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Special Issue on Forensic Pedagogy

Speaker & Gavel

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Editor's Note:
S&G went to an entire online format with volume 41/2004 of the journal. The journal will be available online at: www.dsr-tka.org/ The layout and design of the journal will *not* change in the online format. The journal will be available online as a pdf document. A pdf document is identical to a traditional hardcopy journal. We hope enjoy and utilize the new format.

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Genesis of a Special Issue

Daniel Cronn-Mills

The genesis of this special issue has a convoluted history. The concept actually started as a book on forensics by Dr. Crystal Lane Swift Ferguson. In fall 2013, Swift Ferguson contacted me about any interest in a book focused on forensics research and pedagogy. We swapped emails and decided a good approach was an edited chapter book on the broad sweep of forensics (IE and the numerous forms of academic debate).

We sent out a call for proposals in March 2013 on debate and individual event listservs. We were open to a wide range of proposals from contemporary forensic issues to research to pedagogy. The call produced 13 proposals extending from forensics budgets, to forensic judges, to Congressional Debate, to tournament administration. The project struggled when we began the move from proposals to completed chapters. Deadlines were set for manuscript drafts. Many authors had difficulty meeting the deadlines. Extending the deadlines produced little added benefit.

I acknowledge forensic professionals have a demanding life. Most are teaching and coaching during the work week and attending tournaments on the weekends. A 7-day workweek of teaching/coaching/directing/traveling/judging leaves little time for engaging in the production of forensic scholarship. However, scholarship is the “coin of the realm” in higher education. If forensics hopes to maintain its role in higher education; scholarship is a fundamental necessity in which we need to engage.

Fortunately, five of the proposals emerged as completed manuscripts. Unfortunately, five manuscripts was insufficient for a full book. We had no desire to abandon our authors who had followed through with the project. We contacted the editors of the *National Forensic Journal* (*NFJ*) and the executive board of the Delta Sigma Rho-Tau Kappa Alpha (DSR-TKA) which publishes *Speaker & Gavel* (*S&G*). We inquired if either journal was interested in a special issue composed of the five manuscripts. DSR-TKA responded with enthusiastic support and the forensic book found new life as a special issue of *Speaker & Gavel*. The five articles in this special issue were generated under my leadership and, thus, my name appears as the guest editor for the issue.

I feel a compulsion—based on the experience of moving this project forward during the past two years—to reiterate a common theme found in our forensic-related journals. Numerous scholars have reinforced the compelling need for forensic professionals to engage in forensic scholarship. The call for more and better forensic research is an oft-repeated theme through the past decades (see Cronn-Mills, 2008; Croucher, 2006; Hample, 1981; Herbeck, 1990; Kay, 1990; Kerber & Cronn-Mills, 2005; Klumpp, 1990; McGlone, 1969; Ryan, 1998; Thomas, 1983; Walwick, 1969).

As I write, my colleagues across the country are busy prepping and submitting papers and panels for the National Communication Association's (NCA) 101st annual convention. Cronn-Mills and Croucher (2013) demonstrated how forensic organizations had more than 50 sessions available for panels and papers during NCA from 2005-2008.

Dozens of paper and panels will be presented in Las Vegas in November 2015. Yet, very few of those papers and panels will ever be submitted to our competitive peer-reviewed forensic journals. Only a small handful people (a larger group, if lucky) will attend most of the NCA convention panels. As scholars, we must take the next step to fully engage in our academic discipline and share the bounty of our scholarship beyond the limiting and constraining walls of a convention. A convention is an excellent place to test an idea, refine a concept, and explore a research framework. Full fruition of the idea/concept/research should be evident in the journals.

Yet most of our forensic-related journals struggle with inadequate submissions. *NFJ* was originally designed to produce two issues a year. Yet a review of the journal publication list at http://www.nationalforensics.org/research/nfa-journal demonstrates a struggle to meet the threshold. Many years *NFJ* has only produced one spring/fall issue. As I write in spring 2015, the latest issue of *NFJ* is volume 32, spring 2014. *S&G* has faced similar frustrations to *NFJ*. *S&G* is designed to privilege forensic research, yet the vast majority of the articles come from the other areas within the communication discipline.

A journal editor is only as good the manuscripts submitted to the journal. The editors of the *National Forensic Journal*, *Speaker & Gavel*, *Argumentation & Advocacy*, *The Forensic*, and other journals welcome and implore authors to submit. I urge forensic scholars to accept the opportunity and fully engage all dimensions of forensics—tournaments, conventions, and publications.

Thus, I return to the five articles composing the special issue. The five articles constitute the efforts of six dedicated forensic professionals to share their research, insight and wisdom with their colleagues.

I hope you enjoy the five articles featured in the special issue and put the experience, research, hard work and dedication of the authors to good use in your professional forensic endeavors.

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(Re)Building a Team Culture

Todd Holm

Introduction

Over the course of the last 25+ years, I've had the opportunity to work with several forensics programs. In the last 15 years I have been part of the coaching staff on four different forensics programs that have gone from being out of sweepstakes range at the national tournaments to taking sweepstakes trophies home from national tournaments. Three of those four programs had illustrious backgrounds boasting multiple national champions and multiple appearances in the top 10 and top five \at either the American Forensics Association—National Individual Events Tournament (AFA-NIET) or the National Forensics Association's (NFA) national tournament. Over time, programs change. Graduate teaching assistants, coaches, assistant directors and directors of forensics can change. Program funding can change. Sometimes things we can plan for, but other times changes take us by surprise. The one thing that will always change is the students on the team. After four years most coaches find themselves looking at a completely new team. A new wave of team members may significantly influence team culture (Ouchi & Wilkins, 1985; Pacanowsky & O'Donnell-Trujillo, 1982; Sackmann, 1990). Jensen and Jensen (2007) pointed out forensics has an "inherent revolving door" (p. 21) and the team culture will change unless care is taken to maintain it. So most successful coaches work hard to maintain the culture of their teams because the culture of a small organization with such high rates of "turnover" is a very fluid and dynamic thing.

When the students on the team change or when the coaching staff changes, the very culture of the team is bound to shift. While the director of a brand new program is faced with the challenge of establishing a team culture, a *new* director of an *established* forensics program that has fallen from its days of glory (or has never tasted glory) faces an even more challenging cultural shift. Rebuilding a team can be even more challenging because the team has an established culture that does not involve the level of commitment, effort, and practice it takes to be successful at the national level. The truth is, it is easier to *not* be nationally successful in forensics than to *be* successful on a national level. So the new director of forensics is asking a team who may have become complacent with current level of success to set higher goals, to agree to higher standards, to work harder, to be more committed, and to make more sacrifices to have more success. Asking a team to do this is like asking a river rafting team to raft upstream. Both groups seem to be engaged in roughly the same activity, it's just a whole lot harder. The trick is to convince them that the extra effort is worth the potential reward. It is more difficult to rebuild a team than it is to build a team because, as the title of Ted Duboise's 2013 book explains, *It's Easier To Give Birth Than Resurrect The Dead*.

The purpose of this article is to provide a director of forensics who wishes to rebuild a forensics program with advice, ideas, and guidance based on organizational theory, organizational change research, and lived experience. This article approaches organizational culture as a dynamic construct of an organization. "Proponents of the perspective of culture as a dynamic construct are interested in both a better understanding of organizations through application of a cultural perspective and a conscious development of organizational culture" (Sackmann, 1990, p. 133). This perspective treats culture as something an organization *is* and something an organization *has*. The shaping of forensics program's culture is critical to the program's success. White (2010) reminds us "There is not one 'right' type of organizational culture to which all teams should adhere" (p. 158). The information provided here is designed to help a director rebuild a team by rebuilding a team culture. This approach does not prescribe the culture to be built but does, from time to time, refer to specific examples of qualities a director *may* try to instill in the team These are not the qualities you *must* or even *should* instill, but rather they serve as examples of how to create change.

Anyone who has been involved in competitive forensics activities knows building or rebuilding a forensics team is a daunting task. A competitively successful forensics team is a collection of exceptional people. As a director of forensics, the task of finding and cultivating the talent required for a competitively successful program is not something to be taken lightly. This article addresses the pragmatics and philosophy of building or rebuilding a forensics program.

Defining your program

Starting a new program is to start tabula rasa, a blank slate. Rebuilding a team brings with it a good deal of cultural baggage. But in either case, the Director needs to have a solid vision of what the team will be when the building/rebuilding process is complete. Here are five basic considerations to contemplate as you begin to define your *new* team and *new* program (whether you are starting from scratch or rebuilding).

Defining Success

Not every coach, program, or institution is looking for national success. Some coaches are looking to provide a little forensics to a lot of students and see a year where many team members rotated through as successful. Other coaches measure their team's success strictly in terms of national sweepstakes placing. For some of those coaches only an AFA-NIET or NFA sweepstakes trophy counts. Southwest Baptist University, under the direction of the late Bob Derryberry, ran an highly successful program but rarely if ever attended AFA or NFA nationals. For debate programs it might be the National Debate Topic (AFA-NDT) Tournament, Cross Examination Debate Association (CEDA), or the National Parliamentary Debate Association (NPDA) national tournament that marks success. Because SBU was a full-service program (offering opportunities in a variety of forms of debate and individual events), the Pi Kappa Delta national tournaments held meaning. For other schools, the Phi Rho Pi national tournament or the National

Christian College Forensics Association or some other tournament defines success. Some programs shoot for success at the state level. Others might only travel to a handful of tournaments all year and consider their placings at those tournaments to be their measure of success.

For most directors rebuilding a program, you will get to decide how you (and subsequently your team) define success. Occasionally some member of administration at an institution may want a role in deciding how the program defines success but usually the director of forensics sets the standards. But if you fail to decide what success is or what would make your team successful, you can never really know if and when you are successful. As you identify what constitutes a successful year for your team, don't fall into the false dichotomy of a "competitive" team versus an "educational" team. These are terms we have heard bantered around for years. The labels give a false representation of what the goals of the respective teams might be and sets up a false dichotomy of how you might frame your team.

To say you don't run a competitive team, but run an educational team is to say you reject competitive accomplishments as a means by which you will evaluate your team's success. You focus on your team's growth and development as speakers and debaters. While the standard has face validity, the fact is the only way you can tell if you have been successful at educating students is through some form of assessment tool. The most obvious assessment tool for a forensics team is intercollegiate competition. We invite outside judges to evaluate our students and compare them to other students. This approach is an imperfect system because it doesn't compare our student's performances to their previous performances but rather to the performances of others. So if you want to run a truly educational program, competition isn't really necessary. You can coach a student in your office, assess the student and coach some more, followed by additional assessment to determine growth. But getting students to sign on for that kind of long-term learning activity is difficult. Competition is intrinsically linked to the activity because, for the vast majority of our students, the competitive nature of the activity drives them.

But not all programs are created equal. Some programs have more than a dozen coaches and six-figure budgets, while others rely on a single coach (or the program may be student run) and are funded through bake sales and personal contributions of team members and coaches. It is unrealistic, despite America's penchant for underdog stories, for both of these programs to have the same goals. State organizations have long struggled with ways to level the playing field at the state championships. Some states will limit the number of entries any given school can bring thus preventing larger programs from overpowering the tournament. Some state and national tournaments will recognize different divisions of schools based on entry size. But ultimately large teams with large coaching staffs and scholarships for team members seem to win anyway. But really, that is fair. It would be unfair to structurally constrain teams with greater resources (more travel opportunities, more coaches, etc.) who were able to attract students who had successful high school careers with scholarships from not winning a state tournament.

Unless you happen to be one of the few programs in the country that has an administrator who is actively involved in rebuilding a program and has the background, knowledge and desire to help set standards for success for the program, as the director, you decide what success means for your program. You are free to decide if only placing in the top 10 (or top five) at AFA-NIET or NFA means your team had a successful year. But you can also pick one of the other national tournaments or have no national goal at all. You might decide your team will focus on providing the forensics experience to a certain number of students annually and traveling to a certain number of tournaments each semester. That is your decision to make and should be made *before* students come through the door.

Recruiting Students

Once you know your view of team success, you are ready to put the wheels of change in motion. "Anyone interested in starting a forensic program naturally needs to be concerned with recruitment of students to be on the team" (Schnoor & Kozinski, 2005, p. 3). Over the years I came to realize I wanted my teams to be nationally ranked. Having a nationally ranked team required a special kind of student. I realized many students who were tremendously successful in high school, were successful because they were naturally talented, but when they came to college they were disillusioned because many couldn't win with just talent. They needed to marry that talent with learned skills. They needed to learn self-control and self-discipline. They couldn't just win by being a ball of energy (and they didn't like that). After all, many had a brilliant high school career without working that hard; why should college be any different? So I started setting up tables at state high school tournaments and giving away everything from temporary tattoos to t-shirts to thousands of dollars in scholarships to recruit students who were not quantifiably more successful than someone without high school experience. Miami University alone had three national pentathlon champions who did not compete in high school. I can rattle off a long list of national champions with no high school experience. The point is you need to find the *right* students for your program.

After many years of recruiting ups and downs, I came to realize I wasn't looking for the student who would do forensics despite that fact it was hard, I was looking for the student who would do forensics *because* it was hard. As I read about the Millennial Generation (Barnes, 2009; Espinoza, Ukleja, & Rusch, 2010; Holm, 2012; Sujansky & Ferri-Reed, 2009) I began to realize finding the right kind of student meant creating the perception our team was highly selective. High achievers want to feel they are special and they were selected over others. My first year at Miami we recruited hard, virtually begging people to be a part of the team. As a result people drifted in and out of the program and the second year we had no sophomores. Sujansky and Ferri-Reed (2009) tell us the first step in recruiting this generation is “to make sure you let them know they are keepers” (p. 82). So the second year we tried a new approach; slick brochures and a tryout process. Anyone could tryout, only a few would be selected. We gave the impression we were a "we mean business" team and we attracted students who wanted that kind of experience. We retained more than 75% of the students who "made the team." The truth, of course, was only one or two real students had not made the team (a real flaky freshman who listed no less than a dozen other organizations she really wanted to be active in and a "goth girl" who's dry read of a one-minute poetry piece would have been fantastic if we had asked her to read with no emotion and try to prove to us she wasn't trying at all). The perception of those who tried out and "made the team" was that only a select group of students were chosen. They may have gotten the idea because we had a signup sheet for tryouts with dozens of names on it. A close reading of the list would have shown many of the names were names of famous communication scholars, former national champions, and even some superhero alter ego names written in a common handwriting.

By the third year we had added a team "speed-dating" interview to the tryout process and it had actually become fairly selective. Whereas my first year, we were begging anyone and everyone to join, by the third year we felt our resources could support adding 10 members to the team and we had more than 40 people tryout. We had to eliminate half of the students in tryouts with the coaches and then half of the callbacks in a two-tiered speed-dating interview and group activity exercise. The results were fantastic. We didn’t lose a single student from the incoming class of 10 to attrition, and they worked hard.

In addition to the tryouts for all the new people, all returning members had to reapply to be on the team. They completed three-page long application that asked the students to reflect on the previous year, identify obstacles (both past and future), establish goals, and explain in what way, other than competitive success, they contributed to the team. For the most part, the reapplication was a formality but we did trim some students from the team over the years and a couple of students got part way through the application and realized forensics wasn't going to work for them anymore. Each of them came in and talked to me about it, explained there were no hard feelings and they were just at a place where they couldn't be the kind of team member they wanted to be and that the team needed and deserved. We parted on good terms and the students would even come back and help with tournaments and fall recruiting. The reapplication process allowed them to treat leaving the team professionally, which is a valuable experience in and of itself. The other members of the team seemed to understand and support their decisions. Sujansky and Ferri-Reed (2009) reminded us team members can become “sullen and resentful that poor performance is being tolerated, and overall performance can suffer” (p. 85) if team members loiter on the fringes rather than resigning from the team.

As you begin recruiting for your team, develop a system for recruiting that matches your team goals. You might want to cast a wide net and help as many into the activity as possible. You might want a team no bigger than what you can comfortably fit in one van. If the team is going to be small, it is critical they have personalities that mesh with yours. If you have 30-40 students on the team, you can have someone on the team who is your polar opposite and annoying and you can simply busy yourself with other things and other people. But if you have a team of five that luxury disappears.

As part of the recruiting process (before they sign on for good) you should explain to them what your goals for the team are and what is expected of them. If you don't plan to take a team to the national tournament and you have a student who was tremendously successful in high school and excited to join a college team, you might want to make sure the student understands that, while there are college national tournaments, your team does not attend them. Similarly, if you are trying to place in top 10 at nationals with 10 students, they must realize they will likely need to compete in five or six events each at nationals and will be pushed very hard to be successful. Either way, it is only fair they understand the expectations when they join.

One of the first things you need to decide is how you will bring students onto the team and what it takes to be a member of the team. Will the team be open to anyone who wishes to participate or will it be a select group who have tried out for, and been selected for, the team? I have worked with both models and seen those teams achieve national success. The choice is yours, but as the leader for the team I strongly encourage you to approach recruiting with a plan and a goal. Catch-as-catch-can is not a good leadership philosophy.

Focus of the Program

Forensics refers to competitive speech and debate activities. Within the activity, "forensics" is typically thought of as the Individual Events (public speaking, oral interpretation, and limited preparation events). But you need to decide what the focus of your program will be. Will the program be a debate program, an IE program, a joint IE & debate program? If you do IEs will you align with AFA-NIET, NFA, or some other national parent organization? If you do debate will your team do Parliamentary Debate, Public Forum, National Debate Topic (NDT), Cross Examination Debate Association (CEDA), Lincoln-Douglas (LD) or another form altogether? Most of those answers will be based on your background, your resources, and your geographic location.

But for many forensics is about more than just competition. For many programs a service component is an important part of the team culture. Students on the team will serve as volunteers in communication centers of hold showcases or public debates every semester. I had students who would set aside several nights, as a team, to work the phones during the school's phone-a-thon. Some students volunteer to give campus tours (and happened to wear their team shirts when they do it). If these things are important to you, then you need to "budget" resources for them. More than money, this kind of activity is about budgeting human resources and energy. Nights spent working the phones or giving public presentations are nights not spent practicing or rewriting. But they are also nights not spent studying, writing papers, or working on group projects. Everything you add to a schedule comes with a price.

My advice is service projects are well worth the resources you invest in them. The manning of phones and giving tours led to the Admissions Office paying for pad-folios and some other items for our summer speech institute (a $3,000 windfall). Hosting two public debate forums and a forensic showcase every semester made us a critical part of our department because basic course students were required to attend for their classes. At the Speech Communication Association convention (the forerunner to the National Communication Association) in New Orleans in 1988, Dr. Vicky Bradford explained that too often forensics directors forget to play to their internal publics. She says bluntly, "We cannot exist in isolation" (Bradford, 1988, p. 3). In her paper she points out too often forensics programs are the best kept secret on campus, the hidden crown jewel of scholastic success. By incorporating service elements we connect with our internal public, make ourselves invaluable to our departments, and provide our students with the opportunity to use their communication skills in new and diverse settings which invariably makes them better competitive speakers as well.

Resources

When we talk about resources we immediately think about our budgets. Budgets are important, but I will refer you to Larry Schnoor's article on budgets for more information. Other equally important resources must be considered as well. You need to consider the student population, your staff, time, energy, and administrative support. As the director and team leader, you will be responsible for generating more of each of these until the program has enough of each to achieve your goals.

I have not worked with a program larger than about 20-25 students. While that is a good sized team, it is far from a large team. But because the teams had national success goals at AFA-NIET or NFA the students needed to be dedicated and very good at what they did. Finding talented students will always be a challenge and we have talked about recruiting to some extent already, however, there are two types of recruiting: active recruiting and passive recruiting. Active recruiting is shaking hands and talking directly with students who are on your campus or who plan to attend your college. Passive recruiting is all about visibility.

If a high school student sits down at a computer and types in "college forensics" or "college debate" or "college speech team" and the name of your state, will your team web page pop up in the first five hits? If not, you are a secret that is too well kept. Once the student goes to the web site will they find out who is on the team, what the team does, and what the team values? Or will they find a page set up five or more years ago by the departmental secretary that tells students to contact the director for more information (and the contact information may or may not lead to you)? But really the web site is for parents because Millennials go for more active social media sites to learn about the team. Finding good students is hard enough; you have to make it easy for the good students who are looking for you to find you. The same is true of holding events on campus. We sometimes forget almost every campus requires a basic communication course and those courses provide an opportunity to make sure every student on campus has seen our team perform at least once. Holding public debates and forensic showcases that are part of the requirements for the basic course ensures every student body president, every student body treasurer, and every student on the student finance committee has seen our students before we ask them for money. Passive recruitment of resources is critical. Providing this kind of public venue for student performance is helpful to the entire campus. Foote and Holm (2011) wrote an article detailing the logistics of putting on a service learning project. Consult their work for more details.

As you look at your resources you must consider your human resources as well. This idea may come as a shock to some younger coaches, but there are limits to what you can do by yourself. Each day only has 24 hours and each week is limited to seven days. Students need coaching and they need a coach's attention. A good coach can successfully "manage" five to 10 students (depending on course load, family commitments, and the level of experience the students have). If you are planning to have more than 10 students, you will probably need additional coaches. A coaching staff can be something you build along the way. Having an additional coach doesn't mean you must have a full-time, tenure-track, assistant director of forensics. Additional coaches can be another faculty member who is willing to help out, an alumnus of the program, or even a friend with the right experience. But remember, they need to get something for their involvement as well. Even people who are intrinsically motivated to coach need affirmation and recognition. Again, you must budget for a way to affirm them.

As the DOF you also need to make sure you clearly convey your vision of what the team will be to your coaches. “Working as a forensic educator can be difficult enough in ideal situations, but it can be a hellish experience if the various coaches/educators in the particular program have differing philosophies regarding their program or if basic managerial and interpersonal communication principles are not followed” (Dreibelbis, 1989, p. 63). Organizational change creates tension and fear, information reduces tension and fear.

Forensics coaches tend to be dedicated, self-less givers who are willing to work 60-80 hours a week and then get in a van and travel all weekend. But everything comes with a price. You, as a human being, need time to not work (and not feel guilty about it). For many years I was a "travel every weekend" kind of coach in hot pursuit for qualifying legs for the AFA-NIET. More recently I realized by traveling every weekend I never had a chance to recover or recharge and consequently my students were not getting my best coaching. More important to the success of my students, they didn't have a chance to rewrite and rework pieces themselves, let alone give adequate time to school work, a social life beyond the team, and their own families. So I started a new travel schedule policy to better manage our human *energy* resources. We developed a travel schedule that limited our travel to two weekends a month (usually) and never more than three weekends in a row. One of the other weekends was reserved for an eight hour in-house work day with a review of ballots and goal setting in the morning, a progress report during the team-provided lunch, and an end-of-day evaluation and additional goal setting for things to be accomplished before the next sign-up for a tournament. The other weekend was completely free to students. They could go home, take a road trip, party with friends or just sleep away a weekend.

I will admit there was a nagging worry in my mind that if I gave them time off they would like the time off and decide to quit. But the reality was quite the opposite. They enjoyed the time off but really wanted to get back into the game and hit it hard on the Monday after the weekend off. I was surprised when I came in on the off-weekend and I found many of them were in the squad room or would stop by for a while and they would talk to each other and laugh and socialize and work on homework and sometimes even work on their events. They didn't come in because they had to, but because they were friends, loved their team, loved the activity, and were at home in the squad room. Never underestimate the value of the squad room in developing your team (Carmack & Holm, 2005) or your team culture.

Finally, it is important you develop administrative support. Bradford (1988) talks about how she would send a memo, after every tournament, to the department chair and dean telling them how the team had done in competition. A lot of things have changed since 1988. Because of technology, our deans and department chairs and other administrators are inundated with emails that are all very "important" to someone. So an email every Monday might get pushed to that part of the priority list that is unread. But a monthly update provides a bulleted list and status update and can be scanned in less than 30 seconds will likely get checked. Rather than listing all of the awards your successful team won (down to third place in novice prose at a tiny tournament), hit the highlights.

Writing the monthly email is simple. Start by telling them you just want to keep them in the loop on the team's success. Then tell them some summary information like "at this point, nine members (or a percentage if the number is more impressive) of our team have qualified for the national tournament and will be taking X many events to the tournament" or "Our Parliamentary debate program is currently ranked X by the NPDA" (the information is available on a website). Then mention six or seven impressive schools you competed against (impressive sports schools are big names) then tell them about sweepstakes placing and hit the specifics for your top 10 or 15 successes by individual students. End with a quick thank you for their support. If the administrator has to scroll down, the email it is probably too long.

Team Culture

Up to this point we have talked about issues that lay the groundwork for developing a team culture. You can't really shape the culture you want until you have defined what you want the team to be and until you have some students to fill the ranks of the team. But before you can launch your team You will need to spend some time thinking about what you want the real core values of the team to be and write those down. I encourage you to post them on the team website and in your team's squad room. Be sure you have a good grasp of what you want the team to be and look like before you start taking steps to change the culture. Making the team culture up as you go will be far more laborious and stressful than having a vision of what the new culture should be like.

Cultural Change

Before we get into the nuts and bolts of changing a team culture, it is important you realize the impact of change. Organizational change often comes with collateral damage (Collins, 1998; Margulies & Wallace, 1973; Michela & Vena, 2012; Salem, 1999). It makes people upset and upset people can be disruptive to progress. So once you are ready to create a culture change in your team, I strongly recommend you talk with your department chair and get word to your dean you are going to change things. If you are going to ask students to be more competitively successful and work harder, some will initially resist. As part of the resistance they will do what they have been taught by their parents to do when they have a problem with a teacher; they will go to your department chair or dean. In fairness you are the problem and you must be dealt with by someone who can make you do it their way.

Preemptively discussing the change you are planning with administration keeps them from getting blindsided by angry students (or their parents) and provides administrators with your side of the issue with your goals and reasoning. My experience with administrators has taught me many things, two of the most valuable are: (1) administrators don't like surprises and (2) administrators like rigor and competitive success. Those words are meaningful to administrators. At one institution, I had to cut the NDT program. Had I not talked with my department chair and warned him about the likely backlash and angry letters and phone calls (to him and everyone up the chain to the president), the blowback may have been far more severe. He told the dean, provost, and president about the plan and briefly explained why the change was being made. The chair, dean, provost, and president were kind enough to blind copy me on all of their responses to the angry emails they received. Without exception they supported my decision in their responses and briefly explained why it had been necessary to eliminate that part of our program showing that it was not some rouge DOF decision, but rather something administrators were already aware of, understood, and supported.

Also be aware change causes fracturing of the team and alliances to form. When I started at one program, the standards for travel were fairly relaxed. I set new standards that were reasonably rigorous. To travel you needed to have three prepared events that were competition ready according to a coach (or two prepared and two limited-preparation events). The revolt that followed would have made you think I asked them all to join the military and sign over their first born. They explained to me, adamantly, how that was unrealistic at best and more than likely simply impossible. They insisted requiring that much from them was requiring the impossible. I assured them they could do it and ended the discussion in our meeting with that thought and moved on to other logistical issues because I didn't want to dwell on the negative talk.

The next day two students came to my office and said they really liked what I had said and they were willing to do whatever it took to become nationally successful (and two years later they were). But the others clearly regrouped, devised a plan of attack and launched "operation denial." Two days after our team meeting, eight students signed up for successive half-hour appointments. Each told me they really wanted to be on the team but reluctantly confessed there was just no way they could meet the outrageous requirements. I told each in turn that I understood and if their situation changed they would always have a spot on the team.

My sixth or seventh appointment was with the only returning member of the team who had been in out-rounds the at nationals the year before (a quarter-final). The appointment started out the same way. Eventually she said, "I really want to be on the team this year but there is just no way I can have three events ready this semester." I stopped her and said, "No you misunderstood." A small smirk came over her face because she knew she had finally broken me and these ridiculous standards would be lifted. But that was not the case. I corrected her saying, "You don't have to have three events in the first semester, you have to have three events to put a foot in the van. But I understand you have more than you can handle this semester and if that changes next semester there will always be a spot for you. But if you have a script book or page slicks we would appreciate you returning them because we are running a bit short." Her look changed from a smirk to confusion as I stood up and extended my hand to shake hers adding "just bring those in as soon as you can, you can just leave them on my desk if I'm not here" as I ushered her out the door.

A total of three students survived the mass exodus. About 10 showed solidarity in leaving the team. The result was three years later we were in the top five at the NFA national tournament with the third largest number of breaks to quarter finals. The moral of the story: when you promote change that is harder than the status quo you can expect resistance and you can expect to lose students. Experience tells me that you should realistically *expect* to lose between one-half and three-quarters of your team. Obviously this loss is less painful if you are new to the team and don't have personal relationships with the team members. But if the students don't want to be a part of the program you want to direct, they are filling a seat a student who is willing to do it your way could have. Having a student you like leave the team is hard, but in two or three years they were going to graduate and leave you anyway.

Strong Culture

Organizational culture scholars Terrence Deal and Allan Kennedy suggest organizations are better if they have a *strong* culture. To establish and transmit a strong culture they suggest the culture should have readily identifiable values, heroes, and rites and rituals (Deal & Kennedy, 1982). Making these vehicles of culture communication ubiquitous helps students understand what the team is supposed to be without you saying "this is what you should be." Organizational Communication "research has often considered symbols as objects that represent organizations" (Islam & Zyphur, 2009, p. 114-115) Therefore it is important you careful sculpt the heroes and symbols of your organization (Higgins & McAllaster, 2004; Islam & Zyphur, 2009, Trice & Beyer, 1984).

Showing Values

Corporations will spend a great deal of time and energy and even hire consultants to write mission and vision statements. They consider mission and vision statements important because they encapsulate what the organization wants to be. A company like 3M pushes the idea of innovation hard whereas another company, like a brewery, might push the steadfast tradition of doing things the way they have always done them. Each company communicates, promotes and, rewards those values. As a DOF you should do the same thing with your team values. Make sure your team knows what the team values and what your objective or mission is each year. Don't just assume they will pick it up along the way.

Heroes

The idea of an organizational hero is important to the team. The *heroes* in your organizational mythology should be people who reflect the values of your team. The heroes don't necessarily have to be the most successful people on the team, just the ones who reflect the values you are trying to instill. One of the ideas I try to convey to my teams at the national tournament is that every round is important. Even if you think you have no chance of making out-rounds going into the fourth round of your last event at NFA nationals that round is important to the team. Because telling stories is one of the best ways to transmit organizational culture (Wines & Hamilton; 2009) I tell a story about one of my personal heroes. The hero is a student who was on one of my teams who walked into his last round of impromptu at nationals knowing he would not make out-rounds and saw three competitors who had been in semi-finals and/or finals at the AFA-NIET just two weeks earlier. He had every reason to simply throw in the towel. But instead he took a chance and lived large in the round jumping up on a table to make a point. One of the judges was entertained enough by that to write on the ballot he was bumping the student up a rank for bringing that much energy. That gave the student a rank of three instead of four and that gave the team an extra half a sweepstakes point which meant the difference between our team losing a tie-breaker and going home with no sweepstakes award and placing 10th and walking out with a big silver cup. He was a hero, not because he won the tournament, but because he didn't quit.

Find your own heroes. If you are new to the team be careful about using stories from previous teams because they represent outsiders. If you use stories about organizational outsiders make sure you keep the focus on the act not the person. Eventually your students will provide you with enough stories to transmit the team culture and they will tell their own stories. When you hear them telling stories to new members, make sure they are stories that convey the values you want associated with your team. Students relish in telling stories about how they threw something together the night before a tournament and still made finals. It doesn’t even matter if those stories are from their high-school competition days. While those stories are fun and even funny, the message they convey is it is okay, and perhaps even preferable, to throw something together at the last minute. That is not something I wanted team members to do. Instead I promoted the idea we would always be prepared for competition or we would not compete. When I met with the incoming students, one of the promises I made in the first meeting was I would never let them walk into a round unprepared and look foolish. So having stories that championed last-minute, haphazard performances (regardless of success) is something I tried to wean from the team's collective memory. You will be surprised at how quickly the team's stories change and how that impacts the team culture.

Rites and Rituals

Every group I have ever been involved with, whether in forensics or out, has had its own unique set of rites and rituals. Sports teams have pregame rituals, forensics teams have team warm-ups, the military has deeply rooted promotion traditions, and businesses have their versions of all of the above. Many of these develop organically. Students start traditions on their own. We find a standard set of warm-ups; team leaders assume certain roles and responsibilities. If you are truly interested in developing a strong team culture, monitor the team’s rituals and shape (or reshape) these behaviors and in some cases even create these vehicles of culture (Faules & Drecksel, 1991; Peters & Waterman, 1982).

Many teams have some kind of visual representation of their progress toward nationals: a qualification board, for example. Those are great ideas because they show what the team values (national competition) and shows the team’s progression toward those values. But I valued the process of preparation and a "Quall Wall" only shows how our end products are performing. I wanted students to understand a process of development and revision moved you toward a performance ready for competition. So I developed a "Star Chart."

The idea of the star chart started almost as a joke. As my team was preparing for the first tournament, I was finding it difficult to keep track of how event development was progressing. While I was standing in a checkout line at the office supply store I saw a two-pack of stick-on stars for a dollar. These are the kind kindergarten teachers put on your coloring pages. I had an excel sheet with all of the students names and events hung on my office door. To get a feel for where we were I would put a star in the box of each of their events. So if you were just getting an event started it got a green star. If you had an outline with research, it moved to a red star, then blue when you had a few rough drafts, silver when it was ready to be memorized and finally gold when it was ready for competition. The star chart really helped me gauge our readiness at a glance. What surprised me was how students reacted to the star chart. One night as students were getting ready to leave the squad room they stopped by my office and asked if I had gotten their revisions and we chatted briefly about their progress. I said goodnight and wished them well but they continued to loiter outside my door. I asked if they needed something else. They looked sheepishly at each other before one of them finally said "Well, we were kind of wondering if you were going to update the chart tonight, you know, before we left." Here was a group of students 18-22 years old, standing outside my office at 11:00 pm waiting for little stickers like kids in a pre-K program.

Obviously they weren't standing there for the sticker itself. The issue was one of recognition. They had worked hard and the sticker was a public acknowledgment of their work (Nelson, 1994). The sticker was a symbol that said they were "good" that day. More important to the team culture, the sticker rewarded one of the things I valued, the preparation process. The stars were important to them because they now saw event preparation as a process. Eventually the star chart's importance became more codified on my teams. A handout told you everything you needed to do to reach the next level. Updating the star chart became a part of our team meetings leading up to the first tournament and new stars received public applause. While we didn't boo people who didn't advance their events, students later told me they felt guilty if they only had one event that moved from a green to a red that week. The ritual reinforced our values, celebrated our progress, and brought us together as a team. The ritual made us a stronger team (and ultimately more successful).

Obviously, each DOF should establish his/her own rites and rituals. As you do so make sure you are celebrating what is important to you. I have set aside team meeting time to discuss what students learned at the tournament the weekend before. Everyone was expected to bring something they had learned. Initially we had some inappropriate things pop up like "I learned this person was a jerk." But with a little redirection, we started a culture that reinforced the idea we should be looking for learning opportunities at every tournament. In our post nationals debriefing, we went through all of our ballots and spent some time talking about trends we saw in judging criteria by event. Then we spent some time talking about trends we saw in performance by genre. We recorded all of these observations and talked about them in our preseason work week the next year. The ritual, again, promoted the idea we are ever-learning because the activity is ever-changing.

Leadership

The pop culture market is flooded with books on leadership, countless workshops, seminars, and webinars offer leadership training, and the communication discipline offers classes and courses in leadership. Private businesses, the federal government, and the military spend incalculable amounts of money on leadership training. The reason for the abundance of information available on leadership is twofold: leadership is critical to an organization's success and no one right way to lead has been found (Hollander, 1971). For example, the decisive, authoritarian leader who saves the day after a natural disaster is not the leader you put in charge of a smooth running group. Those are different skill sets. Even when looking at business leaders, we see significant difference between what a midlevel manager for an advertising agency and a midlevel manager for a fast-food conglomerate finds successful as a leadership style. But leaders exhibit some commonalities during a period of change.

Lead by Example

If you are asking students to work harder and do more than they have done before they need someone to model the behavior for them. You must remember, while you have a new vision for the team, they haven't seen the vision. Even after you tell them what it looks like, explain what they need to do, and what it will lead to, they go back into a world that is largely unchanged. Forensics is the same activity in the same world but somehow you say it will be different. You need to model the change for them.

Set the Course, Stay the Course

Despite the fact students want to think they control their own destiny, the truth is they are reassured by strong leadership. If you know what you want the team to accomplish and lay out a path that will get them there, they will follow you if they see you out front leading the way. But you must act with confidence. If you question yourself, why shouldn't they? A lack of decisive leadership causes them to wonder, "If this isn't the course we are sure we should be on, maybe we should all stop and, as a group, decide what direction we should be heading." When that happens a bunch of teenagers are running your team. The running of the team is one of the things the college hired you to do. There will be opportunities for participatory leadership roles for students once they have been bought into the new team culture.

Sticking to a more rigorous set of standards is not easy. Even when you know what you are doing is the right thing to do it can be a constant battle. Students will try to erode your resolve and you will likely spend many long hours alone as they sulk waiting for you to change your mind. But you have to stick to your standards. If you say you will be in your office until 7:00 pm on Saturday to work with them, don’t leave at 6:45.

You can watch many sports movies to see the importance of leadership to a competitive team (*Hoosiers*, *Miracle*, even *The Mighty Ducks*). But there is a scene from the movie *U-571* starring Matthew McConaughey, Bill Paxton, and Harvey Keitel that sums up the need for confident leadership. The movie is about a mission to capture a cipher machine from a Nazi submarine adrift at sea. To do this, Americans approach the vessel disguised as a Germany rescue crew. But things go wrong and the American vessel is destroyed and her captain is lost putting an unsure Lieutenant Tyler (McConaughey) in command. After some significant tensions between the Lieutenant and his surviving crew that did not end well, old seadog Chief Petty Officer Henry Klough (Keitel) offers his advice to Tyler saying:

> This is the Navy, where a commanding officer is a mighty and terrible thing. A man to be feared and respected, all knowing, all powerful. Don't you dare say what you said to the boys back there again. “I don't know.” Those three words will kill a crew, dead as a depth charge. You're the skipper now, and the skipper always knows what to do, whether he does or not.

Being a DOF is also a terrible and mighty thing. Being a leader is about having a group look to you for guidance with the faith you will always know what to do. That faith has to be balanced against being a dictator and know-it-all (who doesn't). Having a plan, setting the course, and *staying the course* is good leadership. Of course, it helps if your plan is sound, the course takes you to where you need to be, and you have the wisdom to see when it is time to change course.

The idea of leadership is evidenced, not just in grand moments, but in the little day-to-day issues. Good leaders ensure the vans are always reserved, the hotel rooms are confirmed, and the tournament entry was submitted on time and accurately. The good leader always has a copy of the tournament schedule, knows where registration is, and knows where extemp draw is being held. Good leaders don't hoard information; they disseminate it to empower their students. Because while the good leader knows where extemp prep is, the good team doesn't need to ask.

The bottom line is your team's attitude and behavior is reflective of your leadership. If you are a hot mess, they will be a hot mess. If you are constantly negative, they too will be negative. If you blame judges, they will blame judges. If you take a haphazard and nonchalant approach to forensics (missing coaching appointments, not returning drafts of scripts in a timely fashion, approving substandard materials for competition, being generally unaware of the goings on of the squad) your students will approach forensics in the same manner (skipping coaching sessions, not revising scripts in a timely fashion, taking substandard material to tournaments, etc.). If you are professional and focused, they will eventually become professional and focused. If you work hard and prioritize forensics they will as well. Cultural changes like the ones just described won't happen the first week, or the first month, they might not even happen in the first year. But the changes will happen.

Dedication

If one of the things you want from them is greater dedication you must show you are more dedicated than previous coaches were or than you were in the past. One of the rules of military leadership is that leaders are the first ones in and the last ones out. The Millennial Generation of students struggles to accept a *do as I say not as I do* approach (Sujansky & Ferri-Reed, 2009). If you are there when they arrive and there when they leave, you are demonstrating the dedication you want to see. Being a leader by your actions can become overwhelming when they out number you ten-to-one. Two coaches can work in shifts making sure one coach is before the students and another is present when the last student leaves. Obviously, students keep crazy hours and it is unrealistic to stay in your office or team room until 2:00 am, although we all know coaches who do it. I have done it. I have spent the entire night in my office. But I did it at a point when the team was already demonstrating a level of dedication that was commensurate with me spending the night in my office out of respect for the work they had done. But potentially self-destructive behavioral patterns like these can be solved by a "closing time" for your office or for the team room. Let them know how late you will stay and then be in your office until the designated time. Being a leader means being the change you want to see. Make sure they see you being dedicated. They see more than you think.

Remember, much of leadership is a matter of perception. If you finish reviewing a script 30 minutes before "closing time," you can spend the rest of your time in the office preparing for tomorrow's lecture or just surfing the internet. Then when it is time to leave, you send the student an email with your edits on their script and a note saying "I wanted to get this to you before I went home today." I once had a student email me a script at four in the morning on a Saturday. I happened to be up getting a drink and saw the email was from a student who had been resisting the cultural change. So I sat down and went through the script and sent it back to him by 4:45 (and went in a little late the next day). It took less than 12 hours for the entire team to hear about it. One student popped her head in my door, gave me a funny look and said "Do you ever sleep?" I said "Yes, in June, July, and August." As a coach you are greatly outnumbered. So make sure the word of your dedication leaks without bragging or complaining about how much you work. Students talk to each other a lot. Give them something to talk about every once in a while.

Priorities

Students have lots of things going on in their lives and lots of pressure from friends and family to devote their time and energy to everything from their classes to partying. Successful coaches get students to prioritize forensics over other activities. I have always asked students to make forensics one of their top four priorities. I fully understand and support the idea that classes must come first. Education is the reason they are in college. That's why parents spend thousands of dollars to send them to college. Some students have jobs or family matters that take priority over forensics. That is fair and understandable. But after those things we are getting into discretionary time for most students. Discretionary time is time they are not studying or working at a job or taking care of their families. It is time spent socializing, drinking, watching TV, playing video games, exercising, going to movies, shopping, or just napping. Discretionary time is also a block of time could be spent working on their events. Those are the things with time commitment elasticity. They can spend an hour (or six) playing video games. Success, in college and in forensics, depends on what they prioritize above game play.

Dedication doesn't mean every minute they are not working on studies or at work they should be working on forensics, but it does mean, in the same way they see the need to finish their history paper before they go out with friends the night before it is due, they should see the need to redraft their informative speech before they party. But that means you need to model that behavior as well. Too often coaches will be martyrs. They will put forensics first and then add their own work to the pile when forensics is done. Making those decisions is a choice, but make it clear to students that is what you do. But again, don't do it by complaining or bragging. I often kept a to-do list next to my desk so students could see what I had on my plate and they could see I crossed off forensic-issues first. In a spirit of full disclosure sometimes forensic items were held over from one list to the next just so they could be visible as being done first.

As young coaches try to find their level and set boundaries between personal and professional lives, they sometimes express their need for bounrdies and limits poorly. Not too long ago a student told me his young coach told the team in a meeting, "I am going home at 6:00 pm from now on, I don't get paid enough to be here all night." It is good to set the boundaries and establish a closing time but to say "I don't get paid enough to be here all night" sends an unintended message that forensics isn't worth what I am putting into it. Frankly, if you are in forensics because forensics is your job you aren't making enough money. But your students aren't either. Even if they are on a full-ride scholarship, if you calculated the number of hours they put in coaching, traveling, competing, peer coaching, recruiting, researching, writing, and rewriting they probably aren't making minimum wage either.

Competitiveness

Competitiveness is often treated like it is a bad thing. Even former coaches have written about the evils of competitiveness in forensics (Burnett, Brand, & Meister, 2001). But to quote one of the influential people in my forensics education, Dr. Fred Sternhagen from Concordia College in Moorhead MN, "I will not apologize for being competitive." Nor should you. The fact is forensics is an inherently competitive activity and there is absolutely nothing wrong with being competitive. We are as much a competitive activity as football, basketball, or track. We even have a longer competitive season than those three activities. Competition makes us stronger. Competition pushes our students to dig deeper and learn more. We rise to (or drop to) the level of the people around us. Competition is a throwback to a world before soccer games where everyone got a trophy for showing up. Competition teaches us you can do everything right and nothing wrong and still not be one of the six best. Competing will help them deal with the realities of a working world. They learn how to deal with failure. Because while we still have a big trophy and lots of respect for the second place winner at nationals, the person who comes in second in a job search goes home empty handed.

Our culture is based on competition. Most accomplishments are based on some form of competition. We were the first to put a man on the moon because of the *space race*. Capitalism is based on a *free-market competition*. Our very *evolution* was based on competing traits. So it is surprising so many people now take a dim view of competition. If you are someone who does not want to run a "competitive" team, I would encourage you to ask yourself why. If you reject competitiveness because you think giving more students a little exposure to forensics is better than giving a few students a lot of exposure and that is the way you are shaping your team, okay. More power to you, I support you. So will the forensics community. But if you don't want to place an emphasis on competition because you don't think you can win, I think you need to redefine winning. For years a plaque hung outside my office that said "Forensics is always about winning, it's not always about winning trophies."

Through competition our students make themselves better. They learn what they are capable of accomplishing. They learn to win (and lose) with grace. They learn there is no shame in losing to someone who does a better job than you and they learn how to be better by watching the people who do a better job. They learn you can compete with someone and still be their friend; the opposition does not have to be your enemy. They learn to respectfully disagree with a position and argue with conviction against another debate team and do it with respect for the other team, for the team's ideas, and for themselves. They learn winning, while not doing their best, is a hollow victory. They learn to evaluate their own performance because they are self-aware enough to conduct self-evaluations. They earn their self-confidence, it is not given to them and therefore, it cannot be taken away. The litany of things above all happen because of competition. They are benefits derived from competition itself.

Student Leaders

Many teams operate under a familial organizational metaphor. Much the way siblings and peers have more influence over children than most parents; teams are often influenced as much or more by teammates and graduate assistants than by the director of forensics. If undergraduate leaders (whether they be officers or just varsity members) promote the activity as a "good time" and a reason to party or get drunk, that is what your team will become. If your varsity members drink alcohol or do drugs or stay up all night while at tournaments, that is what your team will likely do for years to come. Graduate students are often much closer in age to the team than the DOF and often develop a *friendlier* relationship with the team. They are viewed as "one of the guys" and that perception can be a very tenuous position in which to find one's self. Make sure your graduate students know they must be setting examples by the way they conduct themselves and that they are held to a higher standard than other graduate students in the department because they represent the program, whether they know it or not.

Rules and Guidelines

If you are looking for some words of wisdom from someone who coached for 25 years I offer the following:

1. At the introductory meeting each year I tell new students two things: (1) I will never ask you to work harder at this activity than I do. (2) I will never let you walk into a round unprepared and look foolish.

2. Establish written guidelines for what constitutes readiness for competition. Be specific and be willing to stick to it even if that means some people don't travel and sometimes you travel with a very small entry (I once took five students to a tournament on a bus because over a dozen people didn't meet the requirements for travel). Eventually the entry size issue will work itself out. A commitment to excellence is something they will benefit from for the rest

of their life.

3. Develop mantras and use them repeatedly. On one team, because so many of the students were entered in six or seven or eight events, my last comments to them before they headed off for rounds in the morning was always “This tournament can run late, it can’t be our fault.” And that mantra became our battle cry. Those students were not late for their rounds, they walked briskly between rounds and even when tournaments ran late we knew we didn’t cause it and we took steps to help tournaments run in a timely fashion. Responsibility to the tournament was a matter of pride on the team. One of my mantras at national tournament has always been “Every round, by the numbers, letter perfect, just like in practice.” This mantra reinforced my belief that that consistency was key to winning at the national level. Mantras like these reinforce team culture and give students something to hold onto when they are struggling. Fitness trainers use a *no pain, no gain* mantra, the Marine Corps shouts *Semper Fi*, and of course the movie *Jerry McGuire* brought us "*Show me the money*."

4. Don't forget to affirm the things students do outside of forensics as well. When they are in campus theatre productions or choir performances, devote meeting time to taking about it and coordinating a team night to watch it. When they receive awards, have birthdays, get into graduate school, or get jobs take the time to publically recognize and celebrate those things. After all we care about them as people not just competitors. I started posting information about what our graduating seniors were doing after graduation in the hallway outside our team room. The posters served a number of purposes. It celebrated their success, it also dispelled the myth the forensics was too hard and that you couldn’t get good grades and do forensics, it showed the department what our students were doing after graduation, and quite frankly made me proud.

5. Take the time to develop team unity. Paying for a few pizzas to give the team an opportunity to have a meal together, or buying (or subsidizing the cost of) team shirts, or getting them to form an intramural sports team is time and money well spent because they develop a sense of team cohesion. They start to feel responsible for each other. The peer coaching begins to develop organically.

6. Encourage the team to look out for each other. We know better than most when our students are sick, overworked, under pressure, depressed, or emotionally or spiritually drained. When we know we have a responsibility to take steps to help them the way we would any other friend or colleague. Encourage the team to do the same thing for one another. I sometimes called it "pulling maintenance" on a student. They operate like any other high perfor-

mance machine and from time to time we need to make sure all the components are moving in harmony.

7. Set team goals to challenge them. I started developing a tiered goal system. The system had three tiers: expectations, goals, and dreams. The expectations were a "gut check" level. If we didn't meet these goals we needed to step back, regroup, identify the problem, formulate a solution, and try it again. For example with a team that had taken home a sweepstakes trophy from nationals the year before, an expectation might be we would be in the top three teams in sweepstakes at all regional tournaments the next year. Our goal was to be in the top two and the dream was to win every regional tournament we attended. Also set incremental goals. For example, a certain number of events ready for the first tournament. A certain number of events qualified for nationals by the end of the first semester. A certain number of events at nationals, a certain placing at nationals. Also set non-forensics goals. I started setting team GPA goals (as a faculty advisor I could check everyone's GPA). Establishing a team GPA goal sent the message grades were as important as what we were doing in competition (something parents seemed to like as well). Revisit your goals to make sure they are staying on track.

8. Discourage intra-team competitions. Invariably they will sprout up. Despite my discouragement two of my students bet a candy bar on who would do better in extemp on a given weekend. Because they were evenly matched I found that eventually they were simply exchanging the same candy bar week after week. By the end of the year it was a nasty looking candy bar no one wanted to eat. But in general intra-team competition leads to division. One of the other mantras I promoted was "The best thing about competing for *{fill in the school name here}* is that you don't have to compete against *{school name here}*."

Conclusion

Rebuilding a team is a labor of love. You need to have a clear vision and a thick skin. But rebuilding a team is also incredibly rewarding. Forensics activities, when engaged with rigor and good leadership, changes people lives forever. Forensics does far more than just teach students effective communication skills; it teaches them to meet challenges head-on, to think clearly and logically, to see the world from someone else's point of view, and perhaps more importantly for this generation of students, to learn to love being a part of something bigger and more important than themselves. Forensics gives them the confidence they need to face the challenges that wait for them after college.

In 25 years of coaching I have coached hundreds of students. I have had the good fortune to stay in touch with many of them. They have become amazing people: Lawyers, doctors, scientists, high school teachers, college professors, social workers, political speech writers, business men and women, authors, actors, professional speakers, models, economists, social activists, clergy, community leaders, and parents. While they are in diverse fields, they all seem to have two things in common: they quickly rise to leadership positions and they are quick to tell you how valuable their forensics experience was to their lives.

When my graduating seniors headed off to graduate school I try to sit down with each one of them, individually or as a group, and tell them what my Ph.D. advisor told me: Because of your forensics background you won't find graduate school to be as challenging as most of your peers. They have told me it was true, many of their peers struggled with the readings and theories that seemed to come easily to my students. They were able to write papers faster and with greater organization and integrated support. They were not afraid to engage faculty in discussions during class and were often approached by faculty members about co-authoring papers and journal articles long before others in their cohort. All of that has to do with the culture of forensics, not of an individual team, but of the activity. Forensics is the *special forces* of the academy. We expect more from our students and students will almost always live up to (or down to) their leader's expectations. As you design and build your team's culture keep that in mind.

A Final Mantra

Never underestimate the value of a forensic education.

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"It's Only a Hired" An Instructional Look at the Forensic Ballot

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Abstract

The judge's ballot, within the forensic community, is used as an educational tool. Yet, the tool is often dismissed by the students it is designed to help (Chouinard, 2010). College forensic competitors repeatedly discredit ballots, especially if they are written by a "hired," or nontraditional, judge (Hanson, 1998b). Through a content analysis, this study identifies that ballots from both hired judges or nontraditional judges and traditional judges (coaches) provide "speech acts" that instruct students about their performances (Austin, 1962, p. 5). This research looks at the specific speech act differences identified between nontraditional and traditional judge messages. The analysis suggests the use of scaffolding (through assisted performance) is necessary in order for students to become better ballot readers. In other words, coaches must teach students how to interpret ballots. This has implications for the classroom. If all teachers can assist students in understanding how to read comments, students might learn more effectively.

Introduction

In the fall of 2013, I attended the Bill Roberts Invitational at Gustavus Adolphus College in St. Peter, MN. Before awards, four of the Gustavus seniors engaged the audience in an open discussion about forensics education (Abele, Jarvis, Johnson & Wildes, discussion on Forwarding Forensics Interests, October 20, 2013). Students, judges, and coaches discussed their perspectives regarding what the ballot means to them. One student raised her hand and said, "Judges, I really hate ballots that say, 'Nice job. Good character development, fifth place.' I do not learn anything from those comments" (Abele, Jarvis, Johnson, & Wildes). The room was filled with mumbled agreements and nods from the rest of the students. They seemed to agree ballots could be used as better educational tools.

The discussion reminded me of countless scenes of frustration I have encountered in my own speech squad room. I remember one particular time I walked into the squad room as students were passing out ballots from the previous tournament weekend. I watched one freshman as she read her ballots. Quite suddenly, she lowered her chin and shook her head while looking at a half-sheet of paper. A junior on the team walked over to the freshman, read the ballot over her shoulder, and said, "Don't worry about *that* ballot, he is *only* a hired."[1] While the ballot was dismissed, the upperclassmen's words remained burned in my brain. In both public speaking class and forensics, I teach my students audience analysis. I help them

[1] "A hired" is defined as a nontraditional judge, also called a lay judge, who is "relatively unfamiliar with the nuances of current forensic practices" (Bartanen, 1994).

understand the importance of getting their message across to everyone in the audience. The students learn to tailor their messages to specific audiences, so the speech content is understood. Yet, within my forensics team, students focus on making their messages reach the traditional-judge audience and they are unsure how to tailor their messages to a more generic nontraditional judge and audience. Ironically, the messages get lost in the quest for competitive success and hardware. My students were not taking responsibility for how their messages were received. Instead, they attributed their low rank as a shortcoming of the judge. As Dean (1998) identified, "The tournament judge has long been the scapegoat of poor tournament performance" (p. 251). My junior team member's message of "It's *only* a hired" is echoed throughout many undergraduate forensics programs and can become dangerous when students fail to take responsibility for their performances.[2] One needs to understand the messages sent through a ballot in order to stop the "It's *only* a hired" statements.

It is important to look at what the ballots say in order for the students to improve. Ballots, much like basic course evaluation forms, are educational tools. Renz (1991) explained both educational tools provide feedback for the students. Kelly (2010) agreed saying, "intercollegiate forensics competitions serve as mulit-institutional classrooms in which adjudicators from a variety of institutions provide a cross-section of student performance feedback" (p. 131). Looking at what the ballot is saying as a form of feedback may help scholars understand why students respond to evaluations the way they do.

Literature Review

Extensive research on grading and student feedback has resulted in a number of differing rubrics for different student needs (Harrell, 2005; Konold, Miller, & Konold, 2004). The discussion about how to grade is ongoing. A look at one particular grading tool, the speech critique, is the focus of this study. The classroom critique, for the purposes of this study, has been placed into the individual event forensics context. This move is appropriate as both are instructional contexts in which students gain knowledge. Both the classroom speech and the competitive speech exhibit a type of grading whether occurring in the form of a letter grade given in the classroom or a rank given at a tournament.

Forensics as Educational & Instructional

Students need to be savvy in getting their message across to a variety of audiences (similar to what is taught in traditional public speaking courses). As part of the educational process within forensics, students are expected to learn how to adapt speeches to larger audiences (Butler, 2002; Mills, 1983; Rogers, 2002). Fo-

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[2] Conversations between current individual event coaches commenced during the National Communication Association conference 2010. The conversations focused around judge credibility and how students externally attribute a low rate and rank to the ineptitude of a hired/lay judge.

rensics students need to learn how to grow and adapt. When in front of the audience, students become teachers and it is their job to help their students (the judge and fellow competitors) learn.

Forensics, as a co-curricular activity, has been viewed as an educational endeavor. The activity teaches students reasoning, structure, argumentation, problem solving, reflection, listening, organization, group interaction, public speaking, and self-confidence, all helping to develop well-rounded students and citizens (Bartanen, 1998; Brand, 2000; McBath, 1975; Schroeder & Schroeder, 1995; Yaremchuk, 2002). Knapp stated, "There is absolutely no question or qualification in my mind that debate and individual events attracts some of the finest students on campus, and that the activity itself prepares these students to be effective and responsible citizens, community leaders, and often national leaders" (in Schroeder & Fletcher Schroeder, 1995). Within forensic programs, students are instructed on how to become better speakers and critical thinkers. In return, students teach others about what they have learned. This shared knowledge brings nontraditional judges into the forensics circle and educates them about new technologies, events, and forensic-specific cultural expectations. This is often an issue that speech teams must negotiate, the student's job is to educate the nontraditional judge of the forensic expectations while at the same time finding a way to reach the judge based on his/her experiences. This balance is difficult to reach. As one student said, "I see a hired in my round and I think, 'This is my chance to teach them something new. I can help them see poetry in a different way'" (2004-2005 forensic competitor, personal communication, June 19, 2005).

Forensics is instructional in nature where both the judges and competitors learn. Within a tournament setting, the students receive feedback, in the form of ballots, and learn how to improve their performances. Judges have an opportunity to gain new information about technology, argumentation, current events, and other topic areas provided by the competitors' speeches. Extension of knowledge is what allows the forensic community to thrive. As Millsap (1998), Brand (2000), and Butler (2002) articulated, the individual events circuit and debate circuit need to bring others into the forensics context to show the importance of the activity as an educational experience. One avenue for this outreach is the judge/competitor relationship because nontraditional judges can share knowledge from outside the forensic community. . Hill (1982) and Dyer (2004) found students are motivated more by educational needs than by competition. The students need to understand why they received the ranks they get. Just as a student in the classroom wants feedback explaining the grade he/she received. A student wants to know why his/her performance was not as strong as others in the round. Even though classroom students are graded based on the assignment outcomes, and forensic students are ranked in comparison to the other competitors in the round, both need extensive feedback to grow as speakers. The ballot is a very strong educational tool. Addressing feedback provided by judges is an important element in understanding forensic students' responses. The first step in this process is looking at the ballot as an instructional tool.

Ballots as Instructional Tools

In order to help students take more responsibility for their performances, the messages received through ballots deserves attention. As the main educational tool used in forensics (Broeckelman, 2005), the ballot is used to give direction regarding a student's performance as well as a tool to rate and rank a performance. Previous research has concentrated on ballot analysis through the method of content analysis (Bartanen, 1990; Cronn-Mills & Croucher, 2001; Dean & Benoit, 1984; Edwards & Thompson, 2001; Kadlecek & Kracht, 2012; Klosa & DuBois, 2001; Mills, 1990; Preston, 1990) and each of these studies looked at nontraditional and traditional judge ballots together in order to develop categories of judge comments. The categories that formed concentrated mainly on content/analysis, delivery, and documentation. Each study found many of the messages on the ballots help educate students regarding their performances, but the ballots often do not provide specific reasons as to why the student received the rank he/she achieved. Kadlecek and Kracht (2012) analyzed more than 335 ballots comparing ballot comments from traditional judges who represent top 20 AFA-NIET programs to ballots from traditional judges who do not represent top 20 programs. Kadlecek and Kracht found "Judges, of all types, are providing a significant amount of comments related to a learning objective(s) without providing sufficient rational to support/explain the comment" (p. 8). The adjudicators are providing information but just not in ways that can substantially improve performances. Kadlecek and Kracht did not find unified judging criteria, meaning evaluations were not standardized.

Other researchers developed guidelines for ballot completion (Bartanan, 1990; Cronn-Mills, 1991; Hanson, 1988a; Mills, 1983; Trimble, 1994). The guidelines included both performative and content aspects of one's presentation. These researchers identified that judges need to provide reasons for decisions in order to clarify the intent of the ballot. However, the suggestions have been largely ignored within the forensic circuit as coaches have other more pressing concerns, such as finding resources to keep programs running (Brand, 2000) or competitive standardization. Judge training is less of a priority when the survival of a program is on the line. Training judges takes time and directors fear over-standardizing judging and "homogenizes contests," where only performances that follow similar expectations would be rewarded (Bartanen, 1994, p. 249). Standardization might actually decrease the number of comments presented. Preston (1990) found, "[C]riteria on ballots bring about little if any difference in the types of comments critics make to students in the limited preparation events, and that printing criteria on ballots actually decreases the total average number of constructive comments per ballot critics offer students" (p. 2). While Preston's research concentrated on collegiate limited preparation events (extemporaneous and impromptu speaking), his findings articulate that increasing standardization may have the opposite effect intended.

Within the same year, Bartanen (1990) found written criteria on ballots that may enhance ballot comments. With written criteria on the ballot, 40% of public address judges and 46% of the interpretation judges paid more attention to certain criteria over others. The judges concentrated on writing comments dealing with the thesis, link, support, organization, and language (Bartanen, 1990, p. 134). More than 50% of public address and interpretation ballots chose to write their own comments regardless of provided ballot criteria. The results are mixed as to whether the criteria actually improved judges' comments. Because of the mixed results, more research is needed to explore if a new ballot system would improve judge comments. Therefore, before the entire ballot system is revamped, one should compare traditional and nontraditional judges' comments to see what the ballots are saying. Rather than the current practice of relying on anecdotal evidence, this comparison can provide more substantive data to support or deny the claim that traditional judges write better qualitative and quantitative comments than hired judges.

The ballot as an educational tool is viewed both negatively and positively. The negative aspects include student frustration and confusion (King & Behnke, 1988; Lewis & Larsen, 1981; Olson, 1992; Trimble, 1994). The student experiences apprehension when ballots are seen as unclear, incomplete, or contradictory (Congalton & Olson, 1995; Mills, 1983). The ballot as an instructional tool may "adversely impact the student's self-concept" if personal comments are made (Hanson, 1988c, p. 3), lowering the utility of the ballot. Just as students cannot learn how to improve their public speaking presentation if they do not read the evaluation sheets, likewise, students cannot learn from a competitive speech critique if the ballot is not read, interpreted and understood. Regardless of the adjudicator, the ballot as an instructional tool must be utilized for forensic students to grow as speakers. Specific focus on nontraditional versus traditional judges' comments may compel discussion regarding ballot helpfulness.

The positive aspects of forensics ballots identified in the literature include providing helpful instructional messages. Hanson (1998b) found students appreciate a judge who "writes concrete, helpful, truthful comments in a sufficient amount that you can learn from them" (p. 16). The students want to read the ballot for specific steps one can take in order to improve.

Hanson's findings are interesting and help highlight a reason why students are quick to dismiss the words of a nontraditional judge, as his/her credibility might be hindered because he/she is not "one of us." As Hanson (1991) pointed out, students will integrate comments from judges they perceive to be "good judges" (p. 22). "Good judges" are seen as the long-time circuit coaches, who have been around and traveled with forensics teams for years. As one student stated, "If I receive 'Good Job' on a ballot what this means to me depends on the person. If it were Craig Brown [an individual event coach for more than 20 years] I'd take it as a compliment. If it wasn't clearly a coach, I think I might take offense to a certain extent …" (personal communication, June 16, 2005). The credibility of the judge is seen in whether he/she is a coach. The credibility also comes from a judge providing specific behavioral suggestions to improve.[3] Nontraditional judges must overcome many student judgments in order to be seen as credible. As Chouinard (2010) explains:

> As forensic insiders, it is easy for us to think of hired judges evaluating our students as less than ideal. I, too, was guilty of making this association between contentious ballots and hired judges—that is, until I became one. There is nothing quite like moving a thousand miles out of your district and having no team affiliation to change your view on "hireds." Every time I wrote X on a ballot next to my name, I faced the reality that my twelve years in the activity were obsolete. (p. 39)

Labeling a judge as "hired" brings forth cultural connotations as Chouinard (2010) explained. A student must look past the label and fully read the comments to gain from the ballot. Students cannot just push aside those comments if they want to improve; an analysis of their ballots is warranted.

Rationale

The purpose of this study is to understand how speech acts are articulated on ballots and if nontraditional judges use speech acts differently than traditional judges. Forensic research has concentrated on categorizing judges' comments and identifying guidelines judges can use to develop critical ballots. Through all of the research, students still find ballots unclear. By focusing on the messages that call for some type of action and identifying what ballots ask competitors to *do*, the forensic community can determine if ballots are instructing some type of corrective action or if they are only articulating an evaluation. Much like a classroom critique, students cannot improve through evaluation alone; they need to know what to do in order to improve. As Hanson (1988b) discovered, forensic students equate good judges with those who write helpful comments from which one can learn. Ballots must be educational and should request some change of a student's presentation in order to help the competitor improve. By looking at the speech acts within ballots, the forensic community will better understand the instructional actions judges are taking to reach competitors.

Mills (1983) identified that research regarding the decisions of traditional judges versus nontraditional judges has made its way through the debate circuit but has not been conducted regarding individual events. Mills (1983) called for research between traditional and nontraditional judges in order to see if "lay judges are capable of judging the various individual events" (p. 30). If students are going to complain about nontraditional judges, understanding what the students' are criticizing gives insight to the differing judge comments. Looking at

[3] The credibility of a judge is not determined based on sex. Billings (1999) noted biological sex is not a variable in rating students. Male and female judges provide equal rankings to both sexes.

what each judge asks a student to do, as identified through speech acts, can more closely help students and teachers understand messages within ballots.

Speech Act Theory

An understanding of speech act theory is necessary to lay foundation for this study. To understand more fully the instructional messages (behavioral, cognitive, and affective) sent within ballots, one must assess speech acts within the ballot. Speech acts are utterances (spoken, written, or nonverbal). The speech in and of itself is an action. Through using speech act theory when reading a ballot, one understands the actions a judge intends. Austin (1962) defines a speech act as, "the doing of an action, which again would not *normally* [emphasis in original] be described as, or as 'just' saying something" (p.5). Speaking often makes a request, but may do other things as well, such as provide condolences or offer agreement to some message. Speech acts are exemplified in ballots because they ask students to change their performances in order to improve. As Bach (2005) stated, "[Speech acts] fall under the broad category of intentional action" (para. 8). When analyzing ballots, one needs to identify the action the judge intends in order to know how a competitor should respond to the ballot. Three speech acts are continually found within the ballot; constatives, directives, and acknowledgement acts. [4] *Constatives* are affirming, classifying, ranking, and informing speech acts. *Directives* include instructing, ordering, advising, and warning acts. *Acknowledgments* include apologies, congratulating remarks, and statements of thanks. In looking at ballots as speech acts, the following research questions emerged:

RQ1: What, if any, speech acts are judges writing?
RQ2: Do nontraditional judges and traditional judges use different speech acts when writing ballots?

Method

A comparison analysis between the nontraditional judges' ballots and the traditional judges' ballots was the focus of this research. Analyzing the ballots for written speech act comments helps one understand more completely the instructional messages articulated within the ballots. This content analysis also identifies if different speech acts are articulated by a nontraditional judge than by a traditional judge.

More than 200 ballots from 20 different tournaments held in different regions throughout the country were used for analysis. The ballots were written for students ranging from first through fourth year of competition at one AFA-NIET top 20 school. Eighty-seven different nontraditional judges and 87 different traditional judges' were identified in this analysis. Nontraditional judges were distinguished from traditional judges based on the school affiliation marked on the ballot. Judges' ballots were identified when a school was marked in the affiliation

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[4] When analyzing the ballots, Bach & Harnish's (1979) categorization of speech acts (as borrowed from Austin & Searle) is utilized.

spot. Hired ballots were identified if the judge wrote they were a hired on the critique sheet or if he/she left the school affiliation spot of the ballot blank. Sometimes nontraditional judges write their affiliation as being the host school. The coders identified those ballots and coded them as nontraditional judge comments, if there were any questions regarding judge affiliation the ballot was eliminated from analysis.

A total of 105 nontraditional judge ballets and 105 traditional judge ballets were analyzed. The unit of analysis was a complete thought unit ranging from two words to four sentences. A speech act was identified when the judge used informing, advising, or congratulating language. More than one speech act was often found within the same sentence and each act was recorded. A statement such as, "Congratulations on finals, now you must work to control the room" provides an acknowledgment and then gives a directive. All comments were color-coded, coder reviewed, and charted. Coders were given the criteria for each speech act category. There were two coders used for this project including the researcher. The coders were trained on sample ballots and they identified each speech act within those ballots. The coding instruments were refined and a random sample of 40 ballots (20 from each judge type) were given to the coders to test inter-coder reliability, which occurred with an overall coefficient of .85 for assigning the appropriate category to the judge's comments. The coders were then asked to code all 210 ballots. Any disagreements that occurred when analyzing the full sample were resolved by the coders discussing the thought unit and collectively deciding if a speech act was present and if so agreeing on the type of act found within the ballot. A total of 1041 comments were analyzed. The ballots represented all 11 individual events hosted at the American Forensics Association—National Individual Events Tournament. The ballots were from the 2004-2005 season.

Results

Research question one looked specifically at the types of speech acts judges write. The content analysis revealed judges are writing all three types of speech acts analyzed but are mostly using directives and acknowledgements in instructing students how to perform (see Table 1). Overall, judges tended to give more advice and acknowledgements and gave fewer constatives no matter if the judge was a traditional or nontraditional judge.

Research question two explored any differences between the type of speech acts used by nontraditional judges and traditional judges. Differences between the two judging types were found. A Chi Square analysis was conducted on the categorical data. The results were found to be significant at the .05 level (see Table 1). The first difference observed was the number of comments given by each judge type. Of the instructional messages found, traditional judges gave 54.5% of the speech act comments analyzed while nontraditional judges made up 45.5% of the speech acts. The comparison between judges is a 9% difference in amount of written responses between those who volunteer their time on the weekend and those who provide educational ballots weekend after weekend. In regard to the speech acts, coaches presented 79 constative comments while hired judges gave 45 constative comments. The category allowed for any informational acts the judge provided such as informing the competitor of their reasons for decision and identifying any personal beliefs about the speech topic. Within the directive category (advising, suggesting, instructing, asking), the traditional judges gave considerably more advice. The traditional judges stated 336 directives (equating to 59% of the traditional judge comments) while the nontraditional judges wrote 212 (45% of the nontraditional judge comments). Almost 62% came from the traditional and 38% from the nontraditional judges. Within the directives category, many of the suggestions were implied. The judge would ask for change in the form of a question such as, "Where is your preview?" The directive suggested the student needs to change his/her preview. Comments suggesting change needed to occur were often implied as well. For example, "It was a jump from *Sex in the City* [the HBO series] to your topic," gives the implied directive that the student needs to explain the warrant to connect *Sex in the City* more fully to the topic. The traditional judges' ballots identified 57 implied directives (which is almost 17% of the traditional judges' directive messages) and nontraditional judges only stated 25 implied directives (which is almost 12% of the hired judge directive messages).

Acknowledgements (congratulating, thanking, and condoling) were used most often by hired judges. Hired judges were found to give acknowledgements in more than 45% of all the hired judge messages analyzed. Traditional judges gave acknowledgements in only 26% of their messages. The results indicate nontraditional judges send more encouraging acknowledgement messages while traditional judges send more critical directive messages.

TABLE 1: Content Analysis of Speech Acts

Speech Act	Traditional Judge Comments	Nontraditional Judge Comments
Constatives	79 (67.54) [1.94]	45 (56.46) [2.33]
Directives	336 (57)* (298.48) [4.72]	212 (25)* (249.52) [5.64]
Acknowledgments	152 (200.98) [11.94]	217 (168.02) [14.28]
Total Speech Acts	**567**	**474**

The chi-square statistic is 40.8485. The P-Value is <0.00001. The result is significant at $p<0.05$.
* Coder agreed upon, implied directives were identified within the total number of identified directive speech acts.

Implications

Both traditional and nontraditional judges use speech acts in communicating to the forensic competitors. A difference of 9% total message output is not enough of a difference to outweigh the need for judges at a contest. Without nontraditional judges, tournaments would not happen. The results acknowledge that many nontraditional judges provide instructional comments regarding performance improvement, and they are helpful. As a result, the students need to learn better audience analysis skills in order to appeal to traditional and nontraditional judges alike.

More Directives Please

The results lead one to believe students want more directives within the ballot. Students pleaded to have more constructive ballots during the conversation at the Gustavus Adolphus tournament. The students argued they did not care to hear the acknowledgements but wanted directives on the ballot to help their performances improve (Abele, Jarvis, Johnson, & Wildes, discussion on Forwarding Forensics Interests October 20, 2013). Students complain about nontraditional judges because the comments supposedly do not tell them anything. This analysis shows the nontraditional judges do say something. They are acknowledging the students' positive aspects of performance, but tension occurs because students want specific instruction on how to improve. The forensic students seem to be asking for more clear directives. Therefore, the nontraditional judges need to acknowledge less and give more direction in order for student to value the ballots.

Many of the nontraditional judge ballot's directives were preceded by acknowledgements. Often different speech acts would occur within the same sentence. For example, the statement "Your accent was good, but at times it seemed to falter a bit" congratulates the student on achieving a "good" accent, but then identifies a dismissive statement implying the student needs to work on the accent. This conflicting comment, recognizes why students might find frustration with ballots. If a positive element turns into something they need to work on, the messages become confusing.

The overuse of polite acknowledgements might discourage students within the speech circuit and might affect classroom grading. Instructors want to provide constructive criticism on student work. Teachers acknowledge positive aspects of student writing, identify areas needing improvement, and usually provide suggestions regarding how to do so. Within the evaluation, the directives need to provide specific instructions on how the student may improve. If a student is given too many positive acknowledgements followed directly by a correctional directive, he/she may become confused and frustrated.

Instructors and judges need to stop being polite, by acknowledging all of the successful executions. Instead they need to start explaining how one can enhance a presentation, paper, or project. While acknowledgements help the student's self-esteem, the directives help the student improve. As the analysis suggests, more acknowledgements were given by the nontraditional judges (217) than by traditional judges (152), which helps highlight why students are frustrated by nontraditional judges, Teachers and judges should reduce the number of acknowledgements within their feedback and increase the number of directives. Acknowledgements and directives should also come in separate sentences, so students can see clearly what they did well and in what areas they need work. When coding the thought units, more discrepancies occurred between coders when multiple speech acts were identified within the same complete thought. To improve clarity of the written feedback, teachers must take the time to explain the differences between each speech act, explain the comments on a critique sheet, and help students learn. These strategies will allow students to better interpret teacher comments and forensic ballots.

Scaffolding Education

To help students stop saying, "It's *only* a hired," coaches need to teach students how to read ballots. Bruner termed "scaffolding" to be the method used when teachers guide students in learning something new (in Cazden, 1988, p. 104). Understanding how to read ballots is a new activity for many college students. They would often rather allow themselves to throw away the ballots in frustration than take the time to learn (Renz, 1991). The students need what Vygotsky called "assisted performance" (cited in Tharp & Gallimore, 1991, p. 20). The coach needs to sit down with each of his/her competitors and explain to them the different speech acts. To assist in the scaffolding process, I developed a ballot reading handout (see Appendix). These suggestions help students learn to critically read a ballot and can be modified to fit the needs of the students and the speech program.

The scaffolding experience should take the coach into his/her own personal spiral (Sprague, 2002). The coach should be reminded of what it was like for him or her to read seemingly nondescript ballots when he/she was a competitor and then use the experience to facilitate learning for the present generation of students. Coaches need to identify how students should read the implied speech acts as well and understand each student has a choice regarding the messages he/she chooses to use when enhancing a performance. The only way choice can be made is if the student knows how to decode the ballot. Reading the ballots collaboratively allows students to gain "multiple perceptions" (Renz, 1991, p. 168). If the perceptions are acknowledged, the judges help inform the student's next adventure. The learning process for an individual event student has many levels: the judges instruct, the coaches instruct, but within the core the student, must decide what is best for him/her. When provided with the right amount of scaffolding, the best decisions result.

Classrooms can benefit from evaluation scaffolding. If teachers are able to set up 15-minute conferences with each student when handing back the first speech evaluation, more clarity will follow. If the comments are explained the first time, the student will be more prepared to read the comments on his/her own for the next speech. Teachers should explain the speech acts that occur within the evaluation to help students understand how to proceed. With guidance, students will improve.

The next time I hear one of my students mutter, "I don't have to listen to that ballot, it is only a hired judge," I will create an instructional opportunity. I will sit with the student and help decode the seemingly cryptic messages. I will also help my students learn how to read the comments on their own and become successful speakers inside and outside a forensic round.

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Appendix

Ballot Reading Suggestions

1. Do not read your ballots until you have had adequate time away from the tournament.
2. Read your ballots "tabula rasa." Do not go into them thinking "this judge hates me." Think instead that you are going to learn something new about your performance by reading the ballots.
3. As you read your ballots, think about what changes you can make to reach your audience better. Most often people will attribute shortcomings of presentations or performances onto the judge. Turn that thinking around and instead ask yourself, "How did my presentation miss my audience, and what can I do to make sure my message reaches a wider audience?"
4. When reading the ballots, highlight or circle the directives given such as 1. Close your book more naturally 2. You need more of a climax 3. Watch rolling your eyes as you speak. These directives are a "speech act" that call a speaker to action. These are the comments you can work on and can do something about to enhance your performance. Spend time analyzing what these directives are asking you to do. They will usually fall into the following categories:
   a. Book Tech (how one holds the book, page turns, etc.)
   b. Presentation (blocking, movement, rate, style, intonation, etc.)
   c. Content (arguments, answering the question, example variety)
   d. Fidelity/Significance (audience connection)
   e. Organization (plot progression, climax placement, main point structure, etc.)
5. Think of ways to implement what the judge is suggesting. If the judge is asking you to re-write or re-cut a piece think about how you can make that change to reach a larger audience in the process.
6. Give yourself time to make the changes. If you have the option, don't travel the following weekend if it means you will have time to develop your speech.
7. Read your new cutting or newly revised speech to a new person, like a roommate, to get a feel if the speech has coherence. Getting a layperson's opinion will help you appeal to a larger audience.
8. While reading your ballots too soon is problematic, do not wait until the Wed. of the week you are planning to travel to absorb the criticism. Try to get the ballots on Monday so you can make changes to your speech before you travel next.

If you receive the same directive in multiple ballots then please make a change to your speech. The saying goes, "If one person tells you, you look like a horse, you shrug it off. If two people tell you, you look like a horse, you might think about it; but if three people tell you, you look like a horse, you better buy the saddle." You do not need to wait until the third person tells you to make a change. However, if three people do tell you to change the speech/performance you should "buy the saddle" and change the speech. Remember, judges are there to help you improve your speaking abilities. They have differing opinions. Take those opinions and discover what suggestions will work to enhance your speech. Remember, you are the artist; you have the ultimate say in your speech. But, if your goal is to reach an audience beyond yourself, you need to attribute less fault on the judge "not getting your speech" and take ownership of the evaluations. <u>Let the criticism help mold your masterpiece</u> into a work of art everyone can enjoy.

Judge Training

Judging Individual Events
Judging Parliamentary Debate
Judging Lincoln-Douglas Debate

Todd Holm
Justin Foote

When you host a college forensics tournament, finding judges can be one of the most challenging and important tasks you face. Good quality judges are critical to a good and educational experience for our students. Unfortunately, many of our peers are reluctant to judge either because they simply don't want to sacrifice the time or they are worried they aren't qualified or they will do something wrong. While we cannot change our colleagues who don't want to devote time to judging, we can help those who are worried about not knowing what they are doing. Proper training will help novice judges feel better about judging, show them how to provide higher quality feedback, and keep the tournament running on time.

I am sure at one point we have all bemoaned a hired judge's ballot. The ballot was unclear because the lay judge didn't really know what he or she was doing. Frankly, an abundance of untrained judges is the fault of the tournament director. To ask a faculty member to judge a round of persuasion with no instruction is not much different than asking a baseball fan to serve as an umpire for a softball game (and if you ask them to judge an LD debate round the analogy might be more like asking them to be the umpire for a cricket game). The two are similar and some of the rules might even cross-apply. But the difference being between teaching a persuasion class and judging a round of persuasion are vast. But, at the end of the day, the same knowledge and skills that make them a value in the classroom will make them invaluable as a judge. We just need to give them appropriate training.

Hired judges, or "lay" judges as they are sometimes called, are invaluable to our activity. Without hired judges many tournaments could not be held. Yet we often give hired judges no training, pay them just above minimum wage, and are often surprised they didn't do a better job. This article provides a tournament director with a self-contained judge training packet that can be copied and handed to judges or modified with your tournament specific information. This article explains the mechanics of judging Individual Events, Parliamentary Debate, and Lincoln-Douglas Debate by providing lay judges with help in terms of how to express their thoughts about the event they just watched. The following material does not, nor should any judge training, mandate what is good or bad in a performance, but rather describes how to provide valuable feedback based on their educated reactions to the performances.

JUDGING INDIVIDUAL EVENTS

Description of Events

Several different events are usually offered at a tournament. The actual "rules" for the events are basic. Please familiarize yourself with the rules of an event before you judge. The descriptions below are an amalgamation of the event descriptions provided by national collegiate forensics organizations.

Limited Preparation Events

Time signals are given for both limited preparation events. In extemporaneous Speaking the students will expect to receive hand signals while they speak from five minutes left down to stop. Typically, the judge will show a signal at the 30-second mark and count out the last five seconds on their fingers.

EXTEMPORANEOUS SPEAKING

For each round, contestants will select one of three topics on current events. The contestant will have 30 minutes to prepare a five-to-seven minute speech on the topic selected. Notes are permissible but should be at a minimum. Maximum 7 minutes. Judge is required to provide time signals.

IMPROMPTU SPEAKING

Contestants will receive short excerpts dealing with items of general interest, political, economic, and social issues. The contestant will have a total of seven minutes to divide between preparation and speaking. Students should speak for at least three minutes. All contestants in the same section shall speak on the same topic. Maximum seven minutes. Judge is required to provide time signals (oral signals every 30 seconds during prep).

Public Speaking Events

Speeches should be timed but no time signals are required.

INFORMATIVE SPEAKING

The contestant will deliver an original factual speech on a realistic subject to fulfill a general information need of the audience. Visual aids that supplement/reinforce the message are permitted. The speech must be delivered from memory. Maximum 10 minutes.

PERSUASIVE SPEAKING

A speech to convince, to move to action, or to inspire on a significant issue, delivered from memory. Maximum time is 10 minutes.

AFTER-DINNER SPEAKING

Each contestant will present an original speech whose purpose is to make a serious point through the use of humor. The speech should reflect the development of a humorous comedic effort, not a standup comedy routine. The speech must be memorized. Maximum 10 minutes.

RHETORICAL CRITICISM OR COMMUNICATION ANALYSIS
Contestants will deliver an original critical analysis of any significant rhetorical artifact. The speaker should limit the quotation of, paraphrasing of, or summary of, the analyzed artifact to a minimum. Any legitimate critical method is permissible as long as it serves to open up the artifact for the audience. The speech must be delivered from memory. Maximum 10 minutes.

Oral Interpretation

Speeches should be timed but no time signals are required. All oral interpretation events at the college level require the use of a manuscript. While the idea of allowing students to compete without the use of a manuscript has been discussed and tested, the current rules require a manuscript be used.

PROSE INTERPRETATION
The contestant will present a program of prose literature. Original introductory comments and transitional remarks are permitted. Programs may consist of single or multiple selections. Plays are not permitted. Manuscript is required. Maximum 10 minutes including introduction and transitions.

POETRY INTERPRETATION
The contestant will present a program of poetic literature. Original introductory comments and transitional remarks are permitted. Programs may consist of single or multiple selections. Manuscript is required. Maximum 10 minutes including introduction and transitions.

DRAMATIC DUO
A cutting from one or more texts of literary merit, humorous or serious, involving the portrayal of two or more characters presented by two individuals. The material may be drawn from any genre of literature. This is not an acting event; thus, no costumes, props, lighting, etc., are to be used. Presentation is from the manuscript and the focus should be off-stage and not to each other. Maximum time limit is 10 minutes including introduction.

DRAMATIC INTERPRETATION
The contestant will perform dramatic literature, humorous or serious, representing one or more characters from material of literary merit. Material may be drawn from stage, screen, or radio. Programs may consist of single or multiple selections. Manuscript is required. Maximum 10 minutes.

PROGRAM ORAL INTERPRETATION
A program of thematically-linked selections of literary merit, chosen from two or three of the recognized genres of competitive interpretation (prose/poetry/drama).

A primary focus of the event is on the development of the theme through the use of narrative/story, language, and/or characterization. A substantial portion of the total time must be devoted to each of the genres used in the program. Different genre means the material must appear in separate pieces of literature (e.g., A poem included in a short story that appears only in a short story does not constitute a poetry genre.) Use of manuscript is required. Maximum time limit is 10 minutes including introduction and transitional statements.

Judging Criteria

Forensics has established no definitive criteria for judging any of the events. What is offered below are evaluative suggestions. Anyone watching a performance can appreciate what the speaker has done, but in the same way a trained critic is better able to identify the components of a piece of art and provide constructive feedback on the components and process, a hired judge may need help identifying the components of a performance which make it better or worse than another performance. Ultimately, at the end of the day, what usually happens is the student who best connected with you, who made you understand or believe something (even if in an unexplainable way) is the one the judge will rank higher.

Oral Interpretation: Embodiment of the character/characters, character distinctiveness and believability, and quality of literature. If a single piece was there narrative cohesion; if a program of literature, did the program make a good argument or have a centralized theme? Did the literature support the argument or theme? Was the performance enjoyable? In Duo comment on how well/poorly the performers worked together. Did the performance make you think or help you understand the human condition better? Did the performance take place under 10 minutes?

Public Speaking: Fluency, articulation, pronunciation and rate of delivery are important. Were the claims in the speech supported with evidence and/or reasoning? Was the organization appropriate to the subject matter? Did the speaker engage the audience? Did the speech provide new insights, make solid arguments and/or provide a critical analysis? Did you learn something or see the world from a new perspective. In ADS, special attention should be given to the humor and how it furthered arguments (did the speaker *use* humor or just *have* humor). In Rhetorical Criticism or Communication Analysis special attention should be given to the appropriateness of the rhetorical method and the implications or conclusions made in the analysis.

Limited Preparation: Clear and justifiable organization, fluency of delivery, support for claims (whether evidence used in extemporaneous speaking or examples in impromptu speaking), and ultimately "did they get the answer right" are considerations. For example, in Extemporaneous Speaking, this would mean providing a reasoned answer, in Impromptu Speaking this would mean a reasonable interpretation of the quotation.

Delivery: Students are expected to have a solid grasp of the material they are covering. Hesitations, fluency issues, memorization gaps or other difficulties with delivery do occur but they are not grounds for immediate rank reductions or any kind of penalty unless you believe it reduced their communicative effectiveness. There are no rules saying you must deduct points or ranks for any specific actions, but eventually you will be asked to rank the competitors and rate the quality of their work. Since most tournaments do not permit you to tie speakers scores you can and should use these performance issues as a guide for your ranking and rating. Generally, students will have public speaking and oral interpretation events memorized, however the rules allow for minimal notes in some public speaking events and require the use of a script in oral interpretation events. The practice of having the script present in oral interpretation events is considered by many a way of acknowledging the author's contribution to the performance and also separates the genre of oral interpretation from the genre of acting. So even though they have the script present and will look at it from time to time, many, if not most, students will have their performances memorized.

Time Limits: We have very few rules governing student performances. But time limits do exist for each event. While no event has a minimum time, if you believe a presentation was underdeveloped or unduly short you can adjust your rank or rate accordingly. Going overtime is generally frowned upon but it depends on the degree of the infraction. In limited preparation events students quite often end on exactly seven minutes (but that is not a requirement). When a performance goes overtime, the judge determines whether to lower a student's rank and/or rate.

Oral Critiques: You should ask the tournament host if you are allowed or expected to provide students with an oral critique at the end of the round. The vast majority of tournaments discourage the practice for the very practical reason that it can cause the tournament to run behind schedule. While some high school tournaments actually encourage giving oral critiques at the end of the round do not assume that is the case for every tournament. it is best to ask first. When in doubt, don't provide oral critiques. Nor should you indicate to students what rankings they received in your round. Keep your ballot confidential and return it to the ballot table promptly. This keeps the tournament running on time.

The IE Judging Process
Step-by-Step

1. Bring some things with you: A couple of ***writing instruments***, a ***stop watch*** and (if you are judging debate) ***paper to "flow" the debates***.

2. Please ***arrive*** at least ***20 minutes before*** your first round. Arriving early will give tournament administration enough time to give you your ballots, tell you

any information you will need for the day and still allow you to get to your round on time. Remember, the round might be in another building.

3. Pick up your ballots: You will be given a ***judging schedule*** and ***ballots*** for your first round if they have released ballots at that time. At some high school tournaments will give you all of your ballots for the day at once. We will give you the ballots one round at a time and they are typically released 15-30 minutes before the round begins.

4. You will want to ***be in your room and ready to judge at the time the round starts***. You do not need to wait for all students to be present before you begin. Some students may be entered in multiple events during the same time period and may not have the opportunity to "sign in" to your event before needing to perform in their other event(s) (pt. 5 explains "signing in" to an event and competing in multiple events in the same round). Most students do what needs to be done to keep the tournament running efficiently and on time.

5. Typically students will "sign in" on the board. The "sign in" will look something like the image on the right. Signing in gives you a lot of information.
   A. AA01 is Joe Blow's "*code*." The code is Joe's unique identifier for the tournament.
   B. Joe Blow is his name (Joe has mean parents).
   C. (***DE***) means Double Entered (***TE***) means Triple Entered. DE or TE means a student is entered in two or three events happening concurrently and ***they will need to leave*** one event to speak in the other(s).
   D. When a student is triple-entered, she/he moves up in the speaker order. So in this case, if Tomika is in the room, ***she would speak first***, then Krishna, then Walt, then back up to the top for Joe. Obviously, sometimes the triple-entered students will do one of their other three events before coming to your event. If the student enters after finishing one of their other events, they will usually cross out the TE and write a DE to let you know they still have another event to go to or just cross it out indicating they have done both of their other events.
   E. Speaker position number 4 is blank and could mean one of two things: either the student hasn't gotten to your room yet and you should just start the round on time (they should know not to walk in while someone is

speaking) or there is no speaker 4. You can check a schedule for the latter.

F. You should write the students names and codes on the ballot and make sure you have the right ballot with the right student.

6. Time Signals: Collegiate events only require time signals in *impromptu* and *extemporaneous*. Many high school tournaments will, however, ask you to give time signals in all events.
   A. ***Impromptu time signals***: Judges traditionally give oral signals during prep time every 30 seconds ("You've used 30 seconds," "One minute," "One-thirty," etc.). Then the judge uses their hand to provide time signals counting down from five minutes with 30 seconds looking like you made a C out of your hand and the last five seconds with our fingers.
   B. ***Extemporaneous time signals***. Very much like Impromptu but since there is no prep time there are no verbal signals and we just start with five minutes left and count down.

7. *Make comments on the student's ballot as a student speaks*. A common mistake lay judges make is to wait until the performer is done to write notes. Writing while a student speaks is not rude; students expect it. Some novice judges will write their notes on a pad of paper and then transfer the notes to the ballot when the round is over however, this extra step may be an *unnecessary waste of time* and may result in you (and the tournament) running late.

8. You will need to rank and rate the speakers
   A. ***Rank***: At the end of the round you will rank the competitors in the round. Check the tournament rules on ranking speakers. Collegiate tournaments usually rank from 1 (the best) through 5 (even when six or seven speakers are in the round) for preliminary rounds. When you have six or more speakers in the round, you should tie the rest for 5th place. Ties are only permitted for 5th place. Most collegiate tournaments rank the final round through 6.
   B. ***Rate***: You will be asked to rate the speakers in the round. Most collegiate tournaments use either 70-100 scale or a 1-25 scale. Think of assigning a rate much like an honors class and giving grades from 70-100. Collegiate tournaments have developed an unwritten standard on rates of not giving below an 80 (or 15) unless the student has done something offensive, inappropriate, or gone significantly overtime. The low rate makes a statement.

9. *When weird things happen use your best judgment*. For example, if you are judging persuasion and a student goes slightly longer than 10 minutes, you do not have to stop her/him. But if the speech is going well beyond 10 minutes with no signs of ending in the near future, you might stop the speaker for the sake of keeping the tournament running on time. One coach who had been

judging for 25 years said he has stopped a speaker just once—at 18 minutes—when the tournament was already running behind. Please be polite and explain the student is already significantly overtime and we need to move on to another performer to keep the tournament running on time.

10. *When in doubt ask someone*. We understand this article provides a very surface level view into the realm of judging and cannot possibly cover everything that might occur in every tournament. If you have a question about the logistics of how things should run ask the competitors (they are quite helpful about most things). If you have a question about ranking or rating the speakers ask to speak with the tournament director after the round (do not ask competitors how to rank a round).

Tips for Making Comments on Ballots

1. Please write comments **while the speakers are speaking**. Waiting until they are done reduces the number of comments, reduces the quality of comments, and causes the tournament to run late.

2. Try to provide a balance of ***positive feedback and constructive observations***. But if you are going to have more of one, students would prefer you had more constructive comments. Constructive comments help justify a ranking in the round; saying "Great job" doesn't little to help a student understand why he/she earned a 3 or 4 rank in a round. You should always time the speeches and *write the time* on the ballot. Coaches and competitors can get a good deal of information from how long the student's speech was in your round. If you indicate the student is rushing but the students time is consistent with their other rounds or their practice sessions, they know that their practiced rate is too fast. But if their time in your round is a full minute shorter than practice, they know they did something anomalous in your round. Providing the time helps provide a context for the other comments.

3. Justify your rank and rate: The students should be able to understand, based on your comments on the ballot, why they received the ranks they did. We call it a "***Reason for Decision***" or RFD. Some judges will even write "RFD" on the ballot and then explain why the student did/didn't "win" a round. Forensics students are trained to accept criticism to the point they crave it. Two types of useless ballots a student can receive are a ballot with almost no comments and a ballot telling she/he how wonderful one is yet a low rank or rate. If a presentation wasn't perfect, they want to know why.

4. Tournament directors and coaches prefer you fill the ballot front and back with comments (but you might not always be able to do that). But please provide as much feedback as possible.

5. Keeping all this information straight in your head can be challenging. We are asking you to critically listen to a set of performances, which can be difficult

mental work. Sometimes tracking this information is easier in small bites than looking at the big picture. Many judges will use a grid like the one below to help keep rankings straight.

The material from the provided grid describes that in this case, Jack spoke first, then Kandath spoke and the judge believed Jack was better than Kandath.

Jack				
Jack	**Kandath**			
Fisher	**Jack**	**Kandath**		
Fisher	**Jack**	**Kandath**	**Blow**	
Fisher	**Nicholson**	**Jack**	**Kandath**	**Blow**

Then Fisher spoke and the judge thought Fisher was better than the other two. Then Joe Blow spoke and did a very poor job so he went to the bottom of the round. Finally, Nicholson spoke and did better than Jack, Kandath and Blow but not as well as Fisher.

In the give case there were only five competitors in the round so the ranking was 1. Fisher, 2. Nicholson, 3. Jack, 4. Kandath, and 5. Blow. Keeping track as you go makes determining who spoke best much easier when the time comes time to rank the speakers.

How to Say What You are Thinking or Feeling

Every activity has its own language. Forensics is no different. Here are some helpful ideas on how to express what you are thinking or feeling.

Public Speaking Events

"I am really confused." Asking this question could come from any number of things. The following comments may help assist in framing your confusion: "Your substructure was muddled and confusing," "You are making some claims here (and identify the claims if you can) that don't seem to be related to the subject matter," "I don't understand how X is related to your topic of Y, can you make that connection clear for me," "I got lost in all the technical jargon," or "I am having difficulty visualizing the technology you are discussing, a visual aid might help me better understand."

"I disagree completely." Disagreeing with a student's argument or performance choices is valid as long as you are proceeding with an open mind. If the speaker is arguing we should ban dissecting frogs in basic biology classes and you thought

that was the best experience you ever had or dissecting a frog led your son/daughter to become a doctor, you might disagree. But if the student shows you economic impacts, physical dangers and educational disadvantages, the students has done a good job of presenting a solid argument. If the arguments have not convinced you, the student has failed to meet their burden of proof. You might make comments like "You haven't convinced me that this is a problem" or "I don't see significant improvement to the education of students if we switch to your solutions." Sometimes you might just disagree with one part of the speech. For example, if a student were giving a speech on homelessness and their solution was to give homeless people foreclosed or abandoned properties you could say "I think your solutions treat the symptom, not the cause."

Sad but true, sometimes speeches are boring. While you could about how the performance was really boring, you are going to help the student more if you can explain why you were bored with the students performance. Comments like "Your delivery was monotone and flat, use more vocal variations to engage the audience," "This is not a topic of interest to me and you didn't really show me how it related to me," "your voice started to fall into a vocal pattern that lulled me into a state where I wasn't really listening to the words anymore but just the sound of your voice, work on being more naturally conversational," "I don't see how any of this information will ever impact me, show the audience how we will be impacted by it." Each of these comments could convey the feeling that the performance was "boring."

"Who cares?" Ouch, but an important question. One of the key elements to speech construction is giving an audience a reason to care. Students demonstrate the significance of their argument in a variety of ways. Sometimes they use numbers to show the extent of a problem or the number of people who could be helped by a new invention. Sometimes they talk about a specific case study or situation. But they should find a way to link an issue to their audience. When you are apathetic, the student may have failed to give you a reason to care. Some comments may include "What is the importance of this topic that makes us need to focus on the issue now?" or "I don't see how the topic relates to most people" or even "the significance of your topic was not as great as others in the round."

"You look funny." Part of good public speaking is presenting a nonverbal component that enhances the vocal presentation. So if a student is using the same gesture over and over, she/he will indeed look funny. In order to let the student know that they are over using a gesture, describe the gesture and note that varying gestures will make their presentation more dynamic. Meaningless gestures and awkward gestures can distract from the performance. If the student is wearing something you find distracting you should note what was distracting to you. Obviously comments about body shape, physical differences, sex, or gender are inappropriate because they are beyond the student's ability to control.

Oral Interpretation Events

"I had no idea what you were going on about." Generally students will use a program of literature to build an argument or make a point or help explain a concept to us. Literature is another "way of knowing" and the text gives us insight into the human condition. Sometimes the purpose of the piece is brought together and focused for us in the introduction. If you find you have no clue why they have chosen the literature or what you are supposed to be getting out of the performance, the introduction most likely did not help focus your attention. But a solid program of literature will have a clear argument. So saying something such as "Your theme or argument wasn't clear" or "I don't think your literature built the argument you identified in your introduction" will convey how you did not understand what the student was attempting to convey.

"It all sounded the same." You may ponder this question if the performance was fairly vague. Maybe the student was monotone or if there were multiple characters throughout the performance there may not have been adequate vocal character distinction or the level of emotional intensity was the same throughout the performance.

"The voices didn't fit." Characterization is a challenge for many students, especially if they are portraying someone of the opposite sex and their own voice is very high or very low. But characterization is part of what they need to do. So indicating the character voice for the 90-year-old woman sounded like a teenage boy tells them which character to work on and how. If someone is struggling with something and you aren't hearing the same the characterization in their voice you should comment on how the student failed at fully preforming the character.

"The students performance was like the voice and the body were disconnected." Sometimes students focus on just one aspect of delivery (vocal or nonverbal) and the other one does not get much attention. Letting them know that vocally their characters are great but nonverbally they still need work (or vice versa) is a good way to describe the aforementioned issue.

"WOW, it was just loud and huge." Like with so many things, sometimes students believe if some is good more is inherently better. The belief that more is better is not always true and probably what you are experiencing. If the performance is just loud and high energy (or soft and low energy) students aren't really showing you a range of abilities. Performances such as these are not inherently or intrinsically wrong, but performances of varying emotions are sometimes more impressive seeing one big one for 10 minutes. Sometimes students will just yell or cry or whisper or giggle for the whole piece. If you like the performance let them know, if you don't like the performance, let them know. If one person does a performance and you like it and another one does a similar performance and you dislike it try to explain why you disliked what the one student did and how the piece could be performed better.

"The Duo just didn't work together." Again, may ask this question for many reasons. Did the piece didn't suit them? Did you not feel chemistry between the students? Were they just acting in response to what the other person had said or done and not really *re*acting to the other person?

"I couldn't understand a word they were saying." Did a character's accent/dialect of vocal characterization prevent you from being able to understand what was being said? Was speaking rate and volume too rushed, too quiet, to low pitched?

"I really hated the literature." A fair reaction. If you were offended (and not in a growth and learning kind of way) explain what about the piece made you dislike it or uncomfortable. Students get to choose their own material. Making choices comes with consequences. If your ranking was influenced by literature choices let them know. "I was offended by the language of the piece" or "This was way too graphic for me."

After Thoughts

At the end of the tournament we hope you had fun. We appreciate all you did for the tournament staff and the students you judged. Judging can be an intellectually draining experience. The days can be long. But at the close of the day you can go home knowing you have helped students learn to be more and do better than they did before performing to you. You are helping to educate and enlighten our students. Given the importance of communication to the success in each person's life, your feedback is not something that should be underestimated.

We hope you learned and grew as a result of your judging experience. We hope you heard about something new. We hope someone made you laugh and someone made you think hard and someone made you reflect on your own life. We hope you see that students are working hard to become artists, scholars and effective citizens. We hope you will join us again next year.

JUDGING PARLIAMENTARY DEBATE

Judging collegiate debate with no previous experience can seem like a daunting challenge, however, with a few helpful hints judging can be a very rewarding experience. Familiarizing yourself with the style of debate you will be judging can help alleviate some of the stress that accompanies having to judge an event you may not feel very comfortable judging. Judges new to the event should keep two things in mind: First, debate teams should attempt to find out your debate background *and,* to some extent, modify their strategy to your particular level of experience. Second, entering a debate round expecting the experience to be bad will likely become a self-fulfilling prophecy. The following section will help prepare a novice debate judge to efficiently manage and critique a parliamentary debate round.

What to do before the round

1. Gather the proper material to use during the debate.
Debate judges can never have enough pens and paper as these two items will become invaluable as the day progresses. Pen and paper are the most basic necessities to "*flowing*" a debate and filling out your ballot. Flowing a debate means taking notes about what arguments each team member makes during each speech of the debate (methods to flowing the debate will be explained later). A debate judge should have at least two pens and should have at least two pieces of paper for each debate round. Some judges prefer to use different color ink pens for each team as a means of keeping who said what separate, but using different colored ink is not a must. You will also want to make sure you bring enough paper to successfully flow the round (typically between two and five pages). Finally, teams normally time both their own and their opponent's speeches, however, having a stopwatch would be helpful so you can time the speeches, especially if you want to comment on how debaters chose to allocate their time during speeches.

2. Locate the topic release room.
Finding the resolution release room will help you integrate yourself into the activity before your individual round begins. The release room serves the dual purpose of allowing teams a common place to discuss strategy with coaches and provide a room for all the teams to gather prior to the resolution release. Parliamentary debate resolutions change with each round and tournament directors need an area to easily disseminate the resolution for each round to every team; the release room provides such an area. Because there may be many teams in the room at one time, a novice debate judge should be comfortable finding a spot along the perimeter of the room since they only need to hear the upcoming resolution for debate. Lay judges can use their time in the release room as an opportunity to ask tournament staff and/or team-coaches questions they would like answered or simply to converse with those involved with the activity as a means to increase knowledge. At some tournaments, the judge will be given three resolutions to release in the round. In such a around the judge should wait until both teams are present in the room. When both teams are present, each team will be allowed strike one of the three resolutions, leaving the remaining resolution as the topic for debate. Tournament directors should explain to the judges how the resolutions would be selected prior to the round.

3. Check the round schematic sheet before the round begins.
The schematic sheet should be located in an open area where both competitors and judges can view the information on the sheet. Reviewing the schematic sheet before the round begins will help a new judge identify the time the round starts, the room where the debate will take place, and the position of the teams who will be debating. Finding your schedule and round information ahead of the round can help alleviate some of the stress due to the ambiguity of novice debate judging.

SAMPLE SCHEMATIC

University of the Twin Cities
Battle for the Bell

Round 3 Release 1:20 (Armstrong Hall 111) **Start time: 1:35pm**

Government		**Opposition**	**Room**	**Judge**
Ohio CH	vs.	Butler GY	Gordy 123	**Your Name**
Miami FS	vs.	CSU TR	Lasher 43	LE Norton
Mar RW	vs.	Hill MJ	Gordy 342	Grace Walsh
Butler PC	vs.	SMU AB	Gordy 344	Bob Derryberry

4. Familiarize yourself with the basic structural characteristics of parliamentary debate.

A. Parliamentary debate involves two teams debating a different resolution in each round. The Government team must defend and support the resolution. The Opposition team must negate and argue against the resolution. Each team consists of a pair of students who will assume different roles within the debate. The Government team will designate who will hold the position of Prime Minister (PM) and who will be the Member of Government (MG). The PM speaks first and presents the case for debate and the MG will speak later and defend the PM's position. The Opposition team will designate who will hold the Leader of Opposition (LO) position and who will be the Member of Opposition (MO). The LO will attempt to refute the Government case and provide their team's arguments against the resolution. The MO will further defend their team's position.

B. Know the time limits [7-8-8-8-4-5.] Even if you are not entirely sure what each speaker will be attempting to accomplish on each speech, you can at least know how long each competitor should speak during each portion of the debate. A speech running short on time should not warrant a comment about use of time (unless severely lacking in content) but no speaker should extend a speech beyond the set time limit.

7-8-8-8-4-5

- Prime Minster Constructive Speech - 7 Minutes
- Leader of Opposition Constructive Speech - 8 Minutes
- Member of Government Constructive Speech - 8 Minutes
- Member of Opposition Constructive Speech - 8 Minutes
- Leader of Opposition Rebuttal Speech - 4 Minutes
- Prime Minister Rebuttal Speech - 5 Minutes

C. Do not be surprised if teams knock on their desks when they make good arguments or "boo" when their opponents make bad arguments. Knocking and booing are common behaviors in parliamentary debate, but make sure to not let this behavior get out of hand. If the behavior becomes too rambunctious, do not hesitate to tell the teams to calm down. You are in charge of the round and should not be afraid to let teams know when they are going overboard During the round, the judge will often be referred to as the Speaker of the House ("Madame Speaker" for women; "Mister Speaker" for men) or even Mr./Ms. Adjudicator.

D. Teams have the opportunity to ask questions during their opponent's first two speeches. Typically a team will normally ask no more than three questions but the questions cannot occur during the first or last minute of a speech. Students may stand up and raise a hand in order to gain acknowledgement before asking their question. Making sure a question is acknowledged is not the judge's responsibility. Let the debaters handle when they will allow questions (other than questions asked during the first and last minute of a speech). However, if a debater consistently ignores a question from their opponent's the debater may be docked speaker points when filling out your ballot. Questions during the round are termed *points of information* and time does not stop for teams to ask and answer questions. Oftentimes, when a debater asks a question the student speaking will respond with some version of, "I will get to your question after this point." Asking a debater to wait for an answer until later in the argument should not be considered rude. As a debater is speaking, he/she usually prefers to get to the end of the current line of reasoning before attempting to answer an opponent's point of information.

E. Know how to handle either a Point of Order or Point of Personal Privilege during each team's last speech. If a team raises a Point of Order, stop the time. Unlike Points of Information, Points of Order and Points of Personal Privilege cause the time to stop as a comment about the information of the round is under discussion. A *Point of Order* typically concerns arguments made in the last speech not present during the previous speeches. Because arguments must be given prior to a team's last speech, introducing new arguments in the last speech are unethical. A *Point of Personal Privilege* will be brought forth when a competitor feels an argument or attack has become personal in nature and does not pertain to the debate round. When faced with a Point of Order, the judge has three options. First, you could decide, "point well taken" meaning you agree with the Point of Order. Therefore, you should discard the previously given arguments discussed by the Point of Order and continue with the debate. Second, you could decide, "point will be taken under consideration" which means you will think about the situation and rule after you have looked at the round holistically. Third, you could decide, "point not well taken" in which case you disagree with the Point of Order. Therefore, the debate should continue as if the Point of Order was never raised. For example: As the Prime Minster gives their last speech and opponent stands and states, "Point of Order!" The first thing everyone should do is stop their timer. The debater raising the Point of Order will then state the objection he/she found in the current speech (i.e. "The Prime Minster is bringing up a new argument not raised during the previous speeches"). After the Point of Order has been raised and clarified you should check over your notes and give an appropriate response, such as, "Point well taken" meaning you have agreed with the debater raising the Point of Order and the Prime Minster should conclude the remainder of the speech without arguing the point in question.

On the schedule above you would be judging a round that starts at 1:35 pm in Gordy Hall Room 123. You will be judging a team from Ohio University (representing the Government) and a team from Butler University (representing the Opposition). The topic will be released to all competitors, coaches and judges at 1:20 pm in Armstrong Hall Room 111.

5. Pick up your ballot.

After the topic is announced, the debate teams will scatter to their assigned rooms or other areas to prepare for their upcoming round. As a lay judge, the preparation time is your opportunity to take a breather. After the topic announcement, parliamentary debate teams have between 10 and 15 minutes (at the tournament's discretion) to prepare their arguments. Use the preparation time to find the ballot table and pick up your ballot for the round. The style of the ballot will differ depending on the host school's preference, but ballots should include basic information such as the room number and starting time of the round. Most schools will not release their topics until the ballots are ready to be distributed, so after the topic is announced feel free to pick up your ballot. After you have your ballot, take the remaining time to gather any last minute material for the round and begin to make your way to your assigned room.

6. Let the teams prepare the round.

You have your ballot, your materials, and you are now ready to begin judging the debate round. However, until the round is about to begin allow the teams to prepare their arguments without interruption. Stay out of the room to be used for the round; some teams get nervous during prep when a judge enters the room. Some teams do not want a judge to know their strategy for any number of reasons. Please try to be respectful if a team asks you to wait for them to prep before entering the room. Staying out of the room until a few minutes before the round is scheduled to begin keeps you from hearing a team's arguments and prematurely determining their effectiveness. Typically, entering the room five minutes before the round is scheduled to start is fine. One of the keys to judging collegiate debate is to remove your predetermined views of a resolution from the round and critically judge the arguments provided by the debate teams. Hearing a team's arguments before the round begins may influence a judge's views.

7. Fill out your ballot with the information for team sides and speaker positions.
   When the teams enter the room and their preparation time has expired, each team will usually sign into the round by writing their side (Government or Opposition) and speaker position (for the Government that would be who is the Prime Minster and Member of Government and for the Opposition that would be who is the Leader of Opposition and Member of Opposition) on the board. First, check to make sure the teams have identified themselves correctly as either the Government or Opposition (as indicated on the ballot). Second, write down the student's names in each of the corresponding speaker positions on the ballot.

8. Answer any questions from the debate teams *within reason*.
   As you are filling out your ballot most teams will ask questions to gauge your preference for certain arguments. A common question is, "What is your judging paradigm?" Questions about a judge's paradigm allows the debaters to get an idea of the types of arguments you like to hear and gauge how much experience you have judging collegiate debate. Do not try to hide your inexperience in collegiate debate. Being honest with the debaters will help improve the round for everyone. A typical response may sound like, "I prefer clear refutation directed at the arguments given in the round. I have judged X amount of tournaments." Another common question is, "How do you feel about speed?" Asking about speed (speaking rates) allows debaters to determine if they will be able to speak quickly throughout the round. Some forms of debate encourage increased speaking rates. Although Parliamentary debate is normally not such an activity you should be aware some students might utilize the tactic. A common response may be, "I am not used to fast speaking rates and if you go too fast during the round I will ask you to slow down." Most teams will take the information you provide into consideration when presenting their arguments. Questions about the upcoming round usually do not take much time and are fairly basic.

What to do during the round

1. Let the round come to you.
   Although the judge is the individual in charge of the debate, the students are the ones who select which arguments to attempt and which arguments to avoid. Although you may have envisioned other arguments being made after hearing the resolution, you should judge the round based on the arguments presented, not the arguments you thought should be run (you can mention what you thought could have been stronger arguments during your critique of the round).

2. Pay attention to stock issues.
   A Parliamentary debate round can center on a fact, value, or policy resolution. Stock issues become important during debates centered on a policy resolution. Failing to meet any of these stock issues can severely hurt a team's case. Stock issues are minimally detailed below:

Harms: The Government team should demonstrate harm(s) in the status quo, which would cause the implementation of the resolution. Harms can be actual or potential.

Round 1

GOV.EWS-TH	**OPP.**
PM Joe Blow	**LO** Tomika Robertson
MG Krishna Pandey	**MO** Walt Fisher

Inherency: The status quo cannot solve the given harms in a case. If the articulated harms can be "solved" simply by continuing the status quo, a case lacks inherency.

Significance: A given case must demonstrate the harms cause a meaningful problem. Significance can often be a contentious area during a debate, as each team will try to demonstrate their arguments as being more significant than their opponents.

Solvency: Refers to the degree in which the given plan can solve the given harms. The plan will usually be presented as a separate point followed by a portion of reasoning defending why the given plan will help solve the problems of the status quo.

Topicality: refers to the degree in which a team follows the logical bounds of the resolution. Topicality becomes a focal point of debates when proving a team has not followed the logical understanding of the resolution—typically leads to an easy loss for the team. Topicality issues usually arise due to the vagueness and/or misinterpretation of some debate cases.

3. Pay attention to the given judging criteria.
Early in the Prime Minister's speech the speaker will typically give a judging criteria to help you determine what issues should be given specific consideration during the debate. The three most common judging criteria are:
Preponderance of evidence: Refers to which team can provide the most convincing arguments for or against the resolution.

Cost-benefit analysis: Refers to the most successful outcome when compared to the given costs for implementing a plan.

Net Benefits: Refers to which team can demonstrate their arguments create the maximum benefit. An example is implementing option A saves 1,000 lives but implementing option B saves 10,000 lives—option B is a net-benefit win.

4. Flow the debate.
   As mentioned earlier, flowing a debate means taking notes as the speakers present their arguments. Flowing can occur in any number of manners and some basic structure is outlined here. One method of flowing a debate is taking detailed notes on a single sheet of paper top to bottom, similar to just attempting to remember the key points raised during the entire debate. Flowing is a fairly simple method for novice judges to remember the main arguments presented in a debate, but can get very messy and convoluted. A more efficient method for flowing a debate involves separating a sheet of paper lengthwise into six columns. Flowing in this manner affords judges specific columns to write both the arguments a team provides as well as the responses given as refutation to the opponent's arguments. Make sure to write down any pertinent information you deem necessary to critically analyzing the debate. While flowing the debate on a separate sheet of paper, feel free to write down any comments and critique that arise during the round on the official judging ballot. Writing comments down during the round will help speed filing out the ballot after the conclusion of the round.

5. Questions to ask yourself while the round proceeds.
   A. *"Which team is providing the strongest arguments?"* Asking this question can help a novice judge determine which team has been creating the most effective and worthwhile arguments. Although simply creating strong arguments should not guarantee a win, oftentimes the team providing the strongest arguments is able to fully defend their points and refute their opponents' positions.
   B. *"Which speaker is conducting the round the best?"* At the end of the round you will need to rank the speakers based on performance. Asking which speakers are conducting the round best will help you determine the ranks of the speakers at the conclusion of the round and a strong debate can win a round by outsmarting their opponents. Although parliamentary debate is a team activity, speakers are also judged individually.
   C. *"Does each argument make sense?"* Teams will most likely focus on making the strongest arguments they can. However, not all lines of argumentation are successfully articulated. Make sure you pay attention to individual arguments to determine whether they truly fit the resolution and the debate. Many teams will try to throw out as many arguments as possible in the hope of getting their opponent to focus their energy in nonessential areas. Focus on the main arguments that connect directly to the topic of debate.
   D. *"Which arguments should carry the most weight?"* During the debate you will hear many different arguments. Asking which arguments carry the most weight should relate to the judging criteria provided earlier in the debate. When determining the answer for which argument should carry the most importance in a round, pay close attention to which criteria you were given so you can apply the necessary import to each argument.

Sample Debate "Flow"

PM Constructive	LO Constructive	MG Constructive	MO Constructive	LO Rebuttal	PM Rebuttal
I. Definitions **Stray** = Animals without an easily identifiable owner **TDP**=Thermal Depolymerization, a process by which organic matter is converted to crude oil in less than 48 hours. **II Criterion =** Utilitarianism **III Observations** • Stray pets cost $1Billion/year • 3.7 Million Animals/year • Oil Shortage increased price **IV Plan** Use TDP on Euthanized pets Funding by Cong. **V Benefits** Bonus reduced Landfill	**Stray Def.**: Would this include livestock that get out? How long will stays be kept B4 euthanizing? II Utilitarianism OK **TURN**: $1B is a lot, but stimulates the economy. US spends $61 B on pets, this would reduce that econ ***TURN:*** Producing more oil increases dependency on oil ***DISADS***: Burning oil is horrible for the environment Pets are like family members to some. Poor people will be hit hardest because they can't afford pet ID tattoos	Livestock ≠ pets Standard hold time for strays is 6 weeks. Pull across Util. as criterion This is $1B in waste that could be spent on Ed or healthcare People will still have pets, these are pets that weren't being cared for properly. We are dependent on foreign oil, alt energy can still be pursued These are the uncared for pets. If you can't afford to have a pet, you shouldn't have a pet	Why shouldn't livestock be approached this way? Is $$ more important than love for pet? More people are benefited by live pets than dead ones. Service animals are key to recovery. We won't eliminate $1B cost, at best reduce 25% and still costs money to trans dead animals. We are in an energy shortage and this can help short term while we look for long term solutions. The poor are still disproportionately hurt	The round comes down to 3 things. 1 This increases dependency on fossil fuels 2 The savings is minimal and offset by loss of family pet income. 3 This unfairly impacts families = socioeconomically disadvantaged. Pets are calming for children.	The Opp is well intentioned but fail to see long term. 1 we are dependent on oil, we go to war over oil, if this gets us out of war more are served, can still look for alt energy 2. We benefit $ from creating oil, reducing unneeded spending on shelters 3 We reduce landfill waste which is an argument that went unaddressed by the OPP

6. Questions you might find yourself asking during the debate.
   A. *"I am not really sure the Government team is debating what the resolution states."* If you find yourself pondering this question it may result from the Government team not being *topical*. Remember, topicality is one of the *stock issues* discussed earlier. Providing a vague case, or an interpretation of a resolution not allowing for a proper debate, means a team has not met one of the stock issues and should lose the debate if pointed out by the other team. However, if the other team fails to acknowledge the mistake made by the Government team the judge should not use the mistake to evaluate the round. Only judge the round based on arguments provided in the debate, not any mistakes that you notice.
   B. *"The teams seem to be arguing different topics."* A proper debate requires clash between the two teams. If teams seem to be arguing different topics they may not have provided sufficient clash for the debate. Debate rounds lacking clash can be difficult, however, attempt to sift through the mess as best you can and determine which team provided the best, most sound arguments.
   C. *"The Government team is not really debating but rather just reaffirming what is currently occurring in the status quo."* Luckily for you the Government team is committing a truism and most likely the debate will be over quickly. To have a successful debate the Government team must argue something that is not considered absolutely true; they need to provide *clash* (as previously mentioned). We can't argue who the president of the United States is, but we can argue who runs the country.
   D. *"The Opposition team does not want to accept any of the definitions provided by the Government teams."* Rarely will an Opposition team argue each of the definitions provided by the Government team but is common to have the Opposition team argue at least one of the given definitions. If a debate comes down to arguments about definitions a judge needs to determine which definition is the most viable for the round and proceed from with that definition.
   E. *"Why is every argument ending in nuclear war?"* Although not as likely to occur in Parliamentary Debate, the use of terminal disadvantages (a disadvantage that results in the end of global life, oftentimes through nuclear war or famine) is fair game. Such a tactic usually arises when the debate is centered on a policy resolution because if a team can argue a given action offered by their opposition will result in a total loss of life then they will typically win the round due to the fact saving lives is usually the goal of most arguments. If you wish to avoid hearing rounds that end in nuclear war, announcing to the debaters before the round to avoid terminal impacts will be the best bet in assuring that you do not hear such arguments.

What to do after the round

1. Review the flow you just completed for the debate and write your critique of the round.

Congrats, you have just completed a parliamentary debate round as a judge. When the debate ends the students will most likely shake hands (and thank you for judging). Students may ask for feedback. Normally, Parliamentary Debate judges do not disclose who has won or lost the round. Feel free to mention oral critiques can set back the tournament timeline and you will be open to questions when they see you later in the tournament. Do not worry; tournaments usually encourage this action to keep everything running on time. Next, begin reviewing your flow to determine which arguments were the most important to the round and which team "won" each of those arguments. At the conclusion of the round continue writing your critique of the round on the ballot. Make sure to include critical information for both teams. Debaters enjoy receiving definitive feedback so they can learn to become stronger debaters. Please provide both critique and praise where applicable. Even if you experience a clean debate by one team, feel free to articulate ways in which they can improve even if that means simply being ready for stronger teams as the tournament progresses. Later in the tournament, if a student approaches you to ask about a round you judged, please offer any suggestions you have on how they could improve as a debater or how they could have made the round stronger.

2. Determine which team won the debate.

After reviewing your flow and offering critique to both teams, decide which team ultimately won the debate round. Fill out your ballot accordingly, making sure to mark the correct team with their abbreviation. Make sure you complete your ballot in an expedient manner to keep the tournament running on time. Technically a round should only take 40 minutes plus the 10-15 minutes of preparation students are given, for a total of approximately 55 minutes for the round. Add five minutes for students to walk to and from rounds and it takes an hour. Most tournaments schedule rounds every 75 minutes which means if you take more than 15 minutes to finish your ballot and walk it back to the ballot table you are already late for your next round.

3. Determine how each speaker performed during the debate.

After determining which team won the debate, take the time to rank and give the proper speaker points for each competitor.

Rank: The first task you need to accomplish is ranking the four speakers on their ability during the current debate round. The best speaker should be ranked number 1 and the remaining speakers ranked accordingly. Rankings cannot be tied.

Speaker Points: After ranking the debaters, you need to determine the number of speaker points they will receive for the round. Typically the points vary between 1 and 30 (1 being the lowest score and 30 being the highest) although if the numbers are different on the ballot use the tournament specific numbers. 30 to 25 typically refer to top speakers. 24-20 typically designates intermediate speakers. 19 to 15 tend to designate weaker speakers. Lower than 15 is usually given to those speakers who do not prepare for the round, miss giant portions of arguments, or personally offend someone in the round.

4. Double-check and return your ballot.
After filling out your ballot according to the tournament's guidelines, review over your work and fill in any last minute comments or thoughts and sign the ballot. The last step a judge needs to accomplish is to return their ballot to the ballot table so that it can be tabulated. Typically, a student or coach will check to make sure that your ballot has been completed correctly. If the ballot table asks you to fill in any forgotten areas do not feel bad, even the best and most experienced judges miss something now and then; make the corrections and get ready for your next round.

List of Common Debate Terms

A priori: Literally means "from earlier," meaning the argument should be taken into account, in terms of judging, before all other arguments.

Agency: The body in charge of successfully implementing a plan or argument.

Bright-line or Brink: The threshold at which point an action or consequence will/must happen.

Clash: Ability for a team to argue on a topic.

Fiat: The ability for the GOV team to "wish" a plan into action. Usually done through "normal means."

Flow: The notes you take for the debate. To go down the flow simply means the debater will present their arguments in the same position in which they were previously ordered.

Funding: The ability to successfully gather money and support for a plan or argument.

House: A decision making body. Usually defined by the Government team.

Kritik: A theoretical argument used to show why a case should not be implemented based on issues larger than the set up of the current debate. Often just termed the "K".

Non-Unique: A harm or benefit that can happen for either team and is balanced equally and not important.

Off case and On Case Arguments:

On case—the arguments and ideas brought forth by the GOV team.

Off case—the arguments and ideas brought forth by the OPP team.

Permutation (perm): Test to a counter plan or kritik, way to test mutual exclusivity. A modification shows you could do both the plan and counter plan thus negating the Opposition arguments.

Plan: The action a team argues should be taken to alleviate the given harms in a case.

Point of Information: A question raised during the constructive arguments of the debate. Usually the person will stand up with an arm stretched out.

Point of Order: A point made to argue one of the rules of debate have been violated. Usually used to show an opponent has brought new information into the debate during the rebuttal speeches.

Point of Personal Privilege: A point brought forth to the judge to establish an opponent has gone outside the round of the debate and personally insulted the other team.

Roadmap: The first part of a speech, usually untimed, used to tell the judge the order of the arguments to be presented.

Status Quo: The current state of affairs.

Timeframe: The timeline for a plan or argument to take place.

Turn: Term used to show an opponent's argument better fits your team's argument.

HOW TO JUDGE LINCOLN-DOUGLAS DEBATE

Judging collegiate Lincoln-Douglas (LD) Debate carries many of the same concerns as judging Parliamentary Debate, but some important distinctions and intricacies need to be detailed. The following section will help novice judges to competently prepare to judge a LD round successfully. Similar to Parliamentary Debate, each new judge should keep two things in mind. First, debate teams should attempt to find out your debate background *and* modify, to some extent, their strategy to your particular level. Second, entering debate round expecting the experience to be bad will likely become a self-fulfilling prophecy. The following section will help prepare a novice debate judge to adequately manage and critique an LD debate round.

What to do before the round

1. Gather the proper material to use during the debate.

   Debate judges can never have enough pens and paper as these two items will become invaluable as the day progresses and are the basic necessities to flowing a debate and filling out your ballot. Flowing a debate means taking notes of what arguments each competitor makes during each speech of the debate (methods to flowing the debate will be articulated later in this section). A debate judge should have at least two pens and should have multiple pieces of paper for each debate round. Some judges prefer to use different color ink pens for each competitor as a means to keeping who said what separate, but using different colored ink is not a must. You will want to make sure you bring enough paper to successfully flow the round (typically between three and five sheets of paper). Finally, competitors normally time both their own and their opponent's speeches, however, having a stopwatch would be helpful so you can time the speeches and manage the preparation time, especially if you want to comment on how they choose to allocate their time during speeches.

2. Check the round schematic sheet posted before the round begins.
The schematic sheet should be located in an open area where both competitors and judges can easily view the information on the sheet. Reviewing the schematic sheet before the round will help a new judge identify the time the round should start, the room where the debate will take place, and the position of the competitors who will be debating (either Affirmative or Negative). Finding your schedule and round information ahead of the round can help alleviate some of the stress due to the ambiguity of novice debate judging.

SAMPLE SCHEMATIC

University of the Twin Cities
Battle for the Bell
Lincoln-Douglas Debate Tournament

Round 3 **Start time: 1:35pm**

Affirmative		**Negative**	**Room**	**Judge**
BSU OP	vs.	STU NR	Gordy 123	Lange
SDU FS	vs.	BSU TR	Lasher 43	Holm
Mar RW	vs.	Hill MJ	Gordy 342	Hangaard
Butler PC	vs.	SMU AB	Gordy 344	Dalton

3. Familiarize yourself with the basic structural characteristics of LD debate.
   A. LD debate involves two competitors debating a set resolution for each season. One competitor must defend and support the resolution; this is the Affirmative debater's responsibility. One competitor must negate and argue against the resolution; this is the Negative debater's responsibility. The Affirmative competitor will speak first and create the case for debate. The Negative competitor will attempt to refute the Affirmative case and provide their arguments against the resolution.
   B. Know the time limits [6-3-7-3-6-6-3]. Even if you are not entirely sure what each speaker will be attempting to accomplish on each speech, you can at least know how long each competitor should speak during each presentation. LD debate incorporates both cross-examination and preparation times into the round. The first speech in the round is the Affirmative constructive speech (6 minutes) and is followed by 3 minutes of cross-examination from the Negative debater (during cross-examination, the debaters will oftentimes refer to pieces of evidence read during the previous speech and the evidence will be shared amongst competitors in the round). The second speech is the Negative constructive (7 minutes) and is followed by a second round of cross-examination. The third speech is the

first Affirmative rebuttal (6 minutes). Following is the Negative rebuttal (6 minutes). Concluding the round is the second Affirmative rebuttal (3 minutes). In addition to their times to speak, each competitor has 4 minutes of preparation time to use at his/her discretion. Competitors will rarely use all of their four minutes at one time so it is the judge's responsibility to make sure a competitor does not get more than the allotted time.

6-3-7-3-6-6-3

1. 1st Affirmative Constructive – 6 Minutes
2. Cross Examination – 3 Minutes
3. 1st Negative Constructive – 7 Minutes
4. Cross Examination – 3 Minutes
5. 1st Affirmative Rebuttal – 6 Minutes
6. Negative Rebuttal – 6 Minutes
7. 2nd Affirmative Rebuttal – 3 Minutes
8. Prep Time – 4 Minutes (to be used at the debater's discretion)

4. Pick up your ballot.

Approximately 10 to 30 minutes before the round is set to begin the ballot table will release the ballots to individual judges. Make sure to pick up your ballot in a timely manner. The style of the ballot will differ depending on the host school's preference but all ballots should include basic information such as the room number and starting time of the round. After picking up your ballot, take the remaining time to gather any last minute material for the round and begin to make your way to your assigned room.

5. Let the competitors prepare their round.

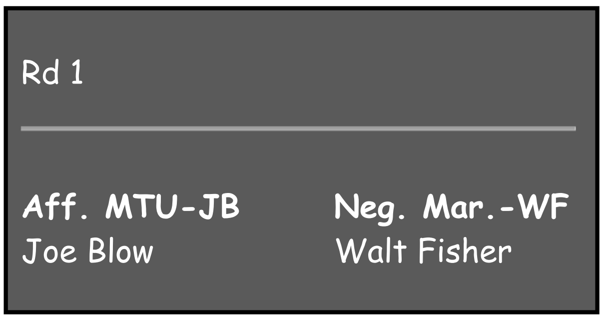
You have your ballot, your materials, and you are now ready to begin judging your debate round. However, until the round is about to begin allow the competitors to prepare their arguments without interruption. Stay out of the room if you can handle the anticipation—some competitors get nervous during prep when a judge enters the room. Some competitors do not want a judge to know their strategy for any number of reasons. Please try to be respectful if a debater asks you to wait for them to prep before entering the room. Staying out of the room until a few minutes before the round is scheduled to begin also keeps you from hearing a competitor's arguments and prematurely determining their effectiveness. Typically, entering the room five minutes before the round is scheduled to begin is fine. One of the keys to judging collegiate debate is to remove your predetermined views of a resolution from the round and critically judging the arguments provided by the debaters. Hearing a competitor's arguments before the round begins may influence a judge's views.

6. Fill out your ballot with the needed information for competitors.

Upon entering the room, each debater will usually sign into the round by writing their name and position on the board. First, check to make sure the competitors identified correctly as either the Affirmative or Negative. Second, write down the student's codes in each of the corresponding debater positions on the ballot.

7. Answer any questions of the debaters *within reason.*

As you are filling out your ballot most debaters will ask questions to gauge your preference for certain arguments—known as a judging philosophy. A common question is, "What is your judging paradigm?" Asking about a judge's preferences allows the debaters to get an idea for the types of arguments you like to hear and gauge how much experience you have judging collegiate debate. Do not try to hide your inexperience in collegiate debate. Being honest with the debaters will help improve the round for everyone. A typical response may sound like, "I prefer clear argumentation directed at the information given in the round. I have judged X amount of tournaments." Another common question is, "How do you feel about speed?" Asking about speed (speaking rates) allows debaters to determine if they will be able to speak quickly throughout the round. LD debate has come to encourage increased speaking rates. A common response may be, "I am not used to fast speaking rates and if you go too fast during the round I will ask you to slow down." Most competitors will take the information you provide into consideration when presenting their arguments. Questions about the upcoming around do not take much time and are usually fairly basic.



What to do during the round

1. Let the round come to you.

Although the judge is the individual in charge of the debate, the students are the ones who pick which arguments to attempt and which arguments to avoid. Although you may have envisioned other arguments being made after hearing the resolution, you should judge the round based on the arguments presented, not the arguments you thought should be run (you can mention what you thought could have been stronger arguments during your critique of the round).

2. Pay attention to stock issues.

LD debate should, at its core, incorporate five stock issues (Harms, Inherency, Significance, Solvency, Topicality). Failing to meet any of these stock issues can severely hurt a competitor's arguments. To better understand each of the specific stock issues, they are minimally detailed below:

Harms: The Affirmative debater should demonstrate harm(s) in the status quo, which would cause the implementation of the resolution. They can be actual or potential.

*Inherency***:** The status quo cannot solve the given harms in a case. If the articulated harms can be "solved" simply by continuing the status quo, a case lacks inherency.

Significance: A given case must demonstrate that the harms cause a meaningful problem—typically loss of life for a collegiate LD round. Significance can often be a contentious area during a debate, as each competitor will try to demonstrate their arguments as being more significant than their opponents.

Solvency: Refers to the degree in which the given plan can solve the given harms. The plan will usually be presented as a separate point followed by a portion of reasoning defending why the given plan will help solve the problems of the status quo.

Topicality: Refers to the degree in which a debater follows the logical bounds of the resolution. Topicality becomes a focal point of debates when proving that a competitor has not followed the logical understanding of the resolution—typically can lead to an easy loss for that debater. Topicality issues usually arise due to the vagueness and/or misinterpretation of some debate cases.

3. Flow the debate.
As mentioned earlier, flowing a debate means taking notes as the speakers are presenting their arguments. Flowing can occur through any number of methods and some basic structures will be outlined here. One method to flowing a debate involves separating a piece of paper lengthwise into five columns. You should have a couple sheets of paper formatted in the same manner, as LD cases tend to include more information than a judge could reasonably fit onto a single sheet of paper. Flowing in this manner affords judges specific columns to write both the arguments a debater provides as well as the responses given as refutation to the opponent's arguments. Make sure to write down any pertinent information necessary to critically analyzing the debate. A second method to flowing a debate is to separate multiple pieces of paper into five columns and having a piece of paper for each specific argument given during a round. Although flowing each argument on a separate piece of paper will take a decent amount of paper, if you can manage, this method will provide the most effective method to flowing an LD debate. While flowing the debate on separate sheets of paper, feel free to write down any comments and critique that arise during the round on the official judging ballot. Writing comments down during the round will help speed filling out the ballot after the conclusion of the round).

4. Questions to ask yourself while the round proceeds.
    A. *"Which debater is providing the strongest arguments?"* Asking which debater is providing the strongest arguments can help a novice judge determine which debater has been creating the most effective and worthwhile arguments. Although simply creating strong arguments should not guarantee a win, oftentimes the debater providing the strongest arguments is able to fully defend their points and refute their opponent's points.
    B. *"Does each argument make sense?"* Debaters will most likely focus on making the strongest arguments they can create. However, not all lines of argumentation are successfully articulated. Make sure you pay attention to individual arguments to determine whether they truly fit the resolution and the debate. Many debaters will try to throw out as many arguments as possible in the hope of getting their opponent to focus their energy in nonessential areas. Focus on the main arguments connecting directly to the topic of debate.
    C. *"Which arguments should carry the most weight?"* During the debate you will hear many different arguments. Asking which arguments carry the most weight should relate to the impact of each argument provided throughout the debate. When determining the answer for which arguments carry the most weight, pay close attention to which criteria you were given so you can apply the necessary import to each argument.

5. Questions you might find yourself asking during the debate.
    A. *"I am not really sure the Affirmative competitor is debating what the resolution states."* If you find yourself pondering this question it may result from the Affirmative team not being *topical*. Remember, topicality is one of the *stock issues* we talked about earlier. Providing too vague a case, or the interpretation of a resolution that does not allow for a proper debate, means a competitor has not met one of the stock issues and should lose the debate if pointed out by the their opposition. If, however, the other debater fails to acknowledge the mistake made by their opponent the judge should not use the mistake to evaluate the round. Only judge the round based on arguments provided in the debate, not mistakes you find throughout the round.
    B. *"Why is every argument ending in nuclear war?"* The use of terminal disadvantages (a disadvantage results in the end of global life, oftentimes through nuclear war or famine) is common in LD debate. *Demonstrating* how your opponent's plan will result in the end of life helps establish the benefits of a debater's own line of action. If you wish to avoid hearing rounds that end in nuclear war you should announce to the debaters you dislike terminal disadvantages during the initial round of questioning prior to the start of the round. However, letting debaters know you are not a fan of terminal disadvantages will not guarantee a

round free of nuclear war, but at least you have made your preference known.

C. "Why is everyone talking so fast?" Speed-reading is a tactic that allows a debater to get as many arguments out as *possible*—increasing the opportunity their opponent misses an important part of the information. Speed-reading is a common practice in LD debate. However, the practice by no means must occur. If you are uncomfortable with the fast speaking rate of a debater simply tell them, mid speech, to slow down. If they do not heed your advice, do not consider it your fault if you miss part of their argumentation.

What to do after the round

1. Review the flow you just completed for the debate and write your critique of the round.

   Congrats, you have just completed a LD debate round as a judge. When the debate ends, the students may ask for feedback. Feel free to mention oral critiques can set back the tournament timeline and you will be open to questions when they see you later in the tournament. Do not worry; tournaments usually encourage this action to keep everything running on time. However, if time permits feel free to give limited feedback. Begin reviewing your flow to determine which arguments were the most important to the round and which debater "won" each of those arguments. If you wish to view any specific piece of evidence ask for those articles at the conclusion of the round before the competitors begin packing their material. After reviewing your flow, and any evidence, continue writing your critique of the round on the ballot. Make sure to include critical information for both debaters. Debaters enjoy receiving definitive feedback so they can learn to become stronger debaters. Provide both critique and praise where applicable. Even if you experience a clean debate by one competitor, you should feel free to articulate ways they can improve, even if that means simply preparing to face stronger debaters as the tournament progresses. Later in the tournament, if a debater approaches you to ask about a round you judged, please offer any suggestions you have on how they could improve as a debater or how they could have made the round stronger.

2. Determine which debater won the debate.

   After reviewing your flow and offering critique to both debaters, decide which competitor ultimately won the debate round. Fill out your ballot accordingly, making sure to mark the correct competitor with their correct abbreviation. Make sure you do fill out your ballot in an expedient manner to keep the tournament running on time. Technically a round should only take 45 minutes including the four minutes of preparation students are given. After some additional time to clean up and return argumentation cards to each respective debater and round will average approximately 55 minutes. Add five minutes for students to walk to and from rounds and it takes an hour. Most tournaments schedule rounds every 75 minutes. Taking more than 15 minutes to finish your ballot and walk it back to the ballot table may make you late for your next round.

3. Determine how each speaker performed during the debate.
After determining which competitor won the debate, take the time to give the proper speaker points for each competitor. Typically the points vary between 1 and 30 (1 being the lowest score and 30 being the highest) although if the numbers are different on the ballot use the tournament specific numbers. 30 to 25 typically refer to top speakers. 24-20 typically designates intermediate speakers. 19 to 15 tend to designate weaker speakers. Lower than 15 is usually given to those speakers who do not prepare for the round, miss giant portions of arguments, or personally offend someone in the round.

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Off case and On Case Args:

- On case—the arguments and ideas brought forth by the AFF team.
- Off case—the arguments and ideas brought forth by the NEG team.

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Plan: The action a team argues should be taken to alleviate the given harms in a case.

Point of Information: A question raised during the constructive arguments of the debate. Usually the person will stand up with an arm stretched out.

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Timeframe: The timeline for a plan or argument to take place.

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Todd T. Holm (PhD., Ohio University) is the Communication Program Coordinator for the Expeditionary Warfare School at Marine Corps University, Marine Corps Base, Quantico, VA.

Budget Considerations

Larry Schnoor

Introduction

There are many responsibilities and duties for the director of forensics. One such responsibility that every coach will have to give very careful consideration and attention is the budget necessary for a sound forensic program. Yes, the question of funds is very important when one considers beginning and maintaining a sound forensic program in any college or university. We only have to look at how the events of the past few years have provided us with the evidence that our administrators are under the gun to tighten financial expenditures and in doing so, have begun to look closely at departments and programs they may feel are of less value or have failed to defend their existence for whatever reasons.

The day may have existed when forensic activities were a traditional part of the education system and were accepted without question. However, that day no longer exists. In the past, one of the most common methods of assessment for a program and most certainly an individual events program, was the number of students participating in the activity. Many schools grant funds based on the number of students involved. Naturally, the size of the budget also affects just how many students may be involved, especially when it comes to tournament travel.

It is not uncommon for an administration to look at the expenses of a program and compare that to the number of individuals involved. Each forensic program should be able to justify the amount of money spent per person in the program as the "per participant" cost could be a factor in continuing our programs.

Many changes have occurred in forensic programs and activities during the past 20 years. These changes have been in the types of events, growing from programs that just participated in debate, to those that covered both debate and individual events, and finally to those programs that deal only with individual events. The growth in the number of national tournaments sponsored by various organizations has also had a great impact upon the forensic community.
These changes all have affected that important element – the forensic budget.

Recent economic woes have placed heavy burdens on all facets of higher education. When administrators are forced to make cuts, the areas most affected are those determined as being "less crucial" to a department's or university's survival.

Factors for Budget Consideration

Program Objectives

Every forensic program should develop a philosophy that will be made clear by the objective of the program. These objectives will have a direct relationship with any budget considerations for the program. Elements that should be considered should include the following:

1. Size of the program: Is the goal to have a small group of students or to have a large number of students?
2. Selection of program participants: Will the program be open to all students that are interested or will it be limited to those that pass an audition?
3. Location of the program: Will the program be an independent student organization or will it be housed in an academic department?
4. Educational objectives: What learning objectives will be developed for the program? Will academic credit be possible for participation in the program?

It is important for all of the above to be addressed and fully developed before it is possible to determine elements necessary in formulating a budget request for the program from sources at the university/college that could supply the funding needed for a program. Administrations are not in the position to grant funding to any unit without an understanding of what is expected to be achieved by the program.

In many colleges and universities, the forensic program is an established part of the school's communication program, while in others, it is totally removed and may be a student run program. In both cases, however, there is a common link. In departments, the program grows out of a departmental curriculum program, parallels it and contributes significantly to the objectives which are identical and similar to those of the department itself. In programs and activities that are sponsored and promoted by non-departmental groups and organizations, the objectives may not be compatible with the objectives and desired outcomes of a department. In either case, the complaints directed toward forensics that may affect budget funding, are related to weaknesses of the program. Weaknesses that have been stated include the following:

1. Adoption of a forensic program without any real understanding by a department, director, and students of the function the program should perform.
2. Limiting the program to only a few so-called "star" students.
3. Emphasis on the competitive aspects of forensics.
4. Emphasis on "nationals" without sight of other objectives.
5. Failure to keep objectives of the program in line with educational objectives of the institution.
6. Over emphasis on the win-loss and rankings.

Procedures Affecting Funding

In a study of forensic budgets conducted in 1985, the results showed that there was no uniform method by which colleges and universities fund forensic programs. (Fiscal Affairs in AFA Land., 1985, The Forensic of Pi Kappa Delta, Larry Schnoor). This is still the case. Some institutions make provisions for a forensic budget as part of a line item in a department. Others allocate funds from a student activity account.

In those cases where funding comes from a departmental allocation, there needs to be a clear understanding of the total needs of a department. If it is a small department, there may not be any funds available or the amount would be very small. Also, a link between the program and the department's objectives would need to be clear. Exactly what will be covered by funds available to the forensic program will need to be determined.

In other cases, the forensic program, while being coached by a faculty member in a communication department (or in some other department, or in those cases where it is a student run program, funds may have to be requested from a student activities account, usually administered by a student activities board. In these cases, the director or student in charge of the program would need to have a clear understanding of the procedures that would need to be followed to get recognition and funding of the program. One of the most common methods in granting funds from a student activities account is the money spent (or requested) vs. the number of students served by the program.

In some cases students involved with the program may have to pay for their meals while on a forensic trip, whereas in other schools, they may be covered or partly covered by the team's budget. This will also relate to what type of transportation can be used to attend tournaments. Some schools will be able to use school cars/van – but a mileage charge may be required that will come from the budget for the team. Regulations as to the drivers of vehicles also need to be understood. In cases where a team may have to rent cars/vans the cost may increase. The question of where a team may stay affects the budget. You will need to know many can you put in one room and how many rooms will be needed and the number of nights. In considering which tournaments to attend, the entry fees and hired judge fees also need to be considered. Thus, careful consideration needs to be given to developing what may be needed in preparing any budget request.

In budget considerations, it must be made clear as to things that a student in the program may need to have to cover and which costs will be paid for from the program's budget. As stated earlier, there are programs that will cover all the costs for travel, equipment, meals, and motels while in other programs, restrictions may be present that will indicate just what will be covered by the budget and what will need to be paid by student. It is very important that this is made clear to everyone involved in the program.

Because entry fees and judging fees need to be considered in attending tournaments, so too does it need to be clear as to what happens when a student has signed up for a tournament, but then does not show/attend the tournament. If this happens without any notice to the director of the program, the school may have to pay drop fees as well as covering the cost of any hired judge that may have been required because of the student's entry. It is a practice in many programs that a student that does not show to attend a tournament will be asked to pay all the appropriate fees that were required before they can attend another tournament. Dropping an event at a tournament without letting the coach of the program know in advance may also result in a charge.

Each institution will have its own requirements on such things as the amount that may be spent on meals. This per diem allowance will vary from school to school and may also vary depending upon where the team may be traveling. The same difference could also apply to the amount that may be spent on lodging arrangements. Schools may have a cap limit on the cost of a room as well as to how many students may be in a room. Also, there may be restrictions that students cannot be in the same room as a coach/faculty member. Funds should also cover the contingency of what happens in cases of bad weather, delay of trips, and any extra lodging expenses.

Accounting Procedures

The director of the forensic program will need to develop a method to make sure all of the necessary receipts are collected. There will be a receipt for the fees paid for a tournament, for lodging, for meals, and for materials. Find out what the school's requirements are for obtaining or receiving the funds – and then returning any funds remaining from the weekend and what will need to be turned into the accounting office or administrator of the institution. Tracking of what is spent in all respects for a program is very important. Most institutions will also have a policy on how soon funds will need to be requested, and then after the event, when the accounting of what was spent must be turned in with any unused funds.

The director of the program should also develop a method of maintaining a complete accounting of the budget for the program. This should show what the budget was at the beginning, what was actually spent and on what, and always makes clear the current balance available to the program. This is very important in order to make sure that one does not over extend the budget which could result in a penalty to the program. This will also be useful to establish evidence of what may be needed in a request for a budget increase as the forensic program grows in size and in achievement.

Forensic Organizations

An additional element to be consider in the over-all forensic budget is the question of membership and fees related to forensic organizations that a program may choose to join. There are numerous such organizations and each will have a yearly membership fee that allows a team to take part in the national tournament sponsored by the respective organization. A program does not have to pay this fee if they have no intention in attending a national tournament. Regular season tournaments that a program may elect to attend do not require any type of membership fee in order to participate. It is recommended that the director of the forensic program should research the national forensic organizations to determine which would best meet the objectives of the program before making a choice.

Forensic Budget Checklist

This article has presented numerous examples and procedures that will affect any forensic budget. The important thing to remember is that a program will cost money and careful attention will be necessary to make sure the program will have a solid financial support in order to be successful in maintaining its presence on any campus. The following is a basic check list of items that should be considered in the overall development of a forensic budget.

Tournament entry fees: Each forensic tournament will establish its own entry fees. It will vary from tournament to tournament. Generally, the fees are affected by the following:

1. Fee for each individual entry for each slot entered.
2. Fee for hired judges necessary to cover a school's entry.
3. Fee for drops of entries/judges after the tournament deadline date for entry.
4. Fee for any special items that a tournament may require.

Tournament travel: The budget will need to cover a variety of items related to attending a tournament.

1. Fee for using a school vehicle. This may be based on the number of miles driven and the number of days for the trip.
2. Fee for motel/hotel costs, number of rooms needed.
3. Fee for food costs while on a tournament.
    a. Will it be covered by the budget and if so, to what amount?
    b. Will the students have to contribute to the cost and if so, to what amount?

Program operational costs: Every program will have numerous costs associated with its running and maintenance.

1. Funds for staffing the program.
    a. Will this be covered by an administrative line item, departmental line item or by donations or fund raising activities?
    b. If funding is by the administration or departmental funds, will there be any release time for the director or coaches of the program?
    c. If the school has a graduate program, will there be any provisions for funding graduate assistants to help with the program?
2. Funds for service costs.
    a. If the program is in a department, what costs will be covered by the department for phone service, copying and printing , paper, portfolios, source books, easels, internet service, computers and other materials necessary for running a program?

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The First-Year Coach

Keith C. Bistodeau

Introduction

The first year coaching a team is both exciting and terrifying. The first year coaching a team is your first taste of the career you may be doing for the rest of your life, on top of teaching, research, having a family, and having social life. Some of you reading this article may have a plethora of experience in forensics as a competitor, graduate student assistant, judge, sibling, or friend, while others may have no experience in forensics at all. Don't worry; we have all been in your shoes in one way or another.

This article is a checklist for first-year coaches. Things that need to be accomplished on a daily, weekly, monthly, and yearly basis. I was thrown into coaching my old team at North Dakota State University as a first-year master's student when my coach moved on to a different position. Amorette Hinderaker (my coach when I was a competitor) and Dan West (The Director of Forensics at my current institution) have given me many tips and tricks I use as a coach, and Amorette and Dan continue to be my mentors as I navigate forensics.

Hopefully, you will find someone to be a mentor and guide throughout your forensics career. Before diving into the article remember three things: 1. Your department believes you can coach a team. The department would not have put you in the coaching position if they didn't believe in you. 2. You are not in this coaching endeavor alone. Some may be blessed with assistants while others may be a solo coach. 3. Breathe. When you feel overwhelmed and you have made every mistake possible, stop and breathe, and remind yourself of this idea; you are a coach, and you can do run/coach your team.

Welcome to Coaching

I start by first congratulating you on starting what I believe will be one of the most rewarding career moves of your life. While some people dream of coaching since high school competition days, not everyone has those ambitions. I fell into forensics in high school after my athletic career ended, and again in college when I by chance met the director of our program in a focus group for an undergraduate class, and then took over the team when I started graduate school.

You are in the coaching position because you have a connection to the forensic activity/teaching, and want to work with students and help them grow as scholars. Coaching, teaching, and working with students is where the first-year coach article starts, reassuring you of your commitment to doing forensics, to supporting the forensic activity and all the activity represents. In times of doubt, when you think forensics is all too much and you are at your wits end, I want you to remember the words my coach always told me, "In 10 years all of the worry and hardship will not matter. Students will not remember what awards they won. What will matter, and what they will remember are the trips as a team, the friends they made, and the memories they share. The same will also go for you as a coach."

Forensics: The Separation of the Vision and the Reality

For many people entering their first coaching position, we experience normally positive, even romantic views about how it will go. We think recruitment will be easy, our team will be dedicated and focused, and our students will be successful. "Little things such as budgets, creating a team, dealing with seniors, and all the paperwork was what I was not familiar with. Having a grand idea of what a job is going to be is one thing, but how it turns out is quite another" (Nelson, 2010, p. 29). Regardless of the things we think we need for a position, we will forget to do something. We will forget to book a hotel for a tournament. We will forget to enter events for a tournament. We will forget the events that students want to work on with us. Forensics is not an easy task, forensics is a balancing act of multiple roles (coach, student/teacher/ colleague, spouse, friend) and there will be time that some roles are done well while others are not done well. Learning a routine to help you balance all of these roles is something that every coach has/will experience at the beginning and throughout their career, and the goal of this article is to make that transition as smooth as possible.

How to Start Your Team

Starting the coaching process was the most daunting task when I took over coaching my own team. A program was in place when I took over, but some may be starting a program from scratch. The ideas on starting your team apply to both situations, Since a team starts—or re-starts—with a new coach. Schnoor and Kozinski (2005) lay out a method for conducting research about a program and institution. Schnoor and Kozinski provide 10 steps I believe a coach should do before the start of their first season.

1. Was a forensic program present at the school?
   a. Either now or in the past.
2. How successful was the program?
   a. Did the team compete at nationals?
   b. How large was the program?
3. What was the scope of the program?
   a. Did the team have national affiliations?
   b. In what events did the team compete/participate?
4. How was the program supported/funded?
   a. Did the program receive money from the university?
   b. From the department?
   c. From Student Government?
   d. From outside fundraising or donations?
5. Why was the program discontinued?
   a. Lack of interest?
   b. Lack of funding?
   c. Lack of a coach?

6. Was a faculty member serving as the Director of Forensics?
7. What is the current position of the Department of Communication or the university/college in regard to a forensic program?
   a. Does the team reside in another department?
8. What are the requirements for any student organization/activity on campus?
   a. Grade requirements?
   b. Graduation requirements?
   c. Travel requirements?
   d. Safety requirements/training?
9. If a previous forensic team existed, are alumni of the program able to be reached for help?
   a. With coaching?
   b. With judging?
   c. With history of the team?
10. What were the travel patterns?
   a. Tournaments?
   b. Nationals?
   c. States competed in?

The 10 steps will take some time, but are worth the effort to find the information. You are building a profile of your team, who they were, who they are, and shaping who you want them to be. Schnoor and Kozinski's research indicates who to talk to on campus for funding, travel, tournament hosting, and the other intricacies you cannot know going into a new program and university.

The next step is to contact the students on the team, regardless of if the team is new or existing, start the reach-out process to faculty and staff for potential new students, and plan the ways you want to recruit. Outreach will be covered more in-depth in the recruitment section of the article.

Budgeting

After you have constructed the 10 steps, you need to write the 10 steps down and start planning the budget for your team. You need to consider how many tournaments you want to attend, how far you want to travel, and the type of tournaments to enter with the team. You need an outline so when you go to your department, administration or student government for funding you have a proposed schedule and justification for the schedule. Travel and tournaments will be a major cost of your budget. The second thing to consider in your budget are the basics for a team: supplies (e.g., extemp. supplies, notecards, visual aid cases, visual aid stands, paper, script books, page slicks) Basics are things your students will use in competition. With the tournament schedule and supplies in mind I suggest one last area to request money for: extras. The reason I call it extras is because these are things you may not need right away (e.g. national affiliation fees, professional flyers/posters, trophies for hosting tournaments).

While the above is a basic view of the minimum you need to consider for budgeting, Kirch (2005) lays out six keys to budgeting success I believe are crucial for any first-year coach to understand. Those six keys are: (1) A program orientation with clearly stated outcomes; (2) Understand the financial procedures of the academic institution; (3) Decide on short- and long-term needs; (4) Get familiar with tournaments types, benefits and costs; (5) Estimate and cultivate sources of funding and (6) Track expenditures and outcomes (p. 69). These six areas hit on what exactly your team needs, what type of team you will have, and how to keep your team afloat financially throughout the season.

A new coach should also consult the following list when constructing their team's budget:

1. What guidelines does the university have on hotels?
    a. Can students share a bed?
    b. How many students to a room?
    c. Should coach(es) have their own room?
2. What food costs will the institution cover?
    a. Does the institution have a per diem limit for food?
3. What receipts need to be collected?
    a. What information needs to be on those receipts?
4. What costs are students expected to cover themselves?
    a. Food?
    b. Supplies?
    c. Anything?
5. What is the institution policy on vehicles?
    a. Do you rent vehicles?
    b. Does the institution own vehicles?
    c. What is the charge for vehicles
        i. Day charge?
        ii. Mileage charge?
        iii. Both day and mileage?
        iv. Out-of-state charge?
    d. Can students drive vehicles?
        i. And if so, what limitations?
    e. Do drivers have limitations on the number of hours permitted to drive per day?
6. Will institution pay for entry fees?
    a. Hired-judge fees?
7. What requisition paperwork is required for traveling funding?
    a. For vehicles?
8. Does the institution have a credit card for costs?
    a. Pay for expenses with cash?
    b. Require purchase orders?
9. Who can sign off on paperwork?
    a. Coach(es)?

   b. Students?
10. What post-tournament paperwork is required?
    a. What all needs to be turned in?
        i. Hotel receipts?
        ii. Registration roster?
        iii. Registration fees?
        iv. Travel schedule?
        v. Travel log?
11. How soon after a tournament are post-expenses and receipts expected to be submitted?
    a. The next business day?
    b. Within a week?
    c. ASAP?
12. Is the institution tax exempt?
    a. How does the director acquire documentation of tax-exempt status?
13. What equipment and/or subscription costs are covered by the budget?
    a. Laptops?
    b. USB's?
    c. Journal subscriptions?
    d. Newspaper subscriptions?
    e. National memberships?
14. What is not covered by the budget, according to institutional policy?
15. How are expenses tracked by the institution?
    a. What forms are used?
    b. Are official copies needed?
    c. Do unofficial copies work?
16. Does the institution have time/travel restrictions on student's time away from campus?
    a. Team cannot compete on certain days?
    b. Are students excused from classes?
17. Does the program traditionally host a tournament(s)?
    a. What costs are associated with hosting the tournament?
        i. Trophies?
        ii. Rooms?
        iii. Hired judges?
        iv. Food?
        v. Folders?
        vi. Tabbing?
        vii. Schematics?
18. Are any staffing/payroll costs covered by the program's budget?
    a. Coach salary?
19. Who oversees the program budget?
    a. Department chair?
    b. Student government?
    c. College dean?

Recruitment

Recruitment is an ongoing effort. Recruitment in your first year plays a key role in setting the culture for your team. Who you recruit will hopefully be the foundation for building your team during the coming years.

How to Recruit

While there is no mold for whom would make a good recruit, or how to recruit, a great place to start is within the department your team is affiliated with, or any group your team is affiliated with on campus. First, ask around to see if anyone has had a student who has expressed interest in the team, or if anyone has had a student in class who they feel would be a good fit for the program. There are a few things to consider here:

1. Are people in the department who may have interested students?
2. Are student organizations/groups on campus that may have students who could be interested in forensics?

Second, talk to your veterans. Veteran team members are a great resource for bringing in new members since they already know people and are familiar with your campus. A few ways to approach this are contained in the following questions:

1. Are students on the team part of other organizations?
2. Do they have friends who are interested?
3. Have the students heard people in their classes talking about the team?

Third, are venues available to the team as a means of recruitment? Many universities have student involvement fairs where students can come and walk around to gain information about organizations on campus. Some questions to consider along this line are:

1. Is there an involvement fair on your campus?
    a. How do you register for these events?
    b. Is there a cost associated?
    c. When do they occur?
        i. Date?
        ii. Time?
    d. Where do they occur on campus?
2. Does your school have a newspaper?
    a. Do they cover/feature student groups/teams?
3. Does your school have a radio station?
    a. Do they cover/feature student groups/teams?
4. Does the local media cover events/organizations at the university?
    a. Would they feature the team?
        i. What would they be interested in?
            1. Team size?
            2. Types of students involved?
                a. Majors?
                b. Student's year in school?
3. Competitive success?

Getting the Word Out

What follows is a list of suggestions Schnoor and Kozinski (2005) provided as a starting point, with an explanation of reasoning for each point. Some of these ideas were addressed in previous section, but apply here.

Posters/Flyers: While hanging posters/flyers may seem like a basic and out-of-date means to recruit, posting information in this manner can be effective and cost-efficient. Many universities allow clubs and organizations to post flyers and posters about student organizations and activities on campus. Making a poster or flyer can cost as little as three cents to make and finding a list of university-approved places to post should be accessible on the school's website. Ask business around the university and local college "hot spots" if you can hang your flyers and posters.

Recruit freshmen: Recruiting freshmen is one of the most basic things you can do to help build your team. As Schnoor and Kozinski (2005) point out, many college *freshmen* develop patterns of behavior they will carry with them throughout their college years. If you can reach them at the beginning, they are more likely to stick with the team throughout their time in college.

Find free advertising: This echoes the ideas presented above, use your money wisely. Most campuses have means to spread information to the student body that are free for you to use: a campus listserv, Facebook page, Twitter feed, and others. The two listed below are the easy to use, and are normally provided to every new student.

School Newspaper: Almost every school has a student run newspaper. Most allow student organizations to advertise for free or for a low fee. Any form of advertising and public relations can help to bring in new members.

Student Activities Handbook*:* While this method may be a little more difficult to use for recruiting, finding a student activities handbook can be very beneficial. Most schools with a handbook ask for a brief description of the organization so hit on the key points most students find interesting; such as travel, life-long friendships, competition/awards, and the history of the team if it exists.

Get meeting space: While the ideas listed above are specifically based on recruitment, you will need a meeting space for your team to practice. If you can establish a meeting/practice space early, you can include the location and times with your team in all the other forms of recruitment you are using. Using a meeting space can be a great follow-up to meetings with students and other forms of recruitment. You never know if a student may just drop in or if veteran members may bring someone to practice to see what forensics is all about.

The Mentality of Successful Recruiting

Now that we have covered some of the basic ways of recruiting new team members, I will discuss the mentality you need to have during the recruitment process. While the recruiting process may be a long and difficult one at times, recruiting is necessary to the success and longevity of your team. Schnoor and Kozinski (2005) lay out the following ideas I will add some clarity to for the first-year coach.

Be positive: Always look at what you are trying to do in a positive manner. Having a positive attitude will present the team and yourself in a better light to all potential new members and helps to foster a healthy and supportive environment for the team.

Ease students into the activity: While *many* freshmen or new participants in forensics may want to jump in full force when they start, be careful of letting students go the all-in route. Just as coaches can get burnt out, students can burn out as well. Students have the ability to do six events plus debate at most tournaments, while others may limit entries in different ways. Don't push students to compete at the six-event level. Some students will never get to the six-event point, and the health and mental and academic well-being of the student is more important than loading up entries. My suggestion is to show samples of speeches from events to new students, and let them tell you what they are interested in doing. Then develop one event at a time and once they are comfortable in that event, add another one. If your institution requires students to have more events prepared to travel, make sure to focus on getting them prepared before bringing them to a tournament. Preparing students in this manner may prevent students from being intimidated and pushed away from the *activity*, and will prevent burn out or losing a potential rock-star student.

Emphasize social aspects: One of the big draws to the forensic activity is students get to travel and compete against students from other schools, and develop friendships *with* students from other programs, as well as with their teammates. While students can develop friendships with students from other teams, the focus should be on the friendships formed on your team. Your team becomes a family, a family of individuals supporting each other.

Be non-threatening: Most of us can think of an experience where someone has come on too strong and intimidated us to the point where we lost all interest in whatever they *were* trying to get us to have interest. We are trying to avoid being intimidating. Be open and honest with students you are trying to recruit. Be genuine and relaxed when talking to students. Being non-threatening will help the conversations and other interactions you have with them to be as relaxed and as non-threatening as possible.

Do not stop recruiting after the core has been established: Recruiting is not something you can just do for the first three weeks of the school year. Recruiting needs to be done year-round and you need to be positive and on top of your game at all times. You can always bring new students into your team. New students reinvigorate the team culture you already have, add more energy to your practices, and to your team interactions with one another. You core members can help you with recruiting as well, since they will continually interact with other students on campus throughout their college years. Any means to continue recruitment of new members will keep everyone on the team focused and looking for ways to grow and promote the team.

Consider what size team the budget can support: We all would like a large team that can compete for the highest team awards at every tournament we travel to throughout the season. The issue is not every program can be large. What you need to consider is what you can handle as a coach between *balancing* coaching, teaching, and research. The size of your team, and the size of the team you can travel with to tournaments, will be dictated by your budget.

Make sure students know you exist: Continue to put the word out. Talk *about* the team in your classes, with your colleagues, and around campus. Take all of the ideas presented for recruitment above and use them throughout the season. Post results, and involvement your students are involved with on campus, anything can help bring attention to the team.
All of the ideas are key to consider in coaching, and in other aspects of your career. I stress the coaching ideas presented by Schnoor and Kozinski (2005) for the first-year coach because *many* of us have never experience the forensics type of job before taking over a team. Staying motivated and focused is the mentality you need to keep for recruitment and to keep the students on your team and yourself motivated.

Team Building

Who should lead?

The climate of a forensic team is ever-changing. Every year, students graduate and leave, new students come in, and the cycle repeats itself year after year. When looking at your team you need to ask yourself: Who are the leaders and role models are on your team? Are they good leaders and good role models? A simple way to think about leadership is comparing the leaders on your team to the quarterback of a football team. The quarterback calls and runs the plays, and their teammates look to them to lead them down the path to success. The same idea applies in forensics. A good role model and leader on your team is a student who does well and cares about helping their teammates learn and grow as students and competitors.

White (2010) identified three specific aspects of a culture that help to ensure a team runs at its peak effectiveness. As White stated, "Those aspects are a desire for individual excellence, a willingness to embrace the joy of competition, and a shared respectful cohesion. My most successful team cultures have possessed these three characteristics" (White, 2010, p. 159). The three aspects echo what is presented above in what you should look for in a student to lead. All students on your team should want to achieve individual success, and what a student defines as success will differ from student to student. Students need to enjoy and thrive in the fun chaotic world of competition. The last, and I believe most important aspect of a strong team is respectful cohesion; working together and supporting one another to help achieve individual and team goals.

Ultimately, the coach needs to possess the three characteristics before you can expect any of your students to do the same. Your team eventually becomes a reflection of who you are, and how you present yourself, and push the educational and competitive aspects of forensics. Some years you may not have any students who possess all three leadership aspects, while other years you may have multiple. In the end, you are the leader of your team and if you want the team to have students who can lead, building leaders starts with you.

Rituals and Traditions

Whenever another team on our circuit asks me if my students have any rituals or traditions we do for warm-ups or on the way to tournaments I tell them the team has too many to count. Traditions and rituals have been a staple in bonding with others within organizations for centuries and forensics is no different. As Jensen and Jensen (2007) state, "Rituals and traditions are central to the formation, evolution, and endurance of any culture—including forensic programs" (p. 19). Some teams have specific warm-ups they do before the start of a day of competition. Some may have specific foods they eat at tournaments, or a certain restaurant during a tournament. Some students even have to wear certain colors to specific tournaments, otherwise they feel out of place with their team. Rituals and traditions are unique to every program, but they are key to each program as well. A new director should learn from the veterans the rituals for the team.

Derryberry (2005) stated, "Traditions easily become key factors in building and maintaining a sense of team" (p. 20). As a new coach, you have the ability to create your own new rituals with your team, or if you are taking over a team, continue the ones already in place. As Derryberry (2005) states, "The experience of this writer repeatedly affirms that squad participants routinely express strong desires for their team to preserve its identity through distinguishing features such as achievement, cohesiveness, service, and the group's recognition as a team" (p. 20). Rituals and traditions are a fun and entertaining way for your team to bond, to hold onto the history of your program, or to start the writing of a history. Twenty years from now your students will not remember the tournaments they won or the rounds they competed in, but will remember the trips, the rituals and traditions they participated in with their team.

Me vs. We

A clear support network within your team is important for the success of your team and the success and well-being of every student. While you may have some students who succeed in competition more than others, you need to ensure your students understand forensics is a team activity. While they may compete in rounds as individuals, in the end, everything they do is as a team. They practice, travel, and compete as a team.

Friedley and Manchester (2005) argued a "we" mentality on your team requires cohesive messages that reinforce the group mentality over the individual mentality. "As with most team-building experiences, powerful messages about the nature of relationships among team members and the task at hand begin with those who hold strong leadership positions" (p. 96). Coaches, and those more senior students on a team are in charge of presenting all the activities the team does together as a means of team-building and support. The key is the content presented in the messages. Stories of support, hope, and overcoming adversity as a group inspires your team to succeed and work harder, while also working together to achieve those goals.

On the team I coached, we do everything together. We practiced together, traveled together, and spent time together between rounds at tournaments. Our team became a second family for most of us, as we share stories and experiences with one another to grow closer as a team, and to reinforce the history of our program and the success it had. However you want to create a culture on your team is up to you, but a supportive and open culture is the best on a program can have. As Friedley and Manchester (2005) stated, "This 'shared reality' also creates a sense of past, present, and future for the team - a connection to those who have preceded them (alumni) and those who will follow" (Fridley & Manchester, 2005, p. 98).

Finding Help

Finding help to run your program can occur in many ways. The three key areas you can look for assistance are within your department, by asking others on the college circuit, and your local high school circuit. Looking for assistance within your department, by asking others on the college circuit, and asking the local high school circuit are by no means the only places you can look, but your department, the college circuit, and the high school circuit are the three easiest places for a first-year coach to find help.

Within your Department

Your department is one of the easier places for you to start looking for coaching help. While individuals may not be able to commit to helping run the team, you can ask them to look at speeches for another perspective or judge tournaments. If you have somebody who is interested in helping out the team on a more consistent basis, I suggest having them sit in on a practice so they can meet the team and see how things are run. Then you can move forward on incorporating them into a more direct role with the team. I suggest seeing if anyone in your department has run a team or has a forensics background. Looking within your department can help you find the type of people who can help with the team and give you advice and insight on what to do in your first year coaching.

Asking others on the College Circuit

Other programs on your circuit will most likely have a list of people they contact for judging or for coming in once in a while to run events with their students for another set of eyes. With asking others for help in mind, I suggest asking other programs how they went about finding coaching help and possibly if some of the individuals helping the other programs would be willing to assist your team. Forensics is a small and supportive community, so gaining help in this manner is not out of the ordinary in times of need.

Your Local High-School Circuit

The last key place you can look for coaching help is your local high-school circuit. Klosa (2005) explained, “In many states and regional areas, animosity often exists between high school and collegiate forensic programs” (Klosa, 2005, p. 11). While animosity may exist, reducing the animosity is important in order to foster a good relationship with your local high school circuit. Our teams’ success and longevity are built from gaining students from the high-school level, and building a strong relationship with individuals on your local circuit can pay dividends in the long-term. “Programs are built on the strength of high school recruits. These students have competitive experience and can comprehend the time, energy and discipline needed to compete in forensics” (Klosa, 2005, p. 11).

To gain help as assistance from the high school level, I propose two ways to start a connection. The first is to contact local schools and offer to bring your team in to help coach high school students or have your team run a workshop with the local high schools. Offering to help high schools gets you interacting with the high school coaches, students and your team. The second way I suggest starting outreach for help is by volunteering to judge high school tournaments. Tournament directors can always use more judges, and if you help ease the stress of the tournament, the decreased stress makes schools more open and receptive to working with your college program.

Staying Afloat

The speech season is long, time-consuming and may break you if you do not remember to balance your time and stick to a schedule. Richardson (2005) pointed out burnout is a risk in all professions, but in forensics the risk seems higher due to the stresses unique to coaching a forensics team, especially in your first year coaching. Richardson cites Maslach, Shaufeli, and Leiter (2001) who stated, “Thirty years of research reveals three definitional dimensions of occupational and professional burnout: emotional exhaustion, depersonalization and reduced personal accomplishment” (in Richardson, 2005, p. 108). Emotional exhaustion, depersonalization and reduced personal accomplishment are three areas that challenge you every weekend you travel with your team and will be challenges throughout your career.

Emotional Exhaustion

Work-life balance is a key component to helping ensure you don't emotionally burn out from coaching. Forensics is one of those activities where you can become emotionally involved with your team. You travel week with them, spend long hours in a van or on a bus, and share their joy when they succeed and their pain when they do not. In reality, you may end up spending more time with your students then you do with your friends, family, and other loved ones.

The best way to avoid emotional exhaustion is to keep your coaching life contained within parameters that allow you to leave your work on campus, making home a place to relax. Avoiding emotional and physical exhaustion was an issue I struggled with my first year as a coach. I was connected to my team by phone, email, or on campus. All of the connectedness got to the point where I had to set up a schedule that allowed me to be an effective coach, an effective student, and still keep good relationships with my friends and family. Established guidelines for your team will allow your relationship with your students to be professional and will help create a stronger bond with your team. Students will know that when you are devoted to the team, you are fully focused and dedicated to the students and their success.

Depersonalization

Being in control of your awareness of who you are in the forensics is important to your success as a scholar and a coach. As mentioned above, you will spend a lot of time with your team, to the point where your life and your interests will start to blend with those of your students and your team as a whole. Make sure your job as a coach does not consume who you are as a person. When you lose your identity outside of forensics, you lose your ability to be successful in other aspects of life.

Reduced Personal Accomplishment

Academics is demanding. Throw in traveling to tournaments, weekly practices, and the administrative work and the combination becomes clear; at some point something has to give. Educators will feel pressure to produce scholarly work, engage teachers and researchers, and be involved in department and university service.

A successful director balances coaching, teaching, service, and scholarship. My personal suggestion on balance is to set aside times for specific aspects of your job you need to accomplish each day. Set aside time for research, lesson planning, writing, coaching, and then stick to it. Problems may arise when you let aspects of your job infringe on the time you have devoted to other responsibilities.

I personally maintain an 8 am-5 pm academic schedule that does not involve team business unless absolutely necessary. I do my research, writing, coursework, and anything else related to teaching or graduate school during this time. From 5 pm-8 pm Monday through Thursday I am focused on my team. On the weekends we are traveling, and when I am not judging or taking care of my team, I am doing research and writing. You can create a schedule that will work for you. Some people work better at night, others during the day. Try out different schedules until you find one that works for you.

Conclusion

The first-year coach article is meant to serve as a starting point and building block as you embark on your first year as a coach. While a lot of suggestions and information were provided, the information presented is not an exhaustive list of what you need to know. Use the information provided in this article as a starting point and guide for your first year as a coach. Just remember, you will make mistakes, you will learn from them, your team will support you and love you for what you do and do for them, and in the end you will succeed.

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Hosting a Tournament

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There comes a time in one's tenure as a Forensic Coach when one may think of hosting a tournament for various reasons. This can be a wonderful and meaningful experience for both you and the attending coaches and students, but it carries with it many challenges and a great deal of work. In trying to deal with what needs to be considered and planned in order to host a successful tournament, there are numerous elements that need to be given consideration. This article will attempt to provide you with guidelines and conditions to consider before one makes the final decision on whether or not to host a tournament.

The authors of this article have years of experience in forensics in general and hosting and running forensic tournaments ranging from local high school tournaments, college tournament and numerous national collegiate forensic tournaments. This article focuses almost entirely on running speech competition, not debate; although some of the same principles apply, debate competition brings with it an array of other considerations and challenges for a host.

While in some cases, this article may provide information that is basically uniform throughout all levels and regions in which speech competition occurs, in many cases, the manager is advised to consult experienced managers in their area to learn local practices on the topic. Items such as this are provided to indicate to a prospective manager that they need to consider the item before they host, and part of that consideration may include consultation with other coaches.

Why Host a Tournament?

The first thing that a Director of Forensics should consider when the thought comes to host a tournament is "Why should I host a tournament?" One should have a clear understanding of what is necessary and how hosting a tournament might be a good idea – or not. Here are some elements to consider in making this decision.

1. Hosting a tournament may help in gaining publicity for the program and the school
2. It may provide a service to the forensic community (high school or college level) by offering an opportunity for an educational experience for competitors
3. The high school/college may have had a history of hosting a tournament and would like it to continue.
4. There may not be enough tournaments in your geographical area and this may fill a void.
5. Because of limited budgets resources for travel, it could provide an opportunity for students to compete at a lower cost.

When Should You Host Your Tournament?

At the high school level, calendars can be obtained from most state high school associations that list the dates and locations of tournaments for the year. A check of such a calendar would enable one to determine whether there is room for another tournament on a given date. Various college forensic organizations such as the American Forensic Association National Individual Events Tournament (AFA-NIET), National Forensic Association (NFA), Pi Kappa Delta (PKD), Phi Ro Pi (PRP) and others do the same.

Additionally, you may wish to check the website of any computerized tournament service providers that provide services to tournaments in your area. These services are used by tournament managers to let coaches/directors register their entries, and then the managers use the services to schedule the tournament and tabulate its results. A sampling of the most widely-used platforms at the time of this writing can be found in the "Operating the Tournament" section of this article. If you want to learn which platforms are commonly used in your region, you might ask an experienced tournament host in your area and they can likely advise you where to look.

Depending on the availability and extensiveness of the resources listed above, you might also want to check with other schools in your area to find out about other tournaments that are scheduled so that you can avoid conflicts. In many cases, if two tournaments are hosted in a close geographical proximity on the same day or weekend, they will divide the nearby schools and both tournaments will suffer due to the smaller attendance. In some cases, this can even force the manager of one of the tournaments to cancel their tournament, which can be disruptive and costly.

Check with your local school administration to find out about other events that may be scheduled so you can avoid any conflicts. Also, check to find out if your school will allow the building and facilities to be used for a tournament. You do not want to find out after putting significant preparation time into a tournament that there is some reason that your administration will not let you host after all.

Make sure you are aware of when the forensic season starts in your area – and when it ends. This information can be gained by contacting other coaches in your area or contacting a state high school association or perhaps a local collegiate league. Generally, high school tournaments -- and especially collegiate tournaments -- are held on a weekend, but there could be some smaller tournaments that may be scheduled for after-school hours during the week.

Types of Tournaments

There are numerous types of schedules that can be developed for a tournament. The schedule design is up to the tournament manager, and can depend on factors including availability of local facilities, schedules of special events or athletic competitions also being held at the same venue, or the expected attendance. Tournaments may be run as *invitationals*, in which the manager invites a group of teams and those teams are the only ones that are accepted to attend, or as *opens*, in which any school can choose to attend if the manager accepts them. Of course, a tournament manager may both invite a group of schools and then accept other schools even if they were not on the initial invitation list.

Many *high school tournaments* are held on one day. The round design of tournaments varies widely, but a common high school meet often includes three preliminary rounds, and it may include a final round. Some states or regions might more frequently run two preliminary rounds, and some might run four. In some regions, final rounds are commonplace, in others, they are not. In many areas, the decision on finals depends on the size of the tournament or level of competition (mostly novices or mostly varsity). A small tournament or one with mostly newer competitors might include only three preliminary rounds and then give out awards based solely on prelims.

Larger *high school tournaments* might run additional rounds and could extend to two days, usually on a weekend. Most high school tournaments that employ a two-day schedule could be on a Friday afternoon and all day on Saturday, but there are some that may run on Saturday and Sunday. A very large and/or highly competitive tournament might include three or more preliminary rounds, a semifinal round, and a final round to determine individual placements. Semifinal rounds are less common due to the time they add to a tournament (usually 90-120 minutes), and generally they are only used in very large speech fields. In some areas, two-day tournaments are common, particularly if speech and debate events are often held at the same tournament. In other areas, two-day tournaments are extremely rare, and hosting one could mean no one will want to attend the meet, or it might even be seen as a faux pas for a new host to choose such a lengthy tournament structure when long-established meets complete in one day.

High school invitational tournaments often offer the competition events and overall rule set in which their state high school association sanctions a championship. Sometimes, events offered at a national tournament may be held as well if the state association does not sanction them but the tournament host wishes to give attending teams practice in an event they might encounter at a national qualifying meet.

College tournaments may also be held on one day, and commonly have two or three preliminary rounds of competition. The number of rounds can vary from event to event; at a single tournament, the largest events might include two prelims and then a final round, but events with seven or fewer entries simply run three single-judged rounds, or two rounds with one being double-judged, and hand out awards based on preliminary round results only.

Many *college tournaments* follow two-day schedules. This could be either the traditional format of one tournament held over two days, be that Friday/Saturday or Saturday/Sunday, or the Swing Tournament/Double-up Tournament design, which is a relatively new development at the college level. A Swing Tournament is one in which two colleges choose to work together and host two separate tournaments on the same campus, or within a close driving distance, on the same weekend, usually on Saturday and Sunday. If you feel another school near you might be willing to co-host a swing tournament with you, you could contact that school's forensics program director. Often, swing tournaments alternate between the co-hosts' campuses from year to year.

College tournaments usually offer the same events and overall governing rules for those events as one of the collegiate national tournaments, e.g. the AFA-NIET, NFA Nationals, etc. A prospective tournament host could check the website of one of those organizations to see what events this generally involves.

Support and Preparation Needed to Host a Tournament

If the decision is made to host, one needs to make sure various elements of support have been investigated and confirmed.

Financial Considerations: It is important to find out what policies your school may have regarding expenses for a tournament – as well as how any income that is generated by the tournament will be handled. It is also important that a careful analysis of just what funds will be needed to cover the costs of hosting a tournament. As a Director/Coach of the Forensic Program, you will need to know all of these details.

Facilities: In order to hold a tournament, there need to be enough rooms that can be used for the competition. You need to find out from the proper source at your school just how many rooms would be available on the date or dates which you may want to host a tournament. Generally there is an office or individual that has that information. You also need to find out if there is a fee for the use of the school facilities. Each school will have their own policy regarding the use of any facility.

In using the facilities, a prospective host should pay attention to the custodial staff of the school. A good working relationship with the staff is very important. They are the ones that will enable you to have clean rooms for the tournament. It is also important that you have clean rooms when the tournament is over. Being on a good relationship with the custodial staff will pay dividends in any future tournaments or other events you might host. You should make sure to thank them for their work. Because of contractual factors, there may be an extra charge for having custodial help on the dates of the tournament so this will have to be considered in the overall fees necessary for the tournament.

Requirements for Security and Custodial Staff: Your school may have set requirements for events regarding how many security and custodial personnel must be at an event. You should check with your administration to see what rules may apply to you so that you do not inadvertently violate them. Safety of attendees at any event must of course be regarded as a high, if not the highest, priority for a prospective host.

Competition Rooms: Classrooms are used most often for competition. There may be other rooms such as board rooms, various lounges, and possibly even some offices, that might be available and would work as competition space as well. It is a good idea to make sure that a check of the rooms is made to make sure they will work for competition. Once that has been determined, be sure to make reservations to hold the space for the tournament. A bit of good advice: make sure you get a confirmed reservation, signed by the appropriate person, so you have proof that the space has been reserved for your use.

In planning the use of the rooms, it is best to keep things as close together as possible. Consider where you will have the registration area, the tabulation room and the distribution and return of ballots as this will help keep the tournament running on schedule. It will also make it easier for both the contestants and the judges. Ballots are used by judges to record the scores they are assigning to competitors; these ballots must be created, either by you or a computer tournament service provider, given to judges via a ballot table, taken by judges to competition rooms, returned to a ballot intake table, and then taken to the tabulation room and entered into tabulation computers or other materials. Keep this workflow in mind as you plan your rooms and logistics.

Some competition events in some formats may involve movement -- or even furniture -- and rooms should be selected so that there will be plenty of space given the requirements of the event.

It is important to consider that there may need to be seating available for an audience (if observers are permitted in your community), especially for final rounds. While preliminary rounds at a regular-season tournament usually do not attract more than a few non-competitor observers, by final rounds, many competitors have been eliminated and may wish to observe the finalists' performances. Final rounds at larger events or championship-level events may draw friends and family observers, as well.

<u>Public Relations</u>: It is a good idea to make sure that you have talked with faculty that normally hold classes or other meetings in the rooms you will be using. Let them know you will be holding a tournament and check with them to make sure they have not planned on using their room on the date(s) you have scheduled for the tournament. There are times when they may have forgotten to let the central scheduling office know and this will help to avoid a conflict on the dates of the tournament.

Nothing creates strife after a tournament between you and the other staff at your school like them walking into their rooms on Monday (or whatever the first school day after the tournament is) and finding them in disarray. You should plan to have your own team members check each room after a tournament and clean and return it to the layout it was in before the tournament. Some ways of keeping track of this include drawing how it was laid out on a whiteboard (not a smartboard!) or taking photographs on cell phones and storing them. You could have the same students check the same rooms; they can easily photograph the room before the tournament and then return it to that layout afterward.

<u>Planning your Room Needs</u>: The size of the tournament will determine just how many rooms will be needed to host. If this tournament has not been held before, then you will have make a judgment call based on how many schools may attend and the size of their entries. You can start to plan this at the beginning of the invitation and response process, and adapt your plans as schools decide they will or will not attend and respond with their entries. If you are likely to be a small tournament, then you may need only 15 to 25 rooms. A larger tournament may

need as many as 40 or more rooms - some very large high school invitationals use over 100 rooms.

If you are running all of your events at once, keep in mind that each room will only hold six to seven competitors in a speech round. Thus, if you are not splitting your events into two "flights" to conserve rooms, the maximum number of entries you can likely host will be seven times the number of rooms you have. You should try not to get too close to this number. If you are flighting your events, you will be able to host additional entries. For instance, if you split each round over two flights, you can support twice as many entries. "Flighting" refers to holding one set of events at one time, and another set of events at another time. For instance, if you are offering 14 total competition events, you might hold Round 1 of seven of them at 8:30 a.m., and then Round 1 of the other seven at 9:45 a.m. This effectively halves the number of rooms and judges you will need, since rooms and judges can be assigned in both flights.

<u>Securing and Choosing Rooms</u>: The best practice is to reserve as many rooms as possible and once the size of the tournament is known, rooms not needed can be released. Below, you will find descriptions of some of the special use rooms you will likely need to designate for the event.

Extemp Draw and Preparation ("Prep"): This will be a larger room and it should contain tables to accommodate the speakers and their materials as they prepare their speeches. Given how many extemp speakers are now using computers, it is best to make sure this space has outlets and possibly even internet service over public wi-fi, which is becoming more common every year. You would need to check with your facility's internet technology staff to determine if any access codes are needed for students to access it. This room should be as close as possible to the rooms which will be used for the rounds of extemp speaking; this will help the tournament to stay on time as well as make it easier for the competitors. There may be other events that require drawing topics. A room should be scheduled in these cases as well. In some cases, you may be able to use the same room for all preps if they do not conflict and there is sufficient space.

Tabulation Room ("Tab"): The tournament staff will need to have a room for the tabulation of the ballots as well as handling the general administrative duties of the tournament. This room should generally be as close as possible to the area(s) where ballots are distributed and collected, as this will make it easier stay on time as well as handle any problems that may occur. The room would need to be large enough to have space for the individuals that will be doing the tabulation. In most cases today, computers are used in the tabulation process, so the room should be equipped to handle them.

In planning tournament tabulation, you will need to select the tournament staff for your tab room. Experienced tournament managers and coaches/directors serving as tabulation staff can be a real boon for a new tournament manager. Should issues, be they protests, logistical issues, or otherwise, arise during the tournament, an experienced tabulation room staff can advise you on how best to handle the situations.

Perhaps the main responsibility of the tab room is to tabulate the results of the tournament. Increasingly, this is done on computers, whether they are running or accessing a tournament service provider, or being used to calculate results on a spreadsheet designed for use at speech tournaments. In general, two people are assigned to each computer; one reads the scores off of ballots to the other, who types the scores into the computer. The person on the computer then often will read the scores back to the person holding the ballot. It is wise to check not only the scores, but also the codes and names of the competitors on the ballot and in the computer so that any inconsistencies may be quickly identified and resolved.

In planning your tabulation room, you need to identify how many computers you will need, if you are going to use computers to tabulate, as tournaments increasingly (even predominantly) do. Some approaches may permit you to use only one computer for all tabulation activities, while most tournament service providers permit you to use more than one -- perhaps even unlimited -- computers to tabulate. Check your approach and determine how many computers you can use. A computer lab, department office, or library can make a good modern tab room if it has sufficient space to work and also sufficient computers. Keep in mind that if you are using a web-based service provider, your tab room must have internet connectivity at all times! If you are going to be using the internet, you may wish to contact your school or district I.T. staff to ensure that no maintenance or outages are planned for the duration of your tournament.

Lounges: If possible, it is good to have spaces for both competitors and coaches to gather when they are not involved in rounds. This lounge space will make it easier to get a message out to the coaches and/or students if needed. If any refreshments are to be served, the room should be equipped to handle them. A separate lounge is often provided for judges with refreshments so as to keep them in good spirits and to ensure that they can easily be found if needed by tournament staff. Keeping judges separate ensures that if you need a judge, you do not have to scream over students to find one, and it also provides a more relaxing area for judges between rounds. These people are often being paid modest amounts to work, so treating them well bears dividends.

On-site registration: You will need a table or room at which coaches will check in and complete their registration. You can provide them with a list of their registered entries, upon which they can mark any late drops or changes. This might also be where you give them their students' schematics and ballots, depending on whether you have already scheduled the tournament. Some managers comfortable with tournament service providers might actually run the schedules *after* closing on-site registration, but most will run the schedules at least one day before and then make any adjustments to balance sections for drops as needed.

Auditorium: A large space for any opening assembly and/or closing awards presentation will be needed. It should be large enough to hold all of the individuals that will be attending the tournament. This includes coaches, not just students! An overly small awards space can leave a nasty impression after an otherwise successful tournament. If this space can be located close to the tabulation room, it will enable the tournament to begin and conclude on time.

Food: You will need to make arrangements for food service during the tournament for attending students and coaches, as well as for your tournament workers and judges. Running out of food can lead to extreme unhappiness among tournament attendees; having too much food can leave the tournament in the red financially. Make your decisions on how much food to have as late as is feasible so that you have some idea of how much food to order.

You may wish to check with local caterers or restaurants to see if they can provide food for the tournament at a competitive rate. If your program is strapped for cash, you can see if parents of students might be able to prepare food, if not for the students, then at least for the judges and/or the tabulation room. Some of the most memorable spreads of food at tournaments were prepared by parents or individuals connected to the program; if individuals are willing, this indicates a level of care and attention put into the tournament that judges and tab staff will not forget.

Providing food at a tournament does not have to cripple your program financially, and you can charge students and coaches in the student/coach lounge a fair price for these meals. You should probably not charge judges and tab workers, since they are already contributing their efforts to the tournament and this can leave them feeling unappreciated. The food need not be cuisine one might expect to find at a Michelin-starred restaurant; no one comes to a tournament expecting fine dining. Pizza will do just fine in many cases. Anything above the baseline will probably be viewed as special and thoughtful and will reflect positively on your tournament.

Oh, and don't forget about coffee (and soda) for judges and for the tab room. A tournament without coffee (and soda) can be a crabby, crabby tournament indeed. If you end up with extra food or coffee after the tournament, you can always donate it to a local food pantry or charity (assuming your school is OK with this arrangement, especially if they paid for the items).

Tabulation room supplies: The entities that most frequently bog down tournaments are not students; they are not (usually) judges; they are *printers*. If you are relying on a single printer and it turns out to be slow, your tournament will turn out to be slow. If it runs out of toner and you do not have any extra toner on hand, your tournament may well grind to a halt right when you need to print ballots for finals. Be sure to have one - preferably two or three - fast printers on hand if you will need them, along with toner and paper for them, and pens for tab as well.

Elimination round postings: If you are planning to host elimination rounds, it is customary to post them in the students' lounge area once the tabulation staff has identified the participants. This is usually done with posters. Thus, you should obtain posters and markers to write the names of the finalists. These posters can be pre-prepared before the tournament with the names of the events (one per poster), space for six (or more) speakers' names, a space for the time, the room, and the judges for the round. You should also identify who will be writing the posters, and who will be posting them.

Housing Arrangements

If your tournament is going to require teams staying overnight in order to attend the tournament, arrangements need to be made regarding hotels or motels. The number of days for the tournament, the distance schools may have to travel to attend, and the time schedule of each day will determine the number of nights for which hotel/motel rooms may be needed.

If you will need to help teams locate housing, contact the hotels/motels in your area to find out if they have any space available on the date(s) you are considering for the tournament. If they have space, work with them to secure a block of rooms at reasonable rate for the nights upon which rooms will be needed. If a sizable number rooms are reserved and taken, hotels/motels may give you credit for a comp room(s). Make sure there is a clear cut-off date by which reservations from schools attending will need to be made. It is best to have that date as close to the dates of tournament as possible. Include this information clearly in the invitation for the tournament, along with other information such as rates, phone numbers, names and location of the hotels/motels.

Planning Tournament Operations

The two main ways to operate the tournament are either using traditional methods of hand-scheduling and tabulating the tournament, or the use of a tournament services provider, which is generally now at least partly web-based. The use of tournament services providers has increased dramatically across regions and tournament formats in the past 10-20 years.

Tournament services providers: A tournament service provider operates services used by managers to automate or simplify a variety of tournament operations, including registration of entries and judges, scheduling competition (determining which students will compete against each other in competition sections, and which judges will adjudicate those sections), tabulating the results of the competition, and posting tournament results online following a competition. Different service providers may have their own strengths and weaknesses, and in many areas, one or two providers may be used predominantly and coaches or directors in those areas may have become accustomed to the operation of those services.

Different service providers may also have different levels of customer service provided before and during tournaments. All bear differing levels of cost to use their services -- ranging from free, to an amount of money based on entries at the tournament, as that often determines the level of service needed. It may be beneficial to learn what those resources are, and also ask an experienced tournament manager or two in your area to find out if coaches in the area are used to one system or another. While you can certainly use any provider that you are comfortable with, using one that others in your area have a comfort level with can enable them to be another resource to you, especially in running the tournament itself.

At the time of this writing, four of the most widely-used tournament service providers, in alphabetical order, are www.forensicstournament.net, www.joyoftournaments.com, www.speechwire.com, and www.tabroom.com. Other tournament service platforms exist as well, and there may be a platform that is widely used by managers in your area that has been designed with the needs of tournaments in the area in mind.

(In the interest of full disclosure, one of the authors of this article is the creator of www.speechwire.com - but to his knowledge, all four are powerful tools with a history of running tournaments successfully).

Hand-scheduling and tabulating: Hand-scheduling refers to the fact that if you do not use one of these providers, you will likely end up creating much of the tournament schedule and documents yourself, often using your hands. Some of the most general guidelines for tournament operations are listed below, and perhaps the most common method of creating schedules traditionally has been through the use of index cards - one for each entry in an event - and moving them around in an effort to create the fairest schedule possible. This card schedule is then translated onto some sort of paper schematic that is reproduced and distributed to attending coaches and students. In terms of tabulation, it can be completed using a spreadsheet such as Microsoft Excel, or with pen/pencil and paper.

This requires a solid understanding of determining the winners, which at its most basic form involves totaling the ranks earned by students. A nearly innumerable array of tiebreaking methods have been developed and used in various tournament formats and locations. This may include things like speaker/rating points, reciprocal fractions of ranks, judges' preference or head-to-head competition, etc. You and/or your tab room will need to have a firm command of these tiebreaking protocols prior to running the tournament if you will not be using a tournament services provider that builds in these criteria.

General priorities for scheduling and tabulating: Some common practices exist throughout speech activities for scheduling competitors into a competition schematic. To the extent that is possible, teammates should not compete against one another in preliminary rounds of competition. Additionally, an effort should be made to not have the same speakers compete against one another multiple times in preliminary rounds of the same event. Obviously, this will not always be possible, but it should be minimized so that individuals may compete against a varied field.

Judges should not judge students from their own school. In some cases, a judge may be "clean" or "neutral" and not affiliated with a school -- these judges may judge any student, regardless of affiliation. Judges should not judge the same student in the same event more than once in a tournament, and oftentimes, it is customary for a judge to see an event only one time during a tournament. Judge assignments should be reasonably divided among both judges and attending schools if possible, so no one judge or school feels they have been relatively overworked.

In semifinal rounds, if you are holding them, the speakers are generally "snaked" so that the "power" of the sections is balanced based on preliminary round seeds or ranks. Thus, if you have two sections, the first seed will be in one section, the second and third seeds in the other section, the fourth and fifth seeds in the first section, and so on. This seeding pattern may be broken at the discretion of the tabulation staff to separate teammates. In a final round, of course, the top speakers (usually six) compete against one another regardless of school affiliation. While preliminary rounds are typically evaluated by a single judge, elimination rounds are typically evaluated by a three-judge panel.

Some tournaments run each level of competition independently, meaning that while preliminary round ranks are used to determine which competitors advance to elimination rounds, the three-judge panel in an elimination round alone determines advancement to the next level of elimination rounds or placement in the final round. At other tournaments, ranks may carry through the entire tournament, so that placement in finals might be determined using criteria involving ranks from throughout the tournament. A breakdown of all the approaches is beyond the scope of this article; you should check with experienced local managers or documentation from a state or national group (or even other tournament invitations/materials) to learn the common approaches in your area.

If you use a tournament services provider, many or most of these priorities will be built into the system already, so you will not need to worry about taking care of them yourself. In these cases, you simply need to configure the system to your needs and specifications. Customer service with the provider may also be available to answer your questions and assist you in configuring the service to your specific requirements.

Tournament Invitations

Once the decision has been made to have a tournament, attention must be paid to developing the invitation for the event. The invitation must contain all of the necessary information related to the tournament so those receiving it will have the details they need for them to make their decision whether to attend. If your school has hosted a tournament in the past, there may be a copy in the files that could be used to help in the creation of a new invitation or making necessary revisions. If a tournament services provider has been used to run the tournament in the past, you might contact them to see if they still have the previous invitation in their records, or if it can be imported directly into your new tournament, assuming you use the same service provider.

The following elements are guidelines for what to include in your tournament invitation. This might be an email sent out to everyone you wish to invite, or it might be one or more pages posted on a tournament service provider's website for your tournament. Many tournaments run as *open* tournaments, meaning that anyone can sign up to attend. In this case, the invitation message takes on more of the purpose of a general information page so that people can decide if they wish to attend before they sign themselves up using the service provider's site.

<u>Opening Letter</u>: This should announce the tournament, with the location, dates, and any restrictions on size of entry made clear. These restrictions might be the number of entries a school may have per event, as well as the number of entries a school may have overall for the tournament. Limits like this help to ensure that one large school does not overwhelm your facility. Tournaments dominated by one school become harder to schedule, because their judges ought not to judge their own students, but their students might be in every room, since they should

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not compete against each other. Thus, it can be sensible to limit entries - at many high school tournaments, for instance, entries are limited to two or three entries per event per school. Any other personal notes that would encourage those receiving the invitation to attend should also be included.

Tournament Schedule: Depending upon the length of the tournament (one day or two days), this would be the time schedule for the tournament and the pattern of the events for the competition. The schedule will depend on the time length of the events that you are offering. A round length of 90 minutes will allow plenty of time for six (or seven) speakers in a section to complete their presentations, the judges to complete their ballots, and time enough for all to make it to the next round of competition. However, many tournaments run rounds every 75 minutes, as this still provides time for six to seven speakers and generally permits speakers to handle double-entries. Keep in mind that if you permit triple-entry in a single timeslot, as many college tournaments do, you might need a longer time length for each flight. The shorter the length, the more likely a room might run behind, and since that room may be needed in the next round, this can cascade.

High school and collegiate standard practices vary for tournament time schedules, and sometimes geographical areas or league affiliations might have customary schedules that they observe at most invitational meets. Checking any publicly available schedule information for nearby tournaments or asking a local experienced manager for advice on how local tournaments run could help.

Number of rounds: As noted previously, tournaments most commonly hold two or three preliminary rounds of competition. The decision of having quarterfinal, semifinal, and final rounds may be linked to how many total entries in an event and should be stated in the invitation. Semifinals, and especially quarterfinals, should be reserved for the largest competition fields, and it is unlikely that a first-time host would go beyond a single final round when hosting a new speech tournament.

Judge Requirements: Clearly state the number of judges required for entries. This will vary from region to region, but norms are 1 judge for every 6 or 7 entries. As noted below, however, some regions, especially at the high school level, do not adhere to these practices and the tournament host will have to provide nearly all judges. This, however, is *not* a common practice nationwide. Generally, the judging pool is largely provided by attending schools.

Hired Judge Fees: If a school cannot provide enough judges to cover their entry, then arrangements for hired judges need to be indicated. This might include charging a fee to a school for each judge they do not provide. This fee can then be used by the host to hire an independent judge to cover that slot.

Number of Judges Needed: There must be enough judges to cover the total number of entries in the tournament. The calculation for this number is much the same as the calculation for rooms - if you are single-flighting all of your events, the number of judges needed will usually be the number of competitors divided by 6 (or 6.5, or 7, depending on how big you want your sections to be). If you are flighting, you may be able to get away with requiring fewer judges, but it is always best to have more judges then minimally needed, as the unexpected can and will occur at tournaments. Judges might need to leave during the tournament, or might otherwise need to be replaced (an unforeseen conflict of interest with a student, etc.)

Volunteer judges: In some areas, paying judges is *not* customary, and judges are expected to serve as volunteers. If this is the practice in your area, you should most likely adhere to it. This may reduce the pool of judges available, but if it is the community practice, individuals in the area are likely used to it.

Tournament staff: In many areas, your tabulation room will be staffed by experienced head coaches of attending teams. When planning your tab room staff, consider that you may want to have two people staffing each station (usually a computer) at which results are being entered. You may also need someone to run ballots between ballot intake and the tabulation room, and depending on local practices, others may be needed to coordinate judge assignments or perform other duties. Generally, you are welcome to invite whomever you choose to be part of your tabulation staff, although if you are part of a league, league officers might by default be part of the staff. Judge requirements are often forgiven for members of tab staff (a tabber counts as a judge for fees). In some areas, student members of the host school comprise the tab room staff, so it is again helpful to ask for advice to see if this is what is generally expected.

Tournament Fees: Schools attending will need to know what the cost would be per entry, fees for any uncovered entries or judge slots, any drop fees for canceling entries or dropping out of the tournament after a stated deadline, and any other fees that might be related to the tournament.

Fees vary greatly from one area to another, so it is best to check to see what has been or is the norm for your area. If no information is available in the records the school may have, check with other schools in your area to learn the normal practice. Fees need to be high enough to cover the costs of the tournament, and generally provide a small amount of profit for the team. At the collegiate level, many organizations have followed a norm of only 10 percent income over the cost of the tournament is reasonable. Again, learning the norms in your community will be valuable. Deviating widely from accepted norms can cause discord between the host and attending coaches or directors and/or reduce attendance.

The fee for individual event entries should be established to cover the costs of any awards that will be presented and also help to cover any additional expenses for the tournament that may be required. There is no real standard set as this fee varies greatly from tournament to tournament. However, it is best to base the fee on a general norm as to what other tournaments have established as the fee.

The fee for hired judges needs to be based on how much will be paid for the rounds they will judge during the tournament. If the judging fee for an uncovered entry is $10, then the hired judge might get $10 for each round judged; this may depend on the number of rounds in the tournament. Many tournaments charge schools a flat fee for an uncovered judge requirement (not each uncovered entry), and that fee could then be paid directly to the hired judge by the host. Some hosts only pay hired judges for rounds judged. Others may contract with the hired judges to be available for the entire tournament and pay them a flat stated fee.

Thus, the fee necessary to cover the cost of hired judges must be handled very carefully so the tournament does not run in the red. Again, learning what other local managers pay their hired judges can be valuable.

Entry Form: You may need an entry form, but you also may not if you are running your tournament on an online tournament service provider, as is becoming very common nationwide.

Entries via an online tournament service provider: If you are using an online service provider to manage your tournament, attending schools will use the interface developed by that provider to register their entries and judges, generate their invoice, etc.

Entries via paper or email: If you will only accept paper or email entries, an entry form needs to be developed and included with the invitation, as it will provide you with the necessary information you will need in order to put the tournament together. The normal items include the following:

1. Name of the School and the Director of Forensics. It is also wise to have the address, phone number and e-mail address in case you need to contact someone for additional information.
2. Name of each contestant and event entered. It is suggested that should any contestant having a disability be noted.
3. Name of judges coming with entry: If a judge has a conflict (cannot judge certain contestants from any other school due to having worked with them at camp, etc., or an event that they would prefer not to judge, or a disability), this should be noted.
4. In the event that a school cannot provide enough judges to cover their entries, they may be responsible for paying hired judge fees to the host as determined in sections iii. and iv. above.

Restrictions on Cross-Entry: Cross-entering means the same student entering more than one event at the tournament. You should be clear about whether you will permit students to double-enter, triple-enter, etc. It is uncommon for high school tournaments in many areas to permit more than double-entry; rarer still to go beyond triple-entry. College tournaments often permit quadruple- or even sextuple-entry, but typically restrict students to two or three events in a single flight of events. If you permit cross-entry, students may need to perform in one room, then ask to be excused and compete in their other room in the same flight or round. You should instruct judges to permit this, and in most cases, to permit students to speak out of the printed speaking order to facilitate competing in all of their events.

Event Descriptions: You may also wish to include a listing of the events you will offer at your tournament along with the rules and procedures for those events. See the section below on judge training for more information.

End Date for Registration: You must set a date and time at which registration closes. This will mean not accepting new entries into the tournament, and it could involve charging fees for late drops of entries. If you are hand-scheduling, you will likely need to close registration earlier than if you are using a tournament services provider. Some tournaments with a high comfort level with tournament services providers can close registration the day before a tournament, or even the morning of the tournament! They then run the schematics with the provider's platform, print and publish the schematics, and print out the ballots. Make sure to allow yourself enough time to be comfortable, but know that the earlier you close registration, the more likely there will be late drops of entries. This can cause you to have to reschedule or move around competitors to balance sections. Keep in mind that hand-scheduling can be laborious and very time-consuming!

<u>Sending the Invitations</u>: If you are using a tournament services provider, you will use their interface to send your invitations out by email, and/or to publish them online so that schools can find them. If you are sending the invitations yourself, you will need to find the email addresses or physical addresses of the directors that you wish to invite and then send them out.

Tournament Judges

Practices for finding and scheduling tournament judges vary widely from region to region. Below, you will find some common practices, but it is always wise to consult with an experienced manager in your region to learn which of the practices below local managers adhere to customarily, and what unique practices might be commonplace in your area.

<u>High school</u>: Most high school tournaments will be judged primarily by judges provided by attending schools. These generally include coaches of attending schools, and further judge requirements are often filled by former competitors who may now be in college or are recent graduates, parents of competitors, or friends of the program, particularly those with communication expertise. However, in some regions, it is not customary for attending schools to provide more than one or two judges. The tournament host is responsible for locating all other judges for the contest, often on a volunteer basis. This can be a considerable burden on a tournament host, and consulting local experienced managers for advice on how they locate judges could be helpful. In *most* areas, however, judges are predominantly (or wholly) provided by attending coaches, so the burden on the host is very minimal.

<u>Collegiate</u>: Judges coming with a school usually will include the Director of Forensics/Speech Coach, possibly an Assistant Director, and in many cases, others who may be former forensic competitors from the school. At collegiate tournaments, some judges may be graduate assistants or former competitors from that program, or in some cases undergraduate students who are no longer able to compete. It is assumed that any judges coming with a school will have been trained as to how to judge and know the various rules and requirements of the events they may judge. This is the responsibility of the Director of Forensics/Coach of the school bringing the judges.

<u>Locating hired judges</u>*:* If your program has any local alumni, they can prove to be valuable hired judges, particularly if they are at least one year out from competition so as to reduce the number of possible conflicts with current competitors. Other options could be people in the local area with experience in communication,

or possibly people who have at some point been involved in the forensics activity, whether they be previous competitors or coaches at your school or another.

Paying hired judges: You need to find out how to go about paying your hired judges, unless they are volunteers. This may involve discussions with your administration or payroll. They may need to complete a required form in order to be paid. You need to know if you will need to pay these individuals with a check or if it is acceptable to pay them in cash. Also, you will need to determine if any sort of screening is required by your school for an individual to serve in this capacity.

Judge training and judge operations: In order to ensure that all judges at the tournament know requirements and methods of judging, you might want to consider having either a formal training session or at the very least, a detailed sheet for all volunteer and/or hired judges containing information on the events, how to provide comments, how to determine ranks (and rating points if needed), and how to keep time in each event (if judges will be doing this).

Event Descriptions: Each judge should receive a description of each event. These descriptions for a high school tournament will generally be in agreement with whatever has been established by the high school league within the state. If it is a collegiate tournament then the description should be in agreement with the general rules of the state/national speech/forensic organization you have indicated you will model the tournament after. Oftentimes, you can base this information -- or copy it wholesale -- from the website of the state association, organization, etc. that creates these rules. This will ensure complete adherence to them and save you time.

Ballots: You might be using ballots that come from a computerized tournament management service provider, or you might use ballots taken from a state or national organization website, or you might be creating your own. This will depend on how you are running the tournament. The ballot should have a clear structure that provides a space to write the name of the event, section number or letter, name of the student, code for the student, rank and rating/speaker points (if you are using them at your tournament - again, check if they are the common practice in your area). If you are using a computerized service, this information will generally print automatically on the ballot that is printed from the service. You should make clear to any hired judges how to complete this ballot. Some ballots may ask the judge to indicate a clear reason for the decision, and a space for the judge to sign the ballot.

Terminology varies from region to region. Usually, there are two different documents being used -- one being a critique sheet (sometimes called a ballot) for each student upon which comments are written for the student, along with their rank (and rating points if being used). The other is a cover sheet (again, sometimes called a ballot, or master ballot) which shows the speaking order for the room and provides a place to write the rank (and rating points if being used) for each student. The individual critique sheets are distributed into exit packets for the schools after they are received by the ballot table, and the master ballots/cover sheets are usually used by the tab room to enter the ranks into the system being used to score the meet. Most, but not all, areas make use of master ballots/cover sheets - some tab directly from critique sheets.

Comments on Critique Sheets: The comments should be positive, helpful and educational as possible for the student competitor and the coach. The remarks make it clear as to why the student received the rank and rating given by the judge.

Rank and Rating Points on Ballots: The ranking and rating practices will vary for different tournaments depending upon the rules that the tournament is following. Some tournaments use ranks only, while some (including most college tournaments) use ranks and rating points. The rating point scale varies from place to place, but you should decide on what scale you will use, possibly after consulting with an experienced manager in your area, and make this scale very clear to judges prior to the beginning of competition.

Time Keeping: Judges—especially hired judges who may not have complete familiarity with forensics—need to know and understand the various methods for time keeping in every event. This can be particularly important in limited-prep events like Extemporaneous Speaking and Impromptu Speaking. At the collegiate level, the judge not only needs to write comments, but is generally responsible for keeping time and giving finger signals indicating time used/remaining as well. At the high school level, some tournaments provide a time keeper to keep track of time requirements, but this can be a strain on personnel.

Oftentimes, at invitational tournaments at the high school level, the time is kept by the judge and provided solely so that students know how long their performance was. Time violations are not used to penalize ranking officially, although in many cases a judge can consider it as part of the overall criteria for ranking. This is important for students to know, as it could become a major issue for them in state qualifying or championship contests where time violations can result in not being allowed to place first in a round or being automatically ranked last in the round, depending on the rules in the specific state association.

Awards

Most forensic tournaments will offer some type of awards for those students that advance to elimination rounds, or the top students in preliminary rounds if elimination rounds are not held. The following guidelines are provided to give you some help and information concerning the awards to be presented.

Types of Awards: Awards may be trophies, medals, certificates, books, plaques, or other items. The type of awards offered may depend upon what is the normal practice in your area and on the funds available for the purchase of the awards. There are tournaments that may give something that is directly related to the location of the tournament, the school, or the type of tournament if it is a special event. Some tournaments may even present trophies that were previously won by a program in an effort to recycle awards and lower expenses for the tournament. This is not recommended as a standard practice but could be done when all the schools participating are in agreement. You might check with other programs in your area to find the local customs.

Vendor: There are numerous vendors that specialize in awards and most may have items directly related to forensic competition. As a new program, hosting a tournament, it is recommended to check with your school administration to find out the school policy in obtaining awards. Bids may have to be obtained from vendors before any purchase of awards. This is especially true if school funds are to be used to pay for the awards. It may be possible, in some cases, to pay for the awards with the funds that obtained from the entry fees for the tournament. It is a good practice to make sure that the entry fees for the events at the tournament will be sufficient to cover the cost of the awards. You could also try to find a company, business, or a person such as an alumnus, etc. to donate the funds to cover the cost.

What to order: This is dependent upon what events and the number of events at the tournament. There is no magic number. It is all dependent upon the common practice of tournaments in your area or if this is a special tournament such as a district, regional or qualification tournament. It is best to check with other programs in your area or observe what happens at the tournaments that you attend. There will be some tournaments that may grant awards for 1st, 2nd, and 3rd place in an event. Others may give 1st thru 6th in all final rounds. At some tournaments there may be quarter finals and semi-finals dependent upon the number in an event. It is actually your choice to give recognition to the students in these rounds that do not advance to the final rounds. If your tournament has duo or group events, you can decide whether to give an award to each member of the duo or group. Generally, duo events do receive two awards, one for each student.

Generally, you will also need to acquire trophies for team sweepstakes competition, and especially at the collegiate level, for individual sweepstakes competition. In sweepstakes, entries can score points for their school based on their placement in the tournament or on the ranks they receive in rounds, or (as is commonplace in collegiate competition in some areas), a combination of the two. Sweepstakes practices vary widely and are sometimes largely up to the discretion of the manager. Consultation of the practices of local tournaments can be valuable. However, most tournaments will at least need to give trophies to the top three schools for team sweepstakes.

Receiving and Inspecting Awards: You generally have to make your order for the awards far enough in advance to make sure they arrive in time for the tournament. Check with your vendor to make sure when they must have the order and details so you receive the awards in time. As soon as the awards arrive, make sure they are inspected and checked for any mistakes, and that you have received everything you ordered. If there are problems, get in touch with the vendor immediately so that corrections and replacements can be made.

Awards Ceremony: In order to make sure the Awards Ceremony is handled effectively, do not wait until the day of the tournament to formulate your plan.

1. Where will it be held? Is the room large enough for everyone at the tournament? Decide on how the awards will be displayed. This may require special arrangements for tables for the awards etc. In addition, make sure

access for those that may have physical handicaps are able to receive their awards.

2. Make sure you have decided upon who will be announcing the various awards and that they are prepared to do so. You will also need to identify who will hand the awards to the students.
3. Make sure that all announcement sheets are in order and are correct. Tournament service providers often provide printable awards scripts that presenters can read from at awards. The awards may be presented in the order in which the trophies etc. are arranged.
4. Generally, the total results of the tournament – ballots/critique sheets, etc. are presented to the schools attending the tournament after the Awards Ceremony. This may be dependent upon the system used for the tournament. If it has been handled by a tournament services provider, the results may sometimes be obtained by the school by accessing the program used. If everything was handled locally, then printed copies, along with the ballots should be available immediately following the Awards Ceremony.

Running the Tournament

Obviously, you also have to run the tournament! If you have done the necessary preparation, the tournament might largely seem to run itself. The day before the tournament, it can be beneficial to complete a final walkthrough of the competition rooms to ensure they are ready to go. Your team members can be valuable for this -- divide them up among the rooms and have them make sure they are in good condition. You may want to prepare and post signage pointing people to the student and/or coach lounge, the judge lounge/hospitality, the ballot in and ballot out tables, and the tabulation room.

<u>On-site registration</u>: Teams will need to check in before the tournament, and will often be given an entrance packet that includes an entry verification sheet, and possibly schematics and ballots for their judges. Invoices should also be prepared for the attending schools. Ideally, these will be communicated to them prior to arrival so that they may request payment and provide it to you at the tournament. You should prepare a check-in sheet so that whoever is working the on-site registration area can check off the schools as they arrive and indicate which have paid in full.

It is a good idea to collect head coaches' cell phone numbers before the tournament so that you can reach them in case they are running late or if there is an emergency. If you are using a tournament service provider, they may provide a mechanism to collect this information.

<u>Unlocking rooms</u>: You need to plan that someone -- you, other school staff, and/or custodians -- will need to unlock rooms before competition. Make sure that the rooms will get unlocked. A very common source of delays at tournaments is rooms that are for one reason or another left locked, leaving students and judges in the hallway, calling the tab room or wandering across the school or campus to

find the tab room and request that the room be unlocked. This can immediately set a tournament back.

Emergency numbers: If possible have the cell phone numbers of an administrator at the school, the head custodian, and someone in the I.T. department. This will help prepare you for the unforeseen -- you might need to reach an administrator (or even police) if, goodness forbid, someone commits a crime at the tournament. You might need to reach the I.T. department if the network goes down and you are unable to continue tabulating the results of the tournament (assuming your are operating the tournament using a web-based platform). Finally, you *will likely* need to contact the custodians, as doors commonly become accidentally locked

Keep your cool: Running a tournament is stressful. You are inviting hundreds of people into your school to spend the day, and you are using dozens of rooms in the building. Things will probably go wrong. Your plans will not always turn out. Stay calm, and stay flexible. Try to get enough sleep the night before the tournament. Make sure you eat during the day. No one will be well-served if the tournament manager collapses due to exhaustion or deprivation! If possible, surround yourself with experienced, cool-headed people who can help to advise you when the unexpected happens.

Cleaning up: Once the tournament has ended, as previously mentioned, you and your team should make plans to check the rooms that were used and return them to their pre-tournament layout.

Every tournament has one thing in common - it will end. Students will compete and awards will be given out. An educational experience will be had and memories will be created. There is only so much that you as the manager can do, but the more preparation that is put into the tournament, the more pleasant your day -- and the day of the attendees -- will be. This article will help you prepare, but there is no teacher like experience. If you feel you are ready to host a tournament, then the best of luck to you as you undertake a meaningful task and give your own unique contribution to the forensics community.

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Tournament Preparation Checklist

This checklist follows the overall structure of this article, and can help ensure you have considered many of the elements needed for a tournament. Just checking off all these items does not mean you are 100 percent ready to host, though! Make sure you have thought everything through. You personally are responsible for the preparation and success of your event!

Before you decide to host

___ Thought through why you are hosting
___ Checked date to ensure it's not over-booked
___ Selected a general timeframe and structure for the tournament
___ Chosen the general governing rule set

Support and planning for hosting

___ Learned about school financial policies
___ Learned the room availability at the site
___ Made contact with custodial staff
___ Learned school rules for security, custodians
___ Decided rooms to use for competition
___ Set tab room, student/coach lounge, judge lounge/hospitality, prep rooms for prep events, space for on-site registration
___ Determined number of computers for tab room and if the internet is required
___ Secured sufficiently-large awards venue
___ Made arrangements for food for students
___ Made arrangements for food for judges/staff
___ Identified hotels/motels if necessary
___ Chosen manual scheduling or a tournament services provider to run the tournament

Preparing and running registration

___ Wrote a letter inviting schools to attend
___ Finalized and set round time schedule
___ Set a close date and time for registration
___ Planned and set judge requirements
___ Entry fees determined and communicated
___ Hired judge fees set (if applicable)
___ Identified and invited tab room staff
___ Cross-entry rules determined

Preparing for the tournament day(s)

___ Awards purchased
___ Judge training materials prepared
___ Secured printers, toner, and paper
___ Posters, markers, and tape for postings (if you are running elimination rounds)

___ Awards received
___ Walked and checked competition rooms
___ Created and posted necessary signage
___ Emergency numbers acquired for administrators, I.T. staff, and custodians
___ Plans made for unlocking rooms
___ Entrance packets/invoices prepared
___ Awards venue prepared ahead of ceremony

After the tournament
___ Distributed or posted tournament results
___ Returned competition rooms to their pre-tournament layout