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>Session</th>
<th>Time</th>
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</thead>
<tbody>
<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>
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**Friday**

**Saturday**

<table>
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<tr>
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<tbody>
<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 some time between 10-10:45 a.m., please give your group a <strong>10-min. break</strong>.</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><em>Member safety presentation for president and programming tracks</em></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>Rising Leaders, BMP, BMS Tracks</td>
<td>5-6 p.m.</td>
</tr>
<tr>
<td>Goal swapping (executive officers only)</td>
<td>6-6:50 p.m.</td>
</tr>
<tr>
<td>Leadership Reflections Panel (non-executive officers)</td>
<td>6-6:50 p.m.</td>
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<tr>
<th>Session</th>
<th>Page(s)</th>
<th>Time Allotted</th>
<th>Should Take Place</th>
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<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>8-13</td>
<td>2 hours</td>
<td>Friday-9-11 p.m.</td>
</tr>
<tr>
<td>Introduction to Saturday</td>
<td>14-15</td>
<td>10 minutes</td>
<td>Saturday-9-9:10 a.m.</td>
</tr>
<tr>
<td>BMP overview, framework updates and challenge continuity</td>
<td>16-23</td>
<td>1 hour</td>
<td>Saturday-9:10-10:10 a.m.</td>
</tr>
<tr>
<td>Overcoming Issues Overview</td>
<td>24-25</td>
<td>10 minutes</td>
<td>Saturday-10:20-10:30 a.m.</td>
</tr>
<tr>
<td>Purposeful programming &amp; planning</td>
<td>25-30</td>
<td>1 hour, 20 minutes</td>
<td>Saturday-10:30-11:50 a.m.</td>
</tr>
<tr>
<td>Effectively utilizing resources for implementation (App training)</td>
<td>30-36</td>
<td>2 hours</td>
<td>Saturday-1:45-3:45 p.m.</td>
</tr>
<tr>
<td>Goal swapping and wrap-up</td>
<td>37-38</td>
<td>40 minutes</td>
<td>Saturday-3:50-4:30 p.m.</td>
</tr>
</tbody>
</table>
Learning Outcomes

The Carlson Leadership Academy exists to prepare 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 of, are committed to 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

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 p. 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:
Issue Session Elements

Saturday's sessions will use the same four elements of curriculum to break down each issue the officers will be addressing:

<table>
<thead>
<tr>
<th>Issue overview &amp; description</th>
<th>Application activity</th>
<th>Issue reflection &amp; action planning</th>
<th>Reference to resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>This portion guides participants to recognition of the issue, what causes the issue, who and what is affected by the issue, etc.</td>
<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>
</tr>
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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 vice president of member development 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

<table>
<thead>
<tr>
<th>Time:</th>
<th>2 hours total.</th>
</tr>
</thead>
</table>
| Purpose:   | • Introduce participants and facilitators.  
             • Provide overview of the program and position tracks.  
             • Provide overview of the position roles and 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).  
                          • Program Overview (10 minutes).  
                          • Session Overview (5 minutes).  
                          • SigEp’s product: The BMP (30 minutes).  
                          • BMP App Demo & Log-In (45 minutes).  
                          • Position Reflection (10 minutes 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 6.
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.

Program Overview (10 minutes)

- Provide an overview of the program including the overall program schedule and the specific track schedule.
  - Explain that this year’s track is new and improved. 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.

SigEp’s Product: The BMP (30 minutes)

- Begin by providing an overview of the BMP (Slides 3-7).
- Ask how many of the participants are majoring in business or understand the general concept of business. Ask what businesses do. They provide a good or service to consumers.
Successful businesses have well-packaged and delivered products that meet a need of consumers.

Thinking in this perspective, how is SigEp a business?

Have participants get into small groups of 5-7 people to discuss this prompt for about 5 minutes. Have them think about the following questions.

- Who are our consumers? Undergraduate men
- What are our consumers’ needs? A positive fraternity experience that promotes personal development, mentoring, preparation for future, building strong relationships with men of like-minded ideals etc.
- What is our product? The BMP is SigEp’s product. It provides structure and support to meet the needs of consumers.

Ask participants to think about some of the most successful businesses. They will likely bring up GE, Microsoft, Wells Fargo, Exxon, etc.

One participant is likely going to say Apple. Ask what makes Apple successful:
- Apple’s products fulfill a need of consumers — other companies do this.
- Apple’s products are easy to use — other companies do this.
- Apple’s products are well-marketed, but not over-marketed — other companies do this.

So what does make Apple stand out? Apple is INNOVATIVE — they don’t imitate peer organizations, they are willing to be different and on the cutting edge in the field.

Provide them with the quote from Steve Jobs: “Innovation distinguishes between a leader and a follower.” Write this on a flip chart.

Ask them how this quote from Steve Jobs applies to SigEp and the BMP.
- The BMP distinguishes SigEp from all other fraternities. As a product, it provides a positive fraternity experience unparalleled by other organizations.
- If the BMP is SigEp’s core product and a source of innovation, it establishes SigEp as a leader in the fraternity business.
- If implemented correctly with high quality programming, the BMP distinguishes SigEp chapters as the leading student organization on campus.

Explain that when Apple finds a glitch or bug in their products, they fine tune and adapt. This is something we will be focusing on throughout the program with the BMP. Participants will be looking at their current BMP and finding ways to improve their product.

Thinking about the BMP as SigEp’s product, the vice presidents of member development are the officers in charge of the management and delivery on the core product of the organization that allows brothers to build strong relationships with one another and get the most out of their experience.

Wrap up the session by giving the group a short five minute break, reminding them that when we come back we will take a look at the Balanced Man Program App.

**Facilitator note:** At this point in the program members of the headquarters staff will join you in the room to setup for the next portion of the session.
BMP App Demo & Log-In (40 minutes)

- **Facilitator note:** The section below walks through an overview of the content that the HQ staff members will walk through in the session.
- As your facilitators mentioned, tomorrow we will kick off the day by walking through an overview of the Balanced Man Program.
- To better understand the BMP in its entirety, we will use what is known as the Balanced Man Program Framework to help us understand the underlying philosophies that drive the success of the BMP, the people involved in making it happen, the process we put into place to ensure it is executed properly and the programming (or meetings, activities, events and content) we provide to make the BMP an impactful and engaging experience.
- Over the past few years we have worked with our undergraduate leaders from across the country to identify ways we can better support our chapters as they implement the BMP.
- When we look at the BMP as a whole, we are receiving feedback from our undergraduates and volunteers that they have a better understanding of the philosophy behind the BMP, but often struggle with the people, processes and programming.
- After our undergraduates voted to adopt the Balanced Man Program in the summer of 2015 they also called for a request for us to increase the number of tools and resources we provide to our chapters.
- Over the past two years we have been working on developing new resources to help our chapters and one of the most significant additions we have made is the BMP App. This application has not been something we have been cooking up in our labs alone. For the past year and a half, we have enlisted the help and insight of our undergraduates, chapter volunteers and professionals in the field to develop the application.
- First announced at Carlson last year, we are excited to announce the full launch of the web based application online and the mobile application in the Apple and Android stores this spring.
- Starting tonight and over the remainder of the weekend, we will be teaching you, how you as VPMD, your development committee and chapter can leverage this powerful new tool, to help you better implement the BMP app. Every feature of the app is designed to alleviate the administrative burden of your role, so you can better focus on making the content of your program, more engaging, more fun and more impactful for you chapter brothers.
- Our goal is to give you all hands-on experience and training in the app this weekend, so you can begin incorporating it into your goal setting and strategic planning for the year.
- The headquarters staff member(s) will now walk through the following presentation framework:
  - An overview of the benefits of the BMP app
  - A demo walkthrough of the mobile app’s core features and functions
  - Participants will then be walked through the download and login process
The demo will conclude with a charge to familiarize themselves with the app over the course of the evening to better prepare them for the training they will receive tomorrow afternoon.

- HQ staff will ask for final questions and then turn the session back over to you to wrap up the Friday night session.

**Position Reflection (10 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. 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. Explain there are three copies of this worksheet so they 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 bring their goals and action plans.
    - 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. Write them on a separate flip chart.

- **Purposefully programming in Phi, Epsilon, and Brother Mentor challenges.**
- **Effectively utilizing resources for implementing the BMP.**

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 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:

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.
  - Remind participants that yesterday we focused the importance of the BMP to the chapter experience. Today, we will focus on successful programming and implementation of the BMP. (Slide 3)
  - **Explain that most of today will focus on two very important things:**
    - Understanding all of the main program elements of the Balanced Man Program, and
    - Tackling the tough issues they will face through experiential learning.
  - Provide an overview of the **BMP framework. Some of this may be review for you, but it's essential to build a foundation for good member development.** (Slide 4)
- **The Balanced Man Program Framework.** (Slide 4)
  - Flip to slide 5 and ask for people to raise their hands if they have seen this.
  - Explain: The Balanced Man Program has a reputation for being complex and difficult to implement. This is not the case if you understand the program framework and how each piece fits together to create the ultimate undergraduate experience. The diagram below outlines the Balanced Man Program at its most basic level outlined along "4 Ps."
  - Explain that this will guide our time and that we will discuss each in the framework.
Before moving to the next slide, ask the group the question: "Now that we've looked back at the framework, let's answer the basic question: Why is the BMP valuable?" *(Slide 6)*
- Have a few participants answer the question before providing the answers.

- **Why is the BMP valuable? (Slide 7)**
  - Creates positive chapter environment.
  - Provides a continuous development experience.
  - Teaches the value of accountability.
  - Provides quality mentor support.
  - Develops a deeper Ritual understanding.

- Remind participants to remember these benefits as we go throughout the day.

- **Session Format (2 minutes) (Slide 8)**
  - Use the framework as a guide – We will walk through each of the "4 Ps" in order.
  - Discussion and experience based – To be successful everyone needs to be engaged, and willing to learn and help teach one another.
Session: BMP Overview

| Time: | 1 hour. |
| Purpose: | • Provide overview of each section of the BMP framework. |
| Program Objectives: | • Understand each area of the Philosophy, People, Process and Programming of the BMP. |
| Materials & Equipment: | • Flip chart. |
| | • Markers. |
| | • Tape. |
| | • Participant guides. |
| | • PowerPoint slides. |
| | • Sticky notes (2 per participant). |
| | • A/V equipment. |
| Session Outline: | • Philosophy (20 minutes). |
| | • People (10 minutes). |
| | • Process (10 minutes). |
| | • Programming (10 minutes). |
| | • BMP overview wrap-up (10 minutes). |
| Pre-Session Prep: | • Prepare any necessary flipchart content. |
| | • Ensure all A/V equipment is properly functioning. |
| | • Review session content and pages used in the participant guide. |

**Philosophy (20 minutes)**

**Introduction (5 minutes)**

- View the Simon Sinek TED Talk “Start With Why” and discuss. *(Slide 9)*
  - *Start at 1:30 ... end at 4:45.*
  - [https://www.youtube.com/watch?v=sioZd3Axmnen](https://www.youtube.com/watch?v=sioZd3Axmnen)
- **Facilitator Note:** The intended outcome is that participants understand the value of starting with the purpose for doing something and each personally knows why they are attending the session and why they are working to improve their Balanced Man Program.
  - Ask the group: How does this video connect to philosophy?
    - “Everyone knows what they do, some know how they do it, and very few people know why they do what they do. This explains why some organizations are able to inspire and others are not.”
    - “People don’t buy what you do, people buy why you do it.”
o Talk about how this plays into getting chapter members bought into what you do with the BMP.

▪ History of the philosophical tenets. *(Slide 10)*
  o Our philosophical tenets came from the top 10 percent of our chapters at the time of the creation of the BMP and are rooted in our Founder’s mission.

▪ BMP Framework: Philosophy. *(Slide 11)*
  o What are the 5 philosophical tenets of the BMP?
  o Why is philosophy first in our framework?
  o Why is philosophy important?

**Overview (5 minutes) (slide 12)**

▪ Walk through each of the five philosophical tenets and ask the group:
  o What does this tenet mean? Or, please explain this in your own words.
  o Why is it a philosophical tenet? Or, why is this our “why” of the BMP?
  o Equal rights and responsibilities. *(Slide 13)*
  o Continuous development. *(Slide 14)*
  o Accountability. *(Slide 15)*
  o Living the Ritual. *(Slide 16)*
  o Mentoring. *(Slide 17)*

**Facilitator note:** The group should already have a relatively good grasp of the philosophy, so you should lean heavily on them to explain the content. *Ask participants to explain each tenet and follow up by asking them what each looks like in practice? Ensure that you do NOT spend too much time covering these. You will be able to provide further clarification to individuals throughout the activities if people are struggling to grasp the concepts.*

**Activity: Benefits and Obstacles of the Philosophy (10 minutes) (Slide 18)**

▪ *Facilitator note:* Provide a walk-up when you begin this section: Ask the group: "Why are we discussing obstacles?"

▪ After getting a few answers drive home the points that: *To be successful, we must know what’s going to stand in our way and how to overcome it.* Return to the idea of baby steps. *We are always looking to improve and get closer to the ideal, but no one is there yet.*

▪ Participants can use the BMP Overview sheet on page 16 in their participant guide to take notes.

▪ Split participants into 10 groups (ideally split into their pre-assigned groups) and assigned one of the 5 philosophical tenets.
  o Two groups should be assigned to each philosophical tenet and each given a flip chart divided into two columns.
  o One group should be discussing the **benefits** and under each column:
- Benefits to the individual.
- Benefits to the chapter.
  - The other group should discuss the obstacles that they may face. Under each column:
    - Obstacle to implementing each tenet.
    - Ways to overcome the obstacles.
- Adjust time allotted as necessary, but give each group time to briefly recap and present their findings to the large group. Ask clarifying questions to ensure that the group clearly understands the obstacles and ways of overcoming them.
- **Outcome:** Participants understand the 5 philosophical tenets of the BMP and the benefits of each to the chapter and individual members as well as potential obstacles.
- Segue into the next section by mentioning that we are going to dive a bit deeper into some of the obstacles that we’ve already talked about a bit later in the day.
- Debrief questions:
  - Why do you think we did this activity?
  - What were your main takeaways from the activity?
  - Which obstacle do you think will be toughest to address on your campus?
  - How can we apply this after returning back to our chapters?

**People (10 minutes)**

**Quick Review (Slide 19)**

BMP Framework: People. *(Slide 19)*
- First, note that we will not be spending a lot of time on the “who” of the BMP during our session. The reasons being: overall the roles are relatively straightforward and easy to grasp, and the BMP Guide provides in-depth information on each of the roles/responsibilities of the program, and we spent a large amount of time on Friday discussing them.
- Walk through each role. *(Slides 20-25)*
  - **Vice president of member development (Slide 20):** This key chapter role needs to be a strong leader with skills in delegation, management and good judgment. Ask the group: What are his main roles? What are some of his key responsibilities?
  - **Facilitator note:** For each of these, participants can use the BMP Guide or Vice President of Member Development Officer Guide to find answers if they get stuck.
  - **Development committee (Slide 21):** Made up of challenge coordinators, Sound Mind and Sound Body Chairmen, and others like RLC Chairman. Note that the number of coordinators for each challenge can vary depending upon chapter size and needs.
  - **Standards board (Slide 22):** Their main roles are holding members accountable for their development and carrying out Rites of Passage/Ritual studies.
Volunteers (Slide 23): Our local supporters of the program who work with and mentor undergraduate leaders ... including the balanced man steward, challenge coordinator mentors and faculty fellows.

Mentors (Slide 24): These are mentors within the BMP and are distinct from volunteers who mentor the development committee. The mentor roles within the program are new member mentor: chapter mentor or big brother and community mentors.

Segue by asking participants to raise their hands if they have:

- New member mentors?
- Chapter mentors/big brothers?
- Community or career mentors?
- Clearly defined expectations for each of these mentors?

Review structure of mentoring program. (Slide 25)

Discussion on purpose of each mentor role and benefits of having each mentor relationship.

- Ask participants what the benefits are for each individual mentoring program.
  - New member mentor: Help new members feel welcome, improve new member GPA, improve retention of new members, increase engagement of older brothers serving as mentors.
  - Chapter mentor: Build lifelong relationship that stretches beyond college, create a network of support between older and younger members.
  - Community/career mentor: Provide valuable insights and experience that another current college student couldn’t, provide opportunity for alumni to engage with local chapter in a positive way, network and support transition to the workforce.

Process (10 Minutes) (Slide 26)

- Introduce the process as the “how” and note that it aligns directly with the philosophy. The 5 processes of the program embody how the philosophy is executed day to day within the BMP. (Slides 27-28)

- Walk through each of the components of the process using the slides. This is A LOT of information so do not be afraid to move quickly. They will not remember everything, but the goal is to provide it at least once and show it exists. Remind them that everything you cover is included in the Balanced Man Program Guide. (Slides 29-37)

  - Single-tiered membership, no pledging, no hazing. (Slide 29-31)
    - Facilitator note: Put the definition of hazing (or a bulleted definition) on a flip chart and keep it at the front of the room for the remainder of the program.
    - Facilitator note: As participants develop challenges later in the program, remind them of this definition. If they have questions about if a meeting or activity is hazing, have them compare it to the definition of hazing posted at the front of
the room. Simply ask: "Is it hazing?" and compare the definition with the proposed meeting and activity.

- Self-paced challenges with defined minimum and maximum timeframes. (Slide 32-34)
- Membership lapsing (Slide 35).
- Ritual experience through rites of passage (Slide 36).
- Formal/emphasized mentoring program (Slide 37).

**Facilitator note:** Again, you may need to explain some of these concepts to participants who are unfamiliar. Don't be afraid to take your time during this section answering questions. Rely on any participants with a working knowledge of the philosophy to engage and drive the session forward.

- Mention that many of the benefits of the process are similar to those we discussed for the corresponding philosophical components and that after we wrap up talking about the framework, we'll dive back into major obstacles of implementation and how to support undergrads. *(Slide 38)*
- Wrap up to process: questions, comments, takeaways. *(Slide 38)*

### Programming (10 minutes)

**BMP Framework: Programming (3 minutes) (Slide 39)**

- Why is programming last? (If necessary, remind participants to think back to the "golden circle" that was mentioned during the "Start With Why" video ... it's the "what" of the BMP.)*
- Explain that there have been a few important updates to the BMP. *(Slides 40-42)*

  - Areas of development
    - Changed from six to five
      - Rationale: Removed personal development as a separate area of development as personal development takes place within all areas of development.
    - Sound Mind to Intellectual
      - Rationale: Intellectual development spans a larger range of topics and encourages exploration outside of academics.
    - Sound Body to Physical Health and Wellness
      - Rationale: Similar to Intellectual, Physical Health and Wellness spans a larger range of topics and encourages health and wellness beyond fitness and nutrition.
  - Development themes: sub-topic areas within each area of development. Categorizes programming within each area of development. Each challenge should have programming from each area of development. Every element of programming (meetings and activities) should have an associated development theme.
Example: Within the leadership area of development, a chapter could hold a meeting about how to participate in service and service learning. This meeting would fall under the area of leadership and fulfill the development area of service.

Resources and Program Structure (7 minutes)
- This section will walk through how programming events fit into the larger scheme of challenges, and discuss best practices for planning meetings and activities for BMP programming.
- Challenges should have: *(Slide 44)*
  - **Purpose:** High level overview of what the challenge should accomplish.
  - **Learning outcomes:** More specific things that each member should come away with after completing the challenge.
  - **Expectations:** Minimum requirements and standards for each member in the challenge.
- To accomplish challenges, participants should complete: *(Slide 45)*
  - **Meetings:** Meetings should be dynamic and seek to fulfill the learning outcomes of the challenge in a way that allows participants to learn and grow as men together. Should engage a content expert as a facilitator.
  - **Activities:** These are requirements that member should complete during the challenge but are not necessarily a part of a specific meeting. They should be completed by each participant within the given timeframe for the challenge.

*Slide 46* provides an overview of the purpose of each challenge. Challenge programming should ultimately strive to fulfill the intended purpose.

*Slide 47* provides an overview of the intended learning outcomes. The example shown is for the Phi Challenge, but each challenge will have a designated set of learning outcomes. Learning outcomes are designated in the updated challenge templates.

Meetings and activities should also have a consistent structure to ensure continuity and quality programming. Introduce this structure on *Slide 48*.

Walk through the ideal structure for meetings and activities *(Slides 49-50).* Meetings and activities should include:
  - Theme.
  - Learning outcomes.
  - Session outline.
  - Facilitator.
  - Materials.
  - Session preparation.
  - Agenda.
• Slide 51 provides an example of a meeting template that encompasses all of these elements.
• Explain that participants will be working with the updated templates to develop and improve their challenges later today.

BMP Overview Wrap Up (5 Minutes)
(Slide 52)

BMP Resources
• Remind participants that resources can be found on the SigEp website on the BMP implementation page. (Slide 53) Also remind them that the materials they received at Carlson (BMP guide and Vice President of Member Development Officer Guide) should be used throughout their time as an officer.
• At this point you should let participants know that we have completed the content heavy portion of the morning and that THEY will be problem solving and generating ideas through activities to address issues going into the afternoon.

What did you learn? (Slide 54)
• Have participants record on a sticky note and place onto pre-made flipcharts, two things they took away from this BMP overview session. Have participants share their take aways.
Session: Overview of Overcoming Issues Framework (10 minutes)

Explain that for the rest of the track sessions, participants will be breaking down and learning how to address various issues that relate to their role as vice president of member development. 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:

- **Issue overview & description:** This portion guides participants to recognize the issue, what causes the issue, who and what is affected by the issue, etc.
- **Application activity:** This portion is hands on and engaging to help participants gain knowledge and experience to addressing the issue in a safe, but real life setting.
- **Issue reflection & action planning:** This portion is intended to continue to debrief the issue by connecting the lessons learned in the activity to their experiences, and their position in the chapter.
- **Reference to resources:** This portion directs participants back to resources that will help them overcome obstacles and address issues when they return to their chapter.

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 (Slide 56)** that is in their participant guide 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 does your chapter examine the root issue in our 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: Purposeful planning & programming

<table>
<thead>
<tr>
<th>Time:</th>
<th>1 hour, 20 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>- Allow participants to practice developing meaningful meetings and challenges utilizing new resources.</td>
</tr>
<tr>
<td>Program Objectives:</td>
<td>- Participants will become familiar with new template resources to develop strong and meaningful BMP challenges.</td>
</tr>
</tbody>
</table>
| Materials & Equipment: | - Flip chart.  
  - Markers.  
  - Tape.  
  - Participant Guides.  
  - Phi Challenge Template |
| Session Outline: | - Issue Overview & Description. (10 minutes)  
  - Application Activity (60 minutes)  
  - Issue Reflection & Action Planning. (5 minutes)  
  - Reference to Resources. (5 minutes) |
| Pre-Session Prep: | - Prepare flip charts |

## Issue Overview & Description (10 minutes)
- Introduce the issue the group will focus on in this session: *Purposeful planning & meeting.* *(Slide 57).*
- 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?

<table>
<thead>
<tr>
<th>What is the ideal if this issue is resolved?</th>
<th>What are the potential obstacles to resolving this issue?</th>
</tr>
</thead>
</table>
| What does success look like? | • The purpose of each challenge is achieved through focused planning.  
  • Members are engaged and have deep development experiences through BMP programming.  
  • The chapter has robust and sustainable BMP programming.  
  • Lack of understanding of challenge purposes.  
  • Disconnect of purpose and programming |
### Purposeful programming & planning (60 minutes)

#### Part 1: Understanding the purpose (15 minutes)

- Ask the group why a challenge's purpose is important?
  - It provides a goal and guideline for programming
  - It focuses each challenge to be tailored to meet the purpose
  - A purpose provides a unique identity for each challenge
Facilitator note: The purpose of the Phi Challenge is different from the Epsilon Challenge, therefore programming needs to differ.

Begin by framing the activity: How many of you know the purpose of the Sigma Challenge without looking at your BMP One-Pager or Guide? What about Phi, Epsilon and Brother Mentor Challenge? (Slide 58)

Provide an overview of the purpose of each challenge:
- Sigma Challenge - Adjusting and acclimating to the chapter, campus and community
- Phi Challenge - Growing and developing as a balanced man
- Epsilon Challenge - Leading and serving as a balanced man
- Brother Mentor Challenge - Preparing yourself and your chapter for the future

Explain that understanding and focusing on each challenge’s purpose is the first step in developing a meaningful challenge and meetings. All meetings and activities should be associated with and support the achievement of the challenge’s purpose.

Challenge purposes are intentionally selected to provide meaningful developmental experiences that complement a student’s experience in college.

Challenge purposes are intentionally ordered build upon each other.

Use the example of developing a resume to discuss how challenges should build upon each other:
- In the Sigma Challenge, the general concept and basics of resume writing would be introduced.
  - This addresses the purpose of the Sigma Challenge as it helps members adjust and acclimate to campus as the resume is a tool they will use throughout college.
- In the Phi Challenge, the idea of tailoring a resume for specific jobs or roles would be introduced.
  - This addresses the purpose of the Phi Challenge as it encourages members to further develop their understanding of effective resume writing.
- In the Epsilon Challenge, advanced resume writing techniques and resumes for various types of fields would be introduced. Members would likely utilize their resume to apply for internships or other professional development experiences.
  - This addresses the purpose of the Epsilon Challenge as members would utilize their resume to apply for leadership roles and other experiences. Members would likely utilize their resume to apply for internships or other professional development experiences.
- In Brother Mentor Challenge, members should have their resume reviewed by multiple third parties (i.e. a mentor, peer, instructor, etc.) and utilize their resume to apply to post-collegiate jobs or graduate school.
• This addresses the purpose of the Brother Mentor Challenge as it helps members prepare themselves for the future and life after college.

• Explain that for the remainder of this session, the group will focus on later stage development for upperclassmen in the Phi, Epsilon, and Brother Mentor Challenges.

• Ask for a raise of hands of how many vice president of member development's chapters currently run a strong Phi, Epsilon and Brother Mentor Challenge. Ask, in their opinion, what makes these challenges strong?

• One of the biggest hurdles with implementing strong Phi, Epsilon and Brother Mentor Challenges is providing content that is relevant, unique and interesting for upperclassmen that achieves the purpose of the challenge. If content is interesting, relevant and purpose-driven, members are likely to stay engaged with the BMP and involved in the chapter.

• Introduce the concept of WIIFM (What’s In It For Me?). (Slide 59)

• This concept helps us focus on the benefit and motivation of why someone would want to attend an event, meeting, etc. Write WIIFM on a flip chart and place it at the front of the room.

• As participants develop a programming for the Phi, Epsilon and Brother Mentor Challenges, they should think about WIIFM to engage upperclassmen.
  - Why would an upperclassman want to attend this meeting or activity?
  - What benefit is there to them?

• Have participants get into six groups. Assign each group a challenge. There will be two groups per challenge.

**Part 2: Programming Brainstorm (45 minutes)**

• Within their groups, participants will brainstorm programming that would help fulfill the challenge’s purpose within each area of development.

• Participants should turn to page 18-20 in their participant guide to the Programming Brainstorm worksheet.

• Give groups about 20 minutes to brainstorm and develop programming ideas for each area of development that support the challenge purpose.

• Along with completing the Brainstorm worksheet in their participant guide, each group should develop a flip chart sheet that provides a brief overview of their challenge programming ideas.

• Have each group present out their programming ideas for their assigned challenge.

• After each group has presented, have them post their flip chart on one of the walls in the room.

• Give participants five minutes to walk around and take notes from the flip charts on the programming ideas they liked and can take back to their chapter.

**Debrief Questions:**
Why did we complete this activity?
What did you learn by completing this activity?
   How do you plan to use this strategy when you return to your chapter?

**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.
  - **Challenge Template Guides:** These documents for each challenge (Sigma, Phi, Epsilon and Brother Mentor) provide structure and organization for developing challenges. They should be used as a skeleton to develop content for each meeting.
  - **Challenge Databases:** These documents for each challenge (Sigma, Phi, Epsilon and Brother Mentor) provide an array of activities and meeting ideas and can be used to find programming content for each area of development in the BMP. They should be used to write challenges that are tailored to the chapter and campus.
  - **Skills and Concepts:** This section has a number of concepts that will help you be more effective in implementing development programming including the “Relevant Development” section.
  - **Programming for the BMP:** This document walks through the structure for creating and documenting a good development event, whether it’s a challenge meeting, group activity or even a full-chapter retreat.
- Also, direct participants to the following resources that will be helpful in addressing this issue.
  - **Use your committee and brothers in the chapter:** Poll the chapter and get insight on what type of development programming they would like to see to fulfill challenge purposes and learning outcomes. You can provide a list of event options for brothers
to vote on to help generate interest and ensure that you provide challenges that are relevant during the academic year.

- 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:
  - Other executive board members.
  - Specific committee members.
  - Regional director.
  - Balanced man steward.
  - Fraternity/sorority life advisor.
  - General chapter members.
# Session: Effectively utilizing BMP resources for implementation

<table>
<thead>
<tr>
<th>Time:</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>• To provide an comprehensive training on resources and how to effectively utilize resources to build and implement BMP challenges.</td>
</tr>
</tbody>
</table>
| Program Objectives: | • Participants will understand how to utilize available resources to assist in program implementation.  
• Participants will get hands on experience utilize resources to effectively build challenges. |
| Materials & Equipment: | • Flip chart.  
• Markers.  
• Tape.  
• Participant guides. |
| Session Outline: | • Issue Overview & Description. (10 minutes)  
• Developing Epsilon & Brother Mentor challenges. (30 minutes)  
• BMP App Training & Challenge Development (75 minutes)  
• BMP App Next Steps (5 minutes) |
| Pre-Session Prep: | • Prepare flip charts for the “what, why and who” portion of the activity.  
• Review session content and pages used in the participant guide along with PowerPoint slides. |

## Issue Overview & Description (10 minutes)
- Introduce the issue the group will focusing on in this session: *Effectively utilizing resourcing for implementation (Slide 61).*
- 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>
<th>What are the potential obstacles to resolving this issue?</th>
</tr>
</thead>
</table>
| **What?**              | • Chapter leaders can properly implement the BMP at their chapter.  
• Chapter leaders do not focus energy on creating management tools and can focus energy on creating engaging programming for challenges. |
| **What is the ideal if this issue is resolved?** | • Chapters have pre-existing management tools to implement their programming.  
• Chapters are unaware of existing resources and how to use them. |
<table>
<thead>
<tr>
<th><strong>2017 Carlson Leadership Academy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vice President of Member Development</strong></td>
</tr>
</tbody>
</table>

Implementing impactful programming can take a lot of time and effort which can conflict with the day-to-day management of the BMP.

**What are the implications if this issue is not addressed?**
- Chapters continue to spend time reinventing the wheel for structure and management instead of focusing on developing engaging programming content.
- The BMP becomes too large of a responsibility to manage and is not implemented effectively.

### Why? (Connect back to Problem Pyramid.)

<table>
<thead>
<tr>
<th><strong>Why does this issue exist?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the surface issues?</strong></td>
</tr>
<tr>
<td><strong>What are the big picture issues?</strong></td>
</tr>
</tbody>
</table>

- Chapters have pre-existing management tools to implement their programming.
- Chapters are unaware of existing resources and how to use them.

### Who?

<table>
<thead>
<tr>
<th><strong>Who does this issue impact?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who is involved in addressing this issue?</strong></td>
</tr>
</tbody>
</table>

- All chapter members.
- Vice president of member development.
- Development committee.
- Vice president of member development.
- Executive board.
- Development committee.
- Content experts.
- Balanced man stewards

### BMP Resource Overview (30 minutes)

- Explain that successfully implementing the BMP requires strategy, organization and advanced planning. However, there are resources available to assist in the implementation process.
- Have the group brainstorm for a few minutes about what makes a challenge successful. Record their answers on a flip chart.
- Introduce the necessary elements of a successful and impactful challenge *(Slide 62)*:
- **Purpose**: Challenges are purpose-driven. Meetings and activities should be planned to achieve this outcome.

- **Learning outcomes**: The expected learning or growth that will take place through participating in challenge meetings and activities.

- **Thematic**: Themes serve as topic areas to focus programming.

- **Connected**: Challenges should build on each other, revisiting concepts from previous challenges with more depth.

- **Expectations**: Clear expectations for completion are communicated clearly.

- **Meetings & Activities**: Meetings and activities are the tangible ways members participate in a challenge. Both elements should be clearly spelled out in a challenge guide. *All meetings and activities should be associated with an area of development and support the challenge purpose.*

- **Engagement**: Meetings and activities are engaging and interesting.

- **Beneficial**: Provides a benefit or meets the needs of attendees.

  ▪ Provide an overview of the elements that should be included in every challenge guide. *(Slide 63).*
  
  ▪ Explain that to help chapters build and implement chapters, challenge guide templates have been updated to provide more support and structure.
  
  ▪ Ask how many people have ever gone bowling? Ask the group what the point of bowling is — to hit all of the pins at the end of the alley. We can think of the pins at the end of the alley as the purpose and learning outcomes of our challenges.
  
  ▪ Explain that the updated BMP resources can be thought of bumpers when bowling. If we use them, regardless of our technique of rolling the ball, we almost eliminate the ability to roll a gutter ball. *(Slide 64)*
  
  ▪ Provide each participant with the Phi Challenge Guide template. Go over how to utilize a challenge template:
    
    ▪ **Challenge purposes, learning outcomes and expectations are set for each challenge and should not change in challenge development.**
      
      - **Bowling analogy**: Challenge purpose, outcomes and expectations would be the object of the game and the rules that guide the game.
    
    ▪ **Vice presidents of member development should utilize the outlined meeting topics to develop meeting agendas and content to fulfill the challenge purpose and learning outcomes.**
      
      - **Bowling analogy**: Vice presidents of member development developing unique and tailored challenges for their chapter is similar to how everyone has their own technique of rolling the ball down the alley. Some will put spin on the ball, others will roll it straight down the alley. Regardless, pins will be hit.
    
    ▪ **Meeting agendas and content can be tailored to fit the chapter and available resources on campus.**
• **Bowling analogy:** Some people put spin on the ball, others roll it straight down the alley. Regardless, pins will be hit.

• **Example:** One chapter might have a mental health professional come into a Sigma Challenge meeting, whereas another might go to an already existing mental health workshop hosted by a campus department. They both fulfill the outcome that students are learning about mental health practices.

• Explain that the challenge guide should be used as a resource for all challenge participants.

• Ask how many people have read a book with a table of contents recently. Most textbooks or instructional books will have a table of contents. Ask what the purpose of a table of contents is: *To provide overview of the book’s content and what each chapter covers.*

• Challenge guides can be thought of as a table of contents in a book. It outlines what will take place within the challenge. We can think of each meeting as an individual chapter in the larger book (challenge).

• Direct participants the copy of the Sigma Challenge template guide in their participant guides starting on page 21. Explain that they can utilize this template guide as a table of contents to develop meetings for their chapter’s Sigma Challenge.

• Ask the group what the necessary elements of a meeting are.

• Flip to **Slide 65** If they do not cover them all, make sure to remind them that all meetings should include the following:
  
  o **Meeting title**- What is this meeting called? Is it an accurate and engaging description of what will be taking place in the meeting?
  
  o **Purpose**- What is the purpose of this meeting? How does it support the overall challenge purpose?
  
  o **Learning Outcomes & Objectives**- What will brothers learn as a result of attending this meeting? What skills or knowledge will they gain from this meeting?
  
  o **Area(s) of development**- Which of the five areas of development does this address?
  
  o **Themes**- What themes/topics within the area of development are being covered in this meeting?
  
  o **Session facilitator(s)**- Who is facilitating this session? Is this facilitator credible in the topic?
  
  o **Session outline**- What will take place during the meeting? This outline should detail each meeting’s content.
  
  o **Materials and equipment**- What supplies will you need to hold this meeting?
  
  o **Session preparation**- What preparation should take place prior to the meeting?

• Direct participants to the copy of the Sigma Challenge “Academic and Student Success on Campus” in their participant guide starting on page 31. This can be used an example of a meeting curriculum.

• Explain that the Sigma Challenge was completely updated in Fall 2016 with a new template guide, 10 meeting curriculum resources, and four videos. All of these resources are available online at [sigep.org/the-sigep-experience/programs/balanced-man-program/](http://sigep.org/the-sigep-experience/programs/balanced-man-program/). Editable
versions of the template guide and meeting curriculum are available to download and adapt for their chapter and campus.

- To practice utilizing the template guides to develop challenges and meetings, have participants get into groups of 4 people and turn the practice Phi Challenge Template Guide starting on page 35 in their participant guide.
- Groups should work to fill in the highlighted areas of the guide that will fill in and develop the Phi Challenge elements. *(Slide 66).*
  - **Facilitator note:** Please explain that this is an ADAPTED version of the Phi Challenge template due to time constraints today. The full updated version can be accessed online at sigep.org/the-sigep-experience/programs/balanced-man-program/.
  - Participants should download and adapt challenge templates to build their chapter’s challenge guides.
- Have a few volunteers share some content from their practice Phi Challenge Template Guide.
- Explain that this is a process they should be doing for each challenge. Participants should download and adapt challenge templates to build their chapter’s challenges.
- The next step after a challenge is developed entails working with their challenge coordinators to develop content for each meeting outlined in their challenge guides.

**BMP App Training & Challenge Development (75 minutes)**

- **Facilitator note:** *The section below walks through an overview of the content that the HQ staff members will walk through in the session.*
- As we mentioned last night, our goal is to help our chapters alleviate the administrative burden it takes to build challenges, track members as they progress through and capture and transition content from one executive board to another.
- Every aspect of the BMP app was designed to improve this process by…
  - HQ staff will go through recap of the benefits for VPMDs, development committees, chapter brothers and volunteers.
- Last night we showed you the BMP mobile app. Today we wanted to introduce you to the web based side of the app which will allow us to look at sample challenge template guides, build upon them, edit them, share them with our brothers and in live time, track their progress.
- The headquarters staff members will demo the core features of the web based app and then instruct participants and BM Stewards to break out laptops and follow along in a challenge development exercise.
- During this portion, participants will…
  - View and discuss the existing Sigma Challenge template guide as it lives in the app…
  - Add an additional meeting and activity to the Sigma Challenge
Simulate how they can deploy (share) their newly updated Sigma Challenge instantly with their entire chapter.

- HQ staff will wrap up this session by giving an overview of their next steps should be to begin using the app in their chapters.
- These steps will include:
  - Encouraging participants to use their RD as their main point of contact for app training and rollout.
  - Think intentionally about all volunteers and leaders that need to be educated on the app's capabilities.
  - Plan a series of steps to move their current BMP into the app without losing work.
    - Introduce the app to their chapter
    - Drive interest
    - Provide training to their brothers and ultimately begin using this semester.

**BMP App Training Wrap-Up (5 minutes)**

- HQ staff will ask for final questions and then turn the session back over to you to wrap up the Saturday afternoon session.
Session: Goal Swapping and Wrap Up

<table>
<thead>
<tr>
<th>Time:</th>
<th>45 minutes.</th>
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</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. (30 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 (30 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.

- 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 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. Encourage participants to share contact information with one another, remind them to revisit their participant materials with their chapter and volunteers.
- Introduce the three keys to improving your chapter’s membership experience *(slide 67-68)*:
  - Be confident – We need to be confident and able to resist negative pressure to be most effective.
  - Build a coalition – You can’t do this alone.
  - Follow through – None of this matters if you do nothing.
- Play the "Kid President Pep Talk" (or choose a similar clip to wrap up)—*(Slide 69)*
  https://www.youtube.com/watch?v=l-qQLqy9f4o&feature=youtu.be
- Leave them with some inspiring words about leaving a legacy and the impact of when it’s done right *(Slide 70).*
  - Remind participants of the importance of their role. When they do their job correctly, what is the impact they can make?
  - As you go back to your schools where many chapters look like animal house … and there are pressures to fulfill the stereotype,
  - Remember, the BMP is the true traditional fraternity experience … thank you for making our Founder’s dream a reality.
- Thank participants for attending the track and provide your contact info as an additional resource.