



Friday January 18, 2019	
Time	Session
11:00 a.m.	Facilitator arrival to camp
12:00 - 1:00 p.m.	Facilitator welcome and lunch
1:00 - 1:30 p.m.	Weekend philosophy and expectations
1:30 - 2:00 p.m.	General facilitator training
2:00 - 4:00 p.m.	Facilitator has time with curriculum
4:00 - 11:00 p.m.	Check-in open
5:00 p.m.	LTW kick-off & welcome
5:30 - 6:30 p.m.	Dinner
6:30 - 7:00 p.m.	Announcements & updates
7:00 - 9:00 p.m.	Round tables part 1
9:00 - 11:00 p.m.	Officer tracks
9:00 - 9:30 p.m.	Session 1: Introductions & icebreakers
9:30 - 9:45 p.m.	Session 2: Weekend overview & expectations
9:45 - 10:15 p.m.	Session 3: Leadership 101
10:15 - 11:00 p.m.	Session 4: Effective communication
11:00 p.m.	Tracks conclude/free time

Saturday January 19, 2019	
Time	Session
8:00 - 9:00 a.m.	Breakfast
9:00 - 10:00 a.m.	Round tables part 2
10:00 - 12:00 p.m.	Officer tracks
10:00 - 10:15 a.m.	Session 5: Problem solving
10:15 - 10:30 a.m.	Session 6: Managing Meetings
10:30 - 11:00 a.m.	Session 7: Delegation is Key
11:00 - 12:00 p.m.	Session 8: Elevating Your Organization



Saturday January 19, 2019	
Time	Session
12:00 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	Round tables
2:00 - 5:00 p.m.	Officer tracks
2:00 - 3:00 p.m.	Session 9: Ladder of risk
3:00 - 3:30 p.m.	Session 10: Implementing Change
3:30 - 4:30 p.m.	Session 11: Stakeholder Engagement
4:30 - 4:40 p.m.	Break
4:40 - 5:00 p.m.	Session 12: Parking lot items
5:00 - 6:00 p.m.	Dinner
6:00 - 6:30 p.m.	Announcements
6:30 - 7:00 p.m.	TEF Thank You letter writing
7:00 - 10:00 p.m.	Officer tracks
7:00 - 8:30 p.m.	Guest Speaker, T.J. Sullivan "You Are Better Than Mandatory"
8:30 - 9:30 p.m.	Session 13: Leading through the hard times
9:30 - 10:00 p.m.	Session 14: Dealing with critics
10:00 - 11:00 p.m.	Treats & Talks with National Council
11:00 p.m.	Tracks conclude/free time

Sunday January 20, 2019	
Time	Session
8:00 - 10:00 a.m.	Officer tracks
8:00 - 8:45a.m.	Session 15: The bystander effect



Sunday January 20, 2019	
Time	Session
8:45 - 9:15 a.m.	Session 16: Leading from our why
9:15 - 9:45 a.m.	Session 17: Using the Pyramid as a road map
9:45 - 10:00 a.m.	Session 18: Wrap up & conclusions
10:00 - 11:00 a.m.	Brunch
11:00 - 12:00 p.m.	General Session: Speaker; T.J. Sullivan
12:00 - 12:30 p.m.	Wrap up & final announcements
12:30 p.m.	Dismissal



Thank You.

These two simple words convey so much, but not ever enough. Thank you for sharing your time, talent, and knowledge in an effort to educate and strengthen the future of Triangle Fraternity.

Leadership & Training Weekend is a perfect opportunity for us to work closely and collaboratively with our chapter leaders through officer training, leadership development and brotherhood bonding. Chapter Presidents, New Member Educators, Vice Presidents, Risk Managers, Service Chairs, Programmers, Recruitment Chairmen, Treasurer's and Chapter Advisors will spend the weekend discovering more about themselves, their chapter role, and their fraternity.

If this is your first time at LTW get ready for a fun and cold weekend.

If this is not your first time- strive to make it your best weekend yet. Each experience presents a new opportunity to grow, develop, and make new friends.

Triangle is committed to creating better men, in an effort to build a better world. This is why we do programming such as Leadership & Training Weekend. It is our goal to equip our men with the knowledge, skills, and resources to transform their chapters, their brothers, and their selves.

So, thank you for taking the weekend to focus your mind and immerse yourself in this educational leadership experience for not only our undergraduates but hopefully for you as well.

I appreciate you, friend.

Ariel Tarosky
Director of Education & Communication
Triangle Fraternity



Leadership & Training Weekend Overview.

Leadership & Training Weekend is comprised of six different tracks that will focus on various themes and concepts. The most significant are listed below.

LTW Philosophies

While different tracks, each is built on the following philosophies:

1. Learning is the primary objective of the Leadership & Training Weekend. LTW curriculum has been designed to provide chapter and colony officers with the tools and resources that will assist them in their position.
2. Soft-skill development is a key function of the fraternity experience. Thus, LTW curriculum has been designed to assist participants beyond the fraternity experience.
3. During LTW, participants should have the opportunity to think individually and organizationally.
4. Authentic conversation will be necessary to assist and support members in their leadership positions.
5. Leadership is servant based. In order for chapter officers to be successful in their roles, they need to serve their chapter members and the mission of Triangle Fraternity.

Learning Outcomes

Steven L. Miller Presidents' Leadership Academy

1. By attending this program, participants will be able to identify their leadership style and how to work with other individuals effectively.
2. By attending this program, participants will be able to effectively communicate with their stakeholders.
3. By attending this program, participants will be able to identify steps to effectively problem solve issues.
4. By attending this program, participants will be able to identify effective and efficient ways to manage risk in their organization.
5. By attending this program, participants will be able to identify ways to effectively delegate to their organization's membership.
6. By attending this program, participants will be able to identify coping strategies for dealing with critics.

Elevate Recruitment Workshop

1. By attending this program, participants will be able to identify their leadership style and how to work with other individuals effectively.
2. By attending this program, participants will be able to identify key stakeholders for their organization.
3. By attending this program, participants will be able to establish a referral system to attract new members for their organization.
4. By attending this program, participants will be able to start and hold meaningful and engaging conversations.
5. By attending this program, participants will be able to identify and sell their organizations brand.
6. By attending this program, participants will be able to teach their members how to effectively recruit new members into their organization.



Lifestyle & Education Workshop

1. By attending this program, participants will be able to identify their leadership style and how to work with other individuals effectively.
2. By attending this program, participants will be able to effectively and efficiently plan and implement an event or program for their organization.
3. By attending this program, participants will be able to identify the different needs and interests of their organizations members.
4. By attending this program, participants will be able to create a safe and healthy fraternity experience for their members.
5. By attending this program, participants will be able to offer a diverse range of workshops, programs, and brotherhood events for their organization.
6. By attending this program, participants will be able to deliver meaningful service to their community.

Finance Workshop

1. By attending this program, participants will be able to identify their leadership style and how to work with other individuals effectively.
2. By attending this program, participants will be able to identify the key responsibilities of serving as their organization's treasurer.
3. By attending this program, participants will be able to identify ways to effectively communicate to their organizations members.
4. By attending this program, participants will be able to identify the seven steps to effective confrontation.
5. By attending this program, participants will be able to create and manage a budget that follows the values of the organization.
6. By attending this program, participants will be able to identify two national opportunities to receive chapter funding and support.

The Wakerly Service Learning Workshop

1. By attending this program, participants will be able to identify their leadership style and how to work with other individuals effectively.
2. By attending this program, participants will be able to effectively and efficiently plan and implement an event or program for their organization.
3. Participants will focus on two primary vehicles of active service learning: organizing & implementing the Leadership Advantage Program on their campus and getting involved with FIRST. Both vehicles will include:
 - Program history and awareness
 - Information around logistics for organization and implementation
 - Skill development as organization leaders
 - Creating strategic partnerships with stakeholders, including the importance of women in STEM
 - Developing an organizational brand through program experiences



Facilitator Role.

1. Effective LTW facilitators are guides to help participants move through an insightful, challenging, and rewarding experience.
 - Attention is placed on the students, not on themselves.
 - Participants are fully engaged, attentive, and actively participating.
 - Participants are allowed to struggle with issues are encouraged to find personal answers.
 - Facilitators are comfortable with silence during discussion and allowing students the opportunity to fill the void.
2. Effective LTW facilitators are full participants right along with students and co-facilitators.
 - Facilitators sit among students in general sessions and at meals.
 - Facilitators complete worksheets, reflections, and participate in learning activities.
 - Facilitators do not reminisce or attempt to create past experiences.
 - Facilitators use unscheduled time to connect with participants.
 - Facilitators do not disappear during downtime/breaks, but remain with the group and encourage interactions.
3. Effective LTW facilitators serve as positive role models for each other and participants.
 - Relationships with participants are professional and appropriate.
 - Unacceptable/inappropriate behavior is confronted and addressed.
 - Educational tracks are not used to advance personal agenda.
 - Facilitators work to ensure inclusion by not becoming cliquish, spending down time away from the group, dining separately, or not following established guidelines/expectations.
 - Facilitators are on time (early) for all sessions.
 - Facilitators remain on-site for the duration of the weekend.
 - The substance free policy is support and enforced.
4. Effective LTW facilitators trust the process and allow the weekend to unfold and take its course.
 - Do not over-process or over-analyze each situation.
 - Stay focused on the participants and serve as a guide for all.
 - Do not compare track experiences - each has different learning outcomes and will develop its own personality.
 - Anticipate feelings of skepticism, frustration, fear, being overwhelmed, and affirm each feeling as its experienced.



Facilitation 101.

Facilitation is:

- Supporting the curriculum through discussion and activities
- Creating connections of shared information & experiences
- Helping participants get good information and affirmation
- Providing focus and direction
- Appropriately challenging and questioning participants

Facilitation is NOT:

- “Doing” for the participants
- Being an expert on all topics
- Allowing discussion to meander off-topic
- Defensive, argumentative, or polarizing

Effective facilitators should be:

- Natural and genuine
- Interested in all participants
- Engaged in a series of conversations with a variety of participants
- Clear and non-judgmental in their communication
- Flexible and able to adapt to different situations
- Focused on the participant’s experiences and struggles
- Developing appropriate relationships with participants and facilitators

Facilitators will exhibit good communication skills by:

- Expressing ideas clearly and accurately
- Being attentive and showing interest in the subject
- Thinking quickly on their feet and being prepared for difficult confrontations and conversations
- Showing a sense of humor
- Knowing when to steer conversations in a serious tone

Facilitators will regulate personal remarks to:

- Calling the group’s attention to helpful statements
- Rephrasing participant’s ideas/thoughts to clarify and reinforce
- Summarizing groups thoughts to bridge between topics
- Facilitators will avoid emphasizing personal opinions, agendas, etc.

Additionally, facilitators will:

- Ensure participation by each group member during educational tracks
- Ensure that one individual does not dominate the conversation
- Maintain eye contact with group members and ensure personal body language is welcoming to the group
- Be alert to the body language and cues from participants
- Create a climate of respect within the group that allows participants to discuss differences, without attacking

Facilitation 101 cont.

- Show interest in the opinions of all group members
- Ensure that there is no favoritism within the group
- Allow participants to share minority views comfortably
- Help participants view/discuss issues from many angles before reaching conclusions
- Provide meat for discussions without dominating the conversation
- Provide examples and ideas from personal experiences to emphasize points
- Listen critically to discussions to identify confusions
- Gently encourage participants to question the validity of their arguments or reasons
- Help participants examine their current realities that are outside the norm

Common Group Dynamics.

Silence

- Trust silence when it occurs. Often this is a signal that learning is occurring and you've identified a difficult conversation. Give participants time to form their thoughts.
- Count to 10 before asking another question or filling the void. When the silence becomes uncomfortable to the group, someone usually steps in. Wait for it.

Disruptive Group Members

- Handling disruptive behaviors is often difficult. The key is to handle the disruption without hurting the individual and/or group.
- Keep in mind that you are not alone and are bound to have allies in the group. Use these allies to bring the discussion back to a constructive place.
- Private conversations outside of the group meeting might be necessary with the disruptive person.

Dominating Conversation

- Some participants might over participate or dominate conversations. Use techniques to balance conversation or change how you ask questions to encourage others to participate as well. One-on-one conversations with dominant group members outside of the meeting space might be necessary.

Negativity

- If a participant is relentlessly negative and skeptical, use techniques that involve participants in problem solving and identifying ways to be optimistic. Do not allow the group to succumb to negativity. Give the complainer constructive feedback outside the group if the negativity impacts the group.

Side Conversations

- Side conversations can negatively impact the group. Facilitators can use several techniques including eye contact with the small group, having the group move around to mix the group, involving the smaller group by asking them a direct question, and/or discussing the issue outside the group during a break.

Managing Discussions

- Make sure everyone understands the topic and there is agreement about the idea.
- Use flip charts to manage discussion and topics.
- Use the "parking lot" method to "park" thoughts or ideas that are off topic.
- Summarize discussion periodically.

Managing Transitions

- Ensure the first discussion has some sort of closure and group is ready to move on.
- Make segue clear by using links between topics.
- Identify strategic moments in discussion to make transitions.

Using the Group's Energy

- Allow the group conversation to roll as long as it is productive.
- Encourage physical activity to maintain energy. Get up and move between conversations.
- Provide energizers for groups that are tired, uninvolved.
- When conversations become animated and/or heated, don't immediately diffuse them. Allow for some conflict to move the conversation forward. Step in when conversation is no longer constructive.
- Listen for signs that the group is ready to move on to a new topic.



General Expectations.

1. Please attend all of the sessions. We want to be sure to model the way for our active members. Should you have a work or personal emergency, please feel free to take care of them.
2. We can't stress enough the importance of following the schedule. Every session is important for our participants, and we also want to be respectful of everyone's time. If it is your responsibility as a facilitator to be mindful of your time and to guide discussion effectively.
3. Please take attendance at the start of every session. Participants must attend the session that they registered for and should not be switching sessions throughout the weekend. Please make note of who is there that shouldn't be and who is missing and inform a HQ staff member.
4. Staff members, councilmen, and guests may be dropping in to your session to take pictures, or to participate in the discussion. You have the right to ask visitors to leave should you feel it is prohibiting open and honest discussion among group members.
5. We ask that you follow the substance-free weekend policy.
6. Maintain professional relationships with participants. While we encourage brotherhood development and having fun, we want to make sure that all behaviors of our facilitators are professional and appropriate as it is a reflection on the National organization and quality of our programs. Plus, you are modeling the way for the behavior of our active members.

Additional Resources.

Wireless Information

- Main Camp
 - JamesonCampWIFI | jcinternet
- Peace Center
 - JamesonCampPeaceCenterWIFI | jcpeacecenter
- Cabins
 - JamesonCampCabinWIFI | jc7cabins



Session 1

Friday, January 18 | 9:00 - 9:30 p.m.

9:00 - 9:15 p.m. Introductions	
	<i>Welcome participants with high energy.</i>
INTRO	<p>Our time together this weekend, while short, is extremely valuable. It is our hopes that we all feel comfortable enough with one another to ask questions, share tips, and push back.</p> <p>But before we can do that we should introduce ourselves.</p>
ACTIVITY	<p><i>Facilitators should begin and end introductions by covering:</i></p> <ul style="list-style-type: none"> • Name • Role/title • Chapter • What you hope to accomplish at LTW • Strange fun fact
9:15 - 9:30 p.m. Icebreaker: Crumple & Shoot	
OVERVIEW	<i>Ask your group a question. In groups, participants agree on an answer and write it on a paper (one paper per group). At your signal, all groups hold up their answers at the same time. Every group that answers correctly sends one person up to the front of the room with their paper. They crumple it up and shoot it into the trash can. If they can make it in, their team gets a point. The team with the most points at the end of the game wins.</i>
SUPPLIES	<i>Stack of postcard paper, butcher paper for scoring, trash can, painters tape, list of questions & answers</i>
SETUP	<ul style="list-style-type: none"> • Arrange your students in groups 2-4 • Have each group come up with a group name • Create a scoreboard at the front of the room with each group name and place to tally points • Place a trash can in a central location, and put one or two strips of masking tape on the floor several feet away
RULES	<p><i>Go over rules and procedures with students, then start playing!</i></p> <ul style="list-style-type: none"> • Stay in seats at all times. Only shooters are allowed up • No heckling while other groups are shooting • Both of your feet must be behind the line until the ball leaves your hand; otherwise the shoot does not count • Only ONE sheet of paper per shot • Facilitator will ask a question • Group members discuss and agree on an answer, then write it legibly on one sheet of paper • After facilitator says “Answers Up!” One group member holds up the paper • If your answer is wrong, the facilitator will take your paper. If your answer is right, send up one person to crumple your paper and shoot it in the basket • If your shooter makes it, you get a point. The group with the highest points wins

DEBRIEF	<ul style="list-style-type: none">• Why do you think we did this icebreaker?• What benefits do you think you can gain from doing this icebreaker at the start of one of your programs?
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Session 2

Friday, January 18 | 9:30 - 9:45 p.m.

9:30 - 9:35 p.m. Weekend Overview	
	<i>Transition to talking about the weekend's content and the learning objectives that you hope to achieve.</i>
TRANSITION	This weekend is funded by Steven L. Miller ill64, a past chapter president who believes in the importance of setting our primary leaders up for success. The Presidents' Academy is build to help prepare you as chapter leaders so that you are able to effectively run your organization through the typical day-to-day obstacles.
	Our primary focus this year will be to educate and train you on the most important components of serving as an organization president.
	We realize that several of you may be here for different reasons; and that you may have different needs or concerns as the face of your organization. While we have designed a curriculum to hopefully meet your needs, we have also set aside time to work through any specific questions and concerns that you may have.
	We hope that you will leave this weekend feeling prepared and confident to lead your organization and to leave a lasting legacy.
9:35 - 9:45 p.m. Expectations	
WB PG 10	Some of you covered this in your introductions, but we are curious about what your expectations for the weekend are: <ul style="list-style-type: none"> • What encouraged you to attend? You had to have had a need in order to pay and give us your weekend. • What are your expectations of yourself? • Of others? • What support do you need?
	<i>Spend some time covering your personal expectations, hopes, needs, and then finish by briefly discussing the expectations below.</i>
	Some of these may be a repeat of your thoughts, but the following are some of are expectations: <ul style="list-style-type: none"> • That everyone is open and honest with their struggles, frustrations and questions. • That we are open-minded and realize that with every campus comes different rules, issues, struggles & successes. • The we not be afraid to challenge one another - including us as facilitators. • That everyone actively participate in the conversation. Be in the moment, turn off your phones and listen. • That you take notes, use your workbook/manual and use this time as an opportunity to grow and develop personally and in your role. • That you continue to stay involved with national support.

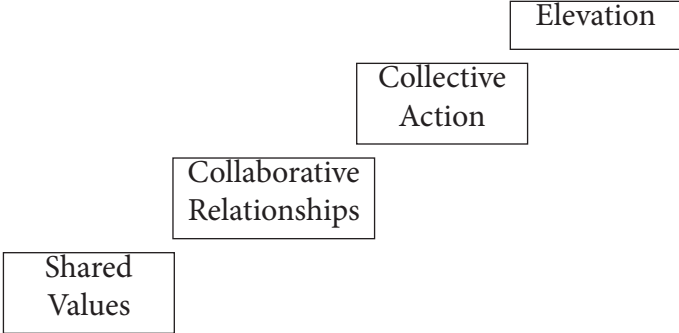
	<i>Wrap the session up by discussing the purpose of the “Parking Lot.”</i>
	We are aware that a lot of you may have questions that come up this weekend. It is important that we both cover the intended curriculum and answer your questions. Therefore, we have created a “parking lot”. The parking is created to list your questions or topics that we can come back to during downtimes and at the conclusion of our programming. We ask that your questions and topics are relevant to our program.



Session 3

Friday, January 18 | 9:45 - 10:15 p.m.

<p>9:45 - 10:00 p.m.</p>	<p>Introduction to Leadership <i>2012 Undergraduate Interfraternity Institute Facilitator Guide - North American Interfraternity Conference</i></p>
	<ul style="list-style-type: none"> • What is leadership? • Can you describe what effective leadership looks like in action? • What are some examples of ineffective leadership? • What differentiates effective and ineffective leadership?
	<p>There are many different ways to think about leadership. For the purposes of our time together, we are going to group the concept of leadership into two general schools of thought. We are going to refer to these as old school leadership and new school leadership.</p>
<p>WB PG 11</p>	<p>Old School Leadership</p> <ul style="list-style-type: none"> • Individualistic; only certain individuals can be an effective leader • Leadership is a trait • Clearly defined leaders and followers • Power is given to positional leaders • Action is induced through command and control • Maintaining the status quo is a priority
	<p>New School Leadership</p> <ul style="list-style-type: none"> • Collaborative; everyone can be and is a leader • Leadership is a behavior that can be practiced and learned • Leadership is shared, and leaders and followers can often trade places • Power is shared • Action is induced through the ownership of a shared vision • Creating and handling change are priorities
	<ul style="list-style-type: none"> • Which concept has the greater chance of improving our organizations and communities? Why? • Which concept do we use most often in our organizations and communities? Why?
	<p><i>Facilitator should make the following points:</i></p> <ul style="list-style-type: none"> • In order for us to achieve the most we possibly can, we need to transform how we view leadership in our groups. • We need to begin practicing new school leadership, because it allows everyone to bring in their strengths. • New School leadership maximizes individual involvement, and thus maximizes ownership. • None of us can do it alone. We need help and buy in from our members. • Old School leadership sets up clearly who is the ultimate leader, and thus lets everyone else off the hook. • Each of us has the opportunity and choice to make a difference.

10:00 - 10:15 p.m.	Defining Leadership
	Let's take our discussion thus far and summarize it with a definition of leadership that will move us forward this weekend and beyond.
WB PG 11	<p><i>Ask participants to turn to their workbooks. Ask someone to read the definition aloud.</i></p> <p>“Leadership is a process that occurs when shared values foster collaborative relationships that lead to collective action intended to elevate an organization, cause, or community.”</p>
	 <p>The diagram consists of four rectangular boxes arranged in an ascending staircase pattern from bottom-left to top-right. The boxes are labeled as follows: 'Shared Values' at the base, 'Collaborative Relationships' on the second step, 'Collective Action' on the third step, and 'Elevation' at the top.</p>
	<i>Ask the group how it would be effected if any of the pieces were absent. Establish that all ingredients are necessary.</i>
	<p><i>Facilitation Points:</i></p> <ul style="list-style-type: none"> • <i>Shared Values: this is the foundation for why a group comes together.</i> • <i>Collaborative Relationships: Leadership is not an individual act, but rather involves people working collaboratively.</i> • <i>Collective Action: Leadership is useless without action.</i> • <i>Elevation: Leadership builds up and pushes forward. This may involve change and/or renewal.</i>
	<ul style="list-style-type: none"> • How does this definition directly relate to your organization? • How does it relate to your community? • How does it relate to what we want to accomplish here this weekend?



Session 4

Friday, January 18 | 10:15 - 11:00 p.m.

10:15 - 10:55 p.m.	Effective Communication
	<p>Communication plays such a big part in our lives. It is hard to think of a single activity that we engage in that doesn't involve communication in some way. One of the most difficult day-to-day responsibilities of leadership is ensuring effective communication. But sometimes, in our busy world, we forget just how important effective communication is to our success, our relationships, and ultimately the happiness of our members. But, indeed, communication does play a major role in achieving our goals.</p>
FLIP CHART	<ul style="list-style-type: none"> • What does effective communication look like? • What are ways to effectively communicate to organization members?
	<p><i>List some of the words that participants throw out for effective communication.</i></p>
	<p>Doyle, A. (n.d.). These Are the Communication Skills Employers Look For In Employees. Retrieved October 25, 2017, from https://www.thebalance.com/communication-skills-list2063779.</p>
WB PG 12	<p>While there are probably several ways for you to be an effective communicator we have listed the top 10 in your workbooks.</p>
	<ol style="list-style-type: none"> 1. Listening 2. Nonverbal Communication 3. Clarity and Concision 4. Friendliness 5. Confidence 6. Empathy 7. Open-Mindedness 8. Respect 9. Feedback 10. Picking the Right Medium
	<ul style="list-style-type: none"> • What does effective listening look like to you?
	<p>Being a good listener is one of the best ways to be a good communicator. No one likes communicating with someone who only cares about putting in their two cents, and does not take the time to listen to the other person. If you're a good listener, it's going to be hard to comprehend what you're being asked to do.</p>
	<ul style="list-style-type: none"> • What are some examples of non-verbal communication?
	<p>Your body language, eye contact, hand gestures, and tone all color the message you are trying to convey. A relaxed, open stance (arms open, legs relaxed) and a friendly tone will make you appear more approachable, and will encourage others to speak more openly with you.</p>
	<p>Eye contact is also important; you want to look the person in the eye to demonstrate that you are focused on the person and the conversation (however, be sure not to stare at the person, which make him/her uncomfortable).</p>

	Also, pay attention to other people's nonverbal signals while you are talking. Often, nonverbal signals convey how a person is really feeling. For example, if the person is not looking you in the eye, he or she might be uncomfortable or hiding the truth.
	<p>Clarity & Concision Good communication means saying just enough- don't say too little or talk too much. Try to convey your message in just as few words as possible. Say what you want clearly and directly, whether you're speaking to someone in person, or on the phone, or via email. If you ramble on, your listener will either tune you out or will be unsure of exactly what you want. Think about what you want to say before you say it; this will help you to avoid talking excessively and/or confusing your audience.</p>
	<p>Friendliness Through a friendly tone, a personal question, or simply a smile, you will encourage your peers to engage in open and honest communication with you. It's important to be nice and polite in all your communications. This is important in both face-to-face and written communication. When you can, personalize your emails - a quick "I hope you all had a good weekend" at the start of an email can personalize a message and make the recipient feel more appreciated.</p>
	<ul style="list-style-type: none"> • What would be some examples of communicating with confidence? <i>Ask for a couple of volunteers to come up and demonstrate, if willing.</i>
	<p>It is important to be confident in all of your interactions with others. Confidence ensures that your members that you believe in and will follow through with what you are saying. Exuding confidence can be as simple as making eye contact or using a firm but friendly tone (avoid making statements sound like questions.) Of course, be careful not to sound arrogant or aggressive. Be sure you are always listening to and empathizing with the other person.</p>
	<p>Empathy Even when you disagree with a peer, it is important for you to understand and respect their point of view. Using phrases as simple as "I understand where you are coming from" demonstrates that you have been listening to the other person and respect their opinions.</p>
	<p>Open-Mindedness A good communicator should enter any conversation with a flexible, open mind. Be open to listening to and understanding the other person's point of view, rather than simply getting your message across. By being willing to enter into a dialogue, even with people with whom you disagree, you will be able to have more honest, productive conversations.</p>
	<p>Respect People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person's name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. On the phone, avoid distractions and stay focused on the conversation.</p> <p>Convey respect through email by taking the time to edit your message. If you send a sloppily written, confusing email, the recipient will think you do not respect them enough to think through your communication with them.</p>

	<p>Feedback is a critical piece of effective communication.</p> <ul style="list-style-type: none"> • What elements are needed in order for feedback to be successful?
	<p>Being able to appropriately give and receive feedback is an important communication skill. You should continuously look for ways to provide your peers/ members with constructive feedback, be it through email, phone calls, or weekly status updates. Giving feedback involves giving praise as well - something as simple as saying "good job" or "thanks for taking care of that" to a member can greatly increase motivation.</p>
	<p>Similarly, you should be able to accept, and even encourage, feedback from others. Listen to feedback you are given, ask clarifying questions if you are unsure of the issue, and make efforts to implement the feedback.</p>
	<p>Pick the Right Medium</p> <p>An important communication skill is to simply know what form of communication to use. For example, some serious conversations (measures of accountability, changes in responsibility, etc.) are almost always best done in person. You should also think about the person with whom you wish to speak - if they are very busy people (such as an advisor, perhaps), you might want to convey your message through email. People will appreciate your thoughtful means of communication, and will be more likely to respond positively to you.</p>
	<p>The cell phone is a wonderful tool, but it has taken the place of real human interaction. It is crippling an entire generation's ability to communicate. Instant communication does not necessarily make things clearer and can lead to misunderstandings that can fester and cause conflict with an organization.</p>
	<p>A big part of your role as president is to communicate your organization's visions and plans. You can only succeed at communicating a vision by having real conversations with your members. This is the only way to get members to buy in.</p>
	<p>Conversations give members the opportunity to ask questions and voice their concerns. It also shows them that you genuinely care about their opinions. They give you the opportunity to explain the vision completely, leaving nothing open to interpretation.</p>
	<p>Be sure to encourage your membership in real conversations and encourage others to do the same. You will find that this will improve your organization.</p>
10:55 - 11:00 p.m.	Wrap Up
	<p><i>Feel free to answer any last minute questions and thank everyone for a good and long first day. This concludes programming. Encourage people to rest but let them know that they may use the common areas of the cabins to socialize and connect. Let the know that breakfast begins at 8:00 a.m.</i></p>



Session 5

Saturday, January 19 | 10:00 - 10:15 a.m.

10:00 - 10:15 a.m.	Problem Solving
	<i>Welcome everyone back. Ask them how their first day/night went and how the second round of round tables went.</i>
	<p>Yesterday we laid a framework for leadership and began to discuss foundational skills critical to your success as an organization president. Today we are going to continue discussing various skill sets, such as problem solving, managing meetings, delegation, and stakeholder engagement.</p> <p>We will begin with problem solving.</p>
	Ask anyone who runs a company or leads an organization if these activities are part of their day and they would certainly answer yes.
	People tend to do three things when faced with a problem: they get afraid or uncomfortable and wish it would go away; they feel that they have to come up with an answer and it has to be the right answer; and they look for someone to blame.
	There are two reasons why we tend to see a problem as a problem: it has to be solved and we're not sure how to find the best solution, and there will probably be conflicts about what the best solution is.
	Most of us tend to be "conflict-averse". We don't feel comfortable dealing with conflict and we tend to have the feeling that something bad is going to happen.
	The goal of a good problem-solving process is to make us and our organization more "conflict friendly" and "conflict competent".
	There are two important things to remember about problems and conflicts: they happen all the time and they are opportunities to improve the system and the relationships. They are actually providing us with information that we can use to fix what needs fixing and do a better job.
	Because people are born problem solvers, the biggest challenge is to overcome the tendency to immediately come up with a solution. This is a mistake because we always try to put the solution at the beginning of the process, when what need is a solution at the end of the process.
	<ul style="list-style-type: none"> • What do you believe are some of the steps for an effective problem solving process? • How do you know when a problem has been solved?
WB PG 15	<p>Here are seven-steps for an effective problem-solving process:</p> <ol style="list-style-type: none"> 1. Identify the issues 2. Understand everyone's interests 3. List the possible solutions (options) 4. Evaluate the options 5. Select the option(s) 6. Document the agreement(s) 7. Agree on contingencies, monitoring, and evaluation

	<p>Specifically, if you find yourself needing to mediate a situation follow these steps:</p> <ol style="list-style-type: none"> 1. Keep the conversation on point 2. Make sure the conversation is not confrontational 3. Remain positive and encouraging 4. Make sure emotions are kept in check 5. Realize that is okay for parties to disagree
WB PG 15	<p><i>Facilitator should then have participants turn to their workbooks and identify a common problem or conflict that they have/or may experience and use the steps discussed to solve it. Then ask for a couple of volunteers to share.</i></p>
	<p>Being a conflict mediator or problem solver is tough. It is one of the thankless jobs of an organization president. However, it is essential to keeping members happy with each other. And the happier your membership is, the better the organization will be.</p>



Session 6

Saturday, January 19 | 10:15 - 10:30 a.m.

10:15 - 10:30 a.m.	Managing Meetings
	Switching gears a bit but still staying in the theme of skill building is managing meetings.
	<ul style="list-style-type: none"> • What are your biggest success with how you run your weekly meetings? • What absolutely drives you nuts about the weekly meeting?
	The purpose of the weekly meeting is to disseminate information and vote on key issues. The meeting should be designed to increase the goodwill of the organization.
	There are two parts to an organization meeting, the preparation and the execution.
	<p>Preparation As president, you need to know the rules of your organization - these rules are your constitution and bylaws - read them and understand them.</p>
	You also need to decide where and when to have the meeting. The meeting should always be held at a time when most of your members can attend. Additionally, the meeting should be held at a location that can comfortably hold the entire organization and that meets your needs. If you want to set a professional tone for your meetings - hold it in a professional setting.
	The most critical portion of the preparation is the executive board meeting. This is where your organization's strategy is developed and monitored. It's also where the performance of the committees is evaluated.
	Finally, an agenda needs to be prepared for the meeting.
	Agendas can help significantly in keeping your members and the conversation on track. It should consist of officer reports, committee reports, new and old business, and should provide the necessary structure to ensure a smooth meeting.
WB PG 56	In the officer manual portion of your workbooks you will find a sample agenda that will help you get organized for your meetings. It is important that you have an agenda that works for you. It is even more important that agendas are completed and distributed to your members several days before each meeting so that everyone is prepared.
	<p>The Meeting Your meeting should have a set start and end time. Begin the meeting exactly at the start time out of respect to those who showed up on time. And do not repeat information for those who came late. As president, it is your responsibility to make sure that the meeting does not run past the stated end time.</p>
	A valuable addition to your meetings is to add a "good and welfare" section. This should be your opportunity as president to create a positive dialogue for your members. Use this time to allow members to share positive announcements.
	If you follow this strategy, your meetings will be productive and well-attended.



Session 7

Saturday, January 19 | 10:30 - 11:00 a.m.

10:30 - 11:00 a.m.	Delegation is Key
	Your role as organization president is not to do everything yourself. It is important that you create a collaborative environment and encourage your members to get engaged in their membership experience.
	If you do it alone, you will get burned out and you are likely to not be successful. More importantly, if you want organization buy-in you have to entrust in your members to take on more responsibilities.
	<ul style="list-style-type: none"> • What are some things that you can do to help you in delegating tasks to your members?
WB PG 16	<ol style="list-style-type: none"> 1. Be Patient The first time you delegate any task, it is almost certainly going to take longer than doing it yourself. That's normal. Over time, it will get easier. 2. Don't Over Delegate Delegation is not shifting work that you should be doing to someone else's plat - it is getting those tasks you shouldn't be doing off of yours. It is important to know the difference. 3. Pick the Right People Make sure the person(s) you're delegating to is qualified to do the task. Better yet, try to delegate tasks that will make use of your team members skills. 4. Explain Why You're Delegating When you select people to delegate to, tell them why you chose them specifically, and how you hope to see this help them grow. Help them see each delegated task as an opportunity to take on more responsibilities or grow new skills. 5. Be Specific Be specific with your asks, including why a task needs to be done, the deadlines and the expected results. Vague instructions beget vaguely terrible output. 6. Provide Training Delegation doesn't just mean handing off a task - make sure you team members have the resources they need to do the job. A good training rule of thumb is "I do, we do, you do." (i.e. watch me do this, then let's do it together, now you try.) 7. Touch Base Throughout the course of the project or task, always schedule time to touch base. The more complex the task, the more often you may need to touch base. 8. Don't Micromanage Once you've delegated, trained, and set up a schedule for touching base, back away from the project. To succeed (and to help your members succeed), you have to let go.

	<p>9. Offer Feedback Any time you delegate something, provide feedback on the end result (both positive and constructive). It's an extra step, but making sure you're getting exactly what you need- and helping other get better over time will only help you in the long run.</p> <p>10. Say Thanks Your member is helping you, and saving you time while adding value. Say thanks!</p> <p>11. Go Beyond Your Exec Make sure you involve members other than your executive board. It will seem easier because you have more trust in them to complete the task, so this is where it will take patience and work in getting to know others skills and abilities. And don't be afraid to delegate to new members - how do you think they are going to learn?</p>
	<p>There is no doubt that leading an organization - no matter the size - is a daunting responsibility. It is a time-management nightmare that can swamp even the most prepared leaders. Realize, though, that it is OK to check out in order to maintain your balance.</p>
	<p>Maybe you need to lay low on a weekend or two to catch up on sleep. Maybe you have to miss a weeknight function to make sure you are keeping your grades up. It is okay and understandable. No one can do everything. Not even the president.</p>



Session 8

Saturday, January 19 | 11:00 - 12:00 p.m.

11:00 - 11:20 a.m.	5 Ways to Elevate Your Team
	<ul style="list-style-type: none"> • What do you do each day to harness to power of your people? • Is your leadership team more innovative, collaborative, and productive than last year?
WB PG 17	For outperforming leaders, here are five reminders of how to lead your team to produce better results:
	<p>1. Create a Foundation of Trust Among Team Members This, of course, starts with you. To foster trust, go first in difficult discussions. This can leave you vulnerable, but vulnerability, is the birthplace of innovation, creativity, and change.</p> <p>It takes great courage to move out of your comfort zone and bring difficult behavioral issues - your teammates and your own - to the surface. Unwilling to engage in politics or posturing, outperforming leaders call out passive-aggressive behavior and people's fear of conflict.</p>
	<p>2. Active with Humility Personal humility is one of the two primary qualities of top performing leaders. Leaders with this skill never blame other people or external factors. This creates an environment of psychological safety, enabling team members to be more open and creative.</p> <p>Exhibiting personal humility means focusing on the contributions of others, not your own. These leaders act with quiet, calm determination. Instead of motivating people with charisma, they mainly move people through inspired standards.</p>
	<p>3. Focus on Strengths, Pay Attention to Weaknesses Outperforming leaders identify and play to team members' strengths. When individuals play to their strengths, they experience greater happiness and higher performance. Playing to strengths is the precursor to cultivating talent.</p> <p>But weaknesses can't be ignored. Mitigating individual weaknesses is one of the primary functions of a high-performance team. Be sure that your team members have complementary skills the cover individual blind spots.</p>
	<p>4. Push for a Higher Standard As a leader, your habits and behaviors in the workplace either inspire your team to elevate their standards or undermine your corporate goals. Your habits and overall behaviors are what everyone is watching- consciously and subconsciously. Your people are constantly learning what's acceptable behavior and what's not.</p> <p>With an unwavering resolve to do what it takes to produce the best long-term results, you can inspire your organization to new levels of performance. By stay accountable to your word and keeping your team leaders accountable to their commitments, you can foster a team that coaches themselves to increasing levels of effectiveness.</p>

	<p>5. Highlight the End Picture In the final analysis, it is the ability of your team to achieve desired results that determines its overall effectiveness.</p> <p>To keep everyone on a team focused on the wildly important goals amidst personality conflicts and politics is a skill for which every leader has room for constant improvement. Effective teams focus on no more than two key results at a time.</p>
	These reminders aren't a check list. They represent five areas of continual growth and development for leaders committed to improving their craft and accelerating the growth of their organization.
11:20 - 11:30 a.m.	SMART Goals
	As we transition into the second half of our day, we are going to focus more on dealing with "tough situations", how you create change, lead with integrity, deal with crises, and beat bystander behavior. But before we get there we want you to take this idea of the end picture and work backwards.
	One of the best ways to elevate your team is through setting goals.
	If you want your organization to be successful, you need to set goals. Without goals, you lack focus and direction. Goal setting not only allows you to take control of your organization's direction; it also provides you a benchmark for determining whether you are actually succeeding.
	You want to set goals that motivate you and that are SMART.
	You have probably heard of SMART goals, but do you always apply the rule? The simple fact that for goals to be powerful, they should be designed to be SMART.
FLIP CHART	<i>Ask a participant if they can tell you what a SMART goal is.</i>
WB PG 18	<p>Specific</p> <p>Measurable</p> <p>Attainable</p> <p>Relevant</p> <p>Time Bound</p>
	<p>Set Specific Goals Your goal must be clear and well-defined. Vague or generalized goals are unhelpful because they don't provide sufficient direction. Remember, you need goals to show you the way. Make it as easy as you can to get where you want to go by defining precisely where you want to end up.</p>
	<p>Set Measurable Goals Include precise amounts, dates, and so on in your goals so you can measure your degree of success. If your goal is simply defined as "to reduce expenses" how will you know when you have been successful? Without a way to measure your success you miss out on the celebration that comes with knowing you have actually achieved something.</p>
	<p>Set Attainable Goals Make sure that it's possible to achieve the goals you set. If you set a goal that you have no hope of achieving, you will only demoralize yourself and erode your confidence.</p> <p>However, resist the urge to set goals that are too easy. Accomplishing a goal that you didn't have to work hard for can be anticlimactic at best, and can also make you fear setting future goals that carry a risk of non-achievement. By setting realistic yet challenging goals, you hit the balance you need. These are the types of goals that require you to "raise the bar" and they bring the greatest personal satisfaction.</p>

	<p>Set Relevant Goals Goals should be relevant to the direction you want your organization to take. By keeping goals aligned with this, you'll develop the focus you need to get ahead and do what you want. Set widely scattered and inconsistent goals, and you'll fritter your time - and your life - away.</p>
	<p>Set Time-Bound Goals Your goals must have a deadline. Again, this means that you know when you can celebrate success. When you are working on a deadline, your sense of urgency increases achievement will come that much quicker.</p>
11:30 - 11:50 a.m.	SMART Goal Exercise
WB PG 19	<p>In your workbooks is an activity to help you put the steps to SMART Goals to practice, by using a very real obstacle, problem, issue, or dream you may have for your organization. Spend the next 20 minutes in your workbook, answering the questions as a way to help you develop goals for the upcoming year both for you personally, as an organization president, and for your entire organization.</p>
	<i>After about 20 minutes ask a couple of volunteers to share.</i>
	<p>Now that you have created your SMART goal or objective we challenge you to not let this just be another page in your workbook. Post your SMART Goal somewhere you can see it. Even better, share your goal with your leadership team. Be proud of the endeavor on which you are about to embark. This reinforces your efforts and serves as a way to hold yourself accountable.</p>
11:50- 12:00 p.m.	Parking Lot & Wrap Up
	<i>Use this remaining time to cover anything in the Parking Lot or to answer any questions from the previous sessions. Highlight the rest of the afternoon schedule and dismiss to lunch. Thank everyone for a good morning.</i>



Session 9

Saturday, January 19 | 2:00 - 3:00 p.m.

2:00 - 2:10 p.m. Creating a Safe and Fun Experience	
	<i>Welcome participants back for the second half of the day. Ask them how their lunch and round tables went.</i>
	As we mentioned earlier, this afternoon we are going to focus our attention on navigating more of the difficult scenarios you may encounter as organization president.
FLIP CHART	But to kick off our session now we want to hear from you: <ul style="list-style-type: none"> • What makes your organization fun? • What makes your organization safe?
	<i>You may need to push participants to get these lists going. Once you have a substantial list, you may need to challenge them on some of their responses (i.e. if they list drugs as fun, etc.) We trust your judgment!</i>
	I think we can agree that certain things such as drug and alcohol abuse, hazing, and sexual misconduct prevents individual members from realizing their full potential as citizens and from exemplifying the characteristics of brotherhood.
	I wish we could tell you that issues won't arise during your tenure. But that isn't the case. It is inevitable that someone will do something dumb. But there are three important lessons to help you through when something does go wrong. <ol style="list-style-type: none"> 1. Know the policies 2. Educate your members on them 3. Own the mistake and inform all respective parties.
	We call it risk management for a reason. It is never expected or assumed that you will eliminate risk completely. It just won't happen. Our risk policies are put in place to keep you and your guests safe.
2:10 - 2:50 p.m. The Ladder of Risk <i>Adapted from Pi Kappa Phi Fraternity</i>	
	When boiled down, it is simply a way to stay low on the ladder of risk. Each time we violate one of the National or campus policies, or laws we climb up a rung on the ladder and increase the chance that a fall from the ladder will harm our organization. It is important to stay firm on the ground.
WB PG 50	<i>At this time, a member of the National Staff will come in and discuss the newly developed risk philosophies or any other important risk policies with presidents. These will also be shared in their workbooks.</i>
	<i>When the staff member has finished (should be kept to 30 minutes) you will move on to the Ladder of Risk to paraphrase everything that was discussed.</i>
	<i>Have participants spend about 5 minutes reading through the Ladder of Risk and then ask for a volunteer to paraphrase what each rung is. You will need to fill in any missing gaps after they have "presented". Encourage them to provide tangible examples based on what was just covered with them from staff - you can help.</i>

	<i>For example- for the “no open parties” rung, talk to them about how you wouldn’t invite every one of your Facebook friends to your house now, so why would it be smart to do it at any of their parties - you can’t manage everyone.</i>
	Rung #1: Don’t Break the Law
	It’s pretty simple: The drinking age is 21 in all states, and anyone (a brother or guest) who consumes alcoholic beverages underage runs the risk of trouble. In addition, a chapter function (which is an event an observer would associate with the fraternity) with alcohol present must abide by “Bring Your Own (Alcoholic) Beverage” policy or use a third part vendor. Simply put, chapters do not have liquor licenses and, therefore cannot provide alcohol. Anything else is s step up the ladder and puts a chapter and its members at risk.
	Rung #2: No Chapter Purchase/No Bulk Quantity
	No funds collected by the chapter in any form, including dues or “passing the hat”, can be used for the purchase of alcohol. THE FRATERNITY IS NOT A TAVERN, so we shouldn’t be in the business of providing alcohol. When we do, we take on a huge risk. Also, in today’s college culture, a bulk quantity of alcohol translates to most observes as an opportunity to binge drink, which creates the risk for things like alcohol poisoning, injuries, and even death. This means that kegs, cases and other mass quantities of alcohol are a HUGE risk and liability.
	Rung #3: No Open Parties
	In order to further decrease risk, events with alcohol on the premises MUST HAVE A GUEST LIST and non-members of the Fraternity must have specific invitations. Know who your guests are. The campus directory or your entire “friends list” does not constitute a guest list. FIPG policy suggests that attendance at social events with alcohol present should not exceed two guests per member.
	Rung #4: Don’t Serve to Minors
	It should go without saying that it is against the law to purchase alcohol for or serve alcohol to someone who is under 21 years of age. Again, against the law equals risk.
	Rung #5: No Illegal Drugs in Our Fraternity
	This one is cut-and-dry. There is ZERO TOLERANCE for chapters who have illegal drugs or controlled substances on chapter premises or at Fraternity events.
	Rung #6: No Co-Sponsoring with Distributors
	The chapter is equally liable if they co-sponsor an event with a vendor/tavern where alcohol is present, given away or sold to those present.
	Rung #7: All or Nothing Rule
	Any chapter that co-sponsors or co-finances an event with other chapters/ organizations is equally liable for an incident if any of the other groups purchase alcohol. That means the chapter SHARES THE RISK even if they are following every other FIPG guideline.
	Rung #8: “Dry” Recruitment
	If alcohol is needed to recruit someone, he is not a quality recruit. it is pretty lame if alcohol is the only selling point the chapter has for a prospective member. Therefore, ABSOLUTELY NO ALCOHOL can be present at any recruitment event or activity.
	Rung #9: No “Drinking Games”
	Just like bulk quantity in Rung #2, “Drinking Games” encourage binge drinking which increases the risk of an accident. Chapters that don’t permit, tolerate, encourage or participate in such antics are taking a huge step down the risk ladder.

	Rung #10: “Dry” New Member Period
	Like “dry” recruitment in Run #8, there cannot be any alcohol involved with the development of new members. Most new members are under the legal drinking age anyway, which means it’s not only illegal but makes the risk and liability especially high.
	It is important to remember that by us being a “social” organization does not mean that we need to drink. Being a social fraternity is about appreciating the opportunity to develop the brotherhood by spending time with one another, engaging in conversation, and sharing fun moments with one another. You can have fun without relying on alcohol.
	We are only going to briefly cover issues regarding hazing and sexual misconduct, but this is where the FHSI programming comes in as we have three modules (1 on alcohol & other drugs, one on hazing intervention & prevention, and one on sexual misconduct & consent) that our alumni are being trained on right now in order to be able to facilitate to you throughout the year.
	Hazing is: <ul style="list-style-type: none"> • Any action or situation created intentionally • May cause embarrassment, harassment, emotional, mental or physical harm • TO members of a team or organization seeking membership • Regardless of a person’s willingness to participate • Against National policies & is illegal in most states
	We won’t go through a list of hazing examples but we would always challenge you to ask yourself these questions if you are ever unsure if an activity you are engaging in is considered hazing. <ul style="list-style-type: none"> • Would I feel comfortable if the new members parents witnessed the activity taking place? • Would I feel comfortable if a member of the university or headquarter staff witnessed the activity taking place? • Am I doing anything illegal? • Does participation in this activity violate my values or those of my organization? • Is this causing emotional or physical distress or stress to myself or others? • Am I being asked to keep this activity a secret?
	Consent is: <ul style="list-style-type: none"> • A voluntary, sober, enthusiastic, creative, wanted, informed, MUTUAL, honest, and verbal agreement • An active agreement - meaning it cannot be coerced • A process which must be asked for every step of the way - so if you want to move to the next level of intimacy, just ask • It is never implied and cannot be assumed, even in the context of a relationship • A person who is intoxicated cannot legally give consent • The absence of “no” doesn’t mean “yes”

	<p>Only a perpetrator can prevent sexual violence from occurring. Potential victims, however, can take steps to reduce the risk of being assaulted.</p> <p>Failure to take these proactive measures does NOT mean that the victim is to blame for the sexual assault.</p> <ul style="list-style-type: none"> • Know your sexual desires and limitations and communicate them clearly • Don't go to a secluded place with someone you've just met or don't know well - suggest a public place • Be aware of the impact of alcohol and other drugs on your judgment and that of your date
	<p>Some other helpful tips for every member:</p> <ul style="list-style-type: none"> • Don't break the law • Fraternity doesn't provide alcohol • Know who your guests are • Stick to beer • No alcohol in the joining process • The absence of "no" does not mean yes • There is an assumed level of peer-pressure associated with hazing so it doesn't matter if they agree to participate - don't do it • It's wise to always have an "on-call buddy"
2:55 - 3:00 p.m.	Crisis Management & Wrap Up
	<p>Unfortunately, sometimes, no matter the preparation or education that you do, a crisis may happen.</p>
	<p>This is something we hope that you never have to encounter but should that not be the case we want you to be prepared.</p> <p>In the next couple of weeks we will have a sample crisis management plan for you. Please reach out to Drew Hopson at drew@triangle.org for additional help.</p>
	<p>The most important thing, though, is to make sure that the first number your member calls in an emergency is 9-1-1.</p>
	<p><i>With any remaining time you have, use this to answer any questions they have about any of the policies or processes that you have covered.</i></p>
	<p>Being able to paraphrase these policies in a way that your members will understand is critical to the safety of your members and organization. At a glance, the FIPG policy and our philosophy statements can be intimidating and overwhelming which can lead to an immediate disregard. When you talk about them in your language it can really help your members get on board.</p>
	<p>And as the president of your organization it is your job to model the way. Your job goes beyond educating your members. You need to approach risk management with a supportive and positive attitude. If your members see that you disapprove a policy or that you are not adhering to it, then they will follow suit.</p>
	<p>Remember, you can still have fun and be social - while being responsible and safe.</p>
	<p>And - should you know that your organization needs additional education in any of these three areas (alcohol/other drugs, hazing, sexual misconduct) let us know so that we can get you scheduled for an FHSI module.</p>



Session 10

Saturday, January 19 | 3:00 - 4:00 p.m.

3:00 - 3:10 p.m.	The Bystander Effect
WB PG 20	<ul style="list-style-type: none"> When you hear the word “bystander” what do you think that means?
	<p>A bystander is an individual who observes a problem and wants to do something, but doesn't.</p>
	<p>Despite the importance of this issue and the fact that most people want to “do the right thing” there is a phenomenon called “bystander apathy” or the “bystander effect” that can be described as a diffusion of responsibility which suggests that the more people there are present to witness an event, the less each individual feels personally responsible for doing something.</p>
	<p>Several variables help to explain why the bystander effect occurs.</p> <ul style="list-style-type: none"> What do you think some of these variables are?
	<ol style="list-style-type: none"> Ambiguity: the more ambiguous the situation the less likely people will intervene Group cohesiveness: the need to behave in correct and socially acceptable ways, thus when other observers fail to react, individuals often take this as a signal that a response is not needed or not appropriate Diffusion of responsibility: thinking that someone else will intervene.
	<p>One of the most famous cases of this occurred in 1964 with the rape and murder of Kitty Genovese. While a man attacked, raped, and killed this young woman for over half an hour, 39 men and women witnessed the assault and did nothing to help. The shock and confusion surrounding this single event captured the country's attention and launched a substantial debate into how caring people could watch such an attack, and yet do nothing.</p>
	<p>While this is an extreme situation, the concept is the same. Standing idly by while an incident occurs.</p>
3:10 - 3:30 p.m.	Bystander Intervention
	<p>Bystander intervention is a philosophy and strategy for prevention of various types of violence, including bullying, sexual harassment, sexual assault, and intimate partner violence. Bystander Intervention is based on the fact that people make decisions and continue behaviors based on the reactions they get from others.</p>
	<p>This approach is different from some approaches to sexual assault prevention in that it offers several clear benefits, including:</p>
	<ol style="list-style-type: none"> Discouraging victim blaming Breaking the silence around sexual violence is a critical strategy in prevention. Yet, often ensuing dialogue includes questions to the victim like, “How could YOU let this happen?” or “Why didn't YOU say anything?” With bystanders as active participants, the sense of responsibility shifts away from victims and toward the family, friends and the whole community. The questions then become, “How could WE let this happen in our community? and “How can WE learn to say something?”

	<p>2. Offering the chance to change social norms With more bystander intervention, society's collective responsibility takes on a new role. Studies show that social norms can play a significant role in violence prevention, especially in communities such as college campuses (Banyard et al., 2004). Just as Mothers Against Drunk Driving (MADD), for example, shifted social norms for our society with their slogan, "Friends don't let friends drive drunk," a similar shift is also possible for sexual violence: "Friends don't let friends hurt others."</p>
	<p>3. Shifting responsibility to men and women In previous decades, rape prevention programs focused almost exclusively on the dynamic of men as perpetrators and women as victims of sexual violence. Child sexual abuse programs began as programs teaching children to say "no" and teaching adults to listen. The bystander approach shifts this framing and engages adults as agents of change - both men and women become equals in prevention.</p>
	<p>So how can you be an active bystander? There are many ways that you can help and intervene. Stop potential incidents occur, educate yourself and others, talk to and support your friends so that they will intervene as well! The best way bystanders can assist in creating an empowering a climate free of interpersonal violence is to diffuse the problem behaviors before they escalate.</p>
<p>FLIP CHART WB PG 20</p>	<ul style="list-style-type: none"> • What would be some examples of some ways that you can intervene in real-life situations you may encounter? Whether it be through your actions or language? <p><i>Record some of the shorter methods on a flip chart, and have participants record these in their workbooks.</i></p>
3:30 - 3:40 p.m.	The S.E.E Model
	<p>In any situation it is important that you have strategies for effective helping or the <i>S.E.E. Model</i></p>
	<p>SAFE Responding Decide a course of action that best ensures the safety of those involved. Maintain mutual respect and mutual purpose.</p>
	<p>EARLY Intervention Understand the importance of intervening early - before it becomes a problem, crisis or disaster.</p>
	<p>EFFECTIVE Helping Develop specific helping skills and how to avoid harmful helping.</p>
WB PG 20	<p>Typically you will experience one of two types of situations: Emergency or Non-Emergency.</p>
	<p>Emergency situations unfold quickly and often require immediate helping responses. Carefully assess the entire situation/circumstances before making any decisions or taking any action.</p>
	<p>Consider both DIRECT and INDIRECT ways to intervene. Direct: You take responsibility as the primary helper Indirect: You request that someone else take responsibility as the primary helper (i.e. the Police, EMT, Administrator, etc.)</p>

	<p>Whatever response you choose, remember the following in an emergency crisis:</p> <ul style="list-style-type: none"> • Calm the person • Gather information • Look at options • Provide support • Know appropriate referrals • Do not become enmeshed
	<ul style="list-style-type: none"> • You want to look for the best exit strategies (getting out of the situation for those involved). • Be clear and direct with all of your requests. • Make safe choices; consider the level of risk in choosing an action for intervening. • Understand boundaries and limits - don't be a hero. Remember verbal fights can quickly turn into physical fights (it's often better to walk away). • Intervene early - before a problem becomes a crisis or disaster. • Choose the most effective ways of helping for that particular situation. Be sure to not make the situation escalate. • Publicly state your commitment to helping. "I will do X." • Engage other bystanders - "You do Y." • Discuss consequences that the other person cares about - encourage values based decisions. • Assess personal exposure/liability when actions you know about are criminal. • Call 9-1-1 if it is not safe or prudent for you to help directly.
	<p>Non-Emergency situations unfold more slowly and allow more careful planning of a helping response. Consider both direct and indirect ways to intervene.</p>
	<p>Direct: you speak with the person directly Indirect: Talk to another person who you feel could be helpful or give guidance and direction - teammate, counselor, administrator, coach.</p>
	<p>Whatever response you choose, remember the following:</p> <ul style="list-style-type: none"> • Consider the frequency, duration and intensity/severity when evaluating a situation. • Determine the barrier for the person if possible - motivation, ability or environment. • Know your limits as a helper - engage others as necessary. • Be sensitive, understanding and non-judgmental. • Challenge mis-perceptions - express your true feelings/beliefs. • Identify the red flags; anticipate problems. • Determine the priority goal; formulate a plan; prepare/practice what you want to say. • Interrupt/distract/delay a situation you think might be problematic - before it becomes an emergency! • Set boundaries - do not make excuses for the person or otherwise enable them. • Conduct conversations in a safe environment. Maintain mutual respect and mutual purpose. • Remember the law of delivery - who (persons), what (content), when (timing), where (location), why (reasons), and how (ton).
3:40 - 4:00 p.m.	The 5 Point Formula
	<p>Obviously, all of these things we are talking about are pretty serious and deal with a lot of risk-based situations. But in the case of running an organization bystander behavior can deal with a lot more than your typical risk management scenarios.</p>

	<ul style="list-style-type: none"> • What are some other situations or scenarios within your organization that you see the bystander effect take place? • What are ways in which you can effectively intervene in those instances?
WB PG 20	The 5 point formula is always helpful in any type situation.
	I CARE
	Let the person know you care about him/her and that because of the significance of the relationship you need to discuss something very important. Both starting and ending discussion with an emphasis that you are doing this out of genuine concern, caring and respect for the person, sandwiches the difficult feedback between strong positives. Choose words you are comfortable with and fit your style.
	I SEE
	Report/Review actual events with your friends, as you perceive them. Remember you are evaluating the behavior not the person. Try to limit your statements to observable, irrefutable facts/ The more you have, the better.
	I FEEL
	Tell the person your own feelings using “I statements” to reveal your feelings.
	I WANT
	Tell the person what you would like to see happen.
	I WILL
	Specify what you will or will not do. Only set ultimatums if you can, and will, stick to them.
	The important thing about Bystander Intervention is that when it comes to your organization, you are calling these people your brothers - so take care of them as if they are your family.
	And when it comes to the people we interact with on a daily basis, let’s just do a better job at being humans.
	<i>Allow for 5-8 minutes for participants to journal/take notes in their workbooks.</i>



Session 11

Saturday, January 19 | 4:00 - 4:40 p.m.

4:00 - 4:20 p.m.	Leading Through the Tough Times: General
	For the next 40 minutes we want to spend some time working through some very real scenarios that you may have to deal with both in your every day life and throughout your time as an organization president.
	The first 20 minutes will be dedicated to focusing on more general topics and the last 20 minutes we will spend on operational items. The goal is to use the tools and resources we have provided you with thus far and to create a dialogue around how you would actually handle these scenarios should they were to happen. Don't be afraid to be vulnerable!
	<ul style="list-style-type: none"> • Your friend is suffering from depression • Your friend thinks that they may have sexually assaulted someone • You notice one of your friends drinking every night • Your roommate seems stressed and anxious all the time and doesn't seem like themselves anymore
	<i>You may need to start the narrative off or ask leading questions to get the conversation going. Perhaps, starting with "I think in this situation, I would..." Would help make your participants feel more comfortable.</i>
4:20 - 4:40 p.m.	Leading Through the Tough Times: Operational
	<ul style="list-style-type: none"> • A member can't fulfill their financial responsibility • A member in your organization is openly homophobic and does not want anyone who identifies as bi-sexual or gay to affiliate with your organization • Another organization on campus is bad mouthing your organization to potential new members • Rumors start to swirl that a member sexually assaulted a female at one of your mixers • You have 6 new members quit all at the same time and you aren't sure why • No one seems to care about coming to event or doing things for the fraternity anymore



Session 12
Saturday, January 19 | 4:40 - 5:00 p.m.

4:40 - 5:00 p.m.	Parking Lot Discussion
	<i>Use this time to discuss any items that are on the parking lot. You may want to work together as co-facilitators in advance to have a list of topics prior to these 20 minutes.</i>
	<i>Preview the evening schedule before dismissing to dinner at 5 p.m.</i>



Guest Speaker

Saturday, January 19 | 7:00 - 8:30 p.m.

7:00 - 8:00 p.m.	General Speaker: T.J. Sullivan “You Are Better Than Mandatory”
	<p><i>Facilitators should read the following bio, You’re about to meet T.J. Sullivan.</i></p> <p>T.J. is one of the best known college leadership speakers in the nation, having spoken to more than 2 million students in all 50 states. He travels nationwide speaking to student governments, fraternity and sorority leaders, student organization officers, and leadership conferences.</p> <p>His book, “Motivating the Middle: Fighting Apathy in College Student Organizations,” is a best seller and used by more than 100 college and university leadership classes coast to coast.</p> <p>He is a proud fraternity man - initiated at Indiana University into Pi Kappa Phi Fraternity. He graduated college at 19, even though he failed Statistics twice.</p> <p>He has built several successful companies. He lives in Denver, Colorado and he posts way too many pics of his chihuahuas, Pickle and Jelly, on Instagram.</p> <p>Please welcome T.J. Sullivan...</p>
8:00 - 8:30 p.m.	Conclusion of T.J. and Questions
	<p><i>Once T.J. is done speaking see if anyone has any questions for him and wrap up the session. Remind participants that he will be here tomorrow for his keynote, “Confronting the Idiot in Your Chapter.”</i></p>



Session 13

Saturday, January 19 | 8:30 - 8:45 p.m.

8:30 - 8:45 p.m.	Dealing with the Critics
	We rarely discuss dealing with criticism as a necessary part of leadership. Yet the reality is that every leader, whether CEO, politician, sports coach, first-time supervisor, or fraternity president will experience criticism.
	We must understand that it is inevitable, and we must learn to deal with it productively rather than let it be harmful.
	It is important to realize that criticism is healthy. It usually shows that your members aren't apathetic; it shows that they care.
	Man leaders have said they've sometimes learned from criticism, and they've stressed the importance of thinking through situations and devising ways to make use of constructive feedback.
	One approach is to look for common ideas in criticism. If similar themes keep emerging, there is more likely truth to the complaints. Top leaders have emphasized getting in front of the criticism.
WB PG 21	<p>There are several coping strategies that work for many people:</p> <ol style="list-style-type: none"> 1. Feel emotions and then get over them Criticism naturally stings, but successful people tend to recognize the emotions and then move forward in a positive way. They don't dwell on the hurt. Many know the criticism is coming and prepare for it. 2. Build a support network inside and outside of the organization It is important to have non-fraternity relationships that offer care, acceptance, additional feedback, perspective, and consolation. Being able to remove yourself from the situation is sometimes best. However, it is also helpful to have trusted members within your organization. Should you be getting a lot of criticism it can be helpful to ask a trusted member for their opinion. Sometimes you are too close to judge. 3. Be self-aware Being self-aware helps you understand others' perspectives and limits your own defensiveness. Research has shown that self-aware people rate themselves more accurately in performance assessments than those low in self awareness. Research also shows that those who are self-aware create more positive organization climates and relate better to others. 4. Serve a higher purpose A deep belief that you serve a higher purpose, such as the good of the organization will help you to weather strong criticism. 5. Maintain a sense of humor Try not to take everything so seriously. Remember that criticism usually isn't personal. Every leader who has ever lived has been criticized. Don't let it consume you. Make sure you are still having fun and can laugh things off.

6. Remember that your members criticizing means they care

We can't stress this enough. But typically, when criticism is happening it means your members care. Yes, there may be members that complain just to complain, but you should be able to tell the difference. When members are voicing feedback and concerns it's because they are still invested in the organization and want it to be better. Make sure you listen to them.



Session 14

Saturday, January 19 | 8:45 - 9:15 p.m.

8:45 - 9:15 p.m.	Implementing Change
	Some of you may have come into this weekend thinking you need to make a big change. Whether you ran on that platform, or you are thinking it now based on our discussions on risk, creating a change within an organization can be difficult. But it doesn't always have to be - usually change is made harder because organization leaders go about implementing change the wrong way.
	Typically, new ideas, policies, or procedures are decided by the president and/or leadership team and then told to the rest of the membership.
	Try to get any new programs, ideas, or initiatives started - and you are likely to run into some resistance. What is it about change in organizations that leads to opposition?
	But look at this from the perspective of your members. They joined and love this organization for what it was. They probably don't understand why the leadership team wants to make changes. Or worse, they may think the changes are motivated by a power trip.
	Getting people to go along with a new idea often depends on how it is communicated.
	Take this example: a sales firm was undergoing a large-scale organizational change. The senior vice president responsible for the initiative went to each work site to not only let the employees know what was changing, but more importantly, to let them know what was staying the same. This was incredibly helpful for employees to hear so that they could feel some level of comfort in know that not everything would change.
	People want control over the change. Employees or organization members may actually be positive to change, but if the change is imposed on them, their reaction is often more obstinate. Leaders have to help their members feel a sense of ownership in the change process and the outcomes.
FLIP CHART	<ul style="list-style-type: none"> • So how do you effectively implement change?
	<i>Affirm some of the ways that participants suggest, and use the following list and the list in their workbooks to fill in any missing gaps.</i>
WB PG 22	<p>1. Create a sense of urgency around the need for change In order to really change behaviors, it is important to share information to influence a person's feelings and not just their thoughts. It's also important that 75% of an organization's leadership must buy into the change for it to be successful.</p> <p>2. Form a guiding coalition For change to be successful- leadership is critical, as is support from a team of influential people, including those who represent all important areas in the organization.</p>

	<p>3. Create a vision for change A vision is critical for helping to direct, align, and inspire your members. The lead must define a clear and compelling statement that captures what they see as the future of the organization, as well as a strategy for executing that vision.</p> <p>4. Communicate the vision It is imperative to communicate the vision frequently and powerfully, and to embed it in everything you do . You must “walk the talk” and demonstrate the type of behavior that is desired of others.</p> <p>5. Remove obstacles Put in place the infrastructure to support the change. This might involve identifying leaders who are resisting the change and helping them to see what is needed.</p> <p>6. Create short-term wins It is important for employees to experience some short-term wins that will build momentum. People need to see compelling evidence of benefits within six to 18 months.</p> <p>7. Build on the change Don’t stop after the first win. Analyze what went right and wrong, and set new goals and targets. Keep focusing on continuous improvement.</p> <p>8. Anchor the changes in the organization’s culture So, as you think about these steps in the context of your organization:</p> <ul style="list-style-type: none"> • What is it that you need to do to empower your members to get them to “buy in”? • Who are the people that you can invest in as a leader? • What is it that you have to offer them? • How can you determine what changes need to be made priorities? • What can you do if your members are resistant of your ideas for change? • How do we manage differing commitments, passions and motivations among our members? • How can collaborative leadership lead to change?
	<i>Ask participants to share their thoughts on some of the questions.</i>
	As president, your role is to serve your membership, not the other way around. This means doing what your members want, not necessarily what you want.
	You can give them what they want by finding out what they want. Survey them, ask them questions, get to know them. The important thing is that when you want to create change that you involve all of your members in the process.
	If you do this, your members will feel like they are part of the idea and take ownership of the change. In some cases, they will become your biggest advocates for the movement.



Session 15

Saturday, January 19 | 9:15 - 10:00 p.m.

9:15 - 9:35 p.m.	Stakeholder Engagement <i>Association for Project Management. 2018.</i>
	<p>Another extremely useful tool in helping to create change is through your stakeholders.</p>
	<p>As the organization president you are going to be responsible for overseeing the work of your leadership team, which will consist of a lot of projects and events. Stakeholder engagement and stakeholder management are arguably the most important ingredients for successful project delivery and yet are often ignored or undervalued.</p>
	<p>Additionally, as organization president - your job will be to create successful relationships with your stakeholders as they have will have various and critical roles in your success.</p>
FLIP CHART	<ul style="list-style-type: none"> • What is a stakeholder? • What is stakeholder engagement? • How can we positively engage our stakeholders?
	<p>Stakeholder engagement is the practice of interacting with, and influencing project/ organization stakeholders to the overall benefit of the project and its advocates.</p>
	<p>A successful relationship with a stakeholder usually depends on how the stakeholder views their experience. Their requirements, expectations, perceptions, personal agendas, and concerns will influence the relationship, shape what success looks like, and impact the outcomes that can be achieved. Successful stakeholder engagement is an essential part of organization leadership.</p>
	<ul style="list-style-type: none"> • What is the difference between stakeholder engagement and stakeholders management?
	<p>Stakeholder management is a process that can be defined as the systematic identification, analysis, planning and implementation of actions designed to engage with stakeholders. By contrast, stakeholder engagement is the practice of influencing a variety of outcomes through consultation, communication, negotiation, compromise, and relationship building.</p>
WB PG 23	<p>Key Principles of Stakeholder Engagement</p>
	<p>1. Understand Before aiming to engage and influence stakeholders, it's crucial to seek to understand the people you will be working with and relying on throughout the phases of the project. Sharing information with stakeholders is important, but it's equally important to first gather information about your stakeholders.</p>

	<p>2. Communicate There have been numerous studies into why projects fail, with “bad communication” often pointed to as the most common reason. Across all sectors and sizes of project, ineffective or insufficient communication is at the root of project problems such as unclear objectives, misunderstanding the problem, poorly coordinated teamwork and ineffective risk management. The fundamental challenge of effective communication is based on the clear evidence that “what you say is not the same as what they hear”, even with people you know very well. It is therefore easy for communications to be misinterpreted. Good communication requires relentless and time-consuming effort to ensure the intended message is understood and the desired response achieved, which, especially on large projects, sometimes justifies the assistance of communication professionals.</p> <p>3. Consult early and often The rewards of early and efficient stakeholder consultation should be clear to anyone that has worked on a project where this has not been done well. If you have ever felt “I wish I’d known that at the start of the project,” then consider that even just a few, well-timed questions can be very valuable. Questions about who the relevant stakeholders are (i.e. Who else’s views should we be considering?), and once these have been identified, questions about the stakeholders objectives, success criteria, constraints, key concerns, their stakeholders (i.e. customers), etc., usually provide information that easily justifies the time spent investigating.</p> <p>4. They are human too Accept that humans do not always behave in a rational, reasonable, consistent or predictable way and operate with an awareness of human feelings and potential personal agendas. By understanding the root cause of stakeholder behavior, you can assess if there is a better way to work together to maintain a productive relationship.</p> <p>5. Plan it! A more conscientious and measured approach to stakeholder engagement is essential and therefore encouraged. Investment in careful planning before engaging stakeholders can bring significant benefits. What kind of regular meetings have value? How are they structured? Formal meetings with meeting minutes, or informal ones? This is what stakeholder management is.</p> <p>6. Relationships are key Developing relationships result in increased trust. And where there is trust, people work together more easily and effectively. Investing effort in identifying and building stakeholder relationships can increase confidence across the project environment, minimize uncertainty, and increase the speed of problem-solving and decision-making.</p>
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	<p>7. Just a part of managing risk Stakeholders are important influential resources and should be treated as potential sources of risk and opportunity within the project. Over and above conventional planning, using foresight to anticipate hazards, and taking simple and timely actions with stakeholders can significantly improve project delivery.</p> <p>8. Compromise The initial step is to establish the most acceptable baseline across a set of stakeholders' diverging expectations and priorities. Assess the relative importance of all stakeholders to establish a weighted hierarchy of the project requirements and outcomes. Having ranked the stakeholders in order of importance, their differing interest can then be weighed accordingly with the best compromise solution being at the "center of gravity". As the leader of the project, it is your judgment as to what this solution is with the rationale and decision being communicated to all parties where appropriate.</p> <p>9. Understand what success is Project success means different things to different people and you need to establish what your stakeholders perceive as a success for them in the context of project delivery.</p> <p>10. Take responsibility Stakeholder engagement is not the job of one member of the project team. It is the responsibility of everyone to understand their role and to follow the right approach to communication and engagement. Good project teams have clarity about stakeholder engagement roles and responsibilities and what is expected of people involved in the project.</p>
9:35 - 9:55 p.m.	Identifying Your Stakeholders
WB PG 23	<p>For the next 15 minutes we want you to spend some time in groups of 2-3 and use your workbooks and the information we just covered to help you identify who your potential stakeholders may be. Think about the general stakeholders that you will work with as the organization president and how you would work with each of them differently.</p> <p>Use the questions to help get you thinking about how you will engage these specific stakeholders differently.</p> <p>At around 4:45 p.m. we will come back together as a large group and share some of the examples that you worked on.</p>
	<i>You may need to push them a bit to think about the various stakeholders (new members, potential new members, parents, unaffiliated students, other organization members, staff, faculty, headquarters, alumni, members, community members, etc)</i>
9:55 - 10:00 p.m.	Wrap Up & Conclusion
	<i>Thank everyone for a great second day and highlight the schedule for tomorrow. Bags should be packed and ready to go before tracks start at 8:00 a.m. We will be in tracks from 8:00 - 10:00 a.m. and then will enjoy brunch followed by T.J.'s keynote.</i>
	<i>Dismiss participants to treats and talks with National Council.</i>



Session 16

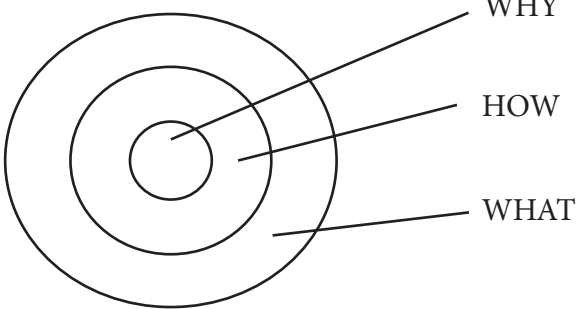
Sunday, January 20 | 8:00 - 8:30 a.m.

8:00 - 8:30 a.m.	Using the Pyramid as a Road Map
	Good morning & welcome back! As we wrap up our time here together we want to spend some time on the operational side of things.
	Hopefully by now most of you have heard of the Pyramid, our accreditation and award program.
	While, yes this is a means for headquarters to assess how your chapter is doing it is also a tool for you.
WB PG 51-52	<p>The Pyramid will help you to:</p> <ul style="list-style-type: none"> • Determine what forms and fees are due when • Help you in creating your programming calendar • Determine the programs and events you should host or attend • Set goals for your chapter • Assess your strengths, weaknesses, threats, and opportunities for growth
	Each of you should have received a copy of your Pyramid Score as it stands now - whether it is from this most recent Fall visit or from last year.
	For the next 25 minutes a member of staff is going to come in and discuss how the Pyramid works and how to best use it to help your organization.



Session 17

Sunday, January 20 | 8:30 - 9:30 a.m.

8:30 - 9:30 a.m.	Leading from our Why <i>Adapted from the North American Interfraternity Conference. Undergraduate Interfraternity Institute. 2012.</i>
	<p>As the president of an organization that has several different personalities, driving values and needs for motivation we bet that it can feel hard to pull everyone together.</p>
	<p>However, there are a couple of tools that you should always keep in your back pocket that should never fail to unite your organization.</p>
WB PG 26	<ul style="list-style-type: none"> • What are some of the tools or resources that you can use that will easily unite your organization? • What are the objects or things that all your members have in common? • What is your why as a member of your organization?
	<ul style="list-style-type: none"> • How can a better understanding of your Why help you to be more successful as an organization? Or as a leader?
WB PG 26	
	<p>This diagram is referred to as the Golden Circle. The best leaders and organizations start at the core with their why. The How is the route to achieve the Why. The How makes the Why tangible. The What is the product or outcome that the individual or organization creates or achieves as a result.</p>
	<ul style="list-style-type: none"> • How can we better focus on the Why instead of the What?
	<p><i>You may need to provide some challenge to encourage participants to think of examples that focus on efforts outside of recruitment.</i></p>
	<ul style="list-style-type: none"> • At the beginning of our time together we talked about the difficulty in uniting a group of different leadership styles, personal values, and motivating factors. How can this idea help you in creating a cohesive group?
	<p>The best leaders, the best organizations and the best companies start with their Why. Understanding this and doing this will help support you with almost any issue. It will help you achieve almost any goal. And it will help you find direction.</p>



Session 18

Sunday, January 20 | 9:30 - 10:00 a.m.

9:30 - 10:00 a.m.	Wrap Up & Conclude SLMPLA
	<p><i>Use this time to conclude the President's Workshop experience. Allow for final thoughts, questions, and to close out the Parking Lot.</i></p> <p><i>Additionally, use this time to go through the officer manual portion of their workbooks and highlight any key resources that will assist them when they get back to campus.</i></p> <p><i>Encourage them to exchange contact information and to use the resources from this weekend.</i></p>
	<p>As we discussed at the start of our time together - the work doesn't end today, in fact, it just begins.</p>
	<p>Use the conversations that we had this weekend, the relationships that you build, the resources in your workbooks, and the officer manual when you get back to campus.</p>
	<p>Commit to creating a change, elevating your organization and leaving a legacy. Commit to leading from your Why, and from Triangle's Why.</p>
	<p>Stay engaged with the National Office and look for opportunities for your members to get involved. Whether that is through Convention, online programming, or campus events - all of these are created to help make your organization and your men better.</p>
	<p>Thank you for a wonderful weekend - and know that we are always here to support you.</p>

