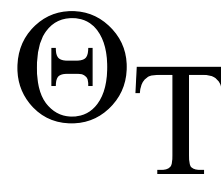


# *WHAT GOOD CHAPTERS DO!*

MANUAL FOR CHAPTER BENCHMARKING



# ***WHAT GOOD CHAPTERS DO!***

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## ***BACKGROUND***

I REVIEWED THE FOLLOWING MATERIALS IN PREPARING THIS REPORT:

ANNUAL REPORT STATISTICS PREPARED BY MIKE ABRAHAM IN THE CENTRAL OFFICE- 1996, 1997

CHAPTER SIZE STATISTICS- 1996-97

INDIVIDUAL CHAPTER ANNUAL REPORTS FROM CHAPTERS IN THE CENTRAL REGION- 1996-97

PERSONAL EXPERIENCE

ORGANIZATIONAL ANALYSIS MODEL- THE TRAINING DIVISION, INC, SPENCER, SHENK, AND ASSOCIATES, INC.



*NUMBER OF  
ACTIVITIES IS AN  
ESTIMATE BASED ON  
ANNUAL REPORT  
POINT SCORING.*

***WHAT GOOD CHAPTERS DO:  
CHAPTER ACTIVITIES***

I REVIEWED ANNUAL REPORT SCORES FOR CHAPTERS IN THE TOP 25 PERCENTILE FOR CHAPTER SIZE AND THE TOP 25 PERCENTILE FOR ANNUAL REPORT SCORING AND ANALYZED SCORES FROM CHAPTERS WHICH FIT BOTH CATEGORIES.

CHAPTERS IN THE TOP 25TH PERCENTILE OF SCHRADER SCORING AND MEMBERSHIP STATISTICS:

<b>PROFESSIONAL AND PHILANTHROPY ACTIVITY STATISTICS</b>	<b>AVG NUMBER OF ACTIVITIES</b>	<b>LOW NUMBER OF ACTIVITIES</b>
NUMBER OF SPEAKERS, TOURS, ETC. . . SPONSORED BY CHAPTER:	6.6	4.0*
OTHER PROFESSIONAL ACTIVITIES	3.72	1.0*
	7.00	0.0*
CHAPTER SPONSORED PHILANTHROPIC OR SERVICE PROJECTS	17.64	15.0*
ALL (PROFESSIONAL AND PHILANTHROPIC)		

\* *THIS IS THE LOWEST SCORE OF ANY INDIVIDUAL CHAPTER IN THE HIGH PERFORMING CATEGORY.*

DISCUSSION: THERE WAS NOT A DIRECT RELATIONSHIP BETWEEN HIGH PERFORMING CHAPTERS AND NUMBER OF PROFESSIONAL DEVELOPMENT **OR** PHILANTHROPIC ACTIVITIES. HOWEVER, ALL SUCCESSFUL CHAPTERS SCORED HIGHER THAN THE OTHER CHAPTERS IN *EITHER* PROFESSIONAL OR PHILANTHROPIC ACTIVITIES. FOR EXAMPLE, ONE CHAPTER MAY HOLD 13 SERVICE ACTIVITIES, 2 PROFESSIONAL EVENTS, AND NO "OTHER PROFESSIONAL ACTIVITIES". THIS WOULD LEAD TO A TOTAL OF 15 ACTIVITIES. THE MAXIMUM NUMBER OF PROFESSIONAL OR SERVICE ACTIVITIES WAS 20. ANOTHER HIGH PERFORMING CHAPTER MAY SPONSOR FEW PHILANTHROPIC ACTIVITIES, BUT SCORE HIGH IN PROFESSIONAL DEVELOPMENT ACTIVITIES.

<b>SOCIAL AND INTRAMURAL ACTIVITY STATISTICS</b>	<b>AVG NUMBER OF</b>	<b>LOW NUMBER OF ACTIVITIES</b>
--	----------------------	---------------------------------

	<b>ACTIVITIES</b>	
SOCIAL ACTIVITIES SPONSORED BY THE CHAPTER	15.3	8.0*
INTRAMURAL TEAM PARTICIPATION	4.6	0.0*
ALL (SOCIAL AND INTRAMURAL)	20.0	14*

\* *THIS IS THE LOWEST SCORE OF ANY INDIVIDUAL CHAPTER IN THE HIGH PERFORMING CATEGORY.*

DISCUSSION: THERE WAS A DIRECT RELATIONSHIP BETWEEN NUMBER OF SOCIAL ACTIVITIES AND HIGH PERFORMANCE. THERE IS A MARKED DIFFERENCE BETWEEN THE NUMBER OF SOCIAL ACTIVITIES HELD BY HIGH PERFORMING CHAPTERS AND THE AVERAGE OF ALL CHAPTERS.

THE DATA IS SOMEWHAT INCONCLUSIVE. I SUSPECT THE ACTUAL NUMBER OF SOCIAL ACTIVITIES IS HIGHER. THIS MAY BE RELATED TO THE POINT CAP FOR SOCIAL ACTIVITIES.

### **MEETING FREQUENCY**

DATA ON MEETING FREQUENCY IS INCONCLUSIVE. CHAPTERS IN THE HIGH PERFORMING CATEGORY HOLD MEETINGS EITHER ONCE EVERY TWO WEEKS OR ONCE EACH WEEK. THE PURPOSE OF MEETINGS IS BOTH TO CONDUCT CHAPTER BUSINESS AND TO SOCIALIZE WITH THE ENTIRE CHAPTER. I SUSPECT THAT CHAPTERS WHO MEET ONCE EVERY OTHER WEEK CONDUCT A SIGNIFICANT AMOUNT OF BUSINESS IN COMMITTEE MEETINGS. ADDITIONALLY, ALL SUCCESSFUL CHAPTERS APPEAR TO HAVE WEEKLY CONTACT WITH THE ENTIRE CHAPTER. THAT IS, EACH HIGH PERFORMING CHAPTER GATHERS FOR A MEETING, SOCIAL, PHILANTHROPIC, OR PROFESSIONAL ACTIVITY AT LEAST ONCE A WEEK.

### **RUSH MEETINGS**

THIS DATA IS ALSO INCONCLUSIVE. SOME HIGH PERFORMING CHAPTERS RUSH ONCE A YEAR, SOME RUSH MORE FREQUENTLY. THE STRUCTURE OF THE RUSH ALSO VARIES SIGNIFICANTLY. I SUGGEST CONDUCTING A BEST PRACTICES ANALYSIS OF HIGH PERFORMING CHAPTERS RUSH PROGRAMS.

### **INVOLVEMENT IN OTHER CAMPUS ACTIVITIES**

THERE DID NOT APPEAR TO BE A CORRELATION BETWEEN INVOLVEMENT IN OTHER CAMPUS ACTIVITIES AND CHAPTER SUCCESS. ALTHOUGH THIS CHALLENGES MY PERSONAL

EXPERIENCE. I SUSPECT THAT MEMBERS IN SUCCESSFUL CHAPTERS **ARE** IN FACT MORE INVOLVED IN OUTSIDE ACTIVITIES. THIS INVOLVEMENT LEADS TO INCREASED RESOURCES FOR CHAPTER ACTIVITIES, AWARENESS OF OPPORTUNITIES TO COLLABORATE WITH THE UNIVERSITY AND WITH OTHER ORGANIZATIONS AND INCREASE NAME RECOGNITION. I BELIEVE THAT LARGER CHAPTERS MAY BE LESS LIKELY TO ACCURATELY REPORT OUTSIDE ACTIVITIES AND INVOLVEMENTS OF EACH INDIVIDUAL MEMBER.

## ***WHAT GOOD CHAPTERS KNOW:***

### TENETS FOR CHAPTER SUCCESS

*SUCCESSFUL CHAPTERS HAVE ADEQUATE FOCUS IN EACH OF THE 6 AREAS THAT FOLLOW:*

- **FOCUS ON THE INDIVIDUAL MEMBER**
- **FOCUS ON MEMBER INTERACTION**
- **FOCUS ON CHAPTER OPERATIONS**
- **FOCUS ON CHAPTER DEVELOPMENT**
- **FOCUS ON EXTERNAL ENVIRONMENT**
- **FOCUS ON STRATEGIC PLAN**



### **INDIVIDUAL MEMBER**

THIS RELATES TO THE VALUE EACH INDIVIDUAL MEMBER RECEIVES THROUGH INVOLVEMENT IN THE CHAPTER. THIS INCLUDES *INDIVIDUAL CAREER, PROFESSIONAL, LEADERSHIP, AND COMMUNICATION SKILLS AND KNOWLEDGE DEVELOPMENT*. SIMPLY PROVIDING A PROFESSIONAL DEVELOPMENT ACTIVITY DOES NOT DEVELOP AN INDIVIDUAL MEMBER. THEREFORE, IT IS ESSENTIAL THAT THE VALUE OF EACH ACTIVITY BE CONSIDERED. THIS ALSO INCLUDES THE "*FUN FACTOR*"- HOW MUCH DO YOUR MEMBERS ENJOY THEIR INVOLVEMENT?

### **INTERACTION WITHIN THE CHAPTER**

THIS ADDRESSES INTERACTION BETWEEN MEMBERS, AS WELL AS GROUP DYNAMICS AND SENSE OF TEAM WITHIN THE CHAPTER. LOOK FOR THESE DYNAMICS:

*PERSONAL IDENTITY IN THE TEAM*- DO MEMBERS IDENTIFY WITH THE WHOLE CHAPTER OR WITH A SMALLER GROUP WITHIN THE CHAPTER?

*INCLUSIVENESS*- DO ALL MEMBERS FEEL LIKE THEY BELONG?

*INFLUENCE AND CONTROL*- IS EVERYONE INVOLVED IN DECISION MAKING? DO MEMBERS FEEL THAT THEY HAVE AN EQUAL SAY AND THEIR OPINIONS COUNT?

*MUTUAL TRUST AND LOYALTY*- HOW WELL DO YOU GET ALONG? ARE THERE FREQUENT FIGHTS? IS COMMUNICATION OPEN AND HONEST?

*CONFLICT MANAGEMENT*- HOW DO YOU ADDRESS CONFLICTS WITHIN THE CHAPTER?

IF ANY CHAPTER MEMBERS EXHIBIT THE FOLLOWING BEHAVIORS, YOU MAY NEED TO FOCUS ON HOW YOUR CHAPTER MEMBERS INTERACT.

*OVERBEARING*. THEY DISCOURAGE DISCUSSION ON A TOPIC OR DISCOUNT A PROPOSED ACTIVITY.

*DOMINATING*. THEY CONSUME A DISPROPORTIONATE AMOUNT OF "AIR TIME". THEY TALK MORE THAN OTHER MEMBERS. THIS MAY INHIBIT THE GROUP FROM BUILDING A SENSE OF TEAM ACCOMPLISHMENT.

*RELUCTANT*. THEY PARTICIPATE LESS THAN OTHER MEMBERS.

*RUSH TO ACCOMPLISHMENT*. DOES THE GROUP RUSH TO DECISION WITHOUT HEARING ALL SIDES, CONSIDERATIONS, OR ALTERNATIVES? THIS IS TYPICAL OF ENGINEERS.

*OFF FOCUS*. TAKES THE DISCUSSION OFF ON TANGENTS. BRINGS UP IDEAS THAT ARE OFF TOPIC.

*CONSTANTLY FEUD.*

**"THE TEAM HANDBOOK"**, JOINER AND ASSOCIATES, 1996 IS AN EXCELLENT REFERENCE FOR IMPROVING TEAM BEHAVIORS.

## **CHAPTER OPERATIONS**

THIS INVOLVES YOUR ABILITY TO ACCOMPLISH CORE CHAPTER ACTIVITIES. ESPECIALLY: RUSH, REPORTING, AND FINANCIAL MANAGEMENT. THIS ALSO INCLUDES YOUR ABILITY TO PLAN AND ORGANIZE MEMBERS AND LEADERS TO ACCOMPLISH WORK. ADDITIONALLY, THIS INVOLVES BALANCING WORK OVER THE ENTIRE CHAPTER MEMBERSHIP.

## **CHAPTER DEVELOPMENT**

EACH CHAPTER NEEDS TO FOCUS ON CONTINUOUSLY IMPROVING ALL OPERATIONS AND ACTIVITIES. AT LEAST ONCE EACH YEAR, PREFERABLY ONCE EACH TERM, CHAPTER LEADERS AND/ OR ALL MEMBERS NEED TO EVALUATE HOW WELL THE CHAPTER IS PERFORMING. EACH CHAPTER SHOULD IDENTIFY CLEAR GOALS FOR IMPROVEMENT. ADDITIONALLY, CORE ACTIVITIES SHOULD BE DOCUMENTED AND "DEBRIEFED". THIS MEANS YOU EVALUATE EACH ACTIVITY SO THAT YOU CAN IMPROVE ON IT FROM YEAR TO YEAR.

CHAPTERS NEED TO ENCOURAGE CREATIVE AND IMAGINATIVE SOLUTIONS TO PROBLEMS AND OPPORTUNITIES.

## **EXTERNAL ENVIRONMENT**

THIS FOCUS AREA HIGHLIGHTS THE IMPORTANCE OF THE CHAPTERS INTERACTION WITH THE EXTERNAL ENVIRONMENT. THIS INCLUDES:

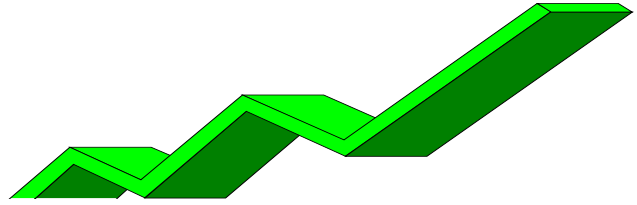
- ◆ COMMUNICATION WITH THE NATIONAL FRATERNITY
- ◆ COMMUNICATION AND INTERACTION WITH ADVISOR
- ◆ INTERACTION WITH OTHER CHAPTERS OF THETA TAU
- ◆ INTERACTION WITH OTHER ORGANIZATIONS ON CAMPUS
- ◆ INTERACTION WITH FACULTY AND ADMINISTRATION WITH THE ENGINEERING COLLEGE
- ◆ IMPACT ON THE COMMUNITY
- ◆ PERCEPTIONS OF THETA TAU WITHIN THE CAMPUS AND LOCAL COMMUNITY

## **STRATEGIC FOCUS**

THIS INVOLVES YOUR CHAPTERS LONG TERM FOCUS. HOUSE PURCHASE AND IMPROVEMENTS AND LONG TERM GOALS FOR GROWTH, SERVICE, AND VALUE OF MEMBERSHIP ARE INCLUDED.

REFERENCE **APPENDIX A: 360 DEGREE FEEDBACK**. THIS IDENTIFIES QUESTIONS FOR EACH CHAPTER TO CONSIDER WITHIN EACH OF THE ABOVE 6 FOCUS AREAS.

## WHAT GROWING CHAPTERS DO: HOW SMALLER CHAPTERS HAVE FLOURISHED



THERE ARE A CHAPTERS WHO HAVE MADE DRAMATIC SHIFTS OVER THE PAST FEW YEARS. MEMBERS OF THESE CHAPTERS HAVE CHALLENGED ONE OR MORE OF THE FOLLOWING “MYTHS”

**Myth:** *SMALLER CHAPTERS CAN’T PLAN AS MANY ACTIVITIES AS LARGER CHAPTERS*

**New assumption:** THERE ARE SEVERAL SMALLER CHAPTERS WHO HAVE PLANNED AS MANY SOCIAL AND PROFESSIONAL ACTIVITIES AS LARGER CHAPTERS. THE DIFFERENCE IS THAT THE SMALLER CHAPTERS WHO DO THIS ACTUALLY **MAKE BETTER USE OF RESOURCES**. MOST ACTIVITIES ARE EASIER TO PLAN.

EXAMPLES:

- ☺ PARTICIPATING IN A CAMPUS SPONSORED PD EVENT AS A GROUP,
- ☺ WEEKLY SOCIAL EVENTS: BURGER BASKETS EVERY FRIDAY AFTER CLASS, MUST SEE TV EVERY THURSDAY AT SOMEONE’S APARTMENT (OR ANY POPULAR SHOW- “SOUTH PARK”, . . .), SOCIAL OUTING COMBINED WITH MEETING,
- ☺ PARTICIPATING IN A CAMPUS PHILANTHROPY AS A GROUP.
- ☺ COSPONSOR AN ACTIVITY WITH ANOTHER ENGINEERING ORGANIZATION OR WITH ANOTHER PROFESSIONAL FRATERNITY (I.E. BUSINESS FRATERNITY, . . .)
- ☺ ASKING EACH MEMBER TO GIVE A 5 MINUTE TALK ON ANY TOPIC ONCE EACH YEAR.
- ☺ ASKING AREA ALUMNI TO SPONSOR A PD EVENT. YOU SET THE DATE, THEY PLAN IT AT THEIR PLACE OF WORK.

**Myth:** *SMALLER CHAPTERS NEED TO FOCUS ALL THEIR ENERGY ON RUSH. ONCE WE HAVE MORE PEOPLE WE CAN . . .*

**New assumption:** 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.” IF YOU EXIST JUST TO RUSH, YOU AREN’T FULFILLING OUR PURPOSE. IT IS ALSO DIFFICULT TO ATTRACT MEMBERS TO AN ORGANIZATION THAT DOES LITTLE OTHER THAN RUSH. IT IS APPROPRIATE TO **PLAN AN AGGRESSIVE RUSH PROGRAM AND PLAN A CALENDAR OF ACTIVITIES THAT BENEFIT EACH MEMBER OF YOUR CHAPTER**. THE LATTER ACTIVITIES SHOULD BE INFORMAL RUSH ACTIVITIES. THERE SHOULD ALWAYS BE ACTIVITIES THAT ARE CLOSED TO MEMBERS. THERE NEEDS TO BE A VALUE IN JOINING.

**Myth:** *SMALLER CHAPTERS TEND TO EXPERIENCE A CLOSER BOND.*

**New assumption:** I’VE SEEN SMALL CHAPTERS THAT ARE CLOSE AND SOME WHO HAVE LIMITED CONTACT WITH EACH OTHER. **THE FREQUENCY AND QUALITY OF INTERACTIONS WILL HAVE A MUCH GREATER INFLUENCE ON THE BOND** WITHIN A CHAPTER. LARGER CHAPTERS NEED TO CONSIDER THIS AS WELL. CHAPTER MEMBERS REALLY NEED TO GET TOGETHER AS A WHOLE CHAPTER AT LEAST ONCE A WEEK. THAT IS A TARGET. ACTIVITIES SHOULD NEVER BE MORE THAN TWO WEEKS APART. THIS COULD BE A MEETING, PROFESSIONAL ACTIVITY, OR SOCIAL ACTIVITY. THIS EXCLUDES BREAKS AND FINALS.

**Myth:** *OUR CHAPTER’S NUMBER OF PLEDGES SHOULDN’T EXCEED THE NUMBER OF ACTIVE STUDENT MEMBERS.*

**New assumption:** WE HAVE HAD SUCCESSES WITH PLEDGE CLASSES 3 TIMES THE NUMBER OF MEMBERS. **CHAPTER LEADERS NEED TO PLAN A STRUCTURED PLEDGING PROGRAM WITH CLEAR EXPECTATIONS.**

**Myth:** *SINCE WE ARE SMALLER, WE SHOULD ONLY RECRUIT FRESHMEN AND SOPHOMORES.*

**New assumption:** YOU SHOULD **FOCUS ON UNDERCLASSMEN**. HOWEVER, **THERE IS A GREAT BENEFIT IN HAVING A BALANCE BETWEEN UPPER AND UNDERCLASSMEN**. AS WE GET CLOSER TO GRADUATION WE TEND TO BE MORE INTERESTED IN PROFESSIONAL AND CAREER DEVELOPMENT. THIS INTEREST CAN TRANSLATE TO A MORE BALANCED PROGRAM. ADDITIONALLY, UPPERCLASSMEN CAN PROVIDE NOTE FILES AND ACADEMIC ASSISTANCE TO YOUNGER MEMBERS. YOU SHOULD ALSO BALANCE THE NUMBER OF MEMBERS YOU HAVE IN EACH CLASS TO NOT



EXPERIENCE A SIGNIFICANT LOSS AS THEY GRADUATE. RULE OF THUMB, 15 MEMBERS PER CLASS. THIS TRANSLATES TO 60 MEMBERS. INTERNSHIPS, CO OPS, EARLY ALUMNI, WILL BALANCE THIS FIGURE.

**Myth:** *FOR RUSH WE SHOULD CONTINUE DOING WHAT WE'VE DONE BEFORE, ONLY MORE FREQUENTLY.*

**New assumption:** If your rush program isn't working, *find out why and change it.* Doing more of the same won't improve performance. Try planning your rush program from scratch.

These sections need to be developed. I'd like to reformat the annual report so that it can be used as a chapter self assessment. I'd also like to discuss how we report annual report statistics so that they are even more useful for chapters and national officers.

Sections to be developed:

How Chapter leaders can use their Annual Report

How National Officers can use Chapter Annual Reports

Proposed New Format For Annual Report

Chapter Calendar- Tool to be developed

The purpose of the chapter calendar is to provide a tool to new or growing chapters to facilitate chapter planning and communicate expectations.

# CHAPTER CHECKLIST

THE PURPOSE OF THE CHAPTER CHECKLIST IS TO IDENTIFY OPPORTUNITIES FOR IMPROVEMENT AND GUIDE CHAPTERS AND COLONIES IN SETTING GOALS.

	ACTIVITY (MINIMUM WITHIN EACH 6 MONTH PERIOD)	EXPECTED CHAPTER INVOLVEMEN T	DATE COMPLETED
4	RUSH ACTIVITIES- SPECIFIC CRITERIA INCLUDED	90%	
1	RUSH MAILING- SEE CRITERIA	N/A	
1	PLEDGING CEREMONY - DISTRIBUTION OF PLEDGING MATERIALS - COLLECT AND MAIL PLEDGE FORMS AND PLEDGING REPORT WITHIN 2 WEEKS	90%	
	PLEDGE PROGRAM - ACTIVITIES CAN BE COUNTED HERE AND IN "SOCIAL" AND "PROFESSIONAL AND PHILANTHROPIC" - 8 WEEKS - WEEKLY CONTACT - CHAPTER VOTING - PROGRAM COMMUNICATED TO REGIONAL DIRECTOR		
1	INITIATION- FILE INITIATION REPORT WITHIN 2 WEEKS	90%	
1	PLANNING MEETING	90%	
7	BIWEEKLY MEETING. THIS ASSUMES THAT MOST OF THE WORK IS COMPLETED OUTSIDE THESE MEETINGS (IN COMMITTEES)	85%	
7	SOCIAL ACTIVITIES (AT LEAST 2 ACTIVITIES MEMBERS ONLY)	80%	
6	PROFESSIONAL AND PHILANTHROPIC ACTIVITIES (AT LEAST 2 ACTIVITIES MEMBERS ONLY, AT LEAST 2 ACTIVITIES PUBLICIZED FOR ALL STUDENTS)	80%	
2	MEETING WITH CHAPTER ADVISOR	1-2 MEMBERS	
1	CHAPTER ADVISOR ATTENDED MEETING	90%	
1	ATTEND REGIONAL CONFERENCE	20%	
1	CHAPTER CALENDAR COMMUNICATED TO: - REGIONAL DIRECTOR - CENTRAL OFFICE - OTHER CHAPTERS - AREA ALUMNI		
	REPORTING: CHANGE OF STATUS- WHENEVER A MEMBER GRADUATES, IS GRANTED EARLY ALUMNI STATUS, IS ON CO OP OR INACTIVE STATUS. WITHIN 2 WEEKS. OFFICER ELECTION REPORTS- WITHIN 2 WEEKS		

	ANNUAL REPORT- ONCE EACH YEAR DUE (???)		
	ATTENDANCE AT NATIONAL MEETING	20 %	
	MEETING WITH NATIONAL OFFICER OR APPOINTED ALUMNUS- ONCE EACH YEAR	90%	

***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 AN 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.
  
- \_ TWO ACTIVITIES CLOSED TO STUDENT MEMBERS (MAY HAVE AN ALUMNI 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. . .

*Appendix A*  
*360 Degree Feedback*

*This can be used as an individual survey for all members or as a tool for chapter discussion.*

# Focus Area 1: Member Focus

Ranking

1 Absolutely agree

2 Strongly agree

3 Agree

4 Disagree

5 Strongly disagree

6 Absolutely disagree

		_ If you feel chapter needs to focus on this
1. Involvement in ΘT has helped me improve my academic performance.	1 2 3 4 5 6	_____
2. Involvement in ΘT has provided <u>me</u> exposure to engineering in industry or to applications of engineering.	1 2 3 4 5 6	_____
3. ΘT has provided me contacts that will help me in my search for a job.	1 2 3 4 5 6	_____
4. ΘT has provided me tools that will help me in my job search.	1 2 3 4 5 6	_____
5. ΘT will help me transition from college to the workforce.	1 2 3 4 5 6	_____
6. I am satisfied with the opportunity I have had to demonstrate leadership skills.	1 2 3 4 5 6	_____
7. All chapter members are actively involved in planning and executing activities for this semester or 6 month period.	1 2 3 4 5 6	_____
8. Individuals' interests and abilities are always considered when assigning work.	1 2 3 4 5 6	_____
9. our chapter consistently rewards and recognizes individual contribution and personal excellence.	1 2 3 4 5 6	_____
10. involvement in ΘT has helped me identify how I need to improve myself professionally and personally.	1 2 3 4 5 6	_____
11. I receive outstanding professional benefit due to membership in ΘT.	1 2 3 4 5 6	_____
12. I receive outstanding social benefit due to membership in ΘT.	1 2 3 4 5 6	_____
13. Involvement in ΘT is worth my time and expense.	1 2 3 4 5 6	_____

Comments on Member Focus or individual benefits received due to involvement in ΘT.

## Focus Area 2: Interpersonal Focus

Ranking

1 Absolutely agree

2 Strongly agree

3 Agree

4 Disagree

5 Strongly disagree

6 Absolutely disagree

		_ If you feel chapter needs to focus on this
14. Members trust each other.	1 2 3 4 5 6	_____
15. Communication is open and honest.	1 2 3 4 5 6	_____
16. Members express ideas freely and openly.	1 2 3 4 5 6	_____
17. Work on committees is enthusiastic.	1 2 3 4 5 6	_____
18. I am kept informed of events in a timely manner.	1 2 3 4 5 6	_____
19. We spend adequate time and energy building brotherhood within our chapter.	1 2 3 4 5 6	_____
20. Our pledge program outlines a solid basis of brotherhood.	1 2 3 4 5 6	_____
21. Brotherhood is as strong as it can be.	1 2 3 4 5 6	_____
22. I can rely on other brothers to complete tasks within guidelines with no follow up.	1 2 3 4 5 6	_____
23. There are cliques or social subgroups within our chapter.	1 2 3 4 5 6	_____
24. Extent to which cliques or social subgroups divide the chapter and dilute the strength of the whole chapter. (Cliques may be divisions of senior members, younger members, divisions by disciplines within engineering...)	1 2 3 4 5 6	_____
25. There are frequent conflicts within our chapter.	1 2 3 4 5 6	_____
26. Individual and group confrontations are resolved in a constructive manner.	1 2 3 4 5 6	_____
27. We consistently seek consensus when diverse viewpoints are present to build group commitment.	1 2 3 4 5 6	_____
28. We listen to each other and show an understanding of what others are saying.	1 2 3 4 5 6	_____
29. We demonstrate and encourage high standards of honesty, integrity, trust and respect for others.	1 2 3 4 5 6	_____
30. Our chapter provides ample opportunity to discuss concerns and frustrations.	1 2 3 4 5 6	_____
31. Members frustrations are not addressed in regular meetings.	1 2 3 4 5 6	_____
32. Decisions are often rushed without adequate discussion.	1 2 3 4 5 6	_____

*Comments on Interpersonal Focus or comments on tone and interaction between members of the chapter.*



### Focus Area 3: Operational Focus

Ranking

1 Absolutely agree

2 Strongly agree

3 Agree

4 Disagree

5 Strongly disagree

6 Absolutely disagree

33. We organize resources, establish priorities and schedule work so that available resources are used most efficiently.	1	2	3	4	5	6	_____
34. We consistently prepare and justify budgets for the whole chapter, chapter projects, and chapter activities.	1	2	3	4	5	6	_____
35. We consistently track expenses and monitor against budget to ensure effective resource management.	1	2	3	4	5	6	_____
36. There is consistent coordination between committees and our chapter leadership.	1	2	3	4	5	6	_____
37. We consistently document and standardize activities.	1	2	3	4	5	6	_____
38. We plan milestones and monitor schedules to ensure things are getting done.	1	2	3	4	5	6	_____
39. We often hurry to get things done.	1	2	3	4	5	6	_____
40. Participation on committees means every member of the committee participates equally.	1	2	3	4	5	6	_____
41. Most of the work gets done as a result of a few members (less than 20% of the membership)	1	2	3	4	5	6	_____
42. We monitor all chapter supplies and reorder in a timely fashion (letterhead, pledge manuals, etc. . .)	1	2	3	4	5	6	_____

Comments on operational focus or on our ability to organize and manage the "nuts and bolts" of chapter operations:

## Focus Area 4: Chapter Focus

Ranking

1 Absolutely agree

2 Strongly agree

3 Agree

4 Disagree

5 Strongly disagree

6 Absolutely disagree

								_ If you feel chapter needs to focus on this
43.	Roles and expectations of committees, leaders, and individual members are clearly defined and often documented.	1	2	3	4	5	6	_____
44.	Work is distributed by leaders assigning tasks rather than individuals volunteering for tasks.	1	2	3	4	5	6	_____
45.	I am excited about participation on committees.	1	2	3	4	5	6	_____
46.	New leaders receive all the information they need to get started on assigned projects.	1	2	3	4	5	6	_____
47.	All members work persistently toward agreed upon goals despite opposition, distractions, and set backs.	1	2	3	4	5	6	_____
48.	Our leadership focuses on inspiring, motivating, and guiding others toward accomplishing chapter goals.	1	2	3	4	5	6	_____
49.	Our leadership empowers others by sharing power and authority commensurate with delegated responsibilities.	1	2	3	4	5	6	_____
50.	We consistently consider the values, risks, impact and implications of decisions when evaluating and choosing alternative solutions.	1	2	3	4	5	6	_____
51.	We consistently integrate needs and expectations of all members into development of projects and activities.	1	2	3	4	5	6	_____
52.	We continually monitor program and process effectiveness and plan for improvement.	1	2	3	4	5	6	_____
53.	We put priority on getting results and display individual accountability for results.	1	2	3	4	5	6	_____
54.	Leaders determine individuals' needs and provides opportunities for development within chapter activities.	1	2	3	4	5	6	_____
55.	The environment encourages imaginative solutions to situations and problems.	1	2	3	4	5	6	_____
56.	Our chapter programs are dynamic and are constantly upgraded and improved in interesting ways.	1	2	3	4	5	6	_____
57.	Our chapter responds to set backs and obstacles in a constructive manner.	1	2	3	4	5	6	_____
58.	Each members takes an active role in recruiting new members.	1	2	3	4	5	6	_____
59.	Cooperation and teamwork within the chapter is excellent.	1	2	3	4	5	6	_____
60.	Our chapter membership is representative of our college in terms of diversity of race, religion, educational focus, and other individual differences.	1	2	3	4	5	6	_____
61.	Our chapter has a plan for leadership succession to ensure smooth transition from one leader to the next (i.e. after elections)	1	2	3	4	5	6	_____

Comments on Chapter Focus (use back of page):

## Focus Area 5: External Focus

Ranking

1 Absolutely agree

2 Strongly agree

3 Agree

4 Disagree

5 Strongly disagree

6 Absolutely disagree

		_ If you feel chapter needs to focus on this
62. We regularly inform other chapters of activities and developments.	1 2 3 4 5 6	_____
63. We regularly inform National Fraternity of activities and developments.	1 2 3 4 5 6	_____
64. We often attend functions at other chapters.	1 2 3 4 5 6	_____
65. This chapter of ΘT has a positive image to others on campus and within the community.	1 2 3 4 5 6	_____
66. This chapter of ΘT serves as a role model for other campus organizations.	1 2 3 4 5 6	_____
67. This chapter of ΘT serves as a role model for other chapters within ΘT.	1 2 3 4 5 6	_____
68. We actively educate the community on the value of engineering.	1 2 3 4 5 6	_____
69. We actively educate other chapters on effective chapter practices.	1 2 3 4 5 6	_____
70. We have a significant, positive impact on the community.	1 2 3 4 5 6	_____
71. We have a positive relationship with other campus organizations.	1 2 3 4 5 6	_____
72. We consistently communicate with our advisor.	1 2 3 4 5 6	_____
73. We have a positive relationship with faculty on our campus.	1 2 3 4 5 6	_____

Comments on our External Focus:

## Focus Area 6: Strategic Focus

Ranking

1 Absolutely agree

2 Strongly agree

3 Agree

4 Disagree

5 Strongly disagree

6 Absolutely disagree

			_ If you feel chapter needs to focus on this				
74. We consistently develop and adjust strategic and long term plans.	1	2	3	4	5	6	_____
75. Our leadership champions dramatic changes based on a strategic view of the future.	1	2	3	4	5	6	_____
76. We invest time and energy on chapter development and growth.	1	2	3	4	5	6	_____
77. We consistently realistically assess our chapters' strengths, weaknesses, and impact on others.	1	2	3	4	5	6	_____
78. We have identified a vision for the chapter's future.	1	2	3	4	5	6	_____
79. Our short term goals are aligned with long term plans.	1	2	3	4	5	6	_____
80. We have a documented 5 year plan.	1	2	3	4	5	6	_____
81. We have a documented 10 year plan.	1	2	3	4	5	6	_____
82. We have a plan that exceeds 10 years.	1	2	3	4	5	6	_____
83. We have identified short term objectives to ensure that we will meet long term goals.	1	2	3	4	5	6	_____
84. Our entire chapter is involved in long term planning for our chapter.	1	2	3	4	5	6	_____

Comments on long term planning.

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## Demographics:

Age:

Leadership positions held (committee and elected leadership positions):

Current Leadership role and involvement:

Years of membership:

Major:

Graduating Year: