulations and policies of the educational institution.

### **Civil Rights**

- Membership in Kappa Omicron Nu is open, without restriction as to race, creed, sex, national origin, conditions of handicap, and sexual orientation.

### **Education**

- An *annual review* of the Risk Management Policy of Kappa Omicron Nu is required of each chapter.

## ***Supplemental Information in Chapter Handbook (access Chapter Handbook in Quick Links)***

Fund-Raising Suggestions

Initiation Ritual and Guidelines

Publicity/Press Releases

“Honor Societies Promote Excellence Among Students and Faculty”

IRS/Tax Information

Tips for Successful Chapters



## Student Organization Effectiveness Rubric

Organization: \_\_\_\_\_

<i>Standards</i>	<b>5 - 4 Exemplary</b>	<b>3 - 2 Satisfactory</b>	<b>1 - 0 Unacceptable</b>	<b>Score</b>
<b>Chapter Effectiveness Benchmarks</b>				
<ul style="list-style-type: none"> <li>Registration with appropriate institutional office</li> </ul>	Goes beyond minimal policies to ensure institutional recognition	Meets institutional policies for registration	Is not registered with the institution	
<ul style="list-style-type: none"> <li>Participation in institutional training for student groups</li> </ul>	Participates in institutional training; uses information to improve organization	Participates in institutional training	Does not participate in institutional training	
<ul style="list-style-type: none"> <li>Procedures for election of officers</li> </ul>	Develops policies to support bylaws; makes changes when feedback suggests deficiencies	Follows the bylaws for election of officers	Has unclear or no set procedure for election of officers	
<ul style="list-style-type: none"> <li>Officer training plan</li> </ul>	Uses officer training program to review responsibilities and make plans for strategic thinking	Conducts training program with old and new officers; supplies officer handbook to new officers	Has unorganized or non-existent officer training plan	
<ul style="list-style-type: none"> <li>Structure for selection and initiation of members</li> </ul>	Evaluates processes to enhance selection and initiation of members	Follows regulations in bylaws and handbook	Has unorganized or no structure of selection and initiation of members	
<ul style="list-style-type: none"> <li>Structure for member input into setting goals for chapter activities</li> </ul>	Conducts strategic thinking process to identify needs and set goals with participation of all members	Seeks input from members after officers have set goals	Has unorganized or no structure for member input	
<ul style="list-style-type: none"> <li>Process for planning annual activities to respond to goals</li> </ul>	Develops action plan for achieving goals as part of strategic thinking process	Assigns committees to plan activities	Has unclear or no process for planning activities	
<ul style="list-style-type: none"> <li>Participation in national conference</li> </ul>	Is represented at national conference; shares ideas to enhance organizational program and/or structure	Is represented at national conference most of the time	Is not represented at national conference	

<i>Standards</i>	<b>5 - 4 Exemplary</b>	<b>3 - 2 Satisfactory</b>	<b>1 - 0 Unacceptable</b>	<b>Score</b>
<b>Learning Benchmarks</b>				
<ul style="list-style-type: none"> <li>Co-curricular activities that enhance academic goals</li> </ul>	Supports co-curricular goals through chapter planning and programming processes	Plans activities that enhance academic goals	Is not interested or engaged in enhancing academic goals	
<ul style="list-style-type: none"> <li>Activities respond to shared goals</li> </ul>	Uses strategic thinking process to identify shared goals and to plan programs to achieve them	Seeks input from members about program plans	Does not identify shared goals	
<ul style="list-style-type: none"> <li>Participation in national program initiatives</li> </ul>	Chooses national program initiatives and leadership development during strategic thinking process	Chooses at least one national program initiative	Does not participate in national program initiatives	
<b>Evaluation Benchmarks</b>				
<ul style="list-style-type: none"> <li>Yearly evaluation of chapter activities</li> </ul>	Has a comprehensive plan for evaluating activities	Evaluates some of the activities	Does not evaluate chapter activities	
<ul style="list-style-type: none"> <li>Yearly evaluation of programming</li> </ul>	Develops comprehensive report of evaluations for use in strategic thinking process	Uses feedback to improve chapter	Does not use feedback to make improvements	

## Chapter Program Evaluation Rubric

Chapter: \_\_\_\_\_

<i>Standards</i>	<b>5 - 4 Exemplary</b>	<b>3 – 2 Satisfactory</b>	<b>1 – 0 Unacceptable</b>	<b>Score</b>
<b>Chapter Effectiveness Benchmarks</b>				
<ul style="list-style-type: none"> <li>Participation in institutional training for student groups</li> </ul>	Participates in institutional training; uses information to improve organization	Participates in institutional training	Does not participate in institutional training	
<ul style="list-style-type: none"> <li>Officer training plan</li> </ul>	Uses officer training program to review responsibilities and make plans for strategic thinking	Conducts training program with old and new officers; supplies officer handbook to new officers	Has unorganized or non-existent officer training plan	
<ul style="list-style-type: none"> <li>Structure for member input into setting goals for chapter activities</li> </ul>	Conducts strategic thinking process to identify needs and set goals with participation of all members	Seeks input from members after officers have set goals	Has unorganized or no structure for member input	
<b>Learning Benchmarks</b>				
<ul style="list-style-type: none"> <li>Co-curricular activities that enhance academic goals</li> </ul>	Supports co-curricular goals through chapter planning and programming processes	Plans activities that enhance academic goals	Is not interested or engaged in enhancing academic goals	
<ul style="list-style-type: none"> <li>Activities respond to shared goals</li> </ul>	Uses strategic thinking process to identify shared goals and to plan programs to achieve them	Seeks input from members about program plans	Does not identify shared goals	
<ul style="list-style-type: none"> <li>Educational programs support the Kappa Omicron Nu mission</li> </ul>	Implements two or more programs that reflect the KON mission and program themes	Implements one program that reflects the KON mission and program themes	Does not conduct educational programs	
<ul style="list-style-type: none"> <li>Service activities increase leadership effectiveness and achieve Kappa Omicron Nu mission</li> </ul>	Initiates service activities that increase leadership effectiveness and serves issues related to KON mission	Supports service directed by related organizations that increase leadership and professional development	Does not apply to leadership or professional development	
<ul style="list-style-type: none"> <li>Participation in Kappa Omicron Nu Program Initiatives</li> </ul>	Chooses program initiative and leadership development during strategic thinking process	Chooses at least one program initiative	Does not participate in program initiatives	
<b>Evaluation Benchmarks</b>				
<ul style="list-style-type: none"> <li>Yearly evaluation of chapter activities</li> </ul>	Has a comprehensive plan for evaluating activities	Evaluates some of the activities	Does not evaluate chapter activities	

Description of exemplary program for recognition on the KON Web site: