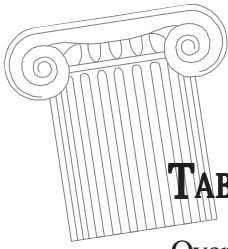


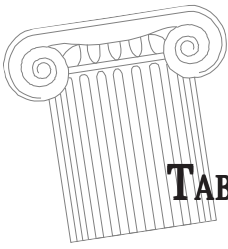
# LEADERSHIP MANUAL

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## **OVERVIEW**

Leadership skills are used throughout one's life in a variety of forms. Sharpening these skills is a continual process. The goal of this manual is to help Triangle members develop and sharpen leadership skills that will carry over into other areas not only of chapter leadership, but also academic and community leadership.



## **OBJECTIVE**

This manual will focus on several areas to help you as you lead the chapter including:

- ❖ What leadership is
- ❖ Understanding the difference between leadership and management
- ❖ Defining characteristics of good leaders



## WHAT IS LEADERSHIP

There has been an ongoing debate on the difference between leading and managing. The words “management” and “leadership” have been given numerous definitions. As the definitions continue to evolve, leadership has been most often defined by Warren Bennis and Burt Nanus in *Leaders: Strategies for Taking Charge*.

*“Leadership is doing the right thing. Management is doing this right.”*

Bennis and Nanus also point out several common traits among leaders in their book that include:

1. All leaders face the challenge of overcoming resistance to change. Some try to do this by the simple exercise of power and control, but effective leaders learn that there are better ways to overcome resistance to change. This involves the achievement of voluntary commitment to shared values.
2. A leader often must broker the needs of constituencies both within and outside the organization. The brokering function requires sensitivity to the needs of many stakeholders and a clear sense of the organization’s position.
3. The leader is responsible for the set of ethics or norms that govern the behavior of people in the organization. Leaders can establish a set of ethics in several ways. One is to demonstrate by their own behavior their commitment to the set of ethics that they are trying to institutionalize.

Many fraternity leaders have found something important missing in these definitions. Our behavioral guideposts and inspiring visions come from our ritual and our organizational values. As you read through this manual, consider the following quote on leadership:

*“Leaders must begin by setting aside that culturally conditioned ‘natural’ instinct to lead by push, particularly when times are tough. Leaders must instead adopt the unnatural behavior of always leading by the pull of inspiring values. The difficulty lies in that imperative *always*.”—James O’Toole: *Leading Change**

Throughout literature you can find a variety of quotes that help define leadership. Following are quotes that help define the term leadership or the role of a leader.

All men dream; but not equally  
Those who dream by night in the dusty  
recesses of their minds  
Awake to find that it was vanity;  
But the dreamers of day are dangerous men,  
That they may act their dreams with open  
eyes to make it possible.  
—*T.E. Lawrence*

I have a dream  
—*Martin Luther King, Jr.*

If you can dream it, you can do it  
—*Walt Disney*

Fail to honor people  
They fail to honor you;  
but of a good leader, who talks little,  
When his work is done, his aim fulfilled,  
They will say, “We did this ourselves.”  
— *Lao Tzu*

Nothing in the world can take the place of persistence.  
Talent will not; nothing is more common than unsuccessful men with great talent.  
Genius will not; unrewarded genius is almost a proverb.  
Education will not; the world is full of educated derelicts.  
Persistence and determination alone are omnipotent.  
—*From a plaque on the wall of Ray Kroc*



## MYTHS OF LEADERSHIP

1. **Leadership is a rare skill.** Nothing can be further from the truth. While great leaders may be rare, everyone has leadership potential. More important, people may be leaders in one organization and have quite ordinary roles in another. The truth is that leadership opportunities are plentiful and within reach of most people.

2. **Leaders are born, not made.** Don't believe it. The truth is that major capacities and competencies of leadership can be learned, and we are all educatable, at least if the basic desire to learn is there. This is not to suggest that it is easy to be a leader. There is no simple formula, no rigorous science, no cookbook that leads inexorably to successful leadership. Instead, it is a deeply human process, full of trial and error, victories and defeats, timing and happenstance, intuition and insight.

3. **Leaders are charismatic.** Some are, most aren't. Charisma is the result of effective leadership, not the other way around, and that those who are good at it are granted a certain amount of respect and even awe by their followers, which increases the bond of attraction between them.

4. **Leadership exists only at the top of the organization or Leaders populate the entire organization.** In fact, the larger the organization, the more leadership roles it is likely to have.

5. **The leader controls, directs, prods, manipulates.** This is perhaps the most damaging myth of all. Leadership is not so much the exercise of power itself as the empowerment of others. Leaders are able to translate intentions into reality by aligning the energies to the organization behind an attractive goal. Leaders lead by pulling rather than pushing; by inspiring rather than ordering; by enabling people to use their own initiative and experiences rather than by denying or constraining their experiences and actions.

Once these myths are cleared away, the question becomes not one of how to become a leader, but rather how to improve one's effectiveness at leadership—how to “take charge” of the leadership in an organization. This brings us back to the topic of leadership and management.



## LEADERSHIP/MANAGEMENT

### Definitions:

**Management:** Allocation and control of resources in an effective manner and coordination of activities and resources (people, equipment, facilities, etc.) to reach goals.

**Leadership:** The process or ability to motivate and mobilize others to unite and to work toward achieving a common goal.



### Managing for Excellence

1. Management is necessary in any organization. Fraternities are considered organizations just like:
  - A. Service clubs
  - B. Business firms
  - C. Masonic or other fraternal organizations
  - D. Educational institutions
2. What is management?
  - A. Management is the process involving efforts to bring about an effective utilization of resources.
  - B. Management is the process of working with and through people to achieve organizational goals.
3. Resources available to the undergraduate chapters:
  - A. Active Members
  - B. Money
  - C. Student Affairs Office & Greek Advisor
  - D. Time
  - E. Alumni
  - F. National Headquarters and National Volunteers
  - G. Faculty
  - H. Parents
  - I. New initiates for assistant officers
4. Steps to successful management.
  - A. Set goals
  - B. Plan
  - C. Organize
  - D. Motivate
  - E. Coordinate
  - F. Evaluate
5. Steps in management.
  - A. Where are we?
  - B. Where do we want to be?
  - C. How do we get there?
    - I. Where are we?
      - A. Use the following point of reference:
        - a. Goals and objectives last year
        - b. Past performance (strengths/weaknesses)
        - c. Other campus organizations
      - B. Two standards of comparison
        - a. Measures of External Success
          1. Active member participation
          2. Scholarship
          3. Rush results
          4. Leadership in other organizations
          5. Campus opinion

- b. Measures of Internal Success
  1. Chapter morale
  2. Percentage of pledges initiated
  3. Average attendance at chapter meetings
  4. Number of inactive members
  5. Amount of accounts receivable past due

II. Where do we want to go...setting goals.

- A. Four characteristics of good goals
  - a. Known
  - b. Understood
  - c. Accepted
  - d. Supported
- B. Goals should be:
  - a. Short-range in nature
  - b. Clearly and specifically defined
  - c. Realistically determined
  - d. Formulated through the efforts of a large number of people
  - e. Announced to all persons involved
  - f. Given a position of real importance

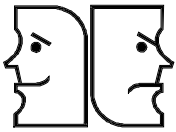
III. How do we get there?

- A. Good planning should answer the following questions:
  - a. What?
  - b. How?
  - c. How much?
  - d. When?
  - e. Where?
  - f. Who?
- B. Organizing
  - a. Assign responsibility specifically
  - b. Distribute workload widely
  - c. Provide continuity
  - d. Chapter checklists
  - e. Goal boards
- C. Motivating
  - a. Praise in public; criticize in private
  - b. Awards and recognition devices
  - c. Supervision
  - d. Adequate communications
  - e. 15% - lead; 70% - follow/do work; 15% - complain
  - f. Needs of team members
- D. Coordinating
  - a. Common objectives
  - b. Regular and full communications
  - c. Concise and informative chapter meetings

6. Seven elements to success

- Short-range goals
- Financial budget
- Assistant officers
- Effective chapter advisor and alumni board
- Adequate communications
- Recognition devices
- Effective chapter meetings

Now that we have looked closely at what is involved in management, let's look more in-depth at what is needed to be an effective leader. A leader not only manages people and the work that needs to be accomplished, but also works as a motivator to unite those working with him to reach their goals. Effective leadership comes in many forms and contains a variety of characteristics.



## TYPES OF LEADERS



### Situational Leadership®

The reality is we need to provide leadership and delegate responsibility on the basis of each person's maturity in the tasks they are undertaking. Hersey and Blanchard (two organizational theorists) have identified a maturity scale that has been found useful in helping people understand how to delegate effectively. Picture it on this continuum:



When we take on a new task, we all begin on the dependent end of the continuum. Then, each of us will move up the maturity scale at different speeds, depending on our experience, our abilities, our sense of self-worth, and the responses we get from our leader.

At the first stage (the “directing” stage), people need to be told specifically what to do. They need to be told regularly what to do and need constant positive and negative feedback about whether they are accomplishing their tasks correctly. Some people will stay in that spot for a long time, because they need to or because the job requires them to. This kind of person gets bitter, hostile, or subversive when he is not getting regular orders and feedback, which means that a pure delegation style of leadership simply won't work for that person.

The second stage (the “coaching” stage) is a step up the maturity ladder. This person needs to be sold on an idea or plan and then will be able to proceed on the tasks required by the idea or plan without close direction. He will need regular positive and negative feedback also. Because he will need to develop new ideas and plans as time goes on – he does not have the whole picture and is not able to reshape or build and develop ideas. People at this level of job maturity benefit most from a leader who is constantly able to “recharge” them with the next steps in a plan.

The third stage is the “supporting” stage. People at this stage are more confident of their ability to decide on what tasks need to be done and what elements are needed to develop plans and ideas for the future. But they also need to be able to participate in decision-making with their leader. They need to try out ideas with the leader and have their ideas expanded and developed in concert with “the authority.” If the leader assumes that they know what they're doing and doesn't take the time to help them develop their plans, these people will feel uncertain and insecure - which sometimes will cause them to fall back to the “coaching” stages or go off on a tangent and do “their own thing.”

The fourth stage is pure delegation - the ideal for most of us as leaders. We really prefer to be able to say “go to it,” and be constantly and pleasantly surprised by the person's ideas and follow-through. These people need only to be given a sense of what the leader expects them to accomplish in broad strokes and they can take it from there. They don't need much on-going feedback, but they do need to touch base occasionally to be sure they're on the right track.

**Problems develop when we as leaders have not accurately diagnosed what people need by way of direction.** We tend to make decisions on leadership style based on how we like to be led, instead of how the person needs to be led.

Choosing different leadership styles or tactics can be understood by asking two questions: Can he do the job? And will he do the job?

First, can he do the job? This question is best understood in terms of experience in the task and education to do the task. Is the person able to do the task—could he do it even if his life depended on it? If the answer is “no,” then a leadership style with a lot of directing and coaching is appropriate.

Once you know a person can do a job, the question becomes “will he do it?” To answer this question, consider first his ability (as above) to do the work, as well as his willingness to put forth the effort and handle the job. Here we move into the second consideration: the self-motivation of the person. Some people, due to circumstance or temperament, are able to keep themselves interested and motivated in a task. They do not require supervision or motivation to keep them going. For these people, (assuming they know how to do a job), participative management is useful in the beginning with a full delegation style effective as an on-going style. We mention the coaching style as a beginning style because you would want to share expectations and goals to be sure you are operating on the same standards and values.

If a person is willing and able to take responsibility for a job, and is motivated to do it, he would be higher on the scale of job maturity. Simply remember that a person may be motivated and eager, but still not know how. CAN THEY? and WILL THEY? are two questions to be considered together when diagnosing what style will be needed to help them to do the job.

The reality is that the diagnosis may demonstrate the need for a style of supervision that the leader is very uncomfortable using. In that case, it's probably going to be necessary to find someone else to oversee that person's work.

*Situational Leadership® is a registered trademark of the Center for Leadership Studies.*



## CHARACTERISTICS OF GOOD LEADERS

Leaders share many common characteristics. Among these are being a visionary, an effective communicator, a motivator, and a perpetual learner. Each of these characteristics contain actions or skills that help the leaders in their quest. For example, when we talk about being a visionary, we will talk about goal setting. When we talk about being an effective communicator, we will talk about developing conflict and confrontation skills. When we talk about being a motivator, we will talk about empowering others and positioning oneself as a leader. When we talk about being a perpetual learner, we will talk about being open to new ideas.



### Be a Visionary

“The effective leader must assemble a vision of a desired future state for the organization. While this task may be shared and developed with other key members of the organization, it remains the leader’s core responsibility and cannot be delegated.”

“Management of attention through vision is the creating of focus. Leaders are the most results-oriented individuals in the world, and results get attention. Their visions or intentions are compelling and pull people toward them. Intensity coupled with commitment is magnetic. And these intense personalities do not have to coerce people to pay attention; they are so intent on what they are doing that they draw others in. Vision grabs.”—from *Leaders: Strategies for Taking Charge*

### I. Visualizing

#### 1. Primary Components of Visualizing

##### A. Challenge the process

1. Accept a mindset of change and innovation
2. Think about radical departures from the past
3. Consider doing things no one has ever done before
4. See yourself as a “change agent,” acting as a catalyst to move the organization forward
5. Be prepared to take risks

##### B. Imagine the future

1. Free your mind of rigid constraints
2. See, feel, and sense the future in as much detail as possible
3. Be creative/be unique

##### C. Articulate the future

1. Be passionate and clear about the vision
2. See yourself as a person who “focuses the projector”; no matter how much input others have in shaping the vision, the leader must articulate it
3. Create slogans/themes that capture your vision

##### D. Enlist others in the vision

1. Foster commitment from the group by pulling others into the dream
2. Seek input and innovation from others - listen!
3. Utilize “key” people to promote change
4. Make work valuable and do-able

#### 2. Analyzing a Change

- A. Briefly describe a change you would like to see initiated in your organization or on your campus.
- B. What are the forces which could help you make that change?
- C. What alternative strategies could you follow to increase the strength of these forces?
- D. What are the forces blocking the change you desire?
- E. What alternative strategies could you follow to decrease the strength of these forces?

#### 3. Reducing Resistance to Change

- A. Be prompt. Announce an impending change as quickly as possible. Don’t give the rumor mill a chance to grind out stories that aren’t true but are hard to deny.
- B. Explain the reasons. Tell members why the change is important and how it affects them. Will it help do work better and faster? Why is it better than the old way? Will it help the organization and members prosper? If you distort the

- reasons, members will be doubly antagonistic when they learn the truth.
- C. Explain what the change means to the individual. Try to let each member know how the change will affect him. Explain the benefits and pledge to protect your people against losses.
  - D. Ask for advice. Many experts overlook the good first-hand experience they can get from people who do jobs. Your members can often point out the real pitfalls in a plan that looks perfect on paper.
  - E. Invite participation. Get your members into the act whenever you can.
  - F. Don't change for the sake of change. Some leaders try to prove their own worth by making frequent shake-ups in routines. Members know this and resist every change, even the worthwhile ones.
  - G. Avoid trivial changes. It might seem wise to move a file cabinet, but if it causes a fight, why bother? Save your energy for more important changes.
  - H. Avoid surprise. Lay the groundwork carefully. Discuss the problems caused by the old method and then suggest, "Let's try it this way and see how it works."
  - I. Be careful of status. Every group has status symbols that are zealously sought and jealously guarded. Don't let a change build one member's status at the expense of another's.
  - J. Keep out the ruts. A good way to pave the way for progress: have members alternate duties as much as possible. A planned program of job movement won't let people become firmly entrenched in private little procedures. Two extra benefits: it cuts down boredom and makes your work force more flexible.
  - K. Avoid chain reactions. Don't unsettle your members by springing a batch of changes, one right after the other. Try to space them out or make one big change.
  - L. Sweeten one change with another. If you've got to make a change that won't be popular, try adding some benefits that make it more palatable.
  - M. Don't accuse members of resisting change. It may be true, but most people don't realize it or won't admit it. You'll only force them to try all the harder to prove that a new method won't work.
  - N. Allow plenty of time. Don't expect any new procedure, idea, equipment, or layout to be an instant success. It takes a while for people to adjust.
  - O. Watch for red flares. Hard-core resistance signals that something is wrong. When you face it, don't try to bulldoze the change through. First, find out why people don't like the change, and work from that point to soothe their fears or even think more about the proposed change.
  - P. Don't be afraid to say "forget it." If a change really isn't any good (and some of them aren't), why not call the whole thing off? You don't gain anything by forcing your members to adjust to something they know isn't necessary.

#### 4. Making a Vision a Reality

##### A. Develop a mission statement

1. What is a mission statement?
  - a. written creed or purpose statement
  - b. rational description of why the organization exists
  - c. may include:
    - What do you want the organization to be?
    - What do you want the organization to do?
    - Values and principles upon which your organization is based
  - d. to an outsider, it makes "what the organization is all about" clear, simple and understandable
  - e. defines integrity of the organization
  - f. allows for visualization and clarity of focus
  - g. helps members achieve their potential through the leadership it provides
2. Questions to consider when developing a mission statement:
  - a. Why do we have the National Fraternity and local chapters?
  - b. Who are our constituencies and how do we serve them?
  - c. What do we want our organization to be? What do we want our organization to do?
  - d. Upon what values and principles is the organization based?

- B. Conduct a needs assessment. It is important that you provide the opportunity for your constituencies to tell you what types of services they need or want. Get their input on the roles of the chapter. It is important to share your mission statement when doing this and get the buy-in from your constituencies.

Needs assessments can take on many forms. They can be simple or complex. They can be administered in a variety of ways: through the mail; in a workshop, retreat, or meeting format; or through personal conversations. The most important aspect is that results are tallied, discussed, and used as a basis for determining roles and goals for your chapter.

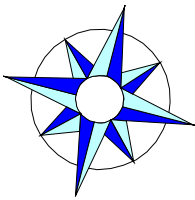
C. Clarify mission statement by defining roles

1. What are the various roles that chapters and the National organization play?
2. What are the roles of the various executive officers in relation to servicing your constituencies?
3. What roles do committees or teams play in regard to the mission statement?
4. What role can the chapter play in stimulating the growth and development of its members?
5. How do we serve the masses with so many differences in an organization?
6. Does our role change with changes in the chapter, the National organization, the IFC, or the university, community or neighborhood?

D. Define goals of the organization

Vision comes from goals. Setting goals, both short term and long term, is essential when leading an organization.

### What are Goals and Why Do Individuals and Organizations Set Them?



**Goals:**

- ❖ Describe success
- ❖ Provide challenge
- ❖ Create common tasks and processes
- ❖ Create our expectation level of ourselves and others
- ❖ Give us direction and purpose
- ❖ Individual and organizational goals have unique properties.

**Individual Goals:**

**1. Established personally**

You might ask for feedback from other members, but your goals are not developed by others. Take some time to really think about what you want out of your fraternity experience, college, and professional endeavors. How will you define success and happiness?

**2. Can be private**

You may or may not want to share your goals. They will have personal significance to you and can relate to your relationships, school work, leadership position, spiritual life, personal fitness, stress, and other areas of personal growth and development.

**3. Are often formed from organizational goals**

Because your organization has significant fraternal values as guideposts for expectations and inspiration, your personal goals may relate directly to academic achievement, helping others in need, being a good friend, perpetuating the chapter experience, etc.

As an individual leader your personal goals may include:

- ❖ Efficiently submit national organization reports
- ❖ Communicate weekly with chapter advisor
- ❖ Improve grade point average and be recognized for most improved grades in the chapter
- ❖ Volunteer at the local children's hospital once a week

**Organizational Goals are different from personal goals in that they:**

**1. Are established collectively**

The goals are developed by the entire chapter and help give the leaders direction and purpose. They help the members set their own expectation level and create benchmarks for success.

## 2. Must be shared by all members

“People support what they help create.” If members feel as though their voice is important and other people are listening to them, they will own the goals and help the chapter achieve them. Leaders need to remember to occasionally take out the goals to remind the chapter of its achievements and to see how the group is moving (or not moving) toward the completion of the goals.

## 3. Often form the basis for individual goals

As the organization develops goals for the year you might be creating and changing your personal goals to complement the chapter’s goals.

Your chapter goals may include:

- ❖ Win the best service-learning program
- ❖ Have 1/3 of the chapter in major campus leadership positions
- ❖ Hold two alumni appreciation events
- ❖ Develop a stronger relationship with the campus administrators



## The Steps in Goal Setting

### I Brainstorming

In order to hear from all of the members and to get the ideas flowing, ask the members to talk about what they would like to see the group accomplish. Ask all chapter members to verbally throw out ideas for improving the chapter. Allowing every single member to take part in setting goals is very important for group morale and team work. Some executive boards develop the chapter goals for the year. They are setting themselves up for implementation challenges because the members may feel like they are inheriting the goals of the leaders. Worse yet, they may feel “dumped on” as the leaders try to delegate activities, projects, and tasks.

### Brainstorming Rules

In setting up a brainstorming session for your group, here are some ground rules that should be explained to all participants before you begin. Remember: Spontaneity and outrageous ideas often yield the best solutions!

- ❖ Think big!
- ❖ Consider every idea.
- ❖ Don’t evaluate good or bad, just write them down.
- ❖ Don’t let the past (tradition) hold you back.
- ❖ Quantity of ideas is better than quality of ideas.
- ❖ Use ideas shared by other members and enhance or add to the ideas.
- ❖ All participants and ideas should hold equal weight.
- ❖ Ideas should be placed on a board or flipchart or index cards that are taped to the wall.
- ❖ Set a time limit.
- ❖ One specific problem or issue should be dealt with at a time.
- ❖ Everyone should be encouraged to speak often.
- ❖ Piggy-backing (building on one another’s ideas) should be encouraged.
- ❖ Negative and critical remarks should not be allowed.

At this stage of the goal setting process, keep the unrealistic goals (“we will have a perfect 4.0 chapter grade point average”). They can be adjusted later with incremental and measurable goals.

### **Narrow Down the Possibilities**

Now that you have tons of ideas, it's important to examine your list and pick the best solution or solutions.

- ❖ Combine two or more ideas to make a great idea and improve on the rough thoughts thrown out in the brainstorming session.
- ❖ Discard ideas which are impractical, impossible, not feasible, or illegal.
- ❖ Choose the three best ideas by having everyone vote for three ideas and taking the top three vote getters.
- ❖ Examine each of your top three ideas. Discuss all their possibilities, potential and problems. Keep in mind your monetary and human resources and the time you have to complete the proposed project and solve the problem.
- ❖ Pick the strongest one out of your top three, and go with it.

### **Questions to Ask:**

1. What needs to be done differently to achieve this goal?
2. What steps need to be taken?
3. What "old" program ideas can we redesign and use again?
4. Who will be involved in carrying out the new program's components?
5. What resources can we use to implement our ideas?
6. Are our ideas something the chapter will do?
7. Are they within our budget?
8. Are they too difficult to accomplish?
9. Are they activities that will help achieve the goal?
10. What is the key pattern?

## **II. Prioritizing**

After the chapter develops its goals, they need to be put in order of importance. You can use one of the goal setting techniques to help the chapter prioritize. This may be the most difficult step in goal setting because each member has his own idea of what is important to the group. Just as you did in the brainstorming phase, it is important to include all members of the chapter in the prioritizing step of goal setting so that each member feels some ownership over the final group goals. The chapter should set a few important, achievable goals rather than a huge list of goals that may or may not be achieved. Use the "Goal Setting; Guidelines for Action" checksheet as a tool for measuring the goal's attainability.

## **III. Developing an Action Plan**

First identify the steps needed to accomplish the goal. Put those steps needed to accomplish the goal in the order that they need to be done. Decide who will be responsible for each phase of the action plan. This is a good time to match individuals with tasks they enjoy doing. Mutually set a timeline for the accomplishment of the work. Continually monitor the goals to check on their progress and to make sure that the volunteers feel comfortable with the work load. Finally, remember to complete an evaluation of the goals at the end of the term and the end of the year. The elected leaders of the chapter for next year will find this evaluation valuable for their own goal setting plans.



## GOAL SETTING: GUIDELINES FOR ACTION CHECKSHEET

### **Achievable or Attainable**

Means you can realistically accomplish the goal considering the nature of your abilities/skills and aptitudes.

### **Believable**

Suggests that you truly believe you can accomplish the goal and have confidence in your ability to reach it within an allotted time period. People who achieve their goals push themselves by setting challenging goals, but their goals are never so difficult that they lose the self-confidence needed to achieve them.

### **Controllable**

Stands for your ability to control the factors that affect and influence the outcome of your goals.

### **Definable**

Means that you can express your goal clearly either out loud or in writing. Often this involves taking a vague feeling and creating plans for specific action toward a goal.

### **Explicit**

Means that you are specific about stating your goals and that you can concentrate on the steps needed to achieve your goal one at a time.

### **For Yourself**

Indicates that your goals are something you really want to do rather than working towards a goal others believe is right for you.

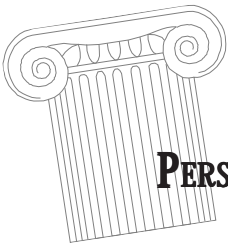
### **Growth Facilitating**

Means that your goals are helping you move forward. It will help you create a more satisfying life rather than being something you “settled for.”

### **Measurable**

Means that your goals are expressed in such a way that they can be measurable in numerical terms (if possible) rather than in broad, general terms. Example: To say, “this week I’ll look at occupational alternatives” is not enough. Rather, you need to express your goal in measurable terms such as, “this Wednesday I will spend two hours in the Career Resource Library reading about two of my occupations that have interested me most based on my interest and skills.

Adapted from *Taking Charge of Your Career Direction*. R.D. Lock, 1988, Brooks Cole, Belmont, CA.



## PERSONAL GOALS AND ACTION PLANS WORKSHEET

What are some of your strengths?

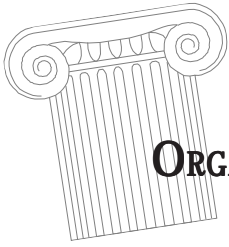
What are some of your weaknesses?

What qualities or characteristics would you like others to associate with you?

Ask 3-5 members to share with you the skills or qualities they think are important to being a strong leader.

What qualities, characteristics and skills will you need to possess in order to be successful in your chosen career?

What qualities, characteristics, and skills will you need to possess in order to be successful in your life?



## ORGANIZATIONAL ACTION PLANNING WORKSHEET

Goal Statement:

---

**WHAT**

is to be done?  
(objective)

---

**HOW**

will it be accomplished?  
(activities or tasks needed)

---

**WHAT**

are the resources?  
(personal development opportunities, conferences,  
money, materials available)

---

**WHO**

can support me in my growth?  
(mentors, supports)

---

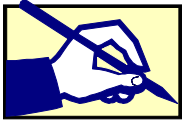
**WHEN**

will it be accomplished?  
(time period)

---

**RESULTS**

expected and how will it be measured?  
(evaluation)



## STRATEGIES FOR DEALING WITH DIFFICULT PEOPLE

Some guiding principles (adapted from *The Seven Habits of Highly Effective People* by Stephen R. Covey).

### 1. Be proactive—effective people take responsibility themselves, they don't place blame.

One cannot just sit back and wait for problems to solve themselves. Further, problems cannot be wished away. Typically, all waiting does is make the situation worse—frustrations grow, inappropriate behaviors left unchecked suddenly become acceptable, and eventually something will happen that brings the issue to a head and rather than being able to deal with it positively and effectively, the individuals involved are only able to resolve the issue through anger and possible violence.

A better approach is to use personal confrontation techniques in the beginning and try to resolve the issue in a manner acceptable to both parties. To do this, whoever is concerned about the situation needs to talk with the individual(s) that they believe to be the cause of the issue. They need to take them aside and talk with them one on one. They need to explain why the behavior is inappropriate (i.e. the behavior is against the law, if you are caught the whole chapter and national organization are endangered. You would not want us to lose our chapter or be shut down or to have the other members lose their home would you? That is precisely what will happen if you continue to do what you're doing. Or, in our ritual it says if we are having a problem with a member, you need to talk with him one on one. I am talking with you now because I have a problem with some of the things you are doing. Triangle was founded on certain principles and values. These values include... The actions you are taking do not conform to our values and code of ethics. What you are doing is behavior unacceptable to Triangle. I need you to change that behavior, or you will have to be ask to leave.)

When you talk to someone personally, you have to be even tempered, and it must be done in a manner in which you show that you care about him and the other members of the organization. Do not lose your temper, or get angry with him. Be positive and constructive and he will listen. If he will not listen, or wants to increase the level of aggression in the confrontation, walk away.

Once someone has been talked to personally, see if his behavior changes. If it does not, it is time to move to impersonal confrontation. Bring the issue up in a chapter meeting and discuss it. Bring the issue to the attention of the alumni board and ask them to intervene. Enact rules and policies that have stiff penalties and enforce them. Or perhaps, stage a demonstration. One of my colleagues told me a story where a chapter president arranged to have the police show up during one of the chapter meetings. At this time, the police came in arrested him, read him his rights and took him outside. The rest of the chapter members were shocked and did not know what to do. A few minutes later the president and the police came back in. They explained that this was merely a demonstration, but if any member of the chapter was caught breaking the law, this is what would happen since the president has primary responsibility for the organization.

### 2. Begin with the end in mind—what do you want things to look like in the future?

Before one confronts another, he needs to know what he wants the outcome to be. What are your expectations for this confrontation, what do you hope to resolve, what do you hope to get out of it? If you know these things, you can steer the conversation in this direction and get the other person to hopefully buy into it.

### 3. Put first things first—prioritize

Make sure you know what you want to talk about first with the person, especially if there is more than one problem. Deal with the most important issue first, then go after smaller issues. And, if there is only one issue, know what you are going to say and how you are going to say it. Rehearse and make sure it makes sense.

### 4. Think win/win—both parties have to feel they will get something out of it

Find a way for the other person to benefit. It may mean that if he gives up the behavior that you will allow something else, do something for him, or enable him to do something he wants. Maybe to solve the problem of drugs in the house, he moves out and begins treatment to treat his addiction, but you still allow him to stay a member.

## 5. Seek first to understand—know motives of the other party, then wonder if he'll understand you

Why is he doing what he is doing—what is the underlying need or reason? Get to that level and discuss it. Perhaps he won't need to keep this behavior if his issues are resolved or he see options. This process requires excellent listening skills.

## 6. Synergize—creative solutions beyond compromise

Go in with an end in mind, but be an active listener (i.e. listen with your ears and actions) and look for things that will help achieve a positive outcome.

## 7. Sharpen the saw—make sure everything is maintained and you are prepared

Know the facts, rehearse your presentation—possibly use someone else as a sounding board first, and make sure that what you are going to say is accurate and will constructively confront the situation and produce the desired results.

The first three principles cause you to focus on yourself. They only deal with you and no one else. Let's examine that aspect of dealing with difficult people further.

### Beginning with Yourself:

1. Keep some emotional distance—don't take anything personally. Remain level headed.
2. Don't attack—confrontation isn't always appropriate. Be constructive and show you care.
3. Make sure your expectations are realistic—do members have the resources and information to succeed? Do members have the personal skills to do the job? If you have an outcome in mind, make sure it is achievable.
4. Make sure your expectations are *really* related to the desired end—let go of a less important point to salvage something bigger. For example: If the Brother will give up the illegal drugs, allow him to hold a chairmanship he desires.
5. Don't take the rap—ultimately there are no excuses, not if you have done your homework and maintain your own standards. Also make sure to CYA—document everything and over-communicate with your advisors on the issue.

The final four of the General Principles mentioned earlier deal with working with others. Let's examine that aspect of dealing with difficult people further.

### Working with Difficult People:

1. Seek first to understand—this was briefly explained earlier, but we can add to it. Communicate with the other party until you both find something that you like.
2. Offer "Active Listening"—reflect what the other person says.
3. Give the other person some of what he needs—attention, responsibility, etc.
4. Summarize—focus on common goals and shared values or common ground
5. Summarize—focus on what you *can* do together. If we can't do them all, can we do one?
6. Create "Accountability Structures"—CYA
7. Be Patient—things take time
8. Don't be afraid to delegate—we can't always do everything and get through to everyone
9. If all else fails, write it off—don't beat your head into a brick wall. Perhaps you can let him feel like he won.
10. When possible, defuse a situation before it develops—recognize the warning signs. Also, when you have come up with an alternative or a solution, float trial balloons for feedback. This will enable you to determine if you have support and if your ideas will work or make things worse.



## CONFRONTING VOLUNTEERS WHO ARE NOT FULFILLING ASSIGNED RESPONSIBILITIES

Volunteers have the same responsibility to fulfill assigned responsibilities just as an employee would at his job. By using good communication skills, you can confront volunteers in a non-threatening manner that lets you candidly discuss the issue.

### General Communication Techniques

- ❖ Focus on the person
- ❖ Avoid judging the person
- ❖ Be aware of the feelings of the individual
- ❖ Show you understand what is being said

### Distinguishing between observations and inferences

#### Observations:

- ❖ Stay with what is observed
- ❖ Are judgmentally neutral

#### Inferences:

- ❖ Go beyond what is observed
- ❖ Seem to imply judgment
- ❖ State your observations first, then inferences
- ❖ Check out your observations with another person

*For example*, a member of your organization has recently failed to attend several meetings and follow through on his responsibilities (observation). You think the person no longer cares about the group (inference). Your dialogue with the person might go like this:

“Joe, you have been one of the most dedicated members of our organization, and I appreciate all you have done for the group. Lately though, you haven’t been coming to meetings, and I noticed your responsibilities haven’t always been completed.”

#### “I” Statements

- ❖ I = feeling = behavior = desired state

*Example*: “I’m feeling frustrated that you haven’t organized things better, and I need you to plan more thoroughly next time. Is that something we can agree on?”

#### Rephrasing/Clarifying

- ❖ If I hear you correctly, you’re saying that...
- ❖ Let me see if I understand what you’ve been saying...
- ❖ From what you’ve said, it seems that...



## EMPOWERING OTHERS & WORKING WITH COMMITTEES

“Power in organizations is the capacity generated by relationships.” - Margaret Wheatley: *Leadership and the New Science*

Empowerment is the process of sharing power so that others have a sense of autonomy and control. Empowerment only works under two conditions:

1. When people are qualified to do the job and
2. When the transfer of assignments doesn't look like a “dumping” of responsibilities

One important way to empower others is to give people important work to do on critical issues. When appointing committee chairs or working with elected leaders, allow them autonomy over their work by giving them freedom and creativity for their work from beginning to end. Trust them to do their job, even if it isn't done YOUR way. It's also important for leaders to create an environment where the members feel that their hard work will be recognized. They should be thanked publicly and often for their work on behalf of the Fraternity.



### Effective Committee Leadership

Committees are the backbone of an organization. They provide the research, analysis, momentum, and involvement that allows the chapter to make good decisions, and maintain effective programs. The following list includes tips that a leader may find useful as the chairperson of a committee.

1. Read over all previous committee reports and jot down any useful ideas.
2. Keep a record of assignments made to members of the committee.
3. Prepare an agenda for every committee meeting.
4. Be sure that the first meeting is well-planned.
5. Remember that formal parliamentary procedure and voting have little place in the committee meeting.
6. Keep the purpose and goals of the committee in mind.
7. If necessary, appoint a recorder to keep a complete and accurate record of what the committee decides and works on.
8. Be positive, enthusiastic, and match people to their talents and interests.
9. As chairperson, delegate important responsibilities to all committee members.
10. Be sure that projects and meeting times are coordinated.
11. Give an honest picture of the time and work involved.

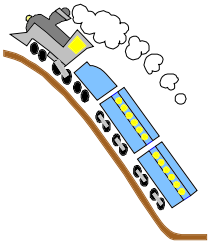
Sometimes committees get a bad rap because an organization has too many and the meaningful work is absorbed by only a few leaders. Permanent committees should be formed to handle work that is a regular, major part of the chapter's function (i.e. risk management or finance committee). Temporary committees, often called ad hoc committees or task forces, should be formed for a project or task that is only a one-time event. Make sure that the job really requires a committee.



### Building a Committee

- ❖ Encourage committee members to feel a sense of ownership.
- ❖ Share responsibility for the committee's functions with the committee members.
- ❖ Develop a sense of trust and caring among committee members.
- ❖ Allow and encourage diverse points of view.
- ❖ Resolve conflicts openly and creatively.
- ❖ Encourage active conversation and listening in meetings.
- ❖ Be willing to allow the committee to examine itself.
- ❖ Be willing to experiment.
- ❖ Accept new members and help them to become part of the group.
- ❖ Be sure that each member has a role or a task.
- ❖ Be supportive of each member's efforts.
- ❖ Encourage members to use each other as resources.
- ❖ Strive for open and honest communication.
- ❖ Pay attention to both getting the job done and that the people are having fun.
- ❖ Remember a chair's job is not to do everything; his job is to make sure everything is done.
- ❖ Be available to committee members.
- ❖ Keep up-to-date with committee members' progress.

- ❖ Make decisions by means of group consensus.
- ❖ Involve the committee in all stages of the program, from initial goal-setting and planning to evaluation.
- ❖ Be positive.
- ❖ Show that you have confidence in committee members.
- ❖ When you're wrong or make a mistake, admit it.
- ❖ Give praise generously and publicly.
- ❖ Never criticize a member in public.
- ❖ Be sensitive to people's feelings.



## BE A MOTIVATOR

“The leader’s vision for the organization must be clear, attractive, and attainable. We tend to trust leaders who create these visions, since vision represents the context for shared beliefs in a common organizational purpose. The leader’s positions must be clear. We tend to trust leaders when we know where they stand in relation to the organization and how they position the organization relative to their environment.”

“There are four main strategies that leaders choose (sometimes unwittingly) in order to position their organization:

1. **Reactive.** With this approach, the organization waits for change and reacts - after the fact. Some leaders who operate in this fashion act through default. In other, possibly more effective cases, a reactive strategy is designed to keep options open and to provide the necessary flexibility to cope with a wide range of occurrences. A reactive mode is the least expensive (and often the most shortsighted) strategy; it may occasionally work, but only in slowly changing environments that allow enough lead time to react.

2. **Change the internal environment.** Rather than waiting for change to happen to them, leaders can develop effective forecasting procedures to anticipate change and then “proact” rather than react. In the short run, they can reposition the organization by granting or withholding funds, manpower or facilities to parts of the organization expected to be affected by the changes.

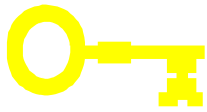
In the long run, internal environments can be changed in a more enduring way by altering internal organizational structures; by training and education; by selection; and by deliberate efforts to design a culture that develops certain values.

3. **Change the external environment.** This approach requires that the organization anticipating change act upon the environment itself to make the change congenial to its needs. This might be done through recruitment efforts, collaboration with other organizations, creating new recruitment niches, and various other means.

4. **Establish a new linkage between the external and internal environments.** Using this new mechanism, an organization anticipating change will attempt to establish a new relationship between its internal environments and anticipated external environments. In the short run, this can be done by bargaining and negotiation, where both the internal and external environments change to accommodate each other more effectively.

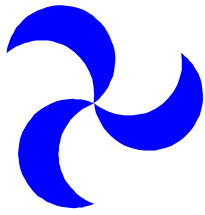
“Trust implies accountability, predictability, and reliability. Trust is the emotional glue that binds followers and leaders together. The accumulation of trust is a measure of the legitimacy of leadership. It cannot be mandated or purchased; it must be earned. Trust is the basic ingredient of all organizations.”

Adapted from *Leaders: Strategies for Taking Charge*



## Keys for Motivation

1. **Goals:** Goals are for the general chapter as well as for committees and individuals - give them something to strive for, and hence, goals can be effective, motivating devices. In general, if we strive for a particular goal, our performance will be higher than if we are not aware of any specific end result. Within the Fraternity, the retreat is the logical place for goal setting. If an individual can view the total goals of the organization, including some of his own goals, he is more apt to strive for the total package.
2. **Incentives:** To provide effective incentives, you must know your members and recognize that what is appropriate for one person may not be appropriate for another. In addition, what may be an effective incentive at one period of time may not be under other circumstances. Constant evaluation of incentives is necessary. Incentives may include honors, awards, recognition, or even appointment to special committees or high esteem.
3. **Communications:** Proper communication is an important factor in motivation. All members must be aware of the goals of the organization. Direct communication avenues can be retreats, bulletin boards, newsletters, group discussions, etc.
4. **Evaluations:** An important motivation factor in any organization is the “feedback” from evaluations. Procedures and progress must constantly be evaluated both to and from the leadership of the chapter.
5. **Leadership:** Leadership means many things, such as organization, coordination, and management. Leadership itself has a set of keys.
  - A. The ability to arouse self-involvement. We work more effectively doing a job we want to do and that we feel is ours as opposed to something someone else wants us to do.
  - B. The ability to give freedom and keep control. Delegation fosters a feeling of confidence and gives an opportunity for independent and individual expression.
  - C. The ability to identify with others. Some chapter leaders fail to achieve their goals because they are either low in warmth or inhibited in expressing it. They are too serious to engage in chit-chat or too busy to give someone a pat on the back. A chapter officer must walk a tightrope between the best interests of the individual and those of the chapter. He must be interested in the members of the chapter as individuals and try to be liked by them, but he cannot let this hoped-for popularity become an end in itself.



## EMPOWERING OTHERS THROUGH DELEGATION

“One challenge in the effort to give power to people on the front lines lies in persuading them to accept the responsibility and autonomy that stem from power.” — Sally Helgesen; *The Web of Inclusion*



### Why Delegate?

#### For Yourself

##### 1. Helps you gain more time!

By delegating, you will have more time for yourself. Once you free yourself from the mind set that you have to do everything for the chapter, you will gain a great deal of time for personal pursuits, chapter planning, studying, and organizing. Delegation helps distribute the work load.

##### 2. Teaches valuable lesson in how to work with and develop others

Many chapters have someone that the chapter considers the “most active active.” It’s easy to let responsible, involved members take over tasks and committee work. While this is a quick way to get work done, it can also breed apathy among non-involved, unmotivated members.

You will be keeping the involved members from burning out and building up the initiative from lesser involved members by helping them to feel like they are contributing their time in worthwhile ways.

##### 3. Builds trust and self-esteem

Ownership of the task and the organization helps participation. Remember when you first joined the chapter and had work delegated to you. How did the leader approach the delegation? Did they tell you exactly what to do, when to complete it, and who to report to? Did they help you feel like your skills and knowledge were being tapped to help the chapter? You probably wanted to show that you could be a responsible team member and worked hard so you didn’t let that leader down. Delegation motivates members by giving them value and importance.

##### 4. Encourages open communication and motivates

Delegation is important because it allows more people to be actively involved. Each individual will feel more valued as a member because you will be using his talents for the betterment of the chapter. Sharing your authority with others can be the greatest single motivator as a leader.



#### For the Chapter

##### 1. Promotes leadership development

By effectively delegating, you are allowing for creativity in task completion, asking for significant contributions from the membership, and developing some depth in the leadership in the chapter. Younger, less experienced members can be delegated tasks along with older members so they can learn from their expertise. They will become more self-confident and be ready for more significant responsibilities after they have felt the rewards of success. They will also learn about resources that will help them complete projects, programs, and tasks in the future.

##### 2. Opens new avenues of creativity

Delegating is not telling someone what to do, how to do it, and when to complete it. Delegation involves creative problem solving and different approaches to work. Your members will surprise you with their new ideas, thoughts, and approaches when they are given the freedom to do so.

##### 3. Improves overall efficiency/effectiveness

Delegation stimulates initiative in members. Some leaders have the mistaken belief that delegation is the easy way out. This is not true. By sharing the work load, everyone will feel like they have a vested interest in the success of chapter projects and programs.



## Basic Delegation Strategy

“Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.”-George Patton

1. Explain why he was selected to lead.
2. Explain his responsibility and role.
3. Explain what is expected of him and his task group.
4. Discuss the task.
5. Supply resources- people, materials, examples.
6. Set mutual target dates for getting the task completed.
7. Express your confidence and support of him and the group.

### Do Delegate When:

- ❖ There is a lot of work to be accomplished.
- ❖ You feel someone else has a particular skill or qualification which would suit a task.
- ❖ Someone expresses an interest in a task or committee.
- ❖ You think a particular member might benefit from the responsibility (i.e. an emerging leader)

### Don't Delegate When:

- ❖ It's an extremely important matter with serious consequences, emergencies, or matters of exception to a policy
- ❖ You wouldn't be willing to do it yourself.
- ❖ A member may not possess the skill necessary to successfully complete the task.



## Principles of Delegation

1. Assigning responsibility to others does not lessen your responsibility. It gives you the capacity to handle greater responsibility.
2. Never assign tasks to a member solely because this task is unpleasant to you.
3. Delegate only if you have confidence that the member is capable of handling the task
4. When delegating, be sure to back up the member when his authority is called into question
5. Delegating entails allowing another to complete a task his way, not necessarily exactly as you would have it done
6. Even though you may be able to do the task better or faster, delegating allows for the growth of others
7. Delegating sometimes involves teaching someone how to complete a task. How else will your members know how to operate the group when you've graduated?
8. Delegating can be a significant motivator in retaining members as it gives them a sense of accomplishment when a task is successfully completed.
9. Delegation is most successful when someone expresses an interest in the task, when he has a specific skill which would suit the task, or when he would benefit from the responsibility.



## Ways to delegate

1. Ask for volunteers in a meeting. (Show of hands or sign-up sheet)
2. Appoint someone (in a meeting or after a meeting)
3. Assign it to a committee (sometimes in a smaller group, people are less intimidated to volunteer)
4. Break up jobs into logical parts and spread the work to a few people
5. Find out your member's interest/skills/time commitment, then find a task to suit them
6. Most of all, let go and let them do the work. Follow up to make sure details are being taken care of, but don't jump back in and take over. Give feedback to members on their performance. If the job isn't getting done, seek others to assist.



## STRESS MANAGEMENT AND BALANCE

“It’s an illusion that you have to put 100% into work. If you cut back even 5 or 10% on your hours, all the successes you’ve built won’t suddenly come crashing down around you.”-Meryl Goldon

One of the most important ways to manage your stress is to manage your time. Effective time management is important because it helps you to:

### 1. **Meet deadlines**

Without a plan to guide our studying, work, time with friends, and chapter responsibilities, stress is likely to occur. When we feel overwhelmed, we feel like we’re losing control of our lives.

### 2. **Accomplish more**

If you manage your time well, you can achieve more for yourself and for the chapter.

### 3. **Have more free time**

You need time for recreation, social activities and physical fitness. By managing your time effectively you can develop healthy habits now before it is too late and healthy habits are harder to develop. A well balanced life helps you find time for school, volunteer responsibilities, work, and your many relationships.



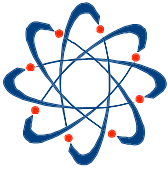
Items marked with an “A” should be your highest priority, they are probably the most urgent and important tasks to accomplish. Now, go through all of your “A” activities and assign a priority ranking with 1 being the highest priority. Now your list should contain A1, A2, A3 and so on. Do the same for the “B” activities. You don’t have to do this for the “Cs”. Remember, they are the lowest priority, and least important tasks to accomplish.

By focusing your planning and your energy on the activities which are time-critical and important, you will accomplish a great deal and feel more in control of your time and your activities.

Look at your weekly calendar and block out time for classes, studying, set meetings, time with fraternity brothers, and personal time. Know your most productive hours and don’t forget to build in flexibility for the unexpected.

Remember, your ABCs may change over time. Today’s “A” may become tomorrow’s “C” while today’s “C” becomes tomorrow’s “A.” Since you need to continually readjust your priorities, take some quiet time each day to develop your task list.

(Source *How to Get Control of Your Time and Your Life* pp. 28-29)



## ENERGY: LEAKS, SAPPERS, AND BOOSTERS

So, what if you can manage your time and you're still feeling overwhelmed? Take stock of the varying energies in your life.

**ENERGY LEAKS:** represent a slow drainage of energy, sometimes barely noticeable.

List three energy leaks which you experience:

1. In your chapter:

- a.
- b.
- c.

2. In your personal life:

- a.
- b.
- c.

**ENERGY SAPPERS:** People or situations which drain your energy level.

List three energy sappers which you experience:

1. In your chapter:

- a.
- b.
- c.

2. In your personal life:

- a.
- b.
- c.

**ENERGY BOOSTERS:** People or situations which elevate your energy level.

List three energy boosters which you experience:

1. In your chapter:

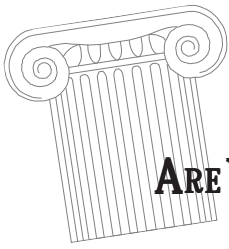
- a.
- b.
- c.

2. In your personal life:

- a.
- b.
- c.

Who experiences YOU as an energy sapper?

Who experiences YOU as an energy booster?



## ARE YOU BURNING OUT?

Look back over the last six months. Have you been noticing changes in yourself or in the world around you? Think of school....the family....social situations....the chapter. Allow 20 seconds for each answer. Then assign it a number from 1 to 5.

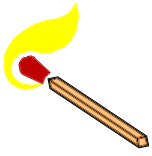
1 never                      2 rarely                      3 sometimes                      4 most of the time                      5 always

1. Do you tire more easily? Feel fatigued rather than energetic?
2. Are people annoying you by telling you, "You don't look so good lately?"
3. Are you working harder and harder and accomplishing less and less?
4. Are you increasingly cynical and disenchanted?
5. Are you often invaded by sadness you can't explain?
6. Are you forgetting? (appointments, deadlines, personal possessions)
7. Are you increasingly irritable? More short tempered? More disappointed in the people around you?
8. Are you seeing close friends and family members less frequently?
9. Are you too busy to do even routine things like make phone calls and send out birthday cards?
10. Are you suffering from physical complaints (aches, pains, headaches, and a cold you just can't get rid of)?
11. Do you feel disoriented when the activities of the day come to a halt?
12. Do you have dreams about the things on your "to do" list?
13. Is joy difficult to find?
14. Are you unable to laugh at yourself?
15. Do you have very little to say to people?

Now place your self on the burn-out scale. Don't let a high score alarm you, but pay attention to it. Burn-out is reversible no matter how far along it is.

### The Burn-Out Scale

|         |  |       |  |
|---------|--|-------|--|
| 15-25   | You're doing fine  | 26-35 | There are things you should be watching. |
| 36-50   | You're a candidate   | 51-65 | You are burning out.                     |
| over 65 | You're in a dangerous place threatening your physical and mental well being. |       |  |



## Characteristics of Burn-out (J Morgan Pigg, Indiana University)

Apathy      Depression      Irritability      Frustration      Rapid anger      Frequent illness  
Physical/emotional exhaustion      Lack of motivation      Inability to relax      Inability to laugh freely



## Hints for Staying Balanced

1. Try to keep your “work” in your office or specified work area.
2. Choose one place to keep all your papers and resources.
3. Take a vacation in your own room by putting a “Do Not Disturb” sign on your door and taking your phone off the hook.
4. Don’t answer the telephone or door after 10 p.m.
5. Avoid discussing business over lunch or dinner.
6. Learn how to say “No” and then refer someone else who can do the job.
7. Associate with people who make you feel good about yourself.
8. When you need help, ASK.
9. Give yourself new energy by practicing relaxation techniques or meditation.
10. Attend seminars on relaxation techniques, time management, burn-out, etc.
11. Attend conferences. Talk to others who may have solutions to the problems you are experiencing.
12. Take time out. Get away from everyone at least once a month.
13. Find outside interests (classes, aerobics, hobbies, clubs, other organizations).
14. Talk to those who work outside the university/college setting. They can help you keep your perspective by not being as close to your situation.
15. Don’t overload your To Do list. Prioritize the items on your list so important and urgent things are done immediately and unimportant, low urgency things can wait.
16. Whenever you feel down, list all of the things you have to be grateful for.
17. Write helpful reminders and place them in spots where you will read them.
18. Find a quiet place that you can walk to and sit down for uninterrupted blocks of time during the day.
19. Take care of your health by getting enough sleep, eating well, and exercising regularly.
20. Balance work, play, and companionship.
21. Set expectations that are reasonable, not unattainable.



## VALUES AND ETHICS

“There is no substitute for the moral power of example.” -William Bennett

One of the cores of fraternity life is our values and ritual. They are timeless principles which determine what makes a good Brother. Our founders developed ideals which they wanted every member to strive for, distinguishing the members from ordinary college students. Our fraternal values are enduring guides for personal ethical decision-making and help us to act in line with our organizational values.



### Values and Ethics Defined:

**Values:** Internal priority list. What is most important to you.

**Ethics:** Your personal scale of right and wrong, expectations of proper behavior; the way people “should” act.

What are our values as Greek organizations? Take some time to talk with other leaders in your chapter about your fraternal values. Use the Ritual Worksheet to guide your discussion. After you have completed the worksheet and discussed the questions, talk about the challenges the members face in actualizing the fraternity values. What are some barriers to actualizing our values? What keeps us from living up to our Ritual?

“You are in a position to influence others by virtue of your leadership position.”— Jeanie Kaminski

As leaders, what can we do to address values?

1. Create an environment that fosters and values life-long learning. Be a role model.

- ❖ Model exemplary behavior.
- ❖ Avoid questionable actions.
- ❖ Model integrity.
- ❖ Seek out role models to learn from.
- ❖ Self-development, raise your own value system.

2. Confront unacceptable behavior.

- ❖ Don't moralize.
- ❖ Bring unacceptable behavior to the individual's attention and redirect it.
- ❖ Unacceptable behavior gives cause for questioning! If you don't confront it, you may reaffirm their actions.

3. Utilize training experiences

- ❖ Use case studies with moral implications.
- ❖ Discuss the chapter's code of conduct, honor codes, your creed.
- ❖ Train members on confrontation skills.

4. Develop expectations and minimum standards

- ❖ Put it in writing for members and leaders.

5. Structured experiences

- ❖ Utilize the experience of alumni volunteers and campus advisors to facilitate values discussions.
- ❖ Look ahead and hold a visualization session with the chapter. “What would you like our chapter to be known for when we come back as alumni?”

6. Lead discussion sessions

- ❖ Hold ritual discussions year round (see sample Ritual Worksheet).
- ❖ Encourage debates in the chapter on difficult ethical issues.
- ❖ Play the devil's advocate and challenge the thinking of the members.

7. Be supportive

- ❖ Encourage others to address issues and confront others' unethical behaviors (only with proper training)
- ❖ Promote a caring environment
- ❖ Publicly thank people when they uphold your ritual

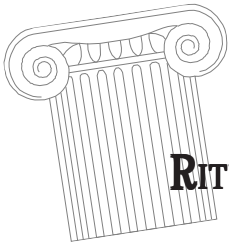


## What is an Ethical Decision?

What if you're not sure how to make that tough decision? Do you have a framework for decision making? How do you know when you're "right?" This listing will provide you with some parameters for ethical decisions. This isn't easy! Consider copying these pages for the total membership for a healthy discussion on ethical behavior.

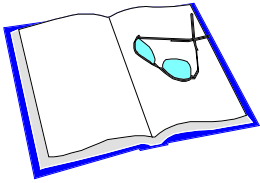
An ethical decision is...

- ❖ One that is related to a specific context; in the same situation, there may be business ethics, educational ethics, and personal ethics and sometimes one or more of these may be in conflict
- ❖ One that is best for the organization rather than for the leader; one that is not self-serving
- ❖ One that is made in the clear and is consistent with full disclosure
- ❖ One that, even though it relates to a gray area, where there is really no right or wrong answer, it is one that is more right than wrong
- ❖ One that is honest and based on facts, but yet is consistent with the spirit of rightness and fair play
- ❖ One that is consistent with the values and principles for which the organization and the institution stand
- ❖ One that will be the best in both the short and long-term for the organization
- ❖ One that can be defended and supported by one's peers and superiors
- ❖ One that is made in good faith



## RITUAL WORKSHEET

1. What did you think/feel when you experienced your Ritual for the first time?
2. What attitude did chapter members have towards the Ritual?
3. How (if at all) have your thoughts/feelings about the Ritual changed as you have experienced it more times?
4. What significance does your Ritual have for you as an individual? For your chapter as an organization?
5. What personal contributions have you made to the organization that makes you proudest?
6. What aspect of your fraternal experience has challenged you the most to grow as a person?
7. The Ritual is important to me because:
8. How do I use Ritual in my daily life?



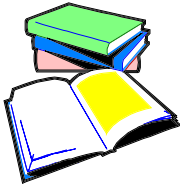
## BE A PERPETUAL LEARNER

“Learning is the essential fuel for the leader; the source of high-octane energy that keeps up the momentum by continually sparking new understanding, new ideas, and new challenges. If the leader is seen as an effective learner from the environment, others will emulate that model, much as a child emulates a parent or a student emulates a teacher.

“While the leader provides the stimulus and focus for innovative learning, some organizations are learning-handicapped. They just seem to be so rigid and inflexible that nothing less than a major crisis can change them. That’s the bad news. The good news is that leaders can redesign organizations to become more receptive to learning. They can do this by redesigning open organizations that are both participative and anticipative.

“Individuals learn as part of their daily activities, particularly as they interact with each other and the outside world. Groups learn as their members cooperate to accomplish common goals. What the leader hopes to do is to unite the people in the organization into a “responsible community,” a group of interdependent individuals who take responsibility for the success of the organization and its long-term survival. In doing so, leaders contribute to the competence of individuals and groups to manage complexity in their environment.”

From *Leaders: Strategies for Taking Charge*



## RESOURCES

Most members probably look to you and expect you to know all of your resources! You have numerous connections with inter/national fraternity leaders, local volunteers, campus officers, peers, etc. One of the many important responsibilities of an organizational leader is to become acquainted with and develop relationships with others to help you in your leadership position.

### Your Resource Pool

#### **Yourself -**

You are your best resource. Draw on your inner strength and peace when times get difficult and busy. You are the only person who knows what energizes and what drains you. Surround yourself with good people but take time for yourself to re-energize, reflect, nap, and work. Take it upon yourself to seek out literature, courses, seminars, and other training on effective leadership.

#### **Close friends-**

Just because you are a leader doesn't mean you have to sacrifice your relationships. Create specified times to spend with friends. Try to avoid talking about the chapter and the work you need to do on behalf of the organization. Spending time with good friends in the chapter will remind you why you joined this wonderful organization.

#### **Challengers-**

These are individuals who will help you grow as a leader and as an individual. They will help you by providing constructive feedback to strengthen your skills. Pick people you trust to steer you back in the right direction if you feel a little off balance. Choose individuals that you will listen to when they challenge your thinking or disagree with you. This is a healthy relationship to have...they will help keep you honest with yourself.

#### **Helpers and Referral Agents-**

These are people who can be depended upon in a crisis to provide assistance. These individuals are often experts in solving particular kinds of problems and may not be the type with whom one would choose to have a close or personal relationship. What local, regional, or national officers can provide you with good information and assistance? Who can you lean on for help with your specific leadership position?

The student affairs division in your college/university provides extracurricular student services. While the student affairs division is different from campus to campus, some of the traditional departments within the division include: housing, Greek affairs, student activities, leadership development, recreation services, advising/counseling, orientation, study skills development, women's issues, career advising, and financial aid. These staff members may be able to assist with program development and issue resolution.



## ONGOING EDUCATION

Leadership development is an on-going process. Continuous personal improvement will not only benefit each officer, it will also strengthen the organization. New officers should develop a list of potential follow-up programs. Some suggestions include:

- ❖ Skill development
- ❖ Conflict management
- ❖ Time management
- ❖ Stress management
- ❖ Academic achievement
- ❖ Wellness
- ❖ Leadership vs. management
- ❖ Interfraternalism discussion/expectations
- ❖ Finances
- ❖ Joint training/discussions and relationship building with the local Interfraternity Council, Panhellenic Council and National Pan-Hellenic Council (NPHC)
- ❖ Professionalism
- ❖ Media training

Make a record of these programs to leave as a legacy for future officers. Encourage them to constantly update and refresh these programs with the latest thinking.



# TRAINING TOMORROW'S LEADERS

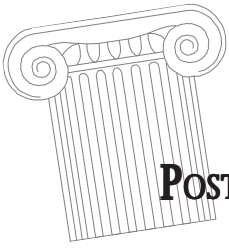
## How to Bridge the Gap Between Meetings

### I. The Common Problem

1. Many organizations vegetate between meetings. There is little or no follow up of decisions reached at the previous general meeting and the next meeting is likely to produce a series of "no reports" from committee chairmen.
2. The vigor and movement forward of an organization is often more closely related to what happens between meetings, than with what takes place at the meetings themselves.

### II. The Solution - Keeping the Membership Informed

1. Most members are not interested in receiving copies of minutes, and minutes usually do not make very interesting reading. This is especially true of "marginal" members, alumni members, and honorary members!
2. Newsletters offer an excellent opportunity for keeping members informed in an interesting way. Here are some ideas:
  - A. Give a calendar of coming events.
  - B. Name people who are doing important work for the organization.
  - C. Outline recent decisions that affect the organization, both internal and external.
  - D. Cartoons and free-hand lettering and art work offer variety and are eye-catchers (make sure to avoid copy right infringements with cartoon use).
  - E. New members can be identified.
  - F. Personalities can be described.
  - G. Projects can be promoted.
  - H. Objectives can be sharpened.
3. Bulletin boards offer a unique opportunity for keeping members informed.
  - A. Photographs, brochures, and magazine cut-outs can be displayed.
  - B. Timely information can be posted without delays.
  - C. Notes can be written between members.
  - D. Interested students may become prospective members.
4. The Solution - Getting the Organizational Work Done
  - A. Immediately after each meeting:
    1. Review with the secretary the minutes of the meeting to:
      - a. Correct possible errors.
      - b. List the items for future agendas.
      - c. Discover items requiring attention of the president or the executive committee.
      - d. Determine what committee tasks should be assigned before the next meeting.
      - e. Determine what committee assignments need follow-up.
    2. Prepare committee assignment memoranda and get them to the committee chairmen concerned. Check committee chairmen on the progress of their committees.
    3. Make out the next meeting's tentative agenda - then put it into final shape at the executive committee meeting.
    4. Work with the publicity chairman on the bulletin board and newsletter.
    5. Check with the corresponding secretary regarding "thank you" letters and other needed correspondence.
    6. Review the meeting with your chapter advisor or faculty advisor.
    7. Read the material from the National Organization, IFC, school, and other sources and discover what these mean to your organization.
    8. Hold:
      - a. Committee meetings
      - b. Cabinet meetings
      - c. Executive committee meetings



## POSTSCRIPT

Information in this edition of the Leadership Manual was generated from work done by Like Minded People, the book *Leaders: Strategies for Taking Charge* by Warren Bennis and Burt Nanus, “Reframing Leadership” by Kathleen Allen, “Leadership/Management” by Sherry S. Tilley, Zeta Tau Alpha, and information from the Center for Leadership Studies, and retreats created by Al Evon.