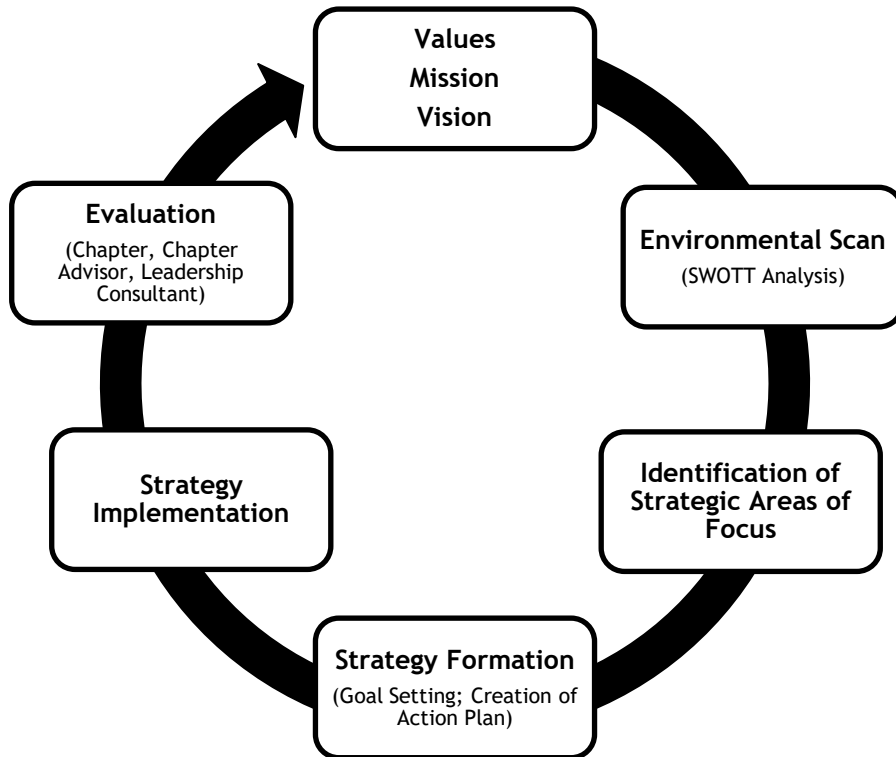




**FACILITATOR GUIDE**  
2018-2019

# BACKGROUND FOR THE FACILITATOR

## The Strategic Planning Process



**NOTE:** The new strategic planning framework does not utilize the Seven Objectives of Chapter Excellence as the basis for developing a chapter strategic plan. Although the national office continues to utilize the Seven Objectives of Chapter Excellence as a metric for evaluating the operational success of undergraduate chapters, the Strategic Planning Workshop is focused on leadership, which requires students to move beyond operational and management-focused issues and think about their undergraduate experience in the context of broader topical areas. Chapters, and specifically members of the Executive Council, should continue to utilize the Seven Objectives of Chapter Excellence when examining chapter management, however the new strategic framework should allow chapters to examine issues and explore opportunities for growth outside a traditional checklist-style report.

# FACILITATOR KEYS TO SUCCESS

## What is facilitation?

Facilitation is making things easier and includes:

- Supporting the curriculum through discussion and activities.
- Creating connections of shared information and experiences.
- Helping participants get good information and affirmation.
- Providing focus and direction.
- Appropriately challenging and questioning participants.

## Effective Facilitation

Effective facilitation requires that facilitators are:

- Natural and genuine.
- Interested in all participants.
- Engaged in a series of conversations with a variety of participants.
- Clear and non-judgmental in their communication.
- Flexible and able to adapt to different situations.
- Focused on the participant's experiences and struggles.
- Developing appropriate relationships with participants.

## Facilitator Tips

- **Be prepared.** Know and review the information and activities you are leading completely prior to the session.
- **Focus on the process, not the content.** Allow participants time and opportunity to discover important learning points for themselves, don't automatically give away all the answers.
- **Don't dominate the discussion.** Don't feel responsible to respond or comment on each idea or question they discuss. You are not the focus of the session. The participants should drive the process, you just make sure they stay on track and focus and stick to the schedule.
- **Don't be afraid of silence.** Give them time to think about the questions you ask and respond. They may be hesitant when you first start but don't rescue any of them by answering the questions for them. Make eye contact with participants and walk around to encourage discussions. You may need to repeat questions.
- **Practice active listening.** As someone is speaking show your interest through your body language and facial expressions. Maintain good eye contact and nod your head to let participants know they are being heard.
- **Deal quickly and assertively with disrupters.** Don't let them control the group or dominate discussion. Avoid arguments with disruptive people but don't be afraid to address it after the session is over.
- **Turn questions back to the group.** If participants ask questions deflect them back to the group and see what they think. Be sure to answer questions yourself eventually.

## FACILITATOR KEY

### SESSION TITLE (Session Time)

#### 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

### WELCOME (15 minutes)

#### Set-Up/Supplies Needed

- Participant Workbooks
- Nametags (Optional)

### Introductions - 15 minutes

- Facilitators introduce themselves sharing their name, fraternity experience, and professional background
- Have the participants introduce themselves
- As a quick ice breaker, have each participant share the most embarrassing song on his iPod (or his “guilty pleasure” song)
- Facilitators introduce the workshop

Throughout the course of this workshop, we will focus on your chapter’s future.

Strategic planning is the process by which you will envision the future of your chapter and identify the areas on which you want the current and future Executive Councils to focus. This vision helps give the chapter direction and the potential energy to begin moving.

Strategic planning is NOT an attempt to make future decisions today, nor is it an attempt to blueprint the future in a static, unchanging model.

A strategic plan is like a game plan. A game plan evaluates the current condition or level of resources and sets a direction through a series of uncertainties while also understanding that certain externalities may require you to adjust your plan at any given moment.

Strategic planning requires the chapter to clearly identify core priorities. Once the chapter has identified and clearly defined its core priorities, the Executive Council, chairmen, and committees will utilize these as guideposts in future decision making.

As the chapter and its officers makes decisions from this point forward, you should ask yourselves: Is this action in line with the chapter’s strategic plan? Will it help us move closer to achieving on of our strategic goals? If the answer to these questions is “No,” then the chapter should reconsider the action.

Strategic planning is also a reiterative process. Your chapter's strategic plan is a living document that is meant to be guiding, but also engaging (much like the chapter's constitution and bylaws).

- Be sure to answer any questions or clear up any confusion before moving on to the next section

## **VALUES: THE FOUNDATION OF PI KAPPA PHI (35 minutes)**

### **Set-Up/Supplies Needed**

- Flip chart & Markers
- 5 index cards per participant
- Paper clips - one per participant
- 4 signs that read STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE to be hung around the room

### **Purpose of Fraternity - 10 minutes**

- Generate a discussion around the following questions, participants should follow along on page 2 in their workbook:

**What is the purpose of fraternities?**

**What is the purpose of Pi Kappa Phi?**

**What are values?**

- Have a few volunteers share, then clarify if needed the following definition: Rokeach (1973) defined values as "standards that not only guide the behavior of individuals who hold them, but serve as their basis for judging others."

**What role do values play in fraternity?**

**What are the values of Pi Kappa Phi found in the Student Creed?**

- Record answers - Common Loyalty, Personal Responsibility, Achievement, Accountability, Campus Involvement, Responsible Citizenship, Lifelong Commitment
- Ask them to define what each one means as they are identified

**What are the values of The Ability Experience?**

- Record answers - Integrity, Abilities, Teamwork, Empathy
- Ask them to define what each one means as they are identified

**How do the values of Pi Kappa Phi and The Ability Experience relate to our purpose?**

## Trash Your Values - 10 minutes

- Have participants identify their top 5 values on page 3 in their workbook
- Have participants transfer their 5 values onto 5 index cards and arrange them in order of importance

**Pick up the value that is least important to you and hold it up in the air. Now, rip it up and throw it in the trash.**

- Repeat this for the next 3 values
- Allow participants to hold on to their last value - make sure it is written bold enough for everyone to see
- Have participants paperclip the value to their nametag/shirt
- Ask the following processing questions:

**How did it feel to throw away your values? Do we ever intentionally throw away our values (it's unrealistic to say "No")?**

**How did you decide which of your values to throw away 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>?**

**Why do we sometimes decide to throw away our values? If they are what guides our lives, how do we feel when we have trashed them?**

**If you had to do this exercise again, would you change anything?**

**What have you learned about yourself and your values?**

**We need an understanding that values are what guide us and we should cling to them for direction and trust that they have become part of our lives for a reason. At some point, we need to make a conscious decision to not trash our values even if that means following a path that is not easy.**

## Values Into Action - 15 minutes

- If not already done, hang the 4 signs around the room: STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE
- All participants should be proudly displaying their value
- The following series of statements should be read and participants asked to make a decision of where they fall in regards to the statement. No riding the fence. They must take a stand!
- After reading each statement and allowing the men to move to a certain area, ask 1-2 at each station the following questions:
  - How does your decision to go to your respective area reflect your #1 value?
  - How might your peers react to you making this decision if they saw you wearing your value the way you are now?

**It is OKAY to get average grades if you're heavily involved on campus.**

**It is OKAY to skip the Ritual of Initiation as an initiated member.**

**It is OKAY to drink until you pass out.**

**It is OKAY to not be involved in a chapter leadership role.**

**It is OKAY to pay your chapter dues late as long as you pay them.**

**It is OKAY to let a brother smoke pot as long as it's not in the chapter house.**

**It is OKAY to wear Pi Kappa Phi letters in a bar.**

**It is OKAY to cut someone from recruitment based on his physical appearance.**

**It is OKAY to kick a member out of the chapter for not paying dues.**

**It is OKAY to buy alcohol for a friend on his 19<sup>th</sup> birthday.**

**It is OKAY for an Atheist to be a member of your chapter.**

**It is OKAY to play some mind games with the new pledges.**

**A member's personal actions/behaviors are totally separate from his membership in the chapter.**

- Ask the following processing questions:

**Was this easy or difficult?**

**How did it feel to act on your values?**

**Were you ever in one place then looked at your value and realized you should maybe be somewhere else?**

**How does this relate to your everyday life as a college student and member of Pi Kappa Phi?**

**Do we as fraternity men "wear" our values for people to see? How do people know we are in a fraternity?**

**Do we ever find ourselves saying our values are one thing and then doing another? When? Is this a problem? Why?**

**So, why are we discussing values before moving into the meet of a strategic planning workshop?**

- Have a few volunteers share, then reiterate the following:

**Values are the foundation upon which all of Pi Kappa Phi is built.**

**In order to create a strategic plan that accurately reflects both Pi Kappa Phi's values and the personal values of the members of the chapter, we need to explore our values prior to getting into the specifics of strategic planning.**

## A LOOK BACK AND A LOOK AHEAD (50 minutes)

### Set-Up/Supplies Needed

- Flip Chart paper & markers

### Ground Rules - 5 minutes

The remainder of the workshop is about planning for the future of the chapter, not about dwelling on the past. We are going to look at where you are now, but more importantly where you want to go.

We are talking about how you, as a chapter, can be better. We are NOT accusing anyone, especially the current officers, of anything.

There will not be any blaming during our discussion. If I hear what sounds like blaming, I will ask you to stop sharing. If you have specific concerns about an individual in the chapter, the best way to handle that is through Ultimate Respect in a one-on-one setting.

Additionally, when you are making observations about where the chapter is or where it needs to go, please use “I” statements.

- Example: “I think the chapter needs to have a greater focus on accountability,” rather than, “Everybody knows the chapter needs to have a great focus on accountability.”
- Ask if there are any other ground rules the participants think are necessary to share with the group before you get started.

### Environmental Scan: SWOTT Analysis - 45 minutes

As Dr. Stephen Covey says, you must seek first to understand before being understood. Similarly, the chapter must first understand its current situation (strengths, weaknesses, opportunities, threats, and trends) before the members can identify their strategic focus areas.

The most effective way to understand the chapter’s current situation is to conduct a SWOTT analysis.

- Have each member of the chapter utilize page 4 in their workbook
- Participants should individually reflect on each of the areas of the SWOTT analysis, give them 10 minutes to complete this
- Once participants have reflected individually, use a flip chart or white board to list out the specific points under each heading. The chapter should be able to assemble a lengthy list for each category.
- Allow students to push back on a given response if they don’t think it’s true or appropriate to their chapter

**Strengths:** In looking at the chapter’s strengths, have participants think about them in relation to both the national organization and their campus community. For example, if all of the fraternities on campus have a high GPA, then a high GPA is not a strength.

- Possible Processing Questions:
  - What are your advantages as a chapter?



- What does your chapter do well?
- What do other people see as your strengths?

**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?
  - What do you wish you could do better?
  - What should you avoid?

**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?
  - What are the interesting trends you are aware of?

**Threats:** What should the chapter keep in mind for 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 Greek 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?

## THE SEVEN AREAS OF STRATEGIC FOCUS (55 minutes)

### Set-Up/Supplies Needed

- 15 Flip charts
  - Pre-Made and hung around the room Each poster should contain the characteristic, a space of participants to indicate the importance of that characteristic using their stars (see example to right), and a line on which they can mark the characteristic's presence in the chapter on a 0-10 scale.
- Markers
- Gold Stars (enough for each participant to get 15)
- SWOTT Analysis Handout

Pride in Pi Kappa Phi
<b>IMPORTANCE</b>
<b>PRESENCE IN CHAPTER</b>
0 ----- 10

## The Characteristics of a Healthy Chapter of Pi Kappa Phi - 20 minutes

*Adapted from IMPACT Alpha Chi Omega and "Community and Student Life" by Elan Shapiro and Kristin Anundsen from Charting Your Course: A Life-long Guide to Health and Compassion.*

- Ask participants to take a moment to individually review the Characteristics of a Healthy Chapter list in their workbook on page 5.
  - **Cares for All Members** - The chapter cares for all of its members, including the less assertive ones. All feel free to speak from their hearts and reveal their thoughts and feelings. Members are both honest and respectful.
  - **Welcomes Differences** - The chapter does not stifle or even just tolerate differences; it welcomes them as a means of expanding its perspective.
  - **Involved in the Community** - Members are aware of, and become involved in, the larger community through service to others and engagement on the campus, in the local community, and on the national level.
  - **Value All Individuals and Communities** - While valuing their own sense of identity, members are bound together in a common loyalty and do not devalue or belittle other individuals and communities.
  - **Understand & Live the Ritual** - Members are familiar with and appreciate the Ritual as the expression of the Fraternity's ideals and values. They try to live their lives by these values.
  - **Celebrate and Have Fun**- Members remember to celebrate and have fun.
  - **Share the Workload** - Members share the workload and don't expect their officers or "someone else" to do everything.
  - **Include Entire Chapter in Decision Making** - Members feel included in making decisions and setting the direction of the chapter.
  - **Pride in Pi Kappa Phi** - Members take pride in the chapter and the national organization.
  - **Balanced Programs/Opportunities** - The chapter offers a balance of opportunities for friendship, leadership, learning, and service.

- **High Standards of Scholarship** - Members strive to attain the highest possible standards of scholarship.
  - **Personal Responsibility & Accountability** - Members value the importance of personal responsibility and hold each other accountable for failing to meet established standards.
  - **Positive Associate Member & Member Education Programs**- Members are constantly in the process of growing and learning. They create positive experiences by continuing to build better men through their associate member and initiated member education process.
  - **Values-Based Recruitment** - Members recruit others who will continue to bring credit to the fraternity.
  - **Lifelong Brotherhood** - Members value the importance of lifelong brotherhood and provide alumni meaningful experiences and opportunities for involvement.
- While they are reviewing the list, pass out a strip of 15 star stickers to each participant.
  - Ask if there are any questions or clarification needed for any of these characteristics.
  - Instruct participants to utilize their stars as if they were investing them in that characteristic based on the level of importance to them individually.
  - Also instruct them to place an “X” on the line from 0-10 based on the presence of that characteristic in the chapter.
  - Tell them to place as many or as few stars on the characteristics that have the most significance for them. They may place 14 stars on one and a lone star on another characteristic. Whatever combination for their investment is okay.
  - Allow 10-15 minutes for participants to place their stars.

### Determining the Seven Areas of Strategic Focus - 10 minutes

- Based on the characteristics that have the most stars, select the seven (7) that will become the chapter’s Strategic Focus Areas.
- Ask the chapter if they feel these accurately represent what should become their strategic areas of focus or if different statements should be substituted.
- If substituting, consider selecting a characteristic the participants felt was less present in the chapter.

### Strategic Focus Areas: SWOTT Analysis - 15 minutes

- Divide the chapter into seven (7) random groups.
- Assign each group one of the Seven Strategic Focus Areas to work on.
- The group should define the characteristic and perform a SWOTT analysis, identifying the chapter’s Strengths, Weaknesses, Opportunities, Threats, and Trends in the area.
- This is NOT an opportunity for members of the group to create specific goals for the Strategic Focus Areas. The purpose of the activity is to clearly define strategic areas of focus, so the officers, committee chairmen, and committees can create S.M.A.R.T. goals in each of the areas.
- Give them 10 - 15 minutes to work on this.

## Group Reporting and Consensus Building - 15 minutes

- Have each group report back the results of their SWOTT analysis.
- Seek consensus from the members of the chapter that the group has accurately covered all necessary points.

## WRAP-UP (5 minutes)

- Tell the group that the Secretary will type all notes for the entire day and e-mail them out to the chapter for review.
  - Make sure the Secretary receive copies of the groups notes and the flip charts.
- The next step is for the officers, committee chairmen, and committees to create goals in each of the seven areas of strategic focus.
  - Remind officers to use the S.M.A.R.T Goals pages (8-9) in their workbook as they create these goals. Allow them to stay after to discuss if they have questions.
- The Strategic Plan should continue to be discussed as a chapter and adjusted as necessary.
- Thank the chapter members for their participation.