

# Executive Council Training 2019

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## Overview

With the information gathered from the Executive Council Training evaluations filled out by the students, the major takeaways and recommendations for the future are as follows.

### Major Takeaways

- » The students learned something from every session.
  - › There was an increase in knowledge of each topic with the most learning happening in the session involving Robert's Rules of Order (~**56% increase**) and the least change in knowledge regarding integrity as it relates to leadership (~**3% increase**).
- » All content was determined beneficial by the students for their time on council.
  - › No topics were given comments along the lines of "useless" or "not important."
  - › For the most part (aside from a few responses for Robert's Rules of Order), the format of each discussion/activity was given high reviews.
- » The students enjoyed themselves!
  - › The sessions on average had a satisfaction rating of **4.47 out of 5**.
  - › The qualitative responses show recognition for importance of topics, demonstrate learning, and written evidence of the students having fun with the discussions/activities.
- » Some of our bigger programs are not well-known even by the community leaders.
  - › ASAP/Wildcat Way and Great Greek Weekend were the programs most mentioned by the students when asked for services/activities from FSP that they learned about.

### Recommendations

- » Keep the same content for next year's Executive Council Training.
  - › Data suggest that the students were learning throughout the entire retreat.
  - › The students found all topics discussed to be beneficial.
  - › If any changes are made, they should be additions rather than swaps/takeaways.
- » Revise the format for Robert's Rules of Order.
  - › The video had a few critiques, and some clarifying/support with the activity might be needed.
  - › Based on numbers, this was the least enjoyed activity of the retreat.
- » Adjust marketing strategies.
  - › Not a recommendation for this specific retreat, but our marketing may need some improvement based on student leaders not being familiar with some of our bigger programs.
  - › Improve how we get our messaging out to students. Rather than having information about ASAP/Wildcat Way and Great Greek Weekend given to the leaders to distribute to new(er) members, what if we make contact with them directly?
    - Make ASAP/Wildcat Way about more than just getting points for Standards of Excellence. How can we get students interested in making a real shift away from rape culture to a campus that is known for a culture revolving around consent?
    - Great Greek Weekend is an amazing opportunity for emerging leaders to get to know our office and what roles they might be able to step into (as seen with people like Nick Loper, Lex Orozco, Mitch Miller, etc.). Try marketing GGW through the lens of having students move on from participants to becoming future facilitators, executive council officers, and/or leaders within their own organization.

## Methods

At the start and conclusion of Executive Council Training, the participants were asked to complete a self-assessment. Responses from the pre-evaluations are all quantitative. The post-evaluations gathered both quantitative and qualitative data.

### Quantitative Data

- » The participants were asked to disagree/agree to different statements on the following scale:
  - › strongly disagree = 1
  - › disagree = 2
  - › neutral = 3
  - › agree = 4
  - › strongly agree = 5

### Quantitative Data

- » On the post-evaluations, the participants were asked to answer prompts that provide feedback to measure levels of learning throughout the retreat.
- » Participants were also given the option to give comments on execution/style of the sessions which gave data for program evaluation.

## Pre- & Post-Evaluations

Below are the responses to the pre- & post-evaluations. Weeks 2 and 4 were skipped by mistake. Common themes discovered in written responses are also below

### Pre-Evaluations

I know about all of the services/activities that come through Fraternity & Sorority Programs.

- » Quantitative response:
  - › Average, 2.79
  - › High, 4
  - › Low, 2

I understand my values as it pertains to who I am as Greek member, leader and professional.

- › Average, 4.42
- › High, 5
- › Low, 3

I am knowledgeable about Robert's Rules of Order.

- » Quantitative response:
  - › Average, 2.84
  - › High, 5
  - › Low, 1

I recognize how diversity & identity relate to the UA Greek Community.

- » Quantitative response:
  - › Average, 4.11
  - › High, 5
  - › Low, 3

I understand the decision-making process.

- » Quantitative response:
  - › Average, 3.53
  - › High, 5
  - › Low, 2

I am aware of the importance of accountability for leaders.

- » Quantitative response:
  - › Average, 4.53
  - › High, 5
  - › Low, 4

I am mindful of my level of integrity as it relates to my leadership.

- » Quantitative response:
  - › Average, 4.68
  - › High, 5
  - › Low, 4

### Post-Evaluations

I know about all of the services/activities that come through Fraternity & Sorority Programs.

- » Quantitative response:
  - › Average, 4.25 (~52% increase from pre-evaluation)
  - › High, 5
  - › Low, 4
- » “Three services/activities I learned about,” qualitative responses:
  - › ASAP, legacy program, events with alcohol
  - › Order of Omega, scholarships, fraternity honoraries
  - › ASAP, all of the grad students' programs
  - › ASAP, events with alcohol, grad students and their jobs
  - › scholarships, ASAP, Great Greek Weekend
  - › 1. teach classes 2. advise 3. support
  - › ASAP, Wildcat way, programming chain of command
  - › wildcat way, greek programming, ASAP
  - › Greek week, Order of Omega, courses for credit
  - › wildcat way, greek-life classes, ASAP, honoraries
  - › ASAP, Greek Greek Weekend, TIPS
  - › great greek weekend, impact
  - › great greek weekend, ASAP, Alcohol programs
  - › great greek weekend, impact
  - › events with alcohol, adding new chapters to panhel/IFC, ASAP, and classes available

I understand my values as it pertains to who I am as Greek member, leader and professional.

- › Average, 5 (~13% increase from pre-evaluation)
- › High, 5
- › Low, 5

I am knowledgeable about Robert's Rules of Order.

- » Quantitative response:
  - › Average, 4.44 (~**56% increase** from pre-evaluation)
  - › High, 5
  - › Low, 4

I recognize how diversity & identity relate to the UA Greek Community.

- » Quantitative response:
  - › Average, 4.93 (~**20% increase** from pre-evaluation)
  - › High, 5
  - › Low, 4

I understand the decision-making process.

- » Quantitative response:
  - › Average, 4.75 (~**35% increase** from pre-evaluation)
  - › High, 5
  - › Low, 4
- » “Describe it here,” qualitative responses:
  - › steps to make a decision
  - › identify problem, look at solutions, pick best option
  - › evaluate the situation, recognize choices and alternatives, weigh evidence/ pros + cons, take action
  - › great power = great responsibility, decisions take time and are important
  - › identify problem, gather information, make decision, evaluate decision
  - › identify, gather info, weigh options, take action, reflect on decision
  - › making a decision has multiple steps
  - › identifying the problem before you attack, try and realize possible outcomes
  - › ID problem, gather evidence, ID alternatives, find solution
  - › identify a decision, consult the options, observe alternatives, weigh possible outcomes, act
  - › essentially being thorough, thinking through decisions, considering multiple optional decisions
  - › identify problem, gather information, possible solutions, make decision, review decision
  - › identify, gather, weigh options, take action, reflect
  - › identify, weigh alternatives, observe, gather info, make decision, act on decision
  - › identify, gather information, weigh alternatives, take action, reflect
  - › taking in all options and variables and constantly checking if that decision is the best course of action

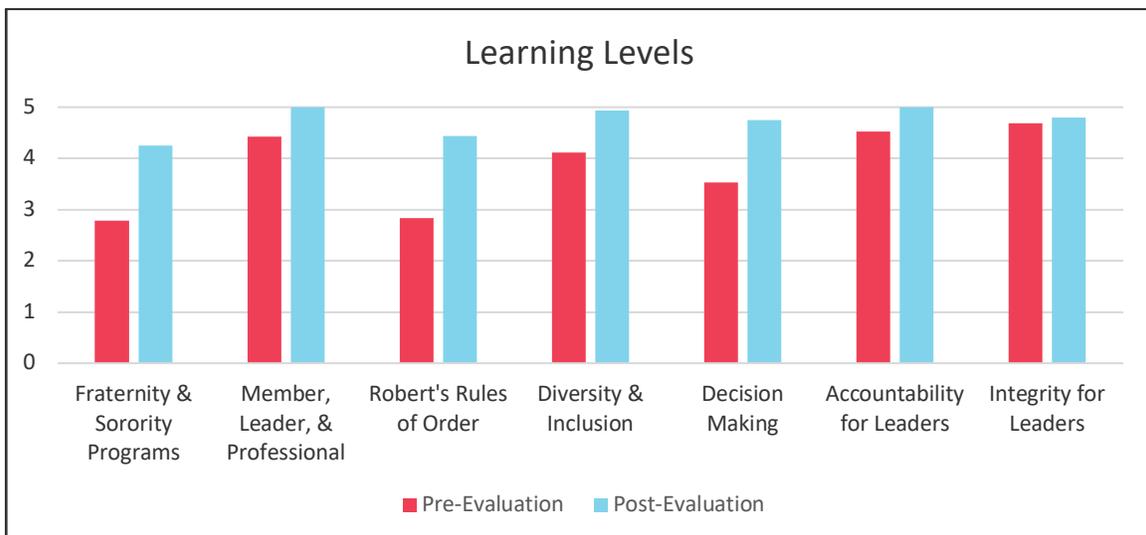
I am aware of the importance of accountability for leaders.

- » Quantitative response:
  - › Average, 5 (~**10% increase** from pre-evaluation)
  - › High, 5
  - › Low, 5
- » “Define ‘accountability’ here,” qualitative responses:
  - › taking action, responsibility, liability
  - › accountability means doing what you say you will. Be true to your word.
  - › taking responsibility for your own actions and taking action
  - › owing your actions and taking full responsibility
  - › holding yourself and others to standards, being honest
  - › holding myself responsible for me actions and owning up to mistakes

- › knowing that someone can count on me, having enough gumption to admit when I have made a mistake
- › taking responsibility for your actions, owning up to failures
- › making sure you do what you said you would do
- › owing up to poor decisions and fixing methods for next time
- › owning up to mistakes, taking responsibility
- › being held responsible for actions
- › accountability starts with me! It means keeping yourself in check
- › being able to own up when you made a mistake
- › It starts with ME! Know it's okay to ask for help. Holding each other accountable helps each other grow and succeed.
- › being able to take responsibility for actions/decisions both positive and negative

I am mindful of my level of integrity as it relates to my leadership.

- » Quantitative response:
  - › Average, 4.8 (~3% increase from pre-evaluation)
  - › High, 5
  - › Low, 4
- » “Explain what integrity means to you here,” qualitative responses:
  - › following my morals
  - › integrity means doing the right thing & staying true to yourself
  - › making informed decisions and holding up your own values and morals
  - › being honest with yourself and others
  - › values that make up how others see you
  - › Doing what is right no matter what
  - › doing what is right no matter how hard it may be
  - › integrity means being honest and fair with all councils and presidents and giving full effort
  - › staying true to what you believe in
  - › being transparent/ honest with all peers, colleagues and advisors
  - › Doing what is right, even when it is not popular
  - › being respectful and doing the right thing
  - › being honest and true to do the right things
  - › being able to act on one's morals
  - › staying true to my morals and values
  - › doing what you say you're gonna when no one is looking



The overview of Fraternity & Sorority Programs will be beneficial to my time on council.

- » Quantitative response:
  - › Average, 4.81
  - › High, 5
  - › Low, 4

I enjoyed the format of the overview of Fraternity & Sorority Programs.

- » Quantitative response:
  - › Average, 4.5
  - › High, 5
  - › Low, 4

Comments.

- » Regarding FSP Overview, qualitative responses:
  - › fun, interactive
  - › I liked getting that part out of the way first because it was tedious
  - › it was a lot of info at once
  - › it was informational and enjoyable
  - › had a great time and learned a lot
  - › very fluid structure
  - › being away brought us all much closer
  - › gave more context
  - › enjoyable, interesting, educational
  - › checks and balances
  - › I liked the visual breakdown
  - › I really enjoyed getting to know the ins and outs of the program and the structure
  - › woke up too early lol. Sad we didn't get to go in the biosphere :(

The activity on who I am as a Greek member, leader, and professional will be beneficial to my time on council.

- » Quantitative response:
  - › Average, 4.75
  - › High, 5
  - › Low, 4

I enjoyed the activity about who I am as a Greek member, leader, and professional.

- » Quantitative response:
  - › Average, 4.75
  - › High, 5
  - › Low, 4

Comments.

- » Regarding Greek Member/Leader/Professional, qualitative responses:
  - › loved it
  - › this was my favorite activity
  - › loved it!
  - › Seeing how I see myself vs. others was interesting
  - › it was useful to look into myself and have discussion
  - › I learned a lot about my values
  - › going over the values with a partner was new/interesting
  - › useful

- › very good program! Love Chris leading it
- › I liked learning about myself and values!
- › this was unlike any other leadership value activity I've done and I loved it.
- › Feel as it made the councils closer and realize their similar strengths and different strengths

Learning Robert's Rules of Order will be beneficial to my time on council.

- » Quantitative response:
  - › Average, 4.19
  - › High, 5
  - › Low, 3

I enjoyed how we learned about Robert's Rules of Order.

- » Quantitative response:
  - › Average, 3.75
  - › High, 5
  - › Low, 1

Comments.

- » Regarding Robert's Rules of Order, qualitative responses:
  - › the video was horrible, Marcos didn't help on my side (advises?) & why chex mix
  - › video was a little rough, activity was fun and informative
  - › it was interesting and fun
  - › video was a little long
  - › it's complicated - I need more practice
  - › the activity was fun and helpful
  - › I have used it before, makes meeting run smoothly
  - › hope to implement this in my own chapter
  - › video was cheesy but important to know how to run meetings professionally
  - › kinda gooberish
  - › it was super dysfunctional
  - › the ex of chex mix was interactive and a great learning experience
  - › Practicing on a simple discussion, like trail mix, was beneficial because it allowed time to practice
  - › the basic gist of this was given but details got a little confusing

Discussing diversity & identity as it relates to the UA Greek Community will be beneficial to my time on council.

- » Quantitative response:
  - › Average, 4.75
  - › High, 5
  - › Low, 4

I enjoyed the discussions about diversity & identity as it relates to the UA Greek Community.

- » Quantitative response:
  - › Average, 4.63
  - › High, 5
  - › Low, 4

Comments.

- » Regarding Diversity & Identity, qualitative responses:
  - › activity was slightly unclear
  - › it would have been good to talk about how we can promote more inclusivity

- › great start to our open conversation about unity
- › it was interesting how we all agree on where we lack diversity
- › the activities in groups were great
- › having different lenses is important
- › it's important to know we are one
- › tough subject but important to go over
- › enjoyed learning advantages and disadvantages
- › we found out more about our successes and failures
- › it was great talking about a topic that is incredibly prevalent @ U of A
- › I love how we can use the other councils as a resource to engage and move the conversation

Learning about the decision-making process, accountability, and integrity will be beneficial to the UA Greek Community.

- » Quantitative response:
  - › Average, 4.75
  - › High, 5
  - › Low, 4

I enjoyed how we learned about the decision-making process, accountability, and integrity.

- » Quantitative response:
  - › Average, 4.75
  - › High, 5
  - › Low, 4

Comments.

- » Regarding Decision-Making, Accountability, and Integrity, qualitative responses:
  - › good video
  - › I liked sharing examples with other members
  - › seemed slightly repetitive from other leadership training I'm sure we've had before
  - › It was a bit long and the video clips were unfamiliar to me, but I liked the partner time
  - › information was presented in way that I enjoyed
  - › having an actual process to use is beneficial
  - › very much like the scientific method
  - › being vulnerable with each other helped us get to know one another
  - › beneficial
  - › applicable to outside of greek council
  - › It was nice talking to all people
  - › I will use these transferable skills in my future!
  - › will help immensely for council time