



Fraternity
Strengthening
Course
&
Training
Program

TRIANGLE

Dear Pledge Educator,

It is with great pleasure that I introduce you to one of Triangle Fraternity's newest educational resources: Triangle's *Fraternity Strengthening Course and Training (FSC&T)* Program. Many individuals and organizations have contributed to make this one of the best educational programs available. This, the pledge education portion of the program, will help you as you instruct the newest members of Triangle Fraternity.

As a former pledge educator, I know that it can be difficult teaching the newest members of the fraternity what Triangle Fraternity is all about. Pledge education programs vary and the experiences that Triangle members receive differ from chapter to chapter and year to year. As pledge educator at my chapter, I often wondered what other chapters were doing differently in their pledge education programs that might improve what we were doing. I also wondered if there were things that I was doing with my program that might benefit other chapters. With this in mind, I felt that a standard pledge education program for all new Triangle members would be beneficial. This program, though, would have to be something that all pledge educators could look at and say, "this will improve our chapter." I feel that this has been accomplished.

You will find that this new program is based on the Triangle Fraternity Code of Ethics. This long-standing part of Triangle Fraternity's history was chosen as the foundation for this program due to its significance to our organization and because it is a public document describing the values and principles of Triangle. Hopefully, this program will instill the Code of Ethics within each Triangle member, and make it a part of their everyday lives. Incorporating the Code of Ethics into one's life will greatly enhance the college and fraternity experience of each Triangle member. Further, this will provide for better training and education for the future of all Triangle chapters.

If you want to improve your chapter, this program will help you. If you want to improve the fraternity experience of your Triangle members, this program will help you. If you want your chapter to succeed into the next century, this program will put you well on your way. These will not be easy tasks, but with your commitment to excellence and drive to improve Triangle, it will be accomplished. If, after implementing this program, you would like to comment on it, feel free to send your thoughts to me at Triangle Fraternity's National Headquarters or email them to me at elc@triangle.org. Thank you for your commitment to Triangle.

In F, S, & C,

David Fleischhacker minn 95
Educational Leadership Consultant
Triangle Fraternity

The Fraternity Strengthening Course and Training Program

Introduction

Triangle Fraternity has long been guided by the precepts and values laid out by the sixteen Founding Fathers in our Ritual. These precepts have been, and continue to be, the cornerstones of our fraternity. In addition to the Ritual, Triangle's Code of Ethics offers complimentary direction in conducting one's actions. We have worked hard to develop a new and unique membership development program based on the Code of Ethics. This program, *The Fraternity Strengthening Course and Training (FSC&T) Program*, will aid in the development of each Triangle member and reinforce the Fraternity's core values and precepts.

The *FSC&T* Program is the result of a multiyear process involving many Triangle Fraternity volunteers and staff members. In developing this program, those involved wanted to create a program that was useful for all members, yet maintain a close tie with the founding principles and values of Triangle Fraternity. The *FSC&T* Program explores many facets of personal and chapter development. Three educational modules will help to promote and reinforce each Ethic. When the educational modules are added together, they form a complete membership development program – a program which will guide Triangle members through pledge education, post initiation training and on-going membership education.

By using the *FSC&T* program, you will be creating better men in your chapters, as well as improving your chapter as a whole. Further, you will establish a chapter-wide commitment to, and enhancement of, the Triangle Code of Ethics.



***FSC&T* Program Mission Statement**

Triangle Vision

The *FSC&T* Program exists to....

....Facilitate a values-based fraternal experience

Is Serious about Scholarship

....Support the vision and mission of Triangle Fraternity

....Create better Triangle men and in turn better Triangle chapters

Triangle Code of Ethics

As a member of Triangle, I recognize my obligation to:

Observe the precepts of the Fraternity as set forth in the Ritual;

Accept cheerfully my full share of any task, however menial, involved in maintaining a chapter home;

Preserve and promote the chosen ideals of my Fraternity;

Pay all personal bills promptly, and always live within my means;

Help create in my chapter home an environment in which enduring friendships may be formed;

Maintain a creditable scholastic record;

Promote the welfare of my profession;

Maintain my self-respect by proper conduct at all times;

Uphold faithfully the traditions and program of my Alma Mater;

Pay the price of success in honest effort.

Triangle Fraternity Hazing Policies

What is hazing?

Does hazing have any place in a membership development program?

What role, if any, should hazing have in our pledge education process?

All of the above questions are answered in the following pages.

The *FSC&T* program is based on Triangle Fraternity's founding principles and values. Chapters should strive to live up to those ideals. Hazing is not one of those ideals. The next few pages outline Triangle Fraternity's definition of, and position on, hazing. Included are Triangle's Position Paper on Hazing and Triangle's Anti-Hazing Form. Hopefully, you have read and currently adhere to the policies. If not, review your current actions and revise your programs to facilitate a more effective means of Brotherhood building and education. All of the activities outlined in the *FSC&T* Program will help foster Brotherhood and educate members without the use of hazing.

POSITION PAPER ON HAZING

(Official Policy)

WHEREAS Triangle Fraternity has evolved from an association of civil engineering students founded in 1907 to a national social fraternity for engineers, architects and scientists, and

WHEREAS Triangle Fraternity is a senior member of the National Interfraternity Conference (NIC), composed of over 60 of the major social fraternities, and

WHEREAS Triangle Fraternity maintains membership in the Fraternity Executives Association (FEA), in the Association of Fraternity Advisors (AFA), and in the College Fraternity Editor's Association (CFEA), and

WHEREAS all of the above, together with numerous other allied Greek organizations for the study and promotion of the welfare of fraternities have recognized hazing as a very serious threat to the well-being of the college fraternity system, and

WHEREAS Triangle Fraternity exists for the pre-eminent purpose of promoting the personal growth and development of its members in the several phases of their lives, and

WHEREAS whether in relations between the national organization and the chapters, or between the chapters and their members, true personal growth flourishes better in environments that challenge, but is inhibited where choice or behaviors are dictated or constrained by edict, and

WHEREAS hazing presents a grave personal danger to individuals and to the chapters as they seek to recruit and retain members of quality, and

WHEREAS publicity attendant upon hazing incidents has focused unfavorable attention to an unprecedented degree, and

WHEREAS public indignation has resulted in laws fixing criminal penalties and exposing undergraduate, alumni and national officers, as well as chapter memberships, to prosecution and to personal and collective liability, and

WHEREAS such penalties also may fall upon the college or university itself or upon certain of its officials,

NOW THEREFORE BE IT RESOLVED that Triangle Fraternity does hereby declare that the elimination of hazing in any of its forms will be given its highest priority, and that chapters be urged to implement this position through a constructive pledge education and pre-initiation programs – key elements in a complete member development program that stresses positive values to promote Brotherhood, the assumption of personal responsibility and leadership.

BE IT FURTHER RESOLVED that Triangle Fraternity recognizes that alcohol abuse is also a serious threat to the fraternity system and is a prime factor in most hazing incidents, and that the National Council be directed to pursue a vigorous program of alcohol education in its Leadership School, Regional Workshop and Member Development Program curricula and, that chapters elicit a positive assistance and moral support of their alumni in achieving these worthy aims.

Form AH - Explanation

Hazing has no place in a Fraternity and is illegal in many states. Triangle Fraternity defines hazing in the following manner:

Hazing shall be defined as the performing of any act or insisting or encouraging that another perform an act which may cause or create a risk to physical or mental health.

Such acts include, but are not limited to, the following:

- requiring a person to ingest alcohol or any other substance;
- causing excessive fatigue - mental or physical;
- preventing a person from having at least six (6) hours of sleep in any 24 - hour period;
- paddling;
- anything that could cause unreasonable discomfort, pain fright, disgrace, injury, or degradation; and
- any act that violates any federal, state, or local statute, or university policy.

Chapters found or reported to have engaged in any of the above activities shall be subject to review by the National Council of Triangle Fraternity.

Return this form to the National Office within 3 weeks of the beginning of an academic term for a continuing group of officers, or within 3 weeks of a change of officers. Failure to submit this form may result in the chapter's disqualification from any of Triangle's award programs.

Triangle Fraternity Anti-Hazing Certificate - Form AH

The officers of our chapter have read and understand Triangle Fraternity's Policy Statement on Hazing. Further, we have informed the members and pledges of our organization of the contents of this statement. All activities sponsored and/or required by our chapter are in compliance with this policy.

Chapter: _____ Date: _____ Term/Year: _____

Active Organization President (print name): _____

Active Organization President (signature): _____

Pledge Educator (print name): _____

Pledge Educator (signature): _____

Alumni Organization President (print name): _____

Alumni Organization President (signature): _____

Pledge Education/*FSC&T* Program Syllabus

In the following pages, you will find the pledge education portion of the *FSC&T* Program as well as a model pledge education program. **The model pledge education program has been included in this binder as Appendix B.** This model incorporates the *FSC&T* Program's educational sessions into a complete pledge education program. Here is a brief outline of how the two correlate:

Pledge Education Meeting #1 – Conduct COE.3 – Program #1 – Code of Ethics

Pledge Education Meeting #2 – Conduct COE.6 – Program #1 – Time Management

Pledge Education Meeting #3 – Conduct COE.8 – Program #1 – *Alcohol 101*

Pledge Education Meeting #4 – Conduct COE.5 – Program #1 – Membership Recruitment

Pledge Education Meeting #5 – Conduct COE.10 – Program #1 – Robert's Rules of Order

Pledge Education Meeting #6 – Conduct COE.9 – Program #1 – History Research Project

Pledge Education Meeting #7 – Conduct COE.7 – Program #1 – Dinner Etiquette

Pledge Education Meeting #8 – Conduct COE.4 – Program #1 – Creating Personal Budgets

Pledge Education Meeting #9 – Conduct COE.2 – Program #1 – Individual Motivation

The first Code of Ethic has not been mentioned above. As seen in the outline on the next page, the first Code of Ethic's educational sessions are to be used as a post initiation program. The rest of the programs mentioned in the outline are being used as an on-going membership development program. The continuing membership development program will be distributed next summer.

Outline of Educational Programming

Observe the precepts of the fraternity as set forth in the Ritual

1. The Initiation Ceremony and Ritual
2. Obligations as a Triangle Fraternity Brother
3. Sharing Our Ritual

Accept cheerfully my full share of any task, however menial, involved in maintaining a chapter home

1. Individual Motivational Seminar
2. Chapter Home Safety
3. Leadership and Management Skills

Preserve and promote the chosen ideals of my fraternity

1. Code Of Ethics
2. Triangle Fraternity Mission and Vision Statements
3. Philanthropy

Pay all personal bills promptly and always live within my means

1. Creating Personal Budgets
2. Fiscal Responsibility
3. Investing for the Future

Help create in my chapter home an environment in which enduring friendships may be formed

1. Membership Recruitment
2. Conflict/Confrontation Management Skills
3. Chapter Retreat/Lock-in

Maintain a creditable scholastic record

1. Time Management Seminar
2. Study Skills Seminar
3. Test Taking Skills Seminar

Promote the welfare of my profession

1. Dinner Etiquette
2. Resume Writing Skills Seminar
3. Effective Interviewing Seminar

Maintain my self-respect by proper conduct at all times

1. *Alcohol 101*
2. Sexual/Gender Issues
3. Risk Management

Uphold faithfully the traditions and program of my Alma Mater

1. History Research Project
2. University/Fraternity Resources Worksheet
3. Campus Involvement

Pay the price of success in honest effort

1. Robert's Rules of Order
2. Ethics
3. Goal Setting

The three programs listed under the first Ethic are to be used as a post-initiation training program. Further, the first educational program listed under each of the remaining Code of Ethics is intended for pledge education while the other two activities are intended for continuing membership education.

Observe The Precepts Of The Fraternity
As Set Forth In The Ritual
COE.1

Why do we stress the importance of the Ritual?

Triangle Fraternity's vision specifically states that Triangle sets and demonstrates high standards. Furthermore, the Code of Ethics holds each member responsible for adhering to our Ritual and its precepts.

As the Ritual is one of Triangle Fraternity's governing documents, it should also be a governing force within each member's personal life. While one may not always be able to live up to the Ritual's precepts, each member should strive to incorporate the precepts into his daily life.

In order to help you promote the importance of the Ritual, Triangle's *Fraternity Strengthening Course and Training Program* will provide you with guidance and resources.

How does the Ritual relate to Triangle's Fraternity Strengthening Course and Training Program?

Observing the precepts of the Ritual takes both individual and chapter commitment. If each member of the chapter is not adhering to the Ritual, then the chapter as a whole will suffer. Through these educational sessions and suggestions, your individual members and chapters' commitment to discussing, learning and observing the precepts of the Ritual will be strengthened and enhanced.

How can the chapter members measure their observation of the Ritual's precepts?

- Number of members expelled – voluntarily or other
- Participation of members in Initiation Ceremony
- Membership Retention
- Involvement of members in chapter and elections

The unique nature of the Ritual makes it difficult to use statistical data to measure a chapter's observation of the precepts. The true measure is whether each member of the fraternity is living the Ritual in his everyday life and holding each other accountable to do the same.

The educational modules of this program can help you and your chapter become more familiar with the Ritual and its precepts.

How can the chapter's observation of the Ritual's precepts be improved?

There are three modules included for chapters to use to help improve their observation of the Ritual.

1. The Initiation Ceremony and Ritual
2. Obligations as a Triangle Fraternity Brother
3. Sharing Our Ritual

These modules are intended as a post-initiation program. Each member that participates in this program will have a greater understanding of the Ritual and what it means to be a Triangle Fraternity Brother. The resources for conducting these exercises are included in the event that a guest speaker is not available. Additional suggestions for improvement are included in the remaining sections.

What are some other strategies for improving the chapter's Ritual observation?

- Conduct Ritual retreats (resources available)
- Promote an environment in the chapter house centered on the Ritual's precepts
- Recruit members who possess the qualities important to Triangle Fraternity
- Utilize available resources

What are some possible resources to use?

- Triangle Fraternity Ritual and Graduation Ceremony
- Triangle Fraternity Code Of Ethics
- Triangle Fraternity Constitution and Bylaws
- NIC – “Challenges and Choices: Nine Basic Expectations of Fraternity Membership”
- NIC – “Challenges and Choices: Ultimate Aspirations of Fraternity Membership”
- NIC – “Challenges and Choices: It's Okay, Everybody's Doing It”
- NIC – “Sharing My Ritual” Video
- Chapter and/or Faculty Advisor
- Ritual Chairmen from other chapters
- Alumni
- Greek Advisor

While taking steps to improve is important, it is also vital to recognize those that succeed. Celebrating achievement will keep chapter members motivated and adherent to the Ritual's precepts.

What are some ways we can recognize ritualistic achievement?

- Brother of the Week/Month/Quarter/Semester/Year
- Triangle Review or Chapter Newsletter
- Summit Award Program

Post-Initiation Program

Purpose:

This post-initiation training program is a key element in the fraternal experience of a Brother in Triangle Fraternity. Not only does it promote self-awareness and self-discovery, but it also aids in the process of learning about Triangle and the precepts upon which it was founded and which its members shall uphold today. This not only instructs members about the Ritual and Initiation, but also reinforces lifetime membership in Triangle. This program is essential in fostering a deeper understanding of Triangle, not only by instilling the precepts of the fraternity for day-to-day life, but also by promoting a lifelong love and commitment to Triangle.

The Initiation Ceremony and Ritual

Purpose of Meeting

- Introduce new initiates to the importance of a post initiation program
- Promote open discussion about the Initiation and Ritual
- Answer questions about the Initiation and Ritual

Explanation and Expectations

- Read the purpose of the post initiation program
- Each meeting is for open discussion; no opinion or thought is bad
- All thoughts and attention should be focused on the discussion and what others have to say
- Each meeting has significant value. It is imperative that each new initiate attend every meeting
- Anything assigned or given should be read and thought about before the next meeting

Initiation and Ritual Discussion Questions

- What were your thoughts as you proceeded through the Initiation ceremony?
- What part of the Ritual really stood out to you? Why?
- What significance do Triangle's precepts hold?
- What have you learned from the Ritual that you can use in every day personal life? Every day chapter life?
- Other questions prompted by discussion.

Assignments

- Start memorization of Triangle Oath
- Read National and Local Constitutions and By Laws
- Read Code of Ethics

Obligation as a Triangle Brother

Purpose of Meeting

- Discuss our responsibilities to Triangle, our chapter and our Brothers/Pledges
- Discuss expectations of each other and of the Fraternity

Discussion Questions

- How can the Code of Ethics be upheld in our every day lives?
- Do you expect a higher standard of your Triangle Brothers? Why or why not?
- What does the Triangle Oath mean to you?
- What do you feel your role as a new initiate is within the chapter?

Activity

- Complete the “Nine Basic Expectations of Fraternity Membership” Self-Assessment Worksheet
- Discuss the expectations and their importance using the following questions:
 - How closely related are these expectations with our Code of Ethics?
 - Why are these important to follow?
 - What are some ways that we can help each other to improve in all of these areas?

Review

- Discuss any questions about National or Local Constitutions and By Laws

Assignment

- Continue memorization of Triangle Oath

Nine Basic Expectations of Fraternity Membership

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.

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, 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.

Self-Assessment

How often do you follow the above expectations? CIRCLE THE APPROPRIATE RESPONSE.

	I	II	III	IV	V	VI	VII	VIII	IX
Never	N	N	N	N	N	N	N	N	N
Sometimes	S	S	S	S	S	S	S	S	S
Usually	U	U	U	U	U	U	U	U	U
Always	A	A	A	A	A	A	A	A	A

Sharing Our Ritual

Purpose of Meeting

- To teach new initiates how to share the Ritual without giving away the secrets of the Fraternity
- To bring closure to the post initiation program

Activity

- View “Sharing My Ritual”
- Complete “Sharing My Ritual” Worksheet

Discussion

- Questions prompted by video or worksheet.
- How would you respond if your spouse or partner asks about the Ritual?

Activity

- Complete the post initiation program evaluation

Sharing My Ritual Worksheet

Think about your own fraternity experience thus far and answer the following questions:

1. What did you think/feel when you experienced your Ritual for the first time?
2. What do you think/feel about your Ritual now that you have had some time to think about what it means?
3. What attitude did chapter members have towards the Ritual?
4. Name the 3-5 factors that you think are most influential in increasing a chapter's respect for, and application of, the Ritual:
5. Name the 3-5 factors that you think are most influential in increasing an individual's respect for, and application of, the Ritual:
6. Of the factors you identified above, which are you able to influence? How?

Post-Initiation Program Evaluation

Please take your time to answer these questions thoughtfully and as extensively as you can. With your input, we can continue to strive for a more complete post-initiation training program and better equip new initiates for membership in Triangle. Please answer the following questions on a separate sheet of paper.

1. Overall, how effective was this program in attaining its purpose?
2. Would you recommend any changes to the program? Was there any particular topic that was not covered that would be a good addition?
3. Do you feel as though the topics covered in the discussions were helpful in your understanding of the Fraternity?
4. Do you feel that the topics covered were worthwhile? If not, which ones?
5. Do you think that there was too much of a time commitment during the post-initiation training period? If so, how can that be alleviated?
6. Do you think that the NIC worksheets and videos were a good addition? Why or why not?
7. Do you feel that this program left you with a greater understanding of Brotherhood in Triangle Fraternity? Please explain in detail.

Accept Cheerfully My Full Share Of Any Task, However Menial, Involved In Maintaining A Chapter Home COE.2

Why do we stress teamwork and responsibility?

Triangle Fraternity's vision specifically states that Triangle sets and demonstrates high standards. Furthermore, the Code of Ethics holds each member responsible for the maintenance of his chapter home.

Triangle Fraternity exists to support and enhance your university experience. A major part of your experience will be the environment in which you reside. A chapter house that is well maintained will provide an environment conducive to learning, growing and friendship forming. A well-maintained chapter house is also representative of the character of the members and their respect for the chapter house and Triangle Fraternity in general

In order to help you motivate members to maintain their chapter house, Triangle's *Fraternity Strengthening Course and Training* Program will provide you with guidance and resources.

How does maintaining a chapter house relate to Triangle's *Fraternity Strengthening Course and Training Program*?

Maintaining a chapter house takes both individual and chapter commitment. A well-maintained chapter house is vital for many reasons including recruitment, alumni relations, chapter pride, motivation and public relations. A well-maintained chapter house is a reflection of a well-maintained chapter. Through these educational sessions and suggestions, your individual members and chapter's commitment to and motivation for maintaining the chapter house will be strengthened and fortified.

How can the chapter measure how well its chapter house is maintained?

- House duties are completed on time
- Full participation in work sessions/parties
- Chapter house is a safe environment
- Chapter house is not deteriorating

While we recognize that these are only external ways in which this can be measured, they all are important aspects of a well-maintained chapter house.

The educational modules of this program can help you and your chapter create an environment in which a well-maintained chapter house is not seen as a burden, but rather as a necessity.

How can the chapter house be better maintained?

There are three modules included for chapters to implement to help maintain a chapter home.

1. Individual Motivation Seminar
2. Chapter Home Safety
3. Leadership and Management Skills

The mastering of these vital elements will aid in increasing the desire and sense of responsibility within each Triangle member to help maintain a chapter home. As these elements are mastered, we hope that each Triangle chapter house will become or continue to be a safe environment that is well maintained. The resources for conducting these exercises are included in the event that a guest speaker is not available. Additional suggestions for improvement are included in the remaining sections.

What are some other strategies for cheerfully maintaining a chapter house?

- Create individual and chapter wide incentive/consequence programs
- Regularly schedule house duties
- Have older members set the example
- Set goals for chapter house maintenance and improvement
- Allocate funds for chapter improvements and maintenance
- Frequent inspections of property for safety issues
- Involve members in project planning
- Utilize available resources

What are some possible resources to use?

- Triangle Fraternity Building Loan Fund Manual
- Triangle Fraternity Leadership Manual
- NIC – “Brotherhood Building Activities I and II”
- NIC – “Challenges and Choices – Basic Expectations of Fraternity Membership”
- Chapter and/or Faculty Advisor
- House Managers from other chapters
- Alumni
- Greek Advisor

While taking steps to improve is important, it is also vital to recognize those that succeed. Celebrating achievement will keep chapter members motivated and working towards a well-maintained chapter house.

What are some ways we can recognize achievement?

- Chapter Scholarships
- Brother of the Week/Month/Quarter/Semester/Year
- Room Selection Priority
- Recognition in Chapter Newsletter
- Summit Award Program

Individual Motivation Seminar

Facilitator Instructions

As the facilitator for a motivation seminar, you play a critical role in helping participants:

- a) understand the information presented;
- b) feel comfortable sharing their perspectives;
- c) apply the exercise to their own organizational setting.

Thus, it is extremely important to be well prepared and review the enclosed materials in advance of the seminar. As a facilitator, you are responsible for guiding discussion and fostering a comfortable, non-threatening atmosphere where participants are willing to share their own thoughts and perspectives. You are not there to give answers or influence participant's responses. (As a chapter leader, you should clarify with the participants your role as the facilitator for the session)

Participants should leave this workshop feeling a greater connection to other members of the Fraternity. The personal sharing and discussion of Fraternity issues should allow participants to identify changes that need to be made both organizationally and personally. An effective workshop will allow participants to better apply their skills and interests to the Fraternity and increase their commitment to moving the organization forward. The facilitator should keep these goals in mind as he facilitates the workshop.

Introduction

When discussing chapter apathy and membership involvement, one should consider the following two questions. First, can a chapter be apathetic? Although chapters are often described as apathetic, we know that a chapter is a complex set of individuals motivated by various causes in varying degrees. Since apathy literally means, "not caring", we can more effectively motivate others if we know what they care about.

Secondly, one should question whether apathy itself is the problem, or do problems within a chapter cause apathy? It is important to identify underlying issues that truly may be affecting our members' involvement. While it is easy to attribute problems to apathy, it is often difficult to offer specific, action-oriented suggestions on how to overcome it. However, by looking at the problems within a chapter and how they lead to apathy, it is possible to come up with solutions.

As leaders, simply recognizing and understanding the excuses often provided for apathy are not enough to improve motivation. Traditionally, we think of motivation as a process where one person does something to another, or as a magic spell we cast on others to get them to do things we think are important. However, it is more productive to accept that each person is motivated by certain things rather than trying to figure out who is and who isn't motivated; people do things for reasons that are meaningful to them, not others.

What you can do is create an environment in which people will motivate themselves. As leaders, we can create a climate which provides opportunities for others to maximize strengths and explore interests. The following are five commonly accepted attributes of a motivating environment.

1. **Supportiveness** – Leaders need to encourage, praise, care, give thanks, and show sincerity in members. Leaders must have and show feelings.
2. **Democratic Decision Making** – Leaders should express confidence while exhibiting approachability and modesty. They should encourage freedom of expression and participation. Remember that "people support what they help create."

3. **Trust, Confidence, and Credibility** – Student leaders should place trust in members implicitly, while accepting the fact that they themselves must first (and continuously) earn it. This involves delegating responsibility, encouraging independence, showing confidence in members' abilities and being able to suggest ideas, but let the members decide "how to". Leaders should be open and flexible, but firm after decisions; take responsibility for group members; demonstrate consistency; and be prepared for questions and challenges.
4. **Openness and Candor** – All members should feel they have had and can have an influence on the direction of the chapter. Leaders should inform all members of potential changes/challenges, communicate standards and rules clearly and consistently, praise and criticize appropriately, listen and learn from others, be tactful, evaluate, and learn as a group from both success and failure.
5. **Emphasize High Performance** – Leaders should delegate challenging tasks, set specific and clear goals, help members understand how to do their job, and establish appropriate and consistent levels of expectations.

The role of the leader in fostering a motivational atmosphere within an organization should not be underestimated. The leader can bring people together to collectively accomplish goals and tasks. Moreover, as a Fraternity we are not just a business but we are a Brotherhood. This factor can be used to facilitate a motivational climate.

Motivational Workshop

Facilitator's Script

Begin by asking the participants if a chapter can be apathetic.

Wait for responses from the audience. Then provide a suggested answer via Handout #1 – Apathy and Chapters.

“As leaders, simply recognizing and understanding the excuses often provided for apathy are not enough to improve motivation. Traditionally, we think of motivation as a process where one person does something to another, or as a magic spell we cast on others to get them to do things we think are important. However, it is more productive to accept that each person is motivated by certain things rather than trying to figure out who is and who isn't motivate; people do things for reasons that are meaningful to them and not others.

What you can do is create an environment in which people will motivate themselves. As leaders, we can create a climate which provides opportunities for others to maximize strengths and explore interests. The following are five commonly accepted attributes of a motivating environment” – Refer to Handout #2 – Aspects of a Motivating Environment.

“The role of the leader in fostering a motivational atmosphere within an organization should not be underestimated. The leader can bring people together to collectively accomplish goals and tasks. Moreover, as a Fraternity we are not just a business but are a Brotherhood, and this factor can be used to facilitate a motivational climate.”

“Let's talk about Leadership, the first component of motivation.”

Ask “How does leadership affect motivation?”

After responses, inform them that: A survey of student leaders conducted by the National Interfraternity Conference (NIC) has highlighted several issues in motivating their chapter members. – Refer to Handout #3 – Leadership and Motivation

“Before a chapter can set goals, group leaders must set the appropriate tone that indicates others will be involved in the decision making. Members must see the leadership of the group as serving in their best interests. When leaders over-power members or refuse to lead, members quickly lose interest. In this situation, leadership has failed to create a motivational environment which encourages others to utilize their talents to become involved.”

“Now that we have briefly talked about Leadership and its affect on Motivation, let's do a few exercises. These exercises will help you determine:

- a) what role leadership plays in creating a motivational environment;
- b) how to most effectively involve members in setting goals.”

Conduct Activities 1 and 2. Follow up with a concluding statement.

“As you can see, it takes contributions from every member in order to make progress. We need to work together and create within the chapter a motivational environment. With that, accomplishing our goals will be made much easier.”

Apathy and Chapters

Chapters are often described as apathetic, but a chapter is really a complex set of individuals. These individuals are motivated by various causes in varying degrees. Since apathy literally means “not caring,” we can more effectively motivate others if we know what they care about.

Further, we need to know whether apathy is truly a problem, or do problems within the chapter cause apathy? It is important to identify underlying issues that truly may be affecting our members’ involvement.

While it is easy to attribute problems to apathy, it is often difficult to offer specific, action-oriented suggestions on how to overcome it. However, by looking at the problems within a chapter and how they lead to apathy, it is possible to come up with solutions.

Aspects of a Motivating Environment

- 1. Supportiveness** – Leaders need to encourage, praise, care, give thanks, and show sincerity in members. Leaders must have and show feelings.
- 2. Democratic Decision Making** – Leaders should express confidence while exhibiting approachability and modesty. They should encourage freedom of expression and participation. Remember that “people support what they help create.”
- 3. Trust, Confidence, and Credibility** – Student leaders should place trust in members implicitly, while accepting the fact that they themselves must first (and continuously) earn it. This involves delegating responsibility, encouraging independence, showing confidence in members’ abilities and being able to suggest ideas, but let the members decide “how to”. Leaders should be open and flexible, but firm after decisions; take responsibility for group members; demonstrate consistency; and be prepared for questions and challenges.
- 4. Openness and Candor** – All members should feel they have had and can have an influence on the direction of the chapter. Leaders should inform all members of potential changes/challenges, communicate standards and rules clearly and consistently, praise and criticize appropriately, listen and learn from others, be tactful, evaluate, and learn as a group from both success and failure.
- 5. Emphasize High Performance** – Leaders should delegate challenging tasks, set specific and clear goals, help members understand how to do their job, and establish appropriate and consistent levels of expectations.

Leadership and Motivation

- “It can’t be just your goals; they have to be the entire chapter’s goals.”
- “It’s a team effort.”
- “The executive board works for the chapter, not the other way around.”
- “Apathy can be solved. Show that the person he is needed.”

Activity 1: Leadership Sets the Tone – Suggested Length: 20 minutes

1. Break participants into small groups of no more than 4. Identify someone to be the recorder who will write down the major themes of your discussion.
2. Spend the next 10-12 minutes discussing the following questions. The facilitator should move the groups along during the allocated time to ensure that they do not get stuck at any one place.
3. Have each small group share the two to three major themes from their discussion.

The Leader(s)

1. Is it a single person or more than one?
2. Is the leader the formally designated leader or some other member?

Methods of Influence

3. How do members attempt to influence each other? Do they use coercion? Expertise? Formal authority? Personal qualities?
4. How do these methods vary with different people?
5. Do cliques and coalitions form to push issues?

Communication Patterns

6. Who talks to whom? For how long? How often?
7. What communication sequences are apparent? Who initiates and who responds?
8. Who is left out?
9. Are members listening to one another?
10. What are the reactions to the communication? Defensive? Supportive? Problem-solving?

The Consequences

11. How do members react to leadership efforts?
12. How cohesive is the group?

Activity 2: Creating a Motivational Environment – Suggested Length: 15 minutes

1. Begin by reviewing the information in the introduction about creating a motivational environment.
2. Break the group into five smaller groups, assigning one of the five attributes of a motivating environment to each group. Each small group then identifies several concrete objectives, programs and/or behaviors which can be utilized to help motivate members.

Preserve And Promote The Chosen Ideals Of My Fraternity

COE.3

Why do we stress the promotion of the fraternity's ideals?

Triangle Fraternity's vision specifically states that Triangle sets and demonstrates high standards. Furthermore, the Code of Ethics holds each member responsible for preserving and promoting the ideals of the fraternity.

Triangle exists to support and enhance your university experience. A significant portion of your university experience will be generated by out-of-the-classroom experiences and much of that will hopefully come from your involvement in Triangle. Triangle, as a fraternal organization, is based on a set of chosen ideals that our Founders deemed vital in the development of our members. In preserving and promoting the ideals of the fraternity, not only are you enhancing your own life, but allowing the tradition of Triangle Fraternity to exist for future members.

In order to help you preserve and promote Triangle's ideals, Triangle's *Fraternity Strengthening Course and Training Program* will provide you with guidance and resources.

How do ideals relate to Triangle's Fraternity Strengthening Course and Training Program?

Triangle Fraternity is based on a chosen set of ideals and principles. As these ideals form a foundation upon which the fraternity was built, they should also be a part of the foundation of each member. The fraternity is a reflection of each of its members. Through these educational sessions and suggestions, your individual members and your chapter's commitment to and knowledge of Triangle Fraternity's ideals will be strengthened and enhanced.

How can the chapter measure their preservation and promotion of Triangle's ideals?

- Adherence to Code of Ethics and Ritual
- Level of Alumni involvement
- Level of involvement within the chapter
- Number of and participation in philanthropic or community service projects

While we realize that it is difficult to measure how one preserves and promotes ideals, we do feel that it is important that each member strive to value and live them. It is only through actions that Triangle's can truly show their commitment to our ideals. The educational modules of this program can help you and your chapter become grounded in the Fraternity's ideals.

How can the chapter's commitment to Triangle's ideals improve?

There are three modules included for chapters to help improve preserving and promoting the chosen ideals of the fraternity.

1. Code of Ethics
2. Triangle Fraternity Mission and Vision Statement
3. Philanthropy

As these vital elements are mastered, Triangle's ideals will be strengthened within each of your members.

The resources for conducting these exercises are included in case a guest speaker is not available. Additional suggestions for improvement are included in the remaining sections.

What are some other strategies for improvement?

- Create a Brother of the Week/Month/Year award for those who best represent Triangle's ideals
- Promote an ideals-based environment in the chapter house
- Conduct chapter retreats focused entirely on Code of Ethics/Ritual
- Recruit and pledge only men who live up to Triangle's ideals
- Conduct regular Brotherhood events
- Conduct regular philanthropy or community service projects
- Utilize available resources

What are some possible resources to use?

- Triangle Fraternity Code of Ethics
- Triangle Fraternity Ritual
- Triangle Fraternity Member Manual
- NIC – "Sharing My Ritual" Video
- NIC – "Brotherhood Building Activities I and II"
- NIC – "Adopt-A-School" Manual
- Chapter and/or Faculty Advisor
- Ritual, Brotherhood, and Philanthropy chairmen from other chapters
- Greek Advisor
- Alumni

While taking steps to improve is important, it is also vital to recognize those that succeed. Celebrating achievement will keep chapter members motivated and committed to Triangle's ideals.

What are some ways we can recognize achievement?

- Chapter Scholarships/Awards based on Brotherhood
- Brother of the Week/Month/Quarter/Semester/Year
- Summit Award Program
- Chapter Newsletters

Code of Ethics

You will need a copy of the Code of Ethics, preferably written on a large flip pad held on an easel. A dry erase board or chalkboard would work as well.

For each ethic, call on someone from the group. Ask the individual:

- a. What they think that ethic means?
- b. How that ethic affects his personal life?
- c. How that ethic affects the chapter?
- d. What can be done to improve this ethic within the chapter?

Then, ask if anyone else has any other opinions or comments about that ethic. Allow them to discuss each ethic in full before moving on to the next one.

Once all ethics have been discussed, the facilitator will provide a summary:

“Now that we have discussed our Code of Ethics and stated what they mean, we will look for them in potential members. We will expect them from our pledges, actives, and alumni.

However, if we are truly going to improve the Fraternity we must each begin with ourselves and act in accordance with these principles.”

Pay All Personal Bills Promptly And Always
Live Within My Means COE.4

Why do we stress financial responsibility?

Triangle Fraternity's vision specifically states that Triangle sets and demonstrates high standards. Furthermore, the Code of Ethics holds each member responsible for being financially responsible.

As the cost of attending college increases, it has become more common for students to work to make ends meet while also paying for tuition, books, and room and board. Often times, students do not plan their finances accordingly. If members plan well financially, especially due to training from Triangle, they will be more likely to give financially to the chapter and fraternity in the future and will attain a higher quality of life.

In order to help you become financially responsible, Triangle's *Fraternity Strengthening Course and Training Program* will provide you with guidance and resources.

How does financial responsibility relate to Triangle's Fraternity Strengthening Course and Training Program?

Being financially responsible both personally and within the chapter takes both individual and chapter commitment. If members fail to pay bills on time or at all, the chapter is weakened and can't fully accomplish its goals or focus on providing members the best fraternity experience. Through these educational sessions and suggestions, your members will gain the knowledge needed to be financially responsible and in doing so, help the chapter be responsible as well.

How can the chapter measure their financial responsibility and that of its members?

- Chapter Accounts Receivable and Accounts Payable
- Chapter Budget vs. Actual Expenses
- Number of Outstanding Member Balances
- Number of Donations to Chapter, Education Foundation and the Fraternity

While we recognize that financial responsibility is an individual's concern, it ceases to be when it affects a chapter. Learning how to manage one's finances is an important skill to have and will aid you not only throughout the rest of college, but also throughout your life.

Therefore, we need to encourage you to succeed in this area. The educational modules of this program can help you and your chapter become more financially responsible.

How can the chapter improve the financial responsibility of the chapter and its members?

There are three modules included for chapters to implement to help create financial responsibility.

1. Creating Personal Budgets
2. Fiscal Responsibility
3. Investing for the Future

The mastering of these elements will aid each Triangle in becoming financially responsible and in turn create more financially stable chapters. The resources for conducting these exercises are included in case a guest speaker is not available. Additional suggestions for improvement are included in the remaining sections.

What are some other strategies for improving the chapter's financial responsibility?

- Create individual incentive programs for prompt payments
- Create individual consequence programs for late payments
- Create a chapter financial policy
- Employ promissory notes and collection agencies if necessary
- Create realistic budgets and adhere to them
- Make known the financial commitment during recruitment
- Promote and attend financial education events sponsored by the university and community
- Utilize available resources

What are some possible resources to use?

- Triangle Fraternity Financial Manual
- NIC – “Challenges and Choices: Basic Expectations of Fraternity Membership”
- Chapter and/or Faculty Advisor
- Treasurers from other chapters
- Alumni
- Greek Advisor

While taking steps to improve is important, it is also vital to recognize those that succeed. Celebrating achievement will keep chapter members motivated and working towards financial stability.

What are some ways we can recognize financial responsibility?

- Room Selection Priority
- Pre-Payment Bonuses
- Chapter Newsletter
- CPA points
- Summit Award Program

Creating Personal Budgets

Facilitators Script

“To many people, the words ‘personal budget’ have negative connotations. Why? Because people see budgeting as a punishment plan. It does not have to be so; a personal budget is simply a financial plan for oneself.

“Creating and maintaining a personal budget is important in maintaining stability in your life. The Code of Ethics states that we should “Pay all personal bills promptly and always live within my means.” This should be incorporated into your everyday life; one way to do that is to create a personal budget. This will enable you to remain fiscally stable and responsible; but it will take commitment. The first step you must complete is determining where you are financially right now. To do this, you will be filling out a form that will help you determine how your monthly spending correlates to your monthly income.”

Have each participant fill out the “Monthly Income and Expenses” Worksheet. Assure them that any financial information they provide on these sheets is for their own purposes only. No information shared here will be discussed with anyone else. Also inform them that the gross income per month is determined before taxes and other deductions are taken out. After having them add up the total expenses, have them compare their net spendable income and total expenses. If their income is greater than their expenses they are doing well, however, if their expenses are greater than their income, they need to analyze their expenses to correct the situation.

“As you can see by your figures, some of you are doing well with your budgets while others may need to rethink how they handle their finances.”

Discussion questions:

1. How many of you were surprised by the outcome of this activity? In what way?
2. Why is it important to establish and maintain a personal budget?
3. Does personal budgeting affect the chapter? In what way?

Conclusion

“This activity is not intended to make you feel like you are good or bad with your money, but rather, it is intended to help you achieve financial stability so that there is less possibility of financial problems occurring in the future. Financial stability can only be achieved through personal commitment. You have to want it in order to achieve it.”

Monthly Income and Expenses

GROSS INCOME PER MONTH _____

Salary _____
 Interest _____
 Dividends _____
 Other _____

LESS

1) **Tax** (Est. - Inc. Fed., State, FICA) _____

NET SPENDABLE INCOME _____

3) Housing _____

Mortgage (Rent) _____
 Insurance _____
 Taxes _____
 Electricity _____
 Gas _____
 Water _____
 Sanitation _____
 Telephone _____
 Maintenance _____
 Other _____

4) Food _____

5) Automobile(s) _____

Payments _____
 Gas/Oil _____
 Insurance _____
 License/Taxes _____
 Maint./Repair _____

6) Insurance _____

Life _____
 Medical _____
 Other _____

7) Debts _____

Credit Card _____
 Loans and Notes _____
 Other _____

8) Enter. & Rec. _____

Eating Out _____
 Activities/Trips _____
 Vacation _____

9) Chapter Dues _____

10) Clothing _____

11) Savings _____

12) Medical Expenses _____

Doctor _____
 Dentist _____
 Pharmacy _____
 Other _____

13) Misc. _____

Toiletry, cosmetics _____
 Beauty, barber _____
 Laundry _____
 Mag. Subscriptions _____
 Gifts _____
 Cash _____
 Other _____

14) School _____

Tuition _____
 Materials _____
 Transportation _____

15) Investments _____

TOTAL EXPENSES _____

INCOME VS. EXPENSES

Net Spendable Income _____
Less Expenses _____
Surplus or Debt _____

Help Create In My Chapter Home An Environment In Which Enduring Friendships May Be Formed

COE.5

Why do we stress the formation of friendships?

Triangle Fraternity's vision specifically states that Triangle sets and demonstrates high standards. Furthermore, the Code of Ethics holds each member responsible to help in the formation of friendships.

Triangle exists to support and enhance your university experience. As a fraternal organization, Triangle Fraternity is based on the bonds of Brotherhood between its members and the foundation of Brotherhood is friendship. Forming friendships also trains members for recruitment, as making friends should be the focus of the recruitment process. These friendships will aid you not only in your college tenure, but also as you progress throughout life. They become a vital part of your social and professional network.

In order to help you create friendship-forming environments in your chapter homes, Triangle's *Fraternity Strengthening Course and Training Program* will provide you with guidance and resources.

How does friendship relate to Triangle's *Fraternity Strengthening Course and Training Program*?

Creating a chapter home environment that is conducive to the formation of friendship takes not only individual commitment, but also chapter commitment. Through these educational sessions and suggestions, your individual members and chapter's commitment to creating an environment in which friendships are formed will be strengthened and members will have stronger bonds of Brotherhood and be motivated to recruit more members.

How can the chapter measure the effectiveness of the chapter home environment in the formation of friendships?

- Pledge Program Retention Rate
- Capacity vs. Occupancy of chapter house
- Chapter Retention Rate
- Motivation and Participation in Chapter Recruitment and Philanthropy Events

While these are merely numerical statistics, they are not necessarily true representations of the chapter home environment. That can only be deduced from the attitude and friendliness between members. The educational modules of this program can help you and your chapter create an environment which will aid in the formation of friendships.

How can the chapter home's environment improve?

There are three modules included for chapters to implement to help create a friendlier environment.

1. Membership Recruitment
2. Conflict/Confrontation Management Skills
3. Chapter Retreat/Lock-In

The mastering of these vital elements will aid in creating an environment at each Triangle chapter in which enduring friendships can be formed. The resources for conducting these exercises are included if a guest speaker is not available. Additional suggestions for improvement are included in the remaining sections.

What are some other strategies for improving the chapter's environment?

- Create individual and chapter-wide incentive/consequence programs
- Create a channel/mediator for individual disputes and conflicts
- Create a standards board
- Recruit using the NIC Five Step Model
- Utilize available resources

What are some possible resources to use?

- Triangle Fraternity Recruitment Manual
- NIC – “Right Way to Rush I and II” Videos
- NIC – “Our Chapter, Our Choice” Recruitment Manual
- NIC – “Brotherhood Building Activities I and II”
- NIC – “The NIC Retreat Workbook”
- NIC – “Challenges and Choices: Confrontation 101”
- IFC Recruitment Chair
- Chapter and/or Faculty Advisor
- Recruitment and Brotherhood Chairmen from other chapters
- Alumni
- Greek Advisor

While taking steps to improve is important, it is also vital to recognize those that succeed. Celebrating achievement will keep chapter members motivated, recruit new members and strengthen current relations.

What are some ways we can recognize members who help create friendly environments?

- Brother of the Week/Month/Quarter/Semester/Year
- Incentive program for recruiting new members
- Chapter Newsletters
- Chapter News in Triangle Review

Membership Recruitment

Facilitator's Script

“While there are many facets to recruitment, only a couple of those will be touched upon in this session. This session will give you an introduction to the proper way of recruiting new men and also provide for discussion about recruitment related topics. We are going to start off by viewing the NIC video “The Right Way To Rush” and follow that with a group activity.”

View NIC “The Right Way To Rush”

Discussion Questions

1. What did you like/dislike about this video?
2. Were there any ideas in this video that could help improve our recruitment process?
3. Why is it important to meet him?
4. Why should you make him a friend before selling the fraternity?
5. Do you feel that the five-step recruitment process is the most effective way to recruit quality members? If not, what is?

After this discussion period conduct the Want Ads activity. This activity has built in discussion questions. After the Want Ads activity is completed, conclude with the following:

“Hopefully, you have become more familiar with recruitment and how it relates to the chapter. Each of us has a responsibility to promote the perpetuation of the fraternity by bringing in new members. You, as the newest members of the chapter, are vital in that process. Encourage your friends to meet other chapter members by bringing them over to study or hang out. Just remember, without recruitment, the chapter would die.”

Want Ads Activity

Depending on the size of the group, divide the participants into small groups or individuals. Challenge each group or individual to write a “want ad” for a new member in 50 words or less. These can be done on large flip-pad paper to post later, or on notebook paper to be shared verbally. Have them take ten minutes to finish.

If done on large flip-pad paper, have them posted around the room and have members circulate, reading each ad. If done on notebook paper, have each group or individual read aloud their ad. This should take about ten minutes.

Discuss what has been written using the following questions. This should take about 20 minutes.

Which ad best describes what we are seeking in a new member? Why?

What words were the most common in the ads?

Do you think that the chapter lives up to these ads?

Would our current members respond to this ad?

Was it difficult to communicate these ideas in words? In an advertisement? Why?

Would an advertisement really attract you to join a fraternity?

How can we communicate the ideas we expressed in our ads in a more effective manor?

Maintain A Creditable Scholastic Record

COE.6

Why do we stress intellectual development?

Triangle Fraternity's vision specifically states that Triangle is serious about scholarship. Furthermore, the Code of Ethics holds each member responsible for achieving academic success.

Triangle is here to support and enhance your university experience. You are in school to obtain an education. This education should enable you to be admitted to graduate school or to obtain a well-paying job in your chosen field. Your participation in Triangle should also promote your critical thinking skills and problem solving abilities. However, in the end, an individual's academic achievement and scholastic success rests with him. Additionally, your academic record should be achieved with honesty and integrity.

In order to help you accomplish a creditable scholastic record, Triangle's *Fraternity Strengthening Course and Training Program* will provide you with guidance and resources.

How does scholarship relate to Triangle's *Fraternity Strengthening Course and Training Program*?

Maintaining a creditable scholastic record takes both individual and chapter commitment. Through these educational sessions and suggestions, your individual members and chapters' commitment to scholarship and intellectual development will be built, strengthened and promoted and scholastic achievement will be improved and celebrated.

How can the chapter measure its academic performance?

- Chapter GPA
- Pledge Class GPA
- Individual GPAs
- Graduation rates

While we recognize that GPA is not the sole measure of an individual's intellectual development, it is the one most used by universities and employers seeking qualified candidates. Therefore, we need to encourage you to succeed in this area. The educational modules of this program can help you and your chapter succeed and aid in the achievement of a degree for each member.

How can the chapter's academics improve?

There are three modules included for chapters to implement to help achieve a creditable scholastic record.

1. Time Management Skills Seminar
2. Study Skills Seminar
3. Test Taking Skills Seminar

The mastering of these vital elements will aid in the scholastic achievement and intellectual development for each Triangle. As these elements are mastered, we hope that each Triangle will achieve academic success. The resources for conducting these exercises are included if a guest speaker is not available. Additional suggestions for improvement are included in the remaining sections.

What are some other strategies for improving the chapter's academics?

- Create individual and chapter-wide incentive/consequence programs for academic achievement
- Promote a scholastic environment in the chapter house
- Scholastic goal setting
- Recruit proven scholars
- Promote and attend scholarly events sponsored by university and community
- Chapter study hours/study sessions
- Utilize available resources

What are some possible resources to use?

- Triangle Fraternity Scholarship Manual
- University Academic or Learning Resource Center
- NIC - "Getting the Job, Making the Grade"
- NIC – "Our Chapter, Our Choice" Scholarship Manual
- Chapter and/or Faculty Advisor
- Scholarship Chairmen from other chapters
- Alumni
- Greek Advisor

While taking steps to improve is important, it is also vital to recognize those that succeed. Celebrating achievement will keep chapter members motivated and working towards their scholastic goals.

What are some ways we can recognize academic achievement?

- Chapter Scholarships
- Chapter Scholar of the Week/Month/Quarter/Semester/Year
- Triangle Review or Chapter Newsletter
- Triangle Scholars and Scholarship Awards
- Triangle Fraternity National Scholarships
- Summit Award Program and CPA

Time Management Skills Seminar

Facilitator's Script

“Time management is a very important personal skill to master. How many times have you heard or told yourself, ‘Next week I have to get organized.’ Probably so many times that it isn’t funny anymore. I will be providing you with ways to help improve your time management skills. Notice I said, provide you with ways to improve. I can’t make you improve your time management; it has to be something that you are determined to do. We will be doing a couple activities which will help show you your current time management and then how you can improve what you currently do. If you would all open to the “Identify Your Priorities” worksheet, this is the first exercise that we will do.”

Conduct “Identify Your Priorities” Exercise – Have them read the directions at the top of the page. Make sure to have them fill out both sides. Also, inform them that the “Actual Hours” column can be used to track the actual hours they spend this next week on those activities.

After finishing that exercise, most members will realize that they do not manage their time very well. Inform them that the next activity will help them prioritize how they spend their time.

Conduct the “Time Schedule” Exercise – Have them read through all of the steps and fill out all of the different schedules. Inform them to fill out the daily schedule section for the next day.

After finishing that exercise, collect each schedule. Let them know that the schedules will be returned later that day, but that you want to make copies in order to help hold everyone accountable to their schedules. Inform them that they have only one more activity to complete.

Have each member turn to the “Individual Member Scholarship Survey.” Have each member complete this survey and turn it back in to you. Both the schedules and the survey should be given to the scholarship chair.

After everyone has completed this survey, ask the entire group if they have any questions. Also, ask them if this material was helpful for them in identifying ways to improve their time management skills. Conclude with this statement:

“Time management is very important. Not only will it help you succeed in college, but it can also help you throughout your entire life. It is one of the most important skills to master. It is not that difficult to learn, but it takes dedication and commitment to use. Hopefully, you are well on your way to better managing your time.”

IDENTIFY YOUR PRIORITIES

Rank the following pursuits in order of their importance to you. In the left-hand column write 1 beside the most important, 2 beside the second most important, and so on. Next, under "Estimated Hours," record the amount of time per week you believe you spend at this pursuit. Be honest!!

Rank		Estimated Hours	Actual Hours
_____	Class attendance	_____	_____
_____	Relaxation	_____	_____
_____	Volunteer Service	_____	_____
_____	Time with Family	_____	_____
_____	Exercise	_____	_____
_____	Clubs/organizations	_____	_____
_____	Required Reading	_____	_____
_____	Hobbies or entertainment	_____	_____
_____	Time with girlfriend/boyfriend, spouse, significant other	_____	_____
_____	Studying	_____	_____
_____	Surfing the Web or sending E-mail to friends	_____	_____
_____	Working at a job	_____	_____
_____	Religious activities	_____	_____
_____	Shopping	_____	_____
_____	Household responsibilities	_____	_____
_____	Non-required reading	_____	_____
_____	Sleeping	_____	_____
_____	Eating	_____	_____
_____	Other: _____	_____	_____
_____	Other: _____	_____	_____
_____	Other: _____	_____	_____
	Total Hours:	_____	_____

Remember: There are only 168 (24 x 7) hours in a week. If you have more than that, then you are setting yourself up for failure.

Time Schedule

Now that you have determined what you spend your time on, the next step is to determine what your time should be spent on and how you are going to make sure that that time is available. This will be done in three steps.

➤ Step 1 – Fixed Commitments Schedule

Construct a schedule of your fixed commitments only. These include only obligations which you are required to meet every week; i.e. meetings, job hours, classes, church, etc.

➤ Step 2 – Weekly Schedule

In making out your weekly schedule, it is important to be specific in stating what is you have to do, e.g., number of pages to read, or number of problems to solve rather than “study history” or “do math.” Next to each event you listed, estimate the approximate time it will take you to accomplish your task.

You will notice in both the Weekly and upcoming Daily schedules that you are asked to include your “plan of attack.” Besides what is to be done, and how long it will take, you are asked to consider by what means you will accomplish your task. For example, if you are reading material for the first time, will you underline or outline it? If you are reviewing for an exam, how much time will you spend reciting, or predicting and answering possible test questions? Do you need to make flash cards to drill yourself in specific terms or general concepts? Basically, how will you achieve your goal? Also, keep in mind that this schedule will change from week to week, and it is important that you make a new list prior to the beginning of each week. Sunday night might be the most appropriate and convenient time to do this.

➤ Step 3 – Daily Schedule

Start by filling out the enclosed schedule right now. For the future, use small notecards each evening before going to bed or early in the morning to lay out your activities for the next day. Besides making a list of important things to be done that day, it is also helpful to create an hour by hour schedule of the days activities.

This three step process will allow you to move from the “big picture” of commitments to the daily things you need to do to help you move methodically towards your overall goals and objectives.

Fixed Commitment Schedule

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
TOTAL							

Weekly Schedule

Week of _____

<u>Course</u>	<u>Work To Be Done</u>	<u>Due By</u>	<u>Target Time</u>	<u>Plan of Attack</u>
---------------	------------------------	---------------	--------------------	-----------------------

Daily Schedule

Today I Must _____

<u>Course</u>	<u>Work To Be Done</u>	<u>Due By</u>	<u>Target Time</u>	<u>Plan of Attack</u>
---------------	------------------------	---------------	--------------------	-----------------------

INDIVIDUAL MEMBER SCHOLARSHIP SURVEY

Name: _____ Major: _____

Schedule

Class	Date/Time	Test Dates
1.		
2.		
3.		
4.		
5.		
6.		

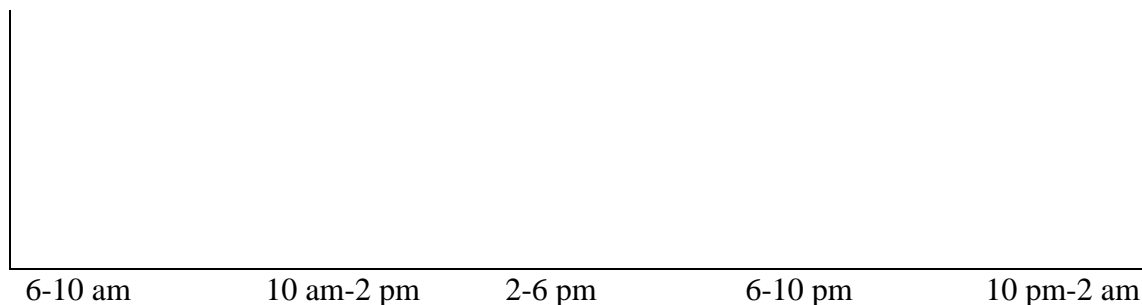
I study best in the following environments:

What most motivates me to get good grades is:

I learn best in classes that (check all that apply):

- Cover most of the materials through lecture
- Offer a lot of small group work
- Have primarily objective tests
- Have primarily essay tests or papers
- Offer hand-on experiences/activities
- Give regular homework assignments

The following timeline represents time blocks during a one-day period. Graph your “biological clock” placing high points for the times of day when you are most alert and low points for the times of day when you are most sluggish.



The best ways the chapter could help me get good grades this term are:

- 1.
- 2.
- 3.
- 4.
- 5.

Promote the Welfare of My Profession

COE.7

Why is my profession's welfare important?

Triangle Fraternity's vision specifically states that Triangle sets and demonstrates high standards. Furthermore, the Code of Ethics holds members responsible for promoting the welfare of their profession.

A profession should be more than just a livelihood—it should be a source of pride. Triangle Fraternity's Code of Ethics holds each member responsible for professional integrity and ethics. When you exhibit integrity in the workplace and to outside observers, you and your profession are seen in a good light.

In order to assist you in promoting the welfare of your profession, Triangle's *Fraternity Strengthening Course and Training* Program will provide you with guidance and resources.

How does the welfare of my profession relate to Triangle's *Fraternity Strengthening Course and Training* Program?

You are in school to obtain an education. This education should enable you to be admitted to graduate school or to obtain a well-paying job. Your participation in Triangle should provide you the skills that it takes to not only get a good job, but also to keep one.

Through educational modules, you, the member, will be given the skills to prepare effective resumes, how to effectively interview, and proper etiquette, so that you can celebrate your own achievement of obtaining a good job.

How can the chapter measure their professional skills?

- Co-op job placement
- Alumni job placement
- Employment in chosen field
- Admissions to Graduate School

Although a good GPA is used as an indicator of future job performance for college graduates, the most important thing is to get the job you want. The educational modules of this program can help you get the best job possible, which matches your interests and skills.

How can the chapter's professional skills improve?

There are three modules included for members to implement to help develop their professional skills.

1. Dinner Etiquette
2. Resume Writing Skills Seminar
3. Effective Interviewing Seminar

The mastering of these vital elements will aid each Triangle in getting a good job. As these elements are mastered, we hope that each Triangle will be able to better promote their profession. The resources for conducting these exercises are included in case a guest speaker is not available. Additional suggestions for improvement are included in the remaining sections.

What are some other strategies for improving the chapter's professional skills?

- Hold mock interviews
- Resume writing contest
- Hold etiquette meals
- Network with alumni

What are some possible resources to use?

- Speaker from University Career Placement Office
- University Academic or Learning Resource Center
- NIC - "Getting the Job, Making the Grade"
- Triangle Fraternity Website Job Bank
- Alumni
- Chapter and/or Faculty Advisor
- Greek Advisor
- University Academic Advisor
- University Co-op center

While taking steps to improve is important, it is also vital to recognize those that succeed. Celebrating achievement will motivate younger chapter members in their endeavors so that they too get the job they want.

How do we recognize professional achievement?

- Co-op of the Year Dinner
- Select a "Professional of the Year" from chapter alumni
- Recognition in Chapter Newsletter
- Summit Award Program

Dinner Etiquette

Facilitator's Script

This session should be done in conjunction with a dinner. Inviting other organizations, such as a sorority or sorority pledge class, would be a good method for public relations and socializing. If you do have women present, set up the dinner with the participants sitting male-female at the tables, if possible. Make sure that you, as the facilitator, have read and become familiar with this entire session before conducting it.

“The purpose of etiquette is to make the people around you comfortable with you and vice versa. Since every person is different, a set of guidelines exists to make a uniform standard; think of it as a set of Robert's Rules for eating. Even though there is a defined set of rules, not every situation will be the same and you will have to use common sense at times – if ever in doubt, think back to the purpose.

Most dinners you will attend consist of soup, salad, main course, and a dessert. At extremely formal dinners you may see as many as nine or ten courses. Today we will be going through a typical dinner setting.

Before we get started, I want to go over a few general guidelines:”

General Guidelines:

- 1) Greetings – When sitting at your table, make sure that you have introduced yourself to all present.
- 2) Significant Other –
 - If bringing a companion, make sure you introduce them to those present
 - Chairs should be pulled out for all female guests
 - When a female sits or rises at the table, all males should also rise.
- 3) Jacket – Your jacket should be un-buttoned when seated and buttoned when standing.
- 4) A big mistake can be what you order. Order something easy and neat to eat – do not order spaghetti, sandwich, etc.
- 5) Placement of Silverware –
 - Go from the outside in, dessert spoons will be above your plate.
 - If leaving and not finished with your meal, put silverware in a .
 - When finished with your meal, slant your silverware in a SE direction.
- 6) Napkin – The napkin should be on your lap prior to commencement of eating. Once dinner has concluded, the napkin may be folded and placed on either the right or left side of the plate.
- 7) Ice Tea / Coffee – If using sugar or cream, put the empty packet into the saucer. If you have no saucer, put it on the side of your bread plate.
- 8) Bread –
 - When passing bread or any other item, it should go clockwise around the table.
 - If you are starting the bread pass, first offer the bread to the person on your right before taking a piece yourself and then pass it along to your left.
 - There is only one way to eat bread. When buttering, put the pat onto the bread plate, tear off a piece of bread, and butter that piece from the butter on the bread plate – no sandwiches.
- 9) Never begin eating until everyone at your table is served.
- 10) If something happens, do not make a big deal of it and do not openly linger on it.
- 11) Sauces – Put the sauce on the plate and dip your food into it.
- 12) Never chew with your mouth open. If the situation calls for lots of dialogue, take small bites.
- 13) When leaving the table, excuse yourself and fold your napkin and place it on your seat.

“Now that we have gone over a few guidelines, let us start dinner. First, we will start with the soup. Here are a few guidelines” (after mentioning the guidelines, have everyone eat that course. Repeat this procedure for all courses):

Soup –

- The soup spoon is the round spoon on the right side of your plate.
- If using crackers, place the empty packets on the base of your plate.
- Never leave your spoon inside the soup bowl; place it on your base plate.
- When eating, touch the bottom of your spoon on the far top lip of your soup bowl so that you do not drip.

Salad –

- You are allowed to use your knife to cut up your salad. When the salad plate is removed, rest the knife on your bread plate. Exception: if you were given two knives.
- Pass the dressing like you would pass the bread.
- When you ladle the dressing, wipe the bottom of the spoon on the side of the vessel.

Main Course 1 –

- Remember all of the general rules, especially #'s 5, 9-13.

Dessert –

- There should be a spoon or fork provided above your plate.
- If used, do not rest your spoon in the dessert bowl; rest it on the base plate.
- When finished, rest your silverware in a SE direction.

Once everyone is finished with dinner, conclude with the following:

“Dinner etiquette is a very important skill to learn. There will be times when you are asked to have dinner interviews and meetings. Knowing how to act and conduct yourself will greatly impress those with you. Dinner etiquette is a very broad topic and we have only covered a few of the more basic items. Hopefully you have learned enough today to conduct yourself in a manner that is becoming of a Triangle.”

Maintain My Self-respect By Proper Conduct At All Times

COE.8

Why do we stress proper conduct?

Triangle Fraternity's vision specifically states that Triangle sets and demonstrates high standards. Furthermore, the Code of Ethics holds members responsible for conducting themselves in a proper manner.

Triangle members should always conduct themselves in a gentlemanly manner. Being able to properly conduct oneself in all situations, especially social, is a necessary life skill. This life skill will help not only in your personal life, but also in your professional life.

In order to help you learn the skills for proper conduct, Triangle's *Fraternity Strengthening Course and Training Program* will provide you with guidance and resources.

How does proper conduct relate to Triangle's *Fraternity Strengthening Course and Training Program*?

Maintaining your self-respect by proper conduct at all times takes both individual and chapter commitment. The conduct of the chapter is reflected by the conduct of each member, therefore members should hold themselves to a higher standard. Through these educational sessions and suggestions, your individual members and chapters' conduct in all areas of life will be improved, refined and enhanced.

How can the chapter measure proper conduct?

- Number of Risk Management Violations
- Membership Retention
- Number of Judicial Affairs' Sanctions (Chapter, IFC or University)
- Survey the sororities or other University constituents on how they perceive you

While we recognize that many of these measurement tools reflect chapter actions, they are also indicative of the individual conduct of each member. Each Triangle member must remember that they represent not only themselves, but also the chapter and the National Organization. The educational modules of this program can help you and your chapter improve in the aforementioned areas and display the proper conduct that is becoming of a Triangle member.

How can the chapter's conduct improve?

There are three modules included for chapters to implement and help promote proper conduct.

1. *Alcohol 101*
2. Sexual Harassment/Gender Issues
3. Risk Management

Each of these areas are vital in learning how to portray proper conduct. In applying the knowledge gained through these programs, Triangle members will be able to conduct themselves with higher standards. The resources for conducting these exercises are included if a guest speaker is not available. Additional suggestions for improvement are included in the remaining sections.

What are some other strategies for improving the chapter's conduct?

- Create a chapter standards board
- Recruit quality men
- Have local authorities (police, fire, etc.) present seminars about pertinent issues
- Promote and attend applicable events sponsored by the university and community
- Utilize available resources

What are some possible resources to use?

- Triangle Fraternity Risk Management Manual
- Triangle Fraternity Public Relations/Media Relations Manual
- NIC - "Challenges and Choices – Nine Basic Expectations of Fraternity Membership"
- NIC - "Challenges and Choices – Ultimate Aspirations of Fraternity Membership"
- TIPS – Training For Intervention Procedures
- Delta Tau Delta – DTAA: Delts Talking About Alcohol
- Alpha Xi Delta – By the Numbers
- Chapter and/or Faculty Advisor
- Risk Management and Social Chairmen from other chapters
- Alumni
- Greek Advisor

While taking steps to improve is important, it is also vital to recognize those that succeed. Celebrating achievement will keep chapter members motivated to learn and maintain proper conduct.

What are some ways we can recognize proper conduct?

- Summit Award Program
- Brother of the Week/Month/Quarter/Semester/Year
- Chapter Newsletter

Alcohol 101 Introduction

Alcohol 101 is a very effective program with which a chapter can teach its members about the dangers of alcohol and alcohol abuse. The program is contained within a CD-ROM. Each chapter currently has two copies of this CD. This fall every new member that joins a chapter will receive a copy for their own personal use. This program can be done individually or as groups.

During the meeting that this program is introduced, have new members fill out the pre-survey, including their name. If the members do not want to include their name, set up a code system everyone can use. This is vital as they will be filling out a post-survey which are useless unless they can be matched with their pre-survey counterparts. Please go through *Alcohol 101* yourself in case any new members have questions or run into problems.

An introduction to the *Alcohol 101* program and the necessary surveys are included in this manual as Appendix A.

Uphold Faithfully The Traditions and Program Of My Alma Mater COE.9

Why do we stress allegiance to your Alma Mater?

Triangle Fraternity's vision specifically states that Triangle sets and demonstrates high standards. Further, the Code of Ethics holds each member responsible for upholding their Alma Mater.

Not only is the university that you attend your Alma Mater, but both the National Organization and your local chapter of Triangle Fraternity are as well. Your involvement in the traditions and programs of your Alma Mater should not end at the end of your undergraduate days, but rather continue on throughout life until you enter chapter eternal.

In order to help you promote commitment to your Alma Mater, Triangle's *Fraternity Strengthening Course and Training* Program will provide you with guidance and resources.

How does upholding your Alma Mater relate to Triangle's Fraternity Strengthening Course and Training Program?

Upholding the traditions and program of your Alma Mater takes both individual and chapter commitment. Through these educational sessions and suggestions, your individual members and chapters' commitment to your Alma Mater will be enhanced.

How can the chapter measure their commitment to their Alma Mater?

- Chapter involvement in University Events (Homecoming, etc.)
- Individual involvement in other student organizations
- Involvement with Interfraternity/Greek Council
- Involvement with Colleges of Engineering, Architecture and Sciences

While your involvement in campus and fraternity activities is not the sole indicator of commitment to your Alma Mater, it is the best measure for an undergraduate. That commitment should not end with your graduation, but continue on during your alumni status. The educational modules of this program can help you and your chapter succeed and promote a greater commitment to your Alma Mater.

How can the chapter's commitment to their Alma Mater improve?

There are three modules included for chapters to implement and help uphold your Alma Mater.

1. History Research Project
2. University/Fraternity Resources Worksheet
3. Campus Involvement

In completing these exercises, members should have a greater respect for and have a stronger commitment to their Alma Mater as both undergraduate and alumnus. The resources for conducting these exercises are included if a guest speaker is not available. Additional suggestions for improvement are included in the remaining sections.

What are some other strategies for improving the chapter's commitment to their Alma Mater?

- Promote involvement in fraternity, campus and community organizations
- Recruit men with backgrounds in extracurricular involvement
- Campus tours visiting Greek Life Office, Student Affairs Office, Alumni Center
- Hosting Faculty and Staff Appreciation Banquets
- Promote and attend events sponsored by the university, fraternity and community
- Utilize available resources

What are some possible resources to use?

- Triangle Fraternity Alumni Relations Manual
- Student Affairs Office
- Campus Involvement/Student Activities Center
- Chapter and/or Faculty Advisor
- Alumni Relations Chairmen from other chapters
- Alumni
- Greek Advisor

While taking steps to improve is important, it is also vital to recognize those that succeed. Celebrating achievement will keep chapter members motivated and committed to their Alma Mater.

What are some ways we can recognize a chapter's commitment to their Alma Mater?

- Triangle Review or Chapter Newsletter
- Campus Involvement Awards
- CPA Points
- Summit Award Program
- University Publications and Awards

History Research Project

As a chapter, you should determine what aspects of local and national history, both fraternity and university related, with which you would like pledges to be familiar. Some examples are:

- National Founding Information (who, where, when, why, etc.)
- Local Chapter Founding Information (who, when, why, etc.)
- Local University Information (Chapter Advisor, Greek Advisor, Univ. past, etc.)
- National and Local Symbols and Traditions (flower, colors, rattles, etc.)
- National and Local Awards and Recipients (Service Key, local awards, etc.)
- Triangle Fraternity Chapter Roll

After determining these aspects, break them up into appropriate sections based on the number of pledges in the pledge class. For example; if you have a pledge class of ten, five members could research aspects of national history and the other five could research aspects of local history.

Assign each of these sections to one member of the pledge class during a pledge class meeting. Inform them that they are to research this aspect of the history and make a presentation to the pledge class the following meeting. Make them aware of resources that they can utilize. These resources should include the national website (www.triangle.org), Baird's Manual to American College Fraternities, national historian Kevin Fong, national headquarters, chapter members, alumni, university officials, etc.

At the meeting where the members present what they have researched, make sure that what they present is factual. Also, make sure that the other members take notes and become familiar with the information. You should also hand out a history guide containing pertinent information that they will need, even though most of it will be covered in the presentations. The chapter may decide to create a history test based upon the presentations and history guide and conduct that at the meeting following the presentations.

Please note that this program is not intended as a “National Test” for membership. This program is intended to foster research skills and public presentation skills while learning the history of Triangle Fraternity and its host institutions.

Pay The Price Of Success In Honest Effort

COE.10

Why do we stress honest effort?

Triangle Fraternity's vision specifically states that Triangle sets and demonstrates high standards. Further, the Code of Ethics holds each member responsible for achieving success honestly.

Triangle is here to support and enhance your university experience. It is important, though, that in all of your endeavors you accomplish them without being tempted to stray from what is right. However, in the end, an individual's achievement and personal success rests with him. All that you do should be achieved with honesty and integrity.

In order to help you promote honest efforts, Triangle's *Fraternity Strengthening Course and Training Program* will provide you with guidance and resources.

How does success through an honest effort relate to Triangle's *Fraternity Strengthening Course and Training Program*?

Achieving success through an honest effort takes both individual and chapter commitment. Without chapter support, individuals could easily lose sight of achievement through an honest effort. Through these educational sessions and suggestions, your individual members and chapters' commitment to achievement through honest effort will be fostered and strengthened.

How can the chapter measure their honest effort?

- Quality and Effectiveness of Chapter Meetings
- CPA and Summit Award Performance
- University Sponsored Greek Awards Performance
- Existence of and adherence to chapter goals and plans

While we recognize that awards and performances are not necessarily true indicators of honest effort, they do, however, denote the effort of the chapter not only in what they do, but also in the fact that they want to get recognized for it. The educational modules of this program can help you and your chapter promote honest effort and, in doing so, achieve success.

How can the chapter's success through honest effort improve?

There are three modules included for chapters to implement and help achieve success through honest effort.

1. Robert's Rules of Order
2. Ethics
3. Goal Setting

The mastering of these elements will aid in developing honest effort in Triangle members. As these elements are mastered, we hope that each Triangle will achieve honest success. The resources for conducting these exercises are included if a guest speaker is not available. Additional suggestions for improvement are included in the remaining sections.

What are some other strategies for improving the chapter's success through honest effort?

- Use creative meeting approaches
- Promote an honest environment in the chapter
- Ritual programming
- Chapter goal-setting retreats
- Recruit members who are of good character
- Utilize available resources

What are some possible resources to use?

- Triangle Fraternity President's Manual
- Triangle Fraternity Officer Transition and Training Manual
- NIC - "Challenges and Choices: Nine Basic Expectations of Fraternity Membership"
- NIC - "Challenges and Choices: Ultimate Aspirations of Fraternity Membership"
- Local Greek Award applications from other chapters
- Summit Award applications from other chapters
- Chapter and/or Faculty Advisor
- Presidents and Parliamentarians from other chapters
- Alumni
- Greek Advisor

While taking steps to improve is important, it is also vital to recognize those that succeed. Celebrating achievement will keep chapter members motivated and working towards success through honest effort.

What are some ways we can recognize achievement through honest effort?

- Brother of the Week/Month/Quarter/Semester/Year
- Triangle Review or Chapter Newsletter
- Summit Award Program and CPA
- Celebration event when goals are achieved
- University Awards

Robert’s Rules of Order

Robert’s Rules of Order have been an integral part of parliamentary procedure in the world for over a century. Triangle Fraternity uses them at National Conventions and the National Council uses them for its meetings. It is also a good idea for chapters to use them in their internal business, as it can make meetings go much faster and cause less confusion. First, we will go through the history of *Robert’s Rules of Order Newly Revised* (RONR), how your chapter can adopt RONR, basics of parliamentary procedure, classes of motions, and then conclude with an exercise in creating a motion and voting on it.

A Brief History

Henry Martyn Robert was an engineering officer in the regular Army. Without warning he was asked to preside over a church meeting and realized that he did not know how. He tried anyway and his embarrassment was supreme. This event, which may seem familiar to many readers, left him determined never to attend another meeting until he knew something of parliamentary law.

Ultimately, he discovered and studied the few books then available on the subject. From time-to-time, due to his military duties, he was transferred to various parts of the United States where he found a virtual parliamentary anarchy since each member from a different part of the country had differing ideas of correct procedure. To bring order out of chaos he decided to write *Robert’s Rules of Order* as it came to be called.

How Your Chapter Can Adopt RONR

Your chapter can reap many benefits by using RONR as its parliamentary authority. It is the guide preferred by most professional parliamentarians for being fair and complete. It is easily obtained by officers and members of your group. Its basics are familiar to many people, having already been used by many other societies.

To adopt RONR as your chapter’s parliamentary authority, the following should be inserted into the bylaws at the appropriate place:

Article #
Parliamentary Authority

“The rules contained in the current edition of *Robert’s Rules of Order Newly Revised* shall govern the chapter in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the chapter may adopt.”

Based on the experience of many groups, it is recommended that should your chapter adopt RONR as its parliamentary authority, it should purchase a hardcover copy of the book to be held by its chairman and passed down to successive chairmen. In addition, other officers and committee chairmen will benefit from having their own copies of the book for reference. Members should also be encouraged to familiarize themselves with RONR.

The Basics of Parliamentary Procedure

Robert’s Rules of Order Newly Revised is designed to provide an answer to nearly any possible question of parliamentary law. It is, therefore, quite detailed. The average person may only occasionally be confronted with the small points, which are necessarily dealt with if the book is to be fully useful. However, for our purposes, we will summarize the book’s portions.

1. Pattern of formality—it is good to have your chapter’s meetings to be run in the same way each time. In this way, meetings will go smoother and quicker, as everyone will know what to expect for the most part.
2. Call to order; order of business—this signifies the start of the meeting. Your members should say the oath, have any general announcements, then proceed with officer reports. Committee reports should follow. If an officer hasn’t prepared a report in advance, none should be given.
3. Motions; assignment of the floor—this is where all business is introduced. First, it is important to see whether there was any postponed business that needs to be taken care of. Then, proceed to new business.
4. Handling a motion; voting on it—See the charts on the following pages for information on specific motions.

Classes of Motions

Privileged Motions: These motions are for the introduction of, modification of, to limit the discussion of motions, or to close a meeting.

The motions listed on the next page are in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

You want:	You say:	Interrupt?	2nd?	Debate?	Amend?	Vote?
Close meeting	I move to adjourn	No	Yes	No	No	Majority
Take break	I move to recess for...	No	Yes	No	Yes	Majority
Register complaint	I rise to a question of privilege	Yes	No	No	No	None
Return to agenda	I call for the orders of the day	Yes	No	No	No	None
Lay aside temporarily	I move to lay the question on the table	No	Yes	No	No	Majority
Close debate	I move the previous question	No	Yes	No	No	2/3
Limit or extend debate	I move that debate be limited to...	No	Yes	No	Yes	2/3
Postpone to a certain time	I move to postpone the motion to...	No	Yes	Yes	Yes	Majority
Refer to committee	I move to refer the motion to _____ committee.	No	Yes	Yes	Yes	Majority
Modify wording	I move to amend the motion by...	No	Yes	Yes	Yes	Majority
Kill main motion	I move that the motion be postponed indefinitely	No	Yes	Yes	No	Majority
Bring business before assembly (a main motion)	I move that [or to] ...	No	Yes	Yes	Yes	Majority

Incidental Motions: These motions arise throughout meetings and are decided immediately. There is no order of precedence.

You want:	You say:	Interrupt?	2nd?	Debate?	Amend?	Vote?
Enforce rules	Point of Order	Yes	No	No	No	None
Submit matter to assembly	I appeal from the decision of the chair	Yes	Yes	Varies	No	Majority
Suspend rules	I move to suspend the rules	No	Yes	No	No	2/3
Avoid main motion altogether	I object to the consideration of the question	Yes	No	No	No	2/3
Divide motion	I move to divide the question	No	Yes	No	Yes	Majority
Demand a rising vote	I call for a division	Yes	No	No	No	None
Parliamentary law question	Parliamentary inquiry	Yes	No	No	No	None
Request for information	Point of information	Yes	No	No	No	None

Motions To Bring a Question Again Before the Assembly: These motions also have no order of precedence. These motions can only be introduced when no other business is pending.

You want:	You say:	Interrupt?	2nd?	Debate?	Amend?	Vote?
Take matter from table	I move to take from the table...	No	Yes	No	No	Majority
Cancel previous action	I move to rescind...	No	Yes	Yes	Yes	2/3 or Majority with notice
Reconsider motion	I move to reconsider...	No	Yes	Varies	No	Majority

The tables tell whether you are allowed to interrupt a motion that is currently being debated. For many motions, a 2nd is required before the motions may be debated or amended. A person that seconds the motion is not necessarily voting in favor of the motion. He is merely allowing for the discussion of the motion itself.

Using Robert's Rules in Chapter Business

Group Activity:

Make sure that the pledges have had ample time to review the proceeding parliamentary procedure outline. This can be distributed at the meeting prior to this session. When the assignment to review the parliamentary procedure material is given, also ask each member to think of and write down a motion that they would like to bring to the floor. Make sure that they also prepare a list of pros and cons for the motion in order to try and sell their idea to the rest of the members.

At the pledge meeting, inform the pledge class that they will be acting as the active chapter. They, as members, will bring new business for the chapter to consider. The President of the pledge class shall preside over this meeting. If the pledge class does not have officers, have them choose an individual that will preside over the meeting. This individual may not introduce a motion unless he turns the proceedings over to another individual before hand. Allow each individual to bring forth their motion, while also trying to bring up different situations that could arise in a meeting.

Keep the Robert's charts on the proceeding pages handy for reference. Remember that if debate is allowed, it must be closed before voting on the pending motion. Follow up the activity with the discussion questions found on the next page.

Discussion Questions

1. Do you believe that Robert's Rules of Order organize the debating of a motion? Why or why not?
2. For some of the motions, would it have been better to limit the debate by setting a time limit?
3. For any of the motions, is more information needed before making a decision? (see "refer to committee," or "lay aside temporarily.")
4. Can you think of a time when Robert's Rules should not be used?

Appendix A:

Alcohol 101

Introduction and Surveys



Alcohol 101 is a powerful new program – developed by the University of Illinois in partnership with The Century Council – to help college students make informed choices about drinking. Or not drinking. It arrives disguised as an irreverent, fast-moving CD-ROM cybergame.

With *Alcohol 101*, students are at a party, meeting new friends, learning a little about some of them and discovering that each has brought a People + Alcohol decision to be made. With consequences.

Their host is a lava lamp named Norm (short for Positive Norm). One part conscience, one part attitude. His mission in life is to get young people to learn about stuff they think they already know.



Alcohol 101 gives students a set of practical behavioral tools to help them maintain personal safety and control in a wide range of situations. They can make a wrong choice and see what happens. Not pretty. Then they can make a responsible decision. (Most times, it's amazingly easy.)

And – before they know what hit them – they've learned a ton about how to take care of themselves. And their friends.

PROGRAM CONTENTS AND NAVIGATION

Introductory Material and Positive Norming

When the user first enters the disk, he/she provides basic information: name, age, gender and weight. The age information triggers appropriate legal warnings regarding illegal underage drinking or providing alcohol to underage students; the gender and weight are factored into a “virtual bar” to provide personalized BAC (blood alcohol concentration) readings. By asking questions such as “How are you feeling?” and “What have you eaten?” the disk also encourages students to be aware of the many factors that can influence how alcohol will affect them *before* they place themselves in situations where alcohol is available.

Students are also given the option to indicate the amount of alcohol they normally consume, and are asked to indicate their perceptions of their peers’ drinking patterns and habits. (The information on their own drinking habits is voluntary, and of course anonymous.) When they exit the program, students will be shown how well their perceptions of others – and their own drinking – match reality. Research by Perkins, Baer and others has shown that correcting students’ misperceptions about their peers’ alcohol consumption can contribute to the development of less harmful drinking behaviors.

The Party

The learning activities are all contained within a “virtual party,” hosted by a talking lava lamp named Norm (short for Positive Norm). From the party, the user explores all areas of the disk, including:



BAC ESTIMATOR

The “Virtual Bar” is the first thing the user is led to at the party. By selecting drinks with varying alcohol content, and indicating drinking speed (sip, drink or slam), users can see how their BAC (based on the personal information they entered previously) changes with number of drinks and time elapsed. The estimator provides information on the probable mental and physical effects of different BAC levels, and indicates how long it will take for the user’s BAC to return to .00. “Reset,” “Friends” and “Food” functions allow students to see how the same drinking scenario would affect different people (e.g., themselves and their date), and how food affects BAC. Warnings alert students that their actual BAC may be higher or lower than the estimator shows, and that the estimator should not be used to decide whether to drive after drinking.



NOTE

The Alcohol 101 BAC estimator has been reviewed by both the National Highway Traffic Safety Administration and Dary Fiorentino, M.A., research scientist with the Southern California Research Institute, which has specialized in traffic safety research since 1973. They found the estimator to be consistent with their work in this field. For more detail on the estimator, see the document “BACinfo” in the “Print” directory on the CD-ROM.

INTERACTIVE VIDEO SCENARIOS

Clicking on animated figures in the party scene triggers three interactive video scenarios involving guests at the party, each with a different attitude toward alcohol and a different goal in attending the party. “Decision trees” in each scenario allow the user to determine the characters’ actions. Users can meet each character before they start the scenario, or go straight to the story. The scenario topics and characters are:

- Drunk Driving: TJ and Louie
- Unsafe Sex: Dante and Alison
- Alcohol Overdose: Andre and Katie



NORM’S 20 QUESTIONS/PARTING GIFTS

Twenty-four items in the party scene show a yellow “halo” when the cursor touches them. Clicking on 20 of these objects brings up text and audio files that present information about alcohol in a multiple-choice, game-show format (Norm’s 20 Questions); the other four bring up text files dealing with various topics covered in the disk (Parting Gifts). A complete list of these documents is available in the Index and the text can be printed out for reference (see below).

REALITY WALL

Located to the left of the bar and wallpapered with newspaper headlines, the Reality Wall presents video testimony based on real alcohol-based tragedies. The videos are started by clicking on the appropriate headline:

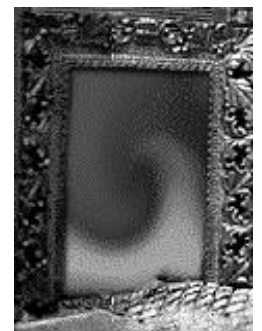
- Drunk Driving: “Student Crashes Car”
- Date Rape Accusation: “Sexual Assault Charged”
- Aggressive Behavior: “Alcohol Involved”
- Alcohol Overdose: “College Student Dies”



The videos on date rape accusation and violence are based on actual college disciplinary hearings; the drunk driving testimony is from Brandon Silveria, the young survivor of an alcohol-related crash. The father’s message about alcohol overdose is based on an incident widely reported in the media.

RAVE ROOM

This free-form, fast-moving area, reached through the doorway next to the Reality Wall, offers random textual information about alcohol by clicking on a variety of icons. The Rave Room text can be printed out in hard copy (see below).



“MUST BAC TV”

This video is reached by clicking on the television set in the party scene. It features real footage of retired police captain Jim Gardner and a group of legal-age college students in an experiment showing the profound and sometimes startling correlation between body size, BAC, and reaction time. With a brake simulator and a breathalyzer, Gardner graphically relates alcohol consumption and driver safety.



DUI INFORMATION

“My First DUI” gives students an idea of what it’s like to be convicted of driving under the influence of alcohol. This information is reached by clicking on the steering wheel icon that appears below the Gardner presentation or below the bar.



Exit and Parting Gifts

Users can exit the disk by clicking on any of the “Exit” signs in the party scene. Users see a list indicating what areas of the disk they have and have not explored. By clicking on any item in this list, the user can go directly to that item. This list can be printed to document which areas of the program a student has seen. The positive norming feedback is also provided at this point.



During the exit phase, the user can also print out several documents summarizing important information in the disk. Clicking on the “Print” button prints the document; clicking on the name of the document brings the text up on the screen.:

- Top 10 Ways to Turn Down a Drink (1 page)
- How Much Is Too Much? (1 page)
- Safety and Control Tips (1 page)
- Handling a Medical Emergency (1 page)
- Alcohol and Sex (1 page)
- Where I’ve Been (1 page)

NOTE

Know the printing capacity of your lab. If students are expected to print materials with a page charge, remind them to bring their copy charge card with them.

The Research Survey

Alcohol 101 contains a built-in research survey designed to help measure changes in students’ attitudes, behavior and intentions about drinking as a result of using the program. For more information on the survey, see Section 5, “Research.”

Navigation Shortcuts

As you continue using the disk, you may find that you want to get to the party quickly, rather than go through the entire registration process. These short cuts will help you navigate around the program as quickly as possible. For easy reference, a complete list of the following shortcuts is provided on page 2-7.

FILLING IN YOUR STATISTICS

You can fill in your statistics to use the Virtual Bar without answering all the other questions about your transportation plans, mood, etc. When the disk opens, you will see a “test pattern” screen with several happy-face icons. *Hold down the shift key while clicking on the LOWER LEFT HAND happy face.* This will take you to a pre-set “vital statistics” summary screen. From here, you can click on the icon for any statistic (gender, weight, etc.) to enter personalized information.

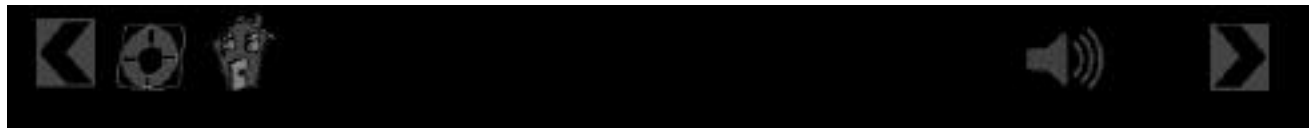
STRAIGHT TO THE PARTY

If you are opening the disk for something that doesn't involve the Virtual Bar, you can skip the statistics section completely. To do this, go to the statistics summary screen as above and *hold down the shift key while clicking on the yellow and black arrow in the lower right corner.* This will take you directly to the party.

If you go straight to the party and then decide that you want to use the BAC estimator, you can enter your personal information by *going to the Bar and clicking on the “Reset” button.* This brings up a screen showing default entries for a 150-lb man. Click the appropriate fields to enter your weight and gender.

USING THE MAP

You can view the layout of the entire party by *clicking on the house icon at the bottom of the party screen.*



Click on any item in the resulting map and the program will take you directly to it. To continue using the map to navigate, return to the party (by *clicking the “U-turn” icon at the bottom right*) and click again on the house icon to return to the map.



Additional icons below the map take you to:



- A *hot-linked index* of the disk's contents that can take you directly to every learning activity in the party. The index also indicates which areas of the disk a user has been
- *The User Manual*, which includes a text version of the audio help, some additional information on navigating through the party, and information on how the BAC estimator was developed

- *A list of Web sites* dealing with related issues, which you can reach by launching your Web browser and clicking on the HTML links
- *Information on printing out* the text of the disk, contained in the “Print” directory
- *Program development and production credits*

A *life-preserver icon* at the bottom of the party screen takes you directly to the on-line User’s Manual, which contains installation requirements, a description of the party, and operating tips for each section of the program.

NAVIGATING BY TOPIC

On the left-hand side of the map screen, you will see “On” and “Off” buttons for program “roadmaps.” Clicking the “On” button will activate drop-down menus that list all the elements of the disk, categorized by alcohol-related topics. By using these menus, you or your students can go directly to all the material on the disk on:

- Sexuality
- BAC
- Alcohol Overdose
- Drunk Driving
- Normative Behavior
- Safety & Skills Tips

SOUND

You can completely turn off the soundtrack in the disk by *clicking on the loudspeaker icon* below the party scene. Clicking again will turn the soundtrack back on. To adjust the volume, click the up and down cursor keys. To change soundtracks from within the party, go to the map and click on the button for the soundtrack you want.

PRINTING PROGRAM TEXT

In addition to the “Parting Gifts” (see above), educators can print the following:

- Index (2 pages)
- User’s Manual (6 pages)
- BAC estimator warnings (3 pages)
- My First DUI text (2 pages)
- Norm’s 20 Questions (10 pages)
- Rave Room text (9 pages)

To print this information, you will need to quit the program and open the folder on the CD-ROM titled “Print.” The documents can be opened by Microsoft Word in either Windows or Macintosh format.

References

Baer, J.S. (1993), "Etiology and Secondary Prevention of Alcohol Problems with Young Adults." In J.S. Baer, G.A. Marlatt & R.J. McMahon (Eds.), *Addictive Behaviors Across the Lifespan* (pp. 111-137), Newbury Park, CA: Sage Publications.

Baer, J.S., Stacy, A., & Larimer, M. (1991), "Biases in the Perception of Drinking Norms Among College Students," *Journal of Studies on Alcohol*, 52 (6), 580-586.

Marlatt, G.A., Baer, J.S., Kivlahan, D.R., Dimeff, L.A., Larimer, M.E., Quigley, L.A., Somers, J.M., & Williams, E. (in press), "Screening and Brief Intervention for High-Risk College Student Drinkers: Results From a Two-Year Follow-Up Assessment," *Journal of Consulting and Clinical Psychology*

Perkins, Wesley H., "College Student Misperceptions of Alcohol and Other Drug Norms Among Peers: Exploring Causes, Consequences and Implications for Prevention Programs," pp. 177-206, *Designing Alcohol and Other Drug Prevention Programs in Higher Education*, 1997, U.S. Dept. of Education

ALCOHOL 101

SURVEYS

(Instructor only: School Code: _____)

User ID: _____

Pre-Use Survey

Research into attitudes and behavior is an important part of this program. The following survey questions are designed both to obtain data for that research and to help evaluate the program itself. Participation in the survey is voluntary but is encouraged. **The survey data will be compiled anonymously and for statistical purposes only. No record will be maintained of the individual identities of survey respondents.**

Please circle your responses or fill in the blank, as appropriate.

Gender: Male____ Female____ **Age:**____ **Weight:**____

Status: Freshman____ Sophomore____ Junior____ Senior____

Fraternity/Sorority Member: Yes____ No____

Member, College Athletic Team: Yes____ No____

Residence Fraternity/
Sorority Residence
Hall Off-Campus Home

Ethnic Origin Asian/
Pacific Islander Native
American White Alaskan
Native Hispanic Black Multi-
racial

Note: A “drink” is considered a 12-oz. can of beer, a 5-oz. glass of wine, a 1.5-oz. shot of 80-proof spirits or a mixed drink containing 1.5 oz. of 80-proof spirits.

How many drinks do you think the average male college student consumes in a typical week? ____

How many drinks do you think the average female college student consumes in a typical week? ____

Do you consume alcohol? Yes____ No____

In a typical week, how many drinks do you have per day?

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Number	_____	_____	_____	_____	_____	_____	_____	_____

On the day(s) you indicated drinking, the most drinks you consumed was ____

How long does it take you to consume these drinks? 1/2 hr or less 1 hr 2 hrs 3 hrs 4 hrs 5 hrs 6 hrs 7 hrs 8 hrs or more N/A

When you drink, do you eat a full meal beforehand? Never Sometimes Usually Always

Think about the last 2 weeks, and the time you had the most to drink. How many drinks did you have? ____

How long did it take you to consume those drinks that time? 1/2 hr or less 1 hr 2 hrs 3 hrs 4 hrs 5 hrs 6 hrs 7 hrs 8 hrs or more

(Instructor only: School Code: _ _ _ _ _)

User ID: _ _ _ _ _

First-year students are concerned with health and safety risks of excessive drinking	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
---	-------------------	----------	----------	-------	----------------

First-year students are aware of the following risks associated with excessive drinking:

Alcohol overdose	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
-------------------------	-------------------	----------	----------	-------	----------------

Unsafe sex	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
-------------------	-------------------	----------	----------	-------	----------------

Aggressive or violent behavior	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
---------------------------------------	-------------------	----------	----------	-------	----------------

Drunk driving	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
----------------------	-------------------	----------	----------	-------	----------------

Drinking alcohol is an important part of my life as a student	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
--	-------------------	----------	----------	-------	----------------

Drinking alcohol was an important part of my high school social life	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
---	-------------------	----------	----------	-------	----------------

I can comfortably refuse a drink I don't want	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
--	-------------------	----------	----------	-------	----------------

I know how to avoid the risk of a regretted sexual encounter when I drink	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
--	-------------------	----------	----------	-------	----------------

I can recognize when to intervene with a friend at risk of a regretted sexual encounter when they are drinking	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
---	-------------------	----------	----------	-------	----------------

I know how to intervene with a friend who has placed him/herself at risk of a regretted sexual encounter when they are drinking	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know the symptoms of an alcohol overdose	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know what to do for someone who looks like they have had an alcohol overdose	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I can recognize when to intervene with a friend who has drunk too much alcohol	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know how to intervene with a friend who drunk too much alcohol	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Knowing how to use alcohol safely is as important as drinking and having fun	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I set limits and follow them when I drink	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I understand the relationship between time elapsed, amount of alcohol consumed and changes in BAC (Blood Alcohol Content)	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I understand the relationship of gender to BAC	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I understand the relationship of food to BAC	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know how many drinks it ordinarily takes me to reach legal levels of intoxication	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

(Instructor only: School Code: _____)

User ID: _____

I understand the effect of alcohol on my judgment and decision-making abilities	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I maintain personal control and safety when I drink	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know how many drinks in one hour it would take me to reach the legal intoxication level for driving of .08	Number of drinks: _____	Don't Know			
A 120-lb. woman consumes six glasses of wine on an empty stomach in one hour. What would her BAC be?	.04 (bit of a buzz)	.08 (legally intoxicated in many states)	.16 (“sloppy drunk”)	.23 (total confusion, vomiting)	.40 (comatose or dead)
Person “A” is a 160-lb. male. Person “B” is a 240-lb. male. Each consumes four beers in one hour on an empty stomach. What would their BAC be?	Person A is .084 and Person B is .052	Person A is .084 and Person B is .084	Person A is .110 and Person B is .067		
According to national data, what percent of college students choose not to drink at all?	15.9 percent	22.3 percent	28.6 percent	37.7 percent	
What percentage of students disapprove of frequent drunkenness and drunkenness that interferes with academic or other responsibilities?	10 percent	20 percent	35 percent	90 percent	

The symptoms of an alcohol overdose include: (check all that apply)

- ___ semi-conscious state
- ___ clammy skin
- ___ accelerated/rapid breathing
- ___ depressed breathing
- ___ agitated mental condition

In the case of a possible alcohol overdose, you should: (check all that apply)

- let the person sleep it off
- roll the person on their side
- leave the person undisturbed so they can recover as quickly as possible
- monitor their safety for at least six hours, the minimum necessary to ensure they will be okay

Have any of the following happened to you because you drank too much alcohol?

I had a bad time	Never	Once/twice	Three/four times	Five/more times
Been late for class	Never	Once/twice	Three/four times	Five/more times
I had a hangover	Never	Once/twice	Three/four times	Five/more times
I got physically sick	Never	Once/twice	Three/four times	Five/more times
I passed out	Never	Once/twice	Three/four times	Five/more times
Unplanned sexual activity	Never	Once/twice	Three/four times	Five/more times
I got into a physical fight	Never	Once/twice	Three/four times	Five/more times
I vandalized property	Never	Once/twice	Three/four times	Five/more times
I neglected responsibilities	Never	Once/twice	Three/four times	Five/more times
I was arrested for driving under the influence	Never	Once/twice	Three/four times	Five/more times
I was disciplined by my institution	Never	Once/twice	Three/four times	Five/more times
I missed a class	Never	Once/twice	Three/four times	Five/more times
I had problems with my roommate	Never	Once/twice	Three/four times	Five/more times
I did poorly on a class assignment or exam	Never	Once/twice	Three/four times	Five/more times
I had an emergency room visit	Never	Once/twice	Three/four times	Five/more times
I missed out on activities	Never	Once/twice	Three/four times	Five/more times
I suffered a blackout	Never	Once/twice	Three/four times	Five/more times
I had problems with my date	Never	Once/twice	Three/four times	Five/more times

Post-use Survey

Research into attitudes and behavior is an important part of this program. The following survey questions are designed both to obtain data for that research and to help evaluate the program itself. Participation in the survey is voluntary but is encouraged. *The survey data will be compiled anonymously and for statistical purposes only. No record will be maintained of the individual identities of survey respondents.*

Please circle your responses or fill in the blank, as appropriate.

Note: A “drink” is considered a 12-oz. can of beer, a 5-oz. glass of wine, a 1.5-oz. shot of 80-proof spirits or a mixed drink containing 1.5 oz. of 80-proof spirits.

I can comfortably refuse a drink I don’t want	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know how to avoid the risk of a regretted sexual encounter when I drink	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I can recognize when to intervene with a friend at risk of a regretted sexual encounter when they are drinking	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know how to intervene with a friend who has placed him/herself at risk of a regretted sexual encounter when they are drinking	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know the symptoms of an alcohol overdose	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know what to do for someone who looks like they have had an alcohol overdose	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I can recognize when to intervene with a friend who has drunk too much alcohol	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know how to intervene with a friend who has drunk too much alcohol	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Knowing how to use alcohol safely is as important as drinking and having fun	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

(Instructor only: School Code: _____)

User ID: _____

I set limits and follow them when I drink	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I understand the relationship between time elapsed, amount of alcohol consumed and changes in BAC (Blood Alcohol Content)	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I understand the relationship of gender to BAC	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I understand the relationship of food to BAC	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I know how many drinks it ordinarily takes me to reach legal levels of intoxication	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I understand the effect of alcohol on my judgment and decision-making abilities	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I maintain personal control and safety when I drink	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

How many drinks do you think the average male college student consumes in a typical week? _____

How many drinks do you think the average female student consumes in a typical week? _____

I know how many drinks in one hour it would take me to reach a legal intoxication level for driving of 0.8:

Number of drinks _____ Don't Know _____

A 120-lb. Woman consumes six glasses of wine on an empty stomach in an hour. What would her BAC be?	.04 (bit of a buzz)	.08 (legally intoxicated in many states)	.16 ("sloppy drunk")	.23 (Total confusion, vomiting)	.40 (comatose or dead)
Person "A" is a 160-lb. male. Person "B" is a 240-lb. male. Each consumes four beers in one hour on an empty stomach. What would their BAC be?	Person A is .084 and Person B is .052	Person A is .084 and Person B is .084	Person A is .110 and Person B is .067		
According to national data, what percent of college students choose not to drink at all?	15.9 percent	22.3 percent	28.6 percent	37.7 percent	

What percentage of students disapprove of frequent drunkenness and drunkenness that interferes with academic or other responsibilities? 10 percent 20 percent 35 percent 90 percent

The symptoms of an alcohol overdose include: (check all that apply)

- ___ semi-conscious state
___ clammy skin
___ accelerated/rapid breathing
___ depressed breathing
___ agitated mental condition

In the case of a possible alcohol overdose, you should: (check all that apply)

- ___ let the person sleep it off
___ roll the person on their side
___ leave the person undisturbed so they can recover as quickly as possible
___ monitor their safety for at least six hours, the minimum necessary to ensure they will be okay

I will intervene with a person I think may have alcohol overdose by: (check all that apply)

- ___ letting them sleep it off
___ contacting an authority, such as a residence hall director
___ calling the paramedics
___ waiting for help
___ rolling them on their side
___ ignoring the situation, since it's none of my business

I will intervene with a person who looks like they are headed off to a possible regretted sex/sexual assault by:

- ___ trying to distract the person into doing something else
___ talking to the person about the potentially difficult/dangerous situation they may find themselves in
___ waiting for help
___ convincing the person to leave the situation
___ ignoring the situation, since it's none of my business

I will intervene with a person who looks like they are headed off to drive under the influence by:

- ___ trying to distract the person into doing something else
___ talking to the person about the potentially difficult/dangerous situation they may find themselves in
___ waiting for help
___ ignoring the situation since it is none of my business
___ trying to take their car keys away

In the next month, how likely are you to change your drinking behavior to become more safe and in control at a party or other situation involving alcohol? Won't change Might change Getting ready to change Trying to change Will Change Already maintain safety an control

Do you now intend to eat a full meal before drinking? Never Sometimes Usually Always

(Instructor only: School Code: _ _ _ _ _)

User ID: _ _ _ _ _

Please rate the elements of the program on a scale of 1 to 5, 1 being worst and 5 being best. Indicate N/A if you did not use a portion of the disk.

Element	1 = Worst					5 = Best
Overall program	1	2	3	4	5	N/A
Overall program compared to other alcohol education programs you've been through	1	2	3	4	5	N/A
Reality Wall Videos						
Father talks about losing his son/alcohol overdose	1	2	3	4	5	N/A
Date rape allegation by female student	1	2	3	4	5	N/A
Assault charge by drunk student crashing party	1	2	3	4	5	N/A
Brandon's message about drunk driving	1	2	3	4	5	N/A
Video Decision Scenarios						
Andre and Katie/Alcohol overdose	1	2	3	4	5	N/A
Dante and Alison/Unplanned sex	1	2	3	4	5	N/A
T.J. and Louie/Drunk driving	1	2	3	4	5	N/A
Norm's 20 Questions	1	2	3	4	5	N/A
The Bar/BAC Calculator	1	2	3	4	5	N/A
Rave Room	1	2	3	4	5	N/A
"Must BAC TV" (BAC & reaction time)	1	2	3	4	5	N/A

(Instructor only: School Code: _ _ _ _ _)

User ID: _ _ _ _ _

I used the program in the following way(s) (check all that apply)

- By myself
- By myself with a follow-up assignment
- In a group
- In a group with a follow-up assignment
- As part of freshman orientation
- As part of an academic course/class on alcohol
- As a requirement for violating a rule related to alcohol
 - As part of my fraternity or sorority activity
 - As part of my athletic department activity

I estimate the time I spent with the program to be approximately:

- half hour
- one hour
- one hour and a half
- two hours
- two and a half hours
- three hours
- three and a half hours
- four hours or more

Thank you for taking the time to answer these confidential questions.

Appendix B:
Pledge Education
Program

Dear Pledge Educator,

Welcome to the model pledge education program. The next few pages will guide you through an effective pledge education program that is easy to implement. Hopefully you will take advantage of this resource. Remember that this is a model and you may need to make slight adaptations to best fit your chapter's needs.

This model program has many facets. It includes such things as meeting agendas, ideas for pledge class officers, and pledge education extras. All of these together form a pledge education experience that is worthwhile and rewarding. There are some items, though, that need to be addressed up front.

Each pledge meeting ends with a Brotherhood Building activity. These activities are meant to foster bonds of friendship amongst the pledges and between the pledges and actives. They are also intended to explore leadership and trust. You have been provided with an outline for each activity. This outline should only be used by you in facilitating the activities. If you have never seen or participated in one of the activities, seek out a chapter member who has and ask them if they would be willing to help facilitate. If a chapter member is not available, an alumnus or the Greek Advisor are appropriate alternatives. If these resources have been exhausted, calling the national headquarters for help is always an option.

I hope that you enjoy this model pledge program. If you have any questions or comments, feel free to contact me at Triangle Fraternity Headquarters.

In F, S, & C,

David Fleischhacker minn 95
Educational Leadership Consultant
Triangle Fraternity

Pledge Education Program Objectives

Primary Objectives:

1. Prepare each new member for their initiation and Brotherhood in Triangle Fraternity.
2. Determine if the individual possesses the qualities of a Triangle Brother and if Triangle meets the needs of the individual.
3. Make the transition from accepting a bid to initiation comfortable and rewarding.

Secondary Objectives:

1. Learn about the local and national history of Triangle Fraternity.
2. Create bonds of friendship between pledge class members and with the entire chapter membership.
3. Develop each individual academically, professionally and socially.
4. Learn about the Greek Community and University.
5. Help cultivate the future leaders of the chapter.

Pledge Education Program Outline

Each Meeting Night:

Dinner	1/2 hour
Study Hour	1 hour
Pledge Meeting	2 hours

Each of these are important facets of a complete pledge education process. Having a dinner together will promote camaraderie within the pledge class and within the chapter. The study hour will help promote a scholastic environment within the pledge class. It will also give them an hour where they can focus specifically on scholastics. Following the study hour with the pledge meeting allows them to attend all pledge meeting facets in one evening.

Pledge Education Meeting Agenda:

Pledge Oath
Code of Ethics
Officer Nominations/Elections/Reports
Tests/Assignments
Educational Programming
Brotherhood Building Activities

Following this agenda will help you organize and create an effective pledge education meeting. Beginning each meeting with the pledge oath and the Code of Ethics is important, as they are both public foundations upon which the pledges can build their Triangle membership. Reinforcing them every meeting is very important. Completing the next two sections will allow you to get all of the miscellaneous and “meeting” type agenda items completed before getting to the educational programs. Concluding with a Brotherhood building activity is vital. It gives them each something to build upon until the next meeting and also is a great way to get initiated members involved with the pledge class.

Pledge Class Officers

President:

Elected head of pledge class
Works with other chairs to ensure that plans and events are carried out as planned
Runs officer report section of pledge meeting
Shadows the Active Chapter President

Recruitment Chair:

Plans and runs a pledge class organized recruitment event
Promotes an emphasis on recruitment within the pledges
Shadows the Active Chapter Recruitment Chair

Scholastic Chair:

Promotes a high academic standard for the pledge class
Runs the pledge class study hour
Shadows the Active Chapter Scholastic Chair

Social Chair:

Organizes social calendar for pledge class
Promotes adherence to National and Local Risk Management Policies within the pledge class
Shadows the Active Chapter Social Chair

Pledge Meeting #1

Introductions (Pledge Educators)

Pass out Pledge Education Materials

Discuss Disbursed Materials

1. Pledge Oath
2. Triangle Member Manual
3. Pledge Pins
4. Pledge Education Meeting Schedule
5. Pledge Class Officers

(Officer Nomination/Election/Report Section)

Discuss Pledge Class Officer positions and open nominations

1. President
2. Recruitment Chair
3. Scholastic Chair
4. Social Chair

(Tests/Assignments)

Assign Introduction and Sections One and Eight from the Member Manual to be read by next meeting

(Educational Programming)

Read and discuss the National Policy on Hazing (President and Pledge Educator are to lead discussion)

Conduct Code of Ethics Educational Session

(Brotherhood Building Activity)

Trust Walk (With pledge father/big brother)

Trust Walk

Instructions

Create pairs of individuals. This can be done one of three ways: either pair up the pledge with his pledge father or big brother (if these have been established), pair up pledges with other pledges, or pair up pledges with actives. The first or third ways are preferred as it helps build chapter unity versus pledge class unity.

One student in each pair puts on a blindfold or closes his eyes tightly.

The sighted person then is to take their partner on a walk. This walk can be done either by holding on to the partner and leading them with your hand, or by verbally giving them directions.

Partners then switch, and they repeat the same process. Caution everyone to use common sense. For example, jumping from a height as short as 2 feet could easily cause injury.

Each partner should have around five minutes to lead. This activity should be conducted in a large, open area.

Processing

Which was easier for you – being blind or leading the blind?

How did it feel to be completely dependent upon someone? Were you afraid?

In your everyday life, are most people trustworthy? Why or why not?

Think of a time when your trust was violated. How did you feel? Why do you think that happens?

As the sighted person, how did it feel to have someone completely dependent upon you?

Applications for Triangle Fraternity

Why is it necessary for chapter members to have a common bond of trust? What happens if that trust does not exist?

As a chapter member, what are the best ways to help create a trustworthy atmosphere in the chapter?

Pledge Education Meeting #2

Pledge Oath

Code of Ethics

(Officer Nominations/Elections/Report Section)

Close Nominations and vote on Pledge Class Officers

President
Recruitment Chair
Scholastic Chair
Social Chair

(Tests/Assignments)

Assign Section Nine from Member Manual to be read by next meeting

Discuss last week's assigned material (Introduction and Sections 1 and 8)

Sample Questions:

What are some obligations of a Triangle member?
What will you gain from membership in Triangle?

(Educational Programming)

Conduct Time Management Educational Session

(Brotherhood Building Activity)

Knots Activity

Knots Activity

Instructions

Members should form a shoulder to shoulder circle. You must have an even number of participants for this to work.

Each person puts their right hand in the center of the circle and joins hands with one person who is more than one person away from them.

Each person then puts their left hand in the center of the circle and joins hands with a different person who is more than one person away from them.

No one should make rash movements since everyone is connected.

When the members have their hands tangled, inform them that they need to find a way to become untangled without ever breaking and grips within the group. Let them know that there are three possible solutions: a circle, two interlocking circles, or two circles with an overhand knot.

Once finished, repeat the entire process, only this time have those who talked and lead the most during the first time not be able to speak at all.

Processing

Was this a challenging activity? Why or why not?

What was the most frustrating aspect of this activity?

How did you feel when you couldn't say anything?

Did the group work well together? What was done well, not well?

Applications for Triangle Fraternity

In this activity, the group was bonded together and worked toward a common goal. How is this like a chapter setting?

Is the chapter hurt if there is no unity and each individual is focused on their own objectives rather than the good of the whole? Why or why not?

Pledge Education Meeting #3

Pledge Oath

Code of Ethics

(Officer Nominations/Elections/Report Section)

Officer Reports

President
Recruitment Chair
Scholastic Chair
Social Chair

(Test/Assignments)

Hand out Greek Alphabet Study Sheet

Assign Section Four from Member Manual to be read by next meeting

Discuss last week's assigned material (Section 9)

Sample Questions:

Why is risk management important?
What are the different risks?

(Educational Programming)

Conduct *Alcohol 101* Exercise

(Brotherhood Building Activity)

Hula Hoops Activity

Hula Hoops

Instructions

The members should form a large circle.

A hula hoop is placed on the shoulder on an individual.

Everyone in the circle then joins hands. The hula hoop must then move around the circle. Then a second hula hoop is to be added with instructions to move it in the opposite direction of the first hula hoop.

The hoops must be propelled around the circle without letting go of each other's hands.

Time permitting, add additional hoops to the challenge.

Processing

What was frustrating about this activity?

What must take place for a group to have activities happening simultaneously at different points in the group?

What examples, if any, of teamwork were exhibited? Of leadership?

Applications for Triangle Fraternity

Does including more people in a project increase your ability to be successful? Why or why not?

What type of language did you find yourself using to encourage group members in completing the hula hoop activity?

How might the same positive communication be beneficial in working with other chapter members?

Pledge Education Meeting #4

Pledge Oath

Code of Ethics

(Officer Nomination/Election/Report Section)

Officer Reports

(Test/Assignments)

Greek Alphabet Test

Hand out study guide for Officer Structure Test

Assign Section Seven from Member Manual to be read by next meeting

Discuss last week's assigned material (Section 4)

Sample Questions:

When were the first fraternities founded?

Why is it important to know the Greek Alphabet?

(Educational Programming)

Conduct Membership Recruitment Educational Session

(Brotherhood Building Activity)

Farmer's Riddle

Farmer's Riddle

Instructions

Designate a place in the room to be a river (a rope may be used as such).

Appoint different members to be two chickens, two foxes, two bags of grain and two farmers. If there are more than eight members, have the remaining members be observers. If there are enough for two or three sets of eight (ex. 16 or 24), then have them simultaneously conduct the exercise. Also, ask if anyone has conducted this exercise before and make those that have into bags of grain or observers.

Each member should take on the characteristics of their new identity; for example, the chickens can only cluck, the bags of grain can only lie around until the farmers move them, etc.

The farmers must bring the chickens, foxes and bags of grain across the river. The farmers must travel together. Also, the foxes cannot be unsupervised with the chickens or they will eat them; the chickens cannot be left unattended with the grain or they will eat it.

Processing

What was your biggest frustration in this exercise?

How did the group eventually solve the problem?

How do you usually solve problems in your own life?

Applications for Triangle Fraternity

Why is it important to identify the role of all group members involved, and determine who will and will not be effective in working together?

Is it easier to think through a challenge to determine a solution or just begin trying different options until you find one that works? Which is more effective and efficient?

Think of one problem you're facing in your life right now. Can the group play a part in helping solve that problem?

Pledge Education Meeting #5

Pledge Oath

Code of Ethics

(Officer Nomination/Election/Report Section)

Officer Reports

(Test/Assignments)

Officer Structure Test

Assign History Presentations for next meeting

Assign Sections Five and Six from Member Manual to be read by the next meeting

Discuss last week's assigned material (Section 7)

Sample Questions:

What are some of Triangle's Publications?
What purpose do they serve?

(Educational Programming)

Conduct Robert's Rules of Order Educational Session

(Brotherhood Building Activity)

Numerical Order Activity

Numerical Order

Instructions

Have the members form a straight line. Conduct this activity in a large room or outdoors. Inform them that there is to be no talking throughout this activity.

Have each member blindfolded so they cannot see as well.

Take each individual from the line to another area within the larger area. Whisper a number into each individual's ear. Numbers should be based on the total number of members.

One person in the group should be instructed that they cannot use their right arm or hand.

The group is then instructed to arrange themselves in numerical order. Remind them that they may not speak or look. Periodically ask the group if they think they have finished. Once they feel they are in order, have them remove their blindfolds and count off to determine if they have accomplished the task.

Processing

What was most difficult about this task?

How did the group communicate without the use of speech? How else could the group have communicated?

To the person with the physical limitation, how did you feel? What did you do to compensate?

How did it feel when you found a person with a number next to yours?

Applications for Triangle Fraternity

What are some common barriers or obstacles that might prohibit clear communication?

What is the most effective way to get past these barriers?

Why is it critical for a chapter to continue communicating clearly even when barriers or obstacles are in place?

Pledge Education Meeting #6

Pledge Oath

Code of Ethics

(Officer Nomination/Election/Report Section)

Officer Reports

(Test/Assignments)

Hand out History Test Study Guide

Assign Sections Two and Three from Member Manual

Discuss last week's assigned material (Sections 5 & 6)

Sample Questions

What are some of the different aspects of Triangle's National Organization?

What are some of Triangle's awards and how are they won?

(Educational Programming)

Conduct History Research Project Exercise

(Brotherhood Building Activity)

Blind Alphabet Activity

Blind Alphabet

Instructions

Give the group members a long piece of rope. Ask them to grasp the cord with both hands.

Blindfold all of the members.

Tell the group a letter of the alphabet to create with the cord.

Have the group members decide when they have completed the task (do not tell them).

Repeat the exercise several times, having the group create different letters or shapes.

Processing

How did you overcome your visual handicap?

Who emerged as leaders the different times you created letters?

How could this handicap (no sight) be a blessing in your life?

Applications for Triangle Fraternity

How might the outcome of a project change if chapter members closed their eyes to the obvious solutions?

What would have to change, beyond physical structure, at the chapter if a handicapped individual were to join? Why are they not recruited?

Pledge Education Meeting #7

Pledge Oath

Code of Ethics

(Officer Nomination/Election/Report Section)

Officer Reports

(Test/Assignments)

History Test

Assign Triangle Brother Presentation

Assign Everyman Synopsis

Discuss last week's assigned material (Sections 2 & 3)

Sample Questions:

Who are the Founding Fathers of Triangle Fraternity?

What are some of Triangle's symbols and traditions?

(Educational Programming)

Conduct Dinner Etiquette Session

(Brotherhood Building Activity)

Web of Brotherhood

Triangle Brother Presentation

This activity is primarily intended to promote the interaction of pledges with the Triangle Brothers that they know least. This activity also helps to promote interviewing and public speaking skills. The activity is as follows:

Have each pledge write down on a sheet of paper the three active chapter Brothers that they know the least.

Collect each of the sheets.

Match up each pledge with a different active chapter Brother. No one should be paired up with the same Brother.

Inform each pledge which Brother with whom they are matched.

Have each pledge set up a meeting with the Brother to conduct an interview. This interview should be used to collect detailed information about the Brother. Such things as family stories, funny stories, fondest Triangle memories, etc. are good examples of information to collect.

This information should then be put into a presentation. These presentations should be conducted at an active chapter meeting not long after this assignment is given out.

Web of Brotherhood

Instructions

Have the members form a tight circle, standing almost shoulder to shoulder.

Give one member a ball of string or yarn. Tell them that they must hold onto the end and not let go.

Have them give their definition of Brotherhood, two ways they have promoted Brotherhood within the chapter since joining and one way they will promote Brotherhood in the near future.

Once finished, have them toss the ball of string to an individual not immediately next to them.

Continue this process until all members have had the string, with the last person tossing the ball back to the first person to share.

Once complete, have the members pull the string taut to create the “web of brotherhood.”

Once the string is pulled taut, place a pillow in the center and place fraternity symbols on it (Badge, coat of arms, code of ethics, etc.).

Processing

What have we created here?

What is the importance of each individual’s contribution?

After those answers, ask for examples when fraternity principles or ethics are not upheld (inappropriate behavior at a party, poor scholarship, etc.). As each example is stated, cut one of the strings. Soon the pillow will fall to the ground (make sure that items on pillow are not broken). At this point – more processing.

Applications for Triangle Fraternity

What is the importance of upholding Triangle’s principles and ethics?

What are ways that this can be accomplished?

Pledge Education Meeting #8

Pledge Oath

Code of Ethics

(Officer Nomination/Election/Report Section)

Officer Reports

(Tests/Assignment)

Triangle Brother Presentation at Active Chapter Meeting

Everyman Discussion

(Educational Programming)

Conduct Creating Personal Budgets Educational Session

(Brotherhood Building Activity)

M & M Game

M & M Game

Instructions

Determine a question for each color of M & Ms that you use. Depending on the number of participants, a 1/2 pound bag should be sufficient.

Hand out the M & Ms to every member, giving them all one of each color. Make sure that they do not eat them at this time.

Pick one color and have each member share their answer to that corresponding question (examples are provided below). When they have given their answer for that color, they may eat that M & M. Make sure that there are no interruptions when members are giving their answers. Also make sure that everyone knows that there are no wrong answers

Continue in this fashion until all M & Ms are eaten and all questions answered.

Example Questions

What is your best memory of your membership thus far?

What have you liked least about your membership thus far?

What have you gained from your membership in Triangle Fraternity?

What have you contributed to Triangle Fraternity since joining?

What officer positions are you interested in and why?

If you could change one thing about this chapter, what would it be?

Everyman Discussion

Facilitator's Script

This activity can be done with just the pledges as a group, or with initiated members present. It is encouraged to have initiated members present as they can give some of their opinions as well.

“The morality play, Everyman, plays a significant role in the history of Triangle Fraternity. Every member of Triangle has read Everyman. Triangle's Founders determined that this play would be a good educational tool for our members. This has been reconfirmed throughout the many years that Triangle has existed. To create a better understanding of Everyman, we are going to discuss the play and what each of you thought of it.”

Starting with one member, go around the room and ask the following questions to each member. Make sure to thank each member for sharing.

“What did you think of Everyman?”

“How did you benefit from reading Everyman?”

“What ideas or concepts did you learn from Everyman that can be applied to your Triangle membership?”

Finally, ask if there are any questions that they have about Everyman. You, or some of the initiated members present, can field these questions.

Pledge Education Meeting #9

Pledge Oath

Code of Ethics

(Officer Nomination/Election/Report Section)

Final Officer Reports

(Tests/Assignments)

All Assignments are to be completed

(Educational Programming)

Conduct Individual Motivational Session

(Brotherhood Building Activity)

Brotherhood Discussion

Brotherhood Discussion

Facilitator's Script

This activity can be done with just the pledges as a group, or with initiated members present. It is encouraged to have initiated members present as they can share some of their thoughts as well.

“Brotherhood is an important aspect of what makes a fraternity. Without Brotherhood, a chapter would cease to exist. Without Brotherhood, why would you want to exist. Because of the importance of Brotherhood to Triangle, we feel that it is crucial that every member understands what Brotherhood means and how they can promote it. We are going to take some time now to discuss Brotherhood.”

Starting with one member, go around the room and ask the following questions to each member. Make sure to thank them for sharing.

“How do you define Brotherhood? What does it mean to you?”

“Why is Brotherhood important?”

“What are some examples of Brotherhood within the chapter that you have seen or experienced?”

“How can we better promote Brotherhood within the chapter?”

Finally, ask if there are any questions that they have regarding Brotherhood. You or some of the initiated members present can field these questions.

Pledge Education Extras

It is suggested that each pledge also complete the following activities:

Introduction to Greek Advisor

Makes a pledge aware of a resource on campus. Makes him more aware of the Greek Community. Makes the Greek Advisor know that you have pledges and they become more familiar with your chapter.

Introduction to Chapter and/or Faculty Advisor

Makes a pledge aware of a resource on campus. Makes your advisors feel more involved with the chapter and keeps them informed.

Introduction to the Alumni Board/Corporation Board

Makes a pledge aware of the alumni who are involved in the chapter on a day to day basis. Hopefully, instills in the pledges a desire to become an active alumnus.

Introduction to local Honorary and Associate members and Distinguished Fellows

Makes a pledge aware of members who hold a significant role in the chapter as alumni. Keeps the distinguished members involved and informed.

Participation in at least one Philanthropic Event

Makes a pledge aware of another important aspect of the fraternity. Helps him become more well rounded by teaching them service learning.

Attendance of one Interfraternity Council or Greek Council Meeting

Makes a pledge aware of this Council and what role it has within the Greek Community. Shows him another opportunity to be involved on campus, while still helping the Greek Community.

Attendance of one Student Government Meeting

Makes a pledge aware of this organization and the role that it has within the university. Shows him another opportunity to become involved on campus.

Pledge Program Evaluation

Please take the time to answer these questions thoughtfully and as extensively as you can. With your input, we can continue to strive for a more complete pledge education program. Please answer these questions on a separate sheet of paper.

1. Overall, how effective would you consider the pledge program was in achieving its objectives?
2. Would you recommend any changes to the program? Was there any particular topic that you felt was not covered?
3. Do you feel as though the Brotherhood Building Activities were effective in building unity?
4. Do you feel that the topics covered were worthwhile? If not, which ones?
5. What was the most important thing you learned during your pledge period?
6. What did you like most and least about the pledge program?
7. Do you think that there was too much time commitment during the pledge period?
8. Do you feel that the pledge program fully prepared you for Brotherhood in Triangle? If not, what was missing?
9. Should this pledge program be continued? Why or why not?

Resource List

Triangle Fraternity would like to thank the following individuals, organizations and publications for their contributions to the *Fraternity Strengthening Course and Training* program. Without their help, this program would not exist. Thank you.

Individuals

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Organizations

Beta Theta Pi Fraternity ()
Learning and Academic Skills Center, University of Minnesota
National Interfraternity Conference (NIC)
Sigma Phi Epsilon Fraternity ()
The Century Council
University of Illinois, Champaign-Urbana

Programs

Alcohol 101
Balanced Man Program ()
Men of Principle ()
Undergraduate Interfraternity Institute (UIFI)

Media

<http://www.jimslaughter.com> – Jim Slaughter, Parliamentarian
<http://www.robertsrules.com> – The official Robert's Rules homepage
Larry Burkett "The Financial Planning Workbook"
NIC "Sharing My Ritual" video
NIC "Right Way to Rush" video
NIC "The Motivation Workbook"
NIC "Brotherhood Building Activities"
NIC "Challenges and Choices: Nine Basic Expectations of Fraternity Membership"
"Robert's Rules of Order: Newly Revised"
Triangle Fraternity "Scholarship Manual"