





<b>Friday January 18, 2019</b>	
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: Defining leadership
10:15 - 11:00 p.m.	Session 4: Defining service

<b>Saturday January 19, 2019</b>	
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 - 10:20 a.m.	Session 5: 6 qualities of service learning
10:20 - 11:00 a.m.	Session 6: 5 critical elements of meaningful service
11:10 - 12:00 p.m.	Session 7: History of Leadership Advantage
12:00 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	Round tables part 3
2:00 - 5:00 p.m.	Officer tracks



<b>Saturday January 19, 2019</b>	
Time	Session
2:00 - 2:45 p.m.	Session 8: LA time-line
2:45 - 3:30 p.m.	Session 9: Program execution
3:40 - 4:10 p.m.	Session 10: Introducing Triangle to FIRST
4:10 - 4:40 p.m.	Session 11: FIRST: Ways to help
4:40 - 5:00 p.m.	Session 12: FIRST: TEF Support
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 - 11:00 p.m.	Officer tracks
7:00 - 7:30 p.m.	Session 13: Top 10 qualities of a successful event manager
7:30 - 8:00 p.m.	Session 14: Project management
8:00 - 8:30 p.m.	Session 15: Delegation is key
8:30 - 9:20 p.m.	Session 16: Stakeholder engagement
9:20 - 10:00 p.m.	Session 17: Parking lot items
10:00 - 11:00 p.m.	Treats & Talks with National Council

<b>Sunday January 20, 2019</b>	
Time	Session
8:00 - 10:00 a.m.	Officer tracks
8:00 - 10:00 a.m.	Session 18: Marketing & promotion
10:00 - 11:00 a.m.	Brunch
11:00 - 12:00 p.m.	General Speaker
12:00 - 12:30 pm.	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 John Wakerly & Kahlert Family First Advantage 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"> <li>• <i>Name</i></li> <li>• <i>Role/title</i></li> <li>• <i>Chapter</i></li> <li>• <i>What you hope to accomplish at LTW</i></li> <li>• <i>Strange fun fact</i></li> </ul>
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 &amp; answers</i>
SETUP	<ul style="list-style-type: none"> <li>• <i>Arrange your students in groups 2-4</i></li> <li>• <i>Have each group come up with a group name</i></li> <li>• <i>Create a scoreboard at the front of the room with each group name and place to tally points</i></li> <li>• <i>Place a trash can in a central location, and put one or two strips of masking tape on the floor several feet away</i></li> </ul>
RULES	<p><i>Go over rules and procedures with students, then start playing!</i></p> <ul style="list-style-type: none"> <li>• <i>Stay in seats at all times. Only shooters are allowed up</i></li> <li>• <i>No heckling while other groups are shooting</i></li> <li>• <i>Both of your feet must be behind the line until the ball leaves your hand; otherwise the shoot does not count</i></li> <li>• <i>Only ONE sheet of paper per shot</i></li> <li>• <i>Facilitator will ask a question</i></li> <li>• <i>Group members discuss and agree on an answer, then write it legibly on one sheet of paper</i></li> <li>• <i>After facilitator says “Answers Up!” one group member holds up the paper</i></li> <li>• <i>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</i></li> <li>• <i>If your shooter makes it, you get a point. The group with the highest points wins</i></li> </ul>

DEBRIEF

- 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?



## 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	Our goal this weekend is to recenter our focus on servant leadership. To provide you with the tools and resources to help you be successful servant-based leaders through two primary vehicles: the Leadership Advantage Program & the FIRST Inspires programs.
	We realize that some of you may be here for different reasons and that you may have different needs as it relates to your role within your organization, but we hope to provide you with a starting point and the resources and connections to help you once you depart LTW.
	As we mentioned at the start of our evening, you will get out of this weekend what you put into it. Use all of your opportunities wisely. From goal planning with your executive board, to the consulting with alumni and staff, to our sessions together. Ask questions, share frustrations, and tell us about your successes.
WB PG 5	<i>Encourage your members to refer to their schedule in their workbooks.</i>
	<p>We will begin our time together taking a closer look at leadership and service separately and then what the two look like together.</p> <p>Then we will spend some time discussing what meaningful service looks like.</p> <p>After we have laid this foundation we will spend a majority of our time discussing the two primary vehicles in which our organizations can engage in meaningful service and philanthropy the Leadership Advantage Program and the FIRST Inspires Program.</p> <p>We will provide you with the history, background, logistics, and process for implementation for each program.</p> <p>We will then conclude our time together looking at the skills critical to your role.</p>
9:35 - 9:45 p.m. Expectations	
	<i>Transition to talking about expectations - both yours and the participants.</i>
TRANSITION WB PG 9	<p>Some of you covered this in your introductions, but we are curious about what your expectations for the weekend are.</p> <ul style="list-style-type: none"> <li>• What encouraged you to attend?</li> <li>• What do you hope for from yourself? And of others?</li> <li>• What do you want from HQ, council, and/or other chapters?</li> </ul>

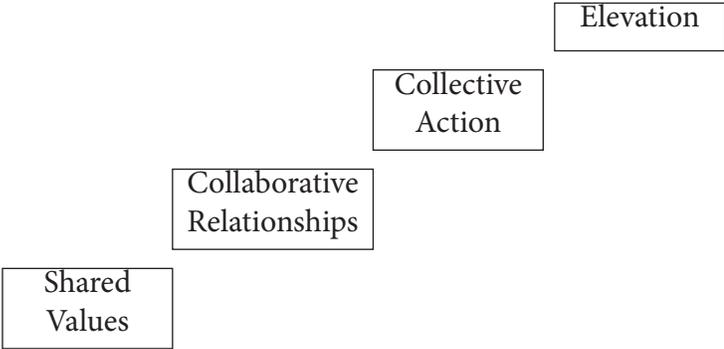
	<p><i>Next spend some time covering your personal expectations, hopes, needs, and then finish by briefly discussing the expectations below.</i></p>
	<p>Some of these may be a repeat of your thoughts but the following are our expectations:</p> <ul style="list-style-type: none"> <li>• That everyone is open and honest with their struggles, frustrations and questions.</li> <li>• That we are open-minded and realize that with every campus comes different rules, issues, struggles &amp; successes.</li> <li>• That we not be afraid to challenge one another - including us as facilitators.</li> <li>• That everyone actively participates in the conversation. Be in the moment, turn your phones off and listen.</li> <li>• That you use your workbook and take notes - no one here knows everything, use this time as an opportunity to grow and develop personally and in your role.</li> <li>• That you continue to stay involved with HQ and this session's participants.</li> </ul>
<p>PARKING LOT</p>	<p>One other important piece of this weekend that we need to discuss before we continue is the parking lot. We are aware that a lot of you may have questions that will 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 lot is created to list your questions or topics that we will come back to at downtimes and at the conclusion of our programming.</p> <p>We ask that your questions/topics are relevant to our mission and overall objective.</p>



### Session 3

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

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

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 10	<p>Ask participants to turn to their workbooks. Ask someone to read the definition aloud.</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 a staircase pattern from bottom-left to top-right. The boxes are labeled: 'Shared Values' (bottom-left), 'Collaborative Relationships' (middle-left), 'Collective Action' (middle-right), and 'Elevation' (top-right).</p>
	Ask the group how it would be effected if any of the pieces were absent. Establish that all ingredients are necessary.
	<p>Facilitation Points:</p> <ul style="list-style-type: none"> <li>• <i>Shared Values: this is the foundation for why a group comes together.</i></li> <li>• <i>Collaborative Relationships: Leadership is not an individual act, but rather involves people working collaboratively.</i></li> <li>• <i>Collective Action: Leadership is useless without action.</i></li> <li>• <i>Elevation: Leadership builds up and pushes forward. This may involve change and/or renewal.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• How does this definition directly relate to your organization?</li> <li>• How does it relate to your community?</li> <li>• How does it relate to what we want to accomplish here this weekend?</li> </ul>



## Session 4

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

10:15 - 10:40 p.m.	
	<b>Defining Service</b> <i>Adapted from the Undergraduate Interfraternity Institute of the North American Interfraternity Conference 2015</i>
	Just briefly, let's pause our discussion on leadership and focus our attention on finding a definition for service.
	<ul style="list-style-type: none"> <li>When you hear the word service what comes to mind?</li> </ul>
WB PG 11	In your workbooks is an article titled, "Helping, Fixing or Serving?" by Rachel Remen. Take a moment to read it and highlight anything that stands out to you.
	<i>After 3-5 minutes bring the group back together to debrief the article.</i>
	<ul style="list-style-type: none"> <li>What is service?</li> <li>Why do we serve?</li> <li>Remen mentions that "we can only serve that to which we are profoundly connected to." What are you or your organizations profoundly connected to?</li> </ul>
	Remen made a very important distinction between helping, fixing, and serving that we should explore further. Remen says that "service is a relationship between equals: our service strengthens us as well as others."
	<ul style="list-style-type: none"> <li>Is there significance in using the term "service" as opposed to "fixing" or "helping"?</li> </ul>
	Service and philanthropy both respond to community needs. Some groups need financial assistance, while others need our hands-on commitment. As an organization focused on building between men and in turn, a better world, it is our job to create meaningful service opportunities that meet the needs of others.
	Two of which we will talk about at length tomorrow.
10:40 - 11:00 p.m.	
	<b>Servant Leadership</b>
	Okay, let's bring back our definition of leadership. For the remainder of our time tonight, and really our time together this weekend we want to combine what we know about leadership and what we know about service together.
FLIP CHART WB 15	<ul style="list-style-type: none"> <li>How many of you have heard of the concept of a servant leader?</li> <li>What do you think would be some qualities of a servant leader?</li> </ul>
	While servant leadership is timeless concept, the phrase "servant leadership" was coined by Robert K. Greenleaf in 1970. Greenleaf said:
	<p>"The servant-leader is servant first...It begins with the natural feeling that one wants to serve, to serve first. The conscious choice brings one aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions.</p> <p>The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served...</p>

	A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong. While traditional leadership generally involves the accumulation and exercise of power by the one at the “top of the pyramid,” servant leadership is different. The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible.
WB PG 16	A servant leader is one who:
	<ol style="list-style-type: none"> <li>1. Values diverse opinions</li> <li>2. Cultivates a culture of trust</li> <li>3. Develops other leaders</li> <li>4. Helps people with life issues</li> <li>5. Encourages</li> <li>6. Sells instead of tells</li> <li>7. Thinks you, not me</li> <li>8. Thinks long-term</li> <li>9. Acts with humility</li> </ol>
	When your founders created Triangle their primary focus was to enhance the lives of others - servant leadership. This should remain our goal 111 years later.
	Tomorrow we will begin our day discussing the concept of service learning and how to create meaningful service in your organizations through two primary vehicles: FIRST & Leadership Advantage.
	<i>Use any remaining time to answer any questions. Dismiss participants for 11 p.m.</i>



## Session 5

Saturday, January 19 | 10:00 - 10:20 a.m.

10:00 - 10:20 a.m.	<b>6 Qualities of Service Learning</b> <i>M. Clevenger-Bright, K. Hays, L. Henriksen, D. Hlebain, J. Maglalang, M. Packard, K. Pursch Cornforth, D. Raftus. UW, 2012.</i>
	<i>Welcome participants back and see how their first night went and how their morning of round tables went.</i>
	<p>Today we are going to spend most of our time discussing how we can create intentional &amp; meaningful service opportunities for your members and your community. While your priority should be to offer service to your constituents, we would be naive if we didn't consider the interests of your members in this process. We need to make sure they are engaged, interested, and getting something out of the experience.</p>
	<p>One of the best ways to approach service in your organization is through a model of service learning.</p>
	<p>Service-learning refers to learning that actively involves participants in a wide range of experiences, which often benefit others and the community, while also advancing the goals of the given curriculum.</p>
	<p>Community-based service activities are paired with structured preparation and participant reflection. Common goals achieved by service learning include: gaining a deeper understanding of the content or project mission and an enhanced sense of civic responsibility.</p>
WB PG 18	<p><b>1. Integrative</b>            The service-learning experience goes beyond traditional ideas of classroom learning, practicum training or off-campus volunteering. Service-learning holistically integrates class learning objectives, faculty guidance, as well as community perspective and priorities. When engaged in genuine service students participate as both learners and community members. Students demonstrate success both academically and interpersonally.</p>
	<ul style="list-style-type: none"> <li>• By providing an example of a service project you have done, how would this idea of integrative learning look?</li> </ul>
	<p><i>Facilitators should have an example prepared to offer them in the context of a common organization-experience to help them apply this concept.</i></p>
	<p><b>2. Reflective</b>            The process of reflection is a core component of service-learning. Service-learning practitioners and researchers alike have concluded that the most effective service-learning experiences are those that provide structured opportunities for learners to critically reflect upon their service experience. Structured opportunities for reflection can enable learners to examine and form the beliefs, values, opinions, assumptions, judgments and practices related to an action or experience, gain a deeper understanding of them and construct their own meaning and significance for future actions." (Moon, 1999, as cited in Conner &amp; Seifer, 2005)</p>

	<ul style="list-style-type: none"> <li>• Have any of your organizations engaged in reflection after a service project and had any empowering moments?</li> </ul>
	<p><b>3. Contextualized</b>  Service-learning provides students a unique opportunity to access knowledge and expertise that resides in the context of community. There is opportunity to connect the knowledge of a discipline, as explored in class, to the knowledge in practice, as evidenced in communities. Learning experiences in community settings immerse students in the unpredictable and complex nature of real world situations. Working alongside community members and experienced professionals, the opportunity to construct learning and responses can be immediate and uncontrived.</p>
	<ul style="list-style-type: none"> <li>• What could this look like in one of your organizations service projects?</li> </ul>
	<p><b>4. Strengths-based</b>  Service-learning draws upon existing community strengths and resources, and honors community members and organizations as co-educators of students. Communities are never built from the outside in. A strength-based approach focuses on the capacity and expertise in every community, rather than on what is absent. By shifting away from a deficit mentality, students learn partnership strategies to identify and develop each community's unique strengths.</p>
	<p><b>5. Reciprocal</b>  The service-learning relationship offers all parties involved some measure of benefits; it is a two way street. Students give time, talent and intellectual capital in order to gain a deeper understanding of learning objectives and the nuanced nature of social issues. Community members and organizations invest time as co-educators and in turn accomplish more toward their mission and goals through the work of the students.</p>
	<p><b>6. Lifelong</b>  Service-learning is learning that sticks. By synthesizing theory and practice, this educational method provides a distinctive, meaningful and influential life experience. Students build relationships, solve problems, value a sense of community and gain self-awareness. Service-learning is beyond memorable; it can influence one's career path and enhance civic responsibility. Service-learning lays the foundation for continual personal growth throughout the participants experience and beyond.</p>



## Session 6

Saturday, January 19 | 10:20 - 11:00 a.m.

10:20 - 10:45 a.m.	5 Critical Elements of Meaningful Service
	<p>Hopefully be offering more experiential service opportunities your members will be more willing to be engaged. This with the combination of ensuring that your service opportunities are meaningful and thoughtful are likely to start increasing not only participation from your members but a larger impact on your community.</p>
	<p>It is important that our groups start moving away from a “check-the-box” mentality to meaningful and intentional service offerings.</p>
WB PG 19	<p>In order for you create service events that your organization cares about you need to ensure that it has these five elements:</p> <ol style="list-style-type: none"> <li>1. Community Voice</li> <li>2. Orientation &amp; Training</li> <li>3. Meaningful Action</li> <li>4. Reflection</li> <li>5. Evaluation</li> </ol> <p>And while these may be listed in a linear format, these components actually inform each other, creating a fluid interaction throughout the service experience.</p>
	<p><b>Community Voice</b></p>
	<p>Community voice includes the consideration for the voice and the needs of the community. You have to allow the community to define what needs to be done before developing a project.</p> <p>Community voice is essential to building connections, making changes and solving problems.</p> <ul style="list-style-type: none"> <li>• By using an actual example, how would you determine the community voice?</li> </ul>
	<p><b>Orientation &amp; Training</b></p>
	<p>Leaders should provide information to volunteers about the community. Information should cover necessary protocol to ensure proper behavior at service site.</p> <p>It is important that before you get on site that you have been briefed on the history and background of the organization you are partnering with. Not only will these help prepare you for proper protocols and behaviors but it will create a deeper connection to the cause in each of your members.</p>
	<p><b>Meaningful Action</b></p>
	<p>The service that you are doing needs to be necessary and valuable to the community served so that volunteers feel their actions are making a difference, and so that a difference is actually being made.</p>

	<p>So, what does this look like? Say your campus is near a beach and it has always been the tradition to do monthly beach sweeps. In August at the end of “vacation season” it would make sense to offer this service. But in December or other winter months when the beach doesn’t see a lot of traffic, the service is almost wasted.</p> <p>Members don’t want to waste their time by walking up and down a beach pretending to make a difference. Give your members and you community something that matters.</p>
	<b>Reflection</b>
	Participants should share stories, thoughts, and reactions immediately after the experience. Similarly to the idea of service-learning, reflection may dispel stereotypes of groups served or address individual’s alienation. Reflection also offers an opportunity to place the experience in a broader concept.
	Going into some service events you may have a perception - sometimes negative, of what the experience and people will be like. But then you get there and you hear their stories and see how appreciative they are of you spending your Saturday afternoon with them. You walk out feeling completely different and inspired. Those are the situations and the feelings that should be reflected upon and shared.
	<b>Evaluation</b>
	Evaluation measures the impact and effectiveness of participants’ service. Participants should evaluate what was learned and agencies should evaluate the results of contribution by participants. Evaluation gives direction for improvement and change.
	It is critical to evaluate and measure the impact of the service event that you participated in. Like all programs, assessing the execution will help you plan & improve for the future.  For example, everything about your program may have been great except that it was outside on the hottest day of the year and you didn’t have water for your members. Small things like that could vastly improve the experience of your members, so it’s important to make note of it!
<b>10:45 - 11:00 a.m.</b>	<b>Why Do We Serve</b>
	In the excerpt by Rachel Remen you read earlier she talked a lot about why you serve. So after all of the discussion we have had thus far, we want to ask you: <ul style="list-style-type: none"> <li>• Why do we serve?</li> </ul>
FLIP CHART	Remen mentions that “we can only serve that to which we are profoundly connected.” <ul style="list-style-type: none"> <li>• What are your members profoundly connected to? (<i>you can encourage participants to be extremely specific (i.e. maybe a member has a family member with an illness that is very personal to them, etc.)</i>)</li> <li>• What is Triangle as a national organization profoundly connected to? (<i>should be listening for things related to our academic focus</i>)</li> </ul>
WB PG 20	In your workbooks are resources to help get you kick-started on service projects that may meet your individual organization’s interests. But as a National Organization, it is important that we start to align ourselves with two important service-learning opportunities, both of which align with things that you should be profoundly connected to: your academic pursuits. And those are FIRST & Leadership Advantage.
	We are going to take a 10 minute break and come back and begin our time with Leadership Advantage.



## Session 7

Saturday, January 19 | 11:10 - 12:00 p.m.

11:10 - 11:20 a.m. History of Leadership Advantage	
	<p>Welcome back. Before we begin our deep dive into Leadership Advantage, we want to hear from you.</p> <ul style="list-style-type: none"> <li>• What do you know about Leadership Advantage?</li> <li>• How many of you have participated in LA as a student? Can you talk about your experience?</li> </ul>
	<p>Leadership Advantage (LA) was originally conceived in February 1997 by Triangle. Two other organizations, the Society of Women Engineers and the Iowa State University Student Activities Center were asked to join as co-sponsors.</p> <p>In cooperation with other groups, including the IS College of Engineering, College of Design, and College of Liberal Arts &amp; Sciences, the program was developed in the spring semester. It first took place June 12-15, 1997.</p>
	<p>At its start, LA was a three-day seminar for incoming IS University students in the field of engineering, architecture, and the technical sciences. The program focused on developing personal leadership skills, teaching awareness of leadership opportunities at the institution, and an introduction to the university and the specific fields of the participants.</p>
	<p>LA was created to offer engineering, architecture, and science students the opportunity for leadership and social development. It was believed that due to their rigorous academic schedules that they regularly missed out on those opportunities.</p>
	<p>By offering this program, incoming students were able to learn about leadership, discover their potential, and meet others in similar fields before they became absorbed in the intensity of their academics and future careers.</p>
11:20 - 11:30 a.m. Leadership Advantage Now	
	<p>The program today is offered at several institutions and continues to be a student-run program. The program is typically four-days and is designed for incoming university students. LA is still offered exclusively to students in engineering, architecture, and the technical sciences with a high school record of leadership and academic excellence.</p>
	<p>The program continues to allow students to develop their leadership skills and knowledge about opportunities at college before they are fully engaged in the rigors of college life.</p>
	<p>Team building exercises, hands-on design projects, and student bonding are just some of the foundational elements of Leadership Advantage.</p>
	<ul style="list-style-type: none"> <li>• Why do you think a program like this is so important for incoming students majoring in engineering, architecture, and the hard sciences?</li> </ul>

<b>11:30 - 11:55 a.m.</b>		<b>LA Schedule Overview</b>
WB PG 24	<p>In your workbooks is a sample schedule from the Michigan State Leadership Advantage Program.</p> <p><i>At this time the LA facilitator should go through the schedule and provide a visual of what the week will look like for both LA facilitators and students. Be sure to briefly describe what each event looks like. Let participants know that there are brief descriptions of each event in their workbooks, but they are free to substitute events for whatever works best for them.</i></p>	
<b>11:30 - 11:55 a.m.</b>		<b>Wrap Up</b>
	<i>Allow this time to wrap up before lunch. Answer any questions based on the schedule.</i>	
	After lunch we will focus on the planning and execution of the schedule & program.	
	<i>Dismiss to lunch.</i>	



## Session 8

Saturday, January 19 | 2:00 - 2:45 p.m.

2:00 - 2:45 p.m.	LA Time-line
	Using the schedule we want to start to craft a time line to help prepare and plan for the program logistics and needs. By creating a time line you will stay better organized and will be able to delegate out tasks and responsibilities to your team.
	<i>Facilitators should alter this list based on their experiences with LA and should cover the items they feel is necessary. There will also be blank lines for participants to include additional tasks that you feel is necessary or that is specific to their campus.</i>
WB PG 27	<p><b>6 to 12 Months Out:</b></p> <ul style="list-style-type: none"> <li>• Determine event dates</li> <li>• Identify planning committee and/or key players for planning process</li> <li>• Establish planning meeting frequency and times' schedule remaining planning</li> <li>• Develop event goals, objectives, program outline, and any key communication messages for printed and web-based materials</li> <li>• Submit and confirm venue reservations</li> <li>• Submit and confirm lodging reservations</li> <li>• Identify constituencies for guest lists</li> <li>• Confirm date with VIPs</li> <li>• Identify possible emcee, keynote speakers, etc.</li> <li>• Prepare budget estimate</li> <li>• Discuss invitation list and estimate yield</li> <li>• Confirm invitation lists for events and meals; vet with necessary senior officers</li> <li>• Design and develop event database for mailing invitations and tracking RSVPs</li> <li>• Outline ceremony and dinner program to review with key officers</li> <li>• Brainstorm gift ideas; identify gift vendors; work on design; and determine costs</li> <li>• Contact designer for invitation and program designs; initiate design process; determine deadlines and costs; include accessibility information</li> <li>• Identify specific speakers and program pieces; begin discussing AV needs</li> <li>• Get signs offs on event program ideas</li> </ul>
	<p><b>3 to 6 Months Out:</b></p> <ul style="list-style-type: none"> <li>• Initiate “save the date” mailing (if needed)</li> <li>• Gather speaker biographies (if needed for printed program)</li> <li>• Obtain final approval of invitation design and copy</li> <li>• Discuss press coverage and PR (if needed)</li> <li>• Identify and reserve caterer</li> <li>• Reserve photographer</li> <li>• Reserve entertainment</li> </ul>
	<p><b>3 Months Out:</b></p> <ul style="list-style-type: none"> <li>• Order gifts</li> <li>• Check and order necessary supplies (i.e. name badge holders, pens, stamps, envelopes, notebooks, wrapping paper, ribbons, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>• Finalize guest lists for ceremony and dinner</li> <li>• Send invitation to printer</li> <li>• Receive invitations from printer</li> <li>• Confirm speakers and speaking order for ceremony and dinner; confirm topic, length of presentation, and AV requirements</li> <li>• Contact guests requiring lodging; confirm arrangements/needs</li> <li>• Contact caterer to discuss menu and event</li> <li>• Reserve security</li> </ul>
	<p><b>2 Months Out</b></p> <ul style="list-style-type: none"> <li>• Address envelopes and assemble mailing</li> <li>• Mail invitations (8 to 10 weeks out if list includes out-of-towner's, 6 to 8 weeks if guests are all local)</li> <li>• Obtain final approval of ceremony program copy</li> <li>• Facility walk-through with Conference &amp; Events, Classroom Technology Services, Safety &amp; Security, facility management, and/or vendors (as needed)</li> <li>• Determine if any direction signage will be needed at the event to assist guiding guests</li> </ul>
	<p><b>Month of the Event</b></p> <ul style="list-style-type: none"> <li>• RSVPs due (2-3 weeks prior to the event)</li> <li>• Send rooming list</li> <li>• Release unneeded rooms by appropriate deadline</li> <li>• Make any needed publicity/press arrangements</li> <li>• Arrange to have any directional signage designed/printed</li> <li>• Forward setup requests, including AV to Conference &amp; Events and others needed</li> <li>• Send ceremony program to printer</li> <li>• Send agenda, suggested dress, directions, map and parking instructions to participants</li> <li>• Make follow-up phone calls/emails to pending guests</li> <li>• Run first batch of name badges and place cards</li> <li>• Wrap gifts</li> <li>• Develop scripts for key speakers</li> <li>• Make list of photo arrangements</li> <li>• Re-confirm entertainment</li> <li>• Confirm catering</li> <li>• Confirm set up, AV, and media production orders</li> <li>• Confirm safety &amp; security's role</li> <li>• Confirm transportation of guests &amp; VIP's</li> <li>• Distribute guest list to appropriate parties</li> <li>• Run final name badges</li> <li>• Make confirmation phone calls/emails</li> <li>• Set up an on-site run-through</li> <li>• Set up sound checks for speakers</li> </ul>
	<p><b>Post Event</b></p> <ul style="list-style-type: none"> <li>• Deliver gifts and thank-you's to facilitators</li> <li>• Distribute evaluations</li> <li>• Hold event debrief meeting</li> <li>• Complete comparison of actual versus budgeted costs</li> <li>• Update final event attendance</li> <li>• Update final event attendance</li> <li>• Distribute photographs</li> </ul>
	<p><i>Facilitator should wrap this session up with any last minute advice or closing remarks on time line. Try and transition session to focus on execution of program.</i></p>



## Session 9

Saturday, January 19 | 2:45 - 3:30 p.m.

2:45 - 3:30 p.m.	Program Execution
	<i>LA Facilitator will use this time to focus on any remaining areas of program execution. A reminder that we will focus on general skills later (event planning, organization, delegation, goal setting, and stakeholder management). But if you want to specifically focus on the stakeholders you should partner with, what branding you need to do, how to budget, how to select your facilitators, setting up the applications, how to get the word out, etc. this would be a good time to focus on those areas.</i>
WB PG 30	<i>There will be blank areas in their workbooks to take notes.</i>
	<i>Participants can take a break to be back at 3:40 p.m.</i>



## Session 10

Saturday, January 19 | 3:40 - 4:10 p.m.

3:40 - 4:00 p.m.	Introducing Triangle to FIRST
	We talked about creating opportunities that your members can be profoundly connected to. I think we can agree that Leadership Advantage is a program that our members should be connected to.
	It is a program that offers leadership development to students with similar majors. It allows our members to interact with potential new members, faculty and staff that could assist in our recruitment processes, and it provides us with a slew of leadership skills that we probably didn't have prior to executing the program.
	Another program that has the capability to draw strong connections to is FIRST.
	FIRST which stands for For Inspiration and Recognition of Science and Technology was founded in 1989 to inspire young people's interest and participation in science and technology. This not-for-profit public charity designs accessible, innovative programs that motivate young people to pursue education and career opportunities in science, technology, engineering, and math, while building self-confidence, knowledge, and life skills.
	FIRST is more than robots. FIRST participation is proven to encourage students to pursue education and careers in STEM-related fields, inspire them to become leaders and innovators, and enhance their 21st century work-life skills.
	The mission of FIRST is to inspire young people to be science and technology leaders and innovators, by engaging them in exciting mentor-based programs that build science, engineering, and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership.
	Through engaging kids in kindergarten through high school in exciting, mentor-based, research and robotics programs we will be able to help them become science and technology leaders, as well as well-rounded contributors to society.
	<ul style="list-style-type: none"> <li>Has anyone participated in FIRST either as a student or a volunteer? Can you share your experiences?</li> </ul>
	FIRST is broken into 4 different programs based on different age groups.
WB PG 32	<b>FIRST Lego League Jr.</b>
	<p>The first program, FIRST Lego League Jr. is designed to introduce STEM concepts to kids ages 6 to 10 while exciting them through a brand they know and love - LEGO.</p> <p>Guided by adult coaches, students build models using LEGO Education WeDo 2.0 and create Show Me posters to present what they learned. The program focuses on building interest in science, technology, engineering, and math through a real-world challenge - to be solved by research, critical thinking and imagination.</p>

WB PG 32	<b>FIRST Lego League</b>
	Tomorrow's innovators practice imaginative thinking and teamwork. Guided by two or more adult Coaches, FIRST LEGO League teams (up to 10 members, grades 4-8; ages 9-14) research a real-world problem such as food safety, recycling, energy, etc., and are challenged to develop a solution. They also must design, build, program, a robot using LEGO MINDSTORMS, then compete on a table-top playing field.
	It all adds up to tons of fun while they learn to apply science, technology, engineering, and math concepts plus a big dose of imagination, to solve a problem. Along their journey, they develop critical thinking and team-building skills, basic STEM applications, and even presentation skills, as they must present their solutions with a dash of creativity to judges. They also practice the Program's Core Values, which emphasize discovery, teamwork and good sportsmanship.
	Each FIRST LEGO League season culminates with regional tournaments and championships where teams show off what they learned and invented, and compete with their robots. Some teams earn an invitation to FIRST LEGO League World Festival as a part of FIRST Championship Houston or FIRST Championship Detroit, where teams from all over the world meet and compete.
	<b>FIRST Tech Challenge</b>
	FIRST Tech Challenge teams (up to 15 team members, grades 7-12) are challenged to design, build, program and operate robots to compete in a head-to-head challenge in an alliance format. Participants call it "The hardest fun you'll ever have."
	Guided by adult coaches, students develop STEM skills and practice engineering principles (like keeping an engineering notebook), while realizing the value of hard work, innovation, and sharing ideas. The robot kit is reusable from year-to-year and can be programmed using a variety of languages, including Java. Teams also must raise funds, design and market their team brand, and do community outreach for which they can win awards. Participants have access to tens of millions of dollars in college scholarships. Each season concludes with regional championship events and an exciting FIRST Championship.
	<b>FIRST Robotics</b>
	For grades 9-12, FIRST Robotics is under strict rules, limited resources, and an intense six-week time limit, teams of students are challenged to raise funds, design a team "brand," hone teamwork skills, and build a program industrial-size robot to play a difficult field game against like-minded competitors. It's as close to real-world engineering as a student can get. Volunteer professional mentors lend their time and talent to guide each team. Each season ends with an exciting FIRST Championship.
<b>4:00 - 4:10 p.m.</b>	<b>Triangles Current Role</b>
	Triangle has officially been partnered with FIRST as a national Alliance, which means that we are committed to advocating and promoting career opportunities in STEM in grades K-12; that we are looking to build on existing STEM related programs; and that we are seeking ways to engage our members in FIRST mentor/coaching opportunities as a means of workforce development, and increased community involvement.
	We were present at the National Championship last year, have offered grants to chapter's, and a FIRST scholarship - both of which we will discuss more.



## Session 11

Saturday, January 19 | 4:10 - 4:40 p.m.

4:10 - 4:40 p.m.	Ways to Help
	<p>One of greatest advantages through our alliance with FIRST is that there are varying degrees to which you can serve its members. You can choose the amount of time you wish to dedicate, whether that be through taking an active role as a mentor or coach, or just volunteering at one of the competitions. Or if you feel that is too much a commitment you can donate your treasure, as opposed to time.</p>
WB PG 33	<b>FIRST LEGO League Jr.</b>
	<p>FIRST LEGO League Jr. teams need (just covering what is needed from the volunteer perspective, or what the volunteer could assist with):</p> <ul style="list-style-type: none"> <li>• 2 or more adult coaches willing and motivated to guide the team through the discovery and exhibition season (and beyond) - no special technical experience is required</li> <li>• A community sponsor(s) that will help fund your efforts and provide other support</li> </ul>
	<p>FIRST LEGO League Jr. registration opens in <b>May</b> and information for the season challenge is released in early <b>August</b>. The discovery project season runs from <b>August through May</b>, and Expo season runs <b>October through June</b>. Expos allow teams the chance to show off what they have learned. Some teams will receive invitations to the FIRST LEGO League Jr. World Festival Expos at the end of <b>April</b>.</p>
	<p>As a coach or adult volunteer, you should be meeting with your team at least once per week during the discovery and creation season (12 sessions). You and your family can decide together how much time you can devote to the program.</p>
	<p>The most successful team coaches are people with at least an interest in science and technology, and in helping kids discover and learn. Anyone who wants to be a coach will receive all the training and help they need.</p>
	<b>FIRST LEGO League</b>
	<p>The FIRST LEGO League season Challenge information is released in late <b>August</b>. Teams generally form and register from <b>May through October</b>. The Project and build season begins after Challenge is released. Tournament dates vary by region, but begin a minimum of 8 weeks after Challenge is released. Check with your local Partner for more details. Tournaments help determine which teams will earn spots at the FIRST Championship at the end of <b>April</b>. There are also many off-season events in which teams can participate, strategize, hone their skills, learn new technology, meet other teams, and have fun.</p>
	<p>FIRST LEGO League needs 2 or more adult coaches willing and motivated to guide the team through the discovery and competition season (and beyond).</p>
	<p>As a coach or volunteer, you should be meeting with your team once per week during the build and competition season (September - April). Many mature teams also meet throughout the school year, and some compete in off-season events during the summer. You, your family, and your available free time can decide together how much time you can devote to the program.</p>

	<b>FIRST Tech Challenge</b>
	The FIRST Tech Challenge needs 2 or more adult mentors who are willing and motivated to coach the team through the build and competition season and beyond. The challenge season starts in <b>May</b> , when teams generally form and registration opens. Season kick-off is in early <b>September</b> when the season's game is announced. The design and build season runs from <b>September to January</b> . Tournament season varies by region and can begin as early as <b>October and continues through April</b> . State and Regional Tournaments advance teams to Super Regional Championship Tournaments, and winners earn spots at FIRST Championship at the end of <b>April</b> .
	<b>FIRST Robotics</b>
	There are 7 essential steps to starting a FIRST Robotics Competition team <ol style="list-style-type: none"> <li>1. Find support resources</li> <li>2. Enlist coaches &amp; mentors</li> <li>3. Register &amp; pay</li> <li>4. Build the team</li> <li>5. Raise funds</li> <li>6. Learn about safety</li> <li>7. Build the robot</li> </ol>
	Each team needs at least one adult mentor with technical expertise willing and motivated to coach the team through the build and competition season (and beyond). Also highly recommended are two or more other adults to help with administration, fundraising, community outreach, and other tasks.
	Teams will need a steady supply of funds. We are talking Ten's of thousands of dollars to build these robots. This is another great opportunity for groups that may not be able to contribute their time but their treasure.



## Session 12

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

<b>4:40 - 4:50 p.m.</b>	<b>Triangle Education Foundation Support</b>
	<i>FIRST Intern or staff member will talk about how the TEF supports this initiative through grants and the FIRST Scholarship.</i>
<b>4:50 - 5:00 p.m.</b>	<b>Questions &amp; Wrap Up</b>
	<i>Facilitators should use this time to wrap up the session on FIRST and answer any outstanding questions/comments.</i>
	<i>Dismiss to dinner at 5:00 p.m.</i>



## Session 13

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

7:00 - 7:20 p.m.	Top 10 Qualities of Successful Event Managers
	<i>Facilitators should welcome participants back from dinner and other general programming.</i>
	Up until this point we spent our time laying a framework for servant-based leadership, and learned about two really great opportunities in which to engage in: Leadership Advantage & FIRST. I think it's safe to say that both of these programs, and any service & philanthropy program that we put on takes a lot of work if you want it to be successful. Your role within your organization is important and requires a set of special skills, those of which we will spend the evening discussing.
	The first skill we want to spend time on is event planning. Whether you are organizing Leadership Advantage for your Campus, planning an opportunity to engage with a local team for FIRST, or gearing up to host a philanthropy event it will take diligent planning.
	Did you know that "event coordinator" was listed as the fifth stressful job in 2016? And that's only behind enlisted military personnel, firefighters, airplane pilots, and police officers. While this isn't your full-time job, successfully running events takes a wide range of skills - and nerves of steel.
	<ul style="list-style-type: none"> <li>• So what does it take to be a successful event manager?</li> </ul>
FLIP CHART	<p><i>Open this question up to participants and develop their top-10 list. Once you are done creating this list you will go over the actual list and compare.</i></p> <p><i>Create their list on a flip chart and then have them fill out the correct list in their workbooks.</i></p>
WB PG 40	1. They have people skills
	<p>The number one quality shared by successful event managers? People skills. You need to be comfortable connecting with all different types of people: active and new members, alumni, faculty, staff, upper-administration, potential members, other students, and outside stakeholders. To successfully work with this wide range of people, you'll need to be able to nimbly resolve conflicts, be a confident but pleasant negotiator, and maintain your sense of humor.</p> <p>Remember to try and have fun with the work you do, and the people you work with, and they'll want to work with you again. You can't do it all by yourself, so building relationships is key.</p>
	2. They are flexible.
	Event managers must double as janitors and firemen. Cleaning up messes and putting out fires - quickly, quietly, and efficiently - is part of the job. Stay calm, get it done, then get back to running the show.

	3. They are good listeners.
	The ability to understand what key stakeholders want from your event is critical. These folks may not be as skilled in this arena as you are, so they might not speak the lingo or know what's realistic. You have to be able to discern their needs and make sure all parties share the same expectations. Pay attention to what's said - and what's not said - in key conversations. Tapping into these spoken (and unspoken) needs throughout your planning process will help you stay one step ahead.
	4. They're organized.
	To successfully run any event, you need to be able to juggle about 50 things at once. This multi-tasking prowess is required for both smooth planning and flawless execution of an event or program. The best planners have foolproof systems, step-by-step checklists, and handy tech tools. Working in events requires the ability to focus on the big picture while keeping track of all the little details. To avoid burnout, get comfortable delegating some of your more time-consuming tasks. And if things don't go according to plan, don't be afraid to switch to plan "B."
	5. They're passionate.
	With all the stress of the job, you have to really love what you do. Genuine passion helps you overcome bumps in the road and stay cool when all seems lost. It also leads to bursts of creativity and the inspiration to create something great instead of just trying to get through the day. Things like time management can be learned, but you can't teach passion, and you'll need it in order to succeed. Being an event manager can, at times, be a thankless job.
	6. They're good communicators.
	Clear, firm and kind communication establishes you as a leader of the team, keeps everyone on track, and ensures that the goals of the event are clear to everyone involved. It also allows you to effectively share your vision and get others excited about it, too. Communicate in a way that is respectful to everyone and doesn't put anyone down. Accept criticism and be open to new ideas. Everyone plays a part in the success of an event, so make sure you're communicating with them in a clear, confident, and empowering way.
	7. They're calm under pressure.
	Your team will look to you for answers for almost everything. In moments of stress, the last thing they need is a shaky leader who makes poor decisions because they're cracking under the pressure. Successful event managers stay level-headed and continue to treat everyone with respect, no matter what. Try to remain cool, calm and collected when dealing with other people, even if you're a bundle of nerves inside.
	8. They're creative problem-solvers.
	Whether it's tracking down some emergency duct tape or reworking a keynote presentation at the last minute, you have to be resourceful with what you have. No matter how well you plan, something will go wrong. And it will be a lot easier to address if you enjoy finding creative solutions to the challenges that arise.
	9. They're detail oriented.
	Making sure events are running smoothly requires a keen attention to detail that some people struggle with. Many of us are "big picture" thinkers, and get bored or delegate away the nitty-gritty tasks. If you're not involved at every stage of your event planning, including smaller tasks such as booking speakers, arranging seating plans or drafting marketing emails, you might find yourself becoming detached from your event.

	10. They're decisive.
	Event managers need to be able to make several decisions at once, and make them quickly. And, perhaps more importantly, they need to be able to recognize when it's too late to change those decisions - and have the resolve to stand by them.
<b>7:20 - 7:30 p.m.</b>	<b>Making Connections</b>
	Okay, so now that we have spent some time discussing these qualities let's try and connect these to your positions and real programs/scenarios you will encounter during the year.
WB PG 42	<i>Encourage participants to go through each quality and apply it to their position. For example, "they're flexible" putting out fires and cleaning up messes. What are some examples that this may happen during a service event or during LA, how should you be prepared? Have them work in pairs in their workbooks then discuss as a group.</i>



## Session 14

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

7:30 - 7:50 p.m.	Project Management
	Whether you are this weekend in hopes to implement the Leadership Advantage Program on your campus, or because you are interested in becoming more involved in FIRST, or maybe because your organization needs a serious reboot when it comes to community service and philanthropy. You are the people responsible for the planning and execution of a particular project.
WB PG 43	Project management is the application of knowledge, skills, tools, and techniques to a broad range of activities in order to meet the requirements of a particular project.
	There are five phases of project management and if the life-cycle provides a high-level view of the project, the phases are the road-map to accomplishing it.
	<b>Phase 1: Project Initiation</b>
	This is the start of the project, and the goal of this phase is to define the project at a board level. This phase usually begins with a business case. So, is the project feasible and should it be undertaken? This is where you will want to outline the requirements and needs of the project (resources, people, money, time, logistics, etc.)
	<b>Phase 2: Project Planning</b>
	This phase is key to successful project management and focuses on developing a road map that everyone will follow. This phase typically begins with 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 is 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 44	Specific Measurable Attainable Relevant Time Bound
	Set Specific Goals Your goal must be clear and well defined. Vague or generalize 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><b>Set Measurable Goals</b>  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><b>Set Attainable Goals</b>  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.  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><b>Set Relevant Goals</b>  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><b>Set Time-Bound Goals</b>  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>
	<p>During this phase, the scope of the project is defined and a project management plan is developed. It involves identifying the cost, quality, available resources, and a realistic timetable.</p>
	<p><b>Phase 3: Project Execution</b></p>
	<p>This is the phase where deliverables are developed and completed. This often feels like the meat of the project since a lot is happening during this time, like the status reports and meetings, development updates, and performance reports.</p>
WB PG 43	<p><i>Have participants list some tasks that they believe would be completed during the execution phase for their role, event, or program.</i></p>
	<p><b>Phase 4: Project Performance/Monitoring</b></p>
	<p>This is all about measuring project progression and performance and ensuring that everything happening aligns with the project management plan. Project managers will use key performance indicators (KPIs) to determine if the project is on track.</p>
	<p><b>Phase 5: Project Closure</b></p>
	<p>This phase represents the completed project. There may still be things to accomplish like closing out the budget, doing an assessment, and recognizing contributors, but in general your project is complete.</p>
<b>7:50 - 8:00 p.m.</b>	<p><b>Making Connections</b></p>
WB PG 45	<p><i>At this time, each participant should turn to their workbooks and apply each phase to a specific project or event that they are responsible for. With about 2-3 minutes left, ask a couple of volunteers to share.</i></p>



## Session 15

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

8:00 - 8:30 p.m.	Delegation is Key
	<p>For an event like Leadership Advantage and even for some of your smaller community service and philanthropy events you will need to delegate. 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.</p>
	<ul style="list-style-type: none"> <li>• What are some things that you can do to help you in delegating tasks to your members?</li> </ul>
WB PG 46	<ol style="list-style-type: none"> <li><b>1. Be Patient</b> 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.</li> <li><b>2. Don't Over Delegate</b> Delegation is not shifting work you should be doing to someone else's plate -it's getting those tasks you shouldn't doing off of yours. It's important to know the difference.</li> <li><b>3. Pick the Right People</b> 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.</li> <li><b>4. Explain Why You're Delegating</b> 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.</li> <li><b>5. Be Specific</b> 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.</li> <li><b>6. Provide Training</b> 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).</li> <li><b>7. Touch Base</b> 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.</li> <li><b>8. Don't Micromanage</b> 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.</li> </ol>

	<p><b>9. Offer Feedback</b> 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><b>10. Say Thanks</b> Your member is helping you, and saving you time while adding value. Say thanks!</p> <p><b>11. Go Beyond Your Exec</b> 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 a campus-wide initiative like LA is a daunting responsibility. Leading any large program like this can be a time-management nightmare that can swamp even the most prepared leaders. Realize, though, that you have a team of people there to support and help you and that they saying is true, "it takes a village."</p>



## Session 16

Saturday, January 19 | 8:30 - 9:20 p.m.

8:30 - 9:00 p.m. Stakeholder Engagement <i>Association for Project Management. 2018.</i>	
	Stakeholder engagement and stakeholder management are arguably the most important ingredients for successful project delivery and yet are often ignored or undervalued.
	Project managers depend on people to respond to the outputs and benefits that they deliver. People will only respond if they are engaged. The phrase “stakeholder management” implies that these people can be made to respond positively to a project, but the truth is that a project manager in most cases has no formal power of authority and therefore has to rely on engagement to achieve their objectives. And this is a good thing!
FLIP CHART	<ul style="list-style-type: none"> <li>• What is a stakeholder?</li> <li>• What is stakeholder engagement?</li> <li>• How can we positively engage our stakeholders?</li> </ul>
	Stakeholder engagement is the practice of interacting with, and influencing project stakeholders to the overall benefit of the project and its advocates.
	The successful completion of a project usually depends on how the stakeholders view it. Their requirements, expectations, perceptions, personal agendas and concerns will influence the project, shape what success looks like, and impact the outcomes that can be achieved. Successful stakeholder engagement is an essential part of professional project management.
	<ul style="list-style-type: none"> <li>• What is the difference between stakeholder engagement and stakeholder management?</li> </ul>
	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.
WB PG 46	<b>Key Principles of Stakeholder Engagement</b>
	<p><b>1. Understand</b> 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 is equally important to first gather information about your stakeholders.</p> <p><b>2. Communicate</b> 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</p>

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.

### **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.

### **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.

### **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.

### **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.

### **7. Just 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><b>8. Compromise</b> 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><b>9. Understand what success is</b> 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><b>10. Take responsibility</b> 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>
9:00 - 9:20 p.m.	<b>Identifying Your Stakeholders</b>
WB PG 49	<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 in the projects you may plan for your organization. Use the questions to help get you thinking about how you will engage these specific stakeholders differently.</p> <p>At around 9:10 - 9:15 p.m. we will come back together as a large group and share some of the examples that you worked on.</p>



Session 17

Saturday, January 19 | 9:20 - 10:00 p.m.

9:20 -10:00 p.m.	Parking Lot
	<i>Facilitator should use this time to answer any remaining questions around how to implement and execute the Leadership Advantage Program, about FIRST and how to get involved, any of the specific skills related to the position, or any specific brainstorming or idea-sharing for service projects that have worked.</i>
	<i>Tomorrow our time will be spent talking about using these programs and the idea of servant-leadership as a branding tool.</i>



## Session 18

Sunday, January 20 | 8:00 - 9:30 a.m.

8:00 - 8:30 a.m.	Marketing & Promotion
	<p>The marketing &amp; promotion of programs like LA, or other service and philanthropy events are three-fold. You want to have a good marketing program in place to solicit to incoming students (LA), support from campus departments, faculty &amp; staff (LA and maybe others). And you want a good marketing &amp; promotions program in place to use this program as an opportunity to recruit members from.</p>
	<p>Chances are since you have a vision and a purpose in place that has been communicated to your team, you should be able to easily market the program. But before you begin, it is important to answer the following questions.</p>
	<ul style="list-style-type: none"> <li>• What is our marketing efforts expected to accomplish?</li> <li>• What medium(s) will help us market the program and brand most effectively?</li> <li>• Whom are we marketing to?</li> <li>• What's our message?</li> <li>• What do we want people to think or feel?</li> <li>• What justification are we providing as support?</li> <li>• How is this different from other brands/events messaging?</li> <li>• Which practical considerations or restrictions are there?</li> </ul>
	<p><i>Facilitator should just be running through these questions - they will have time to answer them later.</i></p>
	<p>Other important things to consider when marketing and promoting your event are:</p>
	<p><b>Simplicity</b>            Your visual brand should be simple and easy to recognize. We often see organizations utilizing their crest or symbols for their branding resources. Yes, the crest means a lot to you, but who doesn't it mean anything to? That's right, everyone else.</p> <p>You need to think about your target audience and your message when devising your visual brand. What is creative, enticing, engaging, and makes sense to people who have no idea who and what you are?</p>
	<p><b>Consistency</b>            Your brand needs to be visually consistent. Pick 3 things that will always be used in your visual branding. A color, font, visual image, specific words, etc. Those three things need to be present in everything that represents your program.</p> <p>Look at Nike - they are still creative but always make sure that the "swoosh" is on every product.</p>
	<p><b>Repetition</b>            And now repeat your visual brand on every medium and over and over.</p> <p>Every t-shirt, flier, sign, Facebook profile picture, website image, we mean EVERYTHING should incorporate your brand. And no, it's not a great idea to come up with a new brand each year. That confuses your customers and does not build brand loyalty or brand recognition.</p>

	<p><b>Integrity</b>          Lastly, your brand needs to be aligned with your organization and program values.</p> <p>Don't borrow the visual brand of a recognized company. When your brand visually and in action is a reflection of your organization/program's mission and values you will, over time, build a loyal and trusting customer base.</p>
	<p><b>Additional Marketing Tips</b>          The cornerstone of all promotion efforts is the event page or website. In order to make it complete, make sure you do the following things:</p> <ol style="list-style-type: none"> <li>1. Create a compelling description that clearly indicates the topic, time, place, and show who should attend. The description should include specific benefits for attendees. Make it brief.</li> <li>2. Offer speaker/facilitator pictures and bios. Interesting speakers and facilitators draw crowds like a magnet. The event page should show their faces and list their credentials.</li> <li>3. Include an event image that will appear when the page is shared in social networks. It could be the event logo, a picture of a room of people, or just a genuine smiling face.</li> <li>4. Create simple video interviews of speakers/facilitators and post them here.</li> <li>5. Make sure there is a prominent "register here" button.</li> </ol>
	<p><b>Other helpful marketing tips include:</b></p> <ol style="list-style-type: none"> <li>1. Sending pre-event email to participants</li> <li>2. Using social media to its fullest extent. Use all mediums and make it interesting. get your members to participate.</li> <li>3. Remember to be pro-active. You aren't going to get participants unless you go to them and let them know what you are offering. Make sure you stay with them and provide regular updates and information.</li> <li>4. Market the event while it is happening. This will help you in the future by generating buzz and creating a historic profile.</li> </ol>
<b>8:30 - 9:00 a.m.</b>	<b>Making a Plan</b>
	Using the list we covered when we started this session, which can be found in your workbooks we want you to think of a program you currently do or one that you are excited about and start to create your marketing plan.
WB PG 49	<ul style="list-style-type: none"> <li>• What is our marketing efforts expected to accomplish?</li> <li>• What medium(s) will help us market the program and brand most effectively?</li> <li>• Whom are we marketing to?</li> <li>• What's our message?</li> <li>• What do we want people to think or feel?</li> <li>• What justification are we providing as support?</li> <li>• How is this different from other brands/events messaging?</li> <li>• Which practical considerations or restrictions are there?</li> </ul>
	<i>After about 15 minutes ask for a couple of volunteers.</i>

9:00 - 9:30 a.m.

**Making a Plan**

*This is a critical time for facilitators to help see that through FIRST, Leadership Advantage and year-round service/philanthropy events that we are opening ourselves to recruitment opportunities.*

*Through LA we are getting in front of freshmen before they even start class, and interacting with key faculty and staff that could recommend potential members in the future.*

*Through FIRST we are meeting students interested in STEM of all ages that will remember Triangle when they enter college.*

*Through year-round service/philanthropy events we are attracting students that may be profoundly connected to various causes - and we are holding events and getting our name out. Its critical that we plan these events thoughtfully.*

*Use any remaining time to answer questions, and wrap up your time together. Make sure to share resources and contact information so that you can help them when they begin their journey back to campus.*

