

# **Zeta Psi Star Points Program: User's Manual**

*“Climb high, climb far, your goal the sky, your aim the star.”*

**-Inscription on memorial steps at Williams College**

## **Introduction**

*In recent years, the continued education of existing active members has become of substantial concern to the Zeta Psi Educational Foundation. While new members progress through pledging programs that instill varying degrees of education, commitment and excitement about the Fraternity, all too often this peaks with the initiation ritual. Pledges achieve their immediate, common goal of becoming brothers by learning and working together. It is only after this point that many chapters lack a defined purpose for their newer brothers, and a continued challenge for them while they are in their collegiate experience.*

*For many members, officer positions are unavailable until later years, and even then in large chapters many will never achieve the positions they seek. High achieving brothers often turn their sights elsewhere, to other campus organizations that provide them the opportunity to develop the skills they expect they will need in the workplace. This leads to a disconnection with Zeta Psi, which together with the many other demands on an undergraduate's time often results in an inactive brother.*

*The StarPoints Program is a new initiative of Zeta Psi that will target the education and involved participation of active brothers through to graduation. The Program will foster the development of well-rounded Zetes by focusing on leadership initiatives, LTI attendance, scholarship, philanthropy and mentoring. The concept is a simple one, not unlike the earning of merit badges familiar to many of our members from their time in the Scouting organization.*

*Rick Gateman  
Phi Alpha CXXVIII*

This manual will serve as a guide to members, active and elder chapter Phi's, and IHQ staff for the consistent execution of the Star Points Program. Included are detailed requirements necessary to advance through the Five Points of distinction within the Star Points Program. Upon attainment of the ultimate rank of Five Point Star member, he will receive a Star Points Pin and special recognition at the following year's convention. On the following pages you will find:

- Who Does What? – *responsibilities for the member, chapter and elder Phi's, IHQ staff*
- Mentoring Program-*Big Brother selection and requirements*
- One Point Star Members *Requirements Form A*
- Two Point Star Member *Requirements Form B*
- Three Point Star Member *Requirements Form C*
- Four Point Star Member *Requirements Form D*
- Five Point Star Member *Requirements*
- Service Learning within the Five Point Member's life
- Application for Project Approval *Project Approval Form E*
- Five Point Star Member *Final Application Form F*
- Semester Summary Report *Requirements Form G*
- Appendix A-Setting Goals
- Appendix B-Developing an Action Plan
- Appendix C-Mentoring

## **Acknowledgements**

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Special thanks to the following members of the Star Points committee for their tireless efforts in the development, planning, and implementation of this program:

Pete Slomiany, Past Chairman, Theta '76  
Will Wright, Chairman, Alpha Pi '03  
Jeff Herzog, Phi Epsilon '99  
Mario Mazza '02  
Ben Grover, Eta '03  
Andy O'Brien, Phi Epsilon '02  
Scott Collins, Alpha Epsilon '03

Special thanks to Zeta Psi's friends and fellow interfraternity brethren at the Sigma Phi Epsilon Fraternity for their assistance in the creation of this manual.

## **Who Does What?**

### What the **applicant** needs to do:

1. Work towards completing the five Points of the Star Points program, according to the Requirements forms.
2. Secure the necessary signatures on the Star Points card.
3. Upon meeting the requirements for each 'Point', submit the appropriate attached forms and application to your chapter Phi for review and submission to your regional Star Points Committee representative. Each form lists the documentation you must provide. You will be recognized for each 'point' you complete along the way.
4. Submit the project approval application form for Star Points Committee approval before completing the final service project.
5. After completion of the pre-approved project, submit the final application for completion of the Star Points Program.
6. It is critical that the applicant, especially in the later stages of his Star Points achievements, directly contacts and works with his Star Points Committee Regional Representative for guidance and approval of activities.

### What the **chapter (Phi)** needs to do:

1. Encourage your members to participate in a variety of academic, extracurricular, and service activities, including those that earn Star Point recognition.
2. Ensure the proper selection of big brothers at the beginning of the Star Points Program.
3. Provide forms for each 'point' to eligible members each semester.
4. Review forms and application prior to submission (in conjunction with Elder Phi if possible) to ensure that applicants have met the requirements stated herein.
5. Submit forms and applications along with the Semester Summary Sheet to your regional Star Points Committee representative in a timely fashion.
6. Keep copies of the forms and applications for your chapter's records.
7. When Star Point levels are achieved, recognize those individuals at a formal chapter event for their accomplishment and encourage others to pursue the same achievement.
8. Ensure that the names of all Five Point Star Members are added to the chapter Star Points plaque.

### What the **Star Points Committee** needs to do:

1. Ensure each chapter has access to this manual and understands the program and requirements.
2. Remind chapters of dues dates during fall and spring semesters for applications for 'points'.
3. Be available for requests to pre-approve activities, especially if substitutions of outside activities for Zeta Psi-sponsored ones are requested.
4. Approve applications sent by chapter Phi's.
5. Approve service project applications for Five Point Star Membership.
6. Crosscheck forms for LTI attendance and Scholarship Receipt.
7. Keep an updated database of members and their Star Points status.
8. Retain approved applications for later verification.
9. Approve Five Point Star Member applications, and reward those brothers for completion of the program with a formal letter, pin, and recognition at convention.
10. The committee may make exceptions to rules or requirements in extenuating circumstances. If you have any problems, concerns, questions, or potential conflicts, contact your regional Star Points committee member.

### **Mentoring Program-Big Brothers**

Big brothers should be selected by the Chapter President and the Pledge Trainer based on the following criteria:

- Someone from whom the new member can learn
- Someone with whom the new member feels comfortable
- Someone who can assist the new member in developing and maintaining a focus and sense of enthusiasm
- Someone who is trustworthy, patient, and caring
- Someone who is willing to accept the responsibility of being a mentor
- Someone who is able to teach and share personal experiences

### **Specific Big Brother Responsibilities**

1. Review the expectations of each Point as your little brother progresses and determine how he will meet the criteria for each Point.
2. Introduce the little brother to all active and alumni members, and help him find members with similar interests.
3. Make sure that the little brother is informed about all chapter activities, and attend the events with the little brother whenever possible.
4. Assist the little brother in understanding the obligations of a Zeta Psi member.
5. Spend personal time together at least once per week to get to know your little brother well.
  - This meeting should be casual, over lunch or coffee, and should address issues that are most pressing to your little brother.
  - This will be a time for the big brother and little brother to bond and learn from each other.
6. Spend academic time together at least once per week studying in the library or another appropriate location free of distractions. (*Note-During this time, the big brother should also review academic progress, grade, and scores of their little brother.*)
7. Assist in goal-setting and tracking of these goals.
8. Act as a role-model for the little brother. Lead by example at all times, and show the little brother how to live by the five points of Zeta Psi fellowship.

## **One Point Star Member**

*Expectation for One Point Star Membership-Note: These requirements may be completed during the new member education period.*

1. **Complete all of the following:**
  - Attend all chapter meetings for eight weeks
  - Read and understand your chapter's bylaws
  - Attend a Supreme Council meeting of the chapter.
2. **Complete one of the following:**
  - Participate in a chapter or other organization's community service project.
  - Participate in a leadership seminar through the university or community.
3. **Complete all of the following:**
  - Read and discuss the significance of "In Flanders Fields" with your big brother.
  - Visit the International Fraternity's website: [www.zetapsi.org](http://www.zetapsi.org)
  - Understand the structure of the International Fraternity.

*The requirements of the One Point Member serve simply to get the new member acquainted with the campus community, the chapter, and the International Organization.*

**A. One Point Star Member-Requirements Form**

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Chapter: \_\_\_\_\_ School/University: \_\_\_\_\_

Initiation Date: \_\_\_\_\_ Expected Graduation: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal: \_\_\_\_\_

	Completion Date	Member's Initials	President's Initials
Req. 1	_____	_____	_____
Req. 2	_____	_____	_____
Req. 3	_____	_____	_____
Req. 4	_____	_____	_____

**Applicant's Signature**

*I attest to this application being accurate.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*Get signatures from the Chapter Phi and the Elder Phi on the Star Points Card to verify One Point Star membership.\*\***

## **Two Point Star Member**

### *Expectations for Two Point Star Membership*

- 1. Complete all of the requirements of a One Point Star Member.**
- 2. Show no decrease in your grade point average from the previous academic semester.**
- 3. Attend the Cappazoli Leadership Training Institute or other similar leadership development program after being granted PRE-approval by the Star Points Committee.**
- 4. Attend all chapter meetings for one semester.**
- 5. Attend a campus cultural club's meeting or event.**
- 6. Participate in a chapter service project or other organization's service project.**
- 7. Complete one of the following:**
  - **Attend an IFC, PHC, or NPHC meeting to understand the way they operate and how they can help you and your chapter.**
  - **Attend a Student Government meeting to understand the way they operate and how they can help you and your chapter.**
- 8. Visit your academic advisor for a personal discussion on balancing your course load with other activities in school and in the chapter.**

*The requirements of the Two Point Member serve to further the member's understanding of the chapter, and to introduce him to a higher level of community service. The member also becomes aware of the governing bodies of the Fraternity, and learns the different levels of University leadership.*

**B. Two Point Star Member-Requirements Form**

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Chapter: \_\_\_\_\_ School/University: \_\_\_\_\_

Initiation Date: \_\_\_\_\_ Expected Graduation: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal: \_\_\_\_\_

	Completion Date	Member's Initials	President's Initials
Req. 1	_____	_____	_____
Req. 2	_____	_____	_____
Req. 3	_____	_____	_____
Req. 4	_____	_____	_____
Req. 5	_____	_____	_____
Req. 6	_____	_____	_____
Req. 7	_____	_____	_____
Req. 8	_____	_____	_____

**Applicant's Signature**  
*I attest to this application being accurate.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*Get signatures from the Chapter Phi and the Elder Phi on the Star Points Card to verify Two Point Star membership.\*\***

### **Three Point Star Member**

#### *Expectations for Three Point Star Membership*

- 1. Complete all of the requirements of a Two Point Star Member.**
- 2. Show no decrease in your grade point average from the previous academic semester.**
- 3. Attend all chapter meetings for one semester.**
- 4. Participate in an individual service project of at least 10 hours.**
- 5. Complete one of the following:**
  - **Serve on the chapter's supreme council for one term.**
  - **Serve as a committee chairman for one term.**
  - **Serve as a vice president or president of a campus club for one term.**
- 6. Serve as a mentor for any of the following:**
  - **A local church**
  - **The Boy Scouts of America**
  - **A local "Big Brother" program within the community**
  - **A facilitator at a Zeta Psi Leadership Institute.**
  - **Any other program/activity approved by the chapter leadership**

*The requirements of the Three Point Member grow increasingly difficult, as the member's responsibilities within the chapter increase. Assuming a mentorship role and conducting an individual service project allows for further development of the individual. Finally, earning a high mark on the Gold Escutcheon exam ensures the member has a proper understanding of the Zeta Psi Fraternity's rich history and ritual.*

**C. Three Point Star Member-Requirements Form**

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Chapter: \_\_\_\_\_ School/University: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal: \_\_\_\_\_

Initiation Date: \_\_\_\_\_ Expected Graduation: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal: \_\_\_\_\_

	Completion Date	Member's Initials	President's Initials
Req. 1	_____	_____	_____
Req. 2	_____	_____	_____
Req. 3	_____	_____	_____
Req. 4	_____	_____	_____
Req. 5	_____	_____	_____
Req. 6	_____	_____	_____
Req. 7	_____	_____	_____

**Applicant's Signature**  
*I attest to this application being accurate.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*Get signatures from the Chapter Phi and the Elder Phi on the Star Points Card to verify Three Point Star membership.\*\***

## **Four Point Star Member**

### *Expectations for Four Point Star Membership*

- 1. Complete all of the requirements of a Three Point Star Member.**
- 2. Show no decrease in your grade point average from the previous academic semester.**
- 3. Attend all chapter meetings for one semester.**
- 4. Attend the Zeta Psi International Convention in August.**
- 5. Create or update your resume and review it with your big brother.**
- 6. Complete three of the following:**
  - **Attend a business etiquette seminar.**
  - **Attend a career fair.**
  - **Explore graduate school requirements and take one of the practice graduate exams (GMAT, GRE, LSAT, etc.)**
  - **Explore internships in your field of study and make a list with your big brother of your top three choices to pursue.**
- 7. Complete one of the following:**
  - **Design and implement an individual service project of at least 30 hours**
  - **Coordinate the Chapter Zeta Kidz Golf Tournament.**
- 8. Write a one page document about your experience and what you learned.**
- 9. Complete one of the following:**
  - **Serve a one-year term for your chapter as an elected Greek Letter office.**
  - **Serve a full term position on the University's Interfraternity Council.**
  - **Serve a full term as a position within the University Student Government.**
  - **Serve as the undergraduate board member to the Grand Chapter.**
- 10. Be recognized for one of the following:**
  - **A Zeta Psi Educational Foundation Scholarship**
  - **A scholarship to UIFI**
  - **Academic achievement by the school or University**
- 11. Earn a gold or silver escutcheon.**

*The Four Point Member will be a strong leader within the chapter. The requirements of the Four Point Member ensure that the member is making successful strides in his collegiate career. The larger community service project exposes the member to effective planning and management techniques, and will prepare him for the Five Point Member service project. The member will not only be fully aware of his role within the Zeta Psi community, he will also have a broader understanding of himself and his role within society.*

**D. Four Point Star Member-Requirements Form**

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Chapter: \_\_\_\_\_ School/University: \_\_\_\_\_

Initiation Date: \_\_\_\_\_ Expected Graduation: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal: \_\_\_\_\_

	Completion Date	Member's Initials	President's Initials
Req. 1	_____	_____	_____
Req. 2	_____	_____	_____
Req. 3	_____	_____	_____
Req. 4	_____	_____	_____
Req. 5	_____	_____	_____
Req. 6	_____	_____	_____
Req. 7	_____	_____	_____
Req. 8	_____	_____	_____
Req. 9	_____	_____	_____
Req. 10	_____	_____	_____

**Applicant's Signature**  
*I attest to this application being accurate.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*Get signatures from the Chapter Phi and the Elder Phi on the Star Points Card to verify Three Point Star membership.\*\***

## **The Five Point Star Member**

### *Expectations for Five Point Star Members*

*The Five Point Star Members should exemplify the essence of what Zeta Psi embodies: the Five Points of Zeta Psi Fellowship. The Zeta Psi Five Point Star Member is a noble gentleman, and a pillar of his community. He is a Zete in the truest sense of the word.*

### **To Become a Five Point Star Member of Zeta Psi:**

- 1. Maintain at least a 3.0 cumulative grade point average on a 4.0 scale.**
- 2. Be a Four Point Star member, with the goal of being a Five Point Member before the end of your undergraduate career.**
- 3. Submit your project approval application (Form E) to the Star Points Committee via email. *Brothers working on a team project may submit this form together. Please contact your Star Points Committee Regional Representative for guidance on properly structuring an individual or team project. The initial planning requires that you dialogue with your representative on your goals and come to agreements on how to achieve them.***
- 4. Begin the actual implementation of your Five Point Member service learning project.**
- 5. Meet with your chapter president or vice president a minimum of twice per month to discuss your progress.**
- 6. Complete the proposed service project that addresses the five critical areas of community service as listed in the following pages of this section. *Note: The Five Point candidate in the preparation and implementation phases of the project must personally perform a minimum of 50 hours. Others working with the Five Point candidate may complete the remaining hours with the Five Point candidate and chapter leadership's guidance. Service projects should be well thought-out and address the criteria in the "Service Learning" section below. Working with your Star Points Committee Regional Representative is crucial to the success of your project in its development and implementation phases.***
- 7. Submit the Final Application (Form F) to the Star Points Committee for review, including project overview, timesheets, cost analysis, and photographs, as well as a written report on how your project addressed each of the five critical areas of community service. Include a copy of your most recent grade report to verify attainment of a cumulative grade point average of 3.0 or higher.**
- 8. Receive the honor of the Zeta Psi Five Point Star Member at the Grand Chapter Banquet during Zeta Psi's International Convention or an official local event as approved by the Star Points Committee.**

## **Service Learning for Five Point Members**

*Service learning is a major component of the Star Points Program and ultimately, the Five Pointed Members life.*

- Service learning is a method by which members learn and develop through active participation in thoughtfully organized community service.
- Service learning activities should meet the needs of a community while fostering civic responsibility and enhancing members' education.
- Service learning has five specific components:
  1. **Community voice:** *the wants and needs of the community*
    - Listening to community voice is essential if a project is to address a real need and make an impact.
    - The best ways to hear the community voice are to conduct interviews with those who would benefit from the project, send a survey to local neighborhoods surrounding the area of interest, or to call and visit local community service agencies.
  2. **Orientation and Training:** *volunteer knowledge and dedication to the issue and/or organization with which they will be working.*
    - Volunteers should be familiar with their responsibilities and expectations.
    - Volunteers should know what they should wear and how to get to the project site.
    - Volunteers should know what the organization of interest does on a daily basis, what their overall mission is, and if the organization has any special rules.
  3. **Meaningful Action:** *the service that is being done is valuable and meaningful to the volunteers and community that the project impacts. Playing to the community voice, planning effectively, and properly orienting volunteers will ensure that the project is both a success for the member and a benefit to the community.*
  4. **Reflection:** *thinking about the service learning project in big-picture terms of thought, feeling, and motivation.*
    - Reflection is vital to all volunteer experiences. The highest reward for a volunteer's time and effort is not what he gets for it, but who he becomes by it.
    - Reflection is a time where you can address the issues that arose because of the project, where you can evaluate your actions and their impact, and where you can think about your role in the project and how it made the project successful.
    - Reflection can be facilitated in a number of ways, including journal writing or discussion.
  5. **Evaluation:** *direction for improvement, growth, and change.*
    - Evaluation is the best way to ensure the longevity of your project. By examining the details of your project (what worked and what didn't, what volunteers were successful and why, what costs were associated and how funding can be maximized, etc.) you ensure that the continuation of your project is even more successful.
    - Evaluation will also be crucial for publicity and future volunteer recruitment. The more you document your work and the more issues you are able to overcome, the more likely someone is to become involved with the project in the future.

**E. Five Point Star Member-*Application for Project Approval***

**PROJECT DESCRIPTION**

Describe the project you plan to do.

What group will benefit from the project?

Name of religious institution, school, or community:

Telephone No.:

Street address:

City:

State:

Zip code:

How will the group benefit from this project?

This concept was discussed with my chapter president on (Date):

The project concept was discussed with the following representative of the group that will benefit from the project.

Representative's name:

Representative's Title:

Phone No.:

Date of meeting:

## F. Five Point Star Member-*Final Application*

### PROJECT DETAILS

Plan your work by describing the present condition, the method, materials to be used, project helpers, and a time schedule for carrying out the project.

If appropriate, include photographs of the area before you begin your project. Providing before-and-after photographs of your project area can give a clear example of your effort.

Description:

### “Before” Photographs

### Approval Signatures for Project Plan

Project plans were reviewed and approved by:

Religious institution, school, or community representative:

\_\_\_\_\_ Date: \_\_\_\_\_

Chapter President:

\_\_\_\_\_ Date: \_\_\_\_\_

Elder President:

\_\_\_\_\_ Date: \_\_\_\_\_

Zeta Psi Star Points Committee Staff:

\_\_\_\_\_ Date: \_\_\_\_\_

**IMPORTANT NOTE:** You may proceed with your service project only when you have ...

- Completed all the above mentioned planning details
- Shared the project plans with the appropriate persons
- Obtained approval from the appropriate persons

## ***CARRYING OUT THE PROJECT***

Record the progress of your project. Keep a record of how much time you spend planning and carrying out the project. List who besides yourself worked on the project, the days they worked, the number of hours they worked each day, and the total length of time others assisted on the project.

### **Hours I Spent Working on the Project**

Hours I spent ...

Planning the project:

Carrying out the project :

Total hours I spent working on the project:

Hours Spent by Chapter Members or other Volunteers Working on the Project

Name	Date	No. of Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total number of hours others worked on the project: \_\_\_\_\_

For a grand total, add the total number of hours you spent on the project to the total number of hours others worked on the project:

\_\_\_\_\_

## **Photographs**

### **“AFTER” Photographs**

Including photographs of your completed project (along with the "before" photographs with the project description) helps present a clearer overall understanding of your effort.

## Approvals for Completed Project

Start date of project: \_\_\_\_\_

Completion date of project: \_\_\_\_\_

The project was started and has been completed since I received the Four Point Star Member rank, and is respectfully submitted for consideration.

Applicant's signature:

\_\_\_\_\_ Date: \_\_\_\_\_

This project was planned, developed, and carried out by the candidate.

Chapter President:

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of the representative of religious institution, school, or community:

\_\_\_\_\_ Date: \_\_\_\_\_





## **Appendix A**

### **Setting Goals**

In 1953, a Professor at Harvard Business School conducted a study to track the significance of regularly setting and attaining personal goals. Three percent of the undergraduates polled from the class of 1953 at Harvard had set personal, professional, and life goals. The other ninety-seven percent of the graduating class did not. At the Harvard University Class of 1953 thirty-year reunion, the same group was polled again on their accomplishments and lifetime earnings. The total net worth of the three percent of the class who had set goals as undergraduates was far greater than that combined of the ninety-seven percent of the class who did not set goals for themselves.

Setting goals may sound like a tedious process, but in the long run it will pay off handsomely. The sooner you get into the habit the better off you will be. The best goals are SMART goals: specific, measurable, action-oriented, realistic, and timely. They are also written and posted.

- 1. Simple and Specific** (*easy to remember*)
  - Your goals need to be specific. If your goals are vague or not specific enough, you will likely have a hard time reaching them and monitoring your progress along the way.
  - Your goals have to be something you will think about often, that can be easily triggered. They should be simple enough to measure and have a plan that will get you there.
  - If your goals are too abstract, although objective, you can also easily lose the interest necessary to complete your goal.
  - Remember the old acronym “KISS”-Keep It Simple Stupid. It will go a long way toward achieving your goals.
- 2. Measurable** (*Objective*)
  - Measurable goals have the highest chance of being reached because you know exactly what you are trying to attain.
  - Objectivity means there is a definite outcome that will occur to show you that you achieved your goal. For example, a goal should not be “I want to have more self-confidence by the end of this year” because it is vague and there is no way to measure it. “Self-confidence” is more of an expectation rather than a goal.
  - Subjective matter is still attainable, but it is more easily placed in terms of other measurable goals. “If I lose ten pounds (measurable) and raise my GPA (measurable) and gain that internship next summer (measurable), then I will most likely be more self-confident”
- 3. Action-Oriented**
  - You will notice that your goals must have steps to attain them.
  - In all the Challenges you need Action Plans to achieve certain expectations. The same is true for your goals: you need to have a way to get there.
- 4. Realistic** (*Achievable*)
  - Your goals will have to be something that you can achieve.
  - It would be difficult for you to raise your GPA from a 2.5 to a 3.5. Instead, it is easier and more satisfying to create realistic goals that will eventually help you get closer to the ultimate goal of a 3.5. You may go from a 2.5 to a 3.0 to a 3.5, and you’ll build self-confidence along the way because you are progressing by achieving your goals.
- 5. Timely** (*Dated*)
  - Dating your goals allows you to make them happen in a timely manner.
  - By putting closure and end dates on what you are doing, you can easily monitor your progress along the way.

*Example:*

If your goal is to lose ten pounds in two months, that breaks down to 2 \_ pounds every two weeks. *By dating your goals, you measure your progress along the way to see if you need to keep your Action Plan or modify it to most easily attain your goal.*

#### **6. Written and Posted**

- You will notice that writing your goals down makes them real. You may think big and have lofty goals for yourself in your own mind, but until you write them down, they're probably not going to happen.
- Posting your goals serves as a constant reminder of where you are going and what you are trying to do. This also allows you to have some accountability to yourself, to your brothers, and to your big brother.
- By encouraging and supporting your brothers through written, posted goals you will more easily and quickly achieve your goals without losing sight of where you are going.

## **Appendix B**

### **Developing an Action Plan**

Action plans go hand in hand with decision making. They involve the concrete activities and things that must happen to bring decisions to life, and often knowing how to implement the decision is as important as the decision itself. The Action Plan is a means to chart your successes through each of the Five Points of the Star Points Program. Each Point requires that the member set up a specific set of goals to be achieved before being awarded the Point distinction. The Action Plan will serve as a guide in order to pre-determine the steps that must be taken to meet the goals for each Point.

A clear plan provides a way to think through, map out a solution, and identify the things that have to happen to make the dream a reality. An action plan is built on at least three things:

1. Understanding the problem/issue. This is more than simply knowing you have a decision you want to implement, a problem you want to solve, or a need you want to meet. It means having a sense of the causes of the problem or the nature of the issue.
2. A goal. What do you actually want to accomplish? How will you know you've fixed the problem or met the need?
3. Action steps. What will you actually do to address the situation? With a goal of managing a household budget, for instance, steps might include listing household expenses, separating essential from non-essential expenses, evaluating current sources of income, considering sources of loans, and discussing possible solutions with other family members. A second set of steps in this same scenario will involve how you implement your new budget, and on-going discussion with other family members who may be affected by the changes. The basic idea is that there are clear things you have to do to get your plan off the drawing board and into reality.

As you think about putting the steps into action, it's important to also consider what sort of help you can draw on, what resources are realistically available, what obstacles must be overcome, and what alternatives you can fall back on, if necessary.

## Appendix C

### **Mentoring-Expectations of Big Brothers**

The most important concept of a mentoring relationship is that the big brother is responsible **to** his little brother, not responsible **for** his little brother. A big brother cannot and should not attempt to control or micromanage the decisions of his little brother. A big brother should provide the encouragement and support that leads his little brother to make the best decisions “on his own.”

- Do not try to do more than you are qualified to do. If you are not a trained counselor, you should not attempt to deal with serious psychological or emotional problems.
- Be confident and use your own style.
- Be clear about your motives before becoming a big brother: know what you want from the relationship and what you are willing to give.
- You will obviously feel closer to the people who are similar to you, but consider the occasional “long shot.” It may turn out to be a more rewarding experience for both you as the big brother and for your little brother.
- Do not try to force your little brother to follow in your footsteps. If your little brother does desire to follow the path that you did, you should encourage him to add his own personal touch along the way.
- Find the motivational “hot buttons” early on and use them to get your little brother excited about what he is doing or what he is preparing to do.
- Be prepared for “departure day”. If you have done your job as a big brother well, your little brother will ultimately outgrow your help.
  1. This does not mean your friendship must come to an end.
  2. It simply means the relationship you have established with your little brother will take on a different tone.

The big brother should advise his little brother to healthy, responsible decisions; but the ultimate decision lies in the hands of the little brother. If the little brother exhibits poor judgment and makes an irresponsible choice despite the positive influence of the big brother, the big brother should neither feel discouraged or responsible for that action. It is not the duty of the big brother to make decisions for his little brother, but rather to lead him to the best scenario.