

OFFICER TRANSITION PLAN

2016-2017



TABLE OF CONTENTS

Purpose.....	3
Overview.....	3
Step 1: Outgoing Officer Prepares for the Transition.....	4
Outgoing Officer Checklist.....	4
Important Information to Pass on in Your Officer Manual.....	4
Outgoing Officer Worksheet.....	6
Maintaining Continuity: Transition Questions for Outgoing Officers.....	7
Outgoing Officer Major Accomplishments.....	8
Step 2: Incoming Officer Prepares for the Transition.....	9
Incoming Officer Checklist.....	9
Incoming Officer Worksheet.....	10
Maintaining Continuity: Transition Questions for Incoming Officers.....	11
Step 3: Outgoing & Incoming Officers Have One-on-One Meetings.....	12
Agenda.....	12
Questions to Consider.....	12
Step 4: Outgoing & Incoming Officers Attend the Transition Meeting.....	13
Participants.....	13
Location.....	13
Length.....	13
Facilitator.....	13
Questions.....	13
Facilitator Key.....	14
Transition Meeting Agenda.....	15
Step 5: Pi Kapp College for Chapter Officers Processing.....	20
Step 6: Executive Council Goal Setting.....	20
Step 7: Individual Officer Goal Setting.....	20
Tuckman’s Model of Group Development.....	21
Problem Solving Model.....	22
Problem Solving Model: Example.....	23
S.M.A.R.T. Goals.....	24
Planning for the Semester.....	25

PURPOSE

An effective officer transition:

- Maintains effective continuity of the chapter’s progress, goals, and growth
- Helps ensure the successful transfer of important information
- Helps build upon the achievements of the outgoing Executive Council
- Re-enforces positive/productive communication between officers and between the Executive Council and the chapter
- Provides an opportunity for incoming officers to plan for the future and establish new goals

OVERVIEW

Per Supreme Law, please ensure that your chapter has scheduled an election to occur in November, with a transition period to occur prior to Pi Kapp College for Chapter Officers 2015. All candidates eligible for officer positions should be made aware of their commitment to attend Pi Kapp College for Chapter Officers prior to holding elections. Below is an example of what that transition may look like.

OFFICER TRANSITION

CHAPTER EVENTS

OFFICER TRANSITION	CHAPTER EVENTS
	OCTOBER
Outgoing Officer Prepares for the Transition	9
	16 Officer Nominations Opened
	23
	30 Officer Elections
	NOVEMBER
Incoming Officer Prepares for the Transition	6
Outgoing/Incoming Officer One-on-One Meetings	13
	20
	24 Thanksgiving
Transition Meeting	27 Installation of New Officers (see <i>Gold Book</i>)
	DECEMBER
	6
	JANUARY
Pi Kapp College for Chapter Officers Processing	6-8 Pi Kapp College for Chapter Officers (Charlotte, N.C.)
	6-8 Pi Kapp College for Chapter Officers (Pittsburgh, Pa.)
Executive Council Goal Setting	13-15 Pi Kapp College for Chapter Officers (Kansas City, Kan.)
	13-15 Pi Kapp College for Chapter Officers (Birmingham, Ala.)
Individual Officer Goal Setting	20-22 Pi Kapp College for Chapter Officers (Los Angeles, Calif.)

STEP 1: OUTGOING OFFICER PREPARES FOR THE TRANSITION

When it is all said and done, your ability as a leader will not be judged by what you achieved personally or even what your team accomplished during your tenure. You will be judged by how well your people and your organization did after you were gone. Your lasting value will be measured by your succession.

– John Maxwell, *Leadership 101*

Outgoing Officer Checklist

- Organize all notebooks, binders, files, and electronic documents
- Finish all necessary correspondence (e-mails, phone calls, etc.)
- Develop action plans and timelines for new officer transition, including but not limited to:
 - ✓ Necessary meetings attended and chaired by the officer
 - ✓ Important tasks
 - ✓ Introductions to key people/staff (relationship building)
- Complete the Outgoing Officer Worksheet (page 6)
- Complete the Maintaining Continuity: Transition Questions for Outgoing Officers worksheet (page 7)
- Complete the Outgoing Officer Major Accomplishments worksheet (page 8)
- Create/Prepare/Update Officer Manual
- Have a one-on-one meeting with the incoming officer
- Attend the officer transition meeting

Important Information to Pass on to the Incoming Officer

A binder/electronic copies of the following recommended resources should be compiled and given to the incoming officer:

People

- Outgoing Executive Council contact information
- Committee member contact information
- University staff contacts (fraternity/sorority life advisor, individual responsible for room reservations, etc.)
- Pi Kappa Phi national staff contacts (Leadership Consultant, office staff, etc.)
- Vendor contacts (third-party vendors, t-shirt companies, etc.)

Documentation

- Position responsibilities (from Supreme Law and the chapter Constitution and Bylaws)
- Calendars/Timelines
- Written programs
- Electronic copies of posters/flyers/t-shirt designs/newsletters
- Meeting agenda
- Meeting minutes

- Templates for forms/letters/e-mails
- Budgets from prior years
- Financial documents (i.e. receipts, invoices, etc.)
- Asset list (i.e. Ritual equipment/supplies, t-shirts, brochures, etc.)
- Electronic copies of all important documents (i.e. policies, procedures, Constitution and Bylaws, chapter strategic plan, etc.)
- Chapter checking and savings account information (if applicable)
- Any login information or passwords

Key Activities, Initiatives, and Events

- Information for any past vendors used (i.e. caterers, hotels, transportation services, printers, t-shirt companies, etc.)
- Descriptions of past events, planning checklists, risk management plans, etc.

Words of Wisdom

- Mistakes you made that could have been avoided
- Advice you wish you had before assuming office last year
- Questions the new officer may have

Outgoing Officer Worksheet

TO BE COMPLETED PRIOR TO TRANSITION MEETINGS. Please think through and respond to the following questions regarding your responsibilities. This information will be helpful for your successor.

1. What I liked most about my position...
2. What I liked least about my position...
3. The most difficult decision I made was...
4. What I could have done to make the experience better...
5. Obstacles to performing my position responsibilities effectively were...
6. Things that helped me better handle the position were...
7. Things I wish I'd known before I took office were...

Maintaining Continuity

Transition Questions for Outgoing Officers

TO BE COMPLETED PRIOR TO TRANSITION MEETINGS. Please think through and respond to the following questions regarding your responsibilities. This information will be helpful for your successor.

1. What do you perceive to be the chapter's objectives or goals (short-term and long-term)?

2. What do you consider to be the greatest responsibilities of your office?

3. What do you wish you had done, but did not?

4. What did you try that did not work? Why did it not work?

5. What problems or areas will require attention within the next year?

6. Who was the most helpful in getting things done? (Who were good resources for you?)

7. What should be done immediately next semester?

Outgoing Officer Major Accomplishments

TO BE COMPLETED PRIOR TO TRANSITION MEETINGS.

Accomplishment	Barriers/Limitations	Resources Used	Solutions to Problems	Still to be Done

STEP 2: INCOMING OFFICER PREPARES FOR THE TRANSITION

Incoming Officer Checklist

- Review the sections of Supreme Law and the chapter Constitution and Bylaws that apply to your position
- Complete the Incoming Officer Worksheet (page 10)
- Complete the Maintaining Continuity: Transition Questions for Incoming Officers worksheet (page 11)
- Have a one-on-one meeting with the outgoing officer
- Read the officer materials provided by the outgoing officer
- Read the completed Outgoing Officer Worksheet
- Read the completed Maintaining Continuity: Transition Questions for Outgoing Officers worksheet
- Read the completed Outgoing Officer Major Accomplishments worksheet
- Attend the officer transition meeting
- Attend Pi Kapp College for Chapter Officers in January

Incoming Officer Worksheet

TO BE COMPLETED PRIOR TO TRANSITION MEETINGS. Please think through and respond to the following questions. This information will be helpful as you begin planning for the next year.

1. What position-specific things do I want to know about (i.e. forms, reports, timelines, duties, etc.)?
2. Things I should do in the next month...
3. People I should get to know...
4. Resources and services I need to know about...
5. Things I need to know about working with my Chapter Advisor? My fraternity/sorority life advisor? Our Council of Advisors (COA)?
6. Other questions I want answered...

Maintaining Continuity

Transition Questions for Incoming Officers

TO BE COMPLETED PRIOR TO TRANSITION MEETINGS. Please think through and respond to the following questions. This information will be helpful as you begin planning for the next year.

1. What do you perceive to be the chapter's objectives or goals (short-term and long-term)?

2. What do you consider to be the greatest responsibilities of your office?

3. What are your expectations of yourself in this position?

4. What expectations do you have for the rest of the Executive Council?

5. What expectations do you believe others have of you?

6. What problems or areas will require your greatest attention this year?

7. What should be done immediately next semester?

STEP 3: OUTGOING & INCOMING OFFICERS HAVE ONE-ON-ONE MEETINGS

The following will help guide your conversation by focusing on past accomplishments and providing a critical evaluation of the past year in office.

Agenda

- Transition of officer materials to the incoming officer
- Responsibilities of the position
- Timeline for completing duties of the position
- Major accomplishments over the past year
- Unfinished projects
- Opportunities for improvement
- Important resources and contacts
- Mistakes the outgoing officer made that could have been avoided
- Outgoing officer contact information (in case more questions arise)

Questions to Consider

- What specific accomplishments were realized this year and why were they successful?
- What problems or disappointments did you encounter this year and how could they have been avoided or corrected?
- What materials or resources did you find most helpful (i.e. contacts, advisors, websites, campus partners, national staff, etc.)?
- How can the timeline for this position be made more efficient and effective?

STEP 4: OUTGOING & INCOMING OFFICERS ATTEND THE TRANSITION MEETING

Participants

The following is a list of suggested participants:

- Outgoing Executive Council Members (*Required*)
- Incoming Executive Council Members (*Required*)
- Chapter Advisor (*Highly Recommended*)
- Fraternity/Sorority Life Advisor
- Members of the Chapter's Council of Advisors (COA)

Location

Regardless of whether you choose to host the meeting on or off campus, it is important to choose a location that is free of distractions and interruptions from brothers and friends. When selecting your location, you can consider anywhere from a classroom on campus to a retreat site for the weekend; just be sure to clearly communicate the time commitment to all participants far enough in advance.

Length

Based on the activities included in Transition Meeting Agenda (see page 15), the officer transition meeting will take between 2.5 and 3.5 hours to complete. Your individual retreat may vary depending on what activities your chapter chooses to include. When planning for the meeting, be sure to clearly communicate the time commitment to all participants far enough in advance to avoid scheduling conflicts.

Facilitator

Choosing the right facilitator is extremely important. Often, officer transition meetings are more effective when a person who is not a member of the undergraduate chapter is asked to facilitate. When choosing a facilitator, consider utilizing your fraternity/sorority life advisor, Chapter Advisor, Regional Governor, a member of the Council of Advisors, or even a campus professional from your student leadership center.

Questions

For questions relating to the officer transition meeting, contact your Chapter Advisor or Leadership Consultant. These individuals will be able to assist you in answering questions, planning for the event, and gathering additional resources as necessary.

FACILITATOR KEY

SESSION NAME (total amount of time)

Goals/Learning Outcomes

- Outcomes and goals for the activities will be listed here

Set-Up/Supplies Needed

- If any special set-up is needed for the session it will be listed here
- Any supplies needed will also be listed

Section Title - amount of time (# minutes)

Questions to ask and points to make verbatim

- Notes & Instructions for facilitators

TRANSITION MEETING AGENDA (2.5 - 3.5 Hours)

Goals/Outcomes

As a result of participating in this meeting, incoming officers will be able to:

- Describe common stumbling blocks for new officers in their position.
- Identify potential barriers to success.
- Formulate an action plan to address the common stumbling blocks and barriers to success.
- Explain the 4 key phases of Tuckman's Model of Group Development.
- Recognize behavioral indicators of incoming officers and their corresponding phase of development.
- Implement appropriate strategies and activities to help facilitate the development process.
- Describe the 4 steps of the problem solving model.
- Analyze current chapter problems within the context of the problem solving model.
- Implement appropriate strategies to successfully create change.
- Assess the overall effectiveness of the implemented strategies in creating change.
- Describe the chapter's current areas of strategic focus.
- Evaluate the chapter's current successes and weaknesses in each strategic area.
- Propose goals for the coming semester/year to address the chapter's current weaknesses.

Set-Up/Supplies Needed

- Officer Materials
- Pen and paper for each incoming officer
- Markers, flip chart, masking tape, and easel (preferred over a white/chalk board for record-keeping purposes)
- University calendar
- [Year in the Life of a Pi Kappa Phi Chapter](#) document
- Chapter strategic plan
- Copies of Tuckman's Model of Organizational Development for each incoming officer (page 21)
- Copies of the Problem Solving Model for each incoming officer (page 22)
- Copies of the Problem Solving Model: Example for each incoming officer (page 23)
- Copies of the S.M.A.R.T. Goals worksheet (page 24)
- Copies of the Planning the Semester worksheet (page 25)

Management Strategies: Doing Things the Right Way - 10 min/Executive Council position

- Have each outgoing officer sit with the corresponding incoming officer.
- Ensure the incoming officer takes notes while his corresponding outgoing officer is answering questions.
- Ask the first outgoing officer the following questions:

What do you wish you would have known when you came into office last year that you later learned?

Based on that information, what do you wish you would have done differently from the beginning of your term?

- Process the responses to those questions with the incoming officer:

So as the incoming officer, what does that mean for you in your new position?

- Have the incoming officer summarize the feedback from the outgoing officer. The incoming officer should identify the key stumbling blocks the outgoing officer faced and the potential barriers to success.
- Have the incoming officer summarize what actions he will take based on this information and document those steps in his notebook.
- Once a pair (outgoing and incoming officer) answers the questions, move on to the next set of officers.
- Once everyone has shared, dismiss the Outgoing Executive Council

Tuckman's Model of Group Development - 30 min

- Because the new Executive Council will be working together for the next year, it is important for them to understand the basics of group dynamics and development.
- This model of group development was first proposed by Bruce Tuckman, an American psychologist, in 1965. Tuckman maintained that these phases are both necessary and inevitable in order for a team to grow, address problems, create goals, and deliver results.
- Utilize the handout on page 21 to discuss Tuckman's model.

Forming: The group is just coming together. This stage is often characterized by shyness, uncertainty, and hesitancy among the members, although extraverted members may rapidly assume some kind of leadership (formal or informal).

Storming: A period of jockeying for position, authority, and influence among the members. In classes, this is the period of "testing out" the teacher. Disagreements appear or are manufactured and roles are eventually assigned. The initial leaders (formal or informal) within the group may not end up as the leaders. This is the most uncomfortable phases for the group.

Norming: Having sorted out the internal dynamics of the group, the members must then determine what kind of behavior and contribution is acceptable and what isn't. During this phase, members begin to trust each other and motivation increases.

Performing: The group is now able to function as a team and finds ways to get the job done smoothly and effectively. Dissent is expected and allowed as long as it is done in a way that is acceptable to members of the group.

- As you discuss each phase of the model, ask the officers for examples of times when they have seen each of these phases.

In Tuckman's model, a group can and does move back and forth between each of the 3 latter stages (storming, norming, and performing).

- As issues arise within the Executive Council, the officers should utilize Tuckman's model to examine the group dynamics at play. The officers should consult with their Chapter Advisor and/or fraternity/sorority life advisor to determine appropriate activities that can move the group more effectively from one phase to the next.

The Problem Solving Model - 30-45 min

- Because the officers will spend the next year working to address a wide range of issues, it is important for them to have a basic problem solving model that each officer understands in order to discuss these issues.
- Utilize the handout on page 22 to discuss the problem solving model.

The problem solving model has four steps:

1. Identify the Problem
2. Determine the Contributing Factors
3. Determine Which Strategies You Will Use to Address the Problem
4. Implement the New Strategy & Assess

When you are considering the contributing factors, be sure to consider:

Individual Issues - Family/education background; Personality traits of members; Knowledge and beliefs; People's attitudes and personal values; Individual skills and level of self-confidence

Interpersonal Issues - Social networks; Social support; Peer norms; Family norms

Environmental Factors - Campus characteristics; Formal and informal policies and procedures (chapter and campus); State, federal, and local laws; Campus culture (normalization of behaviors); Chapter structure

- Utilize the handout on page 23 to walk the Executive Council through an example using the problem solving model.
- For each step in the example, ask the questions listed on the problem solving model handout (page 22). Sample responses have been included to help facilitate the conversation.
- Once the Executive Council has finished reviewing the example, have them brainstorm a list of current problems within the chapter and begin brainstorming some of the

contributing factors. The officers should revisit this list as they begin planning for the semester during Pi Kapp College for Chapter Officers.

Review of the Chapter's Strategic Plan - 30-45 min

- NOTE: If your chapter does not have a current strategic plan, you should skip this section and host a strategic planning workshop at the start of the semester. Contact your Leadership Consultant for additional information.
- Ensure each incoming officer has a copy of the chapter's strategic plan.
- Discuss each of the chapter's Seven Areas of Strategic Focus, ensuring all officers have a clear understanding of the definition of each focus area.
- Have the Executive Council update their SWOTT analysis for each Strategic Focus Area. By identifying the chapter's current opportunities for improvement, the new Executive Council will be able to later propose goals and action plans which address these weaknesses.

Strengths: In looking at the chapter's strengths, have participants think about them in relation to both the national organization and their campus community.

- Possible Processing Questions:

What are your advantages in this area?

What does your chapter do well in this area?

What do other people see as your strengths in this area?

Weaknesses: What does the chapter not do so well? Consider this from both an internal and external basis. Do others seem to perceive weaknesses that the students do not see?

- Possible Processing Questions:

What could your chapter improve in this area?

What do you wish you could do better in this area?

What should you avoid in this area?

Opportunities: What items/resources does the chapter take advantage of OR what items/resources should the chapter take advantage of and doesn't? Look at the chapter's strengths and ask if these open up any opportunities. Alternatively, look at the chapter's weaknesses and ask whether they could open up opportunities by eliminating them.

- Possible Processing Questions:

What are the good opportunities facing you? Facing your chapter in this area?

What are the interesting trends you are aware of?

Threats: What should the chapter keep in mind of for the the future? How can the chapter prepare for certain externalities? Consider what threatens the chapter's opportunities from becoming realities.

- Possible Processing Questions:

What obstacles do you face?

Could any of your weaknesses seriously threaten your organization?

What are other fraternities/sororities doing better than your chapter?

Does your chapter disregard university and/or Pi Kappa Phi policies?

Does your chapter disregard any federal or state laws?

Does your chapter have a low GPA?

Does your chapter have low membership numbers?

Trends: What is going on in the community that could impact your chapter (positively or negatively)?

- Possible Processing Questions:

What are the current trends on campus relating to the fraternity/sorority community?

What are the current trends within Pi Kappa Phi?

What are the current trends within your college/university?

What are the current trends within the interfraternal community?

STEP 5: PI KAPP COLLEGE FOR CHAPTER OFFICERS PROCESSING

Goals: As a result of participating in this activity, officers will be able to:

- Discuss the key concepts of each officer training track.
- Identify topics that require further clarification and the individual(s)/resource(s) needed.
- List the actions they will take once they return to campus to create change.

After each day of Pi Kapp College for Chapter Officers, officers should get together for approximately 30 minutes to discuss the following questions:

- What did you discuss in your track today?
- What questions do you still have after your discussion? How will you resolve these questions?
- What was the biggest take-away from your track today? How will you implement this new information?
- How does this take-away apply to other members of the Executive Council?

STEP 6: EXECUTIVE COUNCIL GOAL SETTING

Following Pi Kapp College for Chapter Officers, the new Executive Council should set up a meeting time to share the goals they created and review the change plan that was created during the Chapter Planning Session during the conference.

- Each officer should reflect on themes that emerged during Pi Kapp College for Chapter Officers, as well as their work with the chapter's strategic plan, and brainstorm possible goals for the Executive Council.
- The first 10-15 minutes should be spent individually brainstorming, writing each of the goals they think of on a post-it note.
- Each officer should share his goals with the rest of the Executive Council, and the group should combine similar concepts.
- The Executive Council should arrange the post-it notes in the order of importance and practicality and choose the top 3 to turn into S.M.A.R.T. goals (see page 24).
- For each of the 3 goals, the Executive Council should develop an action plan (see page 25), which includes:
 - Strategies to determine *how* to achieve the goal
 - Specific action items that will need to be performed in order to fulfill these strategies
 - Identifying key players and deciding who will need to do what
 - A practical and efficient timeline
- Assign specific roles to officers and members to put the change plan created during the Chapter Planning session into effect.

STEP 7: INDIVIDUAL OFFICER GOAL SETTING

Once the Executive Council has determined their goals for the coming semester/year, each officer should generate his individual S.M.A.R.T. goals (see page 24). For each goal, the officer should develop an action plan (see page 25), which includes:

- Strategies to determine *how* to achieve the goal
- Specific action items that will need to be performed in order to fulfill these strategies
- Identifying key players and deciding who will need to do what
- A practical and efficient timeline

Tuckman's Model of Group Development

FORMING

Feelings: Fear, Uncertainty, Anxiety, Cautiousness, Hope, Excitement, Anticipation

Behaviors: Little gets accomplished; Complaints about the group and where they are going; Determining what first-steps to take

Issues to Address: What is our purpose? What's in it for us? What are we trying to accomplish?



STORMING

Feelings: Overzealousness, Left out, Pressure to accomplish work, Jealousy of leaders

Behaviors: Increased competition and arguing/fighting; Resistance to group formation; Bids for power and control; Pecking order is defined; Little listening; Trying to rely solely on personal experiences

Issues to Address: Who has power (formal and informal)? How can we work together? How will I fit?



NORMING

Feelings: Pride, Togetherness, Sense of belonging, Optimism, Increased trust, Fun

Behaviors: Accept group and group norms; Emotional conflict is reduced; Increased collaboration and sharing; Group dynamics are discussed; Accomplish a moderate amount of work

Issues to Address: Who are we as a group? Are we working well together to achieve our goals?



PERFORMING

Feelings: Understanding of each other's strengths, Commitment, Enthusiasm, Confidence, Satisfaction

Behaviors: High performance; Diagnose and solve problems; Norms of decision-making are determined; Members experience personal insights (things about themselves); Constructive self-change

Issues to Address: What are the problems and how can we solve them? How can we bring about change?

Problem Solving Model

1

Identify the Problem

2

Determine the Contributing Factors

What are the individual issues at play?

What interpersonal issues have an impact on this situation?

What environmental factors are contributing to this problem?

Which of these factors can I *actually* control?

3

Determine What Strategies You Will Use to Address the Problem

How will this influence the contributing factor?

What is the likelihood this will bring about the desired changes?

What resources will I need?

Who do I need to contact?

4

Implement the New Strategy & Assess

Is the new strategy creating the desired change?

Do I need to re-evaluate my approach?

Problem Solving Model Example

1

Identify the Problem

Attendance at chapter meetings has dropped below 50% (the mandatory quorum requirement), and the chapter can no longer conduct business.

2

Determine the Contributing Factors

In the past, chapter meetings have gone on for 2-3 hours
1 hour of each chapter meeting is taken up by officers reading their reports
A lot of arguing occurs at chapter meetings without any real results
Members are frustrated that the Archon does not keep better order at chapter
The university is currently in the middle of its 2 weeks of mid-terms

3

Determine What Strategies You Will Use to Address the Problem

Officers will e-mail reports to the chapter at least 24 hours before the meeting
Officers will not read reports at the meeting; they will only answer questions
The Archon will set a time to adjourn each chapter meeting (not to exceed 1.5 hours)
Chapter meetings will be conducted using Roberts' Rules of Order
The Warden will provide each member with a Roberts' Rules of Order cheat sheet

4

Implement the New Strategy & Assess

Less time is used reading reports to the chapter
Chapter meetings are more efficient and take less time
Attendance has increased to 65% and the members can again conduct business
The Executive Council will continue to discuss chapter attendance at their weekly meeting to determine if additional strategies should be implemented

S.M.A.R.T. GOALS

Specific

Goals must be something that can be described and understood easily by others - finite conditions not general feelings.

Bad Example: Increase participation of members.

Good Example: Increase attendance at chapter meetings.

Measurable

Whenever possible, use numbers or percentages to mark achievement of the goal. You can't rely on personal opinion.

Bad Example: More members will attend...

Good Example: 80% of members will attend chapter meetings.

Attainable

Is the goal realistic? Goals should be a stretch to obtain but not impossible to achieve. Members will work toward what they believe they can achieve and are not inspired by boring, easy goals.

Bad Example: 100% of members will attend every meeting.

Good Example: Increase attendance at chapter meetings by 10% from the prior semester.

Righteous

Is the goal the right thing to do? Goals should be aligned with Pi Kappa Phi's core values and move the chapter toward the core purpose.

Bad Example: Trick as many people as possible into joining, hoping they stick around.

Good Example: Inform potential members of all membership requirements.

Time-Oriented

Goals must have an end date when they are due. Creating a sense of urgency will push members to work harder. How else will you know when to check performance?

Bad Example: Winter

Good Example: January 1, 2010

Sample S.M.A.R.T. Goals

Bad Example: Chapter will get all members to pay dues on time

Good Example: The Treasurer will collect 100% of dues by September 30, 2009.

Bad Example: Chapter will get more members involved in service projects.

Good Example: Chapter will conduct two service events by January 1, 2010 with at least 80% of the brothers in attendance.

PLANNING FOR THE SEMESTER
Things To Do

S.M.A.R.T. Goals:

1. _____
2. _____
3. _____

Action Planning

Strategy	Tasks	Who	When	How