GSW
Chapter President Manual
# GSW State University Fraternity/Sorority Chapter President Manual

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On Being President...

The joys of being president are few and far between.

His job is something like a foot ball game;
   If he writes a letter, it is too long;
   If he sends a postal, it is too short;
   If he issues a pamphlet, he is intruding;
   If he stays away, he is a shirker;
If he attempts to safeguard the interest of the organization,
   He wants to run everything.
If he doesn’t, he is letting the association go to the dogs.
If the attendance at meeting is slim, he should have had his committee busy;
   If he had done this, he is a pest,
   If dues are called for, he is insulting;
   If they are not collected, he is to blame.
   If he is in good humor, he is frivolous;
   If he isn’t, he is a sorehead.
If the program is a huge success, the committee is praised;
   If it is a failure, it was the president’s fault.
If he mixes with the members, he is too familiar;
   If he doesn’t, he is too aloof.
If he asks for advice, he is incompetent;
   If he doesn’t, he is bullheaded.

“Ashes to ashes and dust to dust,
   if the other won’t do it...
   THE PRESIDENT MUST!!!!

Norine Breneman
What the Experts Say

Being a leader is a difficult task. When problems arise, everyone turns to you. On the other hand, when a chapter succeeds, everyone wants part of the glory. As Dr. Barry Z. Posner (University of California – Santa Barbara, 1970 member of Sigma Phi Epsilon Fraternity) wrote in *The Leadership Challenge*, there are five practices of exemplary leadership.

**Challenge the Process**

Maintaining the status quo only breeds’ mediocrity.

Do not listen to the chapter if the result is inconsistent with the Fraternity’s principles.

Insanity is doing the same thing over and over again and expecting different results. Look for tried and true practices. Experiment and take risk be implementing innovative programs.

**Inspire a Shared Vision**

Be positive about the future and motivate people so they can make a difference.

Envision the future and set goals to achieve the desired result.

**Enable Others to Act**

Leaders build teams with spirit and cohesion.

Make sure committees are functioning well.

Listen to all members.

Groom future leadership to take over after you are gone.

Give credit instead of taking it.

**Model the Way**

Credibility is achieved with consistency in words and actions. Understand the values outlined in the cardinal principles of the organization. Confront members acting inconsistently with the Fraternity’s principles. Recognize small improvement so continued improvement will follow.

**Encourage the Heart**

Make people heroes. Let other members take credit for accomplishments.

Thank those who help you. Recognize volunteers and their families every year.

Celebrate Achievements

Adapted from the Sigma Phi Epsilon Volunteer Guide
Nine Basic Expectations of Fraternity/Sorority Membership

I
I will know and understand the ideals expressed in my fraternity ritual and will strive to incorporate them in my daily life.

II
I will strive for academic achievement and practice academic integrity.

III
I will respect the dignity of all persons; therefore I will not physically, mentally, psychologically or sexually abuse or haze any human beings.

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 men 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.
Ultimate Aspirations of Fraternity Membership

In the spirit of our founding principles, we need the wisdom and the courage to go beyond the Nine Basic Expectations of Fraternity Membership and to strive always for the following ideals of Fraternity.

Love
… of humanity through caring, charity, respect, fidelity, and tolerance

Loyalty
… to member, chapter, fraternity, school, family, community, and country

Integrity
… in word and deed through truth, honor, virtue, morality, and justice

Commitment
… to lifelong spiritual, intellectual, and social development

Responsibility
… through healthful living and upright action; positive leadership and open communication; emotional support, service, and fairness to others

Courage
… to challenge all members to adhere to the founding principles and ideals of Fraternity
Chapter President Manual – Forms and Regulations
Office of Greek Life Forms and Documentation

The following forms can be found online it is vitally important that forms are filled out and returned to the office of Greek Life when appropriate. Information about forms can be found here: https://gsw.edu/campus-life/studentactivities/greeklife/formsapplications

Chapter Information
Chapter Grade Release Form
Sorority Recruitment Registration Form
Fraternity Recruitment Registration Form

New Member Information
Anti-Hazing Contract
New Member Bill of Rights
Risk Management Policies and Procedures

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

ALCOHOL AND DRUGS

1. The possession, sale, use or consumption of ALCOHOLIC BEVERAGES, while on chapter premises or during a fraternity event, in any situation sponsored or endorsed by the chapter, or in any event an observer would associate with a fraternity, must be in compliance with any and all applicable laws of the state, province, county, city and institution of higher education, and must comply with either the BYOB or Third Party Vendor Guidelines.

2. No alcoholic beverages may be purchased through chapter funds nor may the purchase of same for members or guests be undertaken or coordinated by any member in the name of, or on behalf of, the chapter. The purchase or use of a bulk quantity of common sources of such alcoholic beverage, e.g. kegs or cases, is prohibited.

3. OPEN PARTIES, meaning those with unrestricted access by non-members of the fraternity, without specific invitation, where alcohol is present, shall be forbidden.

4. No members, collectively or individually, shall purchase for, serve to, or sell alcoholic beverages to any minor (i.e., those under legal "drinking age").

5. The possession, sale or use of any ILLEGAL DRUGS or CONTROLLED SUBSTANCES while on chapter premises or during a fraternity event or at any event that an observer would associate with the fraternity is strictly prohibited.

6. No chapter may co-sponsor an event with an alcohol distributor, charitable organization or tavern (tavern defined as an establishment generating more than half of annual gross sales from alcohol) where alcohol is given away, sold or otherwise provided to those present.

7. No chapter may co-sponsor or co-finance a function where alcohol is purchased by any of the host chapters, groups or organizations.

8. All rush activities associated with any chapter will be a DRY rush function.

9. No member shall permit, tolerate, encourage or participate in "drinking games."

10. No alcohol shall be present at any pledge/associate member/novice program, activity or ritual of the chapter.
HAZING
No chapter, colony, student or alumnus shall conduct nor condone hazing activities. Hazing activities are defined as:

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

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

FIRE, HEALTH AND SAFETY
1. All chapter houses should meet all local fire and health codes and standards.

2. All chapters should have posted by common phones emergency numbers for fire, police and ambulance and should have posted evacuation routes on the back of the door of each sleeping room.

3. All chapters should comply with engineering recommendations as reported by the insurance company.

4. The possession and/or use of firearms or explosive devices of any kind within the confines and premises of the chapter house are expressly forbidden.

EDUCATION
Each fraternity should annually educate its students and alumni/alumnae in the Risk Management Policy of FIPG, Inc.

Additionally, all student and associate members and key volunteers shall annually be sent a copy of said Risk Management Policy.
Emergency Information and Crisis Management Procedures

Emergency Information

While members and new members are gathered, there are several things to be done. It is important that they remain calm until the situation is under control. Dependent upon the situation, out-of-house new members and members may need to be called in. We will discuss the situation and formulate statements making sure everyone knows that you’re the Greek Advisor is informed of the situation. Dependent upon your chapter advisor’s wishes, he/she should be notified of the event and of the steps you are taking.

If the situation is a death outside of the house, do not announce it until a College or University staff members has arrived to help. Be very careful about this information, as we will call the University media office to release a statement only after all members of the immediate family have been notified. If the member or new member lived in the house, do not move any of the deceased student’s personal possessions. Once those parents have been notified, you should call the family to offer sympathy on behalf of the chapter – ask what their wishes are in regard to the possessions. You may offer to pack them in boxes but chances are the parents will prefer to do these themselves. Before they arrive, make sure that all borrowed items are returned to the deceased’s room and, if possible, lock it. When they do arrive you may want to have empty boxes available and offer to help. This is an emotions trauma for parents and they may not want to be with any of their son’s/daughter’s friends. The Student Life Office will process the necessary forms with the College Registrar.

It is, of course, proper to send sympathy cards and notes, flowers, etc. If a funeral is in state, it will mean a great deal to parents for some of the members to attend. Most of our national groups have a memorial ritual pertaining to the chapter. Check your individual procedures and offer it to the parents in advance of final arrangements.

In the case of a suicide attempt, with or without serious injury, do not assemble your members or call parents. Appropriate fraternity and University officials will quietly discuss further steps to take in this instance.

Note: All of this, no doubt, sounds rather gruesome and harsh. We would like to hope none of you ever have to refer
Care for an Intoxicated Friend

What are some myths about how to sober up an intoxicated person?

**Myths** Cold
- shower
- Caffeine
- Walking
- Water
- Food

**Truths**
It only gets them wet – they are still drunk
- It only awakens them – still drunk
- It only increases their chances of injury
- It only quenches their thirst – still drunk
- It only cures their hunger – still drunk

**If one tries all these, all one gets is a cold, awake, tired, and full drunk.**

Only time can sober someone up.
Here is a list of things that may help:

- Do not leave an intoxicated person unattended
- If they are sleeping, be sure they sleep on their side, and monitor their breathing carefully. If breathing becomes shallow, transport call to Campus Safety for emergency services.
- Only cover them with a thin sheet. NEVER USE A BLANKET. Shivering is part of the body’s natural process when the body has too much alcohol.
- Do not give a person food or drinks if they have passed out or if they are barely conscious.
- Call to have the person taken to the Emergency Room if they are completely unresponsive, or if they are exhibiting other danger signs, such as shallow breathing, vomiting, or excessive chills.
Chapter President Manual – Chapter Meetings
**What’s Wrong with Chapter Meetings**

Two recent studies suggest there is a need for greater skill in participating in group deliberation. The most frequently reported problems in group meetings are:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting off the subject</td>
</tr>
<tr>
<td>2</td>
<td>No goals or agenda</td>
</tr>
<tr>
<td>3</td>
<td>Too lengthy</td>
</tr>
<tr>
<td>4</td>
<td>Poor or inadequate preparation</td>
</tr>
<tr>
<td>5</td>
<td>Inconclusive</td>
</tr>
<tr>
<td>6</td>
<td>Disorganized</td>
</tr>
<tr>
<td>7</td>
<td>Ineffective leadership/ lack of control</td>
</tr>
<tr>
<td>8</td>
<td>Irrelevance of information discussed</td>
</tr>
<tr>
<td>9</td>
<td>Time wasted during meetings</td>
</tr>
<tr>
<td>10</td>
<td>Starting late</td>
</tr>
<tr>
<td>11</td>
<td>Not effective for making decisions</td>
</tr>
<tr>
<td>12</td>
<td>Interruptions from within and without</td>
</tr>
<tr>
<td>13</td>
<td>Individuals dominate/ aggrandize discussion</td>
</tr>
<tr>
<td>14</td>
<td>Rambling, redundant, or digressive discussion</td>
</tr>
<tr>
<td>15</td>
<td>No published results or follow-up actions</td>
</tr>
<tr>
<td>16</td>
<td>No pre-meeting orientation/ canceled or postponed meetings</td>
</tr>
</tbody>
</table>
Effective Meetings

Before The Meeting
Set an agenda: Meet with your executive officers and seek input on items to discuss at the meeting. A sample agenda may include the following
- roll call
- reading of the minutes
- officer reports
- committee reports
- unfinished business
- new business
- announcements
- committee time

Timing of Meeting
- Make sure that it doesn't conflict with other university events.
- Set a time limit and STICK TO IT.
  Members are more willing to attend meetings they know well end at the appropriate time (1-1 ½ hours is good).
- Choose an appropriate location and room set up. A U shape or circle helps to encourage participation. Audience style may invite individual conversations and distracts the attention.
- Find out if guest speakers need special arrangements (this seems obvious, but you would be surprised at how many times individuals forget this.)

During The Meeting
- Post an agenda for members to see.
- Keeping people informed keeps people more willing to stay involved.
- Appoint somebody to greet members and make them feel welcome. People join groups mainly because they are looking for a place to belong. Making them feel welcome will encourage them to return and become more involved.
- START ON TIME. DO NOT punish those that arrive on time. Have somebody stationed at the door to greet people who come in late so they can be ushered to a seat and get caught up on the meeting. Have somebody appointed to fill them in on the information after the meeting has ended.
- Stick to the agenda if an officer or committee member neglects to submit information for the agenda, hold them responsible for disseminating the information to the members.
- Encourage group participation, but follow parliamentary procedure. A discussion in a large group can get out of hand if not handled properly. If new ideas are popping up, send them to committee to discuss so there is more time to develop the ideas and make some plans. Have the committee report back to the chapter at eh next meeting.
- Keep minutes of the meeting for future reference and send a copy to your advisor.
- Summarize agreements reached at the end of the meeting. End the meeting on a positive or unifying note.
- Review anything that must be accomplished by the next meeting.
After The Meeting
- Encourage feedback
- Evaluate meetings
- Discuss problems encourage with officers and/ or advisors
- Hold members accountable for follow-through on delegated responsibilities
- Distribute minutes within two days
- Place unfinished business on the agenda for next week.

Extra Tips
- If meetings are too long, take a look at the discussion time. Is your membership discussing topics that should be developed in committees and presented in a proposal form to the whole group?
- Deal with personal concerns in private. If two person conversations begin, ask them to discuss after the meeting.
- If you have time, take 15 minutes to break into committees and then encourage committee and then encourage committees to meet at least once before the next meeting.
**Necessary Steps to an Effective Meeting**

### Before the Meeting

<table>
<thead>
<tr>
<th>Leader</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define objective</td>
<td>1. Block time on schedule</td>
</tr>
<tr>
<td>2. Select participant’s</td>
<td>2. Confirm attendance</td>
</tr>
<tr>
<td>3. Make preliminary contact with participants to confirm availability</td>
<td>3. Define your role</td>
</tr>
<tr>
<td>4. Schedule meeting room and arrange for equipment and refreshments</td>
<td>4. Determine leader’s needs from you</td>
</tr>
<tr>
<td>5. Prepare agenda</td>
<td>5. Suggest other participants</td>
</tr>
<tr>
<td>6. Invite participants and distribute</td>
<td>6. Know the objective</td>
</tr>
<tr>
<td>7. Touch base with non-participant</td>
<td>7. Know when and where to meet</td>
</tr>
<tr>
<td>8. Make a final check of meeting room</td>
<td>8. Do any required homework</td>
</tr>
</tbody>
</table>

### During the Meeting

<table>
<thead>
<tr>
<th>Leader</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Start promptly</td>
<td>1. Listen and participate</td>
</tr>
<tr>
<td>2. Follow the agenda</td>
<td>2. Be open-minded/ receptive</td>
</tr>
<tr>
<td>3. Manage the use of time</td>
<td>3. Stay on the agenda and subject</td>
</tr>
<tr>
<td>4. Limit/ control the discussion</td>
<td>4. Limit or avoid side conversations and distractions</td>
</tr>
<tr>
<td>5. Elicit participation</td>
<td>5. Ask questions to assure understanding</td>
</tr>
<tr>
<td>6. Help resolve conflicts</td>
<td>6. Take notes on your action items</td>
</tr>
<tr>
<td>7. Clarify action to be taken</td>
<td></td>
</tr>
<tr>
<td>8. Summarize results</td>
<td></td>
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</tbody>
</table>

### After the meeting

<table>
<thead>
<tr>
<th>Leader</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Restore room and return equipment</td>
<td>1. Evaluate meeting</td>
</tr>
<tr>
<td>2. Evaluate effectiveness as meeting leader</td>
<td>2. Review memorandum of discussion</td>
</tr>
<tr>
<td>3. Send out meeting evaluations</td>
<td>3. Brief other as appropriate</td>
</tr>
<tr>
<td>4. Distribute memorandum of discussion</td>
<td>4. Take any action agreed to</td>
</tr>
<tr>
<td>5. Take any action you agreed to</td>
<td>5. Follow-up on action items</td>
</tr>
<tr>
<td>6. Follow-up on action items</td>
<td></td>
</tr>
</tbody>
</table>

Source: Chi Omega Leadership Institute
Checklist for Planning and Running a Meeting

Have I:

_____ Made arrangements for:
    • Date
    • Time
    • Place

_____ Set Goals

_____ Held meeting of officers and advisor

_____ Created an agenda

_____ Distributed the agenda

_____ Conducted meeting according to plan

_____ Taken minutes

_____ Made a list of unfinished business

_____ Made a list of goals accomplished

Good resources for further study:

Committees and Meetings – Leslie H. Matthies
How to Hold a Better Meeting – Frank Snell
How to Plan Meetings And Be A Successful Chairman – Joseph G. Glass
Sturgis Standard Code of Parliamentary Procedure – Alice Sturgis
Dynamics of Group Action - D. M. Hall
The President’s Guide to Club and Organizational Management and Meetings – John B. Shapperd
Order of Business for Chapter Meeting

1. Call to Order
2. Oath
3. Roll Call
4. Additions, Corrections, Approval of minutes of previous meeting
5. Additions to agenda
6. Reports of officers
7. Reports of standing committees and boards
8. Reports of special and ad-hoc committees
9. Unfinished (or old) business
10. New business
11. Roundtable
12. Announcements
13. Adjournment
How to Bridge the Gap between Meetings

I. The Common Problem

A. Many organizations vegetate between meetings. There is little or no follow up of decisions reached at the previous general meeting and the next one is likely to have a “no report” from committee chairmen.

B. The vigor and movement forward of an organization is often more closely related to what happens between meetings, than with what takes place at the meetings themselves.

II. The Solution—Keeping the Membership Informed

A. Most members are not interested in receiving copies of minutes, and minutes usually do not make very interesting reading. This is especially true of “marginal” members, alumni members, and honorary members!

B. Newsletters offer an excellent opportunity for keeping members informed and in an interesting way. Here are some ideas:

1. Give a calendar of coming events.
2. Name people who are doing important work for the organization.
3. Outline recent decisions that affect the organization, internal and external.
4. Cartoons and free-hand lettering and artwork offer variety and are eye-catchers.
5. New members can be identified.
6. Personalities can be described.
7. Projects can be promoted.
8. Objectives can be sharpened.

C. Bulletin boards offer a unique opportunity for keeping members informed.

1. Photographs, brochures, and magazine cut-outs can be displayed.
2. Name people who are doing important can be posted with out delay.
3. Notes can be written between members.
4. Interested students may become prospective members.

III. The Solution—Getting the Organizational Work Done

A. Immediately after each meeting:

1. Review with the secretary the minutes of the meeting to:
   a. Correct possible errors.
b. List items for future agendas.

c. Discover items requiring attention of the president or the executive committee.

d. Determine what committee tasks should be assigned before the next meeting.

e. Determine what committee assignments need follow-up.

2. Prepare committee assignment memoranda and get them to the committee chairmen concerned. Check committee chairmen on the progress of their committees.

3. Make out the next meeting’s tentative agenda—then put it into final shape at the executive committee meeting.

4. Work with the publicity chairman on the bulletin board and newsletter.

5. Check with the corresponding secretary regarding “thanks you” letters and other needed correspondence.

6. Review the meeting with your chapter counselor.

7. Read the material from Headquarters, IFC, school, and other sources and discover what these mean to your organization.

8. Hold:

   a. Committee meeting
   b. Cabinet meeting
   c. Executive committee
Parliamentary Procedures

AN OUTLINE OF BASIC PARLIAMENTARY PROCEDURE
Prepared by Douglas N. Case


I. Rules Governing an Organization
A. State and Federal Law - governing corporations, tax-exempt organizations, public legislative bodies, etc.
B. Articles of Incorporation - applicable to corporations
C. Governing Documents of Parent Organizations - applicable to chapters, affiliates, etc. of larger organizations
D. Local Constitution and Bylaws - defines the organization's basic structure and fundamental rules. Normally requires a 2/3 vote and prior notice for amendment and are not subject to suspension.
E. Standing Rules - operating procedures consistent with all of the above. Normally can be amended by majority vote at any business meeting and can be suspended.
F. Rules of Order - parliamentary authority, superseded by any of the above that conflict.
G. Precedent and Custom - apply when there are no written rules governing a situation.

II. Purposes of Parliamentary Procedure
A. Ensure majority rule
B. Protect the rights of the minority, the absentees and individual members
C. Provide order, fairness and decorum
D. Facilitate the transaction of business and expedite meetings

III. Basic Principles of Parliamentary Procedure
A. All members have equal rights, privileges and obligations.
B. A quorum must be present for the group to act – if the bylaws of the organization do not establish a quorum, the general rule is that a majority of the entire membership must be present in order to transact business.
C. Full and free discussion of every motion is a basic right.
D. Only one question at a time may be considered, and only one person may have the floor at any one time.
E. Members have a right to know what the immediately pending question is and to have it restated before a vote is taken.
F. No person can speak until recognized by the chair.
G. Personal remarks are always out of order.
H. A majority decides a question except when basic rights of members are involved.
I. A two-thirds vote is required for any motion that deprives a member of rights in any way (e.g., cutting off debate).
J. Silence gives consent. Those who do not vote allow the decision to be made by those who do vote.
K. The chair should always remain impartial.
IV. Typical Order of Business  
A. Call to Order  
B. Opening Exercises, if applicable  
C. Roll Call/Determination of a Quorum  
D. Adoption of the Agenda  
E. Reading and Approval of the Minutes of the Previous Meeting  
F. Reports of Officers  
G. Reports of Standing Committees  
H. Reports of Special (Ad hoc) Committees  
I. Special Orders  
J. Unfinished Business and General Orders  
K. New Business  
L. Program, if applicable  
M. Announcements  
N. "Good of the Order"  
O. Adjournment  

V. Role of the Presiding Officer  
A. Remain impartial during debate - the presiding officer must relinquish the chair in order to debate the merits of a motion  
B. Vote only to create or break a tie (or 2/3 for matters requiring a 2/3 vote) – exception: the presiding officer may vote on any vote by ballot  
C. Determine that a quorum is present before transacting business  
D. Introduce business in proper order  
E. Recognize speakers  
F. Determine if a motion is in order  
G. Keep discussion germane to the pending motion  
H. Maintain order  
I. Put motions to a vote and announce results  
J. Employ unanimous consent (general consent) when appropriate  

VI. General Procedure for Handling a Motion  
A. A member normally must obtain the floor by being recognized by the chair.  
B. Member makes a motion.  
C. A motion must normally be seconded by another member before it can be considered.  
D. Before the motion is restated by the chair, any member can rise, without waiting to be recognized, and suggest a modification of the wording to clarify the motion. The maker of the motion can choose to accept or reject the modified wording (does not require a second).  
E. If the motion is in order, the chair will restate the motion and open debate (if the motion is debatable).  
F. The maker of a motion has the right to speak first in debate.  
G. Debate is closed when:  
1. Discussion has ended, or  
2. A two-thirds vote closes debate ("Previous Question")  
H. The chair restates the motion, and if necessary clarifies the consequences of affirmative and negative votes.  
I. The chair calls for a vote.  
J. The chair announces the result.
K. Any member may challenge the chair's count by demanding a “Division of the Assembly.”

VII. General Rules of Debate
A. No members may speak until recognized by the chair.
B. All discussion must be relevant to the immediately pending question.
C. No member may speak a second time until every member who wishes to speak has had the opportunity to do so.
D. No member can speak more than twice to each motion.
E. No member can speak more than ten minutes.
F. All remarks must be addressed to the chair – no cross debate is permitted.
G. It is not permissible to speak against one’s own motion (but one can vote against one’s own motion).
H. Debate must address issues not personalities – no one is permitted to make personal attacks or question the motives of other speakers.
I. The presiding officer must relinquish the chair in order to participate in debate and cannot reassume the chair until the pending main question is disposed of.
J. When possible, the chair should let the floor alternate between those speaking in support and those speaking in opposition to the motion.
K. When a large number of people wish to speak to a motion it may be advisable for the chair to make a speakers' list.
L. Members may not disrupt the assembly.
M. Rules of debate can be changed by a two-thirds vote.

VIII. Motions in Ascending Order of Precedence

Only one main motion may be on the floor at a time, but more than one secondary motion may be on the floor. When any of the motions on the following list is the immediately pending motion (i.e., the last motion made), any motion listed below it on the list can be made at that time and any motion above it on the list cannot be made at that time. Pending motions must be disposed of in descending order of precedence.

A. **Main Motion** - introduces business to the assembly for its consideration. A main motion can only be made when no other motion is pending. A main motion yields to privileged, subsidiary and incidental motions.

B. **Subsidiary Motions** - change or affect how the main motion is handled (voted on before the main motion)
   1. **Postpone Indefinitely** - made when the assembly does not want to take a position on the main question. Its adoption kills the main motion for the duration of the session and avoids a direct vote on the question. It is useful in disposing of a poor motion that cannot be either adopted or expressly rejected without possibly undesirable consequences. Unlike other subsidiary motions, debate on the motion to postpone indefinitely can go into the merits of the main motion.
   2. **Amend** - changes the wording of the main motion before it is voted upon. An amendment must be germane to the main motion. Its acceptance does not adopt the motion thereby amended; that motion remains pending in its modified form. Rejection of an amendment leaves the pending motion worded as it was before the amendment was offered. An amendment can: delete words, phrases, sentences or paragraphs; strike out words, phrases or sentences and insert new ones; add words, phrases, sentences or paragraphs; or substitute entire paragraph(s) or the entire text of the motion and insert another.
When an entire motion is substituted for another, the chair must first call for a vote on the **Motion to Substitute** to determine the advisability of substituting a new motion. If the Motion to Substitute passes, the chair then throws the Substitute Motion open to debate. The **Substitute Motion** in turn must be voted upon, and is subject to amendment.

**Note:** There is no provision in Robert's Rules for a "Friendly Amendment." The only way a motion can be modified without a vote, after it has been stated by the Chair, is with the unanimous consent of the members present.

3. **Secondary Amendment** - An amendment can be offered to an amendment (amendment of the second order). Amendments of the third order are not permitted.
4. **Refer (Commit)** - sends a pending motion to a standing committee, or to an ad hoc (special) committee to be appointed or elected, for consideration. The motion to refer may include instructions to investigate, recommend, or take action, and may specify the composition of the committee.
5. **Postpone Definitely (Postpone to a Certain Time)** - delays action until a certain time specified in the motion (not beyond the next regular business meeting).
6. **Limit or Extend Debate** - is used (1) to reduce or increase the number or length of speeches permitted or (2) to require that debate be closed at a specified time. It requires a two-thirds vote.
7. **Previous Question ("Call for the Question")** - immediately closes debate if passed. Requires a second and a two-thirds vote.
8. **Lay on the Table** - enables the assembly to lay the pending question aside temporarily when something else of immediate urgency has arisen. It is not debatable. A motion to lay on the table is out of order if the evident intent is to avoid further consideration of the motion. Frequently when one indicates a desire to table a motion, the correct motion is either to Postpone Indefinitely or Postpone Definitely.

C. **Privileged Motions** - do not relate to the pending business but have to deal with urgent matters which, without debate, must be considered immediately.
1. **Call for the Orders of the Day** - requires the assembly to conform to the agenda or to take up a general or special order that is due to come up at the time ("time certain"), unless two-thirds of those voting wish to do otherwise. A member can interrupt a speaker to call for the orders of the day.
2. **Raise a Question of Privilege** - permits a request or main motion relating to the rights and privileges of the assembly or any of its members. Examples include requests relating to members’ ability to hear a speaker or a request to go into "executive session" (closed session). A member may interrupt a speaker to raise a question of privilege.
3. **Recess** - used to request an intermission which does not close the meeting.
4. **Adjourn** - used to close the meeting immediately. Not debatable.
5. **Fix the Time to Which to Adjourn** - sets the time, and sometimes the place, for another meeting ("adjourned meeting") before the next regular business meeting to continue business of the session.

IX. **Incidental Motions** *(Questions of procedure that arise out of other motions and must be considered before the other motion)*
A. **Point of Order** - used when a member believes that the rules of the assembly are being violated, thereby calling on the chair for a ruling and enforcement of the rules. A member can interrupt a speaker to raise a point of order.

B. **Appeal** - used to challenge the chair’s ruling on a question of parliamentary procedure. A member can interrupt a speaker to appeal from the decision of the chair.

C. **Suspend the Rules** - used to make a parliamentary rule or special rule of an organization temporarily inoperative. The motion cannot be applied to the constitution and bylaws unless those documents include specific provisions for suspension. Normally requires a two-thirds vote.

D. **Withdraw** - permits the maker of a motion to remove it from deliberation after the motion has been stated by the chair. If there is not unanimous consent, the motion is debated and voted upon.

E. **Point of Information** - requests to the chair, or through the chair to another officer or member, to provide information relevant to the business at hand. A point of information must be in the form of a question. A request for information regarding parliamentary procedure or the organization’s rules bearing on the business at hand is referred to as a **Parliamentary Inquiry**.

F. **Objection to the Consideration of a Question** - suppresses business that is irrelevant or inappropriate and undesirable to be discussed. The objection must be made immediately (acceptable to interrupt a speaker). Does not require a second, is not debatable, and requires a two-thirds vote opposed to consideration in order to pass.

G. **Division of a Question** - divides a motion containing two or more provisions that can stand alone so that each provision can be considered and voted upon separately. Not debatable.

H. **Division of the Assembly** - used to demand a rising vote to verify the vote count. The motion can be made without obtaining the floor, does not require a second, is not debatable, and does not require a vote.

X. **Main Motions That Bring a Question Back Before the Assembly**

A. **Take from the Table** - resumes consideration of a motion laid on the table earlier in the same session or in the previous session. Not debatable.

B. **Reconsider** - reopens a motion to debate that has already been voted upon in the same session. The motion to reconsider can only be made by a member who voted on the prevailing side. It suspends action on the motion to which it is applied until it has been decided. Cannot be postponed beyond the next regular business session.

C. **Rescind (Annul or Repeal) or Amend Something Previously Adopted** - repeals or amends a motion for which it is too late to reconsider. Normally requires a two-thirds vote of those present or a majority vote or the entire membership; however, if previous notice has been given then only a majority vote of those present is required. A motion to rescind cannot be applied to action that cannot be reversed.

XI. **Voting**

A. **Majority vote** - defined as more than half of the votes cast by those present and voting (i.e., excluding abstentions) unless the organization’s rules specify otherwise (e.g., majority of those present, or majority of the entire membership)

B. **Two-thirds vote** - defined as at least two-thirds of those present and voting, unless otherwise specified by the organization’s rules. Examples of motions that require a two-thirds vote: to close, limit, or extend debate; to suspend the rules; to amend the
constitution and bylaws; to close nominations; to remove an officer or expel a member; or to object to the consideration of a motion.

C. **Voting by the Chair** - except when there is a ballot vote, the chair only votes when his/her vote would affect the result.

D. **Methods of Voting**
   1. Voice vote - method normally used
   2. Show of hands or rising vote - used to verify an inconclusive voice vote or on motions requiring a two-thirds vote
   3. Ballot - normally used for election of officers and when ordered by a majority vote
   4. Roll call vote - used when it is desired to have a record of how each member voted. Can be ordered by a majority vote unless the organization’s bylaws specify otherwise.

E. **Proxy voting** is prohibited unless specifically provided for in the charter or bylaws.

**Recommended Books**

- *Robert’s Rules for Dummies*, C. Alan Jennings, 2004

**Recommended Web Sites**

- www.robertsrules.com
- www.parliamentarians.org
- www.rulesonline.com
- www.parlipro.org
Main Motion: That Greek Week be held the second week in March and that the beneficiary be the local Boys and Girls Club.

1. You want to move the Main Motion (above), so you should be the first person to raise your hand and seek recognition. You think that having Greek Week in March makes sense because there are many campus events planned for April. You would like for the Boys and Girls Club to be the beneficiary because they provide valuable services to underprivileged children. The mission of the Boys and Girls Club is “to inspire and enable youth in our community, especially those faced with difficult and challenging circumstances, to realize their individual potential while learning responsible citizenship.”

2. At the appropriate time, you make a motion to amend the main motion to change “March” to “April.” You think the Greek Week Committee needs the additional time to plan the activities.

3. You speak up in favor of an amendment to change “March” to “April.” You note that most of the Greek Week events are held outdoors, and that March is typically a month in which it often rains.

4. At the appropriate time, you make a motion to change “the local Boys and Girls Club” to “the Tsunami Relief Agency.” You think that this is the great humanitarian need of our generation and that a lot of businesses would be willing to contribute to Greek Week to raise money for the relief efforts.

5. You speak against a motion to change “the local Boys and Girls Club” to “the Tsunami Relief Agency.” You note that Greeks love working with kids and you believe that the funds should benefit your local community.

6. An amendment will be made to change the beneficiary to the Tsunami Relief Agency. You read in the campus newspaper that a contingent of students from your institution is going to Indonesia on an Alternate Spring Break Trip to help the Tsunami Relief Agency with a special project. You would like to support the amendment.

7. You think the delegates should get input from their chapters before you vote so at the appropriate time you make a motion to consider this at next week’s meeting instead of voting today.

8. You think the motion deals with two distinct issues – the date and the beneficiary – and you make the appropriate motion to consider them separately.
9. When there is a close vote, you aren’t sure that Chair made an accurate determination of whether the ayes or nays prevailed. You make the appropriate motion to have a hand count.

10. When the group is debating the amendments to change “the second week in March” to “the second week in April” you make a motion to change it to the “third week in April.” You note that the first week in April is Spring Break and that it would not be wise to have Greek Week immediately after Spring Break.

11. Shout out “call the question” in the middle of debate.

12. At the appropriate time, make a motion to end debate and proceed immediately to a vote.

13. There will be two amendments offered. One is to change the date; the other is to change the beneficiary. When the first of these amendments is on the floor, bring up discussion about a different issue. For example, if the issue to change the beneficiary is made first, while that amendment is being debated, start talking about the date. (The Chair should call you out of order.)
Team Charters

Team charters are going to move your community in a forward direction. They will establish group norms for your meetings. Unproductive conflict will be eliminated. You will identify all of the strengths a weakness of every member which will allow the community to be more productive. Team charters will require you to have SMARTER goals, and you will establish a project plan to meet these goals.

The following PowerPoint presentation will help you better understand the current group dynamics of your chapter; as well as provide you with a tool that will help move your chapter in a forward direction.
Navigating the High Seas and Teams
Ken Staack & Rachel Ott University of South Carolina
2005 SEIFC

Greek Life Missions
---------------------------------
- "We will promote a positive image of the Greek Community by developing a comprehensive public relations program..." - Elon University
- "The Greek Community at the University of Miami exists as a vital part of the student life, providing an atmosphere in personal growth and development are fostered..." - University of Miami
- "Purpose of providing students a small group living and learning experience..." - University of SC

What does community mean?
---------------------------------
- A fraternity/sorority community tends to emphasize the shared values of the various groups, has a high expectation for interaction among all groups, has joint boards and tends to be proactive in nature.
  - Association of Fraternity Advisors

Elements to Community
---------------------------------
- Community must assemble
- Participants must have a role
- Must have goals
- Must have a common thread
- Must evolve

Question
---------------------------------
- Do you know your community?
- Quiz
- What stage is your community in?
Tuckman’s Model

- Forming
- Storming
- Norming
- Performing

Forming

- Varying degrees of commitment
- Cautious, don’t initiate and avoid responsibility
- Low communication
- Few members dominate
- Dependent on directive leadership

Storming

- Confusion over goals
- Struggle with direction and control
- Counterproductive behavior
- Wrestles with communication
- Cannot deal with issues openly
- Gaps between expectations

Norming

- Confidence gained
- Goals defined
- Solid communication
- Defined leadership roles

Performing

- Proactively work for the team
- Full responsibility for tasks and relationships
- Produces satisfying results

Brainstorm

- Get in groups according to the results of your quiz and discuss strategies that can be used to take the community to the next level.
Team Charters

- Will move IPC delegations to the next stage of group development
- Guide the team in establishing goals
- Eliminate unproductive conflict
- Identify strengths and weaknesses
- Establish group norms
- Create a preliminary course of action

How can I use this?

- Fundraising
- Community service
- Adviser roles
- Homecoming
- Recruitment
- Parties
- Study groups
- House duty
- Philanthropy
- Intramurals
- Administration
- Executive boards
- Committees
- Safe ride program
- Campus relations
- New member ed

Skills Inventory

- Strengths/Contributions:
  - Think of an interview. What would you tell the interviewer your strengths are?
  - Areas for Improvement:
    - By the completion of your IPC tenure, these are skills that should be improved.

Skills Inventory

<table>
<thead>
<tr>
<th>Name</th>
<th>Strengths/Contributions</th>
<th>Areas for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken</td>
<td>well organized</td>
<td>public speaking</td>
</tr>
<tr>
<td></td>
<td>good hr management</td>
<td>building relationships</td>
</tr>
<tr>
<td></td>
<td>works well with people</td>
<td>being persuasive</td>
</tr>
<tr>
<td>Rachel</td>
<td>works well with people</td>
<td>confrontation skills</td>
</tr>
<tr>
<td></td>
<td>build relationships</td>
<td>organization</td>
</tr>
<tr>
<td></td>
<td>dependable</td>
<td>holding people accountable</td>
</tr>
</tbody>
</table>

Ground Rules

- Day and Time
- Location
- Expectations:
  - What happens if a member cannot be at a meeting
  - What are the participation expectations
  - What happens if a team member fails to complete an assignment

Ground Rules

Meeting dly and time: Tuesday at 3:00pm
Meeting Location: Ken's office
How will members communicate?: Phone, e-mail AIM
What happens if a team member cannot be at a meeting?
Reschedule and meet again
What are the participation expectations?
Feedback on PowerPoint, constructive criticism, be prepared for meetings, and be prepared for SHIC presentation
What happens if a team member fails to complete an assignment?
Has longer meetings

Fraternity/Sorority Chapter President Manual
**Goals**  
- Goals need to be SMARTER goals  
- Specific  
- Measurable  
- Attainable  
- Realistic  
- Tangible  
- Evaluate  
- Re-do

**Goals**  
- Specific  
  Six "W's"  
- Measurable  
  How much  
  How many  
  How will I know when it is accomplished  
- Attainable  
  Plan steps wisely

**Goals**  
- Realistic  
  Willing  
  Able  
- Tangible  
  Experience  
- Evaluate  
  Essential for success  
- Re-do  
  Update

**Goals**  
- (Keep in mind the time, talent, and efforts needed to carry out these goals)  
To show the importance of team members:  
Representatives, impact will be measured though evaluations  
Have IFC representatives use team members with current delegations and other chapters

**Secure Commitment**  
- A level of commitment needs to be established among the team by discussing:  
  Possible barriers to these goals  
  Possible conflicts among team members  
  Ways these conflicts will be resolved

**Secure Commitment**  
- Possible Barriers to These Goals:  
  We don’t present the information  
  We are not permitted to present the information  
  Paper pants do not stop or limit oral information presented  
Possible Conflicts among Team Members:  
  We need to go to IFC  
  We are not honored at each other  
  Class schedule  
  Other outside of the presentation  
Ways these Conflicts will be resolved:  
  Bring Waterboy to void it  
  Off topic  
  Schedule time to work on presentation
**Project Plan**

- Be specific
- Be thorough
- Be task-oriented
- When all of your projects are completed you should have met your goal.

---

**Project Plan**

<table>
<thead>
<tr>
<th>Task/Process</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First meeting</td>
<td>Karen Rathel</td>
<td>1/16</td>
</tr>
<tr>
<td>Practicing PowerPoint</td>
<td>Ken</td>
<td>1/25</td>
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<tr>
<td>Take over PowerPoint and make changes</td>
<td>Karen Rathel</td>
<td>1/25</td>
</tr>
<tr>
<td>Send out PowerPoint to members</td>
<td>Ken</td>
<td>1/25</td>
</tr>
<tr>
<td>Start preparing presentation notes cards</td>
<td>Karen Rathel</td>
<td>1/28</td>
</tr>
<tr>
<td>Finish presentations and PowerPoint</td>
<td>Karen Rathel</td>
<td>2/8</td>
</tr>
<tr>
<td>Start making copies of articles, PowerPoint and other information</td>
<td>Ken</td>
<td>2/18</td>
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<tr>
<td>Practice presentation note cards</td>
<td>Karen Rathel</td>
<td>2/18</td>
</tr>
<tr>
<td>Practice presentation</td>
<td>Ken/Rachel</td>
<td>2/25</td>
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<tr>
<td>Pack up presentation information for conference</td>
<td>Ken</td>
<td>2/25</td>
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</tbody>
</table>

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**Key to Success**

- Team Charters could be your key to success if they are taken seriously.
- Team Charters are a living document; like a resume they are always changing.
- Team Charters need to be updated as new members join the group and as goals are accomplished.
- Team Charters can be modified.

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**References**


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**References Continued**

Smith, M. K. (2005). *Bruce W. Tuckman: Tuckman's storming teaming stage*

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**Questions**

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**Fraternity/Sorority Chapter President Manual**
Team Charter Quiz

Teamwork Questionnaire

Objectives

To identify the present stage of the teamwork model that your team is presently operating in.

What Stage Is Our Team In?

Directions - This questionnaire contains statements about teamwork. Next to each question indicate how rarely or often your team displays each behavior by using the following scoring system:

- Almost never - 1
- Seldom - 2
- Occasionally - 3
- Frequently - 4
- Almost always - 5

1. _____ We try to have set procedures or protocols to ensure that things are orderly and run smoothly (i.e. minimize interruptions; everyone gets the opportunity to have their say).
2. _____ We are quick to get on with the task on hand and do not spend too much time in the planning stage.
3. _____ Our team feels that we are all in it together and shares responsibilities for the team's success or failure.
4. _____ We have thorough procedures for agreeing on our objectives and planning the way we will perform our tasks.
5. _____ Team members are afraid to ask others for help.
6. _____ We take our team's goals and objectives literally, and assume a shared understanding.
7. _____ The team leader tries to keep order and contributes to the task at hand.
8. _____ We do not have fixed procedures, we make them up as the task or project progresses.
9. _____ We generate lots of ideals, but we do not use many because we fail to listen to them and reject them without fully understanding them.
10. _____ Team members do not fully trust the others members and closely monitor others who are working on a specific
The team leader ensures that we follow the procedures, do not argue, do not interrupt, and keep to the point.

We enjoy working together; we have a fun and productive time.

We have accepted each other as members of the team.

The team leader is democratic and collaborative.

We are trying to define the goal and what tasks need to be accomplished.

Many of the team members have their own ideas about the process and personal agendas are rampant.

We fully accept each other's strengths and weaknesses.

We assign specific roles to team members (team leader, facilitator, time keeper, note taker, etc.).

We try to achieve harmony by avoiding conflict.

The tasks are very different from what we imagined and seem very difficult to accomplish.

There are many abstract discussions of the concepts and issues, some members are impatient with these discussions.

We are able to work through group problems.

We argue a lot even though we agree on the real issues.

The team is often tempted to go above the original scope of the project.

We express criticism of others constructively.

There is a close attachment to the team.

It seems as if little is being accomplished with the project's goals.

The goals we have established seem unrealistic.

Although we are not fully sure of the project's goals and issues, we are excited and proud to be on the team.

We often share personal problems with each other.

There is a lot of resisting of the tasks on hand and quality improvement approaches.

We get a lot of work done.

In the fill-in lines below, mark the score of each item on the questionnaire. For example, if you scored item one with a 3 (Occasionally), and then enter a 3 next to Item One. When you have entered all the scores for each question, total each
of the four columns.

<table>
<thead>
<tr>
<th>Item Score</th>
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<tr>
<th>Forming Stage</th>
<th>Storming Stage</th>
<th>Norming Stage</th>
<th>Performing Stage</th>
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This questionnaire is to help you assess what stage your team normally operates. It is based on the "Tuckman" model of Forming, Storming, Norming, and Performing. The lowest score possible for a stage is 8 (Almost never) while the highest score possible for a stage is 40 (Almost always).

The highest of the four scores indicates which stage you perceive your team to normally operates in. If your highest score is 32 or more, it is a strong indicator of the stage your team is in.
The lowest of the three scores is an indicator of the stage your team is least like. If your lowest score is 16 or less, it is a strong indicator that your team does not operate this way.

If two of the scores are close to the same, you are probably going through a transition phase, except:

- If you score high in both the Forming and Storming Phases then you are in the Storming Phase
- If you score high in both the Norming and Performing Phases then you are in the Performing Stage.

If there is only a small difference between three or four scores, then this indicates that you have no clear perception of the way your team operates, or the team's performance is highly variable, or that you are in the storming phase (this phase can be extremely volatile with high and low points).

**Reliability and Validity**

Since this survey is a training tool, it has not been formally checked for reliability or validity. However, since I have had a lot of feedback from various training classes, other trainers, and various sources, I feel that it is fairly accurate.

If I did a formal reliability and validity analysis, I would probably have to charge for it. Please feel free to send me your feedback (donclark@nwlink.com).

Created January 1, 1998. Last update - April 21, 20002. Return to Leadership Training and Development Outline
About donclark@nwlink.com
http://www.nwlink.com/~donclark/leader/teamsuv.html
**Team Charter** Adapted
by Ken Staack & Rachel Ott
University of South Carolina

I participated in the making of this charter and I agree to its contents:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
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**Team Members/Personal Information:**

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**Skills Inventory:**

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Fraternity/Sorority Chapter President Manual 50
**Ground Rules:**

Meeting day and time: ________________________________________________

Meeting location: __________________________________________________

How will members communicate? (phone, e-mail, etc.): _______________________

What happens if a team member cannot be at a meeting? ______________________

What are the participation expectations? _________________________________

What happens if a team member fails to complete an assignment? ______________

**Goals:** (Keep in mind the time, talent, and efforts needed to carry out these goals)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

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_____________________________________________________________________
Possible Barriers to These Goals:


Possible conflicts among Team Members:


Ways these conflicts will be resolved:


## Project Plan:

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Chapter Goal Setting

Why Set Goals?

- To increase motivation (combat apathy by allowing each member the opportunity to have his/her say in the determination of what the group is going to do. Never forget: “people will support what they help create” and they are likely to not “get into projects conceived by a few” and “put on” by the membership.

- Increase effective communication by letting every member know where the group is going. A written goal statement should provide a solid FRAMEWORK for planning so that the members will be less inclined to go off on “tangents”.

- To give the group a firm foundation for PROGRAM/PROJECT EVALUATION. If your have properly written goals and supporting objectives it will be easy to determine whether or not you have succeeded in doing what you set out to do. (Unless you know where you are going, how will you know when you get there?)

- To help build a strong sense of TEAMWORK within the membership, and to develop a sense of pride and accomplishment once the goal has been achieved. A team can accomplish much more together than individuals working alone.

Who Sets The Goals?

- Group leaders should assume responsibility for ensuring that the organization has written goals (and objectives). Goal setting itself should be a function of the ENTIRE membership (that is, it should involve all who will be affected by or involved in working to attain the goals).

When Do You Set Goals?

- Generally, membership goals should be set as early in the year as possible (preferably, as soon as possible after the new officers have been elected or appointed).

- Any time the membership is caught in a rut, left directionless, or is left in conflict and needs a new challenge.

- At the planning stages of a particular event or program. Ask yourself “why are we doing this?”

- Progress towards goals should be evaluated on a regular basis; monthly or by semester.
Setting Goals for your Organization

Basic goal setting revolves around three steps. Use the following questions to help structure the process and begin a dialogue within your membership:

Where Are We?
- What is the present state of affairs in your organization?
- Determining this can be based on past goals (were they accomplished), successes, challenges, statistics, (grades, finances, scholarship), evaluations, etc. Anything that will give a definition of where the membership is today.

Where Do We Want To Go?
- This is the question that will guide you to establishing the actual goals of the organization. Begin with a structured brainstorming activity and time increments (what do we want to accomplish in one year? Two years? Five years? Etc?)

Have various TYPES OF GOALS to address the group’s complex nature.
- Routine Goals: What are the traditional responsibilities of your organization? Would you recommend any changes?
- Problem Solving Goals: What improvements would you like to affect in terms of programs or services, membership involvement, etc?
- Creative Goals: What are special or new ideas you would like to see implemented?

Writing a Goal Statement:
- Begin with the word “TO” and follow with observable action verbs.
- Be SPECIFIC! They should be written clearly and concisely.
- Is it Measurable? Can your goal be measured? Can people actually quantify the end result? In other words, the goal must have something you can identify at the end as having accomplished or not.
- Is the goal ACHIEVABLE? Setting unreasonable goals sets the group up for failure. Is it realistic? Does it work with in the budget?
- Is the statement COMPATIBLE? Does the goal fit with the overall group goals the organization would like to set?
- Determining goal for the group can be based on various standards developed from particular awards criteria, brainstorming/dreaming sessions, and any unmet goals from last year, membership opinion.
- Evaluate the goal statements and set priorities. Determine what is feasible and rank the goals in the order of importance. Make decisions and do not settle for ties! Your organization should not be overwhelmed with too many goals. Set a limit and focus your energy on the A-items.

How Do We Get There?
- Develop Objective Statements to give goal statements more “umph” and guide you in the direction you want to go.
- It is a method by which the goals are achieved.
- It specifies a single key result to be accomplished.
- It is observable and verifiable.
- It is realistic, attainable, and yet challenging.
- It specifies the “what” and When needed to accomplish the goal.
- It is consistent with the resources available, with organization policy, purpose, and practice.

Turn the objective Statements into specific ACTIVITIES.
- These are steps that will be done to accomplish the objective and goal.
- They include a specific time and date for accomplishment.
- It specifies the person in charge of the task.
- It is made up of the short-term actions.

These are action plans that will ensure that you are taking steps to get to where you want to go.

Implement your plans—and adjust them as necessary. It is o.k. to make reasonable changes in strategy, but remain true to your fundamental goals. And make sure you control your resources along the way.

EXAMPLE:
GOAL: To provide opportunities and experiences to enhance the leadership and personal development of our members.

OBJECTIVE 1: Provide education and entertaining programs and speakers to our membership.
ACTIVITY 1.1: Sponsor program on leadership skills during general membership meeting each semester.

OBJECTIVE 2: Develop comprehensive annual training and learning opportunities for officers and leaders.

ACTIVITY 2.1: Send at least two representatives to the Leadership Development Institute conference in the Spring Semester.
Chapter President Manual — Leadership Development and Transition
**Effective Leadership Transition**

Your last task as a leader can be your most important one. Gracefully transferring your knowledge and authority will have the following benefits:

1. Your group will not “reinvent the wheel” each year because it will build upon previous knowledge.
2. Successful transitions will prevent the “lame duck” period when group effectiveness can be limited.
3. The transitions will process will help outgoing leaders bring closure to their experiences. It can help them to let go, which may be a difficult thing for dedicated leaders to do.
4. Experienced leaders will fall needed as their expertise is used for transition programs.
5. New leaders will begin their roles having increased confidence and knowledge of available resources.

**Effective Leadership Transition Consists of the Following:**

1. Sufficient preparation! The outgoing leaders should spend time reflection on their time as leaders and record this information. Perhaps a notebook could be passed on to new leaders containing policies, programs, and clearly defined responsibilities.
2. Time set aside for incoming and outgoing leaders to meet one-on-one. Consider using some kind of worksheet listing basic questions and things that should be covered to help structure the meetings.
3. Time in which the incoming and outgoing leaders (as a group) can review leadership terms, evaluate the successes and challenges of the group, and discuss the direction the group needs to go. Save the actual goal setting for the new leaders, but generate ideas for the upcoming term.
4. Time set aside for the new leaders to get together with a few of the older members to be trained regarding group finances, organizational structure, reports, forms, policies and procedures, and other nuts and bolts things.
5. Time at the end of the day, or a future date and time, for the incoming leaders to set goals, get to know one another better, discuss some basic leadership skills (delegation, motivation, running a meeting), and get ready for the term ahead.
6. Advisors should be involved at ALL LEVELS of the transitions! Have a block of time where the advisor(s) and leaders talk about the role of the advisor(s) expects form you! The better your organization worked with its advisor, the stronger it will be…guaranteed!
Leadership Transition Worksheet

(To be completed by outgoing leader)

Position:

Outgoing Leader:

Incoming Leader:

-A BRIEF SUMMARY OF RESPONSIBILITIES:

-GOALS OF YOUR PAST TERM:

   What accomplished:

   What goals were not reached and why:

-EVENTS PLANNED DURING TERM

   Monthly tasks, events, meetings:

   Weekly/Daily tasks, events, meetings:

   Busiest time of the year:

-EVALUATION OF PAST PROJECTS:

   Programs that worked well:

   Programs that did not work well:

-DUE DATES AND PROCEDURES FOR REPORTS/FORMS:
-WHAT I WOULD HAVE DONE DIFFERENTLY:

-THINGS THAT NEED IMMEDIATE ATTENTION:

-IS THERE A PARTICULAR GOAL/EVENT YOU WOULD LIKE TO SEE HAPPEN?

-YEARLY BUDGET:

  How much did you spend and on what?

-DURING YOUR MEETING PLEASE REVIEW THE FOLLOWING:

  _______Job description  _______Monthly time line

  _______Leadership manual (show set up  _______Review pertinent

  an important sections)  by-laws/policies

  _______Shoe and check supplies (do you  _______Explain committee

  need to order anything?)  structure

  _______Other

*ASK THE INCOMING LEADER IF THERE IS ANYTHING HE/SHE DOES NOT UNDERSTAND:

SIGNATURES:

  Outgoing Leader:
  Incoming Leader:
  Date: ____________________________

Fraternity/Sorority Chapter President Manual  62
Retreat Planning

I. Determine type of retreat by objectives to be achieved
   A. Obtain input from chapter, other officers, advisors, alumnae, etc.
   B. Objectives should be in keeping with time and resources available

II. Select format for retreat
   A. On campus, on day type retreat-useful for limited objective and factual information giving
   B. Weekend, away from campus retreat-useful for dealing with emotional issues, sisterhood development, philosophical issues, and involved subject matter

III. Choose Facilities
   A. Secluded or closed to others during retreat time
   B. Affordable
   C. Easily accessible
   D. Conductive to objectives of retreat
   E. Comfortable
   F. Suggestions: (campus facilities, church halls, state parks, resorts off season)

IV. Develop program
   A. Survey potential participants, campus officials, faculty, chapter consultants, and other campuses
      1) Retreat theme
      2) Get ideas on topics of interest, need of members, speaker resources
         3) Decide on whether to have concurrent sessions (may depend on # of participants)
      4) Determine session topics and contact speakers and facilitators
   B. Allot enough time to accomplish purpose of session
      1) Allow sufficient break time
      2) Vary activities to prevent boredom
      3) Plan social time and activities of appropriate
C. Plan Meals
   1) Should be together
   2) Enough food so participants will have energy
   3) During breaks beverages should be provided
   4) Should be relaxed and fun

D. Assignments
   1) Assign partners and sections for meetings. Assign individuals who don’t normally work together. Attempt to break up cliques and groupings.
   2) Overnight retreats-assign rooms and roommates-for Greeks retreats, should be from different sororities.

V. Develop guidelines
   A) Establish time of arrival and departure
   B) Establish consequences for not attending, plus excuse procedures
   C) Expectations regarding dress, behavior, etc.
   D) Establish travel policy

VI. Develop budget
   A) Expenses
      1) Speaker expenses-try to use local talent when possible
      2) Meals
      3) Accommodations (meeting and sleep rooms)
      4) Travel expenses
   B) Resources
      1) Chapter budget (Anticipated and planned during budget time)
      2) Panhellenic budget
      3) Individual assessments (not unreasonable to assume that participants should help with the cost of meals and supplies, but keep it to minimum to insure maximum participation)
      4) Fund-raisers, or marketing in conjunction with retreat, i.e. t-shirts sponsored by company, sell ads in program, etc.
VII. Plan Evaluation

A) Develop an evaluation form to be completed by each participant at the end of assessment of objective, plus suggestions for future.

B) Develop techniques to measure change in the organization after time has passed. For example, if one objective was to reduce chapter accounts receivable, have the treasurer make periodic reports

C) Ask for evaluations from any outside leaders who participated in the retreat. This would include adviser evaluations
Sample Retreat Schedule

Prior to this retreat, each set of incoming/outgoing officers should have met for both their first and second one-on-one meetings. This retreat id for the two teams to reflect over the past year and review team roles. New officers will be excited to begin their new terms goals and would benefit greatly from the experience of the outgoing officers. “Big picture”, visionary goal should be discussed at this time. Officers-elect should complete the “Officer-Elect Worksheet” prior to the retreat.

TEAM BUILDING ACTIVITY (20-30 MINUTES)
Suggested activities are included in the NIC Brotherhood Building Activities book.

TEAM RESPONSIBILITIES (50-60 minutes)
Review the following responsibilities and privileges of an executive council member (not individual responsibilities).

- Serve as a positive role model; give examples
- Attend meetings
- Prepare for executive council meeting
- Prepare for organization meetings
- Understand organization policies/procedures
- Understand college procedures
- Understand relationship with advisory council
- Understand the services/purpose of the Student Government Association and other governing bodies
- Utilize the resources of the campus Greek Advisor
- Abide by financial procedures
- Understand budget allocations: review revenue sources, financial forms, deadlines, policies and expenditure authority
- Understand and use Parliamentary Procedure

REVIEW CALENDAR FROM PAST YEAR (15-20 MINUTES)
- What are annual events/commitments?
- When was our busiest time?
- When are midterms, finals, and other scholastic priority times?
- When were high stress periods?
- Do we remember when our members were at their highest motivation level? Lowest?
REVIEW OUTGOING COUNCIL’S GOALS, PROJECTS, AND ACTIVITIES (20-30 minutes)

The outgoing council should verbally share their current projects and activities. They should also cover the goals that they set for themselves when they first took over their office and how they progressed with their goals.

The outgoing council members should review their activities as a team:

- What needs follow-up work?
- What is near completion?
- What was just started? Should it be continued?
- What commitment does the outgoing council member have to the project?
- What need to be evaluated?

REVIEW OUTGOING COUNCIL’S SUCCESSES AND SET BACKS (15-20 minutes)

Successes and set back should be compiled by each individual officer. Share the information one at a time and then as a team.

SET CALENDER EITH COMMITMENTS MADE BY ORGANIZATION (20-30 MINUTES)

An organizational calendar with important school dates and deadlines (e.g. class registration, orientation, add/drop, midterms, finals, holiday, etc.) should be set before adding any organization commitments. Use the calendar from last year to determine stress periods and past scheduling to avoid the same mistakes.

THINGS I WISH I KNEW BEFORE I BECAME AND EXECUTIVE COUNCIL MEMBER (20-30 minutes)

Each outgoing executive council member should verbally share some thoughts and ideas of how he could have done his job better. What is something they wish they would have known before they took this leadership position? What materials/resources did he wish he had? What resource people did he wish he knew form the beginning?

For the first time, the council-elect members will gather together to design their new team. Sharing expectations and assessing their organization will be the focus of this retreat.
SHARING EXPECTATIONS (20-30 minutes)

Everyone should have an opportunity to share reactions and respond to the following questions:

- What worries you the most or what is your biggest concern about working with this team?
- How would this function if everything went just as you would hope?
- What actions do you think must be taken to insure positive outcomes?

CLARIFY GOALS (20-30 minutes)

The team should discuss their “reason for being” and write down what they agree to be the mission of the executive council. Use the “Executive Council-Elect Worksheet” handout for this part of the retreat.

REVIEW “GROUP BALANCE SHEET” HANDOUT (30-40 minutes)

Thoroughly discuss these big picture issues and talk about how the team would respond to the questions on the handout. Establish guidelines for how the team will work. Clarify roles and actions. Clarify how differences will be resolved.

CLOSURE

Close with an activity based on “teamwork” such as an installation banquet, officer reception with invitations to key faculty, administrators, alumni, etc.

Taken from The NIC Retreat Workbook
Understanding Conflict

Conflict occurs when two or more parties believe that what each wants is incompatible with the other wants. The “parties” can be individuals, group’s organizations, or nations. Their wants may range form having an idea accept to gaining control of limited resources.

Conflict is featured daily in the news. It takes many forms – from international disputes and political battles to persuade quarrels that often escalate into assaults and even homicides. It is also the substance of TV and movie plots, fairytales, and even cartoons.

Conflict is a natural and inevitable part of life. At home, at work, in school, church and in all institutional settings, individuals spend a large percentage of their time dealing with conflict. In most conflicts there is seldom a right or wrong position. Instead there are different perceptions and different needs. Yet, we usually perceive conflict as negative – that conflict is bad, that it causes pain, that it leads to unhappiness or disappointment or that is should be avoided. Conflict can be divisive in our lives when not resolved, managed or diffused.

Conflict resolution is not avoiding or preventing conflict. Conflict resolution emphasizes systematic ways of thinking about conflict (conflict is natural and can be managed) and provides tools and strategies which can help us respond skillfully and effectively to conflicts and differences. Through training and practice, it is possible to build a repertoire of skills to manage and resolve interpersonal conflict. A conflict resolutions education allows individuals to communicate more effectively and treat each other with greater care, sensitivity and respect.

Conflict resolution is a voluntary process – not adversarial of coercive. It provides individuals opportunities to take responsibility for their choices in conflict situations as they become socially skillful and learn new strategies to deal with interpersonal conflicts and differences.

Conflict resolution is about our courage and capacity to change and our willingness to do things differently. It is about creating a culture in which we learn and practice ways to negotiate our relationships with others in a way that benefits everyone. It is about sharing and modeling the peacemaking skills and strategies to others.
Seven C’s of Conflict Management

Characteristics
Specific characteristics are common to all conflict. Once you are aware of these characteristics, you can chart the unknown and explore the territory.

Classification
Conflict can be classified. If you identify the conflict, it is possible to respond with the most appropriate management strategy.

Constructive
Positive actions are the best response to negative events. You can be constructive during destructive events. Winners win and good leaders are productive, even during conflict.

Credibility
Your credibility as a leader increases when issues are addressed in a thoughtful and consistent manner. One goal during conflict management is to create credibility by matching modern leadership strategies with conflict management strategies.

Conditional
No two conflicts are the same. People change and so do issues. The conditional nature of conflict makes it imperative that you develop a variety of styles and be able to meet the changing dynamics.

Care
Fear is a natural response to change and conflict, but it need not inhibit progress. You care about your organization and the people you work with. The emotional elements of conflict management prompt emotional reactions that are unpleasant, but they too can be managed.

Constraint
External resources are needed at times to keep things in perspective. The constraint factor encourages you to use an intervention team when conflict escalates to threatening levels.
Effective Communication with Difficult People

One of the important functions of leadership and conflict resolution is to maintain control (order) throughout the discussion. This includes keeping people from talking at the same time, people not being allowed to complete their statements, helping people to enter the discussion, and keeping the discussions form wandering away from the topic at hand. Below are a number of conversation styles that can be found in a discussion group and suggestions for dealing with them.

Remember… Once the ship has sunk into conflict, your job is to keep everyone communication and working together to stay afloat!

1. Overly – Talkative: rambler, gabby, gets off track…
   Suggestions: - Indicate in a friendly manner when he/she gets off topic. “Something I said may have thrown you off the subject, but the question we are considering now is…”
   - Cut across his/her talk with a summarizing statement; thank them and direction a question to someone else (move on)

2. Highly Argumentative: combative personality, professional heckler
   Suggestions: - Try to find merit in one of his/her privately after the meeting and then move on to something else
   - As a last resort, talk to him/her privately after the meeting and see of you can encourage their cooperation for future meetings

3. Quick and Helpful: has right answers, but keeps others out
   Suggestions: - Cut across them tactfully by questioning others. “Let’s get several opinions…” Call on others
   - Be sure they understand that you appreciate their help

4. Side – Conversationalist: their talk may by related but is detracting
   Suggestions: - Pause, then draw them into the discussion by asking for their opinion. “Jeff, can you help us out with this questions”
   - Restate the problem under consideration and ask if they have any suggestions for the group
5. Vocal Stumbler: voice not clear; can’t find the right words; their ideas may be good, but they can not articulate them vary well

Suggestions:
- Repeat their ideas in your own words, but say, “Let me summarize you to make sure we understand...” rather than, “What you mean is...”
- Protect them from ridicule

6. Won’t Talk: bored, indifferent, hesitant, insecure, afraid

Suggestions:
- Find their interest... call on them for their experience or opinion... ask a direct question which you are sure they can answer
- Ask them for their opinion on an issue in private, and then bring it up in the next meeting and acknowledge it as their idea
- Compliment the sensitive person the first time she/he talks, but be sincere
- Privately encourage other members to acknowledge the quiet individuals and help bring them into the discussion, but do not overdue it or they will feel like they have been “put on the spot”

7. Personality Clashers: a clash between 2 or more members in which is related to their personalities, rather than the task

Suggestions:
- Emphasize points of their agreement as much as possible. “I hear you and Mary both saying that you think this is a good idea...”
- Cut across the clash with a direct question on the topic
- Bring a sound member into the discussion to relieve tension
- If things get too out of hand, ask that personalities be left out of the discussion

8. Superior Attitude: not disposed to help; attitude is “I had to find out the hard way, so you do the same...”

Suggestions:
- Sell them on the concept of cooperative effort
- Tell them how much the others could benefit from their experience, but do not overdue it or the group may resent it
- Call on them during leadership and group transitions and ask them if they have idea to help the group
Conflict Resolution Styles

Conflict resolution education is about helping individuals learn that have many options and choices in conflict situations. The five styles of conflict resolution described below all have potential uses and limitations. Emphasis should be placed on choices – not all conflict styles work in all situations. The key you options and to choose.

COMPETITION
“Win – Lose”

1. One point of view wins over another
2. Persuasion, power and force are used to win
3. Makes the other person feel bad

COMPROMISE
“Draw”

1. Both sides give up something but not at all
2. Allows relationships to continue functioning
3. Put personal differences aside

COLLABORATION
“Win-Win”

1. Problem-solve together
2. Talk it over
3. Come up with a solution you both like
4. Negotiate

AVOID or DELAY
“LOSE – LOSE”

1. Pretend nothing is wrong
2. Stay away for the other person
3. Differences are too difficult to deal with

ACCOMMODATION
“Lose – Win”

1. Place other’s interest above your own
2. Let the other person have their way
3. You do not care much about the conflict
Active Listening

Active Listening Rules

1. Show understanding and acceptance by nonverbal behavior:
   - tone of voice
   - facial expressions
   - gestures
   - eye contact
   - posture

2. Put yourself in the other person’s place to understand what the person is saying and how she/he feels.

3. Restate the person’s most important thoughts and feelings.

4. Do not interrupt, offer advice, or give suggestions. Do not bring up similar feelings and problems form your experience.

Practice Good Listening by:

- Asking relevant questions to clarify facts.
- Paraphrasing or repeating.
  Example: so your parents are sending you to camp for the entire summer. Is that right?
- Being supportive.
  Example: you seem up set about that situation. I can understand how you feel.
- Summarizing by highlighting the main points, facts and ideas.
Key Phrases to Show Active Listening

**Acknowledge the Problem:**
“*I see your point*”
“*I can see that*”
“*I’m aware that you’re concerned*”
“*I didn’t know*”

**Express Regret:**
“*I’m sorry that happened*”
“*I’m sorry you feel that way*”
“*That’s too bad*”
“*I’m sorry you’re having a tough time*”

**Express Empathy:**
“*I understand*”
“*I can understand why you’re upset*”
“*I can see why you’re discouraged*”
“*I’m sorry you’ve had a tough time*”

**Express Agreement:**
“*That shouldn’t have happened*”
“*You’re right. This is a problem*”
“*I don’t blame you*”
“*We do need to do something about that*”

**Restate:**
“*Did I hear you day…*”
“*Correct me if I’m wrong, but I heard you day…*”
Chapter President Manual – Scholarship
GRADE THE CHAPTER SCHOLARSHIP PROGRAM

The purpose of this quiz is to allow members to assess the chapter scholarship program.
Scoring Key:  
Always= 5 points  
Frequently= 4 points  
Occasionally= 3 points  
Rarely= 2 points  
Never= 0 points

Total all grades given by members on each question. Low scores indicate weaknesses in the scholarship program. Give the quiz again at a later date to determine if improvement has taken place.

Does each woman/man understand her/his scholastic responsibility?

___ Does she/he attend all classes?
___ Does she/he budget her/his time so studying is completed before engaging in social activities?
___ Does she/he seek academic assistance when needed?
___ Does she/he think grades are important for success in college?
___ Does she/he understand chapter bylaws and policies pertaining to scholarship?

Does each woman/man set a personal GPA goal?

___ Does she/he determine her/his goal each term by setting a goal for each course taken?
___ Does she/he write it down for the scholarship chair to keep?
___ Does she/he write it down for herself/himself?
___ Does she/he review progress toward the goal frequently?
___ Can she/he explain what must be done in order to achieve the goal?

Does the Scholarship Committee do the following?

___ Determine a chapter GPA goal based on individual goals?
___ Periodically check with each woman/man on progress toward her/his goal?
___ Regularly review progress toward the chapter goal with the chapter members?
___ Provide a program of incentive and reward for success?
___ Establish support systems to assist women/men who are falling short of their goals?
___ Actively participate in the new member program?
___ Provide for the presentation of programs to assist in the development of good study skills?
___ Participate in the development of the chapter calendar to ensure that it is not so overcrowded with activities that there is little time left for studying?

Is scholarship considered in membership selection?

___ Is consideration given to a potential new member’s high school or university academic record?
___ Is a minimum high school or university GPA required for membership consideration?
___ Is scholarship advancement stressed during the recruitment process?

Are appropriate systems in operation to encourage scholarship?

___ Are there study hours in the house?
___ Are study hours actually quiet times?
___ Do members know of resources available to them for help: advisors, professors, counselors, study skills centers, tutors, etc.?
___ Are programs on cultural and intellectual enrichment presented to the chapter on a regular basis?
___ Does each room have adequate lighting and electrical outlets for computer equipment?
___ Is there a limitation of social privileges when scholarship is unsatisfactory?

Adapted from a Chi Omega Fraternity Handout

Fraternity/Sorority Chapter President Manual
**Improving Scholastic Motivation**

(This is a good 15-minute workshop for the entire chapter)

Motivation or its lack is a key factor in determining success or failure. Many of those who fail to complete college failed because they did not have sufficient motivation. What is motivation? Motivation can be defined as the moving force that provides us with the push to accomplish what we set out to do. No one really knows why some people are motivated and others are not. It really boils down to a personal decision for each of us. For example, what are your reasons for going to college?

1. Is it primarily because your parents want you to?
2. Is it because your friends are going?
3. For sports?
4. For social life?
5. To pursue a career?

If you are unable to verbalize a very definite goal, the chances are your level of scholastic motivation is low. It is much easier to develop motivation when you have clearly-defined goals you want to reach. Have you ever noticed that older students, maybe someone married who comes back to school after a few years, seem to do well? They do well because they have a realistic, mature attitude and probably clearly defined goals, which lead to strong motivation to succeed.

What can you do to increase your personal scholastic motivation?

1. Make a realistic evaluation of your own strengths and weaknesses.
2. Think through why you are going to college and try to develop some realistic and meaningful reasons for spending four or five years of your life doing the things required to obtain a college degree.
3. Think through what you would like to be doing after college graduation and try to make some realistic occupational and educational goals for yourself.
4. Try to correlate your course work with your occupational plans.
5. Get to know others who share your educational occupational plans.
6. At the beginning of each semester set short-term educational goals for yourself. Decide realistically what grade point average you will attain and work toward that goal.
7. Success builds on itself. Try to keep a record of your growth. It’s amazing how doing well will help to give you the motivation you are looking for.
8. Recognize that it requires a mature, responsible person with self-discipline to be successful.
Scholarship Chairman Checklist

Have you set goals and objectives for the chapter’s scholastic program?
Do you utilize a scholarship committee?
Does the chapter have an active faculty advisor?
Do you meet with the advisor on a regular basis to obtain ideas for the scholarship program?
Does the chapter maintain a GPA equal to or above the all-men’s or all-women’s GPA?
Is there a system of quiet hours at the chapter house?
Is there sufficient technological support for members’ needs?
Is the chapter house complete with the residence halls in technological support and access to the internet?
Do you work with the new member educator in the development of a scholarship program for the new members?
Do the new members have sufficient time for their studies?
Have you set up a tutoring system for the chapter?
Do you make use of the college resources in the areas of counseling and academic assistance?
Does the chapter provide recognition for outstanding scholarship?
Has the chapter applied for all scholarships and awards available from its national headquarters?
Do you make use of the printed resources and speakers available through the Greek Affairs office?
Course Information Form

Course:__________________________________________________________
Instructor:________________________________________________________
Text:____________________________________________________________

Was (were) the book(s) required ___ or optional ___?

Assignments:

<table>
<thead>
<tr>
<th>Exams</th>
<th>Type</th>
<th>Dates</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>Quizzes</td>
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<tr>
<td>_____</td>
<td>Mid-term</td>
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<td>_____</td>
<td>Final</td>
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| Labs  | When   | Tests          | Requirements        | Percentage of Grade |
|-------|--------|----------------|---------------------|
| Final Project |      | Due           | Percentage of Grade |                     |
| Term Paper       |      | Due           | Percentage of Grade |                     |

Grading

_____ % tests, lecture  _____ % tests, lab  _____ % projects

_____ % papers  _____ % final exam

Record all of the key dates for exams, tests, quizzes, papers, etc. on your term calendar. These exam, papers, tests, etc. will be high priority tasks for the term. Like many high priority tasks, they have a high value when you complete them, but tend to be complex, time-consuming and/or frustrating.
Faculty Survey

Student Name: ________________  Faculty Member Name: ________________

Major: ______________________  Year In School: ______________________

What classes have you had with the professor? Please list the course names and numbers:

Comment on the following areas:
Lectures:

Discussions:

Availability (outside of the classroom):

Rapport with Students:

Test Procedures and Expectations:

Paper Format and Expectation

Reading Expectations:

Answer completely and honestly about any faculty members you believe you know well.

Adapted from a Chi Omega Fraternity Handout
SCHOLARSHIP PROGRAMMING IDEAS

Scholarship in Chapter Meetings
1. Sit in scholastic order once a month
2. Give reminders of final course drop dates, early registration, and other related announcements
3. Make weekly announcements of cultural, educational, and career opportunities on campus and in the community
4. Announce job offers, admission into graduate schools, Who’s Who, Mortar Board, Phi Beta Kappa, honoraries (sneak into the chapter room early and decorate the member’s chair with balloons and streamers)

Scholarship in Rush
5. Display your scholarship trophies
6. Display graphs of chapter scholastic progress
7. Display bulletin boards with scholastic information
8. Emphasize the importance of academic success with potential new member
Scholarship Committee
(Should be an on-going chapter committee...with a budget!!)

Scholarship Chair
Freshman Class Representative

New Member Educator
Sophomore Class

Junior Class Representative Representative*

Senior Class

Alumna/Alumnus Scholarship Advisor
(appointed by the Alumna/Alumnus Advisor)

Faculty Advisor

DUTIES OF THE CHAPTER SCHOLARSHIP COMMITTEE

To assist the scholarship chair in carrying out his/her responsibilities, a scholarship committee, as outlined above, should be established. The New Member Educator should be included in this committee in order to keep new member scholarship from becoming a chapter problem. This committee should develop programs and policies that pertain to scholarship and recommend them to the chapter for adoption. This committee should be the motivating force to see that these programs, if adopted, are successfully implemented with the chapter. The scholarship committee should be delegated the following responsibilities:

1. Establish its goals for the term and/or the academic year and present them to the chapter for adoption.
2. Evaluate existing scholarship programs and recommend any necessary modifications or improvements.
3. Assist the New Member Educator in developing a program for these new members with extensive use of the Mother-Daughter/Big Sis-Little Sis/Father-Son/Big Brother-Little Brother program.
4. Interview all members with scholastic difficulty, assess their academic progress, analyze their problems, and offer suggestions for improvement.
   • Be acquainted with all services offered by the university to which individuals in need of assistance may be referred.
5. Assist the recruitment committee in evaluating the academic potential of potential new members.
6. Assist the chapter officers in establishing and maintaining regulations pertinent to the maintenance of appropriate study conditions in the house (i.e., quiet hours).
7. Assist chapter officers in developing the chapter calendar (social and otherwise) to include scholastic reminders, and to be scholarship-conscious.
8. Establish a tutoring committee within the chapter to link those who need assistance with those willing to help.
9. Encourage a healthy chapter attitude toward scholastic achievement and counsel the chapter on all matters relative to academic development.
10. Plan and present programs with an educational value.
11. Develop a scholastic awards program for the entire chapter.

*You may not need a Junior or Senior Class Representative depending on what classes the Scholarship Chair and the New Member Educator represent.

If the chapter is larger, however, we recommend you keep all of these members.
Chapter President Manual – Community Service
A journey Through Service
Helping Students Understand Philanthropy, Community Service and Service Learning

MOTIVATING STUDENTS TO ENGAGE IN PHILANTHROPY, COMMUNITY SERVICE, AND SERVICE LEARNING ACTIVITIES IS A FORMIDABLE TASK FOR FRATERNITY AND SORORITY PROFESSIONALS. While many students are COOLing to campus with a background in coNovel service and phiVing that has been fostered at their high schools, fraternities and sororities have historically been associated with fraternity and sorority professionals must step back and ask the question, “Do our students understand the real meaning and value of service learning?”

A journey through service and learning intuitively leads to understanding the need for Americans to be organized and involved in service projects. William James in his novella “The Moral Equivalent of War” eloquently stated the need for Americans to be organized and involved in service projects. He envisioned a conception of the young army and the need to be organized and involved in service projects.

The journey of a college student in Fall 1999 would follow: “Owens, 1996) Why today’s college students would break at James’ idea of organization into service, fraternity and service learning projects in local communities but a so on campuses nationwide.”

American history is peppered with examples of individuals giving of their time, talents and energies to worthy causes for the betterment of society. Ranging in scope from nineteenth century barn raisings in rural communities to more organized efforts like that of the AmeriCorps volunteers, Americans young and old have answered the call of service. When our nation has faced its darkest hours of need, the dedication and action of our citizens have created a national service ideal that has not only inspired the development of philanthropy, community service and service learning programs but also on campuses nationwide.

Gallaudet Community Service through the lens of fall 1999.

photo courtesy of Lifelike Malia Figueira, PSU

Fraternity/Sorority Chapter President Manual
In the United States, fraternal organizations were established to bring together individuals of like-minded purpose to serve higher calling of greater good and share in a brotherhood. Service to others has been one of the cornerstones of fraternal life that sets fraternities and sororities apart from other student organizations on campus.

Our fraternal organizations on campuses have found innumerable ways in which to raise money or goods that are donated to various philanthropic organizations. While these endeavors are encouraged and beneficial to the local community, the chapters located do the giving of funds and goods provide students with the experience of learning the value of service and its impact. Why students see the direct impact of their donations and how do they, as Leaders and Fraternity and Sorority professionals, must ask themselves and their students as they plan, implement and follow through with their fundraising events.

Fraternal organizations, such as Phi Delta Theta, have traditionally served their community through service events. We believe that these events are effective in raising funds, they lack the human connection that community service can provide. Instead of participating in community service, students can volunteer for a cause that they believe in, and help make a difference.

The next step on the road to service learning is actual community service. Community service differs from philanthropy in that students are placed into existing programs, activities or agencies that have specific needs for a defined period of time. For students, community service demands a greater amount of time and effort, which is a premium with increasing numbers of students working in the community. This is why they are called to school. Is Impulse in 01king? The connection between them as students, the skills they have to offer and the needs of the community. In America’s recent past, community service occurred on a daily basis in communities and rural areas.

Impulse in 01king? The connection between them as students, the skills they have to offer and the needs of the community. In America’s recent past, community service occurred on a daily basis in communities and rural areas.

An Emporia State University sorority member chalks the sidewalk to promote a fundraiser for their philanthropy, the Robbie Page Memorial Fund.

(Joto courtesy of Gwin Hageman, ISU)
Fraternity/Sorority Chapter President Manual
These benefits are of importance to our students as they not only continue on their educational path as college students or engage in post-graduate work, but also as they enter today’s constantly changing workplace. Service learning arms our students with the enhanced classroom knowledge, prcucial work experiences, and personal dedication that will help them stand apart from those who have not engaged in service learning activities or have relied only upon textbook knowledge and grade point averages to create their resumes. The benefcit of personal character, and a deeper understanding of society’s needs, are the ultimate rewards of seMc service learning that is an integral part of the fraternahedical experience of the 21st Century. The words of Robert F. Kennedy provide a fitting summary of the seMc learning experience, and provide adViors with a simple, eloquent explanation of the importance to our students:

Let us dedicate ourselves to what the Creeks ViiOte so many years ago: to tame the savageness of man and make gent e the U of the word “for” (Kennedy, 1998). For our students making gent e the U of this world must begin on CORHunly at a time. —

-Michelle Martin de Figueroa can be reached at mfigueroa@pitts18P.edu

References

Condezman, GregOl/ J. and Victoria Patryla - service Learning: The Past, the Present and the Promise.” Kappa Delta Pi Record (Summer 1996).


Resources

American Association for Higher Education
One DuPont Circle, NW Suite 360
Washington, DC 20036
2021293-6440
http://www.ahe.org/services/service.html

American Association of Community Colleges
Service Learning Clearinghouse
One DuPont Circle, NW Suite 4D
Washington, DC 20036-176
202126-1020 ext. 254
http://www.aacc.nche.edu/service/project/serv1ce.htm

CalPps Compact National Center for Community College
145 North Centennial Way, Suite 108
Moda, AZ 85201
6021461-6280
http://www.mc.maricopa.edu/academics/compact

Campus Ontrack Opportunity League (COOL)
1511 E Street, NW Suite 307
Washington, DC 20005
202167-7004
http://www.coo2serve.org

Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
202166-9000
http://www.nationalservice.org

International Partnership for Service Learning
815 Second Avenue, Suite 315
New York, NY 10017-4594
212896-0869
http://www.stateofnorthpervis/home.html

National Service Learning Cooperative Clearinghouse
University of Minnesota
954 Buford Avenue, Room R-290
St. Paul, MN 55108
612808-5358
http://www.nscfl.col.cen.umn.edu

National Society for Experiential Education
3509 Harworth Drive, Suite 207
Raleigh, NC 27609-7229
919787-3263
http://www.nse.org

Special thanks to Cyvil Hageman, Emporia State University and her students for the quotes on service.
Five Key Stages to Community Service

1. Community Voice
   The primary goal of any community service program should be to make a significant contribution to the enhancement of the group’s host community. So logically, the first step of a program needs to be determining the needs of the local community. This is also a crucial time to express the importance students have on the community.

2. Orientation and Training
   The purpose of this stage is to attract volunteers who want to make a commitment to reinforcing the group’s commitment to a service project. There are four essential components to each stage: publicity, information, orientation workshop, and volunteer interaction. People must be informed about the program and what is expected when they participate in it. Volunteers must also understand the level of commitment involved in the programs. If they accept the challenge of the volunteer service opportunity, they will then receive proper training. This guarantees a successful and meaningful volunteer experience.

3. Meaningful Action
   Enthusiasm for the volunteer service program needs to be maintained throughout the duration of the event. Volunteers must follow through with their obligation to the event and make sure that the event is running smoothly.

4. Reflection
   A valuable component to any service project is the opportunity for volunteers to reflect upon their involvement. Through communication, various types of recognition, and structured exercises, volunteers can have the chance to talk about their interaction within the community. The volunteer experience can offer a new outlook on life in the community and volunteers can carry that with them throughout their life.

5. Evaluation
   This must be the final stage of any volunteer service project. First, the overall process and logistics of the program must be evaluated. The second step is to evaluate the content, which certifies whether or not the program met its objectives. For anything to grow and improve, past performance must be scrutinized. Some things that are planned may succeed and some may fail, but that's OK. The most crucial part of any service program is the commitment to developing relationships within the community. It is careful evaluation that ensures the community voice was heard.
Motivating People to Volunteer

- Be motivated yourself. Sincerity succeeds over technique every time.
- Be clear on what you want people to do. Use written job descriptions whenever possible so that you are telling the same thing in the same way to each potential volunteer.
- The more specific you can be the better. If you ask, “Who wants to volunteer?” how can someone decide on the basis of no information?
- Use titles for volunteer assignments. The word “volunteer” is a pay category, not a function! Would you apply for a job called “employee”?
- Do not speak with a forked tongue. Do not suck people into assignments by minimizing the work to be done. Be careful of phrases like: “this will only take a few hours a month” or “try if for a while and then we’ll see” If you need someone with availability several hours a week or for a full year, say so. It may take longer to find someone to say yes, but once you have that person you’ll have the right person.
- Share deadlines. When does the work have to be finished? What are the internal deadlines prior to the final one?
- Define the training and supervision the person will have. Many people are cautious of being thrown in to sink or swim. If they believe they will have help while they learn the ropes, they may be more likely to give something a try. Also it is reassuring to know that you do not expect them to start the job fully informed or trained.
- Identify and express the benefits to the volunteer from accomplishing the task. Every job has “payoffs” and it is legitimate to discuss these. In fact, in the best volunteer situations, the giver receives as much benefit s the recipient does.
- Explain why you are approaching the particular person. What skills or personality traits he or she has that makes them a good candidate for the position.
- Paint an upbeat picture of the work. Volunteering is a leisure time activity. You are not competing with salaried employment when you recruit volunteers; your competition is working out! So the volunteer work should be fun at some level.
- Don’t have mental conversations. The way to recruit volunteers is to ask people!
101 Ways to Recognize Volunteers

Continuously, but inconclusively, directors and coordinators of volunteer programs discuss the subject of recognition. There is great agreement as to its importance but great diversity in its implementation. Listed below are 101 possibilities gathered from hither and yon. The duplication of 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list. It is important to remember that recognition is not so much something you do, as it is something you are. It is sensitivity to other persons, not a strategy for discharging obligations.

1. Smile
2. Put up a volunteer suggestion box
3. Treat to a soda
4. Reimburse assignment related expenses
5. Ask for a report
6. Send a birthday card
7. Arrange for discounts
8. Give service stripes
9. Maintain a coffee bar
10. Plan annual ceremonial occasions
11. Invite to staff meeting
12. Recognize personal needs and problems
13. Accommodate personal needs and problems
14. Be pleasant
15. Usa in an emergency situation
16. Provide a baby sitter
17. Post Honor Roll in common areas
18. Respect their wishes
19. Give informal teas
20. Keep challenging them
21. Send a Thanksgiving Day card to the volunteer’s family
22. Provide a nursery
23. Say “Good Morning”
24. Greet by name
25. Provide good pre-service training
26. Help develop self-confidence
27. Award plaques to sponsoring group
28. Take time to explain
29. Be verbal
30. Motivate agency VIPs to converse with them
31. Hold rap sessions
32. Give additional responsibility
33. Afford participation in team planning
34. Respect sensitivities
35. Enable to grow on the job
36. Enable to grow out of the job
37. Send newsworthy information to the media
38. Have wine and cheese tasting parties
39. Ask client-patient to evaluate their service
40. Say “Good Afternoon”
41. Honor their preferences
42. Create pleasant surroundings
43. Welcome to staff coffee breaks
44. Enlist to train other volunteers
45. Have a public reception
46. Take time to talk
47. Defend against hostile or negative staff
48. Make good plans
49. Commend to supervisory staff
50. Send a valentine
51. Make through pre-arrangements
52. Persuade “personnel” to equate volunteering with work experience
53. Admit to partnership with paid staff
54. Recommend to prospective employer
55. Provide scholarships to volunteer conference or workshops
56. Offer advocacy roles
57. Utilize as consultants
58. Write them thank you notes
59. Invite participation in policy formulation
60. Surprise with coffee and cake
61. Celebrate outstanding projects and achievements
62. Nominate for volunteer awards
63. Have a “Presidents Day” for new presidents of sponsoring groups
64. Carefully match volunteer with job
65. Praise them to their friends
66. Provide substantive in-service training
67. Provide useful tools in good working condition
68. Say “Good Night”
69. Plan staff and volunteer social events
70. Be a real person
71. Rent billboard space for public praise
72. Accept their individuality
73. Provide opportunities for conferences and evaluation
74. Identify age groups
75. Maintain meaningful files
76. Send impromptu fun cards
77. Plan occasional extravaganzas
78. investigate client-planned surprises
79. Utilize purchased newspaper space
80. Promote a Volunteer of the Month program
81. Send letter to appreciation to employer
82. Plan a recognized edition of the agency newsletter
83. Color code name tags to indicate particular achievements
84. Send commendatory letters to prominent public figures
85. Say “we missed you”
86. Praise the sponsoring groups or club
87. Promote staff smiles
88. Facilitate personal maturation
89. Distinguish between groups and individuals in the groups
90. Maintain stable working conditions
91. Adequately orientate
92. Award special citations for extraordinary achievements
93. Fully indoctrinate regarding the agency
94. Send Holiday cards
95. Be familiar with the details of assignments
96. Conduct community-wide, cooperative, interagency recognition events
97. Plan a theater party
98. Attend a sports event
99. Have a picnic
100. Say “Thank you”
101. Smile
Chapter President Manual – Diversity Awareness
Crossing the Line
(30 Minutes)

Supplies: Tape to make a line

Goal: To give people the chance to think about their values and to express them to others

The presenter beings by saying that the next activity will give people the chance to think about their values and to express them to others

Introduction:
We live in a diverse world. In this exercise we will explore the diversity among us by thinking about our values, our backgrounds, our teachers, and our experiences. We might even discover that this fairly homogeneous looking group is much more diverse than any of you would assume. This activity will involve labeling and personalizing some of this diversity. This personalization might be uncomfortable at times. Eventually, however, it might empower us to break down some of the stereotypes and assumptions that we, as a product of our cultures, experience, and life hold.

Instructions:
This exercise is fairly simple. I will ask that all of you gather on one side of the line and face towards the center. I will call out specific questions, and ask that all of those to whom it applies, walk to the other side of the line. For example, I might request that anyone with glasses cross the line. If this describes you and you feel comfortable acknowledging it, you would walk across the line. Once there you would turn and face the crowd you just left. Think about how it feels to cross the line. A number of categories will be called out. Remember, cross the line if the category applies.

Remember – there is no pressure to cross the line if you do not feel comfortable doing so.

At the conclusion of the activity, we will discuss what we felt and learned during the activity. There may be times when this activity makes you feel slightly uncomfortable. I would urge you to lean into that discomfort since it may mean that you are about to gain an important learning insight.

Please be aware that you may stop participating at any time, and no questions will be asked about your decision. However, we encourage you to remain in the room as an observer.

Ground Rules:
No talking, snickering, giggling, nonverbal messages.

All that is shared should remain confidential
The questions:
Anyone who has visited another country….cross the line
Anyone who is female…
Anyone who prefers day to night…
Anyone who has never flown…
Anyone who owns your own car…
Anyone who since his/her first year of high school has been in love and been hurt…
Anyone who is Atheist or Agnostic…
Anyone who is Jewish…
Anyone who is a person of color…
Anyone who feels that he/she know very little about his/her cultural heritage…
Anyone who would describe his or her family as blue collar or working class…
Anyone who would describe his or her family as middle class…
Anyone who would describe his or her family as upper class…
Anyone who is the oldest in the family…
Anyone who is the youngest in the family…
Anyone who is an only child…
Anyone who sometimes has low self-confidence…
Anyone who sometimes feels lonely…
Anyone who has received a 3.5 GPA or higher last semester…
Anyone who has received lower than a 3.0 GPA last semester…
Anyone who considers him/herself a Democrat…
Anyone who considers him/herself a Republican…
Anyone who is adopted…
Anyone whose natural parents have divorced…
Anyone who has had one or more of their parents pass away…
Anyone who believes it is alright for someone to have a date of the same gender at a social event…
Anyone who has a family member who is gay, lesbian, bisexual, or trans-gendered…
Anyone who is choosing to abstain from sex until marriage…
Anyone who has experienced the effects of alcoholism in the family…
Anyone who has experienced the effects of drug addiction in the family…
Anyone who has a friend or relative who attempted to commit suicide…
Anyone who has a friend or relative who has been sexually assaulted or abused…
Anyone who has not yet crossed the line…

Pull the group together to process the activity.

Discussion questions:
Do values matter, and what values were displayed in this activity?
What kind of feelings did you have as you participated?
How did you feel when there were very few of you on one side of the line?
Why would I want to do an activity like this at a floor meeting?
Did you find yourself making judgments of others?
What did you learn through this activity that we can use to make this a better, more welcoming environment?
What did you learn through this activity that will make you a better person and leader?
Through this activity did you share your values?
Through this activity do you think you learned about the values of others?

DO NOT LIMIT YOURSELF TO THESE QUESTIONS…ASK ANY QUESTIONS THAT WILL HELP THE GROUP.

ALSO REMEMBER THAT YOU MAY WANT TO HAVE YOUR MEMBERS WRITE QUESTIONS AT CHAPTER MEETINGS AND INCLUDE THOSE IN THE ACTIVITY.
Checklist for a Climate of Acceptance in Fraternities

Diversity educators advocate for setting a standard of acceptance and appreciation as a normal part of an institution’s daily activities. This approach to fostering inclusiveness and respect calls for attention to diversity in all aspects of an organization’s routine. One or two token diversity programs each year will not fulfill the need for education. Building a climate of acceptance in fraternities requires a commitment at all levels, ranging from individual members to the inter/national headquarters and including the university administration. The following checklist is suggested as a guide for creating a climate of acceptance in fraternities—a climate where a brother who is gay may feel a sense of safety and support among his brothers.

Individual Members

1. Refrain from ridiculing persons on the basis of sexual orientation, such as through jokes, name-calling, and display of demeaning images or messages.

2. Confront others who may ridicule or harass persons on the basis of sexual orientation.

3. Are committed to learning about sexual orientation, as shown through participation in educational programs and personal study.

4. Assume responsibility for learning how to respond to a brother who is gay and wants or needs to talk.

5. Insist that leaders of the chapter state their commitment to diversity, including that pertaining to sexual orientation.

Chapters

1. Include expectations for appreciating diversity in training for pledges and actives.

2. Create a diversity statement, either from national headquarters or locally developed, which promotes respect for all people, regardless of sexual orientation.

3. Display prominently the diversity statement in the house and/or in printed materials about the chapter.

4. Develop a procedure for addressing harassing behaviors, including those directed at persons on the basis of their sexual orientation.

5. Contribute to the education of other chapters on campus by modeling acceptance and appreciation of diverse memberships.

6. Support individual members who wish to state publicly their support for persons who are gay, lesbian, bisexual, or transgendered.

7. Sponsor and support events that contribute to understanding of sexual orientation issues.

8. Encourage brothers to be honest with each other by creating an atmosphere of support for differences. Remember: This leads to a stronger sense of brotherhood.

9. Have policies which apply to guests and alumni, making it clear that it is not acceptable to use demeaning language or harass members on the basis of sexual orientation.
10. Periodically review traditions, such as songs and events, to be sure that language and actions are not demeaning to people who are gay, lesbian, bisexual, or transgender.

**Inter/National Headquarters and Professional Fraternity Associations**

1. Promote understanding about sexual orientation issues through educational materials that have been prepared at the national level and made readily available through publicity to chapters.

2. Publicize a strong statement about appreciation for diversity and respect that includes sexual orientation.

3. Provide resources to assist chapters with educational initiatives that are designed to increase understanding about sexual orientation. National chapter consultants who travel to various college campuses should be prepared to address problems and questions about sexual orientation issues.

4. State an expectation of "zero tolerance" for harassment of any kind toward persons on the basis of sexual orientation.

5. Establish procedures for holding chapters accountable if they condone or tolerate harassment based on sexual orientation.

6. Highlight the accomplishments of gay brothers in national publications.

7. Review periodically any publications, rituals, and traditional events that include text or behaviors which ridicule or demean persons on the basis of sexual orientation and take steps to ensure that such text and behaviors will be discontinued.

8. Communicate with university personnel the commitment of the fraternity to fostering an environment of inclusiveness, respect, and appreciation for diversity, and offer to work with university personnel in responding to any incidents that may occur in the fraternity that would contradict this commitment.

9. Provide strong leadership in working with other national headquarters toward encouraging a climate of respect and inclusiveness.

**University Personnel**

1. Communicate university standards and expectations in regard to diversity to all student organizations, including fraternities.

2. Are available to fraternity leaders to assist with planning educational efforts to increase understanding about diversity, including sexual orientation (i.e., develop a diversity peer education program).

3. Develop a procedure for responding to incidents of harassment based on sexual orientation and communicate to fraternity members that such procedures are available.

4. Assert a position in support of diversity and individual rights when faced with political pressure to exclude gays, lesbians, bisexuals, and transgendered persons from regular university life, including jobs and benefits.

5. Provide educational sessions for house directors and housing corporation boards to explain the university’s standards and expectations in support of diversity.
6. Review periodically all institutional publications and policies to ensure that language which ridicules, demeans, or excludes persons because of sexual orientation is eliminated.

7. Support establishment of a Delta Lambda Phi (a national fraternity for gay and progressive men) chapter on your campus.

8. Inform faculty and staff who present educational programs in fraternities about human sexuality, sexually transmitted diseases, and related topics not to be heterosexist and assume all members of fraternities and sororities are heterosexual.

9. Ensure that staff in campus resource offices, such as counselors, health professionals, and advisors, are trained about sexual orientation issues (i.e., heterosexism).

10. Provide leadership for creating supportive campus environments for other institutions and policy makers.

Shane L. Windmeyer and Pamela W. Freeman, Out on Fraternity Row: Being Gay and Greek on Campus, Alyson Publications, 1998. All rights reserved.

Checklist for a Climate of Acceptance in Sororities

Diversity educators advocate for setting a standard of acceptance and appreciation as a normal part of an institution’s daily activities. This approach to fostering inclusiveness and respect calls for attention to diversity in all aspects of an organization’s routine. One or two token diversity programs each year will not fulfill the need for education. Building a climate of acceptance in sororities requires a commitment at all levels, ranging from individual members to the inter/national headquarters and including the university administration. The following checklist is suggested as a guide for creating a climate of acceptance in sororities--a climate where a sister who is lesbian or bisexual may feel a sense of safety and support among her sisters.

**Individual Members should...**

1. Refrain from ridiculing persons on the basis of sexual orientation, such as through jokes, name-calling, and display of demeaning images or messages.

2. Confront others who may ridicule or harass persons on the basis of sexual orientation.

3. Are committed to learning about sexual orientation, as shown through participation in educational programs and personal study.

4. Assume responsibility for learning how to respond to a sister who is lesbian or bisexual and wants or needs to talk.

5. Insist that leaders of the chapter state their commitment to diversity, including that pertaining to sexual orientation.

6. Show compassion and support for a sister who has been victimized by harassment or sexual assault.

**Chapters should...**

1. Include expectations for appreciating diversity in training for pledges and actives.
2. Create a diversity statement, either from national headquarters or locally developed, which promotes respect for all people, regardless of sexual orientation.

3. Display prominently the diversity statement in the house and/or in printed materials about the chapter.

4. Develop a procedure for addressing harassing behaviors, including those directed at persons on the basis of their sexual orientation.

5. When incidents of harassment or sexual assault occur, cooperate with university officials in addressing the matter through provision of information, participation in hearings, etc.

6. When incidents of harassment or sexual assault occur, show support for a sister who has been victimized by assisting her in reporting the incident and participating in campus and legal procedures.

7. Contribute to the education of other chapters on campus, both fraternities and sororities, by modeling acceptance and appreciation of diverse memberships.

8. Support individual members who wish to state publicly their support for persons who are gay, lesbian, bisexual, or transgendered.

9. Sponsor and support events that contribute to understanding of sexual orientation issues; do not sponsor or support events that perpetuate homophobia.

10. Encourage sisters to be honest with one another by creating an atmosphere of support for differences. Remember: This leads to a stronger sense of sisterhood.

11. Have policies that apply to guests and alumnae, making it clear that it is not acceptable to use demeaning language or harass members on the basis of sexual orientation.

12. Periodically review traditions, such as songs and events, to be sure that language and actions are not demeaning to people who are gay, lesbian, bisexual, or transgendered.

*Inter/National Headquarters and Professional Sorority Associations should...*

1. Promote understanding about sexual orientation issues through educational materials that have been prepared at the national level and made readily available through publicity to chapters.

2. Publicize a strong statement about appreciation for diversity and respect that includes sexual orientation.

3. Provide resources to assist chapters with educational initiatives that are designed to increase understanding about sexual orientation. National chapter consultants who travel to various college campuses should be prepared to address problems and questions about sexual orientation issues.

4. State an expectation of "zero tolerance" for harassment and sexual assault of any kind toward persons on the basis of sexual orientation.

5. Establish procedures for holding chapters accountable if they condone or tolerate harassment or sexual assault based on sexual orientation.

6. Highlight the accomplishments of lesbian and bisexual sisters in national publications.
7. Review periodically any publications, rituals, and traditional events that include text or behaviors which ridicule or demean persons on the basis of sexual orientation and take steps to ensure that such text and behaviors will be discontinued.

8. Communicate with university personnel the commitment of the sorority to fostering an environment of inclusiveness, respect, and appreciation for diversity, and offer to work with the university personnel in responding to any incidents that may occur in the sorority that would contradict this commitment.

9. Provide strong leadership in working with other national headquarters toward encouraging a climate of respect and inclusiveness.

10. Support local chapters and individuals who wish to initiate educational efforts, especially at the local level.

*University Personnel should...*

1. Communicate university standards and expectations in regard to diversity to all student organizations, including sororities.

2. Be available to sorority leaders to assist with planning educational efforts to increase understanding about diversity, including sexual orientation (i.e., develop a diversity peer education program).

3. Develop a procedure for responding to incidents of harassment and sexual assault based on sexual orientation and communicate to sorority members that such procedures are available.

4. Assert a position in support of diversity and individual rights when faced with political pressure to exclude gays, lesbians, bisexuals, and transgendered persons from regular university life, including jobs and benefits.

5. Provide educational sessions for house directors and housing corporation boards to explain the university’s standards and expectations in support of diversity.

6. Review periodically all institutional publications and policies to ensure that language which ridicules, demeans, or excludes persons because of sexual orientation is eliminated.

7. Support establishment of a Lambda Delta Lambda (a national sorority for lesbian, bisexual, and progressive women) chapter on your campus.

8. Inform faculty and staff who present educational programs in sororities about human sexuality, sexually transmitted diseases, sexual assault, and related topics not to be heterosexist and not to assume that all members of sororities are heterosexual.

9. Ensure that staff in campus resource offices, such as counselors, health professionals, and advisors, are trained about sexual orientation issues (i.e., heterosexism).

10. Provide leadership for creating supportive campus environments for other institutions and policymakers.

*Shane L. Windmeyer and Pamela W. Freeman, Lambda 10 Project*
GLBTO Awareness

How Homophobia Hurts the College Fraternity

Homophobia is defined as the fear and hatred of people who love and who are sexually attracted to those of the same sex, which includes prejudice and acts of discrimination resulting from that fear and hatred. Derived from the Greek homos, meaning "same," and phobikos, meaning "having a fear of and/or aversion for," the term "homophobia" was coined by George Weinberg in 1972 in his book Society and the Healthy Homosexual.\(^1\)

Like other forms of oppression, homophobia not only oppresses members of the target or minority groups (gays, lesbians, bisexuals, and transgendered people) but also, on many levels, hurts members of the agent or dominant group (heterosexuals). As a result, everyone eventually loses, and more specifically, the negative effect of homophobia on fraternities is enormous.

Fraternities increasingly are coming under intense scrutiny by college and university administrators to guard against acts of discrimination and harassment in all its forms. Many times, societal homophobia, as well as sexism and other forms of prejudice, compounded by peer pressure results in many of the negative actions associated with fraternity life including, for example, substance abuse (alcohol, drugs, etc.), "date" or "acquaintance rape," and other forms of harassment and violence.

Therefore, homophobic beliefs and actions not only pose potential harm to individuals of all sexual orientations, but also jeopardize the very existence of the fraternity itself. Despite this, most Greek educational efforts either fail to address homophobia altogether, or raise it simply as an isolated "side issue" unrelated to the other issues and concerns. In actuality, homophobia harms all brothers and the goals of the college fraternity.

The following list adapts the theory of Warren J. Blumenfeld from his book Homophobia: How We All Pay the Price to the college fraternity and the male experience.\(^2\) This information may be useful to foster an educational dialogue about how homophobia hurts the college fraternity and to heighten awareness on issues of sexual orientation.

1. Homophobia jeopardizes brotherhood by inhibiting close, intimate friendships among fraternity men and their ability to show affection toward other men for fear of being perceived as gay.

2. Homophobia locks fraternity men into rigid gender-based roles that inhibit self expression and exploration of male identity. Men tend to foster anger toward homosexuality and gender roles due to their inability to settle their identity conflict and the impacts of social conditioning. Such practices restrict the development of a positive male identity, straight or gay.

3. Homophobia creates a negative environment for brotherhood by compromising the integrity of heterosexual fraternity men to treat gay people badly. As such, homophobia is used as a tool for men to prove their heterosexuality by acting in the role of "gay hater."

4. Homophobia creates an environment where fraternity men are expected to channel their feelings of affection or express emotions in potentially destructive ways. For example, fraternity men construct often dangerous and humiliating hazings rituals and consume excessive amounts of alcohol and drugs in order to allow men to touch or hug the skin of other men and/or to openly express their emotions with other fraternity brothers.

5. Homophobia can be used to stigmatize, silence, and target people who are perceived to be gay
or labeled by others as gay. Such an environment may be hostile to these brothers and lead to negative harms that are often associated with being gay.

6. Homophobia creates an environment where fraternity brothers are sometimes pressured "to get laid" in order to establish their virility as heterosexual males and "real men." Men who do not "get laid" may risk being viewed as less than men or homosexual. Such environments lead to higher likelihood of rape and the sexual use of women as objects of sexual conquest.

7. Homophobia is one cause for premature sexual involvement, which increases the chances of sexually transmitted diseases such as AIDS/HIV and pregnancy. Fraternity men often be pressured to prove their "heterosexuality" and "normalcy" by becoming sexually active. Such a perspective impairs educational efforts on safer sex and sexuality awareness in the college fraternity.

8. Homophobia restricts communication among fraternity brothers and diminishes the possibility of creating a true sense of brotherhood and community, especially when the fraternity learns that another brother is gay.

9. Homophobia prevents fraternity chapters from receiving the benefits of friendship and leadership offered by gay fraternity brothers. Fraternity chapters may blackball or kick out members who are suspected to be gay. At other times, the gay brother may leave the fraternity because of harassment and/or fear of violence.

10. Homophobia remains the highest cause for suicide among youth.

11. Homophobia compromises the entire learning environment on a college campus for all students.

12. Homophobia inhibits the appreciation of diversity in a campus community and adds to the harassment and violence toward all minority groups. Such an environment impairs the progress of educational efforts on multiculturalism and diversity by not recognizing gay students in the campus dialogue.

13. Homophobia saps energy from more constructive fraternity projects. The time and energy could be better spent doing brotherhood activities or philanthropy.

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Notes:


How Homophobia Hurts the College Sorority

Homophobia is defined as the fear and hatred of people who love and are sexually attracted to those of the same sex, which includes prejudice and acts of discrimination resulting from that fear and hatred. Derived from the Greek homos, meaning “same,” and phobikos, meaning “having a fear of and/or aversion for,” the term “homophobia” was coined by George Weinberg in 1972 in his book *Society and the Healthy Homosexual.*

Like other forms of oppression, homophobia not only oppresses members of the target or minority groups (gays, lesbians, bisexuals, and transgendered people), but also, on many levels, hurts members of the agent or dominant group (heterosexuals). As a result, everyone eventually loses, and more specifically, the negative effect of homophobia remains alive.

Sororities, partially because they comprise women, often are viewed as being less homophobic than their counterpart male fraternities. The impact of homophobia on sisterhood, however, is still very real and does threaten sororities. Many times homophobia, as well as sexism and other forms of prejudice, compounded by peer pressure, result in harassment and violence. Many people do not see the connections between themselves and people different from them who may be similarly oppressed. Women as a part of sororities can benefit from such a view of the links of oppression. Issues such as sexism, racism, homophobia, classism, ableism, anti-Semitism, and ageism, are linked by a common origin -- economic power and control. Such a belief requires that in order to eliminate any one oppression successfully, all oppressions must be subsequently dealt with or else success will be limited and incomplete. Educational efforts among the Greek community need to reflect this theory of oppression to have an impact on the organizational culture.

Therefore, homophobic beliefs and actions not only pose potential harm to individuals of all sexual orientations, but also jeopardize sisterhood itself. Despite this, most Greek educational efforts either fail to address homophobia altogether, or raise it simply as an isolated "side issue" unrelated to the other issues and concerns. Such a practice will only continue to hurt Greek life. In actuality, homophobia harms all sisters and the goals of the college sorority.

The following list adapts the theory of Warren J. Blumenfeld, from his book *Homophobia: How We All Pay the Price,* to the college sorority and the female experience. It also mirrors ideas presented by Suzanne Pharr in the book *Homophobia: A Weapon of Sexism* to show the interrelated nature of the two forms of oppression for women. This information may be useful to foster an educational dialogue about how homophobia hurts the college sorority and to heighten awareness on issues of sexual orientation.

1. Homophobia jeopardizes sisterhood by inhibiting close, intimate friendships among sorority women and their ability to show affection toward other women for fear of being perceived as lesbian or bisexual.

2. Homophobia locks sorority women into rigid gender-based roles that inhibit self expression and exploration of female identity. As such, women may shy away from activities that could be denoted as "tomboy" and occupations that might traditionally be associated with masculine behaviors. Such practices limit the choices of women and restrict the development of a positive female identity--straight, lesbian, or bisexual.

3. Homophobia creates a negative environment for sisterhood by compromising the integrity of heterosexual sorority women. Lesbian baiting may be a common practice among some women to pressure and harass other women through calling, or threatening to call them, lesbians. As such, homophobia is used as a way to keep potential lesbians or bisexual women from joining the
sorority, to be kicked out, and/or to show superiority as heterosexuals.

4. Homophobia can be used to stigmatize, silence, and target people who are perceived to be lesbian or bisexual and/or labeled by others as lesbian or bisexual. Such an environment may be hostile to these sisters and lead to harms that are often associated with being lesbian or bisexual.

5. Homophobia creates an environment where sorority sisters are sometimes pressured to conform to heterosexual norms of dating and expectation to have sex. Women who do not conform to such heterosexual norms may have their sexuality questioned by others in a negative manner.

6. Homophobia breeds an attitude of sexual conquest among men that can have a negative impact on women in sororities. Fraternity men often feel pressure to “get laid” to prove their virility as heterosexual males. Such environments encourage men to use women as trophies of sexual conquest and lead to higher likelihood of rape, sexual objectification and other forms of sexual abuse of women.

7. Homophobia is one cause for premature sexual involvement, which increases the chances of sexually transmitted diseases such as AIDS/HIV and pregnancy. Sorority women often may be pressured to prove their “heteronormalcy” by becoming sexually active. Such a perspective impairs educational efforts on safer sex and sexuality awareness in the college sorority.

8. Homophobia restricts communication among sorority sisters and diminishes the possibility of creating a true sense of sisterhood and community, especially when the sorority discovers another sister is lesbian or bisexual.

9. Homophobia prevents sorority chapters from receiving the benefits of friendship and leadership offered by lesbian or bisexual sisters. Chapters may blackball or kick out members who are suspected to be lesbian or bisexual. At other times, a lesbian or bisexual sister may leave the sorority because of harassment and/or fear of violence.

10. Homophobia remains the highest cause for suicide among youth.

11. Homophobia compromises the entire learning environment on a college campus for all students.

12. Homophobia inhibits the appreciation of diversity in a campus community and adds to the harassment and violence toward all minority groups. Such an environment impedes the progress of educational efforts on multiculturalism and diversity by not recognizing gay students in the campus dialogue.

13. Homophobia saps energy from more constructive sorority projects. The time and energy could be better spent doing sisterhood activities or philanthropy.

Helpful Websites

Campus Fundraiser – www.campusfundraiser.com
CAMPUSPEAK – www.campuspeak.com
Lambda10 – www.lambda10.org
Mid-American Greek Council Association – www.mgca.org
National Panhellenic Conference – wwwnpcwomen.org
Omega Financial – www.omegafi.com
Pennington & Company – www.penningtonco.com
Stop Hazing – www.stophazing.org

This manual was adopted from Elon University.