

SigEp



**SHAWN MCKENNA
PRESIDENTS ACADEMY**
Facilitator Guide



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(NAME)

(CHAPTER)

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.

Friday	
<i>Session</i>	<i>Time</i>
Carlson Kick-off <i>(For all undergraduates, regardless of track)</i>	8:00 – 10:00 p.m.
Undergraduate breakout tracks	10:00 – 10:30 p.m.

Saturday	
<i>Session</i>	<i>Time</i>
Chapter excellence breakfast	8:00 - 9:00 a.m.
Undergraduate breakout tracks	9:00 - 11:50 a.m.
<i>Between 10:00 - 10:45 a.m., please give your group a 10 min. break. Snacks will be available in the pre-function area.</i>	
Awards luncheon and presentation	Noon - 1:45 p.m.
<i>Member safety presentation for president and programming tracks</i>	1:45 – 2:45 p.m.
Undergraduate breakout tracks	1:45 - 6:50 p.m.
<i>Between 4:00 - 4:45 p.m., please give your group a 10 min. break. Snacks will be available in the pre-function area.</i>	
Closing awards banquet	7:00 - 9:30 p.m.
Alumni and volunteer appreciation reception	9:30 - 10:30 p.m.

Table of Contents

Session	Time allotted	Should take place
Program preparation and overview	Pre-program	Prior to arrival
Introductions and Overview	30 minutes	Friday; 10:00-10:30 pm
Chapter President Role and Paradigm Setting	35 minutes	9:00-9:35 am
Self-management: The passion of leadership	50 minutes	9:35 am-10:25 am
Morning break	10 minutes	10:25-10:35 am
Self-management: Assessing, and identifying strategies to increase, your EQ as a leader	45 minutes	10:35 am-11:20 am
Self-management: Setting aside your ego to achieve results	40 minutes	11:20 am - noon
Moving from policy to practice	Post-lunch member safety training	1:45-2:45 pm
Lessons in leadership from McKenna keynote	70 minutes	2:50-4:00 pm
Afternoon break	10 minutes	4:00-4:10 pm
Managing others: The impact of open-ended questions	65 minutes	4:10-5:15 pm
Managing others: Situational leadership - being true to who you are as a leader	45 minutes	5:15-6:00 pm
Action planning	40 minutes	6:00-6:40 pm
Closing/wrap-up	15 minutes	6:40-6:55 pm

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, 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.

Thank you again for your involvement and the positive impact you will be making on undergraduates. Should you have any questions about the curriculum, please contact [Alex Stepanek](#) (804-971-7875) or [Matt Wallace](#) (804-346-7852).

Session: Introductions and overview

Time:	30 minutes total
Purpose:	Introduce participants and facilitators Provide an overview of the program and schedule
Session objectives:	Participants will have an understanding of who is in the room with them for the weekend Participants will walk away prepared for their full session on Saturday
Materials & equipment:	Flip charts Masking tape Participant guides.
Session outline:	Introductions (15 minutes) Track overview (5 minutes) Session overview & Wrap-up (10 minutes)

Introductions (15 minutes):

- Facilitator introductions (5 minutes)
 - Facilitators will introduce themselves and cover the following items:
 - Who are you?
 - What do you do professionally? How does that relate directly to this session (if applicable)?
 - Undergraduate institution?
 - Where do you volunteer, or what is your involvement with SigEp?
 - Why is Carlson and this particular 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.
 - Within these groups, have participants introduce themselves:
 - Name
 - Chapter
 - Biggest thing they're looking forward to during the Carlson program
 - What is one specific action or choice that members in your chapter take/make that you wish they didn't?

Track Overview and the Legacy of Shawn McKenna (5 minutes)

- Introduce the Shawn McKenna President's Academy, and tell participants a little about Shawn:
 - Shawn was initiated into the Maine Alpha Chapter at the University of Maine, where he earned his degree in business administration in 1977.
 - From 1977 to 1982, Shawn served on Sigma Phi Epsilon's staff as regional director, director of chapter services and managing director for the National Housing Corporation (now SigEp National Housing, LLC). A Director of SigEp National Housing for over 30 years, Shawn served as its president from 1988 to 1990. Brother McKenna selflessly and heroically served as a volunteer for several chapters and as a mentor for brothers young and old.
 - In 2007, he received SigEp's highest honor, the Order of the Golden Heart. At the 2009 Grand Chapter Conclave, Shawn was elected to Sigma Phi Epsilon's National Board of Directors.
 - Shawn's life work revolved around the study and teaching of leadership. He developed an innovative leadership curriculum and dedicated his life to teaching leadership to a younger and promising generation.
 - The Shawn McKenna Presidents Academy will teach the young men charged with leading our chapters how to make tough decisions and how to think critically to achieve their goals. They'll learn to be the men that our society needs — men like Shawn.

Session overview & Wrap-up (10 minutes)

- Provide an overview of the program including the overall program schedule and the specific track schedule.
- 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.
- Create a "lightbulb" flipchart and hang it in the back of the room. Explain that throughout the weekend, as the Presidents have personal or group lightbulb moments where concepts click or they think of something awesome they want to remember and share with the group, they should write them on this flipchart sheet.
 - Provide an overview of what will be covered in this track (throughout the day tomorrow).

- If there are any topics they identified above that aren't covered in the curriculum, add them to your "parking lot" to revisit later.
- As a facilitator, share your favorite memory from Carlson and why you personally believe it was beneficial to your undergraduate experience to get the group excited for tomorrow.
- Remind them one more time to complete their homework regarding SMART goals (they should have discussed goal setting in their all Carlson kick off).
 - Explain that tomorrow's session relies on them having completed their SMART goals so it is imperative to have their goals complete. These need to be completed TONIGHT.
 - "You all said earlier tonight that you're all here with the intent to make the most of this weekend to walk out better officers. To do that, you need to have your goals formulated and ready for tomorrow. Take some time tonight to talk with your chapter or with other guys in this room to help you create your goals."
- Ask the participants to share their biggest takeaways from this session. Also capture any lightbulb moments
- As a facilitator, share your favorite memory from Carlson and why you personally believe it was beneficial to your undergraduate experience to get the group excited for tomorrow.
- Remind them that breakfast will start promptly at 8:00 am, to be sure to have their participant materials ready for the day, and to bring their nametags with them to breakfast. Their nametags will be scanned into breakfast - they need to ensure that they get scanned in so they are not assessed a \$25 no-show fee for missing breakfast. If they are late, they will not get scanned and will be charged.

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.

Session introductions and overview

Provide an overview for the Saturday morning and early afternoon officer sessions: Participants will be experiencing a new version of the McKenna President's Academy – one built entirely on the leadership teachings and precepts that Shawn McKenna built his business, life, and legacy on.

Those precepts are:

1. Leaders must be passionate, and know what their passions are
2. Leaders must always seek to increase their own EQ
3. Leaders set aside their ego to achieve results
4. Leaders ask good questions
5. Leaders stay true to themselves and their values, no matter what the situation

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

- Concept introduction
- Self-assessment
- Activity to cement the concept
- Concept debrief and tie into the next concept

Session overview

- 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.

Role Overview and Paradigm Setting

Time:	35 minutes
Purpose:	Provide an overview of the position roles and responsibilities Provide the foundation for goal setting in their position Provide and set the paradigm for the day with the group
Session objectives:	Participants will have a better understanding of their role and how their responsibilities will make an impact on their chapter. Participants will begin discussing issues they will face during their tenure
Materials & equipment:	Flip charts Masking tape Participant guides.
Session outline:	Responsibilities of the President (5 minutes) Officer guide breakout groups (15 minutes) Effective goal setting (15 minutes)

The Responsibilities of the Chapter President (5 minutes):

- Prepare a flip chart labeled "Responsibilities of the Chapter President". During the following discussion, capture their thoughts on the flipchart.
- Direct them to the list of responsibilities in their officer guide
- Ask the group: "You all ran for this job under some pretense of what you expected the position to be like and the corresponding roles and responsibilities. What do you think are the 5 main responsibilities of the Chapter President?."
- Ideally, you arrive at some version of the following points below:
 - Lead and manage executive board
 - Delegate tasks and projects to the appropriate officer
 - Set goals and hold executive board and chapter accountable to accomplishing their goals
 - Serve as the ritualistic President
 - Facilitate weekly executive board and chapter meetings
 - Communicate regularly with volunteers, university staff, and the regional director.
- Let them know this list of responsibilities can be found in their officer guide.

Officer guide breakout groups (15 minutes):

- Break participants into small groups of 4-6 people. Give each group a flip chart page and markers. Have each group read through a section of the officer guide and present to the rest of the group a summary of their section, what their takeaways were and how it pertains to each of the main responsibilities of the position.
- Give the groups about 10 minutes to read through their portion of the officer guide and prepare their presentation for the rest of the group. Allow about 20 minutes for each group to present and open the floor to questions/comments/concerns after each presentation.
- Areas of the officer guide to assign:
 - Key Roles - Chief Executive Officer and Relationship Coordinator

- Key Roles - Risk and Crisis Manager and Ritualistic President
- Audiences the President works with
- Executive board positions and the relationship with the President
- 5 Practices of Exemplary Leadership
- CADIF
- Understanding Management vs Leadership

Effective goal setting (15 minutes):

- Ask the group who knows what SMART goals are. Walk the group through the acronym, outlining each component on a flip chart.
 - Specific: Goals must be something that can be described and understood easily by others - finite conditions, not general feelings.
 - Measurable: How can you measure your success? Whenever possible, use numbers or percentages to mark progress and/or achievement of the goal. You can't rely on personal opinion.
 - Attainable: Is the goal realistic? Goals should be a stretch to obtain but not impossible to achieve. Members will work toward what they believe they can achieve and are not inspired by boring, easy goals.
 - Realistic: Why does this goal matter? Explain how this goal connects to the larger picture or goal.
 - Timely: When is your deadline? Goals must have an end date when they are due. Creating a sense of urgency will push you and those you're leading to work harder.
- Check in with the participants to see who has goals with them. Ask them to raise their hand if they brought their SMART goals with them.
 - Ask the participants who brought their goals with them to give examples of some of their goals. If they are comfortable doing so, invite 3-4 participants to share their written goals with the group
 - As a group, work with that participant to determine if the goal is SMART, and how the goal might be improved to be more specific, measurable, achievable, realistic, or timely.
- Walk through the areas of goals that they will likely work to achieve, namely:
 - Standards board process/outcomes
 - Ritual scheduling/execution
 - Expectation setting/documentation
 - Ask if others have ideas of goal areas?

Self-management: The passion of leadership

Time:	50 minutes
Purpose:	To help presidents uncover and articulate their passion for leading their chapter.
Session Objectives:	Presidents discover and articulate their passions for leadership and leading others. Presidents record their goals and recognize the importance of aligning goals with passions
Materials & Equipment:	Flip chart Markers
Session Outline:	Concept introduction (5 minutes) The passion of leadership discussion (25 minutes) Personal assessment (15 minutes) Debrief and transition (5 minutes)

Concept introduction (5 minutes):

Passion is an important part of leadership. Every leader needs to discover their own passion(s) for leading, and use those passions to drive their decision making, style, motivation tactics, and more.

It's important to begin the day discussing the passion of leadership because, for each of the presidents in the room, their own passions and motivations for leading their chapters will be the foundation upon which they are able to be successful in leading and driving change in their chapters.

Discussion: The passion of leadership (25 minutes):

Ask the participants: Why did you run for chapter president? Have the participants record their answers on **page 2** in their participant guides. After giving them a minute or two to record their thoughts, ask a few volunteers to share their reasons for running for president.

Next, have the participants record their top three goals for their time in office on **page 2** in their participant guide. Again, after giving them a minute to record their goals in their participant guide, ask for new volunteers to share their goals.

Challenge the presidents to think critically about their motivations for running for president, and the goals that they have for their time as president.

- Do their goals align with their motivations? For example – if a participant's motivation to run stemmed from the desire to build a better chapter development experience, but the goals focus on improving relations with peer organizations on campus, then there is misalignment with passion and goal and something should be re-visited and addressed

- Do their motivations and goals align with the needs and strategic direction of Sigma Phi Epsilon? Are they focused on building balanced men, on being a valued partner in higher education, on providing safe social experiences for members and guests? Or are their motivations and/or goals in direct opposition of what it means to be a SigEp chapter?
- Are their motivations real, root motivations, or are they just scratching the surface? For example, if a stated motivation is to have an Epsilon challenge – is that a strong enough motivation for being chapter president? Challenge the participants to think deeper – perhaps restating the motivation of having an Epsilon challenge to say “delivering a high quality and impactful developmental experience to every member of the chapter for all four years” might be a stronger articulation and be more motivating, especially when the president faces obstacles throughout his term.

Personal assessment (15 minutes):

Direct the presidents back to **page 2** in their participant guide. Following the discussion about aligning motivations and goals, encourage them to revisit what they’ve previously written as their motivations and goals in their guides.

Have them answer the questions on **page 3** in their participant guide:

- What is your own personal passion for leadership?
- What is going to make you the best leader possible for your chapter?

After giving enough time to complete their self-reflection, bring the group back together and ask for a few volunteers to share what they discovered and wrote down about themselves.

Concept debrief:

It’s important that our new chapter presidents can articulate their passions and motivations for leadership, as well as have awareness and focus on their goals. Not only is it important for their time as chapter president, it will be of vital importance as they transition into their careers and prepare to lead teams in their companies one day.

Now that they have a good understanding of their passions and goals, the presidents need to develop a thorough understanding of their skills, and their natural traits, as a leader. We’ll do this by discussing the importance of EQ as a leader, in the next module.

Self-management: Assessing, and identifying strategies to increase, your EQ as a leader

Time:	45 minutes
Purpose:	To make presidents aware of the importance of having a high EQ as a leader and share strategies to increase their EQ.
Session Objectives:	Presidents become more self-aware of their own leadership styles Presidents recognize the importance of feedback as a method to improve their own self-awareness and relationships with others
Materials & Equipment:	Flip chart Markers
Session Outline:	Concept introduction: IQ and EQ (5 minutes) Personal reflection: SWOT analysis (10 minutes) IQ and EQ in leadership (15 minutes) Self-awareness and self-regulation (15 minutes)
Pre-Session Prep:	Read <i>What makes a leader?</i> By Daniel Goleman Listen to HBRIdeacast episode How to become more self-aware

Concept introduction (5 minutes):

Now that the chapter presidents have a good understanding of their passions for leadership – they need to develop a thorough understanding of their own natural traits, and ways to improve, as a leader. We'll do this through several methods:

- Examining the difference between IQ and EQ as it relates to leadership
- Developing a greater sense of self-awareness through self- feedback and feedback received from others
- Identifying their own tendencies as a leader, assessing the merits of those tendencies, and identifying ways to become a better leader to their brothers

Personal reflection: SWOT analysis (10 minutes)

Have the participants fill out a SWOT analysis of their own leadership, found on **page 4** of their participant guides. Provide a quick explanation of what a SWOT analysis is, and how they should use this activity:

- Strengths: what do they view as their leadership strengths?
- Weaknesses: what do they view as their leadership weaknesses?
- Opportunities: what opportunities are they aware of that can help them become a better leader?

- This might be challenging for the presidents. Encourage them to think about opportunities such as engaging volunteers for feedback/coaching, observing role models and examples, reading books or listening to podcasts, etc
- Threats: what threats are they aware of that might be a danger to their success as a leader?
 - This might be challenging for the presidents. Encourage them to think about the campus culture, challenging members of the chapter, lack of understanding about certain areas of chapter operations, etc

After they've completed their SWOT analysis, have the presidents partner up to discuss what they've identified as strengths, weaknesses, opportunities, and threats and ask for feedback.

IQ vs EQ in leadership (15 minutes)

Lead the participants through a discussion about leadership qualities and traits. Ask the participants: "What qualities make a great leader?" Ideally, the participants list out traits discussed the previous night, like "taking care of your people" and "looking two to three years down the road". In addition, presidents might list some of the following: strategic, good presenter, articulate, able to work the halls, proficient in a specific area of chapter operations, and other similar, common leadership traits.

Once the list is fully built out, share these two definitions with the group:

EQ: the measure of one's ability to accurately perceive your own and other's emotions; to understand the signals that emotions send about relationships; and to manage your own and others' emotions, and use emotions to facilitate thinking.

IQ: the measure of one's intelligence and ability to learn, understand and apply information to skills, logical reasoning, abstract and spatial thinking, and process information.

After sharing those two definitions, lead a discussion about the difference in the two, and the importance both play in leadership.

Have the participants re-look at the list already developed. How would they characterize the traits listed out – as IQ traits or as EQ traits? Would they add anything to the list? As they walk through the list, circle the EQ traits, and demonstrate the need for balance on their list. Is the list IQ heavy, or EQ heavy?

The conversation should end in the presidents recognizing the need for a healthy balance between IQ and EQ – there is a need for both. The important thing for the presidents to realize is that while IQ may be relatively "inherent", and therefore difficult to increase, the presidents can increase their own EQ levels dramatically and become better leaders. Next, we'll walk through an activity to help them identify their own EQ, and find ways to improve and increase their EQ.

Self-awareness and self-regulation in relation to EQ (15 minutes):

Have the participants answer the following questions on **page 5** in their participant guide:

- On a scale from 1-10, one being not at all and ten being completely, how self-aware are you? What factors lead you to assessing yourself in this way?
- What is one piece of feedback you've received recently about your leadership? Did you agree, or disagree, with this feedback?
- What are you doing to adjust based on the feedback and needs of others?

Likely, the presidents will struggle with this self-reflection activity. Help them by asking a few guiding questions throughout the time spent working, such as:

- How did you feel when someone gave you feedback?
- What do you think you did to earn/deserve that feedback?

After the presidents have completed their self-reflection time, ask them to partner back up with someone in the room and walk them through their answers. Specifically, instruct the presidents to talk with each other about:

- How they perceive their own self-awareness
- The feedback they received - what was the situation that led to the feedback, in what manner/method was the feedback given, how that feedback made them feel
- What, if anything, they're doing to adjust their own style based on the feedback received

After the presidents have spent a few minutes discussing their self-awareness and the feedback received with someone, bring the group back together to lead a discussion on improving and increasing their own self-awareness and EQ.

Tell the presidents that there are two different kinds of self-awareness:

1. Knowing how you perceive yourself
2. Knowing how others perceive you

Ask the group about the importance of having a strong sense of self-awareness. Why is that important?

- Knowing how you'll react to certain situations – stressful, crisis, etc, will help you better prepare to face challenges
- Knowing how to manage your own emotions will help you lead steadily even when others are struggling

After discussing the importance of having a strong sense of self-awareness of yourself, lead a discussion about the importance of having a strong sense of self-awareness of how others perceive you. Why is that important?

- Knowing how others react to your emotions helps you channel your emotions and energies in positive ways instead of negative

- Knowing how others react to your communication style helps you tweak your messaging to fit their needs and communication style
- Knowing how others perceive you as a moral leader helps you to make decisions about how to act – this is walking the walk, instead of just talking the talk

These two things (self-awareness of self, and how others perceive you) lead to an important concept: Self-regulation.

Ask the group: What is self-regulation? Self-regulation is recognizing your tendencies and defaults as a leader, and adjusting those defaults to meet the needs of those who you lead.

Lead the presidents through some examples of defaults:

- Are you quick to pass judgement, or take time to think through factors?
- Are you slow to process information, or do you quickly synthesize all data points and quickly reach a conclusion and build a course of action?
- Are you highly supportive and empowering of others, or do you need to feel in control of processes and situations?
- Do you volunteer to help, or are you quick to delegate tasks?
- Are you quick to listen, or quick to speak?

After you've asked them some of those examples and scenarios, ask them questions like:

- How do any and all of those factors play into how others perceive you?
- What do you, as a leader, need to do to keep negative tendencies in check and further promote the positive tendencies?

Concept debrief:

As the conversation wraps up, the presidents will likely be left with questions about how they can improve their self-awareness to become better leaders. Luckily, the answer is simple: ask for feedback, and seek to understand before being understood.

- Ask for feedback: encourage the participants to ask the rest of their executive boards, volunteers, mentors, etc for help, and for their honest opinion, in identifying their tendencies and developing strategies to build better habits. As leaders, it's important that we adjust our styles to meet the needs of those we work with, rather than the other way around. Above all, it's important to have open and honest dialogue so that everyone understands each other and can work together.
- Seek to understand before being understood: when we don't listen or ask questions, we sometimes incorrectly assume we have all the information and make decisions based on what we know. Or, we might be missing crucial input from those around us. As leaders, it's important to empower and ask for insight from those around us, take all that information and make decisions, rather than making and communicating a decision to those you work with before consulting them.

Self-management: Setting aside one's ego to achieve results

Time:	40 minutes
Purpose:	To reinforce the need for and importance of empowering others and checking one's ego in a leadership position.
Session Objectives:	Presidents recognize become more aware of their ego Presidents discover ways to empower others to accomplish results
Materials & Equipment:	Flip chart Markers
Session Outline:	Concept introduction (5 minutes) Self-reflection: Confidence and ego (5 minutes) Application activity (15 minutes) Personal assessment (10 minutes) Concept debrief (5 minutes)
Pre-Session Prep:	Read <i>What makes a leader?</i> By Daniel Goleman

Concept introduction (5 minutes):

There is a fine line, but a major difference between confidence and ego. **Confidence** is the belief that one can rely on someone or something, and **Ego** is a person's self-esteem or self-importance.

For our purposes, confidence means knowing you can do something, ego means you think you're the only one who can do the job.

Self-reflection: Confidence and ego (5 minutes):

Have the presidents begin the self-reflection questions on [page 6](#) in their participant guide:

- For me, what is the difference between confidence and ego? How do I exhibit either (or both) qualities?

Following the discussion and concept of self-awareness, challenge the presidents to think critically about how they perceive themselves *and* how they believe others perceive them? Would others call them confident, or egotistical?

Ask the participants: Think of someone you know who you would say is egotistical? How does that make you feel? Lead them in a discussion about how leaders who have large egos are oftentimes difficult to work with/for, and how their egos can impeded progress or results in the company. Ask them if they can think of any examples of a leader who let their ego get the best of them.

Application activity (15 minutes):

Lay out the following scenario for the presidents:

Suppose that you have a new idea to improve the chapter's recruitment efforts. The entire exec board recognizes the need to increase the number of BMS applicants to increase the number of potential new members for the chapter. Last year, you made progress with the university administration to obtain an entire email list of all incoming freshman males, and think you can make that happen this year. Your VP Recruitment wants to try to get the list on his own – you know you could get it, but are weighing how best to accomplish the final result and obtain the incoming freshman email list. What do you do?

Lead the presidents through the thought process. Ask the group this, or a similar, series of questions:

1. What are your options? (options include: you do it yourself ask the administration, you delegate to the VPR to ask the administration, you introduce the VPR to the administration and then let him make the ask, you work hand in hand-in-hand with the VPR to obtain the list, etc)
2. Which of these options will accomplish the goal (answer... they all will)
3. So, which option is the "best" option?
 - a. This is tricky. While all options will get you the result – challenge the president to think through implications of which option he chooses, and which would be best
 - i. **You do it yourself ask the administration.** Yes, this will get you the list... but, it doesn't instill any confidence in your executive board, it doesn't allow for anyone on the team to grow as a leader and producer, and you don't learn the value of delegating and supporting, and could come across as egotistical because "you do it yourself because you're the only one who can".
 - ii. **You delegate to the VPR to ask the administration.** Yes, this will likely get you the list... but, you don't teach or empower the VPR in the process. You just fling him out to figure it out on his own – he might grow to resent you for not helping him, he might fumble through the ask and harm credibility or favor with the administration, and you won't learn the importance of coaching and supporting/managing your team.
 - iii. **You introduce the VPR to the administration and then let him make the ask.** Yes, this will likely get you the list, and is a great way to show/inspire confidence in your exec board. You're handing off the responsibility while still supporting and guiding. This will also help you learn the importance of guiding and coaching, and setting aside your ego for the best possible outcome.
 - iv. **You work hand in hand-in-hand with the VPR to obtain the list.** This will also likely get you the list, and is another great option. You're instilling confidence in your VPR that he does have the skills necessary to

accomplish the task, but you're also with him every step of the way helping and guiding him. Be careful to do too much, find the balance in supporting him.

After walking through this scenario, ask some debrief questions, such as:

- What are some similarities in the options? What are some differences?
- What are some key themes you picked up on about confidence vs ego, and how that plays into your management of others?
- How would you have initially wanted to handle this situation? After assessing and discussing, would your strategy have changed? Why and how so?

Personal assessment (10 minutes):

Have the presidents begin the self-reflection questions on **page 6** in their participant guide:

- How can I channel my confidence in the right direction?
- How can I use my confidence to help empower and lead others?

Concept debrief (5 minutes):

It's important for the presidents to recognize the difference in confidence and ego, and important that they recognize that difference in their own lives. Additionally, it's important that the presidents learn how to channel their own confidence to empower those around them to achieve the results.

Session: Moving from Policy to Practice

(Presidents and Vice Presidents of Programming)

Facilitator note: During lunch there will be a presentation that focuses on chapter culture, leadership and member safety. This session is a follow-up to the lunch presentation and will take place immediately following the lunch speaker in the banquet room and will be facilitated by a member of SigEp's member safety team. It will be a joint session with the president and vice president of programming tracks. Volunteers will be encouraged to attend. Prior to lunch, please give participants an overview of this session and instruct them to stay in the banquet room following lunch.

The session will include:

- Complete review of SigEp's risk management policies.
- Interactive session explaining and walking through supporting resources for member safety available at sigep.org.
- A case study that allows presidents, vice presidents of programming and volunteers to walk through ways to identify and address member safety concerns.

While you don't have a formal facilitation role for this session, please attend and pay close attention to the content. Participants will use and apply what they learned from this session during your remaining sessions for the afternoon.

When you return to your room, use the following questions and wrap-up to quickly debrief the session. (Note that they will have already wrapped up the session and had a few debrief questions in the joint session.)

Debrief Questions

- What were your major takeaways from the presentation during lunch?
- Why did you participate in the joint session following lunch?
- Was there anything new or different from that session that you didn't know before?
- What was the most useful portion of the previous session? How will you apply the lessons you learned back at your chapter?

Session: McKenna Lessons in Leadership (60 minutes)

Brother **Shawn McKenna, Maine '77**, ardently served Sigma Phi Epsilon as Regional Director, Director of Chapter Services, Managing Director of the National Housing Corporation, and National Board Grand Secretary. He was recognized with Sigma Phi Epsilon's highest honor, The Order of the Golden Heart, in 2007. McKenna passionately believed in the need to equip young men with timeless leadership skills to address modern day challenges; he developed an innovative leadership curriculum and dedicated his life to teaching leadership to a younger and promising generation. SigEp is committed to continuing Brother McKenna's life work and building on his legacy of empowering others to think critically and creatively to achieve goals by recognizing Brother Shawn McKenna's lifetime of service and invaluable legacy with the establishment of the Shawn McKenna President's Academy.

A successful SigEp alumnus has been invited to attend each of the five Carlson Leadership Academies to honor Shawn's legacy and to continue sharing leadership skills and educating our young men. This alumnus will be speaking to the entire academy at the conclusion of lunch. At approximately 2:50 pm (after you return from the policy to practice session), he will be visiting the President's Academy. During this hour long session, he will be sharing additional stories and best practices with our chapter's top leaders. It also provides an opportunity for our presidents to ask him questions in a personal and intimate environment.

Either Brian Warren, Matt Parrish or Kevin Knudson will be coming in with our McKenna keynote speaker to moderate a few questions at the beginning of the session to help get your attendees asking questions themselves.

They will make sure to keep them on schedule so they end on time and you have ample time to finish all of your content for the afternoon.

Managing others: The impact of asking better questions

Time:	65 minutes
Purpose:	Presidents understand the importance of asking questions to make decisions and to empower others to action
Session Objectives:	Presidents learn helpful frameworks to asking good questions Presidents practice question asking
Materials & Equipment:	Flip chart Markers
Session Outline:	Concept introduction: 5 minutes Asking good questions: Open- vs. close-ended questions (25 minutes) Asking questions to empower action (30 minutes) Concept debrief (5 minutes)
Pre-Session Prep:	Listen to HBRIdeacast episode Ask better questions

To begin this module, identify two undergrads in the session to help with an object lesson/activity. Have one facilitator deliver the concept introduction/walk-up, and have the other facilitator step out in the hall to explain to the two undergrads what their role will be.

The facilitator will ask each undergrad a series of questions – very similar questions – but one conversation will be full of close-ended questions, and the other will be full of open ended questions. Those questions are found below.

Have the first undergrad answer the close-ended, and the second undergrad the open-ended, questions. Before beginning, instruct the rest of the presidents to pay close attention to the types of questions asked, and the answers they get.

Concept introduction (5 minutes):

Questions are a powerful leadership tool. Good questions allow us to:

- Gather the right information to make decisions
- Generate buy-in for an idea using the Socratic method or similar question asking method
- Make people feel that their input and voice is valued and important

There are good ways to ask questions, and then there are better ways to ask questions. For this module, we'll look at two different ways to ask good questions that the chapter presidents can immediately take back to their chapter and executive board and implement to see results.

Asking good questions: Open vs close-ended questions (25 minutes):

Explain to the participants that you'll be demonstrating the value of asking questions. Ask the first undergraduate the series of questions in the left hand column, and then ask the second undergrad the series of questions in the right hand column.

Close ended-questions	Open-ended questions
Hey, how are you? How's your day going?	Hey, how are you? Tell me how your day's going so far?
Are you enjoying the McKenna President's track?	What are you enjoying about the McKenna President's track?
Has the McKenna President's track impacted you this weekend?	How has the McKenna President's track impacted you this weekend?
Are you looking forward to taking what we've discussed back to your chapter?	What components of our session are you looking forward to taking back to your chapter and why?

After completing this exercise, have the two participants sit back down for a debrief discussion. Ask the group for their reactions to the two different conversations:

- What did you notice about the different questions? They were essentially the same questions, looking to gather the same information, but one led to a far better conversation and a significantly greater amount of information.
- What did you notice about the style of question? One was close-ended, the other was open-ended.

The point is to demonstrate to the group the power and importance of open-ended questions, and to get them to see the value added to the conversation by the use of open-ended questions.

After the debrief conversation has wrapped up, divide participants into pairs and have them complete the scenarios located on [page 9](#) of their participant materials. Challenge them to practice in pairs and give feedback. Also, give instructions on how to do scenario-based extemporaneous speaking/practice (the biggest thing is to be natural, make up something believable, and just go with it).

- Scenario 1: One participant is the President, the other is a brand new chapter member. As the president, you need to find out how the new member's experience has been thus far, and figure out what adjustments might need to be made to the Sigma Challenge
- Scenario 2: One participant is the President, the other is a member of the recruitment committee. As the president, you need to gauge the recruitment committee member's interest in running for the role of VP Recruitment

After both presidents have had the opportunity to ask questions, bring the group back together for a quick debrief and ask for takeaways. Examples of takeaways are:

- The need to ask several guiding, walk-up questions rather than jump right into the root of the issue (ask how the scenarios when for guys who asked a few questions prior to digging into the need to change the Sigma Challenge/get the member to run for office vs. those who asked walk-up, guiding questions to get the chapter member reflecting on his experience)
- The need to ask more open-ended questions, and reflection on how the conversation stalls out when you ask close ended questions

Asking questions to empower action (30 minutes):

Now that the presidents see the value, and are proficient, in asking good, open-ended questions, introduce the presidents to the following framework of questions. This framework is designed to give them a default, almost logic-based, series of questions to empower their executive board and inspire action. This framework is found on [page 10](#) of their participant guide.

1. What challenges are you facing in your role?
2. How do you plan to address those challenges?
3. Who can you empower to help you solve those challenges?
4. What are your next steps?
5. How can I support you?

This a simple, but powerful, framework of questions that can help empower chapter leaders to action and help identify opportunities to make the work easier and more streamlined for the executive officer. However, this line of question can also look like punting, and feel in genuine – so coach the undergraduates on the delivery and tone of these questions. The delivery should be:

- Helpful and curious about what the officer needs/thinks they can do about their challenge
- Cautious – don't come in too hot
- Always be supportive and empathetic. Say things like “I get where you're coming from” and “That sounds tough. Thanks for identifying this as an issue and working to address it”

Break the officers back up into pairs and have them complete one of the scenarios found on their participant guides on [page 11](#). The scenarios are below:

1. Scenario 1: One participant is the President, the other is the VP Finance. The VP Finance is struggling to collect dues, but hasn't tried anything other than making announcements in chapter meetings. The President's job is to get the VP Finance to implement dues accountability, seek help from the rest of the exec board on collecting, and explain to the chapter that it's important they pay their dues.

2. Scenario 2: One participant is the President, the other is the VP Recruitment. The VP Recruitment is struggling to reach their recruitment goal, and is discouraged. The President's job is to get the VP Recruitment to recognize the importance of reaching the recruitment goal, get him to commit to asking for support from several other/new chapter members, identify what's wrong with their current process and fix it
3. Scenario 3: One participant is the President, the other is the Chaplain. The Chaplain is failing to expel a member who was caught hazing. The President's job is to show the Chaplain why it's important to expel someone who was hazing a new member, help him identify who needs to back the Chaplain up in that process, and create a plan to expel that member and create a chapter culture of accountability

After the participants have been given time to complete the activity, bring the group back together and ask for takeaways. Takeaways could include:

- The importance of asking questions rather than telling someone to do something
- The potential danger of assuming too much and coming in too hot and fast
- The value of having a plan and desired outcomes before going into a "crucial conversation"

Concept debrief (5 minutes):

Asking good questions is an incredible way to build credibility with your exec board, to generate buy-in to an idea you have and want someone's support on, gather information needed to make a decision. Encourage the participants to take this skill back with them to their chapters and see how much easier it becomes to lead and achieve results.

Managing others: Keeping your values consistent

Time:	45 minutes
Purpose:	Presidents understand the importance of keeping their personal values consistent even when faced with challenging situations.
Session Objectives:	<p>Participants discover their own personal values</p> <p>Participants understand how to utilize their values to make difficult decisions</p> <p>Participants are introduced to the concept of situational leadership and understand its applications to their job as president</p>
Materials & Equipment:	<p>Flip chart</p> <p>Markers</p>
Session Outline:	<p>Concept introduction (5 minutes)</p> <p>Personal values assessment (20 minutes)</p> <p>Situational leadership (15 minutes)</p> <p>Concept debrief (5 minutes)</p>

Concept introduction (5 minutes):

For our last module, we need to help the presidents determine their personal leadership values. It's important that, as leaders, they know what they value, and use their values to make decisions and lead, even in the face of turmoil or tough choices.

As the presidents return to their campus and continue their time in office, they're sure to face adversity in their role. Whether this is trouble collecting dues and managing the chapter's finances, struggles to recruit and retain members, or a hazing incident they need to address with the chapter and campus professionals, they'll need to have the ability to manage any situation and effectively lead their chapter through turbulence. To successfully do this, they will need to know exactly what they stand for in order to make decisions.

Personal values assessment (20 minutes):

Introduce the following quote to the group: *When your values are clear to you; making decisions becomes easier.* - Roy Disney

First, have the presidents complete the activity found on page 12 in their participant materials. Walk them through the process, step by step:

1. Step one: read through the list of 60 values, and put a small star or dot to the right of any "value" that is important to you
2. Step two: mark through any value not starred – not that these aren't important values, but they aren't important to that particular individual

3. Step three: go back through the list of values that you initially starred, and assign a number to them:
 - 1 being very important
 - 2 being important
 - 3 being somewhat important
4. Step four: on the next **page 13** of their participant guide, have them re-write the values that are “very important” to them
5. Step 5 (last step): have the presidents choose the top 5 values from that list, and circle them

Once they have completed the activity, have them break into pairs again and share their top five values with their partner. Ask them, as they share the values, to back up why they have chosen those values with stories or examples that make them so important to each president.

Situational leadership (15 minutes):

Now that the presidents have identified their own personal values, introduce them to the concept of situational leadership.

Situational leadership is the concept of adjusting one’s unique leadership style to accurately address the challenge at hand and utilize his team to the ability their skillsets and knowledge can be utilized.

There are, for the purposes of situational leadership, four different kinds of leadership:

- **Directing:** Individuals on the team lack the specific skills required for the job in hand, but they are willing to work at the task. They are novice but enthusiastic
- **Coaching:** Individuals on the team are more able to do the task; however, they are demotivated for this job or task. Unwilling to do the task
- **Supporting:** Individuals on the team are experienced and able to do the task but lack the confidence or the willingness to take on responsibility
- **Delegating:** Individuals on the team are experienced at the task, and comfortable with their own ability to do it well. They are able and willing to not only do the task, but to take responsibility for the task

After discussing the different styles of situational leadership, have the presidents partner off again and complete one of the three extemporaneous situations and discuss how they would address the situations with their partner. The situations are realistic scenarios they might encounter as chapter presidents:

- Scenario 1: their chapter is placed on a temporary cease of operations for risk management and substance free policy violations. Have the Presidents discuss how they would work with their executive board to create an action plan to have that cease of operations lifted and have better practices and policies in place moving forward

- Scenario 2: the chapter is struggling to meet recruitment goals. Based on the background and passions of the President, how would he best lead the chapter to reach their recruitment goals?
- Scenario 3: the chapter is having significant apathy issues with brothers participating in challenge meetings. Based on the background and passions of the President, how would he best lead the chapter to improve the BMP and increase challenge meeting participation?

As they begin to discuss, encourage the participants to practice everything you've discussed throughout the day:

1. Draw upon and channel their own passions to create impact
2. Assess how what they're saying might be perceived by their team
3. Determine how best to proceed through the challenge
4. Ask good questions to gather as much information as possible
5. Put their team in a position to win and deliver the best possible outcome for the situation

At the conclusion of their extemp time, and after they've been able to give and receive feedback, bring the group back together before beginning action planning and wrapping up the McKenna President Academy.

Concept debrief (5 minutes):

Debrief with the presidents about the importance of knowing their own values, how to make decisions based on those values, and knowing the strengths and deficiencies of their team members to lead through any situation they might encounter.

Session: Action planning

Time:	40 minutes
Purpose:	Create or refine goals and action plans for this calendar year Receive feedback on goals and action plans from their peers
Session objectives:	Participants have well developed goals and corresponding action plans relevant to their position. Participants network with other officers to gather best practices.
Materials & equipment:	Flip charts Masking tape Participant guides.
Session outline:	<ul style="list-style-type: none"> ● Creating an action plan (10 minutes) ● Action plan creation (30 minutes)

Creating an action plan (10 minutes):

- By this point, all of the participants should have their goals written and reviewed, whether they brought those goals with them to Carlson or created them Friday night post-session. Reinforce that if they walk away without concrete and tangible goals, they haven't maximized their Carlson experience.
- Also reinforce that they have started to create action plans throughout the day today.
- Lead a discussion on what makes some goals successful and what causes other fail.
 - Have the participants reflect on goals that they've set in the past, either for themselves or for their chapter that they didn't accomplish. Why didn't they accomplish their goals?
 - Remind the participants of what makes a goal SMART and the importance of having written goals.
 - A goal without a plan is nothing more than a wish. Hope is a poor strategy for success. To achieve any goal, you need to have a plan of how you're going to get there.
 - Getting buy-in to your goals is not always easy, but it can be if you can articulate the clear path to achieving those goals and be open to feedback.
 - You might have excellent goals that can lead to positive change for your chapter, but if you try to tackle them alone, you will fail. Build a coalition, set expectations with them and ensure they have direction to help you tackle your goals.
 - Work the halls within the chapter, and get guys bought into your goals.
 - When leading a team, you need to regularly check-in with your team members to ensure they are following up on their commitments. This follow-up will ensure the progress you expect is being made.
- With the rest of our time this afternoon, we'll be creating action plans for the participants to take back to their chapters to get feedback on, build consensus around, and ultimately implement.
- At its simplest, an action plan is just "how do I get stuff done to accomplish my goal?". The plan outlines all the steps necessary to accomplish the goal and serves a project management tool to track progress.

- The following are elements of a basic action plan which we will be using shortly. Walk participants through each aspect:
 - Deadline: when does this task need to be accomplished to stay on track?
 - Task: what exactly needs to get done?
 - Owner: who is responsible for getting this task done? Remind participants that they should not be the owner of every task. What can or should a committee member own?
 - Who is involved?: whose help is needed to complete this task? Also remind participants that this is super important to build a coalition of support. They need to be involving these individuals in the process and giving them plenty of advance notice of when they need their help and for what.

Action plan creation (20 minutes):

- You're now going to have participants begin creating action plans for the goals they set. First, instruct participants to go back and review their SMART goals. Do they want to make any adjustments based on what they learned today? Do they want to create a new goal(s) based on what they learned?
- Have participants work alone on their action plans using the worksheets found in their participant guide. Announce to all of them that you will be roaming around the room to help and answer any questions that they have while they're working.
- Once they finish, have everyone find a partner to share their action plans and get feedback.
- If time allows, let several participants present their SMART goal(s) and corresponding action plan(s) to the group.
- Ask the group for their thoughts on the time they spent formulating their plans. Was this easy or pretty difficult? Did they have any big revelations? Was there something else they came across that they thought was important to include in their plan?
- Have each participant commit to the following things:
 - Share their action plans and goals with their fellow executive board members
 - Present their goals to the chapter
 - Share their goals with chapter volunteers and the Regional Director for support and accountability

Session: Wrap up

Time:	15 minutes
Purpose:	Participants have the opportunity to discuss any final questions or concerns they have about their positions and term in office. Participants leave the officer tracks excited to accomplish their goals.
Session objectives:	Wrap up the weekend by closing on a positive note and completing all conversations and talking points from the session.
Materials & equipment:	Flip charts Masking tape Participant guides.
Session outline:	<ul style="list-style-type: none"> ● Facilitator's choice activity(s) (10 minutes) ● Final thoughts (5 minutes)
Pre-session prep:	Review the "facilitator's choice" facilitation options and choose which of the wrap up activities you'd like to lead the group through.

Facilitator's Choice:

- At the end of the weekend, we want to give you the freedom to end your session in any way you see fit based on how your conversations have gone with your group. Below are a few options you can utilize to wrap-up your time. If you have an idea separate of what's listed below, feel free to use that too.
 - Parking Lot Debrief
 - Throughout the course of the weekend, the participants will likely bring up many topics that could've derailed conversation and you put them in the parking lot to revisit them. This is your opportunity to go back to those topics and ensure that the participants don't leave with any lingering questions.
 - End the conversation by asking the group if there is anything else that wasn't in the parking lot that they still want to discuss.
 - Further discussion on hot-button issues
 - Give the participants the opportunity to continue asking questions about any major issues that they are facing in their chapter.
 - Address any and all questions for which you feel comfortable. If something comes up that you don't feel like you can answer (or don't feel comfortable answering), please find a staff member and they can help the participant with the question.
 - Potential issues:
 - Substance-free housing: The chapter opposes the policy and thinks that implementing it will harm their chapter experience.
 - The Grand Chapter passed a resolution mandating substance-free housing for all SigEp chapter facilities by August 1, 2020, and substance-free common spaces by August 1, 2018. The resolution passed by a 2-1 ratio.
 - The resolution passed because the fraternity wanted to ensure that our focus is on what really matters--development,

values, and brotherhood--and not solely on alcohol. The chapter house should be conducive to learning and fostering meaningful relationships, not a bar. Removing alcohol from our facilities sets the expectation that SigEp is focused on our values and providing valuable developmental programming through the BMP.

- Over 90% of men living in fraternity facilities are under 21 years old.
- Our chapter facilities must be spaces where it is easy to do right and hard to do wrong. The policy makes it easy for our members to make healthy lifestyle decisions in a positive atmosphere that is conducive with the reason people attend college, not a negative environment focused on alcohol.
- The substance-free policy doesn't ban drinking; it just bans drinking *at the chapter facility*. The policy does not make SigEp a dry fraternity. Social events with alcohol can still be held. Our VPs of Programming have learned how to host fun events hosted at third-party venues this weekend. They have also been provided with more information on how to hold fun events without alcohol. Vice presidents of recruitment have also been taught how to recruit on a substance-free message. Your chapter will still have the opportunity to hold social events, just not at the house. Which is easier for you - you don't have to clean up after the party and you don't assume any of the liability for the social.
- Substance free facilities will be cleaner and more conducive to a positive living environment - which will lead to more brothers being willing to live-in, and therefore create a better environment for brothers to relax without the fear of living in a dirty environment.
- BMP: The BMP just hasn't been working at their chapter and it seems more like another class than a fraternity.
 - Open the discussion up to the group about exciting things that other chapters do in their programs to make it less academic.
- BMP App: It seems like the BMP app is just another way for Headquarters to spy on us and get us in trouble.
 - Headquarters isn't in the business of getting chapters in trouble. They're there to help and support chapters and the BMP app is one way of doing that.
 - Headquarters doesn't have the time to look at every chapter's BMP in the app. They trust that you will use the way that it's intended.

- Chapters asked for the app at the 2015 Conclave when the BMP was made mandatory. It is designed with chapter needs in mind-- not the needs of Headquarters.
 - The BMP app is designed to make your jobs easier. If it's not - tell us what we need to improve!
 - The up-front, manual entry may be time consuming, but the long term value added to your members and time you save is worth the up-front investment.
- Rotating flip charts for best practices
 - Setup flipcharts at all corners of the room with the major points that were discussed in your track throughout the weekend
 - Break everyone into groups and have them write out what their chapters do in each of the areas. After 2-3 minutes at the flipchart, have the groups rotate to the next flipchart. After each group has visited each flipchart and contributed, finish the activity by having the groups read out everything on the flipcharts to the group.
- How to have crucial conversations
 - This gives you the opportunity to give your participants a crash course in how to have crucial conversations with the other leaders in their chapter or chapter members. Cover the main points below and have participants get up and practice in front of the group.
 - Start with heart: Go into each interaction with goodwill for the other person. Your fellow chapter leaders have to know you care before they care what you know.
 - Stay on topic: It's easy to get off track when emotions flare but it's imperative to stay in the dialogue of the conversation and leave emotion out of it.
 - Make it safe: State your purpose and intent clearly to the other person and be up front that you're not trying to attack the other person. Validate their concerns and advance the conversation.
 - Find common ground: Find an area that you can both agree on first to build to a solution that you can both ultimately be happy with.
 - Separate facts from story: When it comes time to make your case, only articulate irrefutable facts so as to not let your own bias enter the conversation.
 - Agree to a clear action plan: Thank the person for being so open to your conversation and your points and be sure to set next steps so you can follow up.
 - Ask one participant to volunteer to walk the whole group through their action plan and provide feedback to them as an example of how they should do it in their small groups.
 - Make sure they walk away from the group feedback session knowing that they should always be providing constructive feedback with potential solutions or recommendations for change.

- "Wanted" boards
 - Introduce the concept of the "Help Wanted" board: A place to allow participants to continue networking and maximizing their strengths
 - Create several flip charts around the room with areas where a VPC may need help (ex: working with university officials, holding exec accountable, making meetings fun, working with an AVC, recruiting volunteers, engaging volunteers, etc)
 - 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 and have them post on that flip chart:
 - Name.
 - Chapter.
 - Email address.
 - After everyone has added their post it to any appropriate flip charts, instruct participants to take pictures of any where they need help. EX: if the participant struggles with design, take a picture of the post its on that flip chart. They should use those brothers as a resource over the coming year.
- Facilitator topic
 - If you have any final leadership lessons, or life lessons, you want to share that you believe would be of value to the participants in your session - use this time to tell your story

Final Thoughts:

- Wrap up the weekend with any takeaways that the participants have.
- Walk through any final "lightbulb" moments that the participants had.
- Give your final thoughts on the weekend as a call to action to take back to their chapters.

SigEp

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