Faculty/Staff Advisor Guidelines

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Introduction

"The only thing to do with good advice is to pass it on. It is never of any use to oneself" - Oscar Wilde

The student experience on a college campus is critical for the development of their humility, citizenship, and leadership. Stony Brook University is committed to providing a space for students to discover their passion, engage in the areas that intrigue them, and lead for a better tomorrow. The Department of Student Engagement and Activities is the hub for our recognized student organizations *(hereinafter referred to as "RSOs")* to promote the continued involvement of students in clubs, organizations, and other areas that provide an experience that is traditionally not found in the classroom.

For any advisor who is continuing their interest and professional development in advising one of our many student organizations, we would like to thank you for your commitment to being a faculty/staff advisor and looking towards this manual as a reference to continue successfully advising students. For our new or prospective advisors or volunteers who are committed to helping our students succeed, we hope this manual gives you a sense of direction on how to start your conversations with student groups. An advisor is not only an integral part of our department; they are the core component to the success of the student organization and the leaders you agree to advise. Your contributions to their organization are impactful and can change the course of a leader's trajectory in life.

From all of us at Student Engagement and Activities *(hereinafter referred to as "SEA")* and Student Life, we cannot thank you enough for your contribution, dedication, and commitment to the student experience. If we can be of any help throughout this process, please do not hesitate to reach out to us at our contact information below.

Phone: 631-632-9392 ♦ *Website*: *stonybrook.edu/studentengagement* ♦ *Email*: *studentengagement@stonybrook.edu*

Role and Value of Student Engagement and Activities

A. Value of Student Life for College Students

Involvement in college matters. Primarily, our students enroll in college to achieve the skill sets needed for a specific field to enhance their acquisition of knowledge, but there is this unspoken secondary aspect that emphasizes and enhances a college career – involvement. It is important to know that involvement does not only mean joining a club or organization; it's anything outside the classroom. If you are hanging out with friends between classes, you are involved in connection; if you go to an event, you are getting involved in a topic you may be interested in; you become an RA, TA, or you invest your time in research – you are building a connection with your campus, your passions, and your future.

Student involvement adds tremendous value to the college experience, including:

- Gaining friends and a supportive network
- A stronger connection to the university
- Relationships with faculty/staff across campus
- Building a network of alumni to gain career pathways
- Opportunities to take on a leadership role and hone skills needed to thrive
- Growth of interpersonal relationships and communication skills
- Exploring personal interests and new opportunities
- Challenge and growth
- Application of skills and information from the classroom into real-world situations
- Development and implementation of events and initiatives to enhance the student experience

- Improve adaptability, problem-solving skills, and resiliency
- Possibly improved GPA and graduation rates (not to brag, but our student leaders have amazing GPAs!)

B. Student Engagement and Activities (SEA) Overview

SEA is the hub for campus involvement. Student Engagement and Activities is dedicated to elevating the student experience by fostering developmental, dynamic, and inclusive co-curricular experiences through engaging events, memorable traditions, and a community of RSOs. Our department's primary aspect is overseeing 500+ student organizations and their 9,000+ annual programs and events. SEA fully values our student life community to create a space where connection, involvement, and innovation thrive.

SEA is broken down into three specific areas:
1) **Clubs & Organizations:** Provide oversight and support to our over 500+ clubs and their leadership through advisement, training, and support services. Our professional staff and key partners assist in the program by advising our student groups, and we rely on faculty/staff advisors to encourage thought, growth, and leadership.
2) **Programs & Traditions:** There's always something to do at SBU! Overseen by our professional staff, our student-run programming board hosts weekly programs to appeal to various interests to foster connection and inclusion, and engage in communities to create experiences. These are free or low-cost for students and can be found through our student life platform, SBEngaged.
3) **Involvement and Leadership:** Involvement provides a quality of life and opportunities for students to gain the skillful experience needed in the real world. Getting involved has many positive attributes; at SEA, we hone in on the skills needed to succeed here at SBU and after you graduate.

We have many student organizations spanning various organization types, with each group providing a unique community experience to our students.

Our RSOs have a responsibility to:
- Annually renew their active status through Re-Registration
- Accept our terms and conditions as student leaders
- Vet themselves through our GPA check; depending on their organization type, we have specific GPA requirements for all leaders considered part of their group in an executive role
- Review and familiarize themselves with our Community Guidelines as a foundation for their management

It is also important to know that some unrecognized organizations at Stony Brook may attempt to continue to operate despite losing/never receiving recognition from the University. Any operation of these groups is not sanctioned by the institution and is considered against university guidelines. View the group's conduct and recognition status here.

Let's discuss further what you need to know to be an advisor/someone assisting our student organizations.

Role and Value of Faculty/Staff Advisor

Whether you are an advisor or someone who volunteers to help our student groups, it's important to know your responsibilities. This section will cover all aspects of the role to consider.

A. Role of a Faculty/Staff Advisor

An advisor is proven to be a valuable asset to an organization by sharing their life experience, candor, and wisdom, and connecting students to resources. A new group or a well-seasoned organization will utilize an advisor to steer them in the right direction and support their mission and vision for their organization's success. Advisors can challenge the norm, provide suggestions and ideas, and share insights and an unbiased perspective. As an advisor, you should recognize

where a leader may need help and connect them to the resources available, while also understanding that groups must adhere to the guidelines required of them as student leaders.

B. **Faculty/Staff Advisor Eligibility**

Faculty (not on sabbatical) or staff members can serve as faculty/staff advisors to an RSO. Advisors must be employed by Stony Brook University at least part-time, have completed the employee onboarding process, and comply with Mandated Reporting and Title IX training requirements.

Non-SBU-affiliated contributors must be notified to SEA and sign off on expectations. In instances of a fraternity or sorority, alumni advisors may serve in an external capacity for the organization. The national organization usually records those alumni as advisors to the group.

Not every organization is required to have an advisor; however, it is encouraged to have that connection with someone who values an organization's success. SEA does require advisors for certain groups based on their level of risk. The following organizations are required to have a faculty/staff advisor:

- RSOs that present a high level of risk. SEA will determine the risk level based on various factors, including but not limited to organizational programming efforts, organization history, size of general body membership, and use of a new member process.
- Organizations recently recognized by SEA must maintain a faculty/staff advisor for the first two semesters of recognition.
- RSOs with governmental/council authority.
- RSOs that are required to do so by externally incorporated organizations or sponsors.
- RSOs that are required to do so by the University sponsor/departmental affiliate.
- RSOs are categorized as fraternities and sororities, media, and sports clubs.

Organizations that wish not to have a faculty/staff advisor will utilize their Program Advisor. Program Advisors will help mitigate and navigate their organizational responsibilities and management in accordance with our Community Guidelines.

C. **Liability of an Advisor**

Colleges and their personnel have a duty to provide students with a safe educational environment. Faculty/staff advisors should employ strategies to mitigate risk by maintaining an awareness of the student organization's actions/activities and University policies and addressing potential issues/situations in advance. Faculty/staff advisors are understandably concerned about any personal liability resulting from the behaviors of the student organization(s) they advise. As an employee of the University, the Faculty/Staff Advisor to an RSO is protected by the Public Officers Law. The University will defend the faculty/staff member from liability for negligent actions arising out of the role of Advisor so long as their actions were within the scope of the duties of a Faculty Advisor. Here are some general guidelines when it comes to being an aware advisor:

1. Accept the advisor role on the SBEngaged roster, as well as all terms and conditions associated with the role. To accept your position on the roster, please follow these steps:
    - Log on to SBEngaged with your SBU Net ID and password
    - In the top toolbar, click "messages," and you will see a notification regarding your approval. You should have also received an email from the SBEngaged system. If not, please check your spam folder
    - Follow the instructions to accept your position on the roster, as well as the terms and conditions
2. Be knowledgeable about appropriate university policies and procedures. Student organizations can be held accountable to policies within SEA, as well as university policies, and beyond, including:
    - Stony Brook University Code of Student Responsibility
    - Community Guidelines for Recognized Student Organizations

- Stony Brook University Policy Manual
  - Stony Brook University Rules of Public Order
  - **Student Privacy:** The Family Educational Rights and Privacy Act (FERPA) is a Federal Statute that precludes the university from providing information regarding student educational records to anyone without written authorization from the student. Additional information regarding this policy can be found on the Office of the Registrar's website.

    Advisors and Executive board members of RSOs at SBU may be given access to confidential or private information under the Sensitive Information Classification Policy. This confidential or private information may include, but is not limited to, Stony Brook student ID numbers, financial information, and division networking systems. Executive board members, student organization leaders, and advisors:
    - ➢ Must only use confidential or private information for the purposes required by their executive board or leadership position. Except as required by assigned duties, student leaders and advisors will not at any time use, access, or disclose any confidential or private information to any person, including but not limited to organization members, co-workers, friends, and family members
    - ➢ Will not post any confidential or private information on social media or communicate with the press on any such organization-related matters
    - ➢ Will preserve the confidentiality of student information, financial information, research information, and University business information in conversations and in the handling, copying, storing, and disposing of documents and any and all electronic media that contains such information
    - ➢ Understand that access to University networking systems and/or financial information systems does not allow access to any information that is not part of the duties and responsibilities of their leadership role, including their own personal electronic information
    - ➢ Understand they are responsible for maintaining confidentiality by using strong passwords, never sharing passwords or access, and always locking or logging off an application, terminal, or when leaving an area. Student leaders and advisors understand they are accountable for all activity under their password(s), account(s), and/or electronic signature. Such activity may be monitored
    - ➢ Will adhere to the data privacy best practices noted on DoIT's Cyber Security website
    - ➢ Understand that in the event of data loss, breach, theft, or discovering any evidence of unauthorized disclosure of confidential or private information, they will report full details of the incident to SEA as soon as possible
    - ➢ Understand that upon termination of an executive board or leadership role for any reason, or any other time upon request, agree to promptly return to SEA all printed and electronic copies of confidential or private information in their possession or control, unless retention is specifically required by law or regulation
    - ➢ Understand they will be required to certify they have complied in all aspects periodically, and agree to so certify upon request
    - ➢ Understand that failure to comply could cause irreparable harm to students, the Division of Student Affairs, and SBU, and may subject them to sanctions by the University and/or termination of an executive board or leadership position
    - ➢ Understand that these obligations remain in full force throughout the entire term of their executive board or leadership position and continue in effect after such position terminates
3. Faculty/staff advisors are considered "Responsible Employees" under Title IX. Any incident of sexual violence, sexual or gender-based harassment, domestic violence, dating violence, stalking, and/or retaliation reported to a Responsible Employee or which they observe or learn about must be immediately reported to the Title IX Office.
4. Faculty/staff advisors must report crimes they observe or learn about from allegations made in good faith to University Police at 631-632-3333.
   - Hazing is a violation of University policy and New York State law. For more information, see section IV.
   - Under the Clery Act, student organization advisors are considered Campus Security Authorities (CSAs). As a CSA, you are responsible for reporting the following crimes to University Police:

i. Criminal homicide - murder/non-negligent manslaughter, negligent manslaughter
ii. Sex offenses - rape, fondling, statutory rape, and incest
iii. Robbery
iv. Aggravated assault
v. Burglary
vi. Motor vehicle theft
vii. Arson
viii. Hate crimes
ix. Arrests and disciplinary referrals for violations of liquor, drug, and weapons laws
x. Dating violence
xi. Domestic violence
xii. Stalking

A crime must be reported if it occurred:
○ On the main campus or satellite campuses
○ Non-campus building or property
○ Public property on/immediately adjacent to campus and easily accessible from campus
○ On an off-campus trip

When in doubt, any potential violations of the Clery Act should be reported.

D. Hazing

Hazing and/or harassment of prospective and current organization members is strictly prohibited as stipulated by New York State Law and the Stony Brook University Code of Student Responsibility. All advisors must be aware of what constitutes hazing and how they can report suspected or known hazing behaviors.

Hazing is any action taken or situation that endangers another person's psychological, emotional, or physical health, regardless of the person's willingness to participate, to join, or maintain membership with *any organization, group, or team*. It can happen in many shapes and forms, and not only through the use of alcohol or other drugs.

Hazing occurs in all organizations, including sports teams, clubs, honor societies, fraternities, and sororities. It is about power and control, not creating unity within the organization. Studies show that more than half of college students involved in clubs, sports teams, and other organizations have experienced some type of hazing. Please refer to our website to learn more about hazing and hazing behaviors.

Individual students may be referred to Student Conduct and Community Standards for actions taken in relation to a student organization, in addition to any organizational conduct proceedings that may occur.

If an advisor has knowledge of hazing behaviors occurring within the group you advise or within any organization, it is the advisor's responsibility to report the behavior. Additionally, if you are unsure if the behavior constitutes hazing, you must report it. Once a report is made, the proper offices will be notified, and the next steps will be determined based on various factors.

Hazing Amnesty: The University recognizes that students may be reluctant to report hazing activity due to a fear of potential consequences for their own conduct. Therefore, a student who acts in good faith to report activity that may fall within the definition of hazing and who cooperates fully as a witness in the investigation and student conduct process may not be subject to student conduct sanctions related to their own participation in hazing behavior, as determined by the University in its sole discretion. If amnesty is granted for self-reported behaviors, if evidence is presented that the student has continued to engage in hazing behaviors or has knowledge of hazing activity that was not reported, they may be held accountable for past behavior. Students who report and request amnesty for their own conduct under this policy should know that amnesty does not apply to any criminal or civil action that law enforcement or other agencies, including the University Police, may take.

Please refer to this link to report any hazing behaviors you identify, observe, or hear about.

Program Advisor v. Faculty/Staff Advisor

As mentioned above, not every group has an advisor, but they will turn to their Program Advisor for guidance. A Program Advisor is always assigned to an RSO (in theory, a group can have more than one 'advisor'). Program Advisors have a caseload of student organizations in which they would be working throughout the academic year, and depending on the needs of the student organization, will meet with them periodically for things like event management, club dynamics, or policy review that the organization needs to remain in compliance with our department.

If an organization does not have a faculty/staff advisor, it can use its Program Advisor for club management needs. In this case, a Program Advisor should also abide by the expectations and understandings that a Faculty/Staff Advisor is asked to follow during their tenure as an organization's advisor. As a result, organizations without a faculty/staff advisor are also encouraged to see their Program Advisor in an advisory capacity.

Program Advisor	Faculty/Staff Advisor
Purpose: Assist organizations in program planning, assess risk, and ensure compliance with policies and procedures.	**Purpose:** Assist organizations in their topical area, providing guidance and consistency.
Who they are: Graduate coordinators and professional staff in a variety of departments who serve as advisors as a function of their job	**Who they are:** University faculty or staff members who volunteer to serve in the advisor capacity
Responsibilities: Approving requests for space, signing required documents, assisting with organizational management, program planning, approving events in SB Engaged, assessing the risk associated with events/programs, and ensuring compliance with university and departmental policies	**Responsibilities:** Being a mentor, a source of student support, and a role model are important. Assist with program ideas, networking opportunities, speakers, etc. The advisor and the student organization should agree upon the level of involvement

FAQs: Best Advising Practices

1. **What are my expectations as an advisor?**

We do have many expectations, but here are some suggestions that we have for you: ultimately, we hope that our advisors do the following:
    1. Fill out our Advisor Agreement Form during Re-Registration or during the time that they agree to be a group Advisor
    2. Complete online hazing prevention training (advisors who have not completed this training will receive correspondence from our office with instructions).
    3. Be knowledgeable about our Community Guidelines as a reference for meeting with your student group
    4. Have an interest in the organization you are advising
        a. Know the organization's Statement of Purpose and ensure that you understand their intentions as a

group.
   b. Read your organization's constitution – it is the foundation for the group's operation.
5. Assist in the growth and development of the students, managing the group. Continuity is key in many instances, so if you are an advisor to an older group, grab history to ensure you put them on the correct trajectory.
6. Provide the ability to connect resources for the group to utilize when appropriate. Creating networks and connections can help with the growth of our organizations.
7. Discuss your relationship and expectations with the group. Here are some conversational questions that could be discussed during an introductory conversation.

2. **What is the time requirement to be an advisor?**

This is very dependent on you and the student group. Before agreeing to be an advisor, we recommend meeting with leadership to determine the following:
   - Their Statement of Purpose
   - How they are hoping to be structured
   - What they are hoping to achieve
   - What do they want from YOU as an advisor
   - What can you give them

At the bare minimum, an advisor should check in with the group monthly and make sure they are on track to successfully set the goals they intend to have for the academic year. You can always stop by for a guest appearance at a meeting or an event if it suits your schedule, but check with the group to see what they are looking for. Overall, your agreement to be an advisor should be to mentor and provide the TLC they need to strive for.

3. **Can I receive overtime/comp time for being an advisor?**

SEA does not have the jurisdiction to offer these amenities. Please consult with your supervisor to see if this is something you can receive.

4. **Do I approve events on SBEngaged?**

Only Program Advisors will approve a group's event on SBEngaged. If you are aware of an event, please ask your group if the event has been approved on SBEngaged.

5. **Can I book space for my advising group?**

Your organization should not be asking you to book space directly. All organizations have access to a 25Live username and password that we provide each year to the group. Many of the spaces are bookable on 25Live – if your group is looking for a space outside of the locations on 25Live, they should reach out to the space owner (i.e., department chair). They also should not be coming to you for a last-minute request, but should adhere to our Timelines.

6. **Is there a specific style I should be advising?**

Everyone has a different advising style, and when you meet with leadership, you'll understand what your style may be. Some advisors are active, others are there just to be a cheerleader. You'll better understand what they need from you when you meet with them. Our overall intention is for our advisors to maintain consistent communication with their group. When accepting the advisor role, you agree to accept responsibility for keeping informed about the organization's activities, advising the officers on the appropriateness and general merits of the organization's activities, and informing our department of any pertinent matters. However, advisors are not responsible for the organization's actions; students are. Advisors should be both accessible and interested and should provide whatever counsel a group or its members

might seek.

There are many ways in which an advisor may provide feedback and advice to a student group: from a mentor to an educator to a motivator; the ways in which someone may advise really depend on the qualifications and qualities you bring to the table. Check out some common advising styles we see.

7. What does an initial meeting look like to determine the best fit for being a group's advisor?

Both you and the student leaders should really be looking for the best fit for each other to ensure your resources are being used and the group feels comfortable knowing you are their advisor. Think of it as an interview; you wouldn't just jump into something without knowing if someone is the right fit for you; it's the same concept. This meeting should ask the right questions that both the group and you should consider. Such things as time commitment, goals they have, goals you have, and what you can offer should be discussed.

Check out our Conversation Starter Sheet to see what you can work on in this conversation.

Resources

Advising Styles

Each advisor perceives their role in a student organization differently. Some advisors play active roles, attending meetings, working with the student officers, and assisting in program planning and development. Others maintain a more distant relationship with the group. We hope each advisor will maintain regular contact with their organization(s). Advisors accept responsibility for keeping informed about the organization's activities, advising the officers on the appropriateness and general merits of the organization's activities, and informing our department of any pertinent matters. However, advisors are not responsible for the organization's actions; students are. Advisors should be both accessible and interested and should provide whatever counsel a group or its members might seek.

As an advisor, you will assume many roles, some mentioned here. A key idea to remember is that the advisor is not the leader. Advisors provide students guidance, insight, and perspective as they work on projects and programs, but the advisor should not be doing the work. Students will learn if they are engaged. Students make the decisions and are accountable for those decisions and for the successes and failures of their organizations.

As mentioned, there are many different approaches to advising, and each advisor will develop a style that is most comfortable for them and the students they work with. That style may change as organization's experiences and needs vary. The following are some of the roles you may assume as an advisor:

- *Mentor*: Many students will come to see their advisor as a mentor. The success of these relationships can last many years and is fulfilling for both the student and the advisor. Because of the nature of student organizations, your mentoring role may meet many different needs. Dunkel and Schuh (1998) describe mentoring as a one-on-one learning relationship between two individuals based on modeling behavior and an extended, shared dialogue. They identify five qualities that characterize good mentors:
    - Good mentors have been successful in their own professional endeavors
    - Good mentors behave in ways that are worthy of emulation
    - Good mentors are supportive in their work with subordinates. They are patient, slow to criticize, and willing to work with those who are less well-developed in their careers.
    - Good mentors are not afraid to delegate tasks to colleagues and are not threatened by others who exhibit talent and initiative. They provide support for mentees who have been unsuccessful and praise for those who have been successful.
    - Good mentors provide periodic, detailed, and honest feedback to their mentees.
- *Team Builder:* When new officers are elected or new members join the organization, you may need to turn the students from individuals with separate goals and expectations into a team. Team building is important because

it enhances the relationships between the students, themselves, and the advisor. Positive relationships help the organization succeed and work through conflicts and difficult times.

Team formation does not occur accidentally but through an intentional design and process. To create an effective team, it is necessary to spend time with the organization to involve the students in the process. As the advisor, consider working with student officers to develop a plan and have them implement it. Training students in effective team-building techniques will keep them invested in the organization and allow them to learn what it takes to build a team. If you need resources for team-building activities, SEA can assist you.

- _Conflict Mediator:_ Inevitably, students will join the organization with different agendas, goals, and ideas about how things should function and the group's direction. This is a natural part of running an organization, and properly managed conflict can lead to a more successful and active group. If conflict is ignored, the potential for the organization to become inactive is increased. When working with students who have come into conflict, it may be necessary to meet with them and have them discuss their issues with one another. Some other things that might be important to discuss with students are:
    - How do the students think they can work together for the organization's best interest?
    - How is their conduct helping the organization work toward its purpose?
    - What are things they can agree on that will move the organization forward?
    - How can they work together while still not agreeing on everything?

- _Reflective Agent:_ One of the most essential components of learning in "out of the classroom" activities is providing time for students to reflect on how and what they are doing. As an advisor, you will want your officers to talk to you about how they think they are performing, their strengths, and their weaknesses. Give them the opportunity to discuss their thoughts on their performance and be honest with them. Let them know where you agree with their self-perceptions, and in a tactful manner, let them know where you disagree. Remember that any criticism should be constructive, and concrete examples are helpful. When students discuss their areas of weakness, ask them how they think they can improve and how they feel you might be able to help them. Most students know what they need, but often don't like asking for help. You will find some self-assessment tools for students, as well as for groups, in the appendix of this manual.

- _Educator:_ As you work with student organizations, students will seek guidance and assistance. You will find many opportunities to help them learn in your work with them. There may be formal educational moments, such as workshops on how to run meetings or event planning, or a seminar on topics related to the organization's purpose. There will be informal moments when a student doesn't follow through on a commitment, or a program doesn't go as anticipated. As an advisor, your educator role will often come through role modeling behavior, guiding the students in reflection of their actions, and being there to answer questions. One of the most difficult actions to take as an advisor is to do nothing; however, sometimes, this can be the most important. Allow the students to make their decisions even if their actions do not agree with your ideas. Sometimes, students will succeed, and other times, they may fail. The key is to return to the role of Reflective Agent and give the students a safe space to reflect on their experiences.

- _Motivator:_ As an advisor, you may have to motivate students to excel, carry out their plans, and achieve their goals. Some students are easily discouraged and may want to quit at the first sign of difficulty. You will need to be their "cheerleader" to keep them excited about the potential success they will experience. You can motivate students by recognizing their efforts, appealing to their desire to create change, and connecting their experiences at the University to the experiences they will have in the community. Don't forget to nominate your student leaders and the organizations you advise for the many awards and recognitions the campus offers.

- _Policy Interpreter:_ Student organizations operate under Stony Brook policies and procedures. Some student organizations affiliated with external, national, or international organizations are also responsible to those entities. Sometimes, students may be unaware of these policies and inappropriately do things. The more you know about the policies, the better you can advise students on their plans. Student organization policies are found in the [Community Guidelines for Recognized Clubs and Organizations](). If you have questions or would like clarification on any policies, please feel free to contact SEA. For national or international policies, it is recommended that advisors visit the respective organization's website.

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Group Dynamics

Here are some tips to make sure you are understanding group dynamics:

1) Be sure the organization is focused on its goals and the purpose of recognition. **A pro tip for you:** Read the Constitution.
2) Know the group's limits. As an advisor, you should be able to identify and help leaders know when to manage the club and when to be a student.
3) Learn strengths and weaknesses of the group; offer support when necessary, but let the leaders make their own decisions.
4) Encourage the leaders of the organization to have all participants in and suggest ideas; this builds buy-in for a continually successful organization
5) Encourage team building to enhance relationships within the whole leadership team. Encourage this to happen within themselves and with you as an advisor if they choose to do so.

Assessment Tools

These assessment tools help organizations and their leadership better understand themselves, their organization, and how one affects the other. This is not a comprehensive list of assessment tools, but just a sampling of some organizations that may be interested in using them.

__Individual Assessments:__

Myers-Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) Test uses the theories of Carl Jung. This assessment considers what many people believe to be random variations in behavior to be orderly and consistent based on fundamental traits. These perceptions include:

- Introversion (I) vs. Extroversion (E)
- Intuition (N) vs. Sensing (S)
- Thinking (T) vs. Feeling (F)
- Judgment (J) vs. Perception (P)

The assessment determines an individual's personality type from 16 different archetypes. When leaders are aware of their attitudes and personalities, they will be better prepared to approach tasks, delegate responsibilities, work with others, and communicate during high-pressure situations. *Click here to take the Myers-Briggs Type Indicator.*

The IHHP Emotional Intelligence (EQ) Assessment

The Institute for Health and Human Potential, in collaboration with the Harvard Business School, has concluded that emotional intelligence (EQ) counts twice as much as the intelligence quotient (IQ) and technical skills in determining who will be successful. In basic terms, the IHHP allows leaders to acknowledge that their emotions positively and negatively affect behavior. As a leader, it is important to understand the EQ rank and how that impacts the ability to manage, especially under pressure. This assessment can help determine where emotional weaknesses exist when handling situations involving pressure, criticism, and failure. *Click here to take the IHHP Emotional Intelligence Assessment.*

Clifton Strengthsfinder

The Clifton Strengths Assessment is meant to determine what leaders naturally do best, develop their strongest talents, and use those results to optimize their work with team members and professionally. The assessment takes about an hour, and there is a fee for this test. *Click here to take the Clifton StrengthsFinder.*

__Group Assessments:__

Team Effectiveness Questionnaire

This questionnaire examines team effectiveness from the perspective of eight (8) different dimensions. Team members will complete their own assessment of the team and then compare these assessments. Organizations can use the results to identify where the organization is thriving and may need further development. *Click here to access the Team Effectiveness Questionnaire.*

Helpful Links and Resources

- **SEA Advisor Resources:** SEA has compiled helpful resources for all organization advisors. These resources can be found in the [Advisor Resources](#) section of the departmental website.
- **Association of Fraternity/Sorority Advisors' Code of Professional Responsibility:** Advisors to Fraternities and Sororities should familiarize themselves with [AFA's Code of Professional Responsibility](#), as it may be helpful in assisting their organizations.
- **College Media Association's Code of Ethical Behavior:** Advisors to student media organizations should familiarize themselves with the [CMA's Code of Ethical Behavior](#), as it may be helpful in assisting their groups.
- **Additional Resources:** Check out some of the [resources](#) we have compiled to help you be a better advisor.