Student Services
N E W S

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Letter from the Chair

Greetings Colleagues:

Happy New Year! It is refreshing to enter into a new year with old business that, if unaccomplished, can be filed away or renewed for another try at completion. So rather than dwell on incompleteness, we are excited at the prospect of newness—a new year energized with reflections, evaluations, and inventories. What could we have done better? Probably everything we attempted to do in 2002.

And a strange thing has happened in 2003: I find myself not writing "2002" as much as I wrote "2001" at the beginning of 2002. Hmmm … Does that mean it was a psychologically quiet year?!

We each have faced local tragedies that defy explanation and global unrest that teeters on international warfare. Yet we stand united in hope, attentive to the foundational principles that have made our nation the victor through the ages. As we watch international issues unfold and partner for support, it would do much if we, the people, centered our energy on peace—even when the situations seem a millennium away from our domains.

While we reflect on 2002 in student services, we see institutional

effectiveness, performance measures, accreditation issues, the 12-Hour Rule inching closer to being a non-issue (did I hear someone say, "We hope"?), and study group cohesiveness that operates with synergy. What is synergy? It is the group glue of tenaciousness—vision personified and focused opportunistic endeavors. The New Year is filled with possibilities in student services that are learner focused and vision driven.

We are especially excited about the Student Services Annual Conference in Charleston, SC, hosted by Southern Wesleyan University. The Student Services Commission will implement the desires you shared at the annual CAAHE conference in June 2002. The 2003 Student Services Conference will focus on effective processes to help those of us who administer student services to *Work Smarter Not Harder*.

If your institution has an effective process it would like to present at the conference, complete a proposal form and submit it to IPD Director of Student Services Deanna Boe (deanna.boe@apollogrp.edu).

This does not have to be in student services, but it does have to be a student services issue. We plan to review the proposals in a couple of weeks. This is your opportunity to share the information that makes your institution more effective.

Come out from under the wintry snow and frigid climate; reserve your place in Charleston, SC, to partake of some warm Southern hospitality, charm, flavor, and smart processes that impel us to *Work Smarter Not Harder*. Spring in the South—see you there!

Nancy P. Atkins, Chair
Student Services Commissions
Student Services Coordinator
Averett University

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Annual IPD/CAAHE Student Services Conference April 10–11, 2003

The Annual IPD/CAAHE Student Services Conference will be hosted by Southern Wesleyan University and held in Charleston, SC, at the Embassy Suites Conference Center on April 10–11.

"Keep in Step with Changing Times—Work Smarter Not Harder" is this year's conference theme, and workshop and panel discussions will center on the best practices of CAAHE institutions in student services.

The conference features two keynote speakers. Roxanne O'Connell holds an MA in management from Leslie University and is sales and marketing vice president for an e-commerce company, a Web page designer, musician, and textile artist/craftswoman.

O'Connell's workshop, "The Artist's Way at Work: Riding the Dragon," will teach participants ways to become more productive, effective, and creative in today's increasingly competitive work environment. It will also include management theory, learning teams, and group dynamics.

College professor Dr. Gudrun Curri holds an MA in Public Administration from Carleton University, Canada, and a PhD in Management from University of Bradford, UK.

She has 25 years of experience in senior management at the University of Toronto and Dalhousie University and served as Registrar at Dalhousie. Her teaching experience includes group leadership skills and career portfolios/experiential learning.

Dr. Curri will speak on using leadership skills to influence and manage organizational change within the setting of higher education. On-site conference coordination activities are being handled by Yvonne Duckett, Assistant Director of Student Services for Southern Wesleyan's Adult and Graduate Studies.

Other conference planning committee members are Nancy Atkins, Chair of the CAAHE Student Services Commission and Director of Student Services for Averett University's Graduate and Professional Studies, Richmond region; Terri Beauregard, Vice Chair of the Commission and Director of Student Services for Baker University's School of Professional and Graduate Studies; Deanna Boe, IPD's Director of Student Services; and Judy Powell, IPD's Coordinator of Academic and Institutional Services.

Beautiful historic Charleston, SC, is no competition for April's annual IPD/CAAHE Student Services conference.

As always, IPD will provide lodging and most meals. Each CAAHE Member Institution will be responsible for the attendees' airfare.

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2003 Annual CAAHE Conference

Shorter College will host the 2003 Annual CAAHE Conference in Atlanta, GA, on June 11–13, 2003. Shorter has assembled a talented team of individuals to ensure CAAHE has the best conference yet!

Plan to attend from Wednesday evening through Friday afternoon.

Where: JW Marriott Hotel Lenox, 3300 Lenox Road NE, Atlanta, GA 30326, (866) 833-9330. The room rate is $159 per night, plus taxes.

2003 IPD Financial Aid/CAAHE Conferences

The next financial aid training session was scheduled for February 10–11, 2003, in Phoenix, AZ.

The annual financial aid conference is set for April 7–8, 2003, in Phoenix, AZ.

IPD New Client Orientation

Eighteen student services staff members from 15 partner institutions attended IPD's annual New Client Orientation in Scottsdale, AZ, on October 22–23, 2002. Sponsored by IPD's Academic and Institutional Services Department,

Participants enjoy the balmy Arizona weather during the IPD New Client Orientation.

the two days covered an overview of IPD/Apollo, adult learning theory, study team management, faculty and curriculum development, prior learning assessment, and learner-centered environments. A total of 21 newly hired adult program college personnel attended as guests of IPD.

The Shorter College SPP Orientation learning team takes part in a group exercise during IPD's New Client Orientation.

The response was enthusiastic—here's what some of the attendees had to say:

- "[It was] very helpful to learn about study group conflict! The case studies were especially useful in determining the best practices for real-life situations. They could even be helpful for the students in the study groups themselves."

- "It was very useful to see the organizational structure of IPD and understand more about the internal workings of the organization."

- "The history of IPD was great… The relationship between IPD and the college is really the most important thing."

- "It was great to meet new people and make those connections!!! Thank you for providing a great learning environment and for giving us the big picture!"

Many thanks to our partner institutions for their participation and continued support of this training event!

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CAPS Students Logging On to Centenary Web Site

The Centenary College CAPS Web site epitomizes the use of web technology in communicating information to adult learners and faculty who operate in a fast-paced environment where information is changing and time is scarce.

Created in June 2002, the Web site, http://faculty.centenarycollege.edu/caps averages approximately 321 hits per week. "We train all new students in the use of this Web site for 2 hours on the orientation night so that they can use this as a source of various types of information," says CAPS Program Director Smita DiPierro.

CAPS students are able order their textbooks and use the Web site to find out their classes' required textbooks. Students can also locate sources to purchase the textbooks on the Web, which is a convenient and important feature to CAPS students.

The CAPS Web site is an important tool for both faculty and students. Students use it for textbook ordering, and faculty members use it to help prepare their class curricula.

The Web site lists Centenary College CAPS administrative staff contact information and areas of responsibility, calendars for all of the CAPS cohorts, and a list of who is teaching each class for the next 2 months. This popular feature not only provides access to the faculty members teaching those classes but their contact information as well.

Student Ellie Mondello is a CAPS program associate's candidate as well as an IPD employee. "I like the Web site because of its instant gratification," she said. "When I'm traveling, I can log on and check the faculty and syllabus for any of my upcoming classes. I like having this easy access."

Educational Resources Facilitator Rosemarie Saviello spends most of her workday maintaining the CAPS Web site.

"I update the Web site almost daily with administrative changes and book edition updates," she explains. "We also post inclement weather and emergency notices for students for all of our campus locations. This feature has already been used twice this winter to announce emergency school closings because of weather."

Providing this information online has reduced the number of daily phone calls the CAPS office receives.

"Many students come to CAPS with significant computer knowledge and are extremely pleased that so much information is available to them online," she says.

Saviello conducts a popular Web site overview to demonstrate to students how to use the Web site most effectively.

"Maintaining this Web site is a full-time job, "Saviello says, "and it's well worth the effort!"

Make sure you visit the Centenary College CAPS student Web site at http://faculty.centenarycollege.edu/caps.

Phyllis Utzinger
CAPS Student Services
*Centenary College*

Student Services Bookshelf

Innovation in Student Services Planning for Models Blending High Touch with High Tech

Burnett, D., & Oblinger, D. (eds.) (2002). *Innovation in student services planning for models blending high touch with high tech*. Ann Arbor, MI: Society for College and University Planning (SCUP).

In this excellent book, SCUP presents a new look at student services and technology. The book addresses finding a student service model for your institution that embraces your institution's culture while emphasizing customer services.
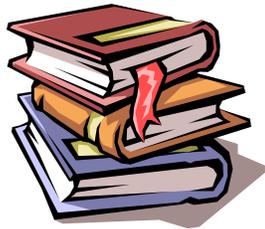
The book covers Web portals, call centers, one-stop centers, and other topics using case studies from IBM's "Best Practice" partner institutions.

For current pricing and ordering information, e-mail scup@scup.org or visit http://www.scup.org.

An accompanying video is available at an additional cost.

FAQs on the CAAHE Student Services Commission

? What is the CAAHE Student Services Commission?

Formed in 1991, CAAHE Student Services Commission is a group of appointed student services staff from consortium Member Institutions. The Commission's role is to serve in an advisory capacity to the institutions on issues related to student services.

? How does one become a member of the Commission?

Each Institutional Representative appoints a student services staff member from his or her institution to serve on the Commission.

? When—and where—does the Commission meet?

Commission meetings are held annually at the CAAHE conference. Any student services staff member may attend and participate in the Commission meetings. The Commission elects new officers at the annual meetings.

? What is the purpose of the Commission?

The three primary purposes of the Commission are as follows:

- To provide a forum for the identification and discussion of common issues.

- To facilitate the sharing of innovative ideas, information, techniques, practices, and resources.

- To provide networking and professional growth opportunities.

? Who are the officers of the Commission?

The Commission has an immediate past chair, chair, vice-chair, and secretary. Current officers are Chair Nancy Atkins, Vice Chair Terri Beauregard, and Secretary Sandra Terry. The immediate past chair spot is vacant.

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FAQs continued

? What kind of activities does the Commission plan?

The Annual IPD/CAAHE Student Services Conference! IPD's Director of Student Services, Academic and Institutional Services Coordinator, and the CAAHE Student Services Commission Officers serve on the planning committee that coordinates this annual conference with a host institution for all CAAHE student services professionals. The Commission may also form a task force to examine and make recommendations on a particular issue, when appropriate.

? Why do I get mail addressed to the CAAHE Student Services Commission?

IPD sponsors a global distribution list for the CAAHE Student Services Commission. Any academic records or student services staff member can be a member of the listserv. Names are added or deleted at the request of members of the Commission.

? Where can I find the Commission bylaws?

The Commission's bylaws can be accessed on the CAAHE Web site: http://www.caahe.org.

Student Services Profiles

Leslie Zolman
Indiana Wesleyan University

Leslie Zolman is Assistant Director of Student Services, Admissions, for Indiana Wesleyan University's College of Adult and Professional Studies. She oversees admission policies and processes, including supervising five transcript evaluators and the admissions/advising secretary. She is a part-time academic advisor, working

While this is Leslie Zolman's first adult program position, this avid scrapbooker looks forward to streamlining the tracking processes for provisional acceptances.

with approximately 600 students in five geographic areas of Indiana. Zolman also teaches Career Development, Personal and Professional Assessment, and the Philosophy and Practice of Lifelong Learning courses both in the associate and bachelor degree programs. She has been with Indiana Wesleyan University for 2 years, and this is her first adult program position.

"I found my love for student affairs while working in the Office of Admissions as both a summer representative admissions counselor and a tele-counselor during my undergraduate program," Zolman

> **"… I didn't realize that I could make a living doing something I enjoyed so much!"**
> **– Leslie Zolman**

says. "At that point, I didn't realize that I could make a living doing something I enjoyed so much!" Leslie holds a Bachelor of Arts in Psychology from the University of Indianapolis—Indianapolis, IN—and a Master of Arts in Counseling in Higher Education from Western Michigan University—Kalamazoo, MI.

Not satisfied with the status quo, Zolman is always looking ahead. In the future, she aims to develop "a procedure to track and process

Leslie Zolman continued

provisional acceptances that works smoothly!"

But Zolman's career is only part of her life. "I greatly enjoy being involved with my church, particularly in our music program," she says. Zolman is also an independent consultant for the rubberstamp and scrapbooking company Close To My Heart. "It's my creative outlet!"

Zolman has been married for 4 ½ years, and her husband works in management for Meijer. She will take a 3-month maternity leave in March and plans to return to her position in June.

Zolman's areas of expertise in student services are admissions processes—provisional acceptances, admission review and multi-site advising.

To contact Zolman, e-mail lesliezolman@indwes.edu or call 1-800-621-8667, ext. 2359.

**Keith Blankenship
Montreat College**

> **Sci-fi collector Blankenship holds two U.S. patents from his time in textile research.**

Keith Blankenship is the Assistant Coordinator of Records and Registration for Montreat College's School of Professional and Adult Studies (SPAS). He handles all normal student services activities as well as oversees advising and all non-collegiate credit. And Blankenship has first-hand knowledge of Montreat; he has been a student in the program—BBA through MBA—for 4 years and has been a part of the staff and teaching for almost 3 years.

Blankenship's greatest accomplishment was the complete overhaul of Montreat's Prior Learning

Assessment (PLA) program. His specialized areas include student services, advising, and non-collegiate credit such as PLA and testing.

Prior to Montreat, Blankenship spent 6 years in restaurant and retail management and 15 years in research. He has two U.S. patents from his days in textile research.

Keith has an AAS in Chemical Engineering, a BBA, and an MBA. His long-term educational goal is to obtain a PhD in Organizational Leadership.

In addition to his academic and career endeavors, Blankenship is devoted to his wife of 20 years and their four children. The family attends the Crossroads Assembly of God Church. In his spare time, he enjoys reading, movies, and television, as well as collecting comics, science fiction paraphernalia, and various types of ancient weaponry. He loves to write and aims to be published.

To contact Blankenship, e-mail kblankenship@montreat.edu or call 1-828-667-5044, ext. 311.

**Nathan Hartman
Thomas More College**

Nathan Hartman is the Lifelong Learning Advisor for Thomas More College's The Accelerated Program (TAP). An employee with TAP for more than 2 years, his primary responsibilities are transferring evaluations, advising, and dealing with veterans' benefits.

Before joining Thomas More, Hartman worked in the Registrar's Office of Berea College in Berea, KY; as a 401(k) specialist at Fidelity Investments; and as Registrar at Concorde Career Institute. At Thomas More, he was the Assistant Registrar

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Nathan Hartman continued

before becoming TAP's lifelong learning advisor in July 2002.

Hartman holds a BS in Industrial Technology Management from Berea College and expects to complete his MBA through Thomas More College in February 2004.
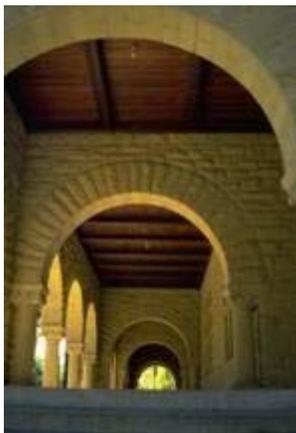
> **Knowing the Registrar side of things makes technology wiz Nathan Hartman's job easier.**

Because Hartman knows the Registrar side of things as well as the capabilities of Thomas More's computer systems, Hartman is better able to meet the needs of his job. A 48-hour turnaround in transfer evaluations is Hartman's greatest accomplishment—so far. He aims to grow enrollments with no unexpected problems at graduation.

To contact Hartman, e-mail nathan.hartman@thomasmore.edu or call 1-859-341-4554.

New Department of Education Regulations

The U.S. Department of Education (ED) has published a series of final regulations that will impact Title IV-participating colleges and universities. These rules appear to provide greater flexibility to non-term learning models like the IPD model. IPD has reviewed these regulatory changes at length, and the following is an overview of the key revisions and their possible effects.

ED has repealed the regulation previously known as the "12-Hour Rule." The revised regulation defines an academic year for non-term and non-standard term programs as the timeframe during which the student completes 24 semester credit hours and 30 weeks of instruction.

For purposes of the 30-week requirement, a week of instruction is a week (a consecutive 7-day period) in which at least 1 day of regularly scheduled instruction occurs.

This regulation was published in the Federal Register on November 1, 2002, with an official effective date of July 1, 2003.

The rules provide for early implementation at the discretion of each participating institution.

Prior to instituting any changes, IPD encourages each institution to review its academic programs and corresponding academic year length with respect to the following matters:

- Are there any accrediting agency rules or requirements that necessitate continued use of the learning team logs?

- Are there any state licensure or approval requirements that necessitate continued use of the learning team logs?

- Are there any requirements, imposed by any agency, that require the continued monitoring and faculty overseeing of the learning teams?

The following is a summary of the possible effects of the new regulations:

ED Regulations continued

Academics

Even though the new regulations no longer require that institutions document 12 hours of instructional time during each week comprising the academic year, ED has indicated that the institution and its accrediting body must assure that appropriate amounts of instruction do, in fact, occur. Because the learning teams are an integral part of the IPD learning model, IPD encourages all institutions to continue to use some type of learning team form. This form would be used for the learning team to record objectives met by the learning team, for review by the faculty. The form would not be used for attendance tracking, but it would, nonetheless, continue to serve as a useful tool to provide faculty with additional information about the progress of the learning team. While IPD is encouraging this process, there is no Title IV obligation that requires the use of this form as long as the institution can document at least one day of regularly scheduled instruction or examinations during each week of the academic year.

Financial Aid

The new regulations will likely afford newfound flexibility to some institutions with respect to financial aid academic year length, depending upon the course structure and academic calendar within each program.

However, it should be noted that, in conjunction with the elimination of the 12-Hour Rule, the new regulations impose new rules affecting Pell disbursement schedules. IPD believes that ED expects that modifications to the financial aid academic year would coincide with the implementation of these new disbursement requirements. Therefore, IPD suggests that the institution implement the new Pell

> **12-Hour Rule will affect Pell disbursement schedules.**

disbursement rules at the same time that the institution makes any adjustments to financial aid academic year length or learning team tracking/attendance.

Further, because of the change in the requirements pertaining to quantity of instructional time, ED has made corresponding changes to the regulations pertaining to program eligibility. These changes may result in additional short-term programs being eligible for Title IV funds. IPD suggests that each institution review any existing short-term programs for the possibility of Title IV eligibility. The institution may adopt these regulations early or wait until the deadline of July 1, 2003.

Consumerism

IPD will work with each institution to review the literature—such as consumerism, marketing information, faculty handbooks, and learning team materials—to make any necessary updates. ED has significantly changed other areas of the regulations, including the incentive compensation rules, leave of absence flexibility for non-term programs, and the rules for determining payment periods for non-term programs.

IPD believes the changes are intended to lend greater clarity to the regulations and does not expect any changes to the existing contract structures related to the new compensation rules. IPD strongly encourages each institution to review the new regulations and the accompanying preamble because of the volume of changes made.

Ron King, President
Institute for Professional Development

Social Security Number As Student ID
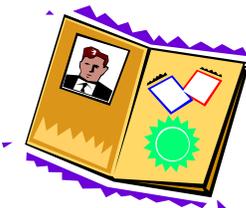
Many colleges and universities are discontinuing the use of social security numbers (SSN) as student ID numbers because of the risk of identity theft and fraud as well as the SSN's personal and confidential nature and other security issues. The Family Educational Rights and Privacy Act (FERPA) does not disallow using the SSN as the student ID, but it does place specific limitations on its use.

The Association of American Collegiate Registrars and Admission Officers (ACCRAO) interprets FERPA as prohibiting the posting of students' grades with SSNs, for example. FERPA protects the student's right not to reveal his or her SSN; in that case, the institution must create another ID number for the student.

Section 6050S of the Internal Revenue Code requires institutions to collect the SSNs of all students on whose behalf they receive payments for tuition and qualified fees. In general, this means the institution needs to collect this information on enrolled students. The trigger is the payment of tuition and fees, however, not enrollment status. The SSN continues to be collected and used to match identities on student documents from other institutions and for internal student tracking and recordkeeping.

National Registrars' Survey on High School Transcripts

A recent survey of registrars on high school transcripts using a national listserv found that the majority of respondents allow students to start class without an official copy of the high school transcript. The listserv, sponsored by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), is for members who are Registrars at small colleges, defined for the purposes of the listserv as colleges with enrollment of fewer than 5,000 students.

The survey asked three questions:

- **1. What office is responsible for getting the student's final high school transcript?**

Of the 46 who responded, 40 institutions (87%), said the Admissions Office is responsible; five institutions (11%) said the Registrar's Office; and one institution (2%) responded that another office is responsible.

- **2. Are students allowed to enroll in classes without their final transcript?**

Of the 44 institutions that responded to this question, 41 (93%) said students are given 1 term to submit the official transcript; eight schools mentioned that the students were accepted on a conditional or provisional basis, which made them easier to track. Two (4%) said students were not allowed to enroll without their final transcripts, and 1 didn't know.

- **3. Does your Registrar's Office accept incomplete files from your Admissions Office and take on the responsibility of completing the file?**

Thirty (65%) responded yes to this question; 16 responded no. At 26 institutions, the Admissions Office is responsible for completing the file; at 18, the Registrar's Office takes it on; and at 2, another office takes it on.

Work Team Video Reviews

When the instructor presents the basics of study groups during the first course in the core program, it ought to be done in as interesting a way as possible. One of the best ways is to show a video and then summarize and discuss the salient points. Linda Knutson, former IPD Director of Academic Development, and Deanna Boe, IPD Director of Student Services, reviewed a number of videos on work teams while developing a new orientation course for IPD Partner Institutions. A brief review of each follows.
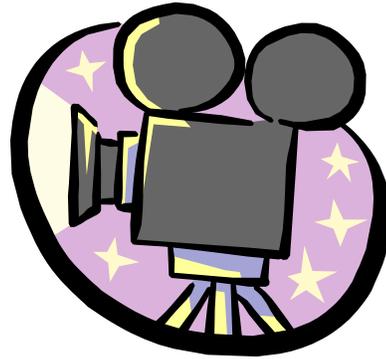
Videos are rated according to the following system:

⭐⭐⭐⭐⭐ **Excellent**

⭐⭐⭐⭐⬇ **Excellent, but more appropriate for another course**

⭐⭐⭐⭐ **Very good**

⭐⭐⭐ **Good**

⭐⭐ **Fair**

⬇ **Poor**

Team Building: What Makes a Good Team Player? (Advanced Training Source Media, 20 minutes)   ⭐⭐⭐⭐⭐

This video emphasizes that the real basis of the team is not the leader, but the team player. It suggests behaviors that will help each player support the team better. The moderator is a little stilted in appearance, but the video material is excellent and well done.

Team Nightmares: Solutions to Your Top Team Problems (The Richardson Company: Volume I, 27 minutes; Volume II, 22 minutes)   ⭐⭐⭐⭐⭐

Volume I discusses the idea of a TEAM—Together Everyone Achieves More—and is directed toward the interactions of the team members. It shows a nightmare, suggests a solution, and then demonstrates it. The actors are extremely good and seem as if they are actually in the business situation the video portrays. Volume II stresses that everyone is responsible for the team's success and that everyone needs to focus on the same goal. It is more process oriented than Volume I, but repeats a good deal of the information. It focuses on ways to make sure that the purpose of the group is clear and how groups can get organized, get along, and so forth.

Both videos are done very well and do not seem staged at all. Although information is repeated from one to another, showing both would reinforce the idea that interactive and process tasks are deeply intertwined and not separate.

Team Player (The Richardson Company or Change Dynamics, 21 minutes)   ⭐⭐⭐⭐⭐

This video takes a work problem and does a role-play on how the team comes together to solve it. It suggests that the first step in becoming a team is to get personal feelings out in the open and that the second step is to adopt ground rules. It has a very good scenario on group problem solving: the team comes down to voting on a proposal and some members ask for more time to consider. It also offers an 8-hour course and workbooks along with the video. The final summary for this video is excellent.

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Work Teams and the Wizard of Oz **(Blanchard Learning, 18 minutes)** ⭐⭐⭐⭐⭐

This video has leader and participant workbooks for use. It uses the movie *The Wizard of Oz* to explain and illustrate the seven keys to effective teamwork:
- Goals must be clearly stated.
- Small successes reinforce the commitment of the team members.
- Diverse objectives must be linked by a common purpose.
- Teams must find a common goal that benefits all members.
- Successful teams are mutually supportive.
- Adversity strengthens the bonds of the team.
- Leaders must recognize a team's real and symbolic needs.

This video is entertaining and informative.

The Abilene Paradox **(The Richardson Company, 28 minutes)** ⭐⭐⭐⭐⬇

Although it doesn't focus on teams, this delightful film brings up a good point about group decisions—the ability to handle agreement, not conflict, is the major problem of corporations or groups. People may decide to go along with a decision because they think everyone else agrees with the decision. This is an offshoot of the "groupthink" idea. This video is actually better for dealing with small-group dynamics and communications later in the program.

Cuban Missile Crisis **(The Richardson Company, 25 minutes)** ⭐⭐⭐⭐⬇

Although this video does not deal directly with how to form a team, it does speak to the leader's role in teams and stresses managerial techniques that can be put to use. It focuses on decision making and how teams can do that effectively. It approaches the idea of teams from the leader's point of view and suggests that a leader must choose a decision-making team carefully. It directly relates the quality of a team's decision to the quality of its leadership. It could be useful in the first course, but might be used better in a later business course on leadership.

Dealing with Conflict **(The Richardson Company, 20 minutes)** ⭐⭐⭐⭐⬇

This video notes that 20% of the time in organizations is used in dealing with conflict in one way or another, so it is a good idea to learn how to spend that time productively. It is a bit dry, but does have a good role-play of the five ways of addressing conflict. Although it isn't dynamic, it is a good video on conflict resolution.

Groupthink **(The Richardson Company, 22 minutes)** ⭐⭐⭐⭐⬇

This video focuses on the Challenger disaster, showing how a tightly knit group reinforced the wrong decision. It is not necessarily good for teaching how a team forms and functions, but it would be excellent for later in the program when considering the shortfalls of closely cohesive groups in a small-group dynamics and communications course.

Twelve Angry Men: Teams That Don't Quit **(The Richardson Company, 25 minutes)** ⭐⭐⭐⭐⬇

"It's possible" and "Let's talk" from the classic movie *Twelve Angry Men* are the basis for this video on teams and conflict. The video begins with the premise that conflict is essential in drama, but is it essential in business also? It labels mistrust as the basic reason for conflict within organizations. Using clips from the film, it illustrates the following points:
- Leaders should encourage inquiry and questions.
- Teams should stage a vigorous pursuit of a decision.
- Conflict actually serves the group process and moves the group ahead.
- Groups benefit from varying and diverse backgrounds.
- Effective decisions arise from the constant interplay of these backgrounds against each other.

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Teamwork: How Synergy Succeeds **(The Richardson Company, 22 minutes)**

This video deals with a treasure hunt done by teams at a company picnic. Although the premise is rather silly, the video and its information are very good. It clearly shows the difference between a functional team and a nonfunctional team. The information is relevant to study groups because the teams that are depicted are not solving a business problem but are involved in the type of everyday activity in which study groups will be involved.

Building the Perfect Team **(The Richardson Company, 29 minutes)**

This video is based on research done at Cambridge University that can predict which business teams will succeed and which will fail. It focuses on the function role versus the team role for team members. The person's team role is defined as that person's tendency to behave and interrelate with others, and research suggests nine team-role types. The video proceeds to explain the nine roles and shows the functions of them on an actual team. Although the material is good, the presentation of it is somewhat boring.

Teams That Work **(Advanced Training Source Media, 21 minutes)**

This video uses a British psychologist with a heavy accent as the moderator, which may make it difficult for many students to understand. It also has a dry, formal approach to the topic. It does state that teams must practice certain behaviors to succeed:
- Sharing leadership.
- Communicating openly.
- Learning from their mistakes.
- Reviewing directions and roles.
- Putting the team's needs first.

The Unified Team: How to Build a Unified Team **(The Richardson Company, 26 minutes)**

According to this video, teams are based on three needs: the need for achievement, the need for belonging, and the need for contribution. It compares a team to a couple, citing that feelings are strongest at first, but when the feelings fade the actual work begins. It makes great points, but it assumes a leader who is trying to pull a team together. It is basically from the coach or leader point of view. It might be confusing to students who do not yet realize that the leadership role will change and rotate in a group and that they will all need these suggestions at one time or another.

Think or Sink: Professional Team Decision Making with John Cleese
(Advanced Training Source Media, 26 minutes)

From the description, it appeared that this video would have some value for teams and that, being a John Cleese film, it would be entertaining as well. However, we didn't complete the review because after the first 3 minutes, the video did not seem to relate to teams at all, in spite of the title.

The following four videos were not reviewed, but may be worth checking out:
- *Talking to the Team with Hugh Laurie* (The Richardson Company, 27 minutes)
- *Show Your Eagles How to Fly Higher by Flying Together* (The Richardson Company, 17 minutes)
- *Journey of the Problem-Solving Team* (The Richardson Company, 13 minutes)
- *The Vision of Teams* (Blanchard Learning, 26 minutes)

To review or purchase any of the listed videos, visit the company Web sites at the following addresses:
- Advanced Training Source Media is available at http://www.atsmedia.com
- Blanchard Learning is available at http://www.blanchardlearning.com
- Change Dynamics is available at http://www.changedynamics.com
- The Richardson Company is available at http://www.rctm.com

If you use a video not reviewed here in your orientation course that you'd like to recommend to your Student Services colleagues, send us your review and we'll publish it in our next newsletter!

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We Need Your Input!

Thank you to everyone who contributed articles and information for this issue. We encourage anyone who wishes to submit articles for the August 2003 issue to do so by July 15, 2003. Please e-mail your contributions to Deanna Boe at deanna.boe@apollogrp.edu.

The Student Services Newsletter is produced and distributed by the Institute for Professional Development (IPD), a higher education development and management corporation that assists private colleges and universities in developing unique adult-oriented degree programs. IPD is a member of the Consortium for the Advancement of Adult Higher Education (CAAHE[SM]).

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