

President's Basics

*How to succeed as the elected
President of your chapter*



CONGRATULATIONS!

Dear Chapter President,

Congratulations on your election to lead the 2008 leadership and management team of your chapter. Your chapter members have **entrusted** you to ensure the well-being of their Chapter and to improve their barbershopping enjoyment. They've selected you to be their **leader**, not just a custodian, and to recognize, implement and manage the actions necessary to accomplish this.

Your job is to make something happen that will move your chapter forward. If you don't do this, history loudly documents that your chapter will regress. Your legacy when you look back at year-end, depends upon what you've caused to happen.

Leadership is an up-front job ... **so take charge!**

Sing-cerely,
Dennis Cook
Presidents Class Instructor
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I'M PRESIDENT! SO NOW WHAT DO I DO FIRST?

THE CP JOB IS TO LEAD YOUR CHAPTER TO THE SUCCESS IT DESERVES

- The Chapter is members (Stakeholders)
- You guide defining success will look like (Chapter MISSION ... and Vision)
- People want to be successful
- People want good leadership
- Leadership is an honor and a responsibility

MODULE 1

EFFECTIVE LEADERSHIP



Effective LEADERSHIP

Approaches

COTS





A CHAPTER PRESIDENT NEEDS TO KNOW HOW TO ...

- **Assess readiness of a follower to accept an assigned task**
- **Select the most appropriate leadership approaches to use**
- **Modify/Apply his own behaviors most effectively**

LEADERSHIP

“... IS THE ABILITY TO *INFLUENCE*
THE THINKING AND BEHAVIOR OF OTHERS
... AND TO DIRECT THEM TOWARD SPECIFIC GOAL
OUTCOMES”

EFFECTIVE Leadership

... is adapting ***your*** behavior
to the performance needs
of the individual or group

Leadership Makeup

What a leader looks like

Think back for a minute - - and recall a leader you've observed who you respect the most.

What are some of the behaviors he/she exhibited?

Characteristics

Leading ...
behavior qualities
– from the heart

♪ **Multiply behaviors**
that cause success

Competencies

Managing ... behavior
learned – from
the brain (Skills)

♪ **Avoid acts that**
cause problems

“You lead people ... and ... You manage things”

Leadership Involvement Behavior

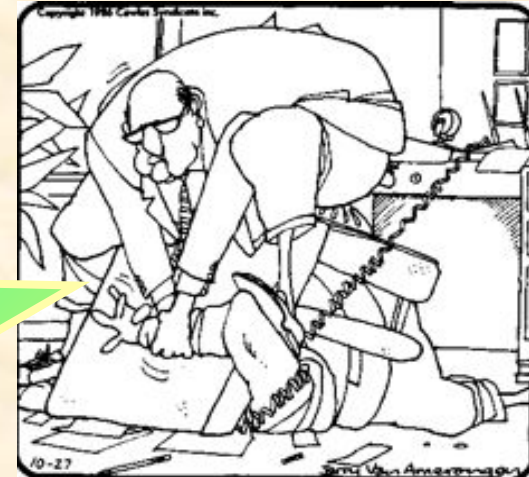


Personal Influence

The Leader engages in two-way communication, active listening, providing feedback and coaching.

- Interacting
- Facilitating Activities
- Providing Support
- Giving Recognition
- Building Confidence

Management Task Behavior



Position Influence

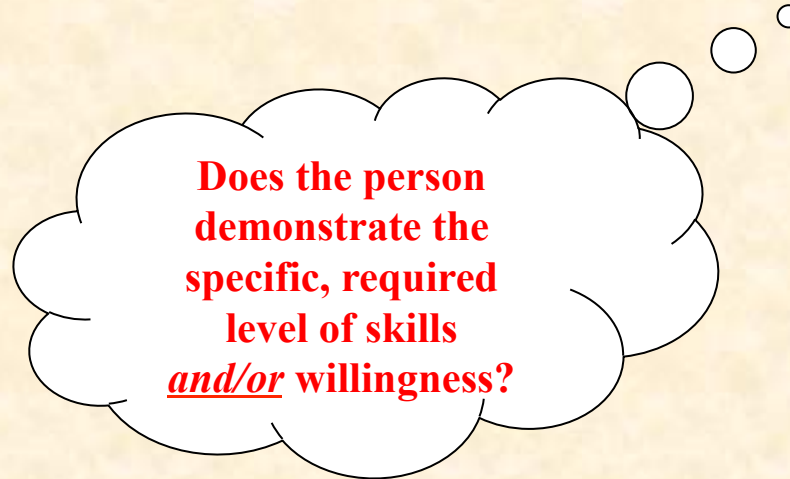
The Manager engages in responsibilities that define roles, and instructs the who, what, how, when, where & how much.

- Setting Goals
- Organizing
- Monitoring Timelines
- Directing
- Controlling Budget

**Chapter Prez
is a
Combination
of Both**

Determining **Follower** Readiness

Task Specific – the function, goal, or activity that requires a clear predictor of follower performance...



FOUR LEVELS – based on follower's skills and confidence

R-4	R-3	R-2	R-1
Able <u>and</u> Willing & Confident	Able <u>but</u> Unwilling or Insecure	Unable <u>but</u> Willing or Confident	Unable <u>and</u> Unwilling or Insecure

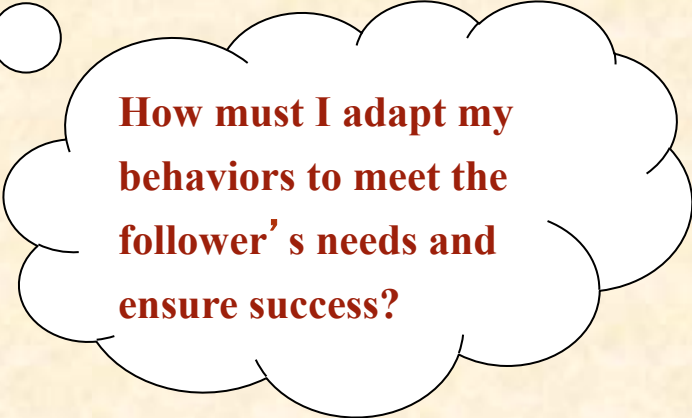
Follower Readiness Indicators

R-4	R-3	R-2	R-1
<u>Able and</u> <u>Willing</u> <u>and</u> Confident	<u>Able but</u> <u>Unwilling</u> <u>or</u> Insecure	<u>Unable but</u> <u>Willing</u> <u>or</u> Confident	<u>Unable and</u> <u>Unwilling</u> <u>or</u> Insecure
<i>Indicators:</i> <ul style="list-style-type: none"> • Consistently performs at high standards • Committed to, and enjoys the task • Can operate autonomously • Keeps boss informed of task progress • Shares both good and bad news 	<i>Indicators:</i> <ul style="list-style-type: none"> • Previously demonstrated knowledge and skill • Performance slipping – Upset about things in chapter and at home • First time solo performance • Lacks confidence and experience • Needs feedback and encouragement 	<i>Indicators:</i> <ul style="list-style-type: none"> • Demonstrates only moderate skill or competence • Interested & responsive • Anxious or excited • Receptive to input • Attentive • Enthusiastic • New task – no experience 	<i>Indicators:</i> <ul style="list-style-type: none"> • Not performing to an acceptable level • Intimidated by task • Unclear about directions • Procrastinating • Unfinished tasks • Questions about task expectations • Avoidance or “passing the buck” • Defensiveness or discomfort

...all relative to the task or role to be performed

Selecting Leadership Approach

Task Specific – the behavioral approach that will enable the follower's performance to achieve success ...



How must I adapt my behaviors to meet the follower's needs and ensure success?

FOUR APPROACHES – based on follower's skills and confidence

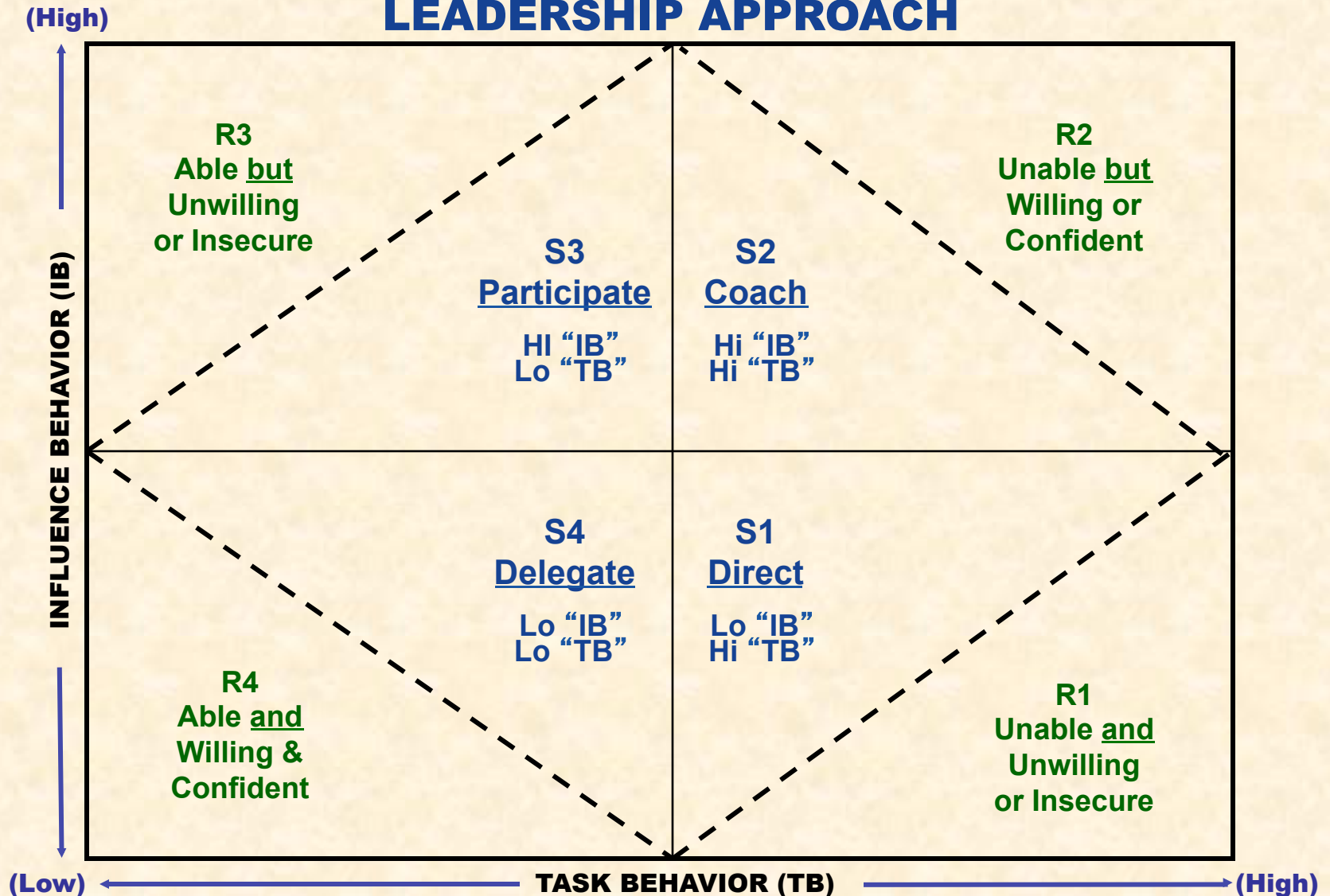
S-4	S-3	S-2	S-1
Delegate	Participate	Coach	Direct

Leader Approach Descriptors

S-4	S-3	S-2	S-1
Delegate	Participate	Coach	Direct
Lo "IB" – Lo "TB"	Hi "IB" – Lo "TB"	Hi "IB" – Hi "TB"	Lo "IB" – Hi "TB"
Descriptors: <ul style="list-style-type: none"> • Follower-made decisions • Delegating tasks • Big picture • Relatively light supervision • Monitor activities • Reinforce results • Remain accessible • Routine reporting • Recognition 	Descriptors: <ul style="list-style-type: none"> • Follower-made decisions • Relationship! • Encourage input • Actively listen • Two-way communications and involvement • Observe activities • Support follower's risk-taking • Compliment work • Praise and build confidence 	Descriptors: <ul style="list-style-type: none"> • Leader-made decisions • Relationship! • Providing – who, what, when, where, how, and why • Explain decisions and allow opportunity for clarification • Two-way dialogue • Explain follower role • Ask questions to clarify ability level • Reinforce small improvements 	Descriptors: <ul style="list-style-type: none"> • Leader-made decisions • Provide specifics – who, what, when, where, and how • Role definition • Predominantly one-way communications • Close supervision and accountability • Incremental instructions • KISS - Keep it simple and specific

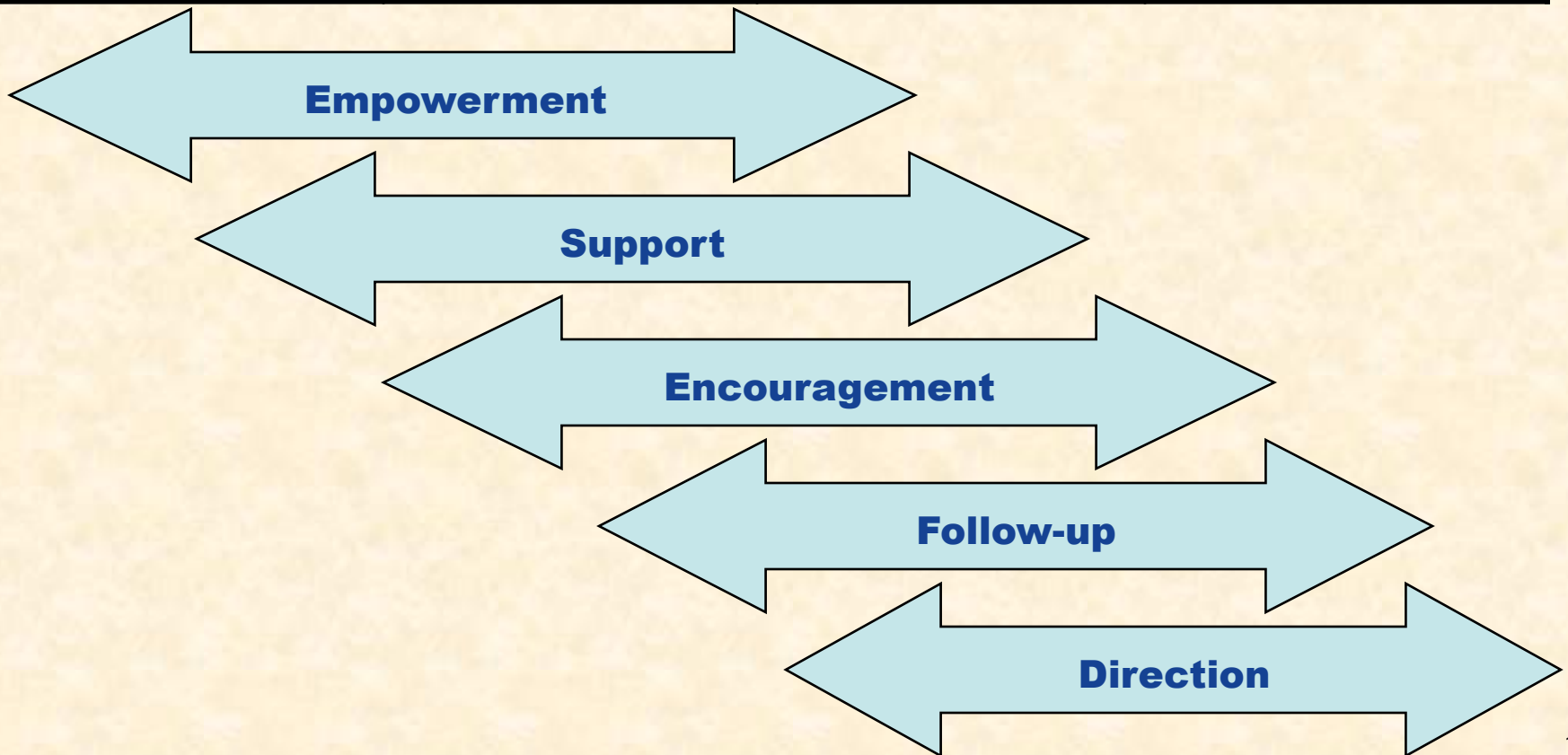
LEADER-FOLLOWER BEHAVIORS

LEADERSHIP APPROACH



LEADERSHIP CONTINUITY

S-4	S-3	S-2	S-1
Delegate	Participate	Coach	Direct
Lo “IB” – Lo “TB”	Hi “IB” – Lo “TB”	Hi “IB” – Hi “TB”	Lo “IB” – Hi “TB”



Exercise #1

Scenario – The Chapter VP, Music & Performance had to resign due to a serious family illness, and will not be active with the chapter for most of the next year. You are considering three men who appear to be strong candidates for the position.

Brad, a local retail inventory clerk and two-year Barbershopper, has no experience, though he has demonstrated high commitment for attendance and learning his music and moves. He has moderate music technical knowledge and his vocal skills are fairly respected by many members. He has volunteered a couple times when the Assoc. Director was absent, to warm up the chorus and did O.K., but another time didn't do so well when filling in on a crafts session.

The VP, M&P is a tough job, because there has been frequent friction between the music team and the Board about costly music program demands versus sparse chapter budget resources. Brad's job will include liaison between the two bodies, while performing active responsibilities on each. He must chair the Music Team and also support the Board's diverse chapter interests, while remaining objective and trying to fairly carry water on both shoulders. He must ensure that the Music Team represents the members' preferences, and also will negotiate the Music Director's contract in about four months. Even though Brad has never held an official chapter office, he is eager and looking forward to the position.

Instruction – List behavioral indicators demonstrating:

Knowledge

(knows how to do it)

Experience

(has done)

Skill

(is doing)

Ability: **Able** **Unable**

(mark with an X)

Confidence

(can do)

Commitment

(will do)

Motivation

(wants to do)

Willingness

(mark with an X)

Willing

Confident

Unwilling

Insecure

Exercise #2

Scenario – Chuck is the annual show chairman, and the show is scheduled in two months. Joe, who did the scenery job well two years ago, is the scenery production chairman again. Despite undefined “family issues” he mentioned, Joe had willingly accepted the appointment after talking it over at home with his family, and selected his crew and began working a month ago as soon as Chuck gave him a list of all the different scene descriptions and due dates for each. Chuck had also set a bi-weekly schedule to review progress status.

Joe emails Chuck status every other Wednesday. Chuck phones Joe each Friday and inquires about, “where do things stand?” and asks penetrating questions about many specifics. Chuck’s very pleased with progress, but it seems like Joe is usually impatient and sometimes irritable when they talk, and hasn’t been agreeable to meet. Also, Joe never asks many questions and just seems to “tolerate” their conversations.

Yesterday, Chuck got a call from Chapter President Wally saying that Joe tried to resign, but that he agreed to stay on until the three of them talk to see if they can “work things out satisfactorily.” Wally said, “That’s all Joe would tell me”, and Chuck is really puzzled about what “things” Joe means.

Instruction – Form into groups to discuss the case situation, and answer the following points.

1. Which Readiness quadrant does Joe fall into?
2. Which leadership style is Chuck using? Explain why.
3. What “things” is Joe likely to want to “work out satisfactorily” when the three meet?
4. What adjustments might each of Chuck and/or Joe make to resolve their issues and proceed successfully?

Select a group spokesman to explain your answers and rationales for the entire class.

Exercise #3

Scenario – You’re very busy and requested for a volunteer to help you with the chapter’s three-year business planning process. You intend to participate to ensure the conceptual content supports the chapter Vision and members’ survey preferences, but need someone to facilitate the Board sessions’ and time-consuming administrative details. Two men approached you after chapter meeting with the following backgrounds.

- **Jim** – Has previous good experience from 5-years ago helping manage his company’s planning process. He said he enjoyed it then, but that was a long time ago, and as a two-year Barbershopper he’s uncertain if he’s qualified, but he asked a lot of really good questions and made several insightful suggestions about how the process could operate. Jim has been actively involved since joining the chapter, and seems to be level headed and well liked.
- **Bill** – Was chapter president four years ago, and is an acknowledged solid administrator who typically succeeds in most challenges he undertakes. He is a hard worker with reliable attendance, and has been assisting the membership team taking attendance and greeting visitors almost always every week. He said he “would be willing” to help with planning, though he states he has no planning experience.

Instruction – Form into groups to discuss Jim’s and Bill’s candidacy, and answer the following points:

1. Which readiness quadrant does each man fall into?
2. Which leadership style would you use with each man, and what are several specific techniques you would use with each?
3. What understandings and instructions would you discuss/resolve with each man, if selected?
4. Which man would you select? Explain why.

Select a group spokesman to explain your answers and rationales for the entire class.

PERSONAL ACTION PLAN: EFFECTIVE LEADERSHIP APPROACHES

Instructions: Consider, and plan how you will apply the concepts and knowledge covered in this subject.
Identify several major changes you want to implement, and *outline a plan to make something different happen back home.*

<u>WHAT MUST I CHANGE?</u> What different result do I want, and what do I want to do differently to achieve that result?	<u>WHEN WILL I USE THIS?</u> Describe situations in which this new behavior will be used. <i>i.e.</i> , with everybody, with certain members, during conflicts, BOD meetings, chapter meetings, HOD meetings, etc.	<u>HOW WILL THIS CHANGE HELP ME?</u> ... to improve my performance or performance of another person; to achieve personal, business, chapter or project objectives, etc?	<u>HOW WILL I RECOGNIZE SUCCESS?</u> Define success using units of time, dollars, costs savings or avoidance, earlier delivery, better quality, improved relationships, morale improvement, etc.

**“You *lead* people (Influence)
... and
You *manage* things (Tasks)”**

Recommended Reading

Leadership and the One Minute Manager

(Increasing Effectiveness Through Situational Leadership)

- Ken Blanchard, Patricia Zigarmi & Drea Zigarmi
- William Morrow & Company, Inc.
- \$20.00 (\$6.00 on E-Bay)
- 105 pages; large print
- easy read; story style of writing

Questions?



MODULE 2

COMMUNICATING TO INFLUENCE

Leadership and Communications

**COMMUNICATING
TO
INFLUENCE**

A CHAPTER PRESIDENT NEEDS TO KNOW HOW TO ...

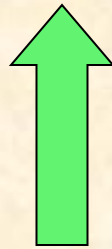
- **Plan for and distinguish between effective & ineffective communications**
- **Recognize how different social (interpersonal) styles impact communications**
- **Know how to adapt and modify his own style and communications behaviors**

LEADERSHIP and COMMUNICATIONS

Words	What you say Word choice, phrasing, filler words, etc.	9% of the message
Voice	The way you say it Tone, volume, pitch, speed, etc.	41% of the message
Body	How you look when saying it Eye contact, posture, gestures, proximity, facial expression, etc.	50% of the message

LEADERSHIP and COMMUNICATIONS

LEADERSHIP is the ability to
influence the thinking and behavior of others
and to
direct them toward specific goal outcomes.



EFFECTIVE COMMUNICATIONS
is our only means to influence,
and to achieving leadership.

LEADERSHIP and COMMUNICATIONS

Effective communication requires:

- Knowing yourself
- Knowing your communications target person
- Selecting correct information and approach
- Planning what, how & when to deliver message

**Anything less than
EFFECTIVE COMMUNICATIONS
causes disappointing outcomes**

STYLE IDENTIFIER

* EXERCISE – Part 1 *

STYLE IDENTIFIER – Self

STYLE IDENTIFIER - Others

Instructions:

- 2 minutes: Complete the “Self” Identifier
 - Plot your results on the graph at the bottom
- Do the same with the “Others” Identifier
 - Again, use about 2 minutes
- Move quickly; don't dwell on any single question

INTERPERSONAL STYLES

Scientist



Thinking Oriented

ANALYTIC STYLE

CONTROL-RESPONSIVE
Introversion • Quiet • Not Obvious

Director



Action Oriented

DRIVER STYLE

ASK-ASSERTIVE
Subtle • Open • Slower

TELL-ASSERTIVE
Outspoken • Closed • Fast

AMIABLE STYLE

EXPRESSIVE STYLE

Relationship Oriented

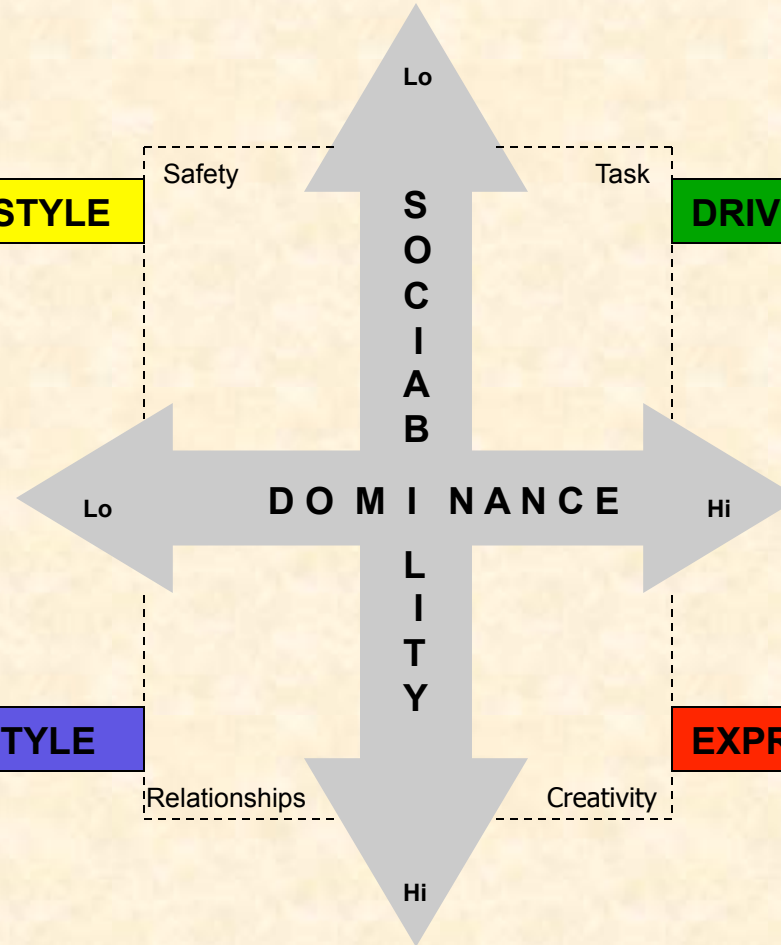


Nurturer

Intuition Oriented



Promoter



Outgoing • Eye Contact • Touch
EMOTE-RESPONSIVE

The Four Social (Interpersonal) Styles

Natural, preferred behaviors ... when not under stress

ANALYTIC	DRIVER
AMIAABLE	EXPRESSIVE

THERE IS NO “GOOD” OR “BAD” ABOUT EACH STYLE

It's all about how the person behaves in any situational circumstance

BEHAVIORS:

- Reaction / Time Use:
- Approach / Action:
- Rejects / Avoids:
- Perspective / Point of view:
- Max Interest / Effort:
- Min. Interest / Effort:
- Structure / Rules:

STRESS VARIABLES:

- Job pressures
- Persons involved
- Physical feelings
- Emotional feelings
- External conflicts
- Prior experiences
- etc., etc., etc.

Interpersonal Styles - General Descriptions

D ANALYTIC C		B DRIVER A		
Exactng, orderly, precise Relies on facts and logic. Explores all avenues before making a decision. Preferred leadership style based on competence, not force. Completes projects in a focused manner. In stressful situations may avoid personal involvement.	Reserved, conservative, orderly Prefers a situation that calls for independent analysis or expertise. Tends to lead by example. Enjoys a leadership role in which know-how and technical expertise are important. Will strive for a logical solution.	Controlling, task-oriented, formal Strives for accuracy and dependability in performance. A situation that depends on technical expertise satisfies control needs. Leads by example. Analyzes efforts rather than feelings. May downplay relationships.	Competitive, takes charge, task-oriented Prefers to deal with immediately relevant issues. Will define goals along with a means of reaching them. Values and rewards loyalty among team members. Achievement oriented.	1
Moderate, restrained, methodical Works best alone and on clearly defined tasks. Good listener. Tends to influence through reason rather than power. May be reluctant to direct others. May rely on expertise more than assertion to succeed.	Task-oriented, cooperative, practical Tend to depend on themselves to get the job done, but recognizes the importance of relationships. Usually responds to feedback well. Resolves conflict by reasoning and diplomacy.	Purposeful, businesslike, moderate Work best in a well-defined situation in which they determine the course to follow. Likes to be viewed as an authority figure, but prefers "win-win." May be seen as single-minded. Tends to rely on power and position.	Straightforward, aggressive, competitive Comfortable in directing others. Tends to influence by personal force. Often perceived as single-minded and demanding. When a situation is consistent with goals, will support a team effort. Recognition and praise are motivators.	2
Unpretentious, friendly, consistent Tends to be an effective listener and can usually gain endorsement through good diplomatic skills. Prefers to motivate by example rather than authority. Tends to like well-defined tasks. May be uncomfortable directing others.	Efficient, cooperative, realistic Tends to generate confidence and trust through persuasion rather than force. Can be direct and assertive to maintain support. Generally supportive and cooperative. Most effective in situations needing a moderate, conservative stance.	Strategic, enthusiastic, practical Usually concerned with the importance of relationships. Willing to listen to the other person's point of view. Prone to influence through persuasion rather than force. May rely too heavily on persuasive skills.	Outspoken, outgoing, stimulating Competition and involvement are key attributes. They are persuasive competitors. Will put forth a strong effort to achieve recognition and reward. Won't hesitate to express opinions strongly. May be overly aggressive.	3
Supportive, cooperative, informal Tends to have strong social drives. May depend on feelings more than fact or necessity when making decisions. Prefers to deal with present day issues. May be seen as too trusting and accepting. May not be able to confront tough issues.	Supportive, responsive, agreeable Especially responsive to others' points of view. Generally thought of as a team player. May go with the consensus rather than take an independent stand. Relaxed with others and listens well. Responds well to constructive criticism.	Enthusiastic, visionary supportive Sensitive to the importance of relationships. Can deal with a variety of views tactfully, particularly in a group setting. A team player. Skillful at getting consensus decisions. Responds well to input from others.	Spontaneous, enthusiastic, futuristic Tends to be strongly extroverted. Will emphasize interaction and involvement when working toward a goal. Often focuses on high-visibility tasks directed at a future goal. Can elicit a strong response, particularly in stressful situations.	4
AMIABLE		EXPRESSIVE		

STYLE VERSATILITY

--- the key to becoming an influential communicator

ANALYTIC Support: Take time to: Provide:	DRIVER Support: Take time to: Provide:
AMiable Support: Take time to: Provide:	EXPRESSIVE Support: Take time to: Provide:

STYLE VERSATILITY

--- the key to becoming an influential communicator

ANALYTIC Support: logic & thinking Take time to: be accurate Provide: evidence of success	DRIVER Support: action & results Take time to: be efficient Provide: options & let him decide
AMIALE Support: teamwork & harmony Take time to: build the relationship Provide: personal assurances	EXPRESSIVE Support: ideas & involvement Take time to: be stimulating Provide: incentives with rewards

Influencing People of Other Styles

To Influence the DRIVER

- Avoid small talk
- Get to the point quickly
- Be brief
- Be confident, firm and direct
- Be prepared with recommendations
- Ask direct questions and wait for a response
- Respond to questions/challenges in a straight-forward, confident and succinct manner
- If you disagree, argue facts, not feelings
- Keep the relationship businesslike

To Influence the EXPRESSIVE

- Stress what's unique or new
- Allow them to talk – make it a conversation
- Instead of disagreeing, explore options
- Show some enthusiasm for the topic or request
- Use testimonials and references from well-known authorities
- Don't hurry the discussion – develop stimulating ideas/approaches together
- Invite him to talk about his goals or ideas
 - see if/how you can support them and still accomplish what you want (show linkage between your goals)
- Follow-up to ensure action or approval

Influencing People of Other Styles

To Influence the ANALYTIC

- Present facts and data, not feelings or hype
- Emphasize statistical or comparative data
- Be systematic and organized
- Show both sides of the situation/proposal – both the advantages and disadvantages, preferably in chart form
- To minimize the risk, emphasize guarantees or contingencies if “Plan A” doesn’t work
- Present your idea/proposal in writing to support your discussion
- Allow him time to think – so he can be cautious, methodical and meticulous

To Influence the AMIABLE

- Present your ideas in a calm, low-key manner
- Show your sincere interest in him as a person
- Match his/her pace – don’t rush or pressure for quick decisions
- Demonstrate that you are listening and that you are open to his ideas
- Listen for and discuss how he feels about ideas – support his feelings
- Emphasize any positive effects of your idea/proposal on the people or work groups involved
- Emphasize personal security, service and dependability

PERSONAL INSIGHTS

FROM MY OWN

“STYLE PROFILE”

*** EXERCISE Part 2 ***

5 MINUTES: Complete the worksheet

For use now ... and also for use back home

PERSONAL ACTION PLAN

**from the Self & Others Identifiers
and also my own Personal Insights**

*** EXERCISE – Part 3 ***

5 MINUTES: Complete the worksheet

For use now ... and also for use back home

STYLE IDENTIFIER TOOL – A Leadership Opportunity

**For back home use
... to better understand a chapter team
member you need to interact with**

ACTION PLAN DEVELOPMENT

**For back home use
... after complete the Style Identifier**

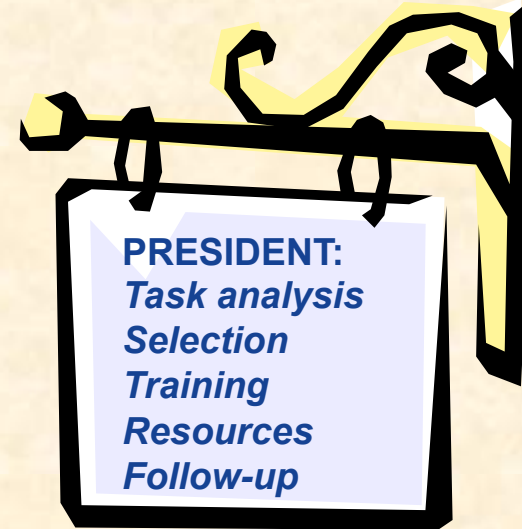
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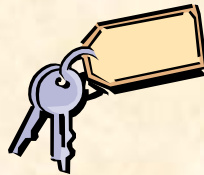
MODULE 4

MANAGING TOGETHER

Effective DELEGATION



TRUST President



NEGOTIATION

DESIRE
Delegee



RESPONSIBILITY
Follower



Can delegate responsibility, *but not accountability*



TIPS FOR EFFECTIVE BOARD OPERATIONS



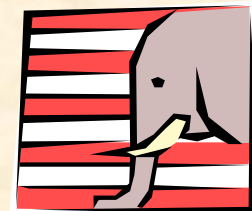
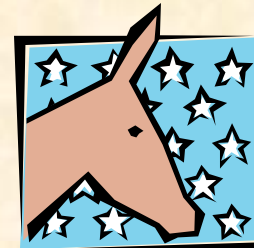
1. President ***takes charge*** of the meeting (Use Robert's Rules)
2. Honor Chapter Mission as your decision guide
3. Insist on maximum attendance and participation
4. Advance agenda distributed (Stick to it!)
5. **Motion & 2nd required before any discussion (Robert's Rules)**
6. Don't engage in Committee work! (Sometimes unavoidable)
7. "Read-ahead" officers and committee reports
8. New business requires advance written summary
9. Promote empowerment and accountability
10. Publish timely minutes
11. Follow-up! Action items
12. Passed Motions historical chronology record/log
13. Board "Wish List"
- (14. Collaborate with Nominating Committee for strong prospects)

BOARD MEETING AGENDA

(Just one suggested format)



1. Call to Order/*The Old Songs*
- ☒ 2. Minutes - Amend and/or Approve (Robert's Rules,
(Ensure that money handlers are recorded by name)
- ☒ 3. Treasurer's Report - Receive (Robert's Rules)
- ☒ 4. VP Chapter Development Report - *Receive*
- ☒ 5. VP Music and Performance Report – *Receive*
- ☒ 6. VP Marketing and PR Report – *Receive*
- ☒ 7. Special Committees, et al - Reports - *Receive*
- ☒ 8. Old Business
- ☒ 9. New Business
10. Adjourn/*Song*



☒ “Read ahead” items

GOOD TO GREAT

- Jim Collins

- **First “Who?”; then “What?”**
(Get the right people on the bus)
- **Confront the Brutal Facts**
(No rose-colored glasses)
- **Simplified Business Model**
(Clearly Focused)
- **Disciplined Culture**
(Clearly defined, delegated roles with aligned parameters & goals, with freedom to act with fanatical adherence to business procedures and business model, and to be held accountable)

PRESIDENT – GETTING STARTED

- **Corporate responsibilities**
 - Chapter Incorporation
 - Minutes of board meetings
 - Annual Budget
 - Annual yearend tax statement
- **Checklist**
- **Chapter Code of Regulations / Charter**
- **Handouts**

PRESIDENT' S RESOURCES?

- ◆ Society Chapter Management Guide (2003)
- ◆ Chapter officers, past officers and members
- ◆ Other chapter presidents
- ◆ District/Division officials & Chapter Counsellors
- ◆ Society website www.barbershopharmony.com
- ◆ Society and/or District Operations Manuals
- ◆ Society publications & specialty documents
- ◆ Robert' s Rules of Order
- ◆ Society paired-district Board Member
- ◆ Community/schools performing arts groups
- ◆ Library & Internet
- ◆ Local media celebrities
- ◆ Charitable Foundations' officials
- ◆ *Your imagination!*

VOLUNTEERS – THE CRITICAL FEW!

- There are four types of people:
 - **5%** - *Leaders* – Proactive, visionaries, makes change happen
 - **25%** - *Responsible* – Gets things done, with leadership
 - **50%** - *Responsive* – Prod them to get a job completed
 - **20%** - *Inert* – Complainers, non-participators, unreliable
- Spend *your* time and energy enrolling the top 80% in the Mission & Vision of your organization or project
- Don't get sidetracked by the bottom 20%

Why Do People Volunteer?

- Someone asked me
- Belief in the leader or a key official
- Business or professional growth
- Personal recognition
- Opportunity to give back
- Enjoy seeing things done well
- Identify with success
- Enjoy being a leader
- To be in on the know
- To keep an eye on the leaders

RECRUITING VOLUNTEERS

- Be genuine – sincerity works
- Match position with interests and/or capabilities
- Provide accurate, clear responsibilities description
- Don't minimize time requirements
- Communicate the training and support available
- Explain they would be good in the job
- Paint a word picture of him being successful

KEEPING VOLUNTEERS PRODUCING

Be sure their needs are being met

- Volunteers want their work to make a difference and to be appreciated
 - recognize them genuinely and frequently
- Volunteers have outside lives – understand their conflicts and honor them
- Volunteers are busy people – don't waste their time – ever!
- Don't punish volunteers for being successful!

DEVELOP A SUCCESSION PLAN

- Ensure the EVP is capable to succeed you; if not, either develop him or have him removed
- Help each Board Officer select and train a successor
- Get to know every member and his interests and capabilities
- Have periodic Board reviews/discussions about specific members' capabilities & readiness
- Just do it! – there is no simple silver bullet

Leaders...

- **Challenge the process**
- **Inspire the vision**
- **Enable others to act**
- **Model the way**



Encourage the heart

Questions?



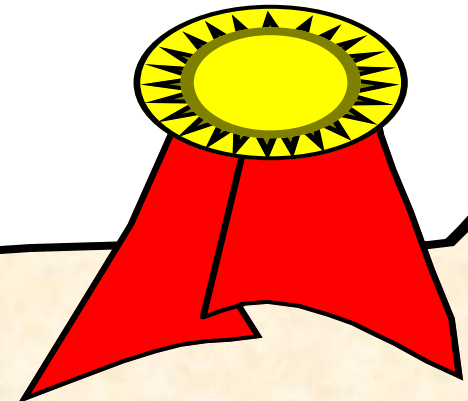
MODULE 3

PLANNING

TTDCWRTS*

*If you keep doing the
things you've always done,
you're going to get what you
already have....*

A. Nonymous





“You’ ve got brains in you head, and feet in your shoes ...

You can steer yourself in any direction you choose ...



BUT ... between thinking and steering ... there’ s something we lose!”

Dr. Seuss



BHAG

CHAPTER EVALUATION

(The “state of the chapter”)



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MISSION Statement (Published)

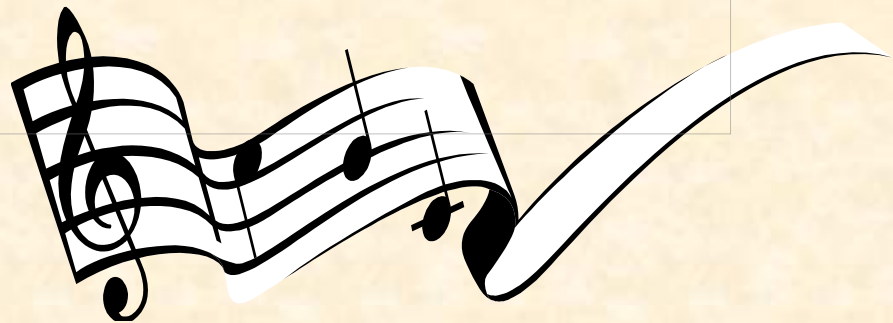
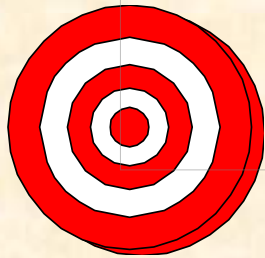
Vision Statement (Published if have one)

Current Development Level Awareness

Expectations & Capabilities Matching

Goals & Objectives (Published)

Intangibles (Attitudes, traditions, personalities, environment, etc.)





SOCIETY VISION SLOGAN

“Building a better world through singing.”

SOCIETY MISSION

We enrich lives through singing.

- **We perpetuate and celebrate the barbershop harmony style.**
- **We serve each new generation of singers through support of vocal music education.**
- **We serve audiences through an uplifting, wholesome variety**

of

a cappella musical entertainment.

- **We serve our members by sharing fellowship, performance skills and leadership development.**
- **We help build better communities and a better world,**

bonding


diverse people through the pure fun of a cappella harmony as we “Keep the Whole World Singing!”

S.W.O.T. ANALYSIS

ENVIRONMENTAL SCAN


INTERNAL ANALYSIS

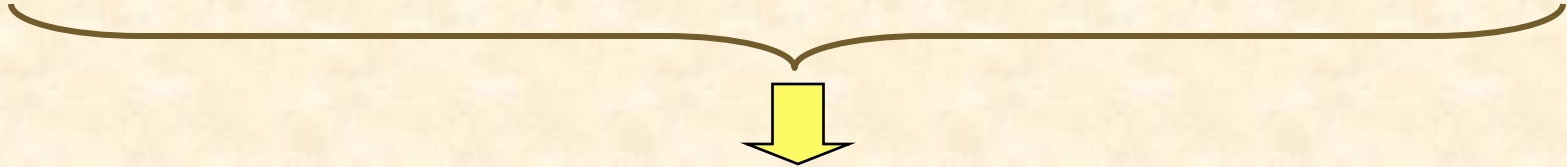
EXTERNAL ANALYSIS


Strengths


Weaknesses


Opportunities


Threats


S.W.O.T. STRATEGIES
are developed from this Scan information

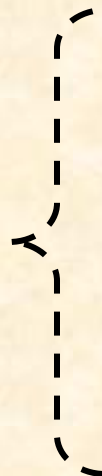
S.W.O.T. ANALYSIS [Con' t.]

S.W.O.T. STRATEGIES MATRIX

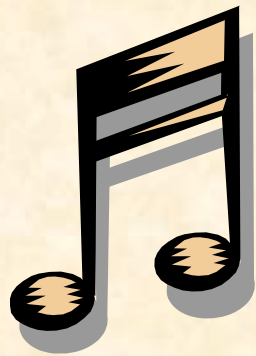
Strategies are broadly stated intentions that provide direction

	STRENGTHS	WEAKNESSES
OPPORTUNITIES	S – O Strategies	W – O Strategies
THREATS	S – T Strategies	W – T Strategies

Definitions

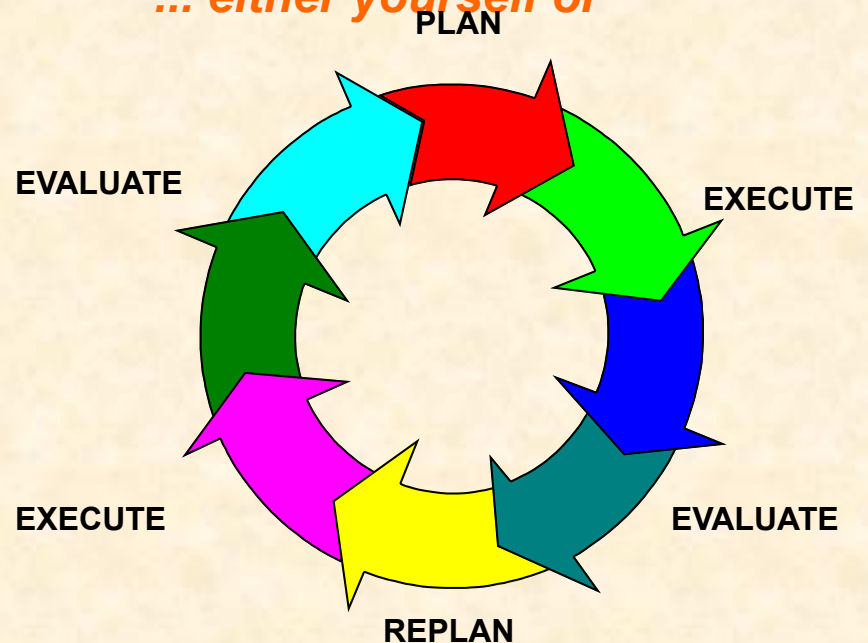
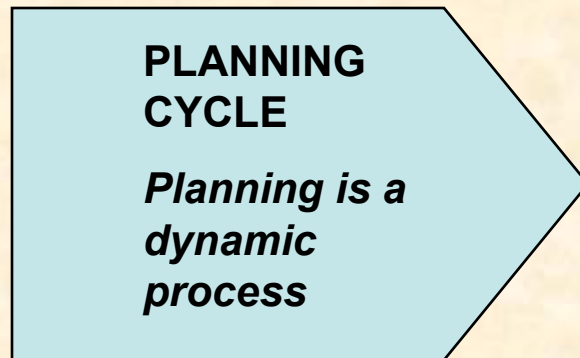


S – O Strategies pursue opportunities that are a good fit for your strengths	W – O Strategies overcome weaknesses to pursue opportunities
S – T Strategies identify ways you can use strengths to reduce vulnerability to external threats	W – T Strategies establish a defensive plan to prevent weaknesses from making you susceptible to external threats

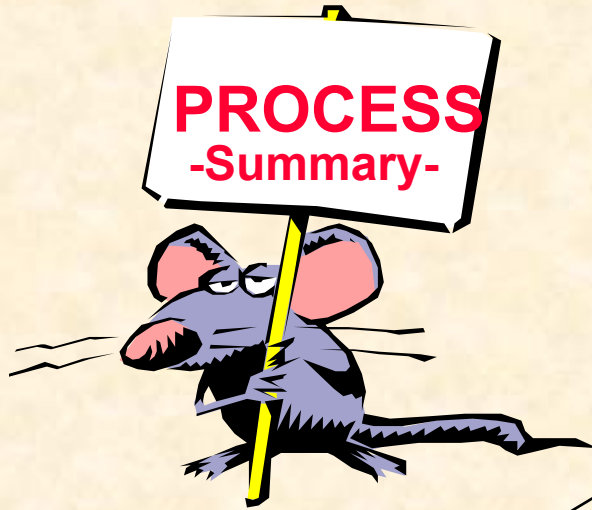


PLANNING

*Without vision, you can't have goals;
without goals, you can't plan;
without a plan you can't
lead;
others! ... either yourself or*



WHO IS ACCOUNTABLE FOR PLANNING?

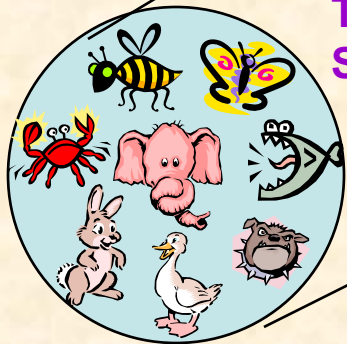


★ **MISSION**

GOALS

OBJECTIVES

**TASKS
SUB-TASKS**



RESOURCES

Daily
Weekly

Monthly

Interim
Milestones

12-18 months
Quarterly

S.M.A.R.T.

Doing Now
& 1-3 Years

Expressed
as "How to"
Strategies

Time
Resistant

What the chapter
wants to become

Futuristic

Principles
& Values

May evolve
with
experience

Detailed - Measurable
PERISHABLE

SMART GOALS

are developed from adopted strategies, and provide more detail and focus about how strategies will be carried out

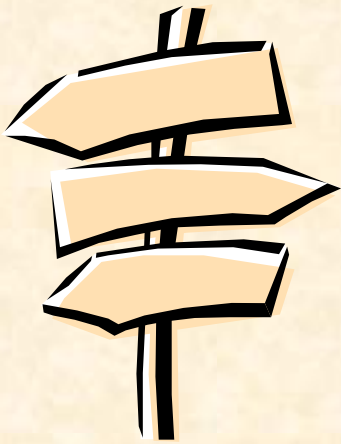
S = Specific: Clear & focused to avoid misinterpretation. Can be easily interpreted and includes measures estimates, assumptions and definitions.

M = Measurable: Can be quantified and compared to other data. Allows for meaningful statistical or outcomes analysis. (Avoids "yes/no" measures except in limited cases such as start-up or systems-in-place situations.)

A = Attainable: Achievable, reasonable, and credible under the expected conditions.

R = Realistic: Aligned with and fits into the organization's strategies and constraints, and is cost-effective.

T = Timely: Doable within a given time frame.



PLANNING STEPS

- Assess the present situation (SWOT)
- Define the goals (Why are they important)
- Prioritize the goals
- Analyze the gap between “present” and the goals
- Identify potential barriers
- Develop action plans
- Set milestones & schedules

GOAL ELEMENTS

- What is to be done
- Who is to do it
- When is it to be completed
- How will we recognize it is complete





PLANNING LEVELS



GOAL I : PLACE IN TOP THREE DISTRICT CHORUS' IN TWO YEARS

OBJECTIVE A: Improve singing to high "B" score level

Action 1: Interview & contract a vocal production coach

Resp: Jay Evans

Due: April 30, 200__

Action 2: Schedule monthly coaching sessions

Resp: Art Herald

Due: May 15, 200__

OBJECTIVE B: Sing specifically arranged songs

Action 1: Review & select songs

Resp: Joe Burns & Bill Jones

Due: May 30, 200__

Action 2: Print & distribute music & learning tapes

Resp: Hal Turner

Due: June 15, 200__

PLANNING LEVELS (Continued)

GOAL II. GROW SINGING MEMBERSHIP TO 60 IN TWO YEARS

OBJECTIVE A: Improve meetings' quality - Measured by attendance

Action 1: Implement musical crafts sessions

Resp: Bill Jones Due: April 15, 200__

Action 2: Repertoire and contest songs every rehearsal

Resp: Joe Burns Due: April 15, 200__

OBJECTIVE B: Recruit 20 new singing members by Dec. 31, 200__

Action: Recruiting campaign contest kickoff

Resp: Tom Tunred Due: April 15, 200__

GOAL III: DEVELOP 3 MORE REGISTERED/ACTIVE 4TETS BY 12/ 31, 200__

OBJECTIVE A: Have quartet activity at every meeting

Action: Create/run 8 weekly 4tet development activities

Resp: Chuck Witspen Due: April 15, 200__

OBJECTIVE B: Offer structured 4tet coaching monthly

Action: Confirm qualified coaching faculty

Resp: Perry Hill Due: May 1, 200__

Exercises

Chapter Planning Strategies

1. Establish our chorus & quartets as a popular entertainment resource within our performing arts community.
2. Raise awareness of youth that the a cappella barbershop style is a fun vocal alternative.
3. Impress music educators that the a cappella barbershop style and its presentation is a viable teaching alternative to improve their vocal ensembles' performance quality.

The Winds of Fate

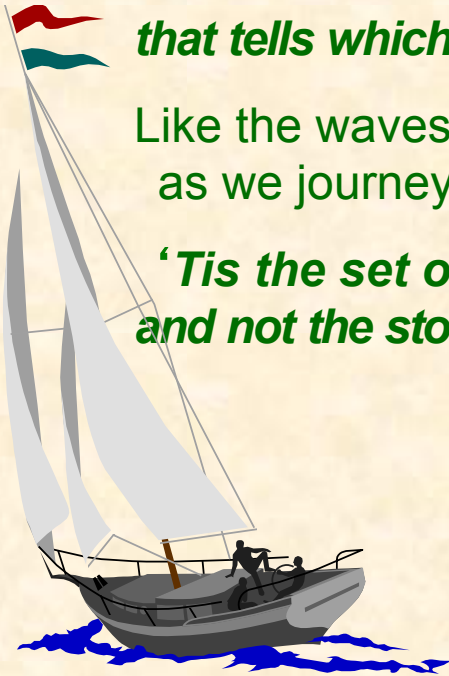
“One ship driven east, and one driven west,
by the very same wind that blows;

*‘Tis the set of the sails, and not the gales
that tells which way she goes.*

Like the waves of the sea are the gales which blow
as we journey together through life;

*‘Tis the set of the soul that determines the goal,
and not the storm or the strife.”*

Ella Wheeler Wilcox



Questions?

