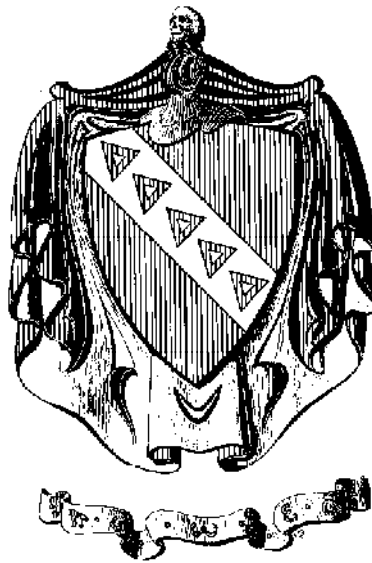


HEGEMON ' S
MANUAL

A GUIDE FOR THE HEGEMON IN MEMBER DEVELOPMENT PROGRAMMING

TAU KAPPA EPSILON
INTERNATIONAL FRATERNITY

HEGEMON' S MANUAL



Published by

Tau Kappa Epsilon
International Fraternity

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TAU KAPPA EPSILON HEGEMON' S MANUAL

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INTRODUCTION

This Apollo Education Program is designed to educate and integrate candidates for membership into the Bond of Tau Kappa Epsilon. Unlike traditional “pledge” programs used throughout the history of many fraternities, this program is completely goal- and education-oriented. The goals that must be achieved by each candidate are set by the candidates themselves, creating a completely self-driven, positive goal oriented experience. The drive to succeed and achieve is generated from within and not reactive to less meaningful directives from the outside. Properly executed as outlined in this manual, the Apollo Education Program not only demonstrates the virtues of love, charity, and esteem, but also teaches the importance of personal responsibility, accountability and teamwork.

The emphasis of this program lies in the establishment and attainment of positive goals. Because people have a tendency to defend and perpetuate that which they have created, the probability that the candidates will succeed in achieving their own goals is greatly increased.

The importance of teamwork and a common focus is also stressed. Leadership, vision and responsibility become very real to our members instead of remaining philosophical concepts. A goal oriented education process stresses the importance of the development of the self while at the same time demonstrating the importance of group cooperation, i.e. the interdependence of man. Accountability is created by the monitoring by the Big Brother and the Hegemon of those candidates’ goals; support of the candidate by the chapter members is demonstrated by the members’ support and assistance in helping the new men achieve their goals.

Scholarship, personal development, chapter growth and success, scholastic achievement, and true leadership can be demonstrated and taught to the members of Tau Kappa Epsilon while

having a great deal of fun in the process. These attributes when manifested in the daily lives of your chapter members bring you one more step closer to the ideals of Apollo while adding more meaning to the Bond of Tau Kappa Epsilon.

A strong chapter and candidate education program is the beginning of a successful, healthy chapter. Being involved in the education and socialization of the candidates (new members) is perhaps one of the most important and far reaching activities any member or officer can participate in. The way your new members are taught about the ways of life in the Fraternity, the history of TKE, and how to conduct themselves as good fraters and leaders will have a most far reaching effect on the direction of the chapter. **As a new member educator, the way you perform today will dictate the shape of the chapter for a period of at least four years.**

The Apollo Education Program will assist you in developing an educational strategy for your candidates. It will help you cover such topics as the history of the Fraternity, history of the Greek system, benefits of membership, leadership development and successful chapter operations. These skills, if taught properly, will stay with your candidates throughout their entire collegiate career and beyond into their alumni years. There is perhaps no other facet of chapter operations that can have as dramatic an impact on the future of the Fraternity than the chapter education program. Perhaps now you can see why it is one of the most important activities.

Tools you’ll need:

1. Teke Guide
2. Pathway to Apollo

References to these texts have been included for your convenience.

I : ROLE OF THE HEGEMON

The name Hegemon comes from the Latin term meaning “the conductor,” “leader of the way” or “guide.” During Caesar’s rule, the Hegemon had the authority of an emperor. With that authority came great responsibility. Today, the office of Hegemon is still one of the greatest responsibilities in Tau Kappa Epsilon.

- The most exciting and challenging opportunity in TKE
- Acts as chapter educator
- Coordinator of all member development and education programs
- Prepares candidates to assume leadership roles within the chapter
- Coordinates ordering and maintenance of educational materials and supplies (Teke Guides, Pathway to Apollo books, and other New Member Education materials)
- Assures that each Big Brother is performing his duties as expected
- Serves as Chairman of the Education Committee
- Serves as member of the Membership Quality Board
- Appoints all Big Brothers

II : QUALIFICATIONS OF THE HEGEMON

- Mature and responsible
- Interested and enthusiastic about helping members grow and develop
- Must have thorough knowledge of TKE history and operations, both on the local and international level
- Must motivate the candidates to excel and participate in all aspects of fraternity life
- Recommended that he is at least a junior or senior

III : THE EDUCATION COMMITTEE

A successful chapter education program requires an active and involved Education Committee. This committee, chaired by the Hegemon, includes at least five experienced fraters. The Hegemon appoints all members of the committee with the approval of the Executive Council. It is an honor to serve on this committee and by selecting older members of the chapter, they are motivated to stay involved and the chapter benefits from their fraternal experience.

PURPOSE

The purpose of the Education Committee is to:

- Plan the chapter’s membership education program
- Assist the Hegemon in executing the programming and help to insure its effectiveness
- Create and maintain a quality educational environment within the chapter
- Review the educational programming within the chapter each semester to insure alignment with the goals of the chapter

RESPONSIBILITIES

There are three major areas of responsibility for the Hegemon's Education Committee. These include:

- Coordination of the new member education program
- Development of the ongoing education program for the entire chapter
- Big Brother programming

The Education Committee should meet at least once weekly to assess the chapter's educational and developmental needs, to evaluate the current programming and to prepare for upcoming programs.

IV: THE BIG BROTHER PROGRAM

The Big Brother is an integral part of the candidate's TKE education, and his primary objective is to make sure that his Little Brother completes the new member education program as outlined by the Hegemon.

Other responsibilities of the Big Brother include:

- Makes sure that the Little Brother is fully prepared to participate as a responsible frater
- Must take an interest in his Little Brother's scholarship and orientation into the Fraternity and to college life
- Participates fully in new member activities with his Little Brother
- Serves as overall mentor to his Little Brother in all aspects of his fraternity education

SELECTION OF BIG BROTHERS

Selection of the Big Brothers is not to be taken lightly. Many chapters have their own set of criteria for Big Brother participation and selection. Some of the questions to consider when selecting Big Brothers are:

- Is he an active frater?
- Has he taken on leadership roles within the chapter or on the campus?
- Does he have the time?
- Does he reflect the ideals of TKE?
- Is he academically competent?
- Does he meet his financial obligations?
- Does he attend meetings and chapter events on a regular basis?

Simply being a nice guy does not qualify. It is absolutely essential that the Big Brother selected serves as a good role model and mentor. Never assign Big Brothers with the philosophy that "it will make him an active frater again." The key issue is whether the frater will prove to be an effective Big Brother and friend to the candidate. It is a privilege and an honor, not a right of membership, to serve the chapter as a Big Brother. Only the chapter's best are given the opportunity to mentor the new members. Studies have shown that new fraters are likely to adopt behaviors displayed by their Big Brothers. Therefore, it is essential that only top fraters be chosen as Big Brothers.

BIG BROTHER JOB DESCRIPTION:

The duties of the Big Brother include:

- Attending all of the new member education sessions with his Little Brother
- Being aware of the Little Brother's academic progress and ensuring that he is maintaining at least the minimum academic requirements set by the chapter
- Assisting the new member in meeting the other members of the chapter
- Acting as a true frater, friend, and mentor
- Helping provide meaningful new member programs and activities to help the new member learn about the history and chapter operations of the Fraternity
- Giving his Little Brother the benefit of support and experience so that he may obtain a high level of scholarship, maturity and awareness which, when united with genuine love and concern for his fellow man, will make him a well-rounded individual and true frater in the Bond of Tau Kappa Epsilon
- Writing a welcome letter to the Little Brother's parents
- Teaching leadership and responsibility by example
- Agreeing to be the candidate's Big Brother for life
- Introducing Little Brother to other peers on campus, i.e. IFC members, members of other fraternities, members of sororities, etc.
- Introducing Little Brother to faculty/staff members on campus, i.e. Greek Advisor
- Monitoring Little Brother's activity to insure he is striving to achieve through his fraternal and collegiate experience
- Insuring Little Brother has a strong grasp on the operationals of the chapter, i.e., roles of officers, roles of committees

BIG BROTHER INFORMATION FORM

NAME _____ TELEPHONE _____

ADDRESS _____

CITY/STATE/ZIP _____

CHAPTER OFFICES HELD _____

CHAPTER COMMITTEES _____

NUMBER OF CREDIT HOURS THIS SEMESTER _____ MAJOR _____

CUMULATIVE GPA _____ YEAR IN SCHOOL _____

CAMPUS ACTIVITIES _____

COMMUNITY ACTIVITIES _____

NAMES OF OTHER LITTLE BROTHERS _____

HOW MANY HOURS A WEEK WOULD YOU BE ABLE TO DEVOTE TO YOUR LITTLE BROTHER?

HAVE YOU BEEN INDUCTED INTO THE KNIGHTS OF CLASSIC LORE? _____

HAVE YOU MET ALL OF YOUR FINANCIAL OBLIGATIONS FOR THIS TERM? _____

DO YOU ATTEND CHAPTER MEETINGS REGULARLY? _____

REASONS FOR WANTING A LITTLE BROTHER _____

.....

FOR OFFICE USE BY THE EDUCATION COMMITTEE:

Has the applicant actively participated in rush? Y N

Is the applicant in good standing as outlined by the chapter Membership Standards? Y N

Does the applicant have enough time to have a Little Brother? Y N

SHOULD THE APPLICANT BE A BIG BROTHER? Y N

BIG BROTHER LOYALTY OATH

I PROMISE TO PAVE THE WAY TO A MEANINGFUL AND VALUABLE EXPERIENCE THROUGH TAU KAPPA EPSILON'S APOLLO EDUCATION PROGRAM. I WILL BE YOUR FRIEND, YOUR COMPANION, YOUR ADVISOR, YOUR GUIDE, AND, MOST IMPORTANTLY, YOUR FRATER. I WILL LISTEN, ASSIST, AND LEARN WITH YOU. I PROMISE THAT WE WILL GROW AND DEVELOP TOGETHER IN THE TRUE SPIRIT OF FRATERNITY. IT IS A PRIVILEGE TO BE YOUR BIG BROTHER AND I PLEDGE MY LOYALTY TO YOU.

WEEKLY REPORT OF BIG BROTHER

Name of Little Brother _____

Have you written a letter to his parents? Yes _____ No _____ If no, why not? _____

Describe his present academic situation in each of his classes: _____

How many times did you meet with him this past week and under what circumstances? (i.e. social, academic, etc.) _____

Is he having any difficulties with the Program? _____

How many of his goals have been accomplished to date? _____

Which goals is he having the most difficulty with? _____

List the joint activities of you and your Little Brother this week: _____

Additional Comments:

Signed _____

Big Brother

Week Ending _____

V: EDUCATING YOUR CANDIDATES

- Optimum time frame is six weeks
- Positive and goal-oriented
- Must be exciting and creative
- Must be FUN

The purpose of the six-week education program is to familiarize the candidates for membership with the history and values of Tau Kappa Epsilon. Your program will also assist your candidates in learning leadership roles necessary to perpetuate your chapter.

Your program should not be too time consuming or overly burdensome for your candidates. Education periods that are too long and drawn out will not achieve the desired results and will only end up frustrating and boring your candidates. This is no way for them to begin their first experiences in TKE. Please also note that the academic success of your candidates is first and foremost in the value set of TKE. Therefore, your education program is designed to be an adjunct to assist them in achieving not only their fraternal, but also their academic goals.

The following is a suggested model education program for you to implement in your chapter. You may customize this program to suit your individual chapter needs and desires as you wish. This model program will take you and your new members from the acceptance of the bid through to the initiation ceremony.

STEP #1. ACCEPTANCE OF THE BID

The formal education of your candidates begins the moment they accept the bid to join Tau Kappa Epsilon. Do not make the mistake of allowing too large a time frame between the time he joins and when the candidate activities begin. This will lead to members dropping out or being bored. Do not let this happen. The fun and excitement for them must begin immediately.

STEP #2. THE INDUCTION OF MEMBERS CEREMONY

As soon as is practically possible, the chapter will conduct the Induction of Members ceremony as outlined in the Silver Book. As you can see, the selection of Big Brothers must be done prior to this ceremony. This can be a very special time for your candidates. At this ceremony, they get a glimpse of the values and traditions of TKE as well as the opportunity to be introduced to their Big Brothers.

STEP #3. THE FORMAL EDUCATION PROCESS

The six-week model is the backbone of the new member education process. It will include:

- Big Brother/Little Brother activities
- Education sessions
- Candidate meetings with the Hegemon and Education Committee
- Candidate goal setting

STEP #4. INITIATION OF NEW FRATERS

The initiation of your new fraters is the culmination of the new member education program. The ceremony should be conducted exactly as outlined in the Silver Book, and the date must be determined well in advance to ensure one hundred percent chapter participation. The Executive Council should also privately rehearse the initiation ceremony so that it runs smoothly and gives the new fraters a meaningful first-time exposure to the rituals of TKE. As you begin to outline your new member education program, it is vital that the program is prepared, scheduled and in writing before you begin the education process. Not only will this make administering the program a simplified task for you, the Hegemon, but it will also allow the candidates to know well in advance the meeting dates, expectations and activities that are integral to the process.

NEW MEMBER MEETINGS

Your program should consist of a meeting of candidates, with the Hegemon, once a week. It should be scheduled on the same day each week for consistency. Each weekly meeting will cover various facets of fraternity life, campus life, scholastic achievement, and knowledge of the history and traditions of TKE. The Big Brother will accompany the Little Brother to those weekly meetings. Your candidate meetings should be fun, exciting and creative for the candidates as well as for you and the Big Brothers. They do not have to last more than an hour to an hour and a half. Anything past an hour and a half will lead to boredom. Now let's get started . . .

Things to remember:

- Always have an agenda; pass it out the week before with homework assignments.
- Most education occurs outside of the classroom. Insure homework assignments are specific and to the point.
- Assign new members to committees to integrate them into the operations of the chapter.
- New members are just that, new. Make them feel as comfortable as you can. Don't produce a clique by creating an "us and them" environment.
- The new members are some of the greatest assets a chapter has; incorporate them as members of the team.
- You are their greatest cheerleader as they move through the process of becoming regular members of the chapter.

CANDIDATE EDUCATION PROGRAM: WEEK NUMBER ONE

FIRST CANDIDATE MEETING

The following will be covered at the first meeting of your candidates:

- A welcome to TKE and a brief overview of Tau Kappa Epsilon International Fraternity
- Values of membership
- Expectations of candidates
- Goal-setting sessions of the candidates and their Big Brothers

1. Welcome and overview to Tau Kappa Epsilon (*Teke Guide, page 7*)

- Overview of TKE
- Facts about Tau Kappa Epsilon
- "The Charge" (*Pathway to Apollo, pages 13-14*)

2. Values of Membership (*Teke Guide, page 16*)

- Develop personality
- Promote mutual understanding
- Encourage personal responsibility
- Foster cooperation
- Provide advice and counsel
- Enhance scholarship
- Increase and develop social poise and competence
- Offer business training
- Develop loyalty
- Foster high ideals

Brief explanation of each one of those values to the candidate class.

3. Expectations of Candidates (*Teke Guide, pages 8-10*)

- Hand out the written education program schedule or calendar
- Description of the education process (including assignments, quizzes and tests from the Teke Guide, the goal oriented programming, the uniqueness of this TKE program, and that no hazing is ever involved in TKE)
- Status of a candidate (*Teke Guide, page 8*)
- Obligations of membership (*Teke Guide, page 9*) - Explain to candidates what each one of those means

4. Goal-setting (*Pathway to Apollo, pages 18-20*)

Explain that each candidate sets his own set of four goals and that the Big Brother will assist him in formulating and achieving his self-set goals. The four goals to be set by each candidate are:

- **Personal goal** - is set by the candidate to better himself as an individual
- **Fraternal goal** - is usually an entire candidate class project with the Big Brothers to design for the betterment of the chapter as a whole
- **Leadership goal** - to allow the candidate to explore and experience the various leadership opportunities available to him
- **Scholarship goal** - designed to teach the candidate the importance of a sound quality education and good academic performance

Week One Assignment:

Should include an expectation that the members introduce themselves to the officers. The Hegemon should explain to the officers that it is expected for them to make themselves available to the new members through the week. It is a lot of fun to have a Bar-B-Que for the officers and new members so they have a relaxed setting to get to know each other.

Examples of these goals are in the Appendix section of this guide. These goals are set by the candidates and their Big Brothers during this first meeting of the candidate class. The Hegemon will write down the goals as stated by the candidates, and the Big Brother will assist his Little Brother in monitoring and accomplishing his progress. The Hegemon should type this list of the goals and post it or distribute it to the chapter. The Hegemon will get a weekly update on the progress of achieving the stated goals. Reading assignment for next week: Teke Guide, pages 1-30. There will also be a Teke Guide quiz next week on that information.

Hegemon Assignment:

It's important to spend time with the officers educating them on their importance to the proper education of the new members. Have a session with the officers to review the goals of your education program and explain how they can be of assistance. Some suggestions might include:

- Choose one new member a week to assist in completing officer duties
- Assist Hegemon in overseeing the progress of new members toward attainment of their goals
- Introduce new members to other people on campus
- Assist in integrating new members into the chapter

CANDIDATE EDUCATION PROGRAM: WEEK NUMBER TWO

At this week's candidate meeting, the following is discussed:

- Progress on goals
- Discussion of pages 1-30 of the Teke Guide and answer any questions candidates may have
- Quiz on information from pages 1-30 (*located in the Appendices of this guide*)
- Chapter Leadership Structure, MQB (*Pathway to Apollo, pages 26-32*)
- Presentation of the duties of office for two officers. Two of the chapter officers attend the meeting to present to the candidate class how they accomplish the goals of their office, what the duties of their office are, and the importance of these.
- Announcement of activities for the upcoming week
- Reading assignment in the Teke Guide for next week (*pages 31-59*)
- Quiz next week on that material (*located in the Appendices of this guide*)

Week Two Assignment:

Should include an expectation of the new members for them to visit and introduce themselves to the Greek Advisor. The Big Brother should go along to make the candidate more comfortable in this environment. This week should also include an expectation for the candidates to introduce themselves to the Chapter Advisor.

Hegemon's Assignment:

Meet with the Greek Advisor and Chapter Advisor and share with them the goal of your education program and the goals of each of the new members. Enlist their assistance in achieving these goals. Prepare them for visits by the candidates. Request their input on each of the new members.

CANDIDATE EDUCATION PROGRAM: WEEK NUMBER THREE

Activities and discussions this week include:

- * Report on progress of goals
- * Discussion of assigned reading material and answer any questions candidates may have
- * Quiz over assigned Teke Guide reading material (*see Appendices*)
- * Presentation of next two officers on the goals, duties, objectives and importance of their offices
- * Presentation by the Chapter Advisor on his role and duties within the chapter
- * TKE leadership offerings (*Pathway to Apollo, pages 81-83*)
- * Reading assignment for next week - Teke Guide (*pages 61-86*)
- * Quiz next week on assigned reading material (*see Appendices*)

Week Three Assignment:

Candidates should arrange to meet with the campus Programs Coordinator (if different from Greek Advisor) to review other organizations available to them on campus. Candidates are required to return on fourth week with two choices of other clubs on campus they found interesting. Review with other candidates.

Hegemon's Assignment:

Obtain copies of TKE International Bylaws and Constitution, chapter bylaws, IFC regulations for each candidate. Also compile list of current chapter goals. Review and be prepared for any questions in Week Four.

CANDIDATE EDUCATION PROGRAM: WEEK NUMBER FOUR

Topics of discussion this week include:

- Teke Guide (pages 61-86)
- Quiz over pages 61-86
- Presentation of the next two officers on the goals, duties, objectives and importance of their offices
- Pass out copies of Black Book, Bylaws, IFC regulations, and goals
- Presentation by the Board of Advisors Chairman on his role within the chapter and his duties of office
- Have Board of Advisors Chairman review aforementioned policies
- Reading assignment for next week - Teke Guide (pages 87-103)
- Love, charity, and esteem group exercise (*Pathway to Apollo*, pages 64-69): Pick a candidate to read each one of these sections to the group. Then, discussion of each.

Week Four Assignment:

Candidate class should arrange a class mixer with a sorority's new members. Should be run as a version of regular event. One candidate should be responsible for arranging event (Social Chair), another for insuring risk management procedures are followed. This exercise is intended to teach candidates the correct way to engage in social activity. Conduct should be reviewed by Hegemon before event.

Hegemon's Assignment:

Material to be covered next week includes local chapter history (so Hegemon will need to have local history printed for the candidates). Guest speaker will appear next week (Hegemon should arrange for a guest speaker from the university to get to know the candidates and educate the candidates about the resources of the university to its students, etc.) Good guest speakers for this include the Greek Advisor, the Dean of Students, or another qualified university professional. Presentation topics by your guest speaker can be anything that you feel is important for the candidates. Examples include resources available from the university to its students, university policies, history of the university, the role of the speaker in the university and the community. The choice and topic of guest speaker is up to you. This is a great opportunity to establish a relationship early between your chapter and the university administration. Naturally, you are free to have as many guest speakers come and present to your candidates as many times as you wish during the course of new member education.

CANDIDATE EDUCATION PROGRAM: WEEK NUMBER FIVE

Topics or events this week include:

- Guest speaker
- Discussion of local chapter history
- Review of candidate class social event
- Discussion of Teke Guide (pages 87-103)
- Quiz on assigned reading information from Teke Guide and local history
- Discussion of rush and importance of growing the chapter (*Pathway to Apollo, pages 84-86*)

Week Five Assignment:

Coming up next week, each candidate will give a brief (five minutes or so) presentation on (a) a challenge he believes the chapter faces or will face in the future and (b) what his role will be in advancing the chapter through his membership, i.e. what can you personally do to ensure the success of this chapter into the future?

Candidates should also meet with the members of the Membership Quality Board. Again, this is a great opportunity to have a cookout and fellowship with each other. Also review all educational materials in preparation for final examination.

Hegemon's Assignment:

Have a preparatory meeting with the Membership Quality Board and discuss their role and what they should discuss with the candidates. Prepare for final review of candidate goals. Written evaluations are proper in preparation for next week.

**CANDIDATE EDUCATION PROGRAM:
WEEK NUMBER SIX**

Topics of discussion or activity this week include:

- Finalizing goal achievement of the candidates or status of each candidate's goals
- Review of Teke Guide to address any areas of confusion and serve as a wrap-up
- Preparing for initiation
- Final Hegemon quiz (*Pathway to Apollo, pages 34-35*)
- Levels of Fraternal Achievement (*Pathway to Apollo, pages 8-9; 101-107*)

Review itinerary for the informal and formal initiation ceremonies. Explain dress codes and requirements. Complete an informal review of all things covered in the past six weeks.

In preparation for the initiation ceremony, you must check to be sure that:

- **Each candidate has completed all of his set goals**
- **Each candidate's initiation fee has been paid and forwarded to the Offices of the Grand Chapter**
- **Each candidate has completely filled out his membership form and it has been submitted to the Offices of the Grand Chapter**
- **Each candidate has received a copy of the chapter's constitution and bylaws**

APPENDIX A

SAMPLE

Expectations of Candidates

- Candidate fee (\$80.00) paid immediately at the beginning of candidate education program
- Initiation fee (\$125.00) due by the end of the candidate education program
- Attendance at chapter meetings and chapter functions
- Learning all assigned material from the Teke Guide
- Attendance at all candidate meetings and functions
- Abiding by the chapter's constitution and bylaws and the Constitution and Bylaws of the International Fraternity
- Abiding by the risk management and alcohol policies of Tau Kappa Epsilon International Fraternity and the host institution (university)
- Completion of all assigned activities
- Personally meet with each frater for at least 15 minutes
- Completion of personal goal statement

APPENDIX B

SAMPLE

Goal Reporting Form

Name of candidate _____

Name of Big Brother _____

Personal Goal _____

Leadership Goal _____

Fraternal Goal _____

Academic Goal _____

“I promise to work diligently to achieve these goals that I have set for myself for the betterment of me as an individual and the chapter as a whole.”

Candidate Signature

“I, as Big Brother, promise to assist my Little Brother in the completion of these goals to the best of my ability and will assist him in every way possible in achieving his goals as a member of TKE.”

Big Brother

APPENDIX C

SAMPLE

Candidate Goals

Examples of Personal Goals:

- Write or phone home at least once each week
- Learn to play a musical instrument
- Lose 10 pounds (or “x” amount of weight)
- Read one non-school related book every month
- Jog or exercise three times a week
- Plan at least one exercise related activity with another frater each week

Again, the personal goals are designed to be something that each candidate would personally like to accomplish during the course of his candidate education and beyond.

Examples of Leadership Goals:

- Enroll in a time management course
- Attend a student organization leadership workshop
- Run for office in another student organization (or join another student organization)
- Chair a chapter committee
- Become an assistant to one of the chapter officers, studying his duties of office
- Interview a university official to learn about the functions, duties and execution of that position

The leadership goal is designed to show the candidate various aspects of leadership on different levels and to teach him how to become an effective leader.

Examples of Fraternal Goals:

- Personally meet with all of the fraters for at least 15 minutes each
- Take my Big Brother home for the weekend
- Obtain 95 percent or better on all membership tests
- Attend a membership recruitment seminar sponsored by TKE or the Interfraternity Council
- Bring at least three prospective members to the chapter
- Be directly responsible for the initiation of at least one new frater
- Wear TKE letters to class at least one day a week
- Develop a membership recruitment plan focusing on a particular residence hall

The fraternal goals are designed to teach the candidate activities that are important to the long-term success of the chapter.

Examples of Academic Goals:

- Attend all classes, having a one hundred percent attendance
- Obtain at least a 3.0 grade point average
- Take a speed reading course
- Coordinate an academic success workshop at the chapter

The fact that these goals are set by the individual members themselves and not dictated by the chapter is what makes the TKE education program the most unique in the fraternity world, focusing on individual achievement and responsibility which serves to strengthen the organization as a whole.

APPENDIX D

SAMPLE

Hegemon's Quiz Number One

1. List five values of membership in TKE _____

2. List five obligations of membership _____

3. List the three levels of fraternal achievement and describe eligibility requirement for each

4. Who is the mythological ideal or patron of Tau Kappa Epsilon? _____

5. What are the three guiding principles of TKE? _____

6. List five of the main ideas outlined in the Declaration of Principles _____

7. Why is TKE officially known as "the Fraternity for Life"? _____

APPENDIX E

SAMPLE

Hegemon's Quiz Number Two

1. What was the name of the first actual college fraternity? _____

2. What was the first Greek letter fraternity and in what year was it founded? _____

3. What college is known as the mother of fraternities and how many fraternities were founded there? _____

4. List the fraternities in the "Miami Triad" _____

5. Write out the Greek alphabet _____

6. List the five founders of Tau Kappa Epsilon _____

7. List the date that TKE was founded (Founder's Day) _____

8. At what school (also list city and state) was TKE founded? _____

9. What was the name of the organization originally founded by our five founders? _____

10. List the current Grand Officers of TKE _____

11. List the address at which the founding took place _____

12. What and where was the first TKE house? _____

13. What was the name of the famous speech by Wallace G. McCauley in October of 1907? What was the main message of this speech? _____

14. List the first three chapters of Tau Kappa Epsilon along with the schools and cities for each, in order _____

15. What is the geographical significance of the first three chapters: _____

16. Who was the first Executive Secretary of Tau Kappa Epsilon? _____

17. What is the address and phone number of the TKE International Headquarters? _____

18. Who is the Executive Vice President of Tau Kappa Epsilon International Fraternity? _____

19. What is his role in the International Fraternity? _____

20. Who is the Director of Chapter Services of Tau Kappa Epsilon International Fraternity?

APPENDIX F

SAMPLE

Hegemon' s Quiz Number Three

1. List the eight offices in Tau Kappa Epsilon and their English equivalents _____

2. List the jewels of each office and the office with which they are associated

3. The most significant item of TKE insignia in general use is the _____.

4. Sketch the TKE flag.

5. The official flower of the Fraternity is the _____.

6. The official colors of Tau Kappa Epsilon are _____ and _____.

7. The supreme governing body of Tau Kappa Epsilon is the _____.

8. The meeting of the Grand Chapter is called _____.

9. The governing body of the Fraternity is the _____.

10. The _____ presides over the Grand Council and over the Conclaves of the Grand Chapter.

11. The day-to-day activities of the International Fraternity are directed and administered by the _____.

12. How many districts is TKE divided into? _____

13. The document that contains the International Constitution and Bylaws of Tau Kappa Epsilon is known as the _____.

14. The tax-deductible public foundation of Tau Kappa Epsilon Fraternity is known as the _____.

15. Name four functions performed by the International Fraternity _____

16. The _____ maintains and implements the written recruitment and membership standards of the chapter.

17. The _____ advises the undergraduate officers and members concerning the performance of their duties and acts as a general mentor to the chapter.

18. The finances and property of each undergraduate chapter are supervised by a local _____ which consists of the Chapter Advisor, chapter Prytanis, Crysophylos, and a minimum of four or more other alumni members.

19. Name five TKE traditions _____

APPENDIX G

SAMPLE

Local History Quiz for _____ Chapter

1. Give the founding date for this chapter _____

2. Name five of this chapter's founding fraters _____

3. How many men have been initiated into the Bond of this chapter since its founding? _____

4. Name three past Prytani of this chapter _____

5. In what year was this university founded _____

6. Who is the president of this university? _____

7. List the eight current officers of this chapter

Add any questions relative to your local history here.

APPENDIX I

SAMPLE

Guest Speaker Ideas for Candidate or Chapter Meetings

1. The Greek Advisor

Your Greek Advisor will welcome the opportunity to come to the candidate education meetings to inform your candidates about his or her position, responsibilities and resources. This is a good way to establish a positive rapport with this university administration.

2. The Dean of Students

The Dean of Students is another good guest speaker. This administrator will be effective at communicating to your candidates the various resources and programs available to students of the university. Again, this is another excellent way to build relationships with the campus officials.

3. Your District President

As the chief volunteer in each of TKE's 30 districts, this alumnus can teach your new members much about the operations of the Fraternity and assistance and resources available to you from him and from the Offices of the Grand Chapter.

4. A Representative of the Offices of the Grand Chapter

This can include Chapter Management Consultant, the Director or Assistant Director of Chapter Services, or the Executive Vice President. Make sure that you schedule this appearance many months in advance.

5. A TKE Rush Coach

He is a highly specialized volunteer in TKE who teaches chapters the art and science of recruitment and retention of members. This highly valuable program is a great idea for a candidate retreat or a chapter retreat.

6. Chapter Advisor and Board of Advisors

Your Chapter Advisor and/or Board of Advisors Chairman are good local resources to visit the candidate class to explain the duties and execution of their respective offices and how they benefit the chapter and the Fraternity, as well as the resources that they have available to the members.

7. Business People or Community Leaders From Your Area

These can include the police chief, the mayor, city or town council members, business or civic leaders who can educate your members on various aspects of community life, including active involvement or public safety.

APPENDIX J

SAMPLE

Suggestions/Ideas for Candidate Activities

1. Retreats

There are many different types of retreats depending on the goals of the chapter. Retreats are a good exercise that serve to remove the members from the immediate chapter environment, opening their minds more towards the philosophical nature of our organization. Retreats can also serve to bring to life the ideals of TKE and the concept of true fraternity through various exercises. You may obtain the TKE Retreat Kit, a publication of the Offices of the Grand Chapter, by contacting us at 317/872-6533.

2. Big Brother Appreciation Dinner

This is where the candidate class gets together with their Big Brothers and show their appreciation for the work they have done by all going out to dinner together with the candidates treating for the evening.

3. Ice Cream Social with a Sorority

The chapter hosts a build your own sundae dessert with the members of a sorority as a way to introduce the candidates to the sorority members.

4. Visits to Other Chapters

The guidelines for visiting other chapters (and having other chapters visit you) are outlined in the Teke Guide. Chapter road trips are a good way for the members and the candidates to get to know one another on a more personal level while making friends in other chapters of TKE at the same time. This is also helpful in demonstrating to candidates how other chapters conduct business, face challenges and solve problems.

5. Any activity listed in the Rush Chairman's Guide

While these activities are typically used for rush, many of these party or event ideas are also fun candidate activities with the chapter.

6. Big and Little Brother Team Project

In order to foster brotherhood and TKE leadership skills, Big and Little Brothers should be involved in a team project. The team project will involve a major activity to benefit the chapter, the campus and/or the community. This could be a renovation project on the chapter house, a public service project, or a philanthropic activity. There are three primary reasons for the team project. First, it helps to teach leadership and interpersonal skills and the importance of teamwork to

everyone involved. Second, it fosters friendship among all participants. Finally, it accomplishes a major worthwhile goal for the chapter. The team project must be detailed enough to involve planning, research, development, follow through, cooperation and evaluation. As suggested, it can take many forms. BE CREATIVE AND INNOVATIVE!

7. Learning the TKE Songs as a Group

A selection of the official songs of TKE are in the Appendix of the Teke Guide. Select a frater from the chapter who can teach the Teke Songs to the candidates with the Big Brothers participating (chances are some of your regular chapter members don't know the songs either. They should probably participate as well!) Since the accompaniment is included in the arrangements in the back of the Teke Guide, if you can find a pianist to help you learn the songs, all the better. This is a great fun and learning activity.

8. Long-Range Plan Development

Have the candidates as a group create a long-range plan for the chapter. This includes

- * Where the chapter is today
- * Where they see the chapter in one, two, three and four years from now
- * How they view their candidate class's involvement in shaping and securing that future

The areas of examination should include scholarship, recruitment, retention, your position on your campus, leadership and athletics.

9. Social Events with the Chapter

Once during the education term of the candidates, the candidate class should plan one social event for the enjoyment of the chapter. In return, the chapter should plan at least one fun social event in honor of the candidates. This will serve to teach mutual appreciation of all members' involvement in TKE.

APPENDIX K

SAMPLE

The Important Information All Candidates Should Have About TKE

- The ideals of Tau Kappa Epsilon (*Pathway to Apollo, pages 75-76*)
- The Declaration of Principles (*Pathway to Apollo, pages 44-47*)
- Chapter Constitution and Bylaws
- The TKE Risk Management Policy (*Pathway to Apollo, pages 61-63*)
- The Grand Council Statement of Policy on Hazing
- Resources available to TKE members from (a) the university, (b) the Offices of the Grand Chapter, (c) alumni volunteers in your area
- Financial obligations of every member of TKE: (a) Annual Membership Fee, (b) insurance assessment per member, (c) local chapter dues and obligations. It is important that every member know exactly what his individual obligations are to the Fraternity
- Scholarships and opportunities available from the TKE Educational Foundation: (a) individual scholarships, (b) other financial assistance
- Education and fraternal opportunities available from TKE: (a) Regional Leadership Conferences, (b) Conclave, (c) Rush Congresses, (d) Rush Coach visitation, (e) Chapter Management Consultant visitation, (f) special needs visitation (*Pathway to Apollo, pages 81-83*)
- Proper chapter and individual public relations

Specific assistance and information on any or all of these areas is available by contacting the Offices of the Grand Chapter.

APPENDIX L

SAMPLE

Grand Council Statement of Policy on Hazing

Tau Kappa Epsilon believes that chapters, in planning their new member education programs, should use the findings of scientific research in training and discipline methods. The applicable findings should be publicized in a new member policy by each chapter.

All forms of hazing are forbidden by the Fraternity. Hazing is defined as any action taken or situation created, intentionally, on or off college or fraternity premises, to produce mental or physical discomfort, embarrassment, ridicule, or possibly cause mental or physical harm or injury.

Such activities and situations include paddling in any form; creation of excessive fatigue; physical and psychological shock, treasure hunts, scavenger hunts, road trips; wearing apparel at any time or at any location which is conspicuous or not in good taste, engaging in public stunts and buffoonery; morally degrading games or humiliating activities; any sessions which interfere with scholastic activities; and any other activities which are not consistent with fraternal law, rituals, or policy, or the regulations and policies of the educational institution.

The Prytanis in general and the Hegemon specifically are in charge of the chapter's new member program. If any chapter is reported to be hazing in any way, the Prytanis and Hegemon will be held personally responsible for the chapter's actions, and may be personally disciplined by removal from office or deactivation. The discipline may be levied by the Executive Vice President with the consent of the Grand Council.

The chapter is also liable for discipline in hazing cases, and an alumni committee may be appointed by the Executive Vice President to control and supervise all phases of chapter activities, subject to the approval of the Grand Council.

Discipline for members should be mature and designed to prevent the actions from happening again--not to punish the offender.

APPENDIX M

SAMPLE

Risk Management Policy

The Risk Management Policy of Tau Kappa Epsilon includes the provisions which follow and shall apply to all fraternity entities and all levels of fraternity membership.

ALCOHOL AND DRUGS

1. The possession, sale, use or consumption of ALCOHOLIC BEVERAGES, while on chapter premises, during a fraternity event, in any situation sponsored or endorsed by the chapter, or in any event an observer would associate with the fraternity, must be in compliance with any and all applicable laws of the state, province, county, city and institution of higher education, and must comply with either the BYOB or Third Party Vendor Guidelines.
2. No alcoholic beverage may be purchased through chapter funds nor may the purchase of same for members or guests be undertaken or coordinated by any member in the name of, or on behalf of, the chapter. The purchase or use of a bulk quantity or common sources of such alcoholic beverage, i.e. kegs or cases, is prohibited.
3. OPEN PARTIES, meaning those with unrestricted access by non-members of the fraternity, without specific invitation, where alcohol is present, shall be prohibited.
4. No members, collectively or individually, shall purchase for, serve to, or sell alcoholic beverages to any minor (i.e., those under legal "drinking age").
5. The possession, sale or use of any ILLEGAL DRUGS or CONTROLLED SUBSTANCES while on chapter premises or during a fraternity event or at any event that an observer would associate with the fraternity, is strictly forbidden.
6. No chapter may co-sponsor an event with an alcohol distributor, charitable organization or tavern (tavern defined as an establishment generating more than half of annual gross sales from alcohol) where alcohol is given away, sold or otherwise provided to those present.
7. No chapter may co-sponsor or co-finance a function where alcohol is purchased by any of the host chapters, groups or organizations.
8. All rush activities associated with any chapter will be a DRY rush function.
9. No member shall permit, tolerate, encourage, or participate in "drinking games."
10. No alcohol shall be present at any pledge/associate member/novice program, activity or ritual of the chapter.

HAZING

No chapter, colony, student or alumnus shall conduct nor condone hazing activities. Hazing activities are defined as:

“Any action taken or situation created, intentionally, whether on or off fraternity premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities may include but are not limited to the following: use of alcohol; paddling in any form; creation of excessive fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips or any other such activities carried on outside or inside of the confines of the chapter house; wearing of public apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; and any other activities which are not consistent with academic achievement, fraternal law, ritual or policy or the regulations and policies of the educational institution, or applicable state law.”

SEXUAL ABUSE AND HARASSMENT

The fraternity will not tolerate or condone any form of sexist or sexually abusive behavior on the part of its members, whether physical, mental or emotional. This is to include any actions which are demeaning to women or men including but not limited to date rape, gang rape or verbal harassment.

FIRE, HEALTH AND SAFETY

1. All chapter houses should meet all local fire and health codes and standards.
2. All chapters should have posted by common phones emergency numbers for fire, police and ambulance and should have posted evacuation routes on the back of the door of each sleeping room.
3. All chapters should comply with engineering recommendations as reported by the insurance company.
4. The possession and/or use of firearms or explosive devices of any kind within the confines and premises of the chapter house is expressly forbidden.

EDUCATION

Each member or candidate shall be instructed annually on the Risk Management Policy of Tau Kappa Epsilon Fraternity. Additionally, all members or candidates shall annually receive a copy of said Risk Management Policy.

APPENDIX N

SAMPLE

Letter to the New Initiate's Parents

September 5, 1999

Mr. and Mrs. Alan E. Smith
123 Lincoln Lane
Founders, Illinois 12345-5432

Dear Mr. and Mrs. Smith,

First, allow me to state that it was a pleasure meeting you this past weekend during our annual Parent's Day event. I hope you enjoyed the activity and left with a strong confidence that Steve has made a wise choice in becoming a member of Tau Kappa Epsilon Fraternity.

Steve will learn many things during his first year as a "TEKE." His personal development is very important to myself and the other members of the Fraternity. His fraternal education will include TKE history, study skills, leadership enhancement, and moral development. As you witnessed, the Fraternity is a place to grow, gain responsibility, and achieve a new level of self-confidence that will prevail long after his college days have ended.

Through scholarship programs and leadership workshops, we try to impress upon the membership the importance of their education and leadership potential. As Steve's Big Brother and friend, I will encourage him to strive toward the fulfillment of his personal potential.

The men of Tau Kappa Epsilon are proud of our stance against alcohol and drug abuse, as well as any activity that would prove to be either mentally or physically threatening to your son. In fact, we sponsor educational seminars each semester addressing these issues and how to combat them.

I am enclosing one of our information pamphlets, "Information for Parents." It should tell you more about the Fraternity. I would like to invite you to visit the chapter house at any time. Or, feel free to call me at any time. My phone number is 555-4321.

We are proud of our strength and reputation both nationally and here at the University of College. We are proud to have your son as a member of our brotherhood.

Very truly yours,

Michael E. Reid
and
The Men of TKE

APPENDIX 0

Brotherhood Building Activities

These activities can be used as supplements to the recommended educational outline. Each activity is clearly marked as to the desired result. The directions on these activities should be strictly adhered to and followed. Should you have any questions about implementation of these activities or how to conduct these activities, please call the Director of Chapter Services or the Assistant Director of Chapter Services at the Offices of the Grand Chapter.

Mix the Cliques

Category:

getting acquainted _____ self-disclosure _____ discussion _____ building trust
 building rapport _____ developing respect enhancing unity _____ values
 other: *(explain) to encourage members to work and share with ALL brothers*

Supplies needed: None

Activity agenda:

These activities can be used as methods of mixing different groups of brothers in preparation for different chapter activities or brotherhood building exercises. The purpose of these activities is to intentionally select groups that mix members from different cliques.

- Create groups by alphabet, first letter of first or last name.
- Create groups by major or college or school the students fall under (i.e. business majors vs. engineering majors).
- Break into groups of in house/out house brothers.
- Create teams by class years--seniors, juniors, sophomores, freshmen.
- Mix by hometown or geographical areas.
- Group by lottery or random.
- Create groups by birth month.

Source: Theta Xi, New Member Manual

“Personal Coat of Arms”

Category:

_____ getting acquainted self-disclosure _____ discussion _____ building trust
_____ building rapport _____ developing respect _____ enhancing unity values
_____ other: *(explain)*

Supplies needed: Pencils; Blank sheets of paper

Suggested time: 15 minutes drawing time; 60+ minutes sharing/discussion time

Activity agenda:

10 minutes

Distribute blank sheets of paper for each member. Ask each brother to draw his own personal coat of arms. It is up to his own creativity and imagination and artistic skills to come up with his personal rendition. The drawing should include symbols which represent some personal values, how the fraternity fits into his life, and significant influences in his life. An open motto should accompany his picture.

20-30 minutes

Each brother takes a turn and describes his coat of arms and symbols to the entire group.

20 minutes

Large group discussion questions:

- What are significant things you learned about others as a result of this exercise?
- Was this difficult? Why?
- What types of symbols did people use?
- Did anyone use non-fraternity symbols? Did that surprise you? Why/why not?
- What were some similarities and differences seen in each person's coat of arms?

Sayings

Category:

getting acquainted self-disclosure discussion building trust
 building rapport developing respect enhancing unity values
 other: (*explain*)

Supplies needed: Newsprint pad; Pens

Suggested time: 30 minutes

Activity Agenda:

The purpose of this activity is to have members examine some famous, and some not-so-famous, sayings, discuss the meanings of them, and see how they apply to their chapter experience and to their lives.

15 minutes

Split the chapter into small groups. Give each group a saying from the list below (or add your own inspirational quotes). Have one person in each group read the statement to his group. Small groups discuss what the saying means and how it might apply to them. Record the ideas on paper.

- "Fate makes our relatives; choice makes our friends."
- "Of all the things you wear, your expression is the most important."
- "Nothing keeps a person's feet on the ground like having a little responsibility placed on his shoulders."
- "Failures are divided in two classes--those who thought and never did and those who did and never thought."--Jon Salak
- "We are all manufacturers. Some of us make goods, others make trouble, still others make excuses."
- "The only people with whom you should try to get even are those who have helped you."--John E. Southard
- "The best way to forget your own problems is to help someone else solve his."
- "There is a time to let things happen and a time to make things happen."--Hugh Prather

15 minutes

Large group discussion questions:

- What did each statement mean?
- Did it have personal meaning to you?
- What other meaning could there be?
- Did everyone in your group agree on its meaning?
- What does each statement say to you in your life?

Source: Leadership Skills You Never Outgrow, IV Leadership Project Book IV, Cooperative Extension Service, College of Agriculture, University of Illinois at Urbana-Champaign, p. 47

The Line: Communication

Category:

_____getting acquainted_____self-disclosure__x___discussion__x___building trust
_____building rapport_____developing respect_____enhancing unity_____values
___x___other: (explain) *Demonstrates peer pressure*

Supplies needed: Chalkboard and chalk or Newsprint pad and pens

Suggested time: 40 minutes

Activity agenda: 3 minutes

Ask one reasonable and confident member to leave the room for a few minutes. Explain to the group that the purpose of this activity is to try to convince that person of something that is not true.

Draw two parallel lines on the chalkboard or newsprint pad, making sure that one is slightly, but noticeably, longer than the other. Designate seven or eight members to use whatever reasonable tactics they can think of to persuade the person outside that the lines are the same length. Depending on the group, you might want to set some limits on “reasonable tactics.” Pick three or four members of the group to observe what happens when the person comes in and the persuading begins.

3 minutes

Ask the person outside to come in. Explain that while he was out of the room, the group began discussing the length of the two lines. Ask the single member to compare the lines in terms of length. Once the member announces that one line is longer, let the persuaders begin.

Make sure that the member who is the object of the pressure does not feel overly put down or threatened. Call the pressure off at an appropriate point and ask the observers to report on what they saw.

10 minutes

Large group processing questions:

- Allow the student being pressured to share his feelings about the pressure.
- Let those who were doing the pressuring tell how they felt about their role.
- How does this activity represent situations in the chapter?
- Could members of the group go overboard on the “persuading” . . . leading to harassment?
- How do you think hazing gets started?

10 minutes

Develop a definition of peer pressure

10 minutes

Large group discussion questions:

- Can/does peer pressure influence a person's decisions about friends?
- Alcohol/drugs?
- Activities?
- Sexuality?
- Nutrition and exercise?
- What are some examples of peer pressure they have seen or experienced in the chapter?
- Ask members to share in the small groups their ideas about ways to deal effectively with peer pressure.
- What kinds of situations are the most difficult to deal with?
- How can peer pressure influence you to do things you might not want to do?
- How can we use positive peer pressure in the chapter?

Source: Leadership Skills You Never Outgrow, IV Leadership Project Book IV, Cooperative Extension Service, College of Agriculture, University of Illinois at Urbana-Champaign, p. 48

3 Significant Events

Category:

_____getting acquainted___x___self-disclosure___x___discussion___x___building trust
___x___building rapport___x___developing respect_____enhancing unity_____values
_____other: (*explain*)

Supplies needed: none

Suggested time:

5 minutes for introduction

2-3 minutes for each participant

15 minutes discussion time

Activity agenda:

5 minutes

The group leader should set aside time to prepare the members for this self-disclosure activity. Each participant will share with the group the three most significant events in his life that shapes who he is, how his values have been molded, and how he makes decisions. All participants should sit comfortably in a room where everyone can see each other. Give all the participants some "quiet time" to reflect on their experiences and past events in their lives.

One at a time each member should share his personal events. There should be no critique or questions asked of any member during each storytelling. After the member is finished, the next member should begin.

15 minutes

Large group discussion questions:

- Why did we ask each of you to tell your personal stories?
- How did this exercise help you learn more about your brothers?
- Did each of you feel comfortable sharing with this group? Why/why not?
- Did this exercise help you to understand one another better?
- How can our chapter develop a better sense of trust and respect?
- What do you appreciate most about our brotherhood?

Board of Directors

Category:

_____getting acquainted___x___self-disclosure_____discussion___x___building trust
___x___building rapport___x___developing respect___x___enhancing unity___x___values
_____other: (*explain*)

Supplies needed: Drawing sheet and pen/pencil

Suggested time: 30 minutes

Activity agenda:

Have everyone write down the names of people who have had a positive impact on them (i.e. family friends, teachers, pastors, others). These are people who have had a significant part in shaping who they are.

Explain there are five traits that people often have (note: not always) who are on their Board of Directors. Discuss one at a time and have the group share person/people on their Boards who have that particular trait. (Note: if objective is for people to gain a deeper understanding of themselves, then you may want for people to share in pairs/small groups. If the objective is for the group to gain a greater understanding of each other, then you will want for people to share as a group . . . this will require more time.)

Five Common Traits of People who Sit on Your Board of Directors

- 1) Have high expectations of you
- 2) Have a one-to-one relationship with you
- 3) Have trusted you
- 4) You have a sense of responsibility to them--you don't want to let them down
- 5) Taught you something of importance

Note: These traits are the cornerstones of relationships people have which make impact on others.

15 minutes

Large group discussion questions:

- What are some of the characteristics you've acquired from these individuals?
- What types of individuals are the people who sit on your Board of Directors (i.e. parent, teacher, friend, boss . . .)?
- Are there any different or unusual types of people who have had an impact on you (i.e. bus driver, historical figures . . .)?
- Do these significant individuals have similar characteristics (i.e. more male or female, more older or younger, people who you've worked for or people who work for you . . .)?
- Do these people know they're on your Board of Directors? This is a powerful thing to consider. They have given you a lot of time, faith in yourself. Have you recognized or thanked them?
- How many Board of Directors are you on?
- Are you establishing relationships with others to help them grow based on the five common traits?

Candy Bar Roulette

Category:

_____getting acquainted_____self-disclosure_____discussion_____building trust
___x___building rapport___x___developing respect___x___enhancing unity___x___values
_____other: (*explain*)

Supplies needed: Enough bite size candy bars of Snickers, Butterfingers, Three Musketeers (or whatever candy the members enjoy) for each member

Suggested time: 2-3 minutes per participant

Activity agenda:

Set the group in a circle. Each individual shares with the chapter for 2-3 minutes. If members have a Three Musketeers: Say what you most value about the chapter.

Snickers: Say something you learned about yourself by being a part of this chapter.

Butterfingers: Say something nice about the persons sitting to your right.

Enjoy the treats!

Pat on the Back

Category:

_____getting acquainted_____self-disclosure_____discussion_____building trust

___x___building rapport___x___developing respect___x___enhancing unity_____values

_____other: *(explain)*

Supplies needed: 8 1/2" x 5 1/2" sheets of paper; Pens for each member; Tape

Suggested time: 20-25 minutes

Activity agenda:

Tape the half sheets of paper on each chapter member's back. Members have 20-25 minutes to write personal thanks or something that you learned on the slips of paper. Continue the activity until people cannot write any more in the space provided. Let the members read their sheets. Ask members to keep this sheet of paper and pull it out when they are having a tough time or a bad day.

Gavel Pass/Candle Pass

Category:

_____getting acquainted_____self-disclosure___x___discussion_____building trust

_____building rapport_____developing respect_____enhancing unity_____values

___x___other: *(explain) a gavel pass is a forum for each individual member of the fraternity to air his thoughts*

Supplies needed: Fraternity president's gavel or large dripleless candle

Suggested time: 2-3 minutes per chapter member

Activity agenda:

Gather the membership in a circle. The president begins the activity by sharing why he values his membership in the fraternity. When finished, he passes the gavel to the next member. Whoever holds the gavel has the floor. No one can interrupt him.

Chapters have used this activity to air grievances, publicly praises their brothers one at a time, thank individuals, and close chapter meetings.

Reverse Candle Pass

Category:

_____getting acquainted_____self- disclosure_____discussion___x___building trust
___x___building rapport___x___developing respect___x___enhancing unity_____values
_____other: (*explain*)

Supplies needed: Chapter gavel or large dripless candle

Suggested time: 1-2 hours

Activity agenda:

Depending on size of the chapter, you might want to break the group into smaller groups of 10-12. This is an intense sharing exercise that will require a great deal of time. The traditional gavel pass involves the passing of a gavel and each member speaking his mind. With a Reverse Candle Pass, the person who holds the gavel does not speak. When a brother gets the gavel, 11-12 others tell him how much they value his membership in the fraternity or what they appreciate most about him. Allow each individual to share for 2-3 minutes. When all have spoken to the member holding the gavel, he passes it to the next participant. Continue until all members have been “appreciated.”

Inspirations

Category:

_____getting acquainted___x___self-disclosure___x___discussion___x___building trust
_____building rapport___x___developing respect_____enhancing unity___x___values
_____other: (*explain*)

Supplies needed: Members should be informed to bring their favorite inspirational quote written down on a piece of paper for this activity.

Suggested time: 60 minutes

Activity agenda: Ask all chapter members to bring with them their favorite inspirational quote, saying, or cartoon which best represents their outlook on life and fraternity. These quotes should be written down or typed out on a piece of paper. Ask each member to share their inspiration with the large group. After each member shares his quote, he should turn them into the activity coordinator.

Closing statements by activity coordinator:

“I want to thank everyone for sharing a little part of themselves today. Inspirations are an important part of life. Like a small wind up toy that needs a battery boost, we also need hopeful words to get us charged up again about what we do. Another important part of personal inspiration is reflection time. We all need quiet time to think about our personal goals, our values, our friendships and our fraternity. I’m going to take everyone’s inspirational piece and compile a fraternity book of quotes so you can take your own personal time to reflect on the pieces shared today.”

Group processing questions:

- How did you feel about finding and sharing an inspirational quote with the chapter?
- How often do you refer to quotes? For what purpose do you refer to inspirational pieces?
- Did you find it difficult to find just one quote that reflects your thoughts and feelings for the fraternity?
- How will each of you reflect on the compiled inspirations?

Values Scale

Category:

_____getting acquainted___x___self-disclosure___x___discussion_____building trust
_____building rapport___x___developing respect_____enhancing unity___x___values
_____other: *(explain)*

Supplies needed: Newsprint pad; Markers; Masking tape

Suggested time: 60 minutes

Activity agenda:

Introduce the activity by informing the participants that they will be doing a values clarification exercise which will challenge their ethical decision making (or their personal scales of right and wrong) and will force them to justify their decisions.

Define values: "Priorities or rankings that an individual establishes for his or her norms and beliefs." (For example, a personal value may be, "It is important to get a good education" or "It is important to treat others with kindness and respect.")

Write the following statements on separate sheets of flip chart paper:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Tape these sheets on the wall around the room. They should remain in the order of strongly agree, agree, disagree and strongly disagree.

Inform the group that you, as activity leader, will read a statement. Each individual will need to make a personal decision and then move to the statement (agree-disagree) that best describes his feelings. After each member chooses his feeling of agreement, call on one person in each category to tell why he disagrees, agrees, etc.

Statements:

- It's important that our fraternity ritual is memorized and not read.
- It's important to incorporate our fraternity ideals in my daily life.
- It's ok to cheat off a test of a fraternity brother if I didn't prepare.
- It's ok to pull pranks on members who get engaged (or lavaliered, or pinned).
- It's ok to pay my fraternity bills a little late.
- It's ok to buy drinks for a fraternity brother on his 19th birthday.
- It's important that we keep our fraternity property clean and maintained.
- It's important to look out for the welfare of our members and others.
- It's important to confront members who don't abide by our fraternity expectations.

When all statements have been discussed, gather the chapter into a large seated group. Share the Nine Basic Expectations of Fraternity Membership in handout form or on flip chart paper. Generate discussion on your own fraternity's expectations of members.

Run for Office

Category:

_____getting acquainted_____self-disclosure___x___discussion_____building trust
_____building rapport___x___developing respect_____enhancing unity_____values
___x___other: *(explain) sharing perceptions of each other, thoughts about qualifications needed to hold a major chapter office.*

Supplies needed: Pad and pencil for each member

Suggested time: 45 minutes

Activity agenda:

After giving each member a pad and pencil, the activity leader explains that in this exercise, each brother is running for chapter president.

The leader then asks the members to list their qualifications for office, basing their comments upon their self-perceptions, so that their campaign manager can begin to prepare their campaign.

The leader asks a volunteer to assume the role of his own campaign manager, and read his list of qualifications to the group.

The leader seeks volunteers until all have read their lists.

The group then discusses how, in general terms, the members presented themselves; how their self-perception matches or doesn't match what others think of them. Make sure this is an affirming exercise; only positive feedback and constructive comments should be shared.

The group then discusses their perceptions of what makes a good chapter president or chapter leader.

Closure: With the current chapter president being excused, based on the lists and their presentation, the group votes on who would make a good chapter president.

Source: Alpha Gamma Rho, the Brotherhood Program, Bonding Activities, B-20

Let Me In!

Category:

_____getting acquainted_____self-disclosure___x___discussion_____building trust
___x___building rapport___x___developing respect___x___enhancing unity_____values
_____other: (*explain*)

Supplies needed: None

Suggested time: 30 minutes

Activity agenda:

Ask one member to volunteer. Instruct the rest of the chapter members to form a circle and put their arms around each other, shoulder to shoulder. Instruct the single volunteer to try to use any method possible to get into the circle.

Ensure that the member does not hurt himself or other chapter members. This exercise usually results in the single volunteer trying to push and shove members and attempt to tear apart the bonded arms.

After a few minutes ask everyone to take a seat. Allow the volunteer to stand up for a few moments. Ask the volunteer how he felt trying to get into the circle (expect answers like tired, frustrated, angry). Then ask the member, "Why didn't you just ask your brothers to let you in?" Ask volunteer, "Why did you immediately assume you had to fight to get in the circle?"

Ask the following processing questions of the whole group:

- How does this activity relate to our chapter?
- How does this activity relate to our Greek system?
- Let's look at the leadership positions in the chapter; do you think it is difficult to get to these top positions? Why, why not?
- Do you think we have cliques in this chapter?
- How would this activity relate to cliques?
- How do we emphasize chapter unity?

Source: Alpha Gamma Rho, Pre-Initiation Activities

Our Fraternity's Little Instruction Book

Category:

_____getting acquainted_____self-disclosure_____discussion___x___building trust
___x___building rapport___x___developing respect___x___enhancing unity___x___values
_____other: (*explain*)

Supplies needed:

If desired, a copy of *Life's Little Instruction Book* (1991) written by H. Jackson Brown, Jr., Rutledge Hill Press, Nashville, Tennessee.

Activity agenda:

The publication, *Life's Little Instruction Book*, was written from a father's point of view. H. Jackson Brown collected his thoughts, suggestions and reminders on how to live a happy and rewarding life. Brown neatly typed all of his notes and presented them to his son on the day his son embarked on his journey through college.

Instruct your chapter members to each write down one suggestion on how to have a good fraternity experience and how to make the most of one's college years. Remind members to write their names next to their suggestion.

Gather these quotations and compile them into one fraternity book to be presented to all of the fraternity's Little Brothers. This book could become a meaningful fraternity tradition with some quality quotes and significant "pearls of wisdom."

High-Medium-Low Risk Cards

Category:

_____getting acquainted___x___self-disclosure___x___discussion___building trust
___x___building rapport_____developing respect___x___enhancing unity___x___values
_____other: (*explain*)

Supplies needed: 3" x 5" index cards

Suggested time: 30-60 minutes

Activity agenda:

Take the following questions and write each question down on a 3" x 5" index card. Separate cards in high, medium, low risk categories. Have one set (one set equals all cards) for each discussion group of 8-12 people.

In each small group put cards in their respective three piles. Each individual takes a turn and selects one card from any level of risk at which he is willing to share. He then reads the question or statement on the card and answers it in front of his small group. Have each member of the small group continue until all have shared.

Low Risk

Name a place from which you see a spectacular display of nature.

What's the name of the place where you spent the three happiest days of your life?

Where do you most often go when you want to be alone?

Tell when you had some type of adventure that was out of the ordinary.

Name the group where you felt happiest, most integrated, most accepted.

What activities do you do well?

Where do you feel most at home?

What is the greatest success in your life?

What media events have influenced you?

Who is your best friend?
What is your favorite food?
How do you relax?
What is your favorite book?
Who is your favorite author?
Who is your favorite singer?
What is your favorite musical group?
What is your favorite childhood memory?
What is your greatest pet peeve?

Medium Risk

Who is someone, whether living or dead, fictitious or real, met or unmet, that you really respect or admire?
Tell a time when you felt you made a very important decision.
Who are the three most influential people in your life?
What are three words you would most like said about you?
What are five values you hold highest?
What are your political party beliefs?
Who are important political figures to you?
Who are teachers/counselors/coaches that had a significant influence on your life in your grade school years?
Who are teachers/counselors/coaches that had a significant influence on your life in your high school years?
What is your favorite quote/inspirational message?
What is your greatest success?
What skill do you wish you had?
What is your most significant volunteer experience?
Who is the one individual who convinced you to join the fraternity?
How did you choose your career path?
What is one thing you do really well?
If you were by a river and saw a child fall in, what would you do?

High Risk

Who is the person in your life who brings you happiness or joy, makes you smile, almost every time you see him/her?
Name the first person with whom you ever fell in love.
Name three women (outside of your immediate family) that you love (use your own definition of love).
Name three men (outside of your immediate family) that you love (use your own definition of love).
Tell about your experience in confronting someone on inappropriate behavior or language.
What would you do if you had one year left to live?
During what year did you experience the greatest amount of personal growth; that is, what year was most significant in terms of your development?
What is the most challenging thing you've had to do?
If you could do anything differently in the fraternity, what would you do?
Who do you love in the chapter?
If you knew a brother was blatantly cheating in class, what would you do?
What is your greatest fear?
For what contributions to the chapter would you like to be remembered?
What is your most embarrassing moment?
How would you most like to be remembered?
What makes you most frustrated about the fraternity?
What is your greatest regret?
Name one time you experienced a great deal of peer pressure.
If you could do anything over again, how would you do it differently?
How have you boosted someone's self-esteem?
If you feel a brother is developing a serious drinking problem, how do you help him?

Source: Cari Cohn, California State University, Fullerton

Knots

Category:

___ getting acquainted ___ self-disclosure ___ discussion ___ building trust
___x___ building rapport ___x___ developing respect ___x___ enhancing unity ___ values
___x___ other: *(explain) understanding interpersonal communication, understanding group dynamics; understanding leadership and followership*

Supplies needed: None

Suggested time: 30 minutes

Activity agenda:

Break the chapter into smaller groups of 8-10. The objective of this activity is for individuals to examine communication and teamwork in a group setting.

There should be one observer for each group to listen to statements, watch for the natural leaders, watch the members who don't give input, and oversee the general group dynamics.

The small group should form a shoulder to shoulder circle. Each person puts their right hand in the center of the circle and joins hands with one person across the circle. Each person puts their left hand in and joins hands with two different people but not next to him.

No one should make rash movements since everyone is connected.

When the group has their hands in a tangle, they need to figure out a way to get untangled without breaking grips (there are four possible solutions: a circle, two separate circles, two interlocking circles, or two circles with an overhand knot in it).

When all groups are finished, gather them together for a large group discussion. Discussion questions:

- Was this challenging? Why/why not?
- What was most frustrating about this exercise?
- How did you approach the task? Act first, think second? The other way around? How do we approach problems in our chapter?
- Was everyone in the group heard?
- Who was the immediate leader? Did he continue to lead throughout the exercise?
- Were there any good ideas lost?
- What did you learn about yourself as a result of this exercise?

Source: *The New Games Book*, edited by Andrew Fluegelman, Doubleday and Company, Inc., Garden City, New York, 1976

Get Up and Move

Category:

___x___ getting acquainted ___ self-disclosure ___ discussion ___ building trust
___ building rapport ___ developing respect ___ enhancing unity ___ values
___x___ other: *(explain) energizer*

Supplies needed: Chairs for each member

Suggested time: 15 minutes

Activity agenda:

Make a circle of chairs large enough for every person in the group except for one person. The person without a seat stands in the middle (preferably, the first person is the one giving the instructions so everyone understands the rules). The individual in the middle says, "Get up and move if..." and fills in the blank with

a phrase of his choosing. For example, he may say, "Get up and move if you have a roommate that snores" or "Get up and move if you got an A on a test this week."

After the person says his statement, everyone that can relate to the statement must get up and move to a different chair. If you don't relate to the statement, you remain in your seat. The person without a seat must stand in the middle and continue the exercise. This exercise is a good opportunity to learn unique traits of individuals. It is important to share with the members that this is a serious activity.

This can become quite competitive; remind everyone to respect his brother and protect their safety...no pushing or shoving.

Source: Shantel Smith, Southeast Missouri State University

Senior Charge

Category:

___ getting acquainted ___ self-disclosure ___ discussion ___ building trust
___x___ building rapport ___x___ developing respect ___x___ enhancing unity ___x___ values
___x___ other: *(explain) recognition for all chapter senior members, inspirational activity for younger members, develops understanding of the concept of a lifetime commitment for the fraternity*

Supplies needed: A room with a fireplace or a small bonfire

Suggested time: 60-90 minutes

Activity agenda:

Before the chapter gathers, all seniors should write a personal letter to the chapter thanking them for the experience, what he has learned, what he values as a member of the fraternity, etc.

All seniors take a turn and read their letter to the chapter. When each has finished reading, he should throw his letter into the fire symbolizing the end of his undergraduate membership in the fraternity. Make sure seniors make a copy of their letter, one to keep and one to throw into the fire.

One senior should serve as closing spokesperson to give a positive charge to the membership. The closure should be inspiring and thought provoking. (For example, a topic might be "What do you want your fraternity to be like when *you* leave?") The continuing fire could represent the continuation of the chapter; each senior has contributed to the fire but now moves on and will be an active alumni member of the fraternity. If your fraternity has an induction into an alumni club or alumni membership, this could be a good activity to have prior to the induction. Alumni members could be invited back for this activity to talk about how they are still involved with the fraternity.

Community Service

Category:

___x___ getting acquainted ___ self-disclosure ___x___ discussion ___x___ building trust
___x___ building rapport ___x___ developing respect ___x___ enhancing unity ___x___ values
___x___ other: *(explain) serving the community by volunteering time*

Supplies needed: None

Suggested time: A full day of serving the community; at least three hours

Activity agenda:

The chapter philanthropy chairman could play an instrumental role in his brotherhood building activity. Provide the membership with an opportunity to serve the community through one on one, hands on commu-

nity service. Members could go to a hospital and visit children; play with inner city children at a community service center; deliver meals to housebound elderly citizens; visit clients at a homeless shelter; any activity that gets members to interact with a different population. Brothers will find that by working together for a common purpose, helping others, and giving of themselves, they will become closer through intense, personal service.

After working directly with your chosen population (children, the elderly, etc.), gather the chapter for a discussion on community service using the following processing questions:

- Why was a community service event used to build brotherhood?
- How did you make an impact on someone's life today?
- How were you affected by this experience?
- Do you feel closer to your brothers as a result of this experience?
- What did you learn about each other?
- What did you learn about yourself?
- Why is community service an important component for a full fraternity experience?
- How did you feel working with a population that was less fortunate than you?
- Is community service a regular part of your life now?
- How will you continue serving your community in the future?

Chapter Connections

Category:

getting acquainted_____self-disclosure__x__discussion__x__building trust
__x__building rapport__x__developing respect__x__enhancing unity_____values
_____other: (*explain*)

Supplies needed: Ball of yarn

Suggested time: 2 minutes for each person in the chapter

Activity agenda:

Ask all members to stand in a circle. The leader should hold the ball of yarn in his hand and inform the group that he is going to share how he plans on contributing to the fraternity. When finished he is going to gently toss the ball of yarn to another person while still holding onto the end of the string. That person should then continue by expressing his goals or contributions, holding onto the string, and then tossing the ball to another brother. The yarn should be held tautly between members.

When the entire chapter has shared, you will have a large "web" of yarn in the circle. The leader should talk about the value of the contributions of each individual. If each person did not pull his own weight and "dropped the ball," the rest of the members need to pick up the slack for him. As an example, call on 10 people to drop their hold on the yarn. The web will become slack, illustrating the work that will need to be picked up by other brothers.

Close the discussion with a group brainstorming session on how the chapter can encourage everyone to follow-through on their commitments, ask for help and support from their brothers, and how they can all pull their own weight in the chapter.

The Fraternity Creed

Category:

_____getting acquainted_____self-disclosure___x___discussion_____building trust
___x___building rapport___x___developing respect___x___enhancing unity_____values
___x___other: *(explain) understand the meaning behind a fraternity creed, understand the historical significance of the fraternity creed*

Supplies needed: Framed fraternity creed

Suggested time: 2 minutes per member

Activity agenda:

Gather all members in a room where everyone can sit together. Introduce the activity by reciting the fraternity creed as a group. Talk about the history of the creed; who wrote it, when it was written, where it was written, why the words were chosen.

Pass the creed around the room. As it comes to each member, he should share with the group what significance the creed has for him.

Close the activity by explaining that a creed is a fundamental statement of beliefs. Ask each member to consider what is his own personal statement of beliefs. Are they consistent with the fraternity's beliefs?

Promises to Myself, Promises to My Chapter

Category:

_____getting acquainted_____self-disclosure_____discussion_____building trust
_____building rapport_____developing respect_____enhancing unity_____values
___x___other: *(explain) develop closure to an exercise or retreat follow-up*

Supplies needed: Papers; Pens or pencils; Envelopes for each person; Stamps for each envelope

Suggested time: 10 minutes

Activity agenda:

At the end of an intense brotherhood building exercise or chapter retreat, distribute paper and writing utensils. Have the members write a letter to themselves. Give them a specific topic to focus on such as:

- What I learned about brotherhood at this retreat and what I will do to enhance brotherhood in the future.
- What I will commit to the fraternity.
- Promises to myself; What will I do to become a contributing chapter member?

Ask the members to write a self-addressed stamped envelope. Ask members to enclose the letters in their envelopes. Collect the envelopes and mail the letters back to members in one month to remind them of their promises and commitments to the chapter.

After the members receive their letters in a month, hold another discussion on the experience with the members as a large group. The goal is to allow the group to experience and reflect upon personal thoughts and feelings a month later. This exercise also allows members to challenge one another by asking "Who followed through on their commitments? Who is still working on their promises?"

Electric Fence

Category:

_____getting acquainted_____self-disclosure_____discussion___x___building trust
___x___building rapport___x___developing respect___x___enhancing unity_____values
___x___other: *(explain) to encourage communication; to foster teamwork; to bring forth discussion on group dynamics; to consider safety in all programs*

Supplies needed: Rope; This activity should be done outside, preferably in a wooded area where there are plenty of trees.

Suggested time: 20-30 minutes

Activity agenda:

A rope should be tied between two trees about four feet high.

Ask the participants to imagine that this is an electric fence with a force field from the top of the rope to the ground. The objective of this exercise is to get the entire group from one side of the rope over to the other side.

The first person may not run and jump over the rope. He may not exit head first. The last person may not jump the fence, or otherwise exit under their power alone--encourage group work.

When going over the rope, participants may NOT touch the rope, the connecting trees, nor break the plane under the rope. If members touch the rope or break the plane, they "lose" the use of the body part that touched the rope. So, for example, if someone accidentally hits the rope with his arm, he has to hold that arm across his body and cannot use it to help others over, or use it to help him get over the rope later.

The facilitators MUST emphasize the importance of spotting and personal safety.

Spotting rules:

- If they begin to step on the backs of others, remind them to not step directly on the spine or the neck of another participant. Instruct them to step on the shoulder and hips, if necessary.
- Only one participant will be moved at a time.
- The leader spots the first two participants over the fence, then the group members are fully responsible for spotting. The leader will also spot the last participant out.
- The leader does not physically support the participants unless necessary in the instance of a fall.
- Spot until the person in transport is completely over the fence and on the ground.
- Be careful to spot the head and shoulder all the time.
- Do not let someone be a "step" for too long.
- Heads and shoulders must always be above the feet.

When all team members have crossed the rope, process the experience by asking the following discussion questions:

- Was the group challenged by this exercise?
- Was communication strained? Why?
- How did the group accept your ideas?
- Did you lead or follow during this exercise? Why?
- What type of positive or negative reinforcement did you receive?
- What would you do differently in your next attempt?
- How would you work better as a team?

Source: Western Illinois University, Horn's Lodge Teams Course

People Platform

Category:

_____getting acquainted_____self-disclosure_____discussion___x___building trust
___x___building rapport_____developing respect___x___enhancing unity_____values
___x___other: *(explain) to encourage leadership, to challenge members to examine intra-chapter communication*

Supplies needed: One 2' x 2' square of plywood connected to 2" x 4" blocks of wood

Suggested time: 20-30 minutes

Activity agenda:

Remind participants of the following rules:

- All body parts must be off the ground.
- The entire group (of 14-16 people) must participate.
- There is a seven-minute limit to work together as a team and complete this task.
- You may NOT sit or stand on each other's shoulders.

(If there is a dynamic leader or a chapter officer in the group, inform them that they may NOT talk for the entire exercise.)

Explain the spotting rules:

There will be one observer who constantly moves, and alerts the group for any swaying.

If the group begins to lean, spotters push them back onto the platform.

Do not allow people to "leap" away from the platform--it can cause injury to self or others.

Retain control of the group at all times. Keep communication lines open.

After the group creatively attempts this exercise, they must hold everyone off the ground for 10 seconds.

Use the following questions for a follow-up discussion on group dynamics:

- How was this exercise challenging?
- Who jumped in first and became the exercise leader?
- To the chapter officer/leader: How did it feel not being able to share your ideas? Is this an unusual situation?
- Did the time constraints affect proper execution? Why?
- Ask the quiet members: How did you contribute to the group? Were your ideas heard?

Source: Western Illinois University, Horn's Lodge Teams Course

Giving Directions

Category:

_____getting acquainted_____self-disclosure___x___discussion_____building trust
_____building rapport___x___developing respect_____enhancing unity_____values
___x___other: *(explain) to better understand and see firsthand public speaking skills, and clear communication*

Supplies needed: 3" x 5" note cards

Suggested time: 30 minutes

Activity agenda:

Before you begin the activity, make five to ten note cards with a simple task written on each. Some examples of tasks are: tying a shoe, sharpening a pencil; opening a carton of milk, wrapping a package with paper and tape, closing a jacket zipper, opening a can with a can opener

Explain to the chapter that this activity will provide experience in giving directions. One at a time, 10

volunteers should individually draw a card and read it. One at a time, the men give the directions to the group in their own words without telling what the task is. Tell them not to use their hands with their directions.

See how many tasks the group can guess based on the directions given by each member. As a large group discuss the following questions:

- How could you tell if the directions given were correct?
- How could you tell if the directions were clear?
- How did you decide what information to include when writing the directions?
- How does this relate to appropriate delegation?
- What did you learn about giving proper direction or guidance in the chapter?

Source: Leadership Skills You Never Outgrow, Leadership Project Book I. Cooperative Extension Service, College of Agriculture, University of Illinois at Urbana-Champaign.

Basic Expectations of Fraternity Membership

Category:

_____getting acquainted_____self-disclosure___x___discussion_____building trust
___x___building rapport___x___developing respect___x___enhancing unity___x___values
_____other: (*explain*)

Supplies needed: Colored markers; Newspaper pad; Optional: Challenges&Choices materials from the NIC office: poster, wallet cards, brochures

Suggested time: 90 minutes

Activity agenda:

Inform the group that the National Interfraternity Conference established a Commission on Values and Ethics. This commission developed a statement on basic expectations of fraternity membership. This nine-point statement summarizes the guidelines by which fraternity men and women should govern their individual fraternal experience.

On one sheet write the philosophical statement on why the Basic Expectations were developed. "In an effort to lessen the disparity between fraternity ideals and individual behavior and to personalize these ideals in the daily undergraduate experience, the following Basic Expectations of fraternity membership have been established."

Then, on individual sheets of newspaper write the following Basic Expectations. (Write one expectation per sheet.)

- I I will know and understand the ideals expressed in my fraternity Ritual and will strive to incorporate them in my daily life.
- II I will strive for academic achievement and practice academic integrity.
- III I will respect the dignity of all persons; therefore, I will not physically, mentally, psychologically or sexually abuse or haze any human being.
- IV I will protect the health and safety of all human beings.
- V I will respect my property and the property of others; therefore, I will neither abuse nor tolerate the abuse of property.
- VI I will meet my financial obligations in a timely manner.

- VII I will neither use nor support the use of illegal drugs; I will neither misuse nor support the misuse of alcohol.
- VIII I acknowledge that a clean and attractive environment is essential to both physical and mental health; therefore, I will do all in my power to see that the chapter property is properly cleaned and maintained.
- IX I will challenge all my fraternity members to abide by these fraternal expectations and will confront those who violate them.

Instruct members to mill around the room and when a chapter programming idea comes to mind that fits one of the expectations, write in on the newsprint. (i.e. VI I will meet my financial obligations in a timely manner; Programming ideas: chapter financial management workshop, personal budgeting program, balancing your checkbook, applying for credit, etc.)

After everyone has had time to write on the paper, you will have a room full of great ideas. Prioritizing those ideas will be the tough part.

Personal Scrolls

Category:

___ getting acquainted ___ self-disclosure ___ discussion ___ building trust
 ___ x ___ building rapport ___ x ___ developing respect ___ x ___ enhancing unity ___ values
 ___ other: *(explain)*

Supplies needed: Newsprint pad; Pens; Tape

Suggested time: Unlimited

Activity agenda:

Write the names of each participant at the top of a piece of newsprint. The pieces of paper are then hung up on the walls and everyone has a chance to wander around the room and write positive comments or notes to that particular person on each sheet of paper. When everyone finishes, the scrolls are rolled and handed to each member to take home and read.

Source: "Enhancing Self-Esteem Through Greek Membership," AFA Resource Development Program, December, 1990

Greek Gossip

Category:

___ x ___ getting acquainted ___ self-disclosure ___ x ___ discussion ___ building trust
 ___ building rapport ___ developing respect ___ enhancing unity ___ values
 ___ x ___ other: *(explain) understanding communication and the negative effect of gossip, enhance listening skills*

Supplies needed: 3" x 5" cards

Suggested time: 30 minutes

Activity agenda:

Prepare the group by informing them that this will be an exercise on communication; giving and receiving messages.

Prepare a written message of about 10-15 words. Form small groups of eight to 10, either in a straight line or in a circle. (Variation: some chapters use just 10 volunteers to demonstrate this in front of the entire chapter.) Whisper the message to the first person in each group. The first person should whisper the message to the next person. No one else should see or hear the message. Each person repeats the message to the person next to them. The last person should repeat the message out loud.

Some discussion questions to help with your evaluation/observations:

- Was the last person accurate?
- How did the message change?
- What do you think caused the message to change?
- Do you think this happens in everyday life? In the chapter? In the Greek system?
- How can we become better listeners?
- How can we help stop inaccurate gossip from spreading within the chapter?

Source: Leadership Skills You Never Outgrow, Leadership Project Book I. Cooperative Extension Service, College of Agriculture, University of Illinois at Urbana-Champaign, page 26.

The Coin Game

Category:

_____getting acquainted_____self-disclosure_____discussion_____building trust

_____building rapport_____developing respect_____enhancing unity_____values

___x___other: *(explain) to expose participants to the feelings of giving and receiving; feelings that go hand in hand with brotherhood*

Supplies needed: Ask each member to bring a penny, nickel, dime and quarter to the program

Suggested time: 30-60 minutes

Activity agenda:

Tell participants that you want them all to sit around in a circle facing each other--if possible. Tell them you are going to proceed through an exercise, and for the exercise to be successful, it is important that everyone plays. *Most importantly*, everyone must follow the directions that you give.

Ask each member to examine, carefully, each one of the coins they brought (be sure that you play along too). Tell them that after a couple of minutes, they are going to be asked to select a coin that best represents "themselves" by its individual meaning (i.e. Sam selects a penny because the date it was minted was 1961, the year he was born; or Pete chooses a penny because Lincoln's beard looks as bad as his does...Take your time to explain this.) Tell the students that this coin, then, will be the only one used in the exercise (the others can be pocketed).

Once everyone is done selecting a coin, ask them to explain, one by one, to the group why they selected their personal coins and allow the individual to get a little more attached to the representation of the coin.

The next part is the most important. Be sure to emphasize the importance of following the guidelines here.

Tell the group that in a few moments, each member will be asked to give his coin to someone in the group. Each member must determine who he wants to give his coin to...and then actually give the coin to that person. It is important that before this phase begins, that every participant pre-selects who they want to give their coin to (an internal decision).

Once that is done, in a flowing order, one by one each member gives out his coin. It is important to mention that no talking should take place; no coin may be placed in the middle of the circle "as a presentation to everyone in the group." It must be given to an individual, and as the cycle begins, you cannot change your mind on who you are going to give your coin to (I was going to give my coin to Jim, but Steve just gave me his coin, so I should return the honor; or Lee didn't receive any coins yet, so I'll give my coin to him).

Once this is done, allow the group to sit for a moment or two to consider what just happened, allowing them to look around to see who got what.

Once finished, try to process what just happened. Start with those who got the most coins, and ask them to tell the group what it was like. Proceed to those who got the least, what was it like for them, then allow anyone who wishes to comment to do so. Invite participants to disclose the reason for the “presentation” if they want.

Hopefully, side discussions will take place. When the timing is right, hold a large group discussion using the following questions:

- Discuss the “sensitive” nature of such feelings “giving and receiving.”
- Is it really more enjoyable to give than to receive?
- How important is it to a person’s self-esteem to “receive” or to “give”?
- Let’s talk about the role of the officers; they usually have to give, but do not readily receive in a similar fashion that they give.
- How often do you think you give in the chapter?
- How often do you receive?

NOTE: This processing is often difficult. The main objective is to plant the concept and reality of “giving” and “receiving” in their minds, explaining the important nature of these feelings. This may be a good time for you to give a personal disclosure on how it is important for you, as a facilitator, to provide them with some “receiving” in the nature of feedback, support, etc.; to invite them to allow you to work with them, expressing your desire to help them “receive” something out of their positions in the chapter over the course of the year. Tell them that you also need that same feedback so that you can work better with them.

After the initial processing is done, ask the group if they would like to do the “exchange” portions of the exercise again--realizing that the students may have wanted to give more than just one person a coin, so now they will have a second chance (most of the time the groups will want to do it again).

NOTE: Be sure to keep your eye out for members who do not receive a coin in the first round. Keep a closer eye on them in the second round. It is very important to make sure no one leaves the exercise feeling left out or hurt.

Ask the members to return their coins to the correct owners.

Source: Scott Kalicki, Dean of Students, College of Misericordia, Dallas, PA. Adapted from “Coins: Symbolic Feedback” from *Structured Experiences Vol. I*. Pfeiffer & Jones, University Associates, LaJolla, CA 1974.

The Meaning of Life

Category:

_____getting acquainted_____self-disclosure___x___discussion_____building trust
_____building rapport_____developing respect_____enhancing unity___x___values
_____other: (*explain*)

Supplies needed: None

Suggested time: 2-3 minutes for each participant

Activity agenda:

Ask each member to make up a metaphor for life. They can be in two categories: those who deal with food, and those who don’t. Here are a few examples:

Life is like eating a grapefruit. First, you have to break through the skin; then it takes a couple of bites to get used to the taste, and just as you begin to enjoy it, it squirts you in the eye.

Life is like a banana. You start out green and get soft and mushy with age. Some people want to be one of the bunch while others want to be top banana. You have to take care not to slip on externals. And, finally, you have to strip off the outer coating to get at the meat.

Life is like a jigsaw puzzle, but you don’t have the picture on the front of the box to know what it’s supposed to look like. Sometimes, you’re not even sure if you have all of the pieces.

Members should share their metaphor with one another.

Discussion questions:

- If you could vote for the person with the most creative metaphor who would win?
- Which metaphor did you find most relevant?
- Is your metaphor for life similar to your views on the fraternity?
- If you could choose a different metaphor for your fraternity experience, what would it be?

Source: Taken verbatim from *A Whack on the Side of the Head* by Roger von Oech, Ph.D. p. 40-41.

Team Beam

Category:

_____getting acquainted_____self-disclosure_____discussion_____building trust
___x___building rapport_____developing respect___x___enhancing unity_____values
___x___other: *(explain) to explore communication styles when faced with a challenge, to challenge members to utilize the strengths of all people, regardless of ability, in the planning and execution of a task*

Supplies needed: Four 12" x 5" x 5" concrete blocks; Six-foot long 2" x 4" beam of wood; Place the wooden beam across the concrete blocks so the wood is secure

Suggested time: 20 minutes

Activity agenda:

Split the membership into teams of 8-10. Split each team in half and ask each half to stand on the end of the beam on opposite sides.

Instruct the group that the two sides must change places, without knocking anyone off the beam and without anyone touching the ground. If anyone does "fall" off the beam or loses their balance and touches the ground, the entire group must start all over again.

Once the group finishes this task, have a small group discussion (by team) using the following discussion questions:

- How did this exercise go?
- Did you find out anything new about yourself and others? Do you like what you discovered? Why or why not?
- Did the team *act* as a team? Was there any competition between the two sides? Why/why not? Could the solution have been easier if the two sides communicated their plan before anyone acted?
- Is there value in competition? Has our chapter been hurt or helped by inter-Greek competition?
- What would have happened if each group in the team was instructed to get to the other side without regard for the other half? Would the result have been as successful? How does working together benefit everyone? Does this apply to our chapter? Does it apply to rush? to community relations? to Greek relations?

Building a Monument

Category:

_____getting acquainted_____self-disclosure_____discussion_____building trust
___x___building rapport_____developing respect___x___enhancing unity_____values
___x___other: *(explain) to understand the difference in detail orientation in chapter members, to follow the transition of an idea into a result/product within a small group, to challenge members to utilize and appreciate all differences of talent, ability and skill*

Supplies needed: Box of straight straws; Box of straight pins; Scissors. This set of supplies will be needed for each small group within the chapter

Suggested time: 30-40 minutes

Activity agenda:

Break the chapter into small groups of 8-10. Instruct the small groups to build an original structure/monument of their choosing. Predetermine one member in each small group with no vision, two members who cannot use their right hands, two other members who cannot talk. Let the groups create their monuments for 20-30 minutes.

Ask each small group to share what their monument is or represents to the entire chapter. Finish the exercise with a large group discussion using the following questions:

- Who came up with the original idea? How was the idea communicated (voice, hands, illustration, non-verbals, etc.)?
- How did you approach the task? Were specific roles assigned to members with certain talents? What happened to those who lost the use of hands/eyes/voice?
- Did everyone participate in some way? Why/why not?
- Who were the architects and who were the construction workers? Could these individuals have reversed roles? Why or why not?
- Are you happy with the result? What could have improved or changed the result?
- Did those members who lost an ability follow or lead? Why do you think this is to? Can and should we challenge this? Why or why not?

Source: Adapted from “Pins and Straws: Leadership Styles,” in *Structured Experiences Vol. V*, Pfeiffer & Jones, University Associates, Lajolla, CA 1974.

Positive People and Places

Category:

_____getting acquainted___x___self-disclosure___x___discussion___x___building trust
___x___building rapport___x___developing respect___x___enhancing unity___x___values
_____other: (*explain*)

Supplies needed: People and Places Questionnaires; Pencils or pens

Suggested time: 30-45 minutes

Activity agenda:

Note: You might want to talk about some of the benefits of focusing on the positive forces in their lives either before or after the use of the questionnaire.

Divide the chapter into smaller discussion groups of 4-5. Distribute the questionnaires and ask the members to work by themselves for a few minutes, trying to answer as many of the questions as possible. Next, the members should review their answers, placing a mark beside any answer that seems unsatisfactory to them. They should then spend some time working with the other members of their group, helping to identify new answers or improve on those already given. Next they should mark three questions that have produced the most pleasant, positive memories. Group members can share those favorite memories with each other.

Use the following guide to develop your own questionnaire.

People and Places Questionnaire

Directions: This is a private questionnaire for your own use. No one will collect it at the end of the exercise or ask to see it. Read over the questions below and jot down answers to any you can. Later you and the others in your group may help each other and discuss this activity, but right now work alone.

- 1) Who gives you a lift; someone who makes you feel good just to see him or her coming?
- 2) Who is a good listener; someone who really pays attention and really hears what you have to say?
- 3) Who is the best teacher you ever had; someone who you would like to learn from again and again?
- 4) Who has been a big help to you; someone who really came through or stood by you when you needed them?
- 5) What older person do you admire; someone of your parents' generation that you would really want to be like?
- 6) What person in an occupational capacity has done a good deed for you recently; an advisor, police officer, teacher, administrator, or someone else who has helped you out while doing his job?
- 7) Who, if the telephone was to ring right now, would you like to talk to?
- 8) Where have you been that you would like to go back to and spend a week doing just as you wished?
- 9) When was it that you last laughed until it hurt?
- 10) What place away from home makes you feel that you really belong?
- 11) Where away from home did you have the nicest meal?
- 12) What place outdoors would you like to go and spend a whole day?

At the end of this activity gather the entire group together for a processing discussion:

- Was it hard to think of the answers to the questions?
- Why might it have been hard (if it was)?
- Do people tend to think too much about the negative things in their lives? Why is this?
- What are the benefits of focusing on the positive?

Source: Prevention is Primary (PIP) in *1987 Youth to Youth Conference Training Manual*, p. 36.

The preceding exercises were reprinted, in part, with permission from the National Interfraternity Conference publication *Brotherhood Building Activities*.