VICE PRESIDENT OF COMMUNICATIONS

FACILITATOR GUIDE
Program Schedule

This is a general schedule for all programs. Session locations will be listed in the program specific schedule available at check-in on-site.

<table>
<thead>
<tr>
<th>Friday</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Time</td>
</tr>
<tr>
<td>Pre-Carlson training</td>
<td>2-6 p.m.</td>
</tr>
<tr>
<td>BMP App training</td>
<td>2-6 p.m.</td>
</tr>
<tr>
<td>Faculty meeting</td>
<td>6:30-7:30 p.m.</td>
</tr>
<tr>
<td>Program kick-off</td>
<td>8-9 p.m.</td>
</tr>
<tr>
<td>Undergraduate breakout tracks</td>
<td>9-11 p.m.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Time</td>
</tr>
<tr>
<td>Awards breakfast</td>
<td>8-9 a.m.</td>
</tr>
<tr>
<td>Undergraduate breakout tracks</td>
<td>9-10 a.m.</td>
</tr>
<tr>
<td>Break</td>
<td>At sometime between 10-10:45 am, please give your group a 10-min. break</td>
</tr>
<tr>
<td>Undergraduate breakout tracks</td>
<td>10-11:50 a.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12 -1:45 p.m.</td>
</tr>
<tr>
<td>Member safety presentation for president and programming tracks</td>
<td>1:45-2:45 p.m.</td>
</tr>
<tr>
<td>Undergraduate breakout tracks</td>
<td>1:45-4:30 p.m.</td>
</tr>
<tr>
<td>Afternoon break</td>
<td>4:30-5 p.m.</td>
</tr>
<tr>
<td>Chapter action planning (executive officers only)</td>
<td>5-5:50 p.m.</td>
</tr>
<tr>
<td>Goal swapping</td>
<td>6-6:50 p.m.</td>
</tr>
</tbody>
</table>
# Table of Contents

<table>
<thead>
<tr>
<th>Session</th>
<th>Page(s)</th>
<th>Time Allotted</th>
<th>Should Take Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program preparation and overview</td>
<td>4-7</td>
<td>Pre-program</td>
<td>Prior to arrival</td>
</tr>
<tr>
<td>Friday night</td>
<td>8-14</td>
<td>2 hours</td>
<td>Friday from 9-11 p.m.</td>
</tr>
<tr>
<td>Introduction to Saturday</td>
<td>15-17</td>
<td>15 minutes</td>
<td>Saturday-9-9:15 a.m.</td>
</tr>
<tr>
<td>Building &amp; managing a committee</td>
<td>18-21</td>
<td>75 minutes</td>
<td>Saturday-9:15-10:30 a.m.</td>
</tr>
<tr>
<td>Creating &amp; managing a communications plan</td>
<td>22-25</td>
<td>75 minutes</td>
<td>Saturday-10:45-11:50 a.m.</td>
</tr>
<tr>
<td>Storytelling for various audiences</td>
<td>26-30</td>
<td>65 minutes</td>
<td>Saturday-1:45-2:50 p.m.</td>
</tr>
<tr>
<td>Producing a high quality newsletter</td>
<td>31-34</td>
<td>65 minutes</td>
<td>Saturday-2:50-3:55 pm</td>
</tr>
<tr>
<td>Goal swapping and wrap-up</td>
<td>35-36</td>
<td>40 minutes</td>
<td>Saturday-3:55 pm-4:30 pm</td>
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</tbody>
</table>
Learning Outcomes

The Carlson Leadership Academy prepares officers and chapter leaders to elevate their chapters and perform the duties of their role to foster an ideal SigEp experience that promotes a safe and developmental chapter experience.

As a result of participating in the Carlson Leadership Academy, participants will:

- Have a complete understanding of officer job descriptions and responsibilities.
  - Measurable action: Feel energized to improve their chapter’s operations.
  - Measurable action: Have an increased likelihood to follow through on goals for their executive position and chapter.

- Have an increased understanding, commitment, and are empowered to uphold SigEp's risk management policies and procedures.
  - Measurable action: Feel energized to improve their chapter’s operations.

- Understand how to assess the chapter experience and execute strategic goals as a chapter leader to improve that experience.
  - Measurable action: Develop SMART goals and action plans related to their position.
  - Measurable action: Have an increased pride in SigEp because of the people they met and the things they have learned.

- Understand how they can assess and build their skills as an organizational leader on the topics of:
  - Strategic thinking and planning.
  - Critical assessment.
  - Development of an action plan.
  - Managing a team.
  - Building a coalition of people to help achieve goals.
    - Measurable action: Foster strong team dynamics through organic interactions and time together.
    - Measurable action: Feel energized to improve their chapter’s operations.
    - Measurable action: Develop SMART goals and action plans related to their position.

- Learn best practices in chapter operations in relation to their position.
  - Measurable action: Feel motivated to improve from awareness of successful operations through awards and recognition.
  - Measurable action: Have an increased likelihood to follow through on goals for their executive position and chapter.

- Become more aware of resources provided by volunteers and the Headquarters staff.
  - Measurable action: Utilize resources provided by volunteers and the Headquarters staff to achieve goals while in office.
  - Measurable action: Have an increased pride in SigEp because of the people they met and the things they have learned.
Curricular Underpinnings

Overall, the curriculum is rooted in the concept of challenge and support to help participants reason through potential obstacles, but to do so in a safe space to practice. This is intended to highlight for participants what they don't know while helping them overcome this shortcoming.

Friday night is intended to set the paradigm for the program and discuss the importance of each officer's role. Officers should come with baseline knowledge of their role and responsibilities associated with their position. Saturday will focus on addressing issues officers will face and developing the necessary knowledge and skills to do so.

Saturday's sessions are rooted in Kolb's Experiential Learning Model to provide a more experiential learning opportunity for officers and rising leaders to gain knowledge and skills to address real issues they will face in their tenure. The curriculum guides participants through each issue as follows:
Saturday's sessions will use the same four elements of curriculum to break down each issue the officers will be addressing:

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<td>This is a hands-on and engaging approach to addressing the issue. This portion of the curriculum focuses on engaging participants to reason through and address the issue hands-on.</td>
<td>It is important to give them time to unpack the issue and start to apply the learning to their position in the chapter.</td>
<td>This directs participants back to resources that will help them overcome these obstacles and issues. This is primarily contents of the officer guide, but there may be additional outside resources that are applicable to addressing the given issue.</td>
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</table>
Content Sessions Structure Overview

The following are notes for the facilitator on the overall structure of the sessions and content.

The structure of the Vice President of Communications track is structured in a way that each component builds on one another and utilizes the work from the prior sessions. This is done to mirror the sequence in which officers are likely to come across these issues, to demonstrate priority and to enable as much interaction and participation as possible.

Session Format

Each session is best thought of as a phase. The content of each phase is related to an issue or set of issues that a vice president will face during his term and an activity is paired with each to provide the opportunity for participants to gain practice working through issues. The phases/sessions will be a little bit fluid, but rest assured, there will be clear delineations that enable you to transition from one session to the next.

Group structure

Participants have been broken into groups. Each group (pre-determined by staff) has been purposefully chosen to be comprised of similar chapters or chapters that will benefit from being in a group with one another. During the first session, you will break up chapters into these groups, which they will remain in for the duration of the track. Should you have an uneven number or any attendance issues, please re-arrange groups as needed at your discretion.
## Session: Friday Night

**Time:** 2 hours total.

**Purpose:**
- Introduce participants and facilitators.
- Provide overview of the program and position tracks.
- Provide overview of the position roles & responsibilities.

**Session Objectives:**
- Participants will have a better understanding of their role and how their responsibilities make an impact on the chapter.
- Participants will begin discussing issues they will face during their tenure.

**Materials & Equipment:**
- Flip charts.
- Post-it notes.
- Masking tape.
- Participant guides.

**Session Outline:**
- Introductions (15 minutes).
- Kick-Off Debrief and Reflection (30 minutes).
- Program Overview (10 minutes).
- Session Overview (5 minutes).
- Role Mind Mapping (30 minutes).
- Why My Position Matters (10 minutes).
- Position Reflection (15-20 minutes).

**Pre-Session Prep:**
- Review session curriculum to ensure you have a thorough understanding.
- Prep flip charts for football coach mind map.
- Prep flip charts for issues discussion.

### Introductions (15 minutes)

- Facilitator introductions (5 minutes).
  - Facilitators will introduce themselves and cover the following items:
    - Who are you?
    - What do you do professionally?
    - Undergraduate institution?
    - Where do you volunteer? Or what is your involvement with SigEp?
    - Why are Carlson and this session important to you?
- Participant introductions (10 minutes).
  - Facilitator Note (optional): If you have a favorite name game or ice breaker, please feel free to facilitate that here.
  - Have participants get into groups of six.
Facilitator note: These groups will be different for Saturday. Tonight’s groups can be random, but the groups for the following day will be pre-determined and provided to the facilitators.

- Within these groups, have participants introduce themselves, including their name and their chapter.

Kick-Off Debrief and Reflection (20 minutes)

- While still in small groups, participants will have a group discussion debriefing the kick-off session speakers. The kick-off session speakers should have done some paradigm setting to get the participants excited about Carlson, but also explaining the importance of them being at Carlson.
- Within these groups, participants should discuss the following questions. Record the questions on a flip chart so groups can follow along:
  - What resonated with you most from the kick-off session?
  - How did the kick-off relate to your position?
  - What from the kick-off session made you most excited about this weekend?
  - How do you plan to capitalize on your time at Carlson?
- After 7-10 minutes, bring the groups back together and have individuals share about what they discussed in their small groups. Record their answers appropriately on flip charts for each of the questions:
  - How did the kick-off relate to the vice president of communications position?
  - How do we plan to capitalize on Carlson?

Program overview (10 minutes)

- Provide an overview of the program including the overall program schedule and the specific track schedule.
  - While we will cover some of the basics, most of our time will be spent tackling though issues they will face in their position through experiential learning.
  - Explain that the success of this track depends on them to be prepared (more on this later when we get to SMART Goals) and engaged.
- Walk participants through their materials and explain how they will use them throughout the session.
  - Make sure you highlight that they have a copy of their officer guide that provides a comprehensive look at how to succeed in their position.
- After they understand what will be covered in this track, lead a group discussion on their expectations for the session. Ask the group these questions and record their answers on a flip chart:
  - What do you want to gain by tomorrow afternoon?
  - What topics do you want to make sure we cover?
- Create a “parking lot” flip chart and hang it in the back of the room. Explain that if questions come up that aren’t directly relevant to the topic at end, we’ll put them in the “parking lot”
and revisit them later. Let them know they should feel free to add to this list as ideas come to their mind.

Session Overview (5 minutes)

- Provide an overview of the Friday night schedule and what will be accomplished over the next two hours.
  - Role Mind Mapping
  - Why My Position Matters
  - Position Reflection

Role Mind Mapping (30 minutes)

- Introduce the concept of mind-mapping as a way to make sense of a concept and relationships of concepts. For the context of Carlson, participants will be using mind-mapping as an activity to better understand their role, responsibilities and the relationships associated with their position.

- Football coach example.
  - Use a college football coach as an example mind-map. With the coach in the center of the map, his responsibility stems might include recruitment, working with players, training, oversight of coaching staff, overall strategy of the program, collaboration with marketing, reporting to the athletic director, donor relations.
  - As these stems start to take form, you can start to connect some of the stems to each other or start secondary branches. For example, collaboration with marketing might also be connected to increasing donor relations. Whereas, working with players might have a secondary stem that focuses on professional development for players or another that might focus on the player’s families.
  - This example should highlight the many responsibilities of the football coach’s position, but also the many stakeholders and relationships associated with the position.
  - Facilitator’s note: Prior to the session, draw the image below on a flip chart and use it as a visual aide as you explain the concept.
Steps for Developing a Position Mind Map (football coach example)

Step 1: Role (central idea) – You should put the football coach in the middle of the map:

Step 2: Responsibilities associated with the role:

Step 3: People/audiences associated with the role:
Step 4: Connect responsibilities and audiences:

- Position mind map.
  - Break participants into the same groups you used for trivia. Each group will be given a flip chart page, marker and two colors of post-it notes. One color of the post-it notes should represent responsibilities of the position and one should represent the people/stakeholders of this position. The group will list the responsibilities and stakeholders on the post-its and connect as appropriate for the relationship between the two.
  - Have participants write their position in the center of their map. They should then create stems with each of their responsibilities of their position. From there, they should also take into account and connect stakeholders and the relationships between various position responsibilities and people involved.
  - For example, the vice president of finance might have “budgeting” stemming from their position that also connects to the executive board, as they would work with each other chapter officer to set their budget for the semester/year.
  - After each group is done, have a few groups present their map to the larger group explaining why they designed the map the way they did. As you go, point out impressive parts of each map to help participants build the “ideal position mind map.”
  - After this discussion, have participants turn to the “audiences” section of their officer guide. Review each of these as a group and make sure participants covered each of these in their officer guide.
  - Give each group 3 minutes to add to their map based on what they saw from other groups or in their officer guide. Then, ask each group to hang their mind maps on the wall so you can reference it throughout the session.
Why My Position Matters (10 minutes)

- Explain that so far in tonight’s session, you have discussed what they will be doing this weekend and the role their position plays. Tomorrow they will spend time learning how to be effective in their role. Before they do that, they need to discuss why their role matters.
- Prompt participants to individually reflect and answer the question: **Why does my position matter?**
  - **Facilitator note:** Encourage participants to write down their answers in the blank note pages in their participant guide.
- After 2 minutes, have participants find a partner to share their reflection and answers.
- After 3-5 minutes, have individuals share their reflection and answers to the question “Why does my position matter?”
- Record the answers on a flip chart with the question “Why does my position matter?” at the top. Keep this flip chart hung near the front of the room throughout the weekend.
- Before moving to the next section, be sure to include the following point:
  - **Each officer and chapter leader matters to the success of the organization. With differing responsibilities, chapter leaders must work together to further the organization. When we fulfill the responsibilities of our role and achieve our goals, we will make an impact. The Carlson Leadership Academy exists to help officers and chapter leaders effectively fulfill their responsibilities and achieve their goals.**
  - **Facilitator note:** You can adapt the above statement to fit your presentation style, but provide some inspiration for participants that their position is important to the success of the chapter.

Position Reflection (20 minutes)

- Goals-Preface for SMART goals.
  - Check in with participants to see who has goals with them. Ask them to raise their hand if they brought their SMART Goals with them to Carlson.
  - Direct participants to the **SMART Goals and Action Plan** resource in their participant guide on page 2. Explain this resource provides an overview of what constitutes a SMART Goal and how to build accompanying action plans.
  - Direct them to the **SMART Goals and Action Plan Worksheet** in their participant guide on page 4. Explain there are three copies of this worksheet to accommodate their top three priorities.
  - Also in their participant guide is a completed **SMART Goals and Action Plan Worksheet** example for a vice president of recruitment. Ensure they know this isn’t a
comprehensive list of tasks to complete this SMART goal; it’s just a small list to give
them an idea of what it looks like.

- Explain that part of tomorrow’s session relies on them having completed SMART
Goals and actions plans so it is imperative that they have their goals and action.
  - For those who do have goals with them, make sure they are applying them in the
SMART framework and using these resources as a guide to improve what they
have before tomorrow’s session.
  - For those who do not have goals with them, make sure they are aware that they
will need to complete these TONIGHT to ensure they get the most out of
tomorrow’s sessions. They should use the blank SMART Goals and Action Plan
Worksheet in their participant guide.

- First, have participants individually reflect on the following questions. Write them on a flip
chart and have them answer the question on a blank notes page in the back of their
participant guide:
  - What are you most excited about? What do you hope to achieve?
  - What are some of the obstacles you might face?
    - This should be the lead in for tomorrow’s sessions.

- Next, have a few participants share their reflections with the group. This should be the lead
in for tomorrow’s sessions.

- On a flip chart, list some of the obstacles that participants included in their reflection.

- Next, explain that tomorrow’s sessions will focus on issues participants might face while in
office. Introduce the categories of issues and have participants rank the issues/topics that
will be covered to gauge what the group finds most important. The issues will be in four
major categories and will be broken down more specifically tomorrow. (Write them on a
separate flip chart.)
  - Building & managing a committee.
  - Creating & managing a communications plan.
  - Storytelling for various stakeholders.
  - Producing a high quality newsletter.

- Have participants individually select the top two issues they struggle with the most.

- Go through each issue and ask for a raise of hands for those who selected this issue as the
one they struggle with most. Record how many people raised their hands for each issue by
writing the total number of votes next to the issue on the flip chart.
  - Facilitator Note: Review this after the session to help inform and guide your
sessions on Saturday.

- To close the session, ask them to share their biggest takeaways from tonight’s session with
the group.

- Before participants leave, remind them of their homework regarding SMART Goals and
action plans.
Session: Introduction to Saturday

Notes for Facilitators

Depending on the pace of your group, this curriculum might include more content than you have time to get through. Be cognizant of several break points:

- Try to wrap up the session you are working on before lunch so can start fresh when you return.
- No matter where you are in the curriculum on Saturday afternoon, make sure you are finishing in time to get to the goal-swapping and wrap up.

Facilitator Introduction (5 minutes)

Provide an overview for the Saturday morning and early afternoon officer sessions: Participants will be breaking out and learning how to address various issues that relate to their position. The issues were selected through a survey, in which the 2015 outgoing officers were asked to rank the top five issues they faced while in office.

For each issue, the curriculum will walk participants through the following cycle:

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Session Overview (5 minutes)

- Make sure participants completed their task from last night and brought SMART goals and action plans to the session.
  - If they have not completed this, ask them to do so before the afternoon session.
- Provide an overview of the Saturday’s schedule and what will be accomplished during this session.
  - Explain that most of today will be tackling the tough issues they will face through experiential learning.
  - Provide the framework for the session: for each issue, participants go through the following steps to better understand the issue:
    - Experience the issue through an activity.
Reflect on the experience addressing the issue.
Conceptualize what they have learned.
Plan for how they will use the information in the future to address the issue.

The Problem Pyramid (10 minutes)

- Explain that the success of today's session depends on their ability to accurately solve issues. Each participant should understand a guiding philosophy we will use today: “An accurate description of the problem is 90 percent of the solution.”
- Write the quote “An accurate description of the problem is 90 percent of the solution.” on a flip chart.
- Ask the group these processing questions:
  - What does this quote mean?
  - Why is it important for us to remember as we go through this process?
- Have participants review the Problem Pyramid Handout that is in their participant guide on page 8 and help them understand this concept.
  - Make sure they understand how the surface level issues lead to the root issue of “misalignment with the Ritual and Values.”
- Ask the group these processing questions:
  - Do you “buy” the problem pyramid? Is it realistic?
  - What are the surface level issues in your chapter?
  - What are the surface level issues for your area of operations? What root issues are they connected to?
  - Why is it easy to see the surface level issues in your chapter, but difficult to understand the critical issue?
  - How often do you examine the root issue in your chapter? Why?
  - How might a strong commitment and alignment to our Ritual and values impact your chapter?
  - How can we use this concept as we go through the rest of our process?
- Explain to the participants that they should keep this graphic and concept in mind as we go on throughout the day.
The Problem Pyramid

An accurate description of the problem is 90% of the solution.

Without a genuine commitment to the Ritual and Values of Sigma Phi Epsilon by your chapter, you will always be fighting the same symptomatic issues.

* Borrowed from Phi Kappa Tau, 2005*
Session: Building & Managing a Committee

Time: 55 minutes.

Purpose:
- Introduce the issue that vice presidents of communications are essential to the chapter’s brand and public relations, but he cannot work alone.
- To discover a way to find help within the chapter.
- To empower brothers with talents to get involved.

Program Objectives:
- Learn how to build and manage a committee.
- Learn how to evaluate talent within the chapter which helps you recruit committee members.
- Once you have a team, learn how to maximize efforts by utilizing committee members’ time and talents.

Materials & Equipment:
- Vice Presidents of Communications Officer Guide.
- Participant Guide (Committee Structure Handout).
- Flip chart.

Session Outline:
- Issue Overview & Description (10 minutes).
- Application Activity (35 minutes).
- Issue Reflection & Action Planning (5 minutes).
- Reference to Resources (5 minutes).

Pre-Session Prep:
- Participants are in groups with materials.

Issue Overview & Description (10 minutes)

- The Issue: **Building and managing a committee.**
- Use the questions below to facilitate a group discussion. Record the answers on a flip chart. What, why, and who should each have a flip chart for answers. If they get stuck, sample answers are provided below.

<table>
<thead>
<tr>
<th>What?</th>
<th>What is the ideal if this issue is resolved?</th>
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<tbody>
<tr>
<td></td>
<td>What does success look like?</td>
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<table>
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<tr>
<th>What are the</th>
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<td></td>
<td>• There aren't enough people with the experience or</td>
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| potential obstacles to resolving this issue? | interest to get involved.  
• The communications committee tries to do more work than needed.  
• Actual priorities are forgotten or dropped. |
| What are the implications if this issue is not addressed? | • The vice president of communications will not be able to effectively communicate to the chapter’s various audiences.  
• The chapter will not earn recognition on a local, regional or national level.  
• The target audiences lose interest in the chapter’s operations, events and successes. |

| Why does this issue exist? | Why does this issue exist?  
• Chapter leaders don't do a good enough job of engaging brothers to serve on a committee.  
• The vice president of communications struggles to effectively delegate to his committee members once he's in place.  
• The vice president of communications is one person. He cannot oversee all of the chapter’s communications alone.  
• Without a talented, dedicated group behind him, he will only be able to cover the basic duties of his position.  
• Effective and strategic communications isn't possible without a solid team to work on it. |
| What are the surface issues? | What are the big picture issues?  
| What are the big picture issues? |  

| Who does this issue impact? | Who does this issue impact?  
• The vice president of communications won't be able to accomplish many tasks that are essential to effective communications and public relations.  
• The chapter won't be able to get their brand out to campus, the local community or on a national level.  
• Potential new members won't hear about SigEp and why SigEp is different.  
• Dedicated and potential alumni/volunteers won't know how they can get involved, or they won't know there is a need to be involved. |
| Who is involved in addressing this issue? | Who is involved in addressing this issue?  
• The vice president of communications.  
• The communications committee.  
• The chapter.  
• Volunteers who support the vice president of communications and the communications committee. |

Explain that for the rest of the session they will be learning how to effectively address the issue (i.e. the "how" of the issue).
Application Activity (35 minutes)

Instructions

- Lead a quick review of the committee structure and recommended positions section of the Vice President of Communications Officer Guide. (5 min)
  - Have different undergraduates read a position and the description.
- Instruct the undergraduates: (5 min)
  - "What do you bring to the committee? Using the Building & Managing a Committee handout in the participant guide on page 15, fill out the first page of this handout, which goes over your talents that you bring to the table.
  - "On the second page, use the recommended committee positions from the Vice President of Communications Officer Guide, identify positions and skills you need to build an effective team. Keep in mind what you already bring to the table. So, page two is all about what’s missing."
  - "Leave the Who? line blank for now."
- Instruct the undergraduates: "Now, stand up and begin networking with people NOT from your chapter. Find out what skills, passions and interests they have in relation to the vice president of communications position and all of the committee responsibilities. Your goal is to understand how their talents match up to those needed to build a complete committee. This is great practice for the process you could use to build a committee in your own chapter." (10 min)
- **Facilitator note:**
  - Tell the room to rotate to a new person every minute.
  - The networking is to discover what talents are in the room.
  - Hint to them that they should have their checklist with them along the way and be taking notes on who has what skills.
- Ask for 7-10 undergraduates to volunteer as team captains.
  - **Facilitator note:** Number of team captains will vary based on number of participants in the room.
- Then, instruct the undergraduates to stand up again and tell team captains to go around to recruit different people they met to form a committee. (5 minutes)
  - **Facilitator note:** Make sure you place a limit on the number of people per team based on the number of participants in the room.
- Once teams are formed, tell them that this will be their group for the rest of the weekend.
- Instruct the undergraduates: Based on the talents and expertise on the team, start assigning committee positions. Make sure you're capturing this on the committee structure handout in the participant guide on page 15.
  - **Facilitator note:** Every person should be assigned at least one role. Some might have to take more than one based on the size of the groups.
  - The team captain is looking at the committee structure handout in the participant guide he completed and assigning people to each position.
  - Once this is done, use a sheet of flipchart paper to write out the positions your committee has.
- Pair up with another team to: (10 min)
  - Debrief this activity through a group discussion with these questions:
    - Why did we do this activity? What were the main lessons you learned?
Assess the job you did assembling a team. Did you have all the talents you needed? What are you missing?

For missing talent, what opportunity is there for committee members to develop and learn those talents along the way? (i.e. learning more about social media strategy, learning how to build a website, etc.)

If you could do this activity again, what would you do differently?

How will you assess and recruit talent at your chapter?

How can you use the lessons you learned from this to impact the committee you will build at your own chapter?

- Make sure you hit these key points:
  - Talent wins. Your goal should be to get the most talented people on your team based on the needs of the committee.
  - Building a team takes work. It requires you to "work the halls" and find out who has what talents. You can't be afraid to ask.

**Issue Reflection and Action Planning (5 minutes)**

- Have participants open to the *Issue Reflection and Action Plan Worksheet* starting on page 9 in their participant guide and answer the questions listed here individually:
  - What was the issue we were addressing?
  - What were the main lessons I learned from this activity and/or discussion?
  - Is it realistic that this issue would take place in our chapter?
    - If yes, how can I work to overcome this issue when I return to campus? List out specific action steps.
    - If this is currently not an issue, what can I do as a leader to ensure we avoid this issue?
  - What resources will you use to address this issue?

- After participants have completed their *Issue Reflection and Action Plan Worksheet*, have a few participants share their answers with the large group.

**Reference to Resources (5 minutes)**

- Direct participants to the sections of the Officer Guide that specifically help address this issue.
  - Committee Structure (page 7).
  - Recommended Committee Positions (page 8).

- Finally, provide the information of people who would be helpful resources in addressing this issue. Make sure they capture these issues under the last question (What resources do I have to help me address this issue?) on their *Issue Reflection and Action Plan Worksheet* in their participant guide. Here are some to consider:
  - Chapter president and other chapter leaders – They can help you identify the talents of your chapter brothers.
  - Chapter counselor.
  - Other volunteers on the AVC.
Session: Creating and Managing a Communications Plan

<table>
<thead>
<tr>
<th>Time:</th>
<th>75 minutes.</th>
</tr>
</thead>
</table>
| Purpose: | • Introduce the issue the vice president of communications faces when he and his committee do not plan ahead.  
• Utilize different committee members' time and talents into a communications plan. |
| Program Objectives: | • Create a communications plan and learn how to manage it. |
| Materials & Equipment: | • Vice President of Communications Officer Guide.  
• Participant Guide (SigEp Communications Plan Template).  
• Flip chart. |
| Session Outline: | • Issue Overview & Description (10 minutes).  
• Application Activity (50 minutes).  
• Issue Reflection & Action Planning (5 minutes).  
• Reference to Resources (5 minutes). |
| Pre-Session Prep: | • N/A |

**Issue Overview & Description (10 minutes)**

- The Issue: Creating and managing a communication's plan.
  - **Facilitator note:** The vice president of communications and the communications committee must work together throughout the year to enhance the chapter's brand and share the power of the SigEp experience. However, it can be difficult to accomplish the tasks that make a positive impact on the chapter, its brand and public relations. Together, the communications committee should begin their year by creating a communications plan that can be easily managed.
- Use the questions below to facilitate a group discussion. Record the answers on a flip chart. What, why, and who should each have a flip chart for answers. If they get stuck, sample answers are provided below.

<table>
<thead>
<tr>
<th>What?</th>
<th>What is the ideal if this issue is resolved?</th>
</tr>
</thead>
</table>
| What does success look like? | • An effective executive board plans out chapter operations before the academic year even begins.  
• Planning ahead gives you more time to produce quality content.  
• Allows you to think long-term – even months ahead of time. Writing it down means you can share it with the rest of the chapter.  
• Writing down steps makes it easier to delegate specific assignments to members of your committee (or anyone else who wants to help out). |

| What are the potential obstacles to resolving this issue? | • Over planning.  
• The vice president of programming doesn't have a finalized schedule of chapter events.  
• You need to be creative and think ahead! Not all elements of a communications plan must focus on an |
| What are the implications if this issue is not addressed? | • The vice president of communications and the communications committee will not be able to effectively communicate to the chapter’s various audiences.  
• The chapter will not earn recognition on a local, regional or national level.  
• The target audiences lose interest in the chapter's operations, events and successes. |

| Why does this issue exist? | • In the past, some vice presidents struggled to understand the importance and significance of their position. Therefore, they struggled to find things to do.  
• Some chapters' social media accounts had a good start and then went dark because no one knew how to manage and maintain a consistent presence. |

| What are the surface issues? |  |
| What are the big picture issues? |  |

| Why? (Connect back to Problem Pyramid) |  |

| Who does this issue impact? | • Without building and managing a communications plan, the vice president of communications won't be able to accomplish many tasks that are essential to effective communications and public relations.  
• The chapter won't be able to get their brand out to campus, the local community or on a national SigEp level.  
• External audiences will not be able to get information that is relevant and important for their interests and involvement. |

| Who? |  |

| Who is involved in addressing this issue? | • The vice president of communications.  
• The communications committee.  
• The chapter. |

Explain that for the rest of the session they will be learning how to effectively address the issue (i.e. the "how" of the issue).
Application Activity (50 minutes)

Instructions

- Walk the undergraduates through the SigEp Communication Plan Template in the officer guide or participant guide on page 18.
- Briefly describe each column and the examples provided. Use page 9 of the officer guide as a resource to walk them through. (**5-10 min**)
- Then instruct each team to create its own communications plan using the template provided. The following information should be given: (**20 min**)
  - Create a communications plan for the month of November using the template in the participant guide.
  - Consider all the events that are going on that month:
    - Founders Day
    - Alumni weekend/banquet
    - Semi-formal
    - Philanthropy/service day
    - Study session
    - Brother Thanksgiving dinner
- Then, teams pair up again to present to each other and provide feedback. (**20 min**)
  - Groups should be willing to discuss the effectiveness of the communications plans presented.
  - Did they plan accordingly?
  - How was their execution?
  - Was their message compelling/engaging?

Debrief Questions

- What issue most resonated with you/your chapter? Why?
- What solution do you feel you will best be able to implement in your chapter?
- How would addressing one of these issues make your life easier/you more effective in your role?
- How were you able, as a group, to work through the issue and arrive at a solution?

Issue Reflection and Action Planning (5 minutes)

- Have participants open to the Issue Reflection and Action Plan Worksheet in their participant guide and answer the questions listed here individually:
  - What was the issue we were addressing?
  - What were the main lessons I learned from this activity and/or discussion?
  - Is it realistic that this issue would take place in our chapter?
    - If yes, how can I work to overcome this issue when I return to campus? List out specific action steps.
    - If this is currently not an issue, what can I do as a leader to ensure we avoid this issue?
  - What resources will you use to address this issue?
After participants have completed their *Issue Reflection and Action Plan Worksheet*, have a few participants share their answers with the large group.

**Reference to Resources (5 minutes)**

- Direct participants to the following sections of the officer guide that specifically help address this issue.
  - Creating a Communications Plan – page 9.
  - SigEp Communication Plan Template – page 19.
- Also, direct participants to the following resources that will be helpful in addressing this issue.
  - SigEp Social Media accounts:
    - Facebook.
    - Twitter.
    - Instagram.
    - YouTube.
    - LinkedIn.
- Finally, provide the information of people who would be helpful resources in addressing this issue. Make sure they capture these issues under the last question (*What resources do I have to help me address this issue?*) on their *Issue Reflection and Action Plan Worksheet* in their participant guide. Example resources include:
  - Chapter president.
  - Vice president of programming.
  - Specific committee members:
    - Social media chairman.
    - Public relations chairman.
    - Internal communications chairman.
    - Alumni relations chairman.
  - Headquarters staff
    - Aaron Jay Ledesma, Digital Media Director
Session: Storytelling for various audiences

**Issue Overview & Description (10 minutes)**

| Time: | 75 minutes. |
| Purpose: | ▪ Understand the importance of tailoring communication to various audiences.  
▪ Practice using the power of social media, storytelling and public relations to reach different audiences.  
▪ Learn that other SigEp chapters have had success.  
▪ Learn how to gain positive press. |
| Program Objectives: | ▪ Understand how to promote chapter brand and news on social media.  
▪ Develop skills in storytelling and positive public relations. |
| Materials & Equipment: | ▪ Vice President of Communications Guide.  
▪ SigEp Chapter Public Relations Guide.  
▪ Participant Guide (Northern Iowa Case Study and Public Relations Package).  
▪ Flip chart. |
| Session Outline: | ▪ Issue Overview & Description (10 minutes).  
▪ Application Activity (45 minutes).  
▪ Issue Reflection & Action Planning (5 minutes).  
▪ Reference to resources (5 minutes). |
| Pre-Session Prep: | ▪ N/A |

- Have participants pull out their phones. Google “fraternity” and look at the type of news stories they see. Ask them, “What do you see?” – Mostly negative stories of hazing, alcohol, racism, sexism and even deaths.  
- Are these the only stories out there?  
- **Fraternities are in the middle of a crisis. People are questioning the relevance of fraternities. And the actions of some fraternity men make this a relevant question.**  
- There are many people who have an interest in fraternities, whether they want to see them succeed or fail. As the vice president of communication, it is up to you to be the chief storyteller and put our brand out there in a positive light. How stories are told and information is delivered will vary for each audience.  
- Introduce the issue that the group will be focusing on in this session: **Storytelling for various audiences.**  
- Use the questions below to facilitate a group discussion. Record the answers on a flip chart. What, why and who should each have a flip chart for answers. If they get stuck, sample answers are provided below.
| **What?** | **What is the ideal if this issue is resolved?** | • Audiences with a stake in the chapter will have information that is interesting and relevant.  
• By tailoring messages and delivery methods, audiences are kept in the loop.  
• The vice president of communications, along with the entire chapter, will be able to change the perception of fraternities.  
• The chapter can engage audiences in impactful ways. |
| --- | --- | --- |
| **What does success look like?** | • We aren't sure of the exact needs and interests of various audiences.  
• Tailoring messages to audiences takes additional time and energy.  
• Some audiences care more than others or require more frequent interaction. |
| **What are the potential obstacles to resolving this issue?** | • We miss an opportunity to engage stakeholders and change the negative perceptions of fraternities and SigEp.  
• We deliver stories and information that is not relevant so audiences disengage or lose interest in the chapter. |
| **What are the implications if this issue is not addressed?** | • We do not take the time to create tailored communications for audiences.  
• We are unaware of some audiences and their needs.  
• We aren't being proactive and making an effort to change the narrative from negative to positive. |
| **Why? (Connect back to Problem Pyramid)** | **Why does this issue exist?** | • The chapter.  
• Alumni.  
• Volunteers.  
• Donors.  
• Parents.  
• Potential new members.  
• The Grand Chapter.  
• All Greek organizations on campus. |
|  | **What are the surface issues?** |  |
|  | **What are the big picture issues?** |  |
| **Who?** | **Who does this issue impact?** | • The vice president of communication.  
• The communications committee.  
• The chapter.  
• The chapter president.  
• The AVC. |
|  | **Who is involved in addressing this issue?** |  |
Explain that for the rest of the session they will be learning how to effectively address the issue (i.e. the “how” of the issue). Ask them and tell them:

- Why should we care about engaging various audiences?
  - In a time when fraternities are being questioned, we need to appeal to many people and show them the positive aspects of fraternity membership.

- How can you accomplish this?
  - By learning the interests and needs of your chapter’s audiences.
  - Developing content that meets the needs and interests of audiences.
  - By leveraging social media, communicating with your audiences.

**Application Activity (45 minutes)**

**Instructions**

- Start this section by having participants develop a list of their audiences. This list should include the following:
  - The university community.
  - The local community.
  - Parents and family members.
  - Alumni and volunteers.
  - Potential new members.
  - The Grand Chapter.
  - Local press and media.

- Have participants get into their small groups and assign each group a different audience. In these small groups, participants should discuss the interests (i.e. what would this audience be interested in hearing about) and needs (what does this audience need to know) of each audience. Each group should record their discussion points on a flip chart.

- After groups have discussed the interests and needs of each audience, participants should discuss how the audience would likely prefer to receive this information. Each group should add these discussion points to their flip chart.

- Each group should present their small group discussion. As each group is presenting, participants should be filling in the corresponding spaces in the Tailoring Messages worksheet in their participant guide on page 19.

- Start this section off with our case study, each team should review the following information in the Participant Guide on page 21:
  - Why is this impressive?
  - Ask participants to share their experience with It’s On Us & Live Your Oath so everyone knows what it is.
    - Why is this story important? Why should we share this story?
    - Who would have interest in hearing about this story?

- Split the group into their teams. Explain that they will try to earn recognition just like Northern Iowa did by creating a mock up of different materials that will promote their story. Instruct them to: (25 minutes)
  - In your teams, you’re going to take a story from one of your own chapters and practice good public relations. Use Northern Iowa’s success as an example.
- **Your prompt is:** Choose a positive story from one of your chapters that’s happened within this academic year and develop a plan for how you will communicate with each audience.
- Using the tailoring messages worksheet, each group should develop a plan to tell this story to each audience, fitting their needs/interests and delivery method.
- Using the SigEp Chapter Public Relations Guide (page 34) in the back of the officer guide as a resource, fill out the Public Relations Package Worksheet in the participant guide on page 23.
- When they are ready to develop messaging for the local media and press, have groups complete the Press Release worksheet on page 24 in the participant guide.
  - Now, have groups pair with another team, share your tailored messages with them and exchange feedback. **(15 minutes)**
  - After they share with another group, led a large group discussion and have them share what they learned from this activity to apply in their home chapter.

**Debrief Questions**

- What issue most resonated with you/your chapter? Why?
- What solution do you feel you will best be able to implement in your chapter?
- How would addressing one of these issues make your life easier/you more effective in your role?
- How were you able, as a group, to work through the issue and arrive at a solution?

**Issue Reflection and Action Planning (5 minutes)**

- Have participants open to the *Issue Reflection and Action Plan Worksheet* in their participant guide and answer the questions listed here individually:
  - **What was the issue we were addressing?**
  - **What were the main lessons I learned from this activity and/or discussion?**
  - **Is it realistic that this issue would take place in our chapter?**
    - If yes, how can I work to overcome this issue when I return to campus? List out specific action steps.
    - If this is currently not an issue, what can I do as a leader to ensure we avoid this issue?
  - **What resources will you use to address this issue?**
- After participants have completed their *Issue Reflection and Action Plan Worksheet*, have a few participants share their answers with the large group.

**Reference to Resources (5 minutes)**

- Direct participants to the following sections of the officer guide that specifically help address this issue.
  - SigEp Chapter Public Relations Guide – page 32.
  - SigEp Press Release Handout – page 34.
Also, direct participants to the following resources that will be helpful in addressing this issue.

- SigEp Social Media.
- SigEp Blog.
- SigEp Sound Bite.

Finally, provide the information for people who would be helpful resources in addressing this issue. Make sure they capture these issues under the last question (What resources do I have to help me address this issue?) on their Issue Reflection and Action Plan Worksheet in their participant guide. Example resources include:

- The chapter.
- Chapter president.
- Vice president of programming.
- Specific committee members.
  - Social media chairman.
  - Public relations chairman.
- Headquarters staff.
  - Aaron Jay Ledesma, Digital Media Director
Session: Producing a high quality newsletter

Time: 65 minutes.

Purpose:
- Leverage positive news and update.
- Learn how to share information with key stakeholders.
- Discover new method for storytelling.

Program Objectives:
- Understand how to develop an effective newsletter.
- Review examples of what chapters do correctly.
- Create a sample of an effective newsletter.

Materials & Equipment:
- Vice President of Communications Guide.
- SigEp Chapter Public Relations Guide.
- Participant Guide (Newsletter worksheet).
- Flip chart.

Session Outline:
- Issue Overview & Description (10 minutes).
- Application Activity (45 minutes).
- Issue Reflection & Action Planning (5 minutes).
- Reference to Resources (5 minutes).

Pre-Session Prep:
- Participants are in groups with materials.

Issue Overview & Description (10 minutes)

- Introduce the issue that the group will be focusing on in this session: Producing a high quality newsletter.
- Use the questions below to facilitate a group discussion. Record the answers on a flip chart. What, why and who should each have a flip chart for answers. If they get stuck, sample answers are provided below.

<table>
<thead>
<tr>
<th>What?</th>
<th>What is the ideal if this issue is resolved?</th>
<th>What does success look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alumni and parents receive quality information that can transform them into donors and/or volunteers.</td>
<td>Alumni and parents receive quality information that can transform them into donors and/or volunteers.</td>
</tr>
<tr>
<td></td>
<td>The chapter increases alumni engagement and potential for volunteer support.</td>
<td>The chapter increases alumni engagement and potential for volunteer support.</td>
</tr>
<tr>
<td></td>
<td>SigEp Headquarters staff knows about the stories and accomplishments your chapter has achieved.</td>
<td>SigEp Headquarters staff knows about the stories and accomplishments your chapter has achieved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the potential obstacles to resolving this issue?</th>
<th>Either you don't have an AVC or you don't have an AVC that is able to help produce a newsletter.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There aren't enough people with the experience or interest to get involved.</td>
</tr>
<tr>
<td></td>
<td>The communications committee tries to do more work than needed.</td>
</tr>
<tr>
<td></td>
<td>Actual priorities are forgotten or dropped.</td>
</tr>
<tr>
<td></td>
<td>The chapter isn't aware of what good content is.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the implications if this</th>
<th>Alumni, volunteers, donors and parents are unaware of what is going on in the chapter and may assume that</th>
</tr>
</thead>
</table>
The chapter isn't doing enough to succeed.

- The key stakeholders may lose trust in supporting the chapter.
- The key stakeholders may feel undervalued by not hearing from the chapter.
- The key stakeholders are unaware of ways they can be involved.

Fraternities are in a negative spotlight, and we need good stories.

- Alumni, volunteers and parents are interested in learning about what the chapter is doing. They want to get involved, but they aren't seeing any reasons to get involved.
- The vice president of communications is one person. He cannot oversee all of the chapter's communications alone.
- Without a talented, dedicated group behind him, he will only be able to cover the basic duties of his position.
- Effective and strategic communications isn't possible without a solid team to work on it.

- The chapter.
- Parents.
- Dedicated and potential alumni/volunteers won't know how they can get involved, or they won't know there is a need to be involved.

- The vice president of communications.
- Communications committee.
- The AVC.

Explain that for the rest of the session they will be learning how to effectively address the issue (i.e. the "how" of the issue).

**Application Activity (45 minutes)**

**Instructions**

- Walk participants through the SigEp Newsletter Guide (page 36) and the examples provided. Make sure they understand the key points outlined in this document. (10 min)
After that, tell them to work as a team to create their own newsletter by incorporating the SigEp Newsletter Example on their newsletter worksheet in the participant guide on page 25. (25 min)

All teams must provide real stories from their chapters. Due to time constraints, the team will only be responsible for providing the following information for every story:
  - Title.
  - Subtitle.
  - Summary (3-4 sentences).

Groups can also use work that they’ve already completed to be included into their newsletter.

Once complete, each team should create a table of contents on their flip chart to showcase what their newsletter contains.

Then, teams pair up again to present to each other and provide feedback. (10 min)

Debrief Questions

- What issue most resonated with you/your chapter? Why?
- What solution do you feel you will best be able to implement in your chapter?
- How would addressing one of these issues make your life easier/you more effective in your role?
- How were you able, as a group, to work through the issue and arrive at a solution?

Issue Reflection and Action Planning (5 minutes)

- Have participants open to the Issue Reflection and Action Plan Worksheet in their participant guide and answer the questions listed here individually:
  - What was the issue we were addressing?
  - What were the main lessons I learned from this activity and/or discussion?
  - Is it realistic that this issue would take place in our chapter?
    - If yes, how can I work to overcome this issue when I return to campus? List out specific action steps.
    - If this is currently not an issue, what can I do as a leader to ensure we avoid this issue?
  - What resources will you use to address this issue?

- After participants have completed their Issue Reflection and Action Plan Worksheet, have a few participants share their answers with the large group.

Reference to Resources (5 minutes)

- Direct participants to the following sections of the Officer Guide that specifically help address this issue.
  - SigEp Storytelling Guide (page 26).
  - SigEp Chapter Public Relations Guide (page 32).
  - SigEp Press Release Handout (page 34).
  - SigEp Newsletter Guide (page 36).
- Also, direct participants to the following resources that will be helpful in addressing this issue.
  - SigEp Social Media.
  - SigEp Blog.
  - SigEp Sound Bite.
- Finally, provide the information of people who would be helpful resources in addressing this issue. Make sure they capture these issues under the last question (What resources do I have to help me address this issue?) on their Issue Reflection and Action Plan Worksheet in their participant guide. Example resources include:
  - The chapter.
  - Chapter president.
  - Vice president of programming.
  - Specific committee member.
- Social media chairman.
- Public relations chairman.
Session: Goal Swapping and Wrap Up

<table>
<thead>
<tr>
<th>Time:</th>
<th>40 Minutes.</th>
</tr>
</thead>
</table>
| Purpose:      | ▪ Provide opportunity for participants to share best practices.  
                ▪ Participants will have better developed and refine goals for their position. |
| Session Objectives: | ▪ Participants will have well-developed SMART goals related to their position.  
                             ▪ Participants will network with fellow participants to gather information for successful practices. |
| Materials & Equipment: | ▪ Flip charts.  
                             ▪ Markers.  
                             ▪ Post-it notes. |
| Session Outline: | ▪ "Help Wanted" Board-Best Practice Sharing (10 minutes).  
                             ▪ Goal Swapping (25 minutes).  
                             ▪ Track Wrap-Up (5 minutes). |
| Pre-Session Prep: | ▪ Create “Wanted” Boards for each issue. |

"Wanted" Boards (10 minutes)

▪ Introduce the concept of the “Help Wanted” Board: A place to post where you or your chapter might need help in addressing issues.
▪ Each issue will have a flip chart associated with it. At the top of the flip chart, it should read “Help Wanted Addressing: (Fill in the Track Issue Here).”
▪ Officers who feel that they have a best practice to share to help other chapters overcome the issue, should share the following information on a post-it note:
  o Name.
  o Chapter.
  o Email address.
  o Short explanation of tactic used to overcome the issue.
▪ Officers will post this information on the "Help Wanted" flip chart.
▪ Explain that participants will have the opportunity to record the information they need at the end of the session.

Goal Swapping (25 minutes)

▪ Begin this portion of the session by reintroducing the concept of SMART Goal Setting.
  o Goals should be:
    ▪ Specific: Describe specifically the desired outcome.
    ▪ Measurable: Clear measurement of fulfillment.
    ▪ Attainable: Reality of goal achievement.
    ▪ Relevant: Importance of the goal.
    ▪ Time Oriented: When the goal should be accomplished by.
Participants will be divided into pre-determined groups by chapter. In this group, participants will switch their goals with their group mates and walk through the SMART goal framework to assess and refine their goals.
  - Goal groups will include the same chapters that will be working together in the Chapter Issue Swapping activity taking place after this session.
- With their partner, participants should walk through with each other their goals and answer the following questions:
  - How SMART is the goal? Could it be smarter?
  - How can this goal be achieved? What might be an obstacle to achievement?
  - Is there anything missing from this goal? Anything being overlooked?
- Participants will switch two times and spend 10-12 minutes with each partner.

**Track Wrap-Up (5 minutes)**

- Give participants time to walk around and take note of the information posted on the help wanted boards.
- After participants have sat back down, leave them with some inspiring words about leaving a legacy and the impact of when it’s done right.
  - Lean on your personal and professional experience. Show them how they can use this position to enhance their career development.
  - Remind participants of the importance of their role. When they do their job correctly, what is the impact they can make?
- Thank participants for attending the track and provide your contact info as an additional resource.