

AIP Communicator

March 2013



PRESIDENT'S LETTER

by Alison Wallis, CP-T, PRP



*“We shall not cease from exploration
and the end of all our exploring will
be to arrive where we started and
know the place for the first time.”*

—T.S. Eliot

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For individuals and organizations, exploration of the world, outside and inside, is essential for survival and growth. As explorers, we should look toward the horizon, always questioning how and why things are done. The year 1958, although more than half a century ago, was a modern era. That is the year the American Institute of Parliamentarians was founded, and also the year the first successful satellite, Explorer, was launched into orbit. Long before the skies were filled with thousands of satellites, Explorer brought the space age into reality. Similarly, long before “action plans” were a ubiquitous business habit, AIP had an eight-point action plan.

Adopted by the AIP board in 1958, founder Robert English's action plan was to undertake the following specific actions:

1. Issue a Directory of American Parliamentarians to be distributed to organizations needing parliamentary service and to the Parliamentarians listed.
2. Provide a Bibliography of Parliamentary Procedure to be distributed to principal libraries as well as to the Parliamentary Journal individuals and organizations who receive the Directory.
3. Promote the organization of classes in Parliamentary Procedure in schools and in other organizations.
4. Encourage the informal teaching of Parliamentary Procedure by the wider use of Parliamentarians, by TV programs, by sound films, and by discussion groups.
5. Serve as a clearing house for parliamentary problems.
6. Maintain a Parliamentary Procedure Library including three departments: Circulating, Reference, and Sales.

7. Publish quarterly a Parliamentary Journal as the official AIP organ.

8. Develop a representative membership including legislators, attorneys, educators, business men, labor leaders, professional parliamentarians, etc.

Today, AIP continues to have an up-to-date action plan (the current plan is viewable on the member portion of the website), modified to changing times as an unending process. While we will continue to modify the action plan, to us as explorers, it is instructive to review AIP's original action plan to see how the plan has led us forward and to see if we are upholding the values it set forth, asking ourselves if the founders were recognize the organization. Our fundamental values should remain constant, while our strategies should evolve to changing needs.

Looking at the original action plan, we can see areas where we have achieved the original vision. AIP has an online directory of credentialed parliamentarians, viewable by those all searching for a parliamentarian. Members can turn to the website for a full listing, plus a printed directory will soon be available for purchase. Using traditional and modern technology, AIP, individual members, and AIP chapters are conducting thousands of hours of parliamentary teaching. We maintain a quality and comprehensive bookstore. The Parliamentary Journal is in continuous production and is unsurpassed in content. Our membership is diverse (geographically, professionally, occupationally, demographically) and influential. The commonality is that members are unified by a desire to use parliamentary procedure for democratic goals.

It's been many years since 1958 and Explorer has left the sky. AIP however continues to fulfill its mission and to promote democratic use of parliamentary procedure around our world. Let us vow to continue the good work of our founders that has served us so well.

CALENDAR OF EVENTS

Additional information regarding dates and registration will be available on the AIP website at <http://www.aipparl.org> as they become available.

March 1, 2013 - *Parliamentary Journal*

Submission Deadline - April 2013 Issue

March 13 - 16, 2013

Teacher Certification Course • Jacksonville, FL

April 1, 2013 - *The Communicator*

Submission Deadline - May 1, 2013 Issue

June 7 - 9, 2013

East Coast Practicum • "Groups in Transition"
Maritime Institute, Conference Center
Linthicum, MD

July 25 - 28, 2013

Annual Session • Salt Lake City, UT

CP Exam Periods in 2013

June 1 - 16 (application before March 16, 2013)

October 10 - 20 (application before July 10, 2013)

CPP Exams in 2013

June 1 - 16 (application before March 16, 2013)

October 10 - 20 (application before July 10, 2013)



HOW CAN YOU SHINE YOUR LIGHT?

Committee Chairs:

Proud of your committee? Share your goals and needs with us. The membership would love to hear your efforts and accomplishments. So Committee Members, consider writing a column for the Communicator or the website (or both). You just might get some volunteers to help share the work as a bonus.

Chapter Leaders:

Please be sure to view your listings on the website. We want accurate information on chapter leaders, meeting locations, links, and events. Make changes to your listings yourself or email AIP President Alison Wallis at President@aipparl.org

Members:

Members are urged to check their contact information in the member-accessible online directory. Whenever there are updates or corrections, you can make changes yourself or contact headquarters. In addition to online search capability (by members), an important special committee (composed of Mary Remson and Joe Theobald) is compiling a purchasable membership directory. Whether we consult the website or printed directory, let's be sure information is completely current.

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UPCOMING EDUCATIONAL OPPORTUNITIES AND PUBLISHING DEADLINES

Inviting AIP Bylaw Amendments

by Joy Myers, CPP-T, PRP, Bylaws Chair

■ After a complete bylaw revision at the last Annual Session, it is time to review to be sure our new rules are effective or if anything needs to be amended during the 2013 Annual Session. Our bylaws allow us to offer amendments at every annual session using either of the two following procedures:

AIP BYLAWS: ARTICLE XV - AMENDMENT

Section 1. Amendment With Notice. Following notice of amendment given to all members with the official notice of the annual session, a two-thirds vote of members present and voting at the annual session will be required.

Section 2. Amendment Without Notice. If notice has not been given as stated in section 1 then a member must give twelve hours notice of the amendment, and there must be a two-thirds vote in the affirmative to consider an amendment. Amendments proposed by this method require a four-fifths vote of members present and voting at the annual session to adopt. Debate on the motion to consider shall be confined to the merits of consideration.

The Bylaws Committee will be accepting suggested amendments until **May 1**. All submitted amendments will be considered at the annual session. Please send proposed amendments to the Bylaws Chairman at WJoyMyers@gmail.com.

Remember our bylaws define, control and set the basic principles and manner by which AIP is operated. Anyone looking for the latest bylaws should go to American Institute of Parliamentarians website, click on "About Us" and the "Bylaws" option will appear so you can review them.

Share your ideas. Participate!

UPCOMING EDUCATIONAL OPPORTUNITIES:

Teacher Certification

March 13 - 16, 2013 • Jacksonville, FL

(For CPs, CPPs, RPs and PRPs)

by Jeanette Williams, CP-T, PRP, Education Director

■ The AIP Teacher Certification Course will be held in Jacksonville, FL, on March 14-16, 2013. The course will begin with breakfast at 8:00 a.m. on Thursday, March 14, and conclude with dinner on Saturday, March 16. The course will strive to develop and improve teaching skills at both the beginner and advanced levels, and it will include mock meetings, topics pertaining to educational theory, written examinations and video-taped teaching demonstrations. Dr. M. Eugene Bierbaum, CPP-T, PRP, is the curriculum director. Ann Rempel, CPPT, PRP, is the other full-time instructor. Jeanette N. Williams, CP-T, PRP, will divide her time between instructor and administrative duties.

Only AIP certified members (CP, CP-T, CPP, CPP-T) and NAP registered members (RP, PRP) may take this course. The teacher certification course is recommended for:

- a) Any certified member of AIP who wishes to become teacher certified. Following successful completion of the course, it will also be necessary to earn "service points" demonstrating continued teaching in the field.
- b) Any certified member of AIP or registered member of NAP who, even though not a candidate for teacher certification, wishes to improve teaching skills in a controlled nonthreatening environment.
- c) Any certified teacher who wants to earn points necessary to extend their teacher certification.

East Coast Practicum

June 7- 9, 2013

Conference Center, Maritime Institute
Linthicum, MD (near BWI Airport)

"Groups in Transition" by Darlene Allen, PRP

■ Make plans now to attend the East Coast Practicum as we address ways to assist organizations during their milestone changes. The topics covered will include creating and revising governing documents, and mergers and dissolutions. And what would a practicum be without presiding practice? Yes, we'll have presiding practice, too. For further information and registration deadlines please contact AIP Headquarters at 888-664-0428.

New AIP Study Manual—Accrediting Department

■ The AIP Accrediting Department has developed a new manual for students of parliamentary procedure who want to bolster their knowledge. Through the study of the *AIP Study Manual of Parliamentary Procedure*, the reader can obtain a good understanding of the appropriate use of parliamentary procedure within a meeting. Along with regular practice this manual can help increase a member's effectiveness in utilizing the available procedural tools to move meetings along smoothly. A great small group learning aid, this manual can also be used as a study tool for individuals as well as for those members preparing to take one of AIP's credentialing exams.

The *AIP Study Manual of Parliamentary Procedure* is designed to help the serious student of parliamentary procedure recognize similarities and differences in two of the most commonly used parliamentary authorities. The manual is presented in question and answer form to make it easier to grasp correct concepts covered within each parliamentary authority.

The question and answer section of this manual is limited to material pertaining to *American Institute of Parliamentarians Standard Code of Parliamentary Procedure*, 1st edition (AIPSC), and *Robert's Rules of Order Newly Revised*, 11th edition (RONR). Sample answers (along with corresponding page references in the appropriate authority) are provided in the back of the manual for each question. Additionally, an in-depth appendix provides an extensive study tool based on the question section of *Parliamentary Law*.

Those who will use this manual as a study guide in preparation for certification with AIP should be aware that additional parliamentary authorities will also be included in any AIP examination at either the Certified Parliamentarian (CP) or Certified Professional Parliamentarian (CPP) level. The references included in this manual are only a few of the references that pertain to the questions that will be asked on the exams and this manual should be used only as a starting point for further study.

The *AIP Study Manual of Parliamentary Procedure* is available online in the AIP bookstore.



EIGHT REASONS TO SAY NO TO A PARLIAMENTARY ASSIGNMENT

By Eli Mina, CPP-T, PRP, M.Sc

I have been in the parliamentary business for almost thirty years. In the early years of my practice, I was eager to make a living and would consider taking any job, small or large, simple or complicated. Every time the phone rang was a cause for celebration. But, as the years went by, I learned that sometimes it is better or more practical to say no to a proposed assignment. Allow me to share eight such situations (Of course, I fully respect your right to disagree with my assessment and conclusions):

1. The flattering e-mail: A former workshop participant, who happens to be a member of a highly fractured Board, starts his e-mail to you by saying how much he enjoyed your course and how much he values and applies your teachings. He concludes with: "I just wondered if you could help me with a really simple procedural issue." Indeed, sometimes the issue indeed appears to be "simple," or even "a no brainer." But appearances can be deceiving. It may be safer to advise the writer that you give advice only after reviewing relevant governing documents, and that this requires a retainer. If the individual balks, make it OK.

2. The hidden agenda: The President, who wants to hire you as an impartial presiding officer, makes it very clear: "You are a respected professional and I will absolutely not interfere with what you do. But you need to know that it is absolutely critical that this motion be adopted. We'll have some very troublesome people who'll try to stand in the way. We are prepared to add a 50% bonus to your fee if we are successful. Will you help us achieve our goals?" Clearly, your answer should be: "My role is strictly procedural, and I have no substantive involvement. If what I offer is not what you need, then I am the wrong person for you."

3. Your advice may be ignored or twisted: Before accepting an assignment with a new client, you happen to speak to your predecessor, who is a highly respected and trusted colleague. When she finds out who the client is, she cautions you: "The president acts as a bit of a bully and is possibly hiring you only to give a semblance of objectivity. When I worked with him, he followed my advice when it suited him, and he sometimes quoted me as saying things I never did." Will you take the assignment? Some people might say yes, as your role is only to give advice, and you must then respect the client's decision to heed or ignore it. But, in this case, might you inadvertently be seen as colluding with this tyrannical president? Might you be viewed as a "hired gun?" Your reputation is far more important than any money you might make.

4. There is a strong possibility you will not be paid: The Board who hired you is very unpopular. There is a high likelihood that all incumbents will lose their positions due to exorbitant spending and excessive reliance on expensive consultants. If the competing group is elected, it may look for ways to avoid paying you and other consultants, especially when the need for your expertise is questioned. It's safest to refuse to start working until you are paid in full and the check is cashed.

5. You are hired on a last minute basis: A very contentious annual meeting, with complex bylaw amendments to be considered, is fast approaching. Less than an hour before the meeting, the leaders recognize they need professional help if they are to avoid total chaos and acrimony. Your name comes up. Your phone rings.

Will you say yes? Will it be possible for you to provide competent professional advice with a meaningful opportunity to review the agenda, the resolutions, and the bylaws? Given the high stakes, and with your credibility on the line, consider your options carefully. Unless you are fully confident of your ability to handle the situation, consider saying no.

6. You are too expensive: Suppose you are considered the best in the field within your jurisdiction, but your fee is much higher than the client can afford, plus the meeting is not all that complicated. They may try to negotiate a reduced fee or even offer a tax receipt in lieu of payment. Will you say yes, or might it be better to refer them to someone else in whom you have confidence? A client should not need to rent "a Cadillac" when a Beetle will get the job done just as well...

7. The client really needs an attorney: During exploratory discussions with a client who was sued by disenfranchised members, you are repeatedly asked questions about subtle interpretations of the bylaws and governing legislation: "What's our legal liability if we put through a very necessary bylaw amendment without notice?" or "Are we legally authorized to vote to borrow that much money?" If a client needs an attorney, they should hire one. Unless you are licensed to practice law, it's best to resist the temptation to offer legal advice or legal interpretations.

8. It is just too much of a mess: Yes, as parliamentarians our calling in life is to try to turn chaos into order...But what if there is no hope? What if significant technical or typographical errors were made in bylaw amendments that cannot be amended from the floor without invalidating the notice? What if the notice of the meeting was inadvertently sent too late, bringing into question the validity of the meeting and its ability to take any actions, yet everyone is already at the meeting location? What if a highly organized and well funded opposition group hires and brings its own professional parliamentarian and lawyer, determined to pushed through its own agenda or wreak havoc over the meeting? Unless you are really skilled to deal with such situations, it may be best to say no.

Eli Mina is a full time practitioner, serving clients since 1984 as a professional presiding officer, parliamentarian, and seminar leader. Eli's clients come from municipal government, credit unions, regulatory bodies, native communities, and the non-profit sector. Eli has authored seven articles in the Parliamentary Journal and nineteen in the National Parliamentarian. Eli is the author of five published books, including "101 Boardroom Problems and How to Solve Them" and "The Business Meetings Sourcebook." Eli's web site is www.elimina.com. This is the second installment of a theme originally published in the National Parliamentarian.

DEVELOPING PARLIAMENTARY PROCEDURE TEACHING SEMINARS

By Robert C. James, PRP



One of the pleasures that some of us get in our parliamentary life is the pleasure of sharing our parliamentary knowledge. Teaching is such a rewarding experience, when you see the knowledge absorbed, used and appreciated by the students. Parliamentary procedure is one of those disciplines that can be used by all and virtually everyone sees the benefits.

I've had the opportunity to teach a wide range of audiences. One of the unique things about teaching parliamentary procedure is that

everyone who attends wants to be there. While attendees may appear with preconceived notions and misunderstandings, you always have a willing and receptive audience.

For those who have taken the NAP Professional Course, the Professional Course Manual contains an excellent module on "Teaching Parliamentary Procedure", which I would urge you to go back and review from time-to-time as it contains a wealth of information on lesson plan development, instructional methods, instructional aids, etc.

AIP is also offering the AIP Teacher Course designed and taught by Dr. Eugene Bierbaum, PRP, CPP-T. This course will strive to develop and improve teaching skills at both the beginner and advanced levels. Workshops will include mock meetings, topics pertaining to educational theory, and structured teaching demonstrations. Course attendance is restricted to NAP's RPs and PRPs and AIP's CPs and CPPs and it will be offered March 14-16, 2013, at the Wyndham Jacksonville Riverwalk Hotel, 1515 Prudential Drive, Jacksonville, FL 32207. Telephone: (904) 396-5100.

QUALIFYING OBJECTIVES AND ATTENDEES

When I receive a request for an educational seminar, the most important first step to me is to get a clear understanding of the proposed attendees, and the objectives of the client. Most requests are something like, "we would like you to conduct a seminar on parliamentary procedure, for the afternoon of ...". Often the person making the request doesn't know much about parliamentary procedure, and can't express the objectives or what they hope to achieve. Working with a client to define specific objectives is often a challenge that may not be overcome. I have had requests to teach a newly appointed board everything there is know about parliamentary procedure in 30 minutes. We know that's not possible, and having failed to come to a reasonable expectation, resulted in me not doing the seminar. However, in most cases it is possible to work together to come up with objectives that work. Without a realistic and agreed upon objective, I would strongly advise to not proceed with a seminar.

The second critical component is getting a clear understanding of the proposed attendees. I have conducted seminars with groups over a wide range of educational achievement, from average education levels of below high school graduation, to the opposite extreme of university faculty members and professionals. One

seminar will not be appropriate for all groups. The challenge for us is to produce the best learning opportunity for the group that works at their level.

OPPORTUNITIES

When defining the proposed attendees and objectives, there are often opportunities for creative approaches based upon our own experiences. As an example, I've worked on the drafting, amendment and interpretation of many bylaws. It would appear that based on what we see in some bylaws, those who prepared them did not have much, if any, knowledge of parliamentary law or the content of parliamentary authorities. This situation creates a huge opportunity for professional parliamentarians to make those who draft bylaws more efficient and effective. I'm sure we have all seen attempts to define "majority vote" in bylaws. Such as, "fifty percent plus one, but if the result is a fraction..." If the bylaws adopt a parliamentary authority such as the *American Institute of Parliamentarians Standard Code of Parliamentary Procedure*¹, or *Robert's Rules of Order Newly Revised 11th Edition*² then the drafter only needs to use the term "majority vote" as the term is wonderfully defined in their adopted authority.

I had the opportunity to conduct a seminar with a group of lawyers, and was given the opportunity to focus the whole seminar on bylaws and parliamentary procedure. It was reported back to me after, that the seminar had made their lives so much "easier". Not only that, but they all learned a lot about what is contained in a parliamentary authority and where to look in the future.

TEACHING METHODS

There are myriad studies on how best to "teach." Most of these studies agree that a student learns less than 25% of material if they only hear the content, and about 30% of what they see. However, if they hear and see material they will retain about 50%, but if they hear, see and use through practice this now jumps to about 80%. This is why we see so many seminars that use visual aids and have student participation. I always try and use projection if at all possible and always use practice sessions, no matter how time limited. I know there are some who criticize the use of PowerPoint® for all the reasons they come up with. The reason it is used so extensively is because it works. I also use and teach the use of projecting motions using Word® while processing motions. This is the most effective way I have seen to allow members of a meeting to not only follow what is under consideration but also learn and retain proper parliamentary procedure. This is extremely valuable during practice sessions in a seminar.

One of the most effective tools for knowledge retention is a handout that the student can review and reference in the future. PowerPoint® provides an excellent tool to produce handouts of the actual presentation slides, but effort spent creating and distributing quality handouts is never lost. Handouts can be used as a future

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EDITOR'S INSERT: PARLIAMENTARY PROSPECTING

by Jim Lohr, PHD, CPP, RP

Communicator Editor • Ames, Iowa



In my former business-life prior to retirement, I was a local insurance agent prospecting, selling, and servicing auto, home, life and business policies. In retirement, I am trying some of the same prospecting techniques as a parliamentarian. May I share them with you?

Many churches have boards and committees and may use parliamentary procedure. The mainline Protestant denominations also have district, state, and regional conferences/conventions which do need parliamentary services. I pointed out to those still open to parliamentary decision-making that there are times each method is appropriate.

In my town of nearly 60,000 plus (souls?) there are approximately 40 churches listed in our telephone directory.

1. I used the "Yellow Pages." I developed an Excel sheet alphabetizing the churches by denomination and name of the church. I followed up checking for each church's website to look for names, photographs, names of committees and any other information.
2. Printing out an alphabetical Excel sheet listing the churches. From that I copied a city map, I located did a numerical listing, with the "Anglican Episcopal" parish being number "1" on the map. I then scheduled my "cold-call" prospecting by area of town to be as efficient as possible—and drove out in the mornings (9-12 noon) when their offices were open.
3. Basically I introduced myself, provided them with my card and brochure and asked about their decision-making boards and affiliations with denominational bodies that might also need parliamentary services.
4. About half of the churches were small, with doors locked and no staff available. I may try phoning them later based on my Excel-sheet listing.

5. Where I was able to meet with any staff member or minister, I have followed up with a "Thank You" card. Posty Cards is an excellent supplier of business thank you notes with base cards starting at about 75¢ per card with additional imprint costs for either the card or the envelope. I have my name and address printed on the back flap of the envelope and leave the card open for my own handwritten message and signature.

6. Some years ago I found a delightful small plastic "die cutter" for cutting slots for the lower left and upper right corners of business cards to secure them into the card. Fortunately, the same "Card-It" punch is still available on the Internet for \$32.25. It allows firm insertion of my card into the Posty Card with an imprinted envelope. I believe the cards provide a pleasant surprise for my clients.



Will my prospecting be productive? Many of the churches said they were also moving to "consensus" rather than "Parliamentary Decision-Making." According to the ministers, the move is usually because too few members understand the intent and mechanics we offer. As one minister wisely cautioned, "Unfortunately, with consensus, we may suppress useful dissent which would have ultimately strengthened your decision." And I forgot to mention that General Henry Robert's original inspiration came from the church board meetings he attended when there were no consistent procedures to conduct their meetings. Sharing that fact may still help.

DEVELOPING PARLIAMENTARY PROCEDURE TEACHING SEMINARS

Continued from page 5

reference tool, and if you label the materials effectively they can also become a source of future referrals.

PRACTICE HELPS

In each of the seminars I do, I try to make sure that all attendees are involved and participate in practice exercises. These are always designed to augment the teaching material, but are also intended to be fun and relevant. One approach is to ask the client about topics that are currently under consideration by the group, or are otherwise topical to the group. In a recent seminar to a university faculty association, practice motions were prepared in advance and used as a practice motion to "get a sense of the meeting", about staff parking on campus and another on staff spending time off campus during regular teaching hours. These gave the participants the opportunity to work with matters that were of interest to them, and the opportunity to "try" various approaches using the relevant motions in a teaching environment.

I almost always use a "fun" exercise in each seminar, where a participant acts as chair, and I make the motion "that the attendees meet for drinks after". This then allows for the amendment of this

motion, for where, who, when, who pays, who dances, who sings, etc. This exercise demonstrates the process of amendment in a lighthearted manner and never fails to leave the group laughing.

SUMMARY

Teaching parliamentary procedure is a very rewarding experience when seminars are developed to meet the needs and characteristics of the audience. Using teaching methods that improve the learning experience and make learning fun result in happier clients and more referrals.

Rob James is a practicing professional parliamentarian, and is currently Vice President of AIP, Chair of the Audit Committee of AIP and a member of the Executive Committee of AIP. He is also the current Chair of the American Institute of Parliamentarians Education Foundation. He has previously served as Chair of the Finance Committee and as Treasurer of AIP. Rob is also currently the President of the Alberta Association of Parliamentarians (Chartered Province of NAP), has served on the NAP Professional Development Committee and is currently an instructor examiner of PRP Courses. Rob is the President of Opertec Inc., and has over 35 years of experience as a Chairman, Director, President, Chief Executive Officer and as a Certified Management Accountant was the Chief Financial Officer of various public and private companies.

¹Robert III, H.M., Honemann, D.H., Balch, T.J. (2011). *Robert's Rules of Order Newly Revised 11th Edition*. Philadelphia, PA: Da Capo Press.

²American Institute of Parliamentarians (2012). *American Institute of Parliamentarians Standard Code of Parliamentary Procedure*. New York, NY: McGraw Hill.



Communications Committee Survey

By Karen Watson, PRP, Committee Chairman

When AIP is promoted to the general public, benefits accrue to individual parliamentarians as well as the profession. The Communications Committee is gathering information for ideas of marketing both.

I. MARKETING METHODS

- 1. **Social Media:** Facebook Betterfly Twitter Bebo Myspace Other _____
- 2. **Professional Social Media:** LinkedIn Other _____
- 3. **Personal Websites (Do you have one?)** Yes No
- 4. **Traditional Advertising:** Newspaper Magazine Radio Flyers/Brochures Other _____
- 5. **What Personal Methods of Prospecting?** _____
- 6. **Prospecting Specific Types of Organizations?** Yes No, What type? _____

II. SUCCESS RATES

- 1. Which marketing methods do you rate as successful and why?
- 2. What percentage of business do you get from each method of advertising/marketing?
- 3. If you willing to share, what percentage of your total profit do you get from each method?
- 4. How do you use each method to your advantage?
- 5. In which geographic of the nation are you located?
- 6. List ideas /advice you would give others in our profession regarding effective marketing of their business.
- 7. (Are you willing to) List chronologically the measures have you taken to market your business?
- 8. (Are you willing to) List the groups, organizations, non-profits, associations, that have hired you?
- 9. Of those listed in question 8 above, with which ones have you done repeat business?
- 10. What type of group or project have you enjoyed the most whether or not you were paid for it?

III. DEMOGRAPHICS

- 1. In which geographical area are you located?_____ Size of your city/metro? Population: _____
- 2. Do you believe your method(s) would work in other areas of the country?_____
- 3. List ideas/ advice you would give to new parliamentarians to market their business? _____
- 4. How often do you check the AIP website? Daily Weekly Monthly Quarterly Never
- 5. Do you read *The Communicator*? Yes No Do you read *The Communicator* ONLINE? Yes No
- 6. How often do you received referrals from AIP? Other source? List source(s) _____
- 7. What percentage of your work as a parliamentarian is donated rather than paid? _____%

Please return this survey to Karen Watson (402-310-6946) by April 15 at karenwatsonlincolng@gmail.com or at 3033 Orwell Street • Lincoln, NE 68516

WELCOME TO NEW MEMBERS OF AIP

The following individuals joined AIP from November 2012 through January 2013.

Be a supportive member and contact any who live near you.

Juan (Jay) Alburez-Sevilla

9235 Starina Way
Sacramento, CA 95628

David Anderson

1025 Easthill Place
Wausau, WI 54403

Lennie Arroyo

9415 Sageglen
San Antonio, TX 78254

Rochester Baker, Sr.

2929 N. Beltline Blvd.
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SILENT GAVELS

AIP is happy to report no Silent Gavel reports for reporting period.

THANK YOU FOR YOUR CONTRIBUTIONS

AIP's generous members have made contributions to the funds of their choice during the period November, 2012-January, 2013. We invite you to consider making one or more of these funds the recipient of your generosity.

DONATIONS:

Teresa Stone
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CONGRATULATIONS TO MEMBERS WITH NEW CREDENTIALS:

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FEBRUARY 3 BOARD MEETING



From bottom right, moving clockwise from bottom left:

- Jeanette Williams, Education Director
- Mary Remson, Treasurer
- Nylanne Scheidegger, Director
- Alice Bartelt, Director
- Steve Glanstein, Parliamentarian
- Alison Wallis, President
- Kay Crews, Secretary
- Weldon Merritt, Director
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West Coast Practicum



Pictured: West Coast Practicum President Ed Tracy, Joanne Smallwood, Dollie McPartlin, Jason Gariepy



Pictured, left to right: Roger Hanshaw, Jeanette Williams, Alice Bartelt, Ron Harter



Roger Hanshaw, JD, CPP-T, PRP



Practicum Workshop

Top: Jeanette Williams, Ann Rempel, Dollie McPartlin, Jim Jones, Roger Hanshaw

Above left: Mary Remson, CPP-T, PRP

Above right (from front to back): Lorraine Talbot, John Szewczyk, John Comisi, Kay Crew, David Shapiro, Weldon Merritt

Middle: Jim Jones, CPP-T, PRP

Below (from back to front): Roger Hanshaw, Dollie McPartlin, Lorraine Talbot, Alice Bartlet, Teresa Stone, Kay Crews, John Rempel, Ed Tracy, Nylanne Scheidegger



AIP Members' Activity Survey

By Jim Lohr, PhD, CPP, RP

Editor's Insert: First: an apology. I'm sorry but we did not receive enough copies of the December survey back for meaningful interpretation and we have decided to run the survey again. Please return your surveys by April 15th for tabulation. Jim Lohr, Editor

What parliamentary services are AIP members providing? Please complete this survey so others may benefit from your experience. All questions on the survey are optional and individual responses will not be revealed.

- A. AIP Status:** Member CP CP-T CPP CPP-T
- B. Member of an AIP chapter?** Chapter name: _____ Office held: _____
- C. Other professional designations:** PhD JD MD CPA DDS RP PRP other
- D. Type(s) and number(s) of organizations you served in the past 12 months:**
 Non-profit For-profit corporation Labor union Professional society
 Condo Ass'n Homeowners' Ass'n Library boards City councils or boards
 Toastmasters Employee organizations Senior citizens Veterans
 Educational University/college senate Elementary /secondary teachers
 School board Parent-teacher association School booster club
 Political/governmental Political party County State legislature Congress
 Medical Physicians Nurses Dental Other medical: _____
 Religious Clergy Board of the congregation Men's group Women's group
Other: _____
- E. Approximate numbers of times you provided these services in the past 12 months:**
 Inform a member or officer how to handle an immediate problem
 Counsel a member or officer who anticipated a future difficulty
 Parliamentarian for regular meetings Member parliamentarian
 President of the organization Other officer Chaired meetings in place of the president
 Chairman for an annual convention Parliamentarian for an annual convention
 Deliver an informative talk on parliamentary procedure • Topic: _____
 Provide a workshop on parliamentary procedure • Main topics: _____
 Teach a non-paid public or community course Teach a course where you were paid a fee
 Teach a _____ high school or a _____ college course
 Write a parliamentary opinion Consulted or testified as an expert witness
 Advise on nominating/electing/other voting procedures Advise a candidate
 Bylaws: Interpret Amend Revise Draft bylaws for a new organization
 Training: Officers Board Delegate or member Elected officials
 Advise on a disciplinary action Handle a disciplinary action
 Prevent the growth of or takeover by a rival sub-group or an outside group
 Distance meeting Name of program used (such as "Go to Meeting") _____
- F. How many of the organizations you serve use these parliamentary authorities?**
 Robert's Rules of Order, Newly Revised, 11th Edition
 Robert's Rules of Order, Newly Revised (Previous Editions)
 American Institute of Parliamentarians Standard Code of Parliamentary Procedure
 The Standard Code of Parliamentary Procedure by Alice Sturgis
 Mason's Manual of Legislative Procedure
 Other (Please list the title or titles.) _____
- G.** Estimated hours of donated service Paid service
- H.** \$ _____ Gross income as a parliamentarian \$ _____ Net income I would rather not comment.
- I.** What topics would you like to read about or share in the *Communicator*? _____
- J.** What additional member services should AIP consider? _____

Please complete the survey, copy or scan and return it to me: Jim Lohr, at jlloh10@mchsi.com or by land-mail at: 4247 Stone Brooke Road • Ames, Iowa 50010 by January 1, 2013. I will summarize your responses for the March issue.



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Setting for the West Coast Practicum with view of the San Gabriel Mountains