INCLUDED IN THIS GUIDE:

Summary
Purpose of a Lock-in
Ideas for each of the following
  - Discuss problems and concerns. Air differences.
  - Involve entire chapter in determining focus and setting goals for the chapter
  - Create an environment that encourages unity, understanding, teamwork, and brotherhood
  - Motivate the chapter
Ritual Review
Recognition
Planning Worksheet
Suggestions
  - Attendance
  - Balancing Involvement
  - Keeping it Light
Resources

APPENDIX
**Summary:** A lock-in is a goal setting, motivational meeting. It is similar to a mini-retreat and should take about 5-6 hours. Only members participate. A party or other social activity may be planned after the lock-in.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Chapter Leaders should discuss and determine:</th>
<th>Executive Council Member/ National Officer, Adviser (if involved)</th>
<th>Tools and References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE</strong></td>
<td>Complete Planning Checklist - included in this document</td>
<td>Help chapter set purpose and agenda. Discuss your role with Chapter. Help identify tools and resources.</td>
<td>In this document: Planning checklist Suggestions: - Attendance Effective Meetings - Before, During, and After. Call an Executive Council Member or National Officer if you have questions or want ideas. Call or email other chapters for ideas.</td>
</tr>
<tr>
<td><strong>DURING</strong></td>
<td>Follow agenda. Manage discussion; balance participation. Make sure that goals are translated to short term action items with assignments and method for review. Keep it light when it needs to be light and heavy when it needs to be heavy. Create an open and honest environment. Constantly refer to the overall purpose of the Fraternity.</td>
<td>Facilitator - A National Officer will let the chapter run the meeting but will intervene when conversation is off focus, will encourage silent members to participate, or will help keep discussion focused on the overall purpose of the organization. Provide direction when necessary.</td>
<td>In this document Suggestions: - Keeping it Light - Balanced Participation Ideas for Activities. Effective Meetings - Before, During, and After</td>
</tr>
<tr>
<td><strong>AFTER</strong></td>
<td>Publish all minutes. Review action items periodically. Plan next lock-in.</td>
<td>Follow up with Chapter on any open items. Provide feedback to other National Officers.</td>
<td>Effective Meetings - Before, During, and After</td>
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</tbody>
</table>
**Purpose of a Lock-in**

1. Discuss problems and concerns. Air differences.
2. Involve the entire chapter in determining focus and setting goals for the chapter.
3. Create an environment that will encourage unity, understanding, teamwork, and brotherhood.
4. Motivate the chapter.

Ideas for activities and suggestions for each of the opportunities are discussed below.

1. Discuss problems and concerns. Air differences.

   **Comments:** Activities that involve members in discussing problems are much more effective than preaching or prodding. Encourage all members to volunteer ideas. Anonymity may be useful, i.e., placing ideas in a hat; but if you continually need anonymity in order to bring up problems, you may want to focus on building trust within your chapter. The goal is to be able to bring up problems openly and honestly.

   - Ask everyone to suggest one problem and a possible solution.
   - Pass the gavel. Everyone has to bring up one gripe. Record and discuss all ideas or common themes. Usually it is helpful to discuss and volunteer suggestions for all ideas, unless time is an issue.
   - Use a hat and slips of paper. Ask everyone to volunteer one positive and one negative. Read all ideas; discuss common themes. This helps the chapter remember what you do well as well as what areas you need to improve.
   - Use a pad of post-it notes. Ask everyone to list gripes on post-it notes. Discuss common themes.
   - Use a team work survey. Collect before the Lock-In. Discuss results.
   - Over dinner ask groups to sit together, alumni in one area and student members in one area, for example. Ask each group to brainstorm ideas to improve the chapter and determine top 10. Compare the two lists. As a group discuss how the groups are similar and where they differ.
   - If you know of an underlying problem, bring it up and discuss it constructively. Keep focused on the consequences of the problem and how it inhibits the effectiveness of the chapter.
   - See Ideas for Activities in the Appendix.
2. Involve the entire chapter in determining focus and setting goals for the chapter.

   **Comments:** Simply involving members in setting goals is a significant motivator. When people feel ownership in the vision, they are much more likely to participate in working toward that vision. In all activities, focus on balancing participation. Help bring out ideas from all participants. In all these activities you want to diverge - brainstorm and bring up a number of ideas and converge - select a few key ideas to implement and assign responsibilities and review dates. This second step is essential.

   **Review the rules of brainstorming:** All ideas are valuable, Record all ideas, No judgement, Freewheel - build on ideas, the more ideas the better, have fun, be creative. Be sure to provide markers, masking tape, and flip chart paper so that the groups can record all ideas and keep focused. Think about how much planning you need to get through the next 6 months, through the next 2 years, and what you need to discuss for your 10 year plan.

   - Separate into predetermined groups of Professional Development, Rush, Alumni Relations, etc.; brainstorm ideas for new activities and comment on previous year’s program. Ask each group to select two new ideas to include in next year’s plan. Ask people to sit in on groups they are not currently involved in. For example, the Rush Chairperson could sit in on the Alumni section. This involves new people in new activities and brings a fresh perspective. Ask officers to meet separately. Officers can discuss long term strategies or may discuss ways to involve new members - see “Who Can Do What” in the Appendix. Ask each group to report.

   - See “Strategic Planning Model” Section in the Appendix. The five basic steps of strategic planning include: **Alignment** - creating a common vision, **Strategic Analysis** - current situation and capability analysis, **Goals and Initiatives** - what you need to do, **Team Execution** - this is what happens after the lock-in, and **Periodic Reporting and Review** - this is how to know if you are on track. Helpful outcome from this session is the “Action Plan” included in the Appendix.

   - Another way to set goals is to use the method in “Accentuate the Negative” in the Appendix. This helps generate creative ideas and solves the problem of griping about why things haven’t worked in the past.
3. Create an environment that will encourage unity, understanding, teamwork, and brotherhood.

Comments: Be sure to start with a fun activity- this will help create a positive tone. This is an opportunity to learn about each other and to learn about how you interact as a team. This is the foundation of our Fraternity and should be emphasized. Balance goal setting and brotherhood activities. Plan a brotherhood activity for every hour and a half of planning. You may want to vary the size of the group for each activity- whole chapter, 5-8 members, 2-3 members. Encourage members to team up with other members they don’t know as well. Debrief every activity- what did we learn about ourselves? about others? how does this apply to the chapter? Try to plan activities that will make a point relevant to a concern or problem you are experiencing. i.e., cliques, lack of involvement. This method is much more effective than preaching. It is also more fun!

- M & M Activity: Ask everyone to take a few M & Ms (the group assumes it is a treat). For each M & M they have to answer a question. Why did I join Theta Tau? What do I think this chapter could do better? How have I benefited from membership?
- Stupid Human Tricks: Ask everyone to share a particular talent with the group. Talent is a loose term.
- Show and Tell: Ask everyone to bring something that describes themselves - this is interesting!
- Prepare Scruples® type questions: What would you do if . . .? Everyone answers 1 question.
- Ask everyone to complete the following: “No one knows that I . . .”. Draw answers at random and ask the chapter to guess who said what. Ask the person to explain.
- Have groups of 2-3 come up with lists of 10 ways to be a good brother. Present. Post ideas as a visual reminder for the remainder of the lock-in.
- Theta Tau puzzle: Each puzzle piece has a symbol of the fraternity (hammer). Diads talk about what the symbol means. Ask each group to present. The flip side of the puzzle is QT.
- String Game: Ask someone to start. They answer a question, similar to those above, and then toss a ball of yarn to another person (holding on to the end), who also answers the question and holds on to the yarn. Continue this until everyone has answered the question and you have a web of yarn. Talk about how everyone is important. Ask a certain group to let go of the string, i.e., officers or graduating seniors. As they let go of the string ask the rest of the group to pick up the slack so the string is tight. Continue to ask people to let go of the string until you have only two people. Talk about how everyone has to be involved and how it is essential to bring in new members and develop new leaders to pick up the slack.
• Prepare a written scenario with two versions, two different assumptions. Distribute the scenarios - don’t tell them they have different assumptions. Ask them how they would handle the scenario. They will likely have different opinions. How did assumptions change your opinions?

• Personality tests: Ask members to take personality test that groups people into categories. Have everyone guess which category individuals fall under. Break into groups by personality trait and discuss things you have in common. As a group discuss how our differences are useful to the chapter and how it is helpful to understand our differences.

• Prepare an interview sheet with questions like, “Who would you most like to meet?” “What would you do if you won a million dollars?” etc. Have two people interview each other. Ask each member to say something interesting they learned about the person they interviewed.

• Plan a self-contained scavenger hunt. The list could contain things like a picture of a president (they should figure out that there’s a picture on any paper currency), a Virgo, a piece of string (a shoelace). You could add questions that only certain members know the answer to (who is nicknamed Big Bird?)

• Have a password for the lock-in. It should be a word that will be used frequently throughout the lock-in. Every time someone says the password, everyone should applaud, i.e., brotherhood.

• Things in common: Have a questionnaire that has questions like: “Find someone who has the same birth sign as you,” “.. someone who has the same number of siblings as you,” “..someone who graduated from high school the same year as you,” “.. someone with the same hobby as you.”

• What do you like about me? At the beginning of the Lock-in ask everyone to design a home page for themselves, with markers and paper. They should leave at least 50% of the page blank. Ask each member to write a comment on everyone’s sheet at some point in the lock-in. The comments should reflect something positive about the person, a positive memory you have about the person or about what they have contributed to the Fraternity.

• Ask everyone to bring a picture of themselves where they were happy. Post the pictures on a large sheet of paper. Encourage them to bring picture from when they were young.

• “If I were a cartoon character, I would be... “Ask everyone to say which cartoon character they feel they most resemble and why. This is a fun, short break.

• What’s our slogan? What’s our logo? Ask groups of 6-8 to brainstorm ideas for a slogan or logo for 10-15 minutes. Then ask them to select and refine one idea and present it to the chapter. Ask the group to select the slogan/ logo they feel best represents the purpose of the Fraternity as well as the current membership.

• See other examples of activities in the Appendix. Call a Council Member or National Officer for ideas for activities.
4. Motivate the chapter.

Comment: The entire lock-in should aim to motivate the chapter. Involving members in decision making and building brotherhood are key to motivating members. Some specific thoughts follow.

• Maintain high energy. The leaders set the dynamics. If you are excited, the group is likely to be excited; if you complain, the group will likely complain. Have fun!
• Involve everyone.
• Don’t segregate. Break down cliques. Plan this into your lock-in. Have a seating chart or design small group activities so that cliques are separated.
• Publicize. Get people excited about the lock-in before the lock-in.
• Have a respected alumnus (no, that is not an oxymoron!) or a respected member spontaneously plan a brief inspirational comment or speech. This should be near the end of the lock-in. This can lead into or kick off the next idea.
• Ask everyone to share a positive comment at the end of the lock-in. Respond to one of the following: something they learned, their best Theta Tau experience, why they are glad they joined. **End on a positive note!**

**Rah! Rah! Theta Tau!**

**Ritual Review:**

It may be helpful to include ritual review as part of your lock-in. You may play a game of jeopardy with categories like Fraternity History, Chapter History, Secret Signs,... You may want to ask members to read specific sections of the ritual, for example a highlight of each station of initiation. Follow this by lighting four candles and passing around one candle at the close of the lock-in and asking everyone to share a positive. You could have games that use the symbols of the Fraternity. This pulls the focus back to the underlying purpose of the Fraternity. It also reminds us of when we were new initiates and the secrets of the Fraternity were new to us.

**Recognition:**

The lock-in is a great opportunity to recognize the achievements and contributions of your members!
Lock-in Guide

Planning Worksheet (1 of 2)

1. Who will be on the planning committee?


3. Where? What is the benefit of each alternative? What costs are involved? Make sure you have enough room for games and for small groups to meet separately. Make sure you have enough room for everyone to work. 
   House?
   Classroom?
   Someone’s Apartment?
   Hotel?

4. Time of day? What time is convenient? Try not to start earlier than 10:00 am or end later than 11:00 pm. Will you follow the lock-in with a social activity?

5. Duration? How long will you meet? How much do you have to cover? Most lock-ins are completed in 3-6 hours.

6. How often? Try to plan a lock-in at least once every 6 months. You may want to focus on different activities in each lock-in.

7. Purpose? What critical issues do you hope this lock-in will address?

8. What period of time are you planning for? Next 6 months__ Next 2 years ___ 10 year plan____ (you may have a combination)
Planning Worksheet (2 of 2)

9. What are key issues and concerns pertaining to the lock-in and to the operation of the chapter?

<table>
<thead>
<tr>
<th>Issue/ Concern</th>
<th>How to Address or Activity</th>
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</table>

10. Agenda- What activities will you have? Who will lead each section?

11. Are you going to use an alumnus, National Officer, or Council Member to help plan and facilitate your lock-in? (We love to do this! Feel free to call any National Officer or Council Member, but try to give us a month notice.) Are you going to invite local alumni?

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<tr>
<th>Planning Action List:</th>
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<tr>
<td>Steps?</td>
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<tr>
<td>Who Responsible?</td>
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<tr>
<td>By When?</td>
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</table>


Suggestions

Attendance

• Send an agenda that is worded to generate excitement.

• Let members know that they will be involved. This is an opportunity for them to air differences, to be heard, to change things that need to be changed.

• Give everyone a responsibility for the lock-in. Ask them ahead to lead one of the sessions, bring materials needed, or generate a list of 10 things they would like to improve about the chapter.

• Combine the lock-in with an activity the chapter enjoys.

• Invite a National Officer or Council member that the chapter doesn’t know well.

• Make it mandatory. Charge a fine for missing the lock-in.

• Plan it with enough lead time that few have an excuse to miss it.

• In a regular meeting have a brief brainstorming session on “How to make sure the lock-in is a failure.” Then solicit ideas to make sure it will be successful. Incorporate those ideas into your plan. If members have an opportunity to air concerns they will feel involved and will be more likely to participate.

• Start a tradition - make it so much fun and inspiring that no one wants to miss it.
Balancing Involvement in Lock-In Sessions

- Ask silent members to lead discussions-then they have to participate.
- Have small group discussions.
- Don’t allow members to “discount” ideas. i.e., don’t allow comments like “that will never work” or “we’ve tried that before.”
- When you brainstorm or generate ideas, go around the room and ask each member to contribute an idea.
- Frame the discussion by asking for balanced participation. Say something like, “It is very important that everyone participates in this session. If you feel that you normally participate more than others, try to hold your ideas to the end; if you are a more silent member, make a point to say what’s on your mind.” You can also say something like, “Joe, what do you think?” or “I haven’t heard much from the back of the room. Do you have any ideas?” or “Let’s hear from someone who hasn’t said much.”

Keeping it Light

- Use nerf balls, nerf bricks, or any kid’s sponge toy. Bombard a participant when someone complains too much without offering solutions, when an idea has been repeated too many times, when someone prevents others from participating, or when someone hasn’t said anything it a while.
- As a leader, you create the dynamic. If you are enjoying yourself and involving the membership, you help ensure that they will be relaxed. Effective planning helps relax those leading the lock-in.
- Keep focused on the purpose- to improve the chapter, to unite the chapter, to generate ideas. Most of these are positive outcomes and thus, should solicit positive dialogue.
- Take breaks. We get stressed if we work too long without a break. Break up work sessions with light games.

Resources

Call/ email your Regional Director, any National Officer, Council Member, or another chapter for ideas. Contact me - Janice Wiitala, Janice@thetatau.org
APPENDIX

Effective Teams
Strategic Planning Model
Effective Meetings
Roles in Meetings
Ideas for Activities
CHARACTERISTICS OF AN EFFECTIVE TEAM

Summary:

This is intended for use as reference. This can also be used as a warmup for a team, committee, council, or board meeting. Provide a handout at the beginning of a meeting and have each team member make a brief statement regarding which **Effective Team Characteristic** and which **Sign of Team Trouble** they think is important or interesting. This is useful because it helps everyone focus on the group. It also highlights the importance of positive team behavior.

Effective Teams:

Whether they are called committees, councils, or boards, chapter organizations depend heavily on teams. How these teams are organized, empowered, and managed varies a good deal between chapters. How effective they are will greatly influence the performance of the chapter, as a whole. **The ideal team possesses the following characteristics:**

- **Trust.** Members of the team feel free to state their views and differences openly without fear of ridicule or retaliation.
- **Support.** Members of the team can get help from others on the team and give help without being concerned about hidden agendas.
- **Communication.** Because of mutual trust, members of the team can say what they feel.
- **Team Objectives.** Members of the team are honestly committed to achieving each of the team's objectives.
- **Conflict Resolution.** Members of the team do not suppress conflicts or pretend they do not exist. They work through them openly.
- **Utilization of Members.** The individual abilities, knowledge, and experience of team members are fully utilized.
- **Control.** Everyone accepts responsibility for keeping discussion relevant and the team operation on-track.
- **Climate.** The team climate is open and respectful of individual differences.

### SIGNS OF TEAM TROUBLE

1. You can't easily describe or agree on the team's mission.
2. Meetings are formal, stuffy, or tense.
3. Broad participation produce minimal accomplishment.
4. There is talk, but not much communication.
5. Team members air disagreements privately after the meeting.
6. The formal leader makes all the decisions.
7. Members are confused or disagree about roles or work assignments.
8. Key people outside the team are not cooperating.
9. The team leader has all the responsibility for meeting team needs - team members do not handle any team functions.
10. The team has not assessed its progress and process.

*Team Players and Teamwork*
Glenn M. Parker
(Jossey-Bass, 1990)
STRATEGIC PLANNING MODEL

Summary:
Use this as a model for your strategic planning. This model includes ideas for discussion.

Process:

Overview:

Strategic planning is a way of thinking and is an ongoing process. The plan is never complete or perfect.

Keep the planning process simple and manageable.

Involve key leaders deeply. Don’t give it away to outsiders or inexperienced volunteers.

Emphasize creativity, innovation, and imagination rather than blindly following a set of planning steps.

Don’t adopt strategies without careful consideration of how they will be implemented.

A Strategic Planning Model follows. This is intended as a guide and should be adopted to fit the individual chapter.

Getting Started:

Who should be involved?
What background information is needed?
Determine agenda for initial meeting. This will likely include:
   Alignment, SWOT analysis, initiatives, objectives, and preliminary action plans.
Meeting logistics: where, how long, materials needed.
STRATEGIC PLANNING MODEL

1. **Alignment:** Consider the following (you may want to brainstorm as a group):
   **Values:** What are the values each of us lives and works by?
   What are the values of our members?
   What is our organizational philosophy?
   What assumptions about the organization do we bring to this meeting?

2. **Vision:** The team vision details what the team would like the organization to become. The purpose of defining your vision is to overlook your current limitations. It provides focus to the planning team and allows team members the opportunity to share what is important to them in terms of the future of the organization. Complete the following as a group- We want our organization to:
   - Look like
   - Act like
   - Be known for
   - Have achieved

3. **Mission:** The accomplishments necessary to complete the vision are:
   - Resources
   - Process performance
   - Size and growth
   - Product/ service performance
   - Organizational culture
   - Profit/ financial status
Mission statements can be written in the form:

__________ (organization) exists... to __________ (do what?)... for __________ (whom?)...__________ (why?). For example, To foster an environment which promotes teamwork as the fundamental means by which each employee can pursue excellence through quality.

2. **Strategic Analysis:**
   Perform SWOT Analysis. Discuss Strengths, Weaknesses, Opportunities, and Threats. Generally, strengths and weaknesses are more influenced by internal operations and opportunities and threats are more influenced by environmental conditions (i.e., issues in healthcare, economy).

   **Perform Capability Analysis.** Discuss the following:
   What is our current situation?
   How do we currently measure success?
   What are “hot” keys? What is critical to us for survival?
   What are recurring issues?

   **Environment Analysis.**
   - Culture - What characteristics must be common in our culture to reach our vision?
   - Structure - What barriers in our structure will inhibit the execution of our strategy and plans?
   - Systems - How can our system assure that plans are developed?
   - Skills - What skills will be required to execute our plans? What do we need?

   **Summarize Discussion**

3. **Goals and Initiatives:**
   **Categorize topics from the SWOT Analysis into Strategic Initiatives.** For example: the initiative, improved communication, might be derived from the strength, open sharing of professional and operational ideas, as well as the weakness, the newsletter is underutilized.
   **Prioritize and discuss top choices.**

   **Discuss specific objectives for key initiatives.**
   Format for objectives:

   **TO** + **ACTION VERB** + **MEASURABLE OUTPUT** + **TIME FRAME**.

   i.e., To develop and publish a chapter training manual and provide to each new leader by our fall education conference.

   **Draft an action plan** during your planning session (see next page - Action Plan).

   **Set up a process for periodic reporting and review of objectives.**
4. **Team Execution:**

   *Transfer authority* for the objective to a team of volunteers. Someone from the planning session should act as a liaison between the team and the planning team.

5. **Periodic Reporting and Review:**

   Assign someone to collect team reports and provide information to the planning committee. This may be a good job for the Vice Regent.
ACTION PLANS FOR TEAM PROJECTS

Summary:

An Action Plan helps frame the who, what, where, when, why, and how of a team project. Review this tool with leadership. Whenever possible, prepare this worksheet for teams before their first meeting to help them get started. This is particularly useful in a planning meeting. Once you set and prioritize objectives in your planning meeting, prepare action plans.

Action Plan Outline:

**Action:** The team’s action or task.

**Process:**
A draft of the steps to be taken to complete the project. Dates for
Most steps are milestone or major steps. You may want to list the first few specific steps to help the team get started.

1. First meeting
2. 
3. 
4. Project complete

**Who:** Who should be involved? For example: Joe Healy, Mary White, representative from education committee, representative from publicity committee.

**Deliverables:** Specific goals for the team. Use numbers whenever possible. Be as specific as possible.

**Resources:** How much is budgeted? Who can help if they hit a roadblock? Who has worked with this in the past?

**Method for Review:** How will progress be reviewed to be sure that action is being taken and that the team is on track?
EFFECTIVE MEETINGS - BEFORE, DURING, AND AFTER

Summary: This can be used as part of leadership training. It is extremely helpful to review this meeting process with all chapter leaders.

Meeting Process: The meeting, itself, can be thought of as a process. The process of a meeting has five steps.

1. Plan the meeting:
   - Clarify the purpose and outcomes of the meeting,
   - Identify the participants,
   - Choose methods to accomplish purpose and outcomes,
   - Develop the agenda; set starting and ending times for each item,
   - Send agenda in advance and early, and
   - Arrange room and needed equipment.

2. Start the meeting:
   - A warm-up that involves each member
   - Review the agenda,
   - Set or review the groundrules, and
   - Set or clarify participant roles for the meeting.

3. Conduct the meeting:
   - Cover one agenda item at a time,
   - Establish an appropriate pace,
   - Open discussions,
   - Maintain the focus of the discussions,
   - Manage participation,
   - Check decisions, and
   - Close discussions.

<table>
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<tr>
<th>STEPS IN THE MEETING PROCESS</th>
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<tr>
<td>Before:</td>
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<tr>
<td>1. Plan the meeting</td>
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<tr>
<td>During:</td>
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<tr>
<td>2. Start the meeting</td>
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<tr>
<td>3. Conduct the meeting</td>
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<td>4. Close the meeting</td>
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<tr>
<td>After:</td>
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<td>5. Follow-up the meeting</td>
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Running Effective Meetings (Joiner and Associates, 1992)
EFFECTIVE MEETINGS - BEFORE, DURING, AND AFTER

4. Close the meeting:
   - Summarize decisions,
   - Agree on action items,
   - Identify issues for next meeting,
   - Evaluate the meeting, and
   - Thank everyone for their contributions and participation.

5. Follow-up:
   (A critical part of making a meeting a success, this is too often a neglected step.)
   - Write and distribute minutes promptly,
   - File the agenda, minutes, and other key documents,
   - Carry out assignments, and
   - Set a time for pre-meeting planning.

TOOLS FOR THE EFFECTIVE MEETING

<table>
<thead>
<tr>
<th><strong>Agenda</strong></th>
<th>A clear, well thought out agenda with supporting information is a key to keeping a meeting on track. Be sure to send it in advance.</th>
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</thead>
<tbody>
<tr>
<td><strong>Issues List</strong></td>
<td>Post an issues list during the meeting so that any important item that is raised, but is not on the agenda can be recorded. Recording these items lets the team stay on track and becomes a source of input for the next meeting agenda.</td>
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<tr>
<td><strong>Action Record</strong></td>
<td>Post an action record or keep one throughout the meeting to record all agreed upon actions and decisions. This can help keep the meeting focused and reduce confusion about decisions.</td>
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<tr>
<td><strong>Groundrules</strong></td>
<td>Post the team's ground rules and remind the team at the start of the meeting. Remind the team, as needed.</td>
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Continuous Improvement: Teams and Tools
(QUALTEAM, 1992)
EFFECTIVE MEETINGS - BEFORE, DURING, AND AFTER

Sample Agenda:

Meeting Description:

Results Desired: [Outcomes, i.e. decisions, assignments...]

Date: Time: [Beginning and ending times] Location:

Persons attending:

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Outcome</th>
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<td>Ice Breaker</td>
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<tr>
<td>Review Agenda</td>
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<tr>
<td>Review ground rules and roles</td>
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<tr>
<td>Agenda Item 1</td>
<td>Decision</td>
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<td>Agenda Item 2</td>
<td>Discussion</td>
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<td>Agenda Item 3</td>
<td>Brainstorm list</td>
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<tr>
<td>Action Items from meeting discussion</td>
<td>Action Items/ Assignments</td>
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<td>Agenda for next meeting</td>
<td>Agenda</td>
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<tr>
<td>Meeting evaluation</td>
<td>Suggestions for improvement</td>
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<table>
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<th>Materials Needed</th>
<th>Person Responsible</th>
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ROLES IN MEETINGS

Summary:

This can be used as part of leadership training. Read and discuss. Incorporate in meetings.

Roles:

To have effective team meetings, team members need to have a set of clearly defined roles, an understanding of the meeting as a process, and must know and use tools to facilitate the meeting.

The roles that team members adopt in the course of a meeting result from the functions needed during a meeting. The management of time and the focus of the meeting can be improved through effective use of these roles.

Typically, the team leader and notetaker roles are defined for the committee. Roles may rotate.

**Team leaders** are facilitators. Their job is to help the group accomplish their goal. Therefore, the excellent team leader puts the agenda of the group before his/her own agenda. The goal of the leader is to foster ideas from others more than contributing his/her own.

Other roles that may be helpful are **gatekeeper** (helps the team keep on track and focused on the agenda item at hand), **notetaker** (records and publishes minutes), **content experts** (advises the team), and **process facilitator** (guides group activities such as brainstorming). The roles needed for your team may differ depending on the teams needs. This step is key to a successful meeting.

### POSSIBLE TEAM ROLES

**Team Leader/chairperson** - The job of the team leader is to direct traffic and make the group's work easier.

**Scribe** - The scribe keeps a visible (flipchart) record of the meeting.

**Timekeeper** - The timekeeper helps the group keep track of time during the meeting.

**Notetaker** - The notetaker or action recorder captures and documents the meeting for a permanent record.
EXCURSION EXERCISE

Objective: This is a useful warm up activity. It involves everyone and sets a positive tone. This is helpful at the beginning of a strategic planning session. The group begins by sharing their ideas or vision for the future of the chapter. The activities that follow the vision exercise discuss how to accomplish the vision.

There are several methods of generating vision ideas. I like this because it encourages members to think “outside of the box”. It also prevents comments like “we’ve tried to do that” or “we’ll never be able to do that”.

Procedure: Involve everyone, Have Fun.

Divide into groups of 6-10 members

Ask all group members to scan the magazines/ newspapers for ideas, thoughts, pictures, phrases that relate to their idea of the perfect Theta Tau Chapter.

Members should cut out the ideas and paste them to the paper like a collage. Paste as many relevant ideas as possible to the sheet in 15 minutes.

After 15 minutes ask each member to introduce each idea they put on the collage and why they felt that was important.

Questions: How do you feel after completing this exercise?
What was interesting?
What were some key issues? (Issues that were brought up more than once)
What are some new ideas?

Materials: Variety of Magazines (at least 1 for two people). You may want to ask everyone to bring at least one magazine or newspaper to the activity.
Scissors
Glue
Sheets of large white paper for the collage

Time: 20-30 min.
DISCUSSING PURPOSE

Objective: To discuss what is important about the purpose. To remind the group of the overall purpose of the organization. To introduce the concept of brainstorming.

Procedure: Review purpose of Theta Tau and the two major underlying principles: The purpose of Theta Tau is to develop and maintain a high standard of professional interest among its members and to unite them in a strong bond of fraternal fellowship.

Prepare a flipchart sheet:

<table>
<thead>
<tr>
<th>Brotherhood</th>
<th>Professional Development</th>
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Brainstorm as many words related to each of these ideas as possible in 10 minutes, e.g., simultaneously list ideas related to brotherhood (record these on the left) and professional development (record these on the right).

RULES OF BRAINSTORMING:

- No criticism.
- The more ideas the better. Build on ideas.
- Write every idea down (even if it doesn’t make sense to you).
- Everyone participates.
- Generate excitement.

Questions: How often do you include the purpose of the organization in planning process? Do you evaluate an activities effectiveness against how well it accomplishes the overall goal? Was this easy?

Materials: Paper, Markers, Masking Tape
Time: 20 min.
CARD STACK GAME

**Purpose:** To learn about team roles. To build a tower out of playing cards.

**Procedure:** 5-6 members to a team. Assign the following roles. One (or two) observer, 2 leaders, 2 builders.

For 5 minutes the team leaders will discuss and develop a plan to build a tower. The builders and the observer may listen but may not participate. The team leaders have approximately 1 minute to communicate the plan to the builders.

The builders have 10 minutes to build a card tower. They may not change the strategy from the plan that was determined by the leaders.

The observer will note comments on the following page.

**Questions:** Discuss each question on the observer sheet. How did you feel at each phase? How did you make decisions?

Were the observers assumptions correct?

What is wrong with this process?

**Materials:** A deck of playing cards, paper and pencil for writing ideas

**Time:** 20 min.
CARD STACK GAME

Process Observation Worksheet

Planning Phase:

How are the two leaders interacting?

Is one leader participating more than the other?

Note how they make a decision on the strategy. Do both leaders agree?

What are the builders doing?

What feeling do you get from the leaders- are they tense, excited, nervous?

What feeling do you get from the builders?

Building Phase:

How are the builders interacting?

Did they try to stray from the strategy?

What feeling do you get from the leaders?

What are they doing?

What feeling do you get from the builders?
BRIDGE BUILDING

Purpose: To build a bridge of tape and straws. Bridges will be judged based on appearance and the ability to hold weight (this will be measured by filling a cup with pennies-the cup will be suspended from a string.) The bridge must span at least 1 foot. This will demonstrate roles in a project setting.

Procedure: Divide into groups of 6-10.

Review criteria for the bridge (must only be made of straws and tape, must span 1 foot, will be judged on ability to hold weight and appearance).

Discuss plan for construction.

Determine process for building the bridge.

Build bridge.

Competition.

Questions:

• Did you plan? How much time did you spend? How did you make decisions?
• Did everyone participate equally?
• Who took on different roles: Leader, Builder
• Did someone try to get the group to come up with a plan before building?
• Did anyone check in with all members for agreement? Was agreement assumed or explicit? (Since no one disagreed I assume everyone agrees.)
• If you were a leader or significant participator, how did you feel after you finished? (Energized, bored, anxious,...) Why do you think some people participated less? Why did you take on this role: It is in your nature to dig in and get involved? Because you felt the group needed direction? Other? Both?
• If you were less participative, why didn’t you participate more? It isn’t in your nature to take charge? Because other took the active roles? Other? Both? How did you feel after the activity was finished (energized, bored, anxious, ...)?
• How do you think this relates to your chapter?

Materials: Scotch tape, box of straws for each group and cup, pennies/string for competition

Time: 30 minutes
BALL GAME

Purpose: This is a quick game that wakes people up. You can use this to introduce a discussion on getting involved.

Procedure: Divide into groups of approximately 10-15. The two teams will compete to see who can finish first.

Begin with two people tossing the ball back and forth (5 times).

Add one person at a time, toss the ball in the same pattern each time. (Joe, Sue, Steve... Joe, Sue, Steve...)

Each time you add a person, toss the ball 5 times with that group.

Questions: How does it feel to watch? How does it feel to be watched? How does it feel to participate? Was it more difficult as more people were added? How does it feel to be in an organization and feel like you can’t participate? When does this occur? How does it feel to be involved when you see others not participating? Why do people get involved? What makes them want to participate? How can you encourage members to participate and get involved? Did you talk about how to reduce the time? Did you think about moving closer together to reduce time? What does this tell us about our activities? (That sometimes we need to take a step back and assess an activity to decide if we can improve it)

Materials: A tennis or nerf ball for each group. Stop watch to time each group.

Time: 10-15 min.
PROBLEMS AND SOLUTIONS

**Purpose:** Allows everyone to express concerns with anonymity. Gives the chapter the opportunity to discuss solutions.

**Process:** Divide into groups of 5-8.

Hand out pencils and slips of paper. Everyone writes a specific problem or concern with their chapter. BE SPECIFIC- Rather than saying “low membership” is a problem, you might say a specific problem with rush- i.e., lack of participation in rush events. The problem should relate to the functions within the chapter, something that you do or don’t do, for example.

Place papers in a hat and draw problems one at a time. For each problem list 10 ideas for solutions. Try not to spend more that 5 minutes per item. If one item was mentioned by several people you may wish to discuss it in more depth.

A twist on this may be to group older members separate from younger members or group known cliques within the chapter for this exercise. Then discuss what concerns were similar, what solutions were similar.

**Questions:** Could anonymity help? What concerns does this present? If, at your chapter, a number of ideas were not openly discussed prior to this exercise, what would that say to you as a chapter leader?

**Materials:** Slips of paper, pencils, hat, large paper, markers, masking tape

**Time:** At least 5 minutes for each small group member.
WHO CAN DO WHAT?

Purpose: An effective team leader knows the team. As a leader it is your role to learn the talents and abilities of the members. What prevents someone from being involved? How can you help with leadership development- What can they learn from being involved? This exercise is a series of case studies. At your chapter you may wish to have your elected officers work through these questions for each pledge or new initiate.

Process: Divide into groups of 6-10.
- For each case study:
- Read the example. Make assumptions when necessary.
- Discuss the following questions:
- What limits the time they have available? What are the priorities for their time? How flexible is their schedule? Can they commit a small amount of time over several weeks or a “chunk” at a time? (Major house project over a break, all day philanthropy.)
- What are his/ her talents? What do they bring to your chapter?
- Would they work best individually or with a group (consider flexibility, how they work, etc..)
- What skills would help them as a professional and as a leader?
- What type of person would they work well with?
- What are some ideas for activities to involve this person?
- Keep in mind that all questions are not equally relevant to all cases...

Questions: Why is this helpful?

Why is it important to start with pledges, shiny badges?

Materials: Paper, markers, masking tape

Time: 10 minutes per case study (person).
WHO CAN DO WHAT?

Examples:

5. Joe is a “sports monster.” He loves to work out and plays basketball twice a week. He was enthusiastic about the chapter during rush and pledging but hasn’t participated lately. Joe is very personable and gets along with all the members. He comes to some of the parties and regularly attends meetings.

6. Bill has been a member for four years. He is extremely dedicated to the chapter. He has been a chapter officer and is no longer interested in running for a position or chairing a committee, although he wants to stay involved. When he attends meetings he consistently shoots down new ideas with comments like, “We’ve tried that before,” or “That will never work,” or “When I was rush chair...” This has frustrated several members.

7. Sue is working an internship at a manufacturing facility. She lives and works about an hour from campus. She is a new initiate and could potentially be a strong leader.

8. Kathy works 35-40 hours a week at her father’s hardware store and has an extremely heavy course load. She has made it clear that school is her first priority. However, she wants to be involved.

9. Frank is very introverted. He is pretty close to a few members. Once you get to know him he is a riot. On the outside, he appears very shy. He’s an ace with computers and is a “straight A” student.

10. Lucy is an enthusiastic member. She is very reliable and will complete any task you give her. You are concerned because she tries to do everything. As a committee chair, she takes all action items. Some of her committee members have expressed to you that the meetings are a waste of time because she doesn’t involve the rest of the committee in the work.

11. Joe is a lost member. He hasn’t attended a meeting all semester and is significantly behind in paying his dues. Although he was once very involved, his priorities have changed and he is no longer interested in participating.

12. Patty gets things done. She assigns responsibilities and follows up incessantly if things aren’t done. She is a great delegator and works hard herself. The activities she has planned have gone over well. However, people that work on her committees are continually frustrated. They feel that things always have to go her way and that she isn’t open to ideas or suggestions from the group. She has offended several members who still cringe when they are asked to work with her.
GETTING IN THE CIRCLE

Purpose: To make a point about open communication. To wake everyone up if a session is dragging.

Procedure: Divide the group into teams of 18-30. ½ of the team will stand shoulder to shoulder, with arms interlocked, facing outward. The other ½ of the team will try to get inside the circle. Spend 2-5 minutes discussing how you will get in the circle. Then implement your plan. The first team to get everyone inside the circle wins.

Questions: Why didn’t you ask them if you could get in the circle?

Materials: None

Time: 15 min.
ACCENTUATE THE NEGATIVE

Purpose: To brainstorm ideas that focus on why things won’t or don’t work, or how you could ensure failure. This method can be useful when:
- You want to surface concerns or issues in a non threatening manner.
- Discussion tends to focus on the negatives (that won’t work, we tried that...)
- You want to stimulate creativity or look at things a new way.
I like to use this for rush, pledging, and alumni discussions.

Process: Divide into groups of 5-10 members.

Review rules of brainstorming:
- No judgement
- The more ideas, the better
- Build on ideas
- Record every idea
- Have fun

Brainstorm ideas related to: **How to make sure alumni aren’t involved with the chapter.** Remember all statements should reflect the negative. For example, “Don’t invite alumni to rush activities.”

Discuss each negative. List 5-10 solutions for both. Be specific. For example:
- Don’t invite alumni to activities ==> Invite alumni to judge Rube Goldberg Competition.

Decide on three ideas that you will incorporate into chapter activities.

Questions: Why do you think this could be useful?

Was it easier to think of negatives that positives?

Other comments related to this exercise:

Materials: Markers, Flip chart paper, masking tape.

Time: 45 min to an hour
BUSINESS PLAN EXERCISE:

Description:

Chapters are successful when they operate like a business. They have an effective plan for marketing (rush and public relations), They have products and services that are designed to meet their customers needs (PD events, social events, personal growth, alumni activities, etc.). They have an effective organizational structure to deliver the products and services (PD chair/committee). They have an effective method of managing resources. The overall purpose of the business is to “develop and maintain a high standard of professional interest among its members and to unite them in a strong bond of fraternal fellowship.” You are in business to improve the quality of your members’ lives. You are not in business to rush and raise money. A business plan gives you the whole picture of your business and its operations.

The purpose of this exercise is to create a business plan for a new chapter with the scenario provided. As a new chapter you have unlimited possibilities – you can be anything. Smaller chapters should think of themselves as new businesses. An idea – take an extra copy of this worksheet and work through it with the leaders of your chapter; compare it against what you are currently doing and use it to plan for the upcoming year.

WORKSHEET - Answer the following questions as a group:

Current Situation:

Describe the current situation of the chapter. How many members do you have? What are your resources ($, alumni, house, office, bulletin board on campus, etc.)?

Describe your campus – What is the size of your engineering school? How would you describe your campus? How do you compare to other Fraternities/ Sororities? How do you compare to other engineering organizations?

How are you perceived? Are engineering students aware of your chapter? What is your relationship with the University? With the Dean’s office? What is your relationship with other Fraternities/ Sororities? Other engineering organizations?

Market Analysis:

List statements that refer to the following: Who are your customers? What do you know about your customers? What do your customers need? What resources do they have?
What factors effect your potential market size? What do you know about your competition and other barriers to joining or participating in activities?

**Initial Product/Service Description:**

What products and services will you provide initially to meet the needs stated above? (This should be based on a yearly cycle: i.e. 2 formal professional development events per year and 3 informal PD activities per year. . . )

How would you explain the features and benefits of your chapter to a prospective customer? What will the products/services enable your customers to do? How are they different from your competitor’s products and services?

Focus on the minimum effort to meet the needs. Remember you have limited time and money available.

**Management and Operations:**

What is your short term structure? Who will be responsible for each product line? What support operations (i.e. Marketing = rush) are needed?

What is your long term structure? How many people will you need; how should you be organized?

Who are potential collaborators? (Individuals or groups who share a common interest and can help provide a product or service)
Marketing Strategy:

Marketing involves the following: 1. awareness, 2. preference and conviction, and 3. transaction.

1. How will you create **awareness**? How can you use different channels to reach your potential customers?

2. Once a customer is aware of your products and services, how will you create **preference**? What is your sales pitch? What type of sales promotion activities are appropriate (rush activities)? Refer to the question above, “How would you explain features and benefits. . . .

3. **Transaction.** Once someone has decided to join, how will you ‘close the deal’. (Obviously the business plan does not react to the fact that we ‘select’ our members – we’ll ignore that for now.)

Again, focus on the **minimum** you need to do to create awareness of the organization, preference for the organization, and conviction to join the organization. Remember you have limited resources.

How will you measure success of your marketing efforts?
Notes for the facilitator:

Ask for a volunteer to present the scenario and a synopsis of your plan.

Manage time. There is a lot to cover in a short period of time. Don’t spend a lot of time on each item. It is more important for the participants to get a feel for what types of answers they should give to each question.

Balance participation. Make sure everyone at the table is providing ideas.

Record all ideas on the worksheet.

Be as neutral as you can, even if you disagree with the plan. At the end of the exercise provide your comments.

Questions for discussion:

How is the plan you came up with similar to your own chapter (colony)?

How could you use this worksheet or elements of this worksheet at your chapter?

Review the scenario again. Do you feel your plan is catered to your scenario? Is it realistic?
It may be helpful to work through one of the following scenarios, rather than addressing your own chapter first. This helps members take a step back.

**Scenario #1**

You and 7 other students want to start a chapter at your school. Although there are no other competing engineering fraternities, there are strong SWE and NSPE chapters at your school. There are approximately 2000 engineering students, 500 of these are graduate students. A majority of engineering classes are located in one building. You’re campus is located in a large city. Most students live off campus.

**Scenario #2**

You and 7 other students want to start a chapter at your school. There are approximately 8,000 engineering students at your campus, 1,800 of these are graduate students. Engineering classes are located in several buildings. Although the campus is spread out, most students live within walking distance. The Greek system on campus is significant. A number of engineering students belong to a social fraternity. There is a Chapter of Triangle on campus. They have about 60 members. However, their activities tend to be social and a little out of control. This hasn’t led to good relations with the Dean’s office.

**Scenario #3**

You and 7 other students want to start a chapter at your school. There are approximately 4,000 engineering students at your campus, 1,000 of these are graduate students. There are a few other professional engineering organizations and no competing engineering fraternities. A majority of engineering classes are located in the same building. About 15% of students live in dorms on campus. Since the school is located near a relatively rough neighborhood, most students commute from home or live in apartments away from campus.

**Scenario #4**

You and 7 other students want to start a chapter at your school. There are approximately 5,000 engineering students at your campus, 1,500 of these are graduate students. Engineering classes are held in two buildings relatively close to each other. There are no other competing engineering fraternities. There are a few professional organizations. Late last year there was a serious incident caused by excessive drinking at a social fraternity on campus. Thus, the administration is not supportive of fraternities.
TEAM MEMBER NEEDS

*If you want my loyalty, interest, and best efforts, remember that:*

1. I need a SENSE OF BELONGING... a feeling that I am honestly needed for my total self, not just for my hands, nor because I take orders well and carry them out exactly as prescribed.

2. I need to have a sense of sharing in planning our objectives. (My need will only be satisfied when I feel that my ideas have had a fair hearing.)

3. I need to feel that the **goals and objectives** arrived **are within reach** and that they make sense to ME.

4. I need to feel that what I’m doing has **real purpose**; that my being in the organization makes a difference to someone; that the value of my contribution extends beyond my personal gain- or yours.

5. I need to **share in making the ground rules** by which together we shall live and work toward our goals.

6. I need to know in some clear detail just **what is expected of me**, not only my detailed job, but where I have opportunity to make personal decisions.

7. I need to have some **responsibilities that challenge**, that are within range of my abilities and interests, and that contribute toward reaching my assigned goal and the goals of the organization.

8. I need to see that **progress is being made** toward the goal we have set.

9. I need to be **kept informed**. What I’m not up on, I may be down on. (Keeping me informed is one way to give me status as an individual.)

10. I need to have **confidence in my superiors**-- Confidence based on assurance of consistent, fair treatment, of recognition when it is due, and trust that loyalty will bring increased security.

*Remember and understand that my values may be different than yours. What makes sense to you may not make sense to me.*

-T.J. Schmitz, TKE
PLANNING:

Review all the categories of the Chapter Assessment and Pre-Planning Worksheet.

Complete the worksheet:
1. Activity – add any description or detail. Enter each activity once (even if an activity could be entered in several categories.)
2. This year – note if done (Y/N), or # of activities, or # members, or any measure of success.
4. Next Year – consider whether or not you should do this again, how many activities, any measurable goals for next year (i.e. 2 newsletters, 1 article for The Gear, or 10 new initiates Fall Semester).
5. Who? – who do you think should be responsible? This could be a committee position or someone specific (i.e. PD Chair or Joe Smith). You may also consider how you can include new initiates on the committees or as a committee chairperson.
6. Dates – approximate dates for activities or frequency of activities.
7. Review – do you have adequate resources (people, money) to be able to plan all the activities you listed (be realistic)? What is the minimum you need to do? (Circle these items). If you haven't already, discuss the worksheet with your chapter, do they agree on activities/priorities?

Schedule:
1. This is only a draft.
2. Use a pencil.
3. Note your school calendar in the top row (even if you aren't positive) by drawing a dark line or Xs in the boxes where school is in session.
4. Leave the second row blank. As you fill in activities, write an X in this row. This is a cumulative schedule.
5. Fill in dates that you know (if you have an activity that is traditionally the same date each year).
6. Note any important holidays or campus dates (i.e. Homecoming, Home Football Games, Engineering Open House).
7. Begin to schedule activities. You may want to highlight the minimum activities, identified in #7 above:
   • National Convention/ Regional Conferences
   • Chapter Anniversary/ Founders' Day
   • Rush and Rush Mailing
   • Pledging Period and Individual Activities
   • Initiation
   • Chapter Planning Meeting
   • Alumni Activities
   • Professional (Speakers, Tours, Other), Social Activities
   • Transfer remaining activities
8. For each activity identify the actual date. Then identify the latest you could start to be able to complete the activity. Draw a dot to identify the start date and a line to the finish date. Consider:
   - How much advance notice will members need?
   - How much advance notice will prospective members need?
   - How much advance notice will alumni need? (Ideally 1 month)
   - Coordination with facility (hotel, campus meeting room. . . )
   - If there is a mailing, are you using bulk rate? (bulk mailing may take up to a month)
   - Campus dates (holidays, breaks, mid terms...)
   - Other considerations?

9. Review your schedule. Is it realistic? How will you communicate this schedule? To whom?
**CHAPTER ASSESSMENT AND PRE PLANNING WORKSHEET**

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<tr>
<th>ACTIVITY</th>
<th>THIS YEAR</th>
<th>COMMENTS</th>
<th>NEXT YEAR</th>
<th>WHO?</th>
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<td>CREATION: A chapter in this phase tends to plan from activity to activity. Work is very task oriented. Primary focus is on rush. Secondary effort is on social and professional development. There may be habitual problems with national forms submission. These chapters tend to look to other chapters and national literature for ideas. There may be dynamic leadership from a few and these people do a majority of the work. This may be a colony, a new chapter, or a chapter that has low membership (typically less than 15).</td>
<td>Activities that involve the least effort with the greatest potential benefit. Plan a simple balanced program with a few, well-run rush, pd, and social events. Most activities should involve 5-10 hours of planning time. Team up with other fraternities or professional organizations for activities to spread the work around. Setting a regular meeting schedule. Membership recruitment. Leadership development. Often chapters in this phase attempt major projects. There is a significant risk of overburdening members or neglecting necessary, core projects. Start small/team up with other organizations. Be sure to set clear priorities.</td>
<td>Chapter Officer's Manual Designing a Rush Workshop** Rush Workshop Book by Alpha Chapter Activity planning guide** Professional Development Guide Bylaws and Ritual National Officers, Other chapter leaders, Web Sites for ideas for activities National and Regional Meetings for idea sharing Theta Tau 101**</td>
<td>Plan and run a rush workshop Plan and help run a lock in (If Chapter is on Probation - Use the Probationary Chapter Checklist*) Identifying local alumni contacts Identifying resources Identifying future alumni leaders Frequency of visit: At least once every six months a National Officer or alumnus designated by the national fraternity. Visits should involve an opportunity to discuss the situation with the entire chapter, either formally or informally. Initial visit should be by a National Officer.</td>
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<td>CONFLICT: There are two types of conflict. One is due to growing pains of a new chapter. The other exists in an established chapter. Conflict may be within a chapter, interchapter with the National Fraternity, with the campus, or with the community. The conflict is significant when it impacts the image of the Fraternity or when it inhibits the effectiveness of the chapter.</td>
<td>Resolving the conflict ** Within Chapter: Team Building The purpose of Theta Tau, beyond what is stated in the pledge manual. Establishing a common purpose, vision, and direction. Developing a whole systems view ** Within the Fraternity: The purpose of Theta Tau, beyond what is stated in the pledge manual. Establishing a common purpose, vision, and direction. Developing a whole systems view ** Within the campus and community: Public Relations Communication on how personal responsibilities and actions affect others</td>
<td>Lock in Guide Conflict Resolution Strategies** Risk Management Video Hazing Video Pledging Practices** ***</td>
<td>Help plan and run a lock in Intervention within chapter or between chapters** Agreement on resolution Intervention with campus or community Identifying local alumni contacts Determine and enforce appropriate disciplinary action Identifying future alumni leaders Frequency of visit: At least once every six months until the conflict is resolved. Visits should involve an opportunity to discuss the situation with the entire chapter, preferably in a formal meeting. Follow up or check in visits may be done by an appointed alumnus.</td>
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<td>Phase and Explanation</td>
<td>Focus Efforts On...</td>
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<td>CONSISTENCY - Chapters in this phase have a consistent number of members (typically 16-30). They have several programs that are traditions, they run well year to year, and they are consistent from year to year. Purpose and direction are set and agreed on yearly. They actively participate in Regional and National Meetings. Reporting and dues are submitted to National before or close to the due date. These are generally high performing chapters. Members in these chapters may feel like a core leadership group does all the work and that motivation may be an issue. They may have an imbalance of activities in that they are more social or more professional in nature.</td>
<td>Evaluating current programs and practices for effectiveness. Team building Leadership development and leadership transitioning Involving all members in setting long term goals - method for implementing goals Effective meeting and committee participation Communication skills</td>
<td>Leadership Skills Booklet (sent to new initiates) Parliamentary Procedure at a Glance Simplified Parliamentary Procedure The Fraternity Chapter - Planning manual in guided design style The Nature of Leadership Effective Meetings** Effective Committees** Lock in Guide</td>
<td>Helping the chapter focus on purpose rather than task. Facilitating long term planning (3-5 years) Team Building Training Assisting with Leadership Training Identifying alumni leaders Identifying best practices Frequency of visit: At least twice in a two year period. One of these visits should involve a National Officer. One may involve an appointed alumnus. Preferably one visit will involve a long term planning session and the other may be celebratory.</td>
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<td>CREATIVITY - There is an extremely high level of involvement and participation. Personal, professional, and leadership skills are strong. These chapters continually look for opportunities to improve the chapter and all individual activities and programs. If activities aren't successful they assess why they weren't and make modifications based on the assessment. The emphasis is on the purpose rather than the tasks. There is consistent coordination between programs and committees (i.e. alumni programs and finance). There is a three to five year focus. They have the ability to quickly integrate new ideas into their programs. There is a significant pool to draw leaders from. They have a national as well as a local focus and tend to share ideas and experiences with other chapters and the National Fraternity.</td>
<td>Innovation, creativity Member needs and member development Teaching Long term planning Continual assessment of activities, programs, leadership development, team building, public relations, and campus relations.</td>
<td>Long term planning Member Needs (from TKE)</td>
<td>Raising the ceiling of performance (encouraging chapters to set a higher level of expectation) Facilitating long term planning Team building education Encouraging them to share ideas with other chapters and the National Fraternity (Gearing presentations at regional/national meetings...). Identifying best practices Identifying alumni leaders. Frequency of visit: At least twice in a two year period. One of these visits should involve a National Officer. One may involve an appointed alumnus. Preferably one visit will involve a long term planning session and the other may be celebratory.</td>
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**THETA TAU CHAPTER DEVELOPMENT MATRIX**

**Training Tools That We May Wish to Enhance or Develop (or are currently under development):**
- Designing a Rush Workshop- We have one, but it could be upgraded
- Activity planning guide
- Theta Tau 101 - Training Team (Nick, Glen, Mark, Janice)
- Conflict Resolution Strategies
- Pledging Practices - There is a small group assembling best practices (who?)
- Effective Meetings
- Effective Committees
- Career Resource Guide - Laura
- National Officer Manual - Assignments made at Northwestern U. Installation
- Probationary Chapter Checklist
- Long Term Planning - Janice
- Team Building
- Chapter Games for Motivation and Team Building - Nick

**NOTES ON VISITS:**
I based the frequency of visits on what I think the chapters in these phases really need. As I indicated, not all visits need to be done by a national officer.

36 Chapters and Colonies - Example: All chapters need at least one visit by a Regional Director or Executive Council Member at least once each year. That would work out to about 3 visits per person per year (Regional Directors also have 2 Regional Conferences). This doesn't include "emergency" or figurehead visits. We need to utilize National Officers who are not Regional Directors. We also need a stronger base of alumni volunteers to work with Chapters. I would guess that over 50% of our chapters are in the Creation or Conflict phases - I find that scary. It also presents a tremendous opportunity.

**Ra! Ra! Theta Tau!**
# CHAPTER CHECKLIST

<table>
<thead>
<tr>
<th>ITEM (WITHIN EACH 6 MONTH PERIOD)</th>
<th>Expected Chapter Involvement</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>Regional Conference</td>
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<td>National Conference/ Convention</td>
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<td>One meeting with a national officer or appointed alumnus-</td>
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<td>Develop a 2 year plan (update each 6 months) - Goals for rush, professional development, social, campus relations - Plan should include who is responsible for each activity. - Plan should include a time line, date of activity and when planning should begin. - Firm schedule should be established one term prior.</td>
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<td>All National Paperwork and dues submitted to the Central Office on time</td>
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<td>At least 3 rush activities - specific criteria included</td>
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<td>At least 1 rush mailing - see criteria</td>
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<td>At least 2 social activities</td>
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<td>At least 2 professional development activities - criteria included</td>
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<td>At least 1 lock-in or planning meeting</td>
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<td>At least one campus project (Work with Dean’s office. Ideas include providing tours to potential students or transfer students, helping with a general mailing, calling alumni for donations to the college, other special project.)</td>
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<td>Recommend - Leadership Plan, Rush Workshop, Pledging Plan</td>
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# RUSH MAILING CHECKLIST

- Complete Rush plan at least 1 month before rush (include dates and synopsis of each activity - brief).
- Mailing sent to at least 25% of freshman engineering class (or at least 150 freshman).
- Must be sent snail mail (post office or campus mail); may supplement mailing with email message.
- Mailing sent three weeks prior to first rush event.
- Mailing includes dates of all rush activities, name and phone number of at least two members.
- Mailing must include a tear off and return section or post card (for more information).
- Mailing must include a summary of activities as well as the general purpose of Theta Tau.
- Recommend including the number of other chapters as well as the total number of alumni.
RUSH ACTIVITIES CHECKLIST

Recommend one informational meeting, one on-campus activity, and one other activity - your choice. See Rush Planning Guide for suggestions and ideas.

- Rush Activities must be planned at least one month prior to activity (location, budget, responsibilities, plan for interaction - interview questions, ice breakers, introductions, etc.)
- Rush Activities must plan for interaction between members and prospectives. Should consider how “comfortable” someone will feel attending by themselves.
- Rush Activities must be accessible (within walking distance to campus).
- Record prospective’s name, phone number, email address, address, major, class schedule at each activity.
- Follow up with each prospective after each activity.
- Debrief each activity (in a brief meeting after the activity or at the next meeting, what went well, what didn’t go well, why didn’t it go well, what did we learn, what will we do next time.)
- Recommend publishing rush activity in campus newsletter.
- Recommend posting eye-catching flyers.
- Ideas: Hold office hours (meet Theta Tau), Hold interviews with two members and one prospective, Hold an informational meeting with Pizza/Ice Cream Social After, Hold social activity on Campus (i.e. in Student Union), Professional Development Activity (i.e. Someone from the Placement or Coop Office on campus, a local Theta Tau Alumnus) with a plan for interaction and a means of contacting those who attend, Coordinate with other campus groups -- an Open House of Engineering Activities or plan a social/professional event with another Engineering Organization or another non-engineering professional fraternity (i.e. a business fraternity) or an event for new students (freshmen and transfer).

PROFESSIONAL DEVELOPMENT ACTIVITY CHECKLIST

- One PD event open to campus (may be a speaker, interview or resume workshop, a "fun" competition that uses engineering skills - i.e., an egg drop contest, a bridge building contest, etc... or other activity outlined in the Professional Development Guide - 1993 or Professional Development - 1995.
- Activity must be planned at least one month ahead and all faculty must be invited at least 2 weeks prior.
- Activity must be publicized to all engineering campus.

- One activity closed to student members (may have an alumnus speak, hold an interview workshop, or rotate having members prepare a 5 minute speech on their internship, the history of the college, the history of engineering, or any other related topic).

- Ideas: Someone from Placement Office or Coop Office speaks about when to get started, how to find a job, Local Alumnus talks about their work experience (make sure it’s interesting), Plant Tour of an interesting facility, a “behind the scenes” tour of a sporting complex (professional basketball, etc.) or airport, tour of a local science or science-related museum, ask student members to share their work experience, fun “building” competition, speaker on Leadership, Team Building, Effective Meetings, Business Etiquette, etc...