



COLLEGIATE ADVISOR CERTIFICATION



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DOCUMENT INFORMATION

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FILE NAMES

Collegiate Advisor University Certification Training

Phi Beta Sigma Collegiate Advisor: Launching Your Success Story
Foundations of Advising a College Chapter of Phi Beta Sigma
Sigma Chapter Team Building: Working Effectively Together
Coaching and Development of Phi Beta Sigma Collegiate Chapters
Risk Management in Motion: Legal Responsibilities of Chapter
Advising

LAST UPDATE

06/04/11

Greetings Brothers in Sigma,

It is a privilege and honor to provide you with the 2011 Collegiate Advisor University Certification Manual. Our Collegiate Brothers are the present and future of Phi Beta Sigma. Therefore it is imperative that we provide the necessary operational training that will help our Collegiate Advisors to perform their job in an exemplary manner.

We applaud the Brothers that are currently serving as Collegiate Advisors for their commitment and dedication. There is not a more time consuming yet rewarding role in all of Sigma than that of the Collegiate Advisor.

This manual will provide you with the building blocks and training regarding your role and responsibilities, best practices, updated Sigma programming and basic operational information. Take time to process the content. Schedule time with other Advisors in your area and ‘teach back’ the material to each other. Challenge yourself and others to comprehend fully the information provided in this certification training.

I want to thank Brothers Steven Russ, Luzerne McAllister, Timothy McCray and Reginald Sluch Together, this fantastic Team has produced a wonderful and amazing certification program for Sigma. Their efforts will benefit the Fraternity for years to come!

I look forward to working with each of you as we continue to speed Sigma’s cause on its way!

Fraternally,



Jonathan A. Mason, Sr.
International First Vice President

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SIGMA 1100:

Phi Beta Sigma Collegiate Advisor: Launching Your Success Story

INTRODUCTION

In today's constantly changing collegiate environment, maintaining or establishing a successful collegiate chapter operation year to year becomes a difficult proposition. This is where a chapter advisor can have the greatest impact. An effective Collegiate Advisor plays a major role in the collegiate chapter's success by providing stability, continuity and guidance.

The Collegiate Advisor is a reliable source of information, advice and good judgment. He is readily available to the officers and members of the chapter for any purpose associated with the welfare of the chapter. It is his responsibility to perform those functions and to engage in those activities that the college or university, the Fraternity and the chapter cannot accomplish alone or as effectively without his assistance.

The Collegiate Advisor must realize and acknowledge that he is a guiding -not a ruling hand. In order to affect such a successful non-directive relationship with the chapter, the advisor must have certain personal characteristics, such as:

- Genuine Interest: He must possess a genuine and lasting interest in young people -their problems, their objectives and their limitations. He must deal with a group of particularly sensitive young men who respond to genuine interest and are very perceptive in identifying perfunctory and apathetic performance.
- Street Savvy: He must need to have a thorough knowledge and understanding of the sociological and psychological changes, which are taking place on campuses throughout the country.
- Patience: He must possess an infinite amount of patience to understand young people, and even more patience to forgive the many errors, which are a consequence of their dynamic learning experiences. As a chapter advisor, you must guide and direct this total learning process as it relates to the management and operation of the fraternity.

In pursuit of your mission of being the best advisor possible consider these basic foundational premises:

BASIC PREMISES

Chapters are different. Chapters are different in the quality of their organization, their size, and in their spirit. Therefore, an advisor must modify the information contained in this manual to fit the chapter he advises.

Advisors are different. By accepting this position, the advisor agrees to assist the collegiate chapter in conducting its operations and in realizing its ideals and aspirations. However, each advisor will also have a unique philosophy and approach to advising a collegiate chapter.

Advisors are volunteers. The advisor is a volunteer and has other demands on his time. Therefore, he must avoid setting up unrealistic expectations of himself. He must be careful not to over promise and under-deliver on his duties as advisor.

Advisors are not dictators. An advisor cannot force a chapter to do anything. His respect and authority are based upon the quality of his relationship with the collegiate brothers. However, upon violation of membership or other fraternal law, the Advisor has the responsibility and right to direct to the chapter.

Consistency is the name of the game. Collegiate chapter members expect the advisor to be a stabilizing force, not a capricious one. He must remain consistent and impartial as he provides direction to the chapter.



SIGMA 1100: PHI BETA SIGMA COLLEGIATE ADVISOR: LAUNCHING YOUR SUCCESS STORY

EXERCISE 1: DO I KNOW WHAT AN ADVISOR IS?

INSTRUCTIONS: In the space below please describe the responsibilities and characteristics of an excellent collegiate advisor.

AN ADVISOR SHOULD:

AN ADVISOR IS:

After sharing ideas with the audience, write five things down that you learned or didn't know and five things you will share with fellow or new advisors who may have not been able to attend this seminar.

WHAT I DIDN'T KNOW

WHAT I WILL SHARE

ROLE OF ADVISOR

The advisor is a source of impartial information and assistance. An advisor typically serves more than one year, so he may also be seen as an important source of continuity, maturity and stability, which are all welcome and useful additions to a collegiate chapter's operations.

What are the duties of the Collegiate Advisor? Because his role is so dynamic, the advisor must develop in his own mind a personal philosophy concerning the role he will play. The advisor must continually adapt his activities to fit the ever-changing situation of the chapter.

The Role of the Alumni Advisor is:

- To advise and monitor chapter operations
- To act as a Liaison between the Alumni Chapter and the Collegiate Chapter
- To establish continuity between Chapter officers
- To ensure that Fraternal Law and Chapter Policy are carried out correctly

Do not be merely a "name on the record." Be sure that you have a positive influence on the men of the chapter. The members often lose sight of the "big picture", their long-term goals, their purpose; you can provide them with the needed direction to regain their perspective. Tell them how things have been done in recent years, including the successes and failures, and the reasons behind them. Continuity is the most important area that you can address. Do not let them "reinvent the wheel" each year. *Let them benefit from your knowledge and experience.*

In accepting these responsibilities, the advisor has committed to spending valuable time for and with the collegiate chapter. The subject of the advisor's time commitment should always be addressed during the yearly discussion about responsibilities and expectations. The advisor who does not spend a few hours each month with the chapter will not know its members and its situation well enough to be effective.

The effective advisor will know every member at least by name and face. Certainly he should develop a positive working relationship with the officers. How these acquaintances and friendships develop is best decided individually. An effective advisor should spend time interacting informally with the chapter members. If an advisor has not maintained regular contact with the chapter, his insight will be deficient and his contacts will be lacking. A good advisor should be the first person contacted when the chapter is in need of assistance. This emphasizes the necessity of constant communication between the chapter and the advisor. Regularity helps create opportunity for interaction and often saves time. If the chapter knows, for example, that the advisor comes to the chapter on a certain day of the week, the members will begin to save their questions and talk to him in person rather than using the telephone.

However, being too involved is a disadvantage. When the advisor becomes too enmeshed in the day-to-day operation of the chapter; he unwittingly removes the opportunity for the collegiate brothers to learn from their successes and failures. The good advisor does not produce the desired results himself, but rather he strives to make the chapter self-sufficient and to help members devise their own solutions.

ROLE OF ADVISOR CONTINUED

An effective advisor knows not only what to say but when to say it. At what point does he take the initiative to address the chapter about a particular issue? Should he feel free to participate fully in meetings he attends, or should he remain silent? An effective advisor should not be passive, and wait to say something until he is asked. However, since his words are more likely to be accorded considerable weight, he must measure them carefully. In meetings, especially those of the chapter, it is probably best that an advisor use sparingly the option to speak, saving it for times when it is needed. As a matter of policy and courtesy, if the advisor plans to make a statement at a meeting of the chapter, the chapter president should know about it in advance. Again, to achieve mutual understanding, the advisor and the officers should agree on the degree to which he will take the initiative.

Clearly, the advisor's interest is in having the chapters operate harmoniously and efficiently. He will undoubtedly recognize and address improvement areas surrounding the chapter operations. It is equally important that the advisor seek out opportunities to offer positive comments. Small gestures, such as a quick word of appreciation to the chapter president for a well run meeting or a note to the entire chapter praising it for raising its grades, will show the advisor's interest and greatly enhance his rapport with the chapter.

Few advisors grasp the enormous influence they may have on the younger members in the chapter. If an advisor is punctual, thorough, cheerful, attentive and warmly engaging in his conversations, he will encourage others to adopt the same characteristics. An effective advisor realizes that his actions and characteristics set an example to the collegiate chapter members—the worst example he could set is to not carry out the roles and responsibilities of his position.

Advisors should consider carefully the following:

- 1. Avoid taking an active part in chapter elections, especially in support of particular individuals.** Most advisors do not know the chapter members as well as they know each other. In general, the advisor should work with whatever officers are elected.
- 2. Open criticism of individual members should be avoided in a chapter meeting where there is a precise procedure for this purpose.** If one must criticize individuals, do it privately and directly to the person or persons concerned.
- 3. Not to align with cliques and factions.** Instead, state your position on an important matter without supporting one particular group of members.

ADVISORS AS HUMAN BEINGS

The effective advisor's own needs should not be overlooked. He cannot be effective for long unless he finds "pleasure in work". He must be free to be himself, relaxed and at ease, as well as be able to make occasional mistakes. In turn, the members must never expect their advisor to be perfect; to do so is to invite unnecessary difficulties.

The effective advisor must convey an understanding of his personal philosophy of the advisor-chapter relationship. He should find ways to discuss with collegiate brothers some of the complexities that they face in their position. This discussion should take place only after extensive work has been done to lay the foundation for understanding through honest communication. Remember, if the full potential of the advisor-collegiate relationship is to be realized, this conversation is essential.

ADVISORS AS PROFESSIONAL DEVELOPMENT RESOURCE

Advisor involvement with collegiate members presents excellent opportunities for professional development. This collegiate advisor should stand as a support system and source for the enhancement of leadership characteristics and traits, the degree of community activism and involvement, and addressing the professional development needs of our membership base. The Collegiate Advisor will be expected to conduct three (3) professional development activities per year. Suggested activities include mock interviews, workshops, career development planning for juniors, and job search management. The three most frequently reported reasons for joining a fraternity are 1) career development, 2) professional and social networking, and 3) leadership development.

Professional development opportunities exist for collegiate advisors to enhance the leadership skills, behaviors and attitudes of our collegiate brothers. Chapter leadership can be more effective when provided with appropriate training and guidance. Responses related to the professional development needs of our collegiate constituency reflected some basic yet critical leadership knowledge, behaviors and skills, such as organization, communication, member recruitment and retention; increasing involvement, engaging members and team building. These suggestions will form the basis for professional development programs offered by the Collegiate Advisor in terms of the professional development activities he is scheduled to perform.

Role of Alumni Advisor as a Professional Developer

1. Provide professional development opportunities for Phi Beta Sigma in the following areas: program development, membership empowerment, meetings management, career planning/development, and social/professional networking.
2. Support and promote interaction between Phi Beta Sigma and related industries and educational outlets to increase communication and support for the development of leadership related skills.
3. Strengthen the role and status of Alumni Advisory Councils or Governing Boards to meet the leadership and professional development needs of Phi Beta Sigma collegiate membership.



SIGMA 2100:

Foundations of Advising a Collegiate Chapter of Phi Beta Sigma

INTRODUCTION

At some point during your fraternal career, you may have been asked by collegiate brothers, state, regional or national officers to serve as an advisor to a collegiate chapter. Usually such an invitation stems from a close personal relationship with the chapter's president, a personal interest or expertise in the chapter's activities, or a close nexus between the chapter's mission and your job responsibilities as an administrator or faculty member. In most cases, you would be pleased to accept such assignments without reservation, for this position gives you just one more opportunity to serve our fraternity and to help students develop into well-rounded professionals. The rewards for good advising extend to the institution, the organization, the students, and to the advisors themselves (Dunkel & Schuh, 1998). Advising a chapter allows you to act upon our traditional advising roles of educator, counselor, mentor, role model, programmer, leader, communicator, ambassador, supervisor, accountant, and manager (Riordan, 2003) but this responsibility cannot be taken lightly.

The following recommendations will help ensure that your advising experience is a positive and rewarding one.

- 1) **Acknowledge the scope of your responsibilities.** As a collegiate advisor, you are expected to mentor, monitor, and counsel your collegiate brothers.
- 2) **Educate yourself about institutional policies and procedures, and state and federal statutes that may apply to those activities.** As an advisor, you serve as an agent of Phi Beta Sigma Fraternity, Inc., and must therefore give advice that does not diverge from the principles, rules, and policies of the organization.
- 3) **Assess the inherent risks of the organization's activities.** Members of a student organization who meet once a month and plan one or two non-alcoholic restricted social activities each semester do not create much risk for members, the organization or the institution. On the other hand, if the group sponsors large public events or has a history of mismanaging their events, the risks increase.
- 4) **Learn how to manage those risks for the good of your institution and student organization.** As an advisor, you should help your collegiate members make prudent decisions about the activities in which they engage. If you do not have the skills to help the members of your group make such decisions, you should seek the assistance of campus administrators and your Sigma leadership.

BEING A COLLEGIATE ADVISOR

All Phi Beta Sigma chapters have one or more collegiate advisors and one or more university/faculty advisors. The same person may fulfill both roles. The faculty advisor provides the communication link between the chapter and the school administration. The alumni advisor provides fraternity and personal advice to the chapter and its members. Whether you are a faculty or an alumni advisor, possession of certain attributes will attribute to your success. Below is a list of such attributes that will make the role of advisor easier and more enjoyable.

The advisor should:

- Have a youthful spirit.
- Have a firm belief in the fraternity system and yet be aware of its deficiencies and of the criticisms it faces.
- Have an enthusiastic interest and strong faith in college men and their abilities.
- Be willing to give freely of his time whenever he is needed.

The advisor must:

- Have respect for the principles and objectives of Phi Beta Sigma.
- Be willing to build a relationship with each chapter member.
- Have the respect of all persons with whom he will be associating.
- Have a tactful communication approach.
- Be able to maintain an impartial attitude toward each of the men and in his dealings with the active organization and outside interests.
- Be firm and consistent in his actions.
- Be patient.

“The ideal advisor must have patience in an unlimited degree; he must be willing to forget and forgive; to begin each year at about the same place he started the year before; he must not grow bitter if he sees some fine idea, nourished perhaps through years discarded and trampled on by someone’s thoughtlessness. He must expect to be misunderstood and misinterpreted, and not retaliate; and he must always remember that youth can be impulsive and irresponsible” – Norman Hackett

ADVISING PHILOSOPHY

The goal of a Phi Beta Sigma campus and fraternal collegiate advisor is to assist in the development of students involved in the organization. Advisors **encourage** and **motivate** members to take advantage of various opportunities that are available to them at their institution or sponsored by their national organization and to share these lessons and opportunities with their fellow members. Recognizing that a fraternity can be an excellent opportunity for student learning and community governance, advisors can focus on learning outcomes as well as task completion. Through advisor involvement, guidance, appropriate intervention and questions, students will be able to draw meaning from their experiences, develop their leadership potential, and learn to work effectively as contributing members of a community.

ADVISOR'S ROLE

The advisor's role is to serve as a primary resource for Phi Beta Sigma Fraternity, Incorporated.

We expect advisors to:

- Advise and counsel chapter leadership on issues such as membership development, financial matters, and service opportunities.
- Work with chapter leadership to develop semester and yearly goals.
- Attend high profile chapter events such as mixers, banquets, or service projects.
- Serve as a resource to all chapter officers.
- Establish a relationship with the University's Greek Life office, as well as the chapter's on campus advisor.
- Have an understanding of the university's rules/regulations and Greek Affairs policies. .
- Participate in annual Greek Affairs training and events
- Continually adapt his activities to fit the ever-changing situations in the chapter.
- Help the chapter become as self-sufficient as possible.
- Be interested in the individual and collective welfare of the chapter members.

ADVISOR'S IMPACT

The impact of being an advisor goes far beyond the success of the organization. Advisors impact the lives of those with whom they work.

Advisors:

- Serve as positive role models
- Instill a desire to excel academically
- Develop future leaders
- Prepare students for life beyond college
- Improve the chapter's image within the Fraternity and in the campus community
- Teach healthy choices about day-to-day life

Advisors have:

- The ability to motivate students
- A sense of humor
- Great active listening skills

Dos and Don'ts of Advising:

Do:

1. Be consistent with your actions
2. Trust yourself and the group
3. Know your limits
4. Learn when to speak and when not to speak
5. Teach the art of leadership

Do Not:

1. Take everything too seriously
2. Be afraid to try new ideas
3. Manipulate the group
4. Forget to set boundaries
5. Make meetings all business—Have fun too!

ADVISOR HELPFUL HINTS

HOW TO BE A SUCCESSFUL ADVISOR

- Create a trusting relationship.
- Provide reasons for why your advice should be taken.
- Get your accepted responsibilities done on time.
- Make your communications positive-avoid cynical or negative remarks.
- Show that you are proud to be a part of the group.

CAUSES OF ADVISOR BURN-OUT

- Indefinite task descriptions
- Lack of feedback
- Being uninformed
- Difficulty with delegating
- Lack of appreciation

Building Relationships that Work

The advisor is the primary link between students, faculty, community, and headquarters, as well as between the chapter and the campus leadership. The responsibility for building a positive and rewarding relationship is shared between the advisor and the organization. The following strategies will help you maintain a solid foundation for working with your collegiate chapter:

- Stay informed of what is happening in Phi Beta Sigma.
- Stay connected with the Director and Assistant Director of Student Affairs or Greek Life.
- Agree to support the rules and regulations of the university and the national fraternity.
- Stay informed of problems and issues in the Greek community through the chapter or Office of Student or Greek Life.
- Stay informed of the chapter's activities, meetings, and social events.
- Meet regularly with the chapter or chapter representatives to discuss successes or challenges.
- Stay informed of any potential problems or concerns with the chapter, especially regarding academic, membership and conduct issues.
- Attend advisor and/or alumni meetings when scheduled by Office of Student Affairs or Greek Life.

FOUNDATIONAL PRINCIPLES OF ADVISING

We have talked about the role of the advisor- the characteristics and responsibility of Collegiate Advisors and sources of information needed to give proper procedural guidance regarding Phi Beta Sigma policies and ideals.

Let's now focus on specific techniques of conveying this information to the chapter. There are many approaches to presenting information or to giving advice in your role as alumni advisor. You must find those that work best for you. It will be necessary for you to vary your approach as the situation varies.

The primary goal in advising, regardless of the techniques used, is to make certain that the suggestion or advice you give is correct and--if implemented will benefit the chapter. Also, the advisor must ensure that the chapter accepts and implements his recommendations.

Direct Instruction

- A. As Collegiate Advisor, do not leave chapter organization to chance. Through the chapter's executive board, ask specific questions about an officer's responsibilities both to the chapter and to the national fraternity. Make regular and direct checks that reports have been completed on time, that membership intake activities and records are sent on schedule to Headquarters and/or appropriate individuals and that members are following through with campus responsibilities (i.e. delegate attending Student Government, NPHC meetings, etc.).

- B. It is also appropriate to give direct instruction or opinion when specifically asked for it by a chapter member or chapter officer. This is not always the case, but sometimes chapter members really do want your opinion.

Laissez-Faire

- A. The Laissez-Faire approach is the direct opposite of the direct instruction technique. At times, it is appropriate to allow chapter members to make their own decisions and plans without influence from you and/or others. If during a workshop for example, the chapter is brainstorming ideas for activities for the coming semester, you should not interject until the chapter has completely exhausted their own ideas. The same principle is true many times in chapter meetings when an agenda item is being discussed; the effective advisor allows the chapter to discuss it among themselves first.

Role Modeling

- A. Role modeling is a subtle, yet important advising technique. This technique falls between laissez-faire and direct instruction in terms of directness of approach. We remind chapter members constantly that everything they do within the chapter, on campus and in the community, credits or discredits Phi Beta Sigma--certainly this sentiment applies to the chapter advisor. The example you set for the chapter will set the tone for the degree of acceptance they have for all of your other ideas. The informal conversations that you have with the chapter members and intake participants, the care and concern you take with their problems and successes, your dependability, your accessibility, your warmth and understanding, and your willingness to take a hard stand when appropriate, all set the tone for these young men to follow—both fraternally and personally. Being a role model is perhaps the greatest opportunity that Collegiate Advisors have; it is also one of the greatest responsibilities.

Facilitating Motivation

- A. As a Collegiate Advisor, you have a direct influence on a collegiate member's ability to self-motivate. An individual's total appraisal of his appearance--his background, his abilities and resources, his attitudes and feelings --influence his willingness to motivate himself to succeed in new settings.
- B. What a person believes about himself is partly a function of his own interpretation of how others see him. There are several specific techniques which the effective advisor can use in enabling a chapter member to improve his own self-motivation. In discussing a problem with a collegiate brother, you might use one or more of the following:

Simple restatement: "This is what you said..." or "You say you feel..."

This technique allows the individual to know you are listening and that you understand what he is saying. Also, by hearing someone else repeat his statement, he is able to determine whether his position is one which he truly believes.

General leads: "Tell me more about it"

You are able to help an individual explore other possibilities while still not placing personal values on it.

Direct question: “What have you done about this situation?” or “Have you considered this other aspect?”

Direct Questioning helps to obtain specific information and to bring clarity to the conversation. When questioning, it is helpful to avoid questions that may be answered by a “yes” or “no” response. Leading questions that start with the words “What”, “When”, “Why”, “Which”, or “How” stimulate an individual to talk freely.

DEALING WITH CONFLICT AND MANAGING DIFFICULT PEOPLE

Difficult people are everywhere. They can be negative, irritating, and seemingly unmanageable. The conflict they create causes stress for everyone around them. Sometimes it seems easier to avoid or work around difficult people, but this is never a good long-term solution. If you learn to assess the person’s behavior and listen with genuine interest, it is possible to effectively manage every difficult person. Good leaders and advisors never avoid difficult management situations. To assist you in managing difficult people, the following are seven difficult personality types. In each personality type, the behavior of each type is described first, followed by effective action you can take to handle each type of personality type.

SEVEN DIFFICULT PERSONALITY TYPES:

Attackers

Behavior: Attackers assert their viewpoint forcefully. They require people to listen to what they say. They need room and time to blow off steam.

Your Action: Address the attacker by name and quietly, but firmly. Ask him to sit down. Then listen carefully to what the attacker has to say. Once calmed, the attacker usually becomes reasonable and may suggest valuable solutions. The worst action you can take towards the attacker is to return the attack.

Egoists

Behavior: Egotists also assert themselves, but unlike the attacker, they often are (or think they are) subject matter experts.

Your Action: Show respect for their knowledge, but do not become intimidated by it. Instead, capitalize on what they know by asking questions. Compliment them when they provide helpful information but make sure they know you are the advisor. When an egoist is incorrect show them how different results would have taken place with different actions in a nurturing manner.

DEALING WITH CONFLICT CONTINUED

Sneaks

Behavior: Sneaks are often passive aggressive and use sarcasm as a weapon.

Your Action: Confront sneaks with direct questions and let them know you do not appreciate their sarcasm. Use positive reinforcement when possible to steer them toward becoming more of a team player.

Victims

Behavior: Victims see everything negatively. They act powerless and defeated, often whining about everyone and everything.

Your Action: Ask them for suggestions to improve the situation, and address each idea logically and positively.

Negators

Behavior: Negators are usually suspicious of those in authority and believe that their own way of doing things is the only way.

Your Action: Let negators use their negative ammunition in a group meeting, then let co-workers express their views about positive solutions. Group members will most likely try to enlighten the negator that better solutions do exist.

Super-Agreeables

Behavior: Super-Agreeables have such a strong need to be liked, they do whatever you request at the expense of their own concerns or needs. They will over-commit and often disappoint and frustrate everyone.

Your Action: Monitor assignments to make sure super-agreeables are not overworked and under-delivering.

Unresponsive

Behavior: Unresponsive people are the most difficult to manage. They are seemingly impossible to draw out or to get involved.

Your Action: Specifically ask them for their opinion when getting group feedback. Try to include them when assigning tasks, so they can feel a part of the organization. Do not allow them to get away with being silent or apathetic.

DEALING WITH INTERPERSONAL CONFLICT

- Seek first to understand.
- Separate the person from the behavior. Use “I” statements.
- Refrain from saying you are uninvolved, instead try saying, “I’ve noticed you haven’t been involved lately.”
- When you initiate discussion, acknowledge the conflict.
- Do not beat around the bush, state how you interpret the situation and let the other person(s) do the same.
- Set a time to communicate directly and in person.
- Choose a place that is neutral.
- Include the other person in the scheduling; show them you are flexible!
- Ask directly, but sensitively, for the other ideas and recognize positive intentions.
- Do not make all the decisions yourself; conflict resolution should be a compromise and a team effort.
- Reflect back to the other person what you are hearing to ensure that you and others comprehend their comments.
- Listen empathetically to what the other person is saying then plan your response.

RELATIONSHIP BETWEEN COLLEGIATE OFFICERS AND ADVISORS

Generally, the advisor’s interaction with the chapter will take place in two settings: official chapter functions and private discussion. When working in these two settings, the effective advisor must constantly be aware of his role in the organization. Although active participation is desirable, the advisor is not the leader of the group. Developing a good relationship with the chapter officers is key to the advisor’s effectiveness.

OFFICER-ADVISOR RELATIONSHIP

The officers should:

- Meet regularly with the advisor and use him as a sounding board for discussing organizational plans and problems.
- Keep the advisor informed as to all chapter activities, meeting times, locations, and agendas. The advisor should receive minutes of all meetings.
- Utilize the advisor as a resource. From his previous experiences, the advisor can provide the officers and members with his perspective on various campus and Fraternity issues.

The advisor should:

- Assist the officers with the formulation of long-range goals short-term projects.
- Assist in evaluating individual and group projects, performance, and progress.
- Assist the officers with preparing meeting agendas. This not only provides structure for conducting the organization's meetings, but also serves as a point of departure for the discussion of other areas of mutual concern.
- Point out factors informing the ideas presented by the officers without imposing their own bias. If an idea is inappropriate, the advisor should try to encourage the officers to consider other alternatives.
- Avoid solving problems for the officers. If the officers asks "what should we do?", or "what do you think?", the effective advisor would rephrase the question and hand it back to the officers for consideration.
- Suggest ways by which group meetings can be improved.
- Make suggestions that help the officers improve other leadership skills.
- Encourage officers to teach each other by delegating authority to members who are not as experienced in a certain area.

DANGER SIGNS AND POSSIBLE SOLUTIONS

Chapter members not participating in chapter activities:

- Re-examine activities to ensure they appeal to majority. Ask what members want out of their fraternal experience and what activities will best help them achieve their goals.
- Help each member understand his individual responsibility for participation.
- Divide the chapter into committees to plan each major activity so that everyone is involved ..

Imbalance of chapter activities, thus appealing to limited interests:

- Whole group must face imbalance (or possibility of it) and discuss, with everyone present, allowing for individuals to express their views.
- List chapter activities under categories (social, philanthropic, community, etc.) and see where an imbalance occurs.

Conflicts between members; little cooperation; cliques:

- Determine source of conflicts.
- Simulate programs to emphasize positive aspects of the chapter.
- Involve all members in chapter decision-making and activities.
- Encourage chapter bonding activities where brothers can get to know each other.

Absent Feeling of Responsibility: collegiate to collegiate, collegiate to alumni advisor, chapter to International Headquarters, etc.:

- Group must learn to hold others accountable for the responsibilities they have voluntarily taken on themselves.
- If an officer is negligent, he should be removed from office in the best interests of the chapter.
- All members must realize they are responsible for maintaining high standards because their image affects that of the group.
- Plan and carry out several alumni activities during the year.

Lack of diversity in the chapter:

- Encourage the chapter to examine its current image on campus, and set strategies for improvement..
- Encourage the chapter to recruit from other organizations that will yield members that contribute to that new image.

Top offices held by underclass members:

- Educate chapter and Nominating Committee of the value of upper-class officers for their experience and leadership abilities. Training/experience in one position leads to better performance in offices with more responsibility. When underclass members assume too much responsibility, the potential for "burnout" is significant.

Chapter meetings are long and drawn out:

- Check use of parliamentary procedure. Eliminate repetition. Limit time each person can speak during chapter meetings.
- Use the committee structure to streamline chapter business.

Members are slow in paying dues, not signing promissory notes or not paying at all:

- Help chapter establish incentives for early and full payment of account (recognition, prizes, etc.).
- Educate chapter members on financial obligation to the Fraternity - both locally and internationally. Members need to be aware of the consequences of not paying their bills.
- Educate chapters on what privileges membership affords them.

No particular regard for Ritual, its meaning or performance:

- Hold Ritual and Membership Intake Workshops frequently. Include mechanics, but more importantly include discussions of their meanings and the everyday applications to make it come alive.

- Insist on proper attire. Make sure equipment is in good order.
- Review Ritual with Chapter President and any other key player before the ritual.

Lack of continuity and passing of files and information from one officer to the next:

- Insist on a well-planned, well-attended Officer Transition Workshop.
- Each officer should create a transition plan to be checked and approved by advisor.
- Advisors should check officer's records and notes periodically.
- Chapter files need to be kept up-to-date with usable materials.

Chapter is losing members through school dropouts as well as Member dropouts:

- Suggest that personal interviews be held to determine causes and offer solutions.
- Evaluate the Academic Development program and academic goals set by the chapter. Encourage an atmosphere for academic achievement.
- Organize tutors/mentors for members with grade problems.
- Ensure that all members feel a responsibility to the group - not just those who hold office.
- Settle personal conflicts as soon as possible.

Several candidates decide not to be initiated:

- Determine the reason why the candidate decided to discontinue the MIP process.
- Make sure the chapter understands the commitment of all members for a successful New Member Orientation.

Not all chapter members are involved in recruitment preparations:

- Perhaps the Membership Intake Chairman is **too** involved (i.e. dictatorial).
- Make sure every chapter member has a job and feels the responsibility of developing and executing recruitment plans.
- Utilize all the recruitment committees fully.

Recruitment plans are not competitive with those of other chapters on campus:

- Have New Members evaluate the chapter's recruitment and give impressions of recruitment techniques used by other chapters.
- Examine entertainment. Is it appropriate? Is it outdated? Does it contain inside jokes? Are the decorations competitive?
- What atmosphere is created at the parties?

DANGER SIGNS CONTINUED

Chapter tends to turn elections into a popularity contest without considering leadership abilities:

- Make sure the chapter is educated in the procedures for elections
- Members should openly discuss the qualities for each major office that would be most beneficial to the chapter. This should be done early on in the election process - perhaps at the time of the goal setting workshop with reminders prior to class caucuses.
- Make sure all candidates have talked with current officers of any office they are interested in to discuss duties and activities.

PRACTICE SCENARIO/EXERCISES

Situation #1:

The chapter you advise is unmotivated and disorganized. Apathy is obvious during periods of membership recruitment and the chapter is having a hard time recruiting new members. The President is looking to you for guidance. You have decided to talk to the entire chapter at this week's chapter meeting.

The following is an example of an unproductive Chapter Advisor response:

"If I had not seen it, I would have never believed it. Only 40% of you guys showed up for the event. And there wasn't even a quorum at the last meeting. And you haven't even started the New Member Intake program. I hate to tell you this, but you are an embarrassment to the Fraternity. If you don't get off your asses, this chapter is going to fall down around you. You had better come up with something to save your chapter."

Now here is a more productive Chapter Advisor response:

"This chapter has always been known as one of the best on campus. We have got to work to keep it that way. So, let's set some goals that will help us to remain one of the best fraternities."

Situation #2:

It has come to your attention that the chapter has a little sister or sweetheart program even though that is clearly against Fraternity policy. No one in the chapter will come forward "officially," so you need to confront the officers and, later, the entire chapter.

This is how not to deal with that problem:

"Listen guys. I know it is pretty unrealistic to expect you not to have a little sister or sweetheart program when some organizations still do. But, it is a rule."

There are all sorts of problems with that kind of response. First, you must always represent the International Constitution and Bylaws of Phi Beta Sigma as fair and just. Second, even though you should be a friend of the chapter, you cannot establish a "them" versus "us" situation by referring to Phi Beta Sigma policy as unrealistic. Third (and this is a crucial point) you must never disregard the potential legal problems in a situation.

PRACTICE SCENARIO/EXERCISES CONTINUED

Let's take a look at a more appropriate way to address that issue:

"I know you have heard it before, but let me read you the Fraternity's policy on little sister/sweetheart and auxiliary groups. Phi Beta Sigma Fraternity, Incorporated does not recognize or approve the existence of little sister groups, Sigma Sweethearts, Doves, Silhouettes, or similar chapter programs or organizations. Nor do they approve chapter affiliation with similar organizations. No organization, unless authorized in writing by the International Headquarters of Phi Beta Sigma Fraternity, Incorporated, shall use the words, letters, logos or symbols of Phi Beta Sigma or otherwise represent affiliation with the Fraternity."

You should generate enough respect among the Brothers so that you can reprimand them without alienating them. You will have to express yourself forcefully and confidently. But, you have to know when it is necessary to reprimand them and when it is not. If you come down on the Brothers all of the time, they are going to ignore you all of the time. And, you cannot afford to be ignored when you are dealing with situations that involve legal liability.

Remember that as long as you and your chapter obey Fraternity, State and Local laws, you will be covered by the Phi Beta Sigma insurance policies. But, if the Risk Management Guidelines are not followed, the chapter may no longer be protected. If you, as Chapter Advisor, knew beforehand that a violation was about to occur, you may not be covered either. This is why it is so important for you to ensure that your chapter is following the Risk Management Guidelines. You cannot allow a few people to jeopardize the entire Fraternity.

You will not be present at all chapter functions, but you should be keenly aware of your chapter's plans. Work with the individuals to make sure they understand the dangers involved, especially with events that involve alcohol or when hazing could be involved. These are two of the most emotional and critical issues among Fraternities today.

Situation #3:

Some of the members have made comments about Hell Week, Scavenger Hunts, and the like. You think there may be some sort of hazing happening behind "closed doors." No one is willing to come forward, nor should you be asking them to. You need to reaffirm the Fraternity's position on hazing. A typical response from the chapter might be: "Come on. We have always had hazing." "Yea, other fraternities have hell week."

Here is the wrong way to react to a statement like that:

"Ok. Ok. You all have to do what you have to do. Just don't let me hear about it."

And here is the right way:

"If that is the way you feel about it, then you have to understand that you are putting the whole chapter in jeopardy, as well as yourselves, and the International Fraternity. It is that kind of attitude that land people in court. So, if you have to have Hell Week, then you no longer have the privilege of membership in this Fraternity."

You should not be afraid address your chapter in this manner. Some situations cry out for confrontation, especially those where lawsuits are waiting to happen.

Situation #4:

One of the Brothers has come to you. He said that a secret session (membership intake meeting) is being planned by four of the chapter's more energetic brothers to have unfinancial brothers see the candidates so they can be "made right."

This is how you should not approach the problem:

Upon finding the names of the Brothers planning this session, you go to one of their rooms to confront them. "Hey guys, listen. Marcus tells me that you are planning a secret session and there are going to be unfinancial and non-certified brothers present. I don't have time to talk now because I am late for a meeting, but all I can say is that you had better not do it!"

First of all, you never want to betray a brother's confidence. Telling the guys that Marcus says you are trying to have a secret session is going to make them upset with him. You have to be very careful to preserve the Brothers' trust in you. Second, you must always take the time to explain why the chapter can't do something. If you don't have time to talk now, set up a meeting when you do. Using a vague threat like "all I can say is that you had better not do it" is ineffective. Use facts, not threats.

Here is an appropriate way to respond to the situation:

"I have come to you guys because you are leaders in this chapter and the other Brothers tend to follow your example. I know there is talk about an unauthorized and secret session planned. I have to remind you of the legal consequences of doing something like that. If you have a party and let anyone come (and believe me everyone and their brother will come) you lose all ability to control that event. And yet you are going to remain responsible for whatever happens to any one of those people.

Your insurance will not cover you because you are breaking University, Fraternity and even State/Federal laws. So, if someone decides to sue because their child was hazed and/or injured, you are going to pay out of our own pockets."

A typical response would be:

"But we will lose popularity if we don't have them made or pledged hard."

Your response should be along the following lines:

"There are a lot of other ways to establish new member credibility without having hazing and involvement of unfinancial brothers."

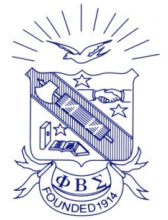
Members:

"Well, what do you suggest we should do to keep visibility on campus and with other chapters?"

You:

"I suggest we get really involved in campus intramural athletics, chapter scholarship, and other campus activities. Let's have social events for Brothers and their guests that revolve around positive Black Greek Life. Let's challenge our social committee to come up with a list of functions that this chapter could sponsor."

Finally, when all else fails, remind them one last time of the seriousness of their actions. Of course, you won't always have to deal with such difficult situations, but it is important to know what to do should they arise. You don't have to handle them alone. You can always turn to the International Fraternity for advice and support.



SIGMA 3100:
Sigma Chapter Team Building:
Working Effectively Together

WORKING EFFECTIVELY TOGETHER OUTLINE

Introduction to Active Listening

Active Listening is a critical skill if you intend to be effective in your communications. This chapter defines and provides specific strategies for actively listening to your collegiate chapter. This information can be used to enhance your communications skills.

Operating from Your Interests

Operating from your interests is also a critical skill if you intend to be effective. This describes what interests and positions are. It also describes the three different kinds of interests: shared, different and conflicting. Finally it advocates using four actions to operate from your interests.

Trust and Mistrust

This section examines issues relating to trust among the chapter members. It also provides four indicators and twelve key building behaviors that reflect the level of trust in a relationship. Reflecting on this information can provide clues on managing trust issues within the chapter.

Giving Constructive Feedback

Being able to provide constructive feedback is a critical skill that an effective advisor must possess. This describes the differences between the more familiar “You” messages that we often use to give feedback and the more effective “I” messages. This information can be used to build and sustain your feedback skills.

“I” Message Practice – When/Then/I

This practice sheet is a basic tool to formulate both positive and negative feedback before you provide it. Positive feedback focuses on behaviors you value and want to see demonstrated more routinely. Negative feedback focuses on behaviors you don’t value which you want the person to change.

Using a Principled Approach

This section describes what it means for collegiate and alumni, membership and leadership to use a principled approach in dealing with each other.

INTRODUCTION TO ACTIVE LISTENING

“WHAT IS LISTENING”

- The International Listening Association defines listening as the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.
- To achieve understanding, as a listener, you try to get three kinds of information from the communication or message:
 - **Technical Information** – the actual content of the message
 - **Emotional Information** – the feelings which the speaker has about the message or communication.
 - **Impact Information** – what the speaker wants you to do as a result of receiving the message or communication.

“WHAT HAPPENS WHEN YOU’RE LISTENING?”

You’re sensing :	Observing the person’s words, voice body language and other cues.
You’re interpreting :	Deciding what someone intends to convey. This can include deciding which contradictory cues to heed.
You’re amplifying :	Feeding back what the speaker has said or asking for more information.
You’re evaluating :	Deciding if you think the message is good or bad, right or wrong
You’re responding :	Deciding what to say or do

“WHAT HAPPENS WHEN YOU’RE NOT LISTENING?”

These are the most common barriers to truly hearing what someone else has to say!

- **You are not paying attention:** You are distracted by something else which has your attention.
- **You are listening but not hearing:** You are listening, but not really processing, what you are hearing.
- **You are judging:** You are criticizing and evaluating the speaker’s message before it is completed. (“What could he possibly have to say?”)
- **You are discounting:** You are reducing the impact of the message or denying the speaker’s perceptions or feelings. (“You don’t really believe that..”)
- **You are listening for a point of disagreement:** You are ignoring points with which you agree and pounce on any point of disagreement.

Some other common barriers include:

- a. **You are pseudo-listening:** Giving misleading signals that you are listening.
- b. **You are rescuing:** Interrupting to offer unsought advice in an effort to be helpful or controlling. (“Well, what I think you should do is..”)
- c. **You are overriding:** Jumping in to offer your own opinion or story. (“Yeah, well what happened to me is ...”)
- d. **You are avoiding:** Shifting the discussion away from the speaker’s interests, especially to avoid discomfort. (“Oh, that’s too depressing. Let’s..”)
- e. **You are rehearsing:** Working out what you intend to say after the speaker has finished.
- f. **You are hearing what is expected:** Putting what the speaker says through the filter of what you expect him to say, and you’re filtering out anything you hear that doesn’t fit what you expect.
- g. **You are feeling defensive:** Shutting out communication because you are growing very uncomfortable.

“WHAT IS ACTIVE LISTENING?”*

Active listening focuses on:

- WHAT is said
- HOW it is said
- WHY it is said

“HOW DO YOU ACTIVELY LISTEN?”

1. State your **intention** – Decide to listen
2. Create a **positive climate**
 - Offer a greeting and establish eye contact
3. **Focus** your attention and interest on the speaker
 - Concentrate on the explicit and implicit content of the message
4. **Stay open** to the message
 - Do not interrupt
 - Do not start evaluating and judging
 - Do not start planning your response

5. **Promote** the communication **exchange**

- Use SILENCE as a CUE – Use silence to encourage the speaker to continue. Avoid the temptation to jump in and interpret or qualify what the speaker just said. Wait, Remember your objective is to give the speaker room to talk.
- Use NODS, ATTENTION CUES – Show your attention with nods of your head and saying “uh-huh” or “mm-hmmm.” Avoid distracting movements.
- Use INVITATION CUES – Encourage the speaker to start or continue, with “door opener” comments like “I’d really like to know what you think,” or “That’s really interesting.” or “Tell me more.”

6. **Feedback** what you have heard

- Paraphrase – provide mirror feedback (show collegiate brothers how things are viewed by observers)
- Check the accuracy and completeness of your understanding – paraphrase or re-state what was said
- Use closed questions to confirm what you have heard. These are questions which can be answered, yes or no.
- Summarize or ask speaker to summarize.

7. **Listen between the words** – Try to understand the feelings and emotions the speaker attaches to the words. This is often called “listening with the third ear.” Check your perceptions of the feelings being expressed.

8. **Promote dialogue**

- Use open questions to elicit more information and dialogue. These are questions which cannot be answered yes or no.
- Affirm what the speaker has said. However affirmation does not indicate agreement. You are affirming the communication not agreeing with the message
- Avoid responding emotionally to the speaker’s emotional language

OPERATING FROM YOUR INTERESTS

“What are positions?”

In human interactions, everyone has interests. If you listen to any discussion about a topic, issue or problem, you usually hear the speaker first express his r positions.

- Positions are the conclusions we have reached about something or someone.
- Positions are often our solution to a problem. When we decide how an issue should be resolved, we define our position.

Our interests underlie our positions. Our interests:

- Reflect our needs, desires, hopes, concerns and fears. Interests connect to our basic human needs.
- Reflect our motivation to focus and act in a particular situation.
- Reflect why something is important to us. Interests connect to our basic values and the philosophies by which we live.

Our interests communicate why something is important to us and what we really want to see accomplished relating to it in the long term.

Our positions communicate exactly what we think should be done about something right now.

For example, consider the very real fraternity issue of hazing.

My position might be that _____(DESCRIBE POSITION)

These positions reflect what I have concluded must be done to prevent hazing. My interests in addressing fraternity hazing are different:

These interests reflect my serious concern about fraternity hazing and the need to protect/preserve the welfare of the organization. Notice that my interests are not just self-oriented. My interests also focus on others.

“HOW DO WE FIGURE OUT OUR INTERESTS?”

The best way to figure out your interests is to discuss a topic, problem or issue. As individuals offer their opinions, ask, “Why?” Then individuals can begin to explain why they think the way they do. You can keep asking “why” until you and the speaker believe you have gotten down to the interests that underlie the positions expressed.

You can also ask directly: (You can also discover your own interests by asking yourself the same questions)

- What are your needs relating to this topic/issue?
- What do you really want? And why?
- What are you concerned about?
- What do you hope will happen?
- What are you afraid of?

“DO WE USUALLY HAVE MORE THAN ONE INTEREST IN A SITUATION?”

Yes! In any situation each person or party has multiple interests. Furthermore, when you compare the interests of both parties, you discover that there are three kinds of interests:

Shared interests – these are interests which both parties share.

Complementary interests – these are different interests that you both have with regard to a particular topic, issue or problem. However, they are not conflicting. In many cases you are focusing your interests on different aspects of the same issue.

Conflicting interests – these are two sets of interests both of which cannot be satisfied.

“HOW CAN WE OPERATE FROM OUR INTERESTS?”

First you need to understand that you have a variety of interests:

- You have your own individual, personal interests and
- You have interests that reflect your membership in the fraternity

Whether you are focusing on your individual interests or your collective interests, you must fully operate from your interests. You must accomplish four actions to be able to operate fully from your interests.

1. State or articulate what your interests are – your personal interests and your fraternal interests.
2. Share and explain your interests to others with whom you are working.
3. Listen actively to others share and explain their interests.
4. Dialogue candidly about the interests everyone has shared and examine which of your interests are shared, different but not conflicting, and conflicting.

Once you master these four critical actions, then you can effectively apply an interest based approach to topics, issues, problems and conflicts. Such approaches include:

- Interest-based resolution
- Interest-based problem solving
- Interest-based conflict resolution

Mastering the four critical actions gives the foundation for all interest-based approaches you might use.

INTRODUCTION TO TRUST/MISTRUST CYCLE

Trust is difficult to build and even more difficult to rebuild. When new people enter into a long standing relationship they have to build trust with the others already in that relationship. As a result, maintaining trust within the collegiate-alumni relationship is a continuous challenge. In our initial examination of trust, we must reflect upon three basic facts:

- A. **Trust starts with each of us** – each of us has to be totally committed to behaving in a trustworthy manner. We cannot make our trustworthiness contingent on whether the other party is trustworthy. We also cannot make another party behave in a trustworthy manner.
- B. **Trust is a two-way street** – trust and distrust develop in two-way interaction between people. Ideally, people get clear with each other about what they can expect from each other. Consequently, trust becomes simply doing what we said we would do and behaving as we said we would behave.
- C. **Trust in the collegiate-alumni and membership-leadership context is complicated** – trust and distrust operate at different levels of the collegiate-alumni and membership-leadership relationship. Listing some of these arenas may help illustrate this point. Trust and distrust can exist in the various individual relationships and within the group relationships.

WHAT IS TRUST?

The New Webster Encyclopedic Dictionary of the English Language defines trust as, “a reliance or resting of the mind on the integrity, veracity, justice, friendship of another person; a firm reliance on promises made or on laws or principles; something committed to one’s care of the use or for safekeeping; to rely or depend on.”

Behavioral research on trust suggests that there are four core elements of trust:

- A willingness to be vulnerable to the actions of another
- Some level of confidence and some degree of faith that positive expectations will be met
- Taking action based on another’s word or deed
- A belief in the goodwill of another

IDENTIFYING THE PRESENCE OF TRUST

Some experts assert that there are four distinct indicators or dimensions which reflect the level of trust within a relationship:

1. Evidence of lack of monitoring –you rely on others to act on their word and without closely monitoring their actions to make sure that they are acceptable.
2. Evidence of benevolence –you undertake actions which will benefit the other person whom you trust even if there is no direct benefit to you.
3. Evidence of openness –you do not censure or restrict the flow of information to the other person.
4. Evidence of risk taking –you feel comfortable placing yourself at risk based on the other person’s actions. You believe that the other person will always act in your interest.

Other experts assert that trust is built through a series of specific behaviors and interactions. The following behaviors and interactions are trust builders:

- a. Consulting with each other about significant present and future things which could/will impact the relationship and/or the fraternity
- b. Sharing information with the other party to avoid surprises especially unhappy and unpleasant surprises
- c. Being straightforward and honest with the other party including relinquishing hidden agendas, i.e. telling the whole truth
- d. Listening to the other party’s opinions and trying to understand what he/she is trying to communicate
- e. Following through with joint decisions made and promises made to each other
- f. Being consistent and reliable in actions taken and especially in dealing with each other
- g. Foregoing the use of any double standards
- h. Foregoing the use of threats or intimidation
- i. Foregoing “cutting deals” on the side which may not match with the larger picture of what the parties are trying to accomplish
- j. Respecting the other party’s roles and responsibilities
- k. Accepting unintended failures and mistakes – being able to forgive these mistakes
- l. Living up to one’s own roles and responsibilities

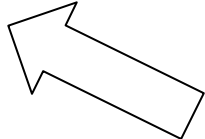
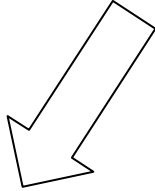
MAKING TRUST PERSONAL

There are two basic questions for you to think about as you try to assess the trust and mistrust in your situation:

Who do I trust? Who do I mistrust? Why? The “who” can be an individual and/or a group.

What do I mean by trusting or mistrusting someone else or another party?

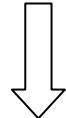
DECIDE TOGETHER
WHAT TO DO AND YOU
TRY TO DO WHAT YOU
DECIDED



WHEN PROBLEMS AND
DIFFERENCES ARISE,
YOU DON'T FULLY
RESOLVE THEM – YOU
BUILD UNFINISHED

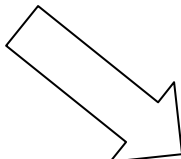
YOU REPEAT THE
MISTRUST CYCLE – AND
REINFORCE MISTRUST –
“HISTORY IS DESTINED
FOR YOU”

CYCLE OF MISTRUST



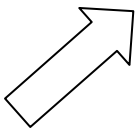
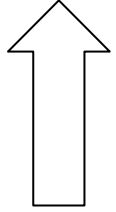
YOU DON'T SAY
WHAT YOU MEAN
AND MEAN WHAT
YOU SAY – YOU DO
TRY NOT TO WORK
TOGETHER

YOU BEGIN TO WORK
TOGETHER AGAIN
WITH UNFINISHED
BUSINESS AND
UNCONSTRUCTIVE
PATTERNS OF
INTERACTION – “BAD
HABITS AND OLD
BAGGAGE”



EVEN WORKING
APART, YOU
WITHHOLD OR LIMIT
SUPPORT AND BUILD
BARRIERS TO TRIP
EACH OTHER UP –
DIRECTLY OR
THROUGH OTHERS

CAN'T BE SUCCESSFUL
WORKING APART –
YOU MUST WORK
TOGETHER AGAIN



GIVING CONSTRUCTIVE FEEDBACK
OR
HOW TO GET YOUR MESSAGE ACROSS

TWO METHODS:

1. A “YOU” message which focuses on the other party exclusively
2. An “I” message which focuses on the interactions which you and the other party have

“YOU” MESSAGES

- Describe in judgmental, critical and blameful terms the other party’s actions and/or behavior
- Tell the other party what they need to change
- Examples of “you” messages:
 - You are always late for meeting; you need to make being on time a priority
 - Don’t keep information from me. Give me any information you receive as soon as you receive it
 - Tell us what your objections are here and now. Don’t bring them up later after we have put together our preliminary plans:
- “You” messages have a negative impact on human relationships by:
 - a) Creating defensiveness – “you” messages can foster aggression, withdrawal, denial and resentment
 - b) Assuming that fear or guilt will make the other person change their behavior. Even if people change their behavior due to fear or guilt, the relationship is damaged.
 - c) Demeaning the receiver of the message
 - d) Continuing to relay “You” messages to communicate negative feedback.

“I”MESSAGES

- Focus on the interaction between the two parties
- Have three parts
 - A description of the other person’s behavior
 - A description the impact of that behavior on you
 - A description of your reaction in this situation
- Include specific descriptions of the other person’s behavior or action which are not judgmental, critical or blameful
- Do not demand or suggest the change the other person should make to his behavior – instead the responsibility for behavioral rests with the other person
- Describe the effects of his behavior on you and your true feelings about that behavior

- Examples of “I” messages include:
 - a) When you arrive late for meetings, then we have to stop to bring you up to speed on where we are, and I feel angry at this backtracking and feel that you don’t value or respect my time and schedule as much as your own
 - b) When you don’t share information you have with me, then I often hear it from others later and I am surprised or caught off guard by it, and feel that you don’t trust enough to share it upfront when you receive it.
 - c) When you don’t voice objections when we initially discuss something, and then later you voice these objections after we’ve formulated our plan. I wonder why and question whether you are really on this team working together with us or are you sitting off to the side only planning to hinder us and/or make yourself look smarter.

- Use the When/Then/I format as follows:
 - a) The when part of the statement specifically describes the other party’s behavior in a non-accusing manner
 - b) The then part of the statement describes the concrete impact or effects of that behavior on you
 - c) The “I” part of the statement describes your feelings and reactions to what has occurred in this interaction.

- The “I” message can be used to communicate either positive or negative feedback. You can describe behavior which you value and want to experience more often. You can also describe behavior you don’t value and want to experience less often or not at all.

- “I” messages have a constructive impact on human relationships by:
 - a) Honestly communicating feelings and concerns in a way that the other party can hear them without becoming defensive
 - b) Helping the other person learn the effects of their behavior so that they can decide what to do about these effects
 - c) Assuming both parties want to take responsibility for their own behavior and welcome feedback to help them understand the impact on their behavior

CONSTRUCTIVE FEEDBACK CONTINUED

“YOU AND “I” MESSAGES ARE FUNDAMENTALLY DIFFERENT IN:

- The formal or structure of the message
- The content of the message
- The probability that behavioral change will occur
- The basic assumptions about how and why people behave as they do
- The impact on the overall relationship

“I” MESSAGES ARE THE FEEDBACK FORMAT USED IN:

- Leadership Effectiveness Training
- Peer Counseling
- Conflict resolution

“I” – Messages Practice WHEN – THEN – I

Think of the behavior of other people. Focus on behaviors that upset or bother you, and behaviors that you value . For each behavior, use spaces below to describe separately (1) Behavior; (2) Tangible Effects; (3) Feelings; then write our a complete three-part I-Message; use the parts in any order and use more than sentence if necessary.

BEHAVIOR (When)	TANGIBLE EFFECTS (Then)	FEELINGS (I)
When/Then/I Statement		

BEHAVIOR (When)	TANGIBLE EFFECTS (Then)	FEELINGS (I)
When/Then/I Statement		

BEHAVIOR (When)	TANGIBLE EFFECTS (Then)	FEELINGS (I)
When/Then/I Statement		

USING A PRINCIPLED APPROACH

WHAT ARE PRINCIPLES?

Principles are fundamental standards that guide human behavior and action.

- Some of the most well known sets of principles are moral or ethical principles such as the 10 Commandments
- These principles are in turn the basis for much of our legal system. Or laws that reflect specific application of these principles

Principled behavior refers to behavior guided by a core set of principles in contrast to situational behavior in which the setting and circumstances determine the behavior.

WHAT IS A PRINCIPLED APPROACH?

A principled approach is one in which the people involved agree upfront on the principles which will guide them as they work together.

The most well-known practice of the principled approach involves negotiation of problems. The key to its success is to:

- Separate the people from the problem. Be soft on the people or hard on the problem. Do not make it personal and do not take it personally.
- Focus on interests and not positions. Get down to what's really important. Figure out what basic needs are linked to a topic or issue.
- Invent options for mutual gain. Develop a range of possible solutions or resolutions. Don't get stuck on either/or choices.
- Insist on using objective criteria. Agree on what standards or criteria will be used to evaluate all the options under consideration.

The bottom line is that the parties agree to operate and behave in a principled manner; this means that these parties agree on their principles upfront and can count on each other standing with and following these principles.

SIGMA 3100: CHAPTER OPERATIONS: WORKING EFFECTIVELY TOGETHER

EXERCISE 1: MISSION IMPOSSIBLE

INSTRUCTIONS: The facilitator will divide the class into 4 groups each group will have a work station that has puzzle pieces/building blocks ready to be assembled. Near the facilitator behind a screen is the puzzle/building blocks fully assembled. Each team will have the opportunity to get two views of the assembled puzzle totaling 30 seconds. Each team can decide to send one person and that individual will have the opportunity to view puzzle for the entire 30 seconds or they can send two different team members who will be afforded 15 seconds each. Additionally each team may be assigned one or more spies who have been preselected based upon a hidden color dot in their certification book. The spy's mission is that of disruption and prevention of team from assembling puzzle correctly.

TIME ALLOTTED: 15 MINUTES
DID YOU ACHIEVE THE MISSION? YES NO
WHAT WAS THE TRUE MISSION?

Write three things down that you learned or didn't know about working effectively together and three things you will share with fellow or new advisors who may have not been able to attend this seminar.

WHAT I DIDN'T KNOW

WHAT I WILL SHARE



SIGMA 4100:

Coaching and Development of Phi Beta Sigma Collegiate Chapters

INTRODUCTION

One of the most difficult jobs in Phi Beta Sigma Fraternity, Inc. is the collegiate Chapter Advisor. However, advising can also be one of the most fulfilling and rewarding jobs you will ever do. It is essential to the continued success of our fraternity.

Advising is a choice. All along your fraternal path you have made choices which have brought you to this workshop. The choice before you now is to learn as much as possible about effective advising and how you can apply your skills with the people you would like to advise.

Another choice you will make before the conclusion of this workshop is how much effort you will put into becoming an effective advisor. Just as we stated above, advising is difficult but the rewards of helping individuals stretch and develop beyond what they thought capable will be worth the effort.

The Coaching and Development workshop will take you through some challenging exercises and thought provoking discussions. We will ask you to do some stretching of your own, try new things and look at advising in a different way. We will talk plainly, openly and honestly about the challenges that lie before you in your personal journey of developing and practicing critical advising skills.

At the conclusion of this workshop you will be excited about your role as an advisor of a collegiate chapter. Your ability to influence collegiate members towards a positive outcome will benefit yourself and the fraternity.

GOALS

This workshop is designed to bring the participant to a clear understanding of the following:

- Your ability to influence every situation in a positive way
- The importance of building strong partnerships
- How you can improve your skills in influencing and advising others
- How improved coaching skills are translated into more effective and empowered brothers

OBJECTIVES

At the conclusion of the workshop you will be able to:

- Build strong mentoring/coaching relationships
- Influence others to improve their own skills and abilities
- Guide others in a more focused way
- Assess and positively influence situations
- Develop the full potential of collegiate chapter members
- Conduct an effective coaching and development session

FOUNDATIONS OF EFFECTIVE ADVISING

Effective advisors use the following tools when advising a collegiate chapter:

- Listen with empathy
- Build Personal Value
- Focus on Performance
- Recognize the Efforts of Others
- Influence, Not Control

These are the standards upon which to gauge an advisor's effectiveness. Advisors who embody these characteristics show an outstanding ability to lead, guide and influence others in the fraternity. As you progress through the Coaching and Development workshop you will see these characteristics strengthened in yourself and other participants.

Characteristics of effective advisors are built upon a solid foundation of trust. When these characteristics are strong within an advisor, there is a high degree of trust. Low trust results when the advisor fails to adhere to these standards.

LEARNING FROM THE PAST



- Autocratic
- Controlling
- Commanding
- Directing

A NEW PERSPECTIVE



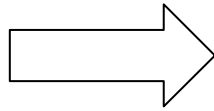
- Influencing
- Guiding
- Supporting
- Helping

DEFINITION OF COACHING

Coaching: To help others continuously improve, accomplish their goals, and reach their full potential.

REINFORCE OR REALIGN PERFORMANCE

REINFORCE



EXPECTED PERFORMANCE

REALIGN

Positive performance must be reinforced for it to increase. Negative performance must be realigned so that it can be changed or stopped. Every collegiate chapter should be in some stage of Coaching and Development.

THE PROCESS

Next, you will learn how to assess a chapter's performance and apply the necessary action for the most positive outcome.

This enables you to be proactive by choosing your actions for interaction. You will then have more control and responsibility over how you advise and mentor so that others can take more control and responsibility over how they will perform.

The Coaching and Development Process will help you take decisive action. The process integrates each of the components so you know when and how to reinforce or realign performances and behaviors. It will guide you through discussions with the chapter so they will know how to improve or change their performance.

The process allows you to:

- Mutually Agree on the Facts of the Situation
- Reinforce or Realign
- Establish the Impact of the Behavior
- Devise a Plan
- Describe Desired Outcomes
- Get Commitment
- Initiate Action

The Coaching and Development Process will help you enable others to take actions to improve their performance. You become an influencer and mentor rather than merely an advisor.

COACHING AND DEVELOPMENT PROCESS MODEL

The steps are designed to be followed in a sequential manner. Each step establishes a foundation and natural flow for moving to the next step. However, they are not lock-stepped and the process allows you the flexibility to repeat a step or series of steps as necessary.

Picture this process as a roadmap that will guide you to a destination but allow for side trips. When done properly and thoroughly, you will find the quickest route to a successful outcome. However, following the process will often bring new information and insight into a situation as you gather information, listen, and clarify. You must be willing to accommodate new information and rely on the process to keep you focused on your goal.

The Coaching and Development Process provides a consistent approach upon which others can rely by integrating and aligning values with behaviors and roles. Your behavior will reflect your values as you interact with each chapter. The more consistent and aligned you are the more trust you will build in the relationship.

Step Sizes

The steps outlined in the process vary; some steps will require more time and effort depending on the chapter and situation.

You must include integrity, respect and support in all your interactions for the process to work effectively. Compromised values and insincerity will greatly reduce your ability to achieve long-lasting positive results. There must be genuine concern for the success of the chapter.

EVALUATE

The first step in the Coaching and Development Process is to evaluate the performance or behavior. The advisor observes and compares all aspects of the chapter's performance, provides feedback and provides an opportunity for the chapter to do the same.

This step is designed to keep the advisor from moving too quickly to disciplinary action. Do not assume you have all the information before discussing the topic with the chapter. Share feedback and gather as much information as possible so all parties will understand each point of view completely. This process creates a stronger point from which to take action.

Resistance and Explanations

Often in the Evaluate Step you will be met with resistance and explanations. Excuses may be encountered in other areas as well, but initial resistance will likely be met in this stage. There are two main types of explanations:

WALL OF RESISTANCE CONTINUED

Valid Reasons

When a collegiate brother/chapter brings you an explanation that is a legitimate reason for his behavior, you must address it seriously. Depending on the situation, you may need to take action on this immediately or schedule a time in the future to handle the issue.

Invalid Excuses

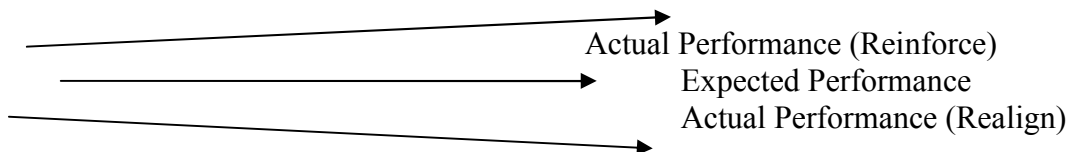
Invalid excuses are explanations for behavior that are either not relevant or out of your control. Discussing substandard performance is uncomfortable for the chapter as well as the advisor. As a natural defense chapters attempt to make excuses and resist the advisor's efforts to resolve the situation. This can cloud the discussion and put additional stress in the relationship.

Wall of Resistance

When a brother does not want to talk with you directly about an issue, he will often build a wall of resistance. This is an attempt to stop you from discussing the issue that is making him uncomfortable. When this occurs, you should stop addressing the initial issue and focus on the resistance instead. Only when the resistance is resolved can you continue to work on the initial issue.

The effective advisor must do three things during the Evaluation Step:

- 1) Stay On Topic -- Ensure that there is a joint understanding of the main topic. It is easy to become sidetracked while coaching or bring up issues that may be indirectly related to the main topic, yet not as important to discuss.
- 2) Identify Performance Gaps -- A gap is the negative or positive difference between expected performance and actual performance. Be sure to take time to provide detailed feedback to the chapter about their performance. If the performance is below expectations, restate what the expectations are and specific elements of their performance which need to be realigned. Listen to their response and gather any additional information which will help you move forward. When performance is above expectations, be sure to acknowledge, recognize, and reward them for their efforts.



- 3) **Invest Time** – Most advisors fail to properly estimate the time required to evaluate performance. When planning, be sure to include the amount of time and resources needed in order to complete an evaluation. When evaluating, you will need to be patient in order to ensure that you have uncovered as much information as possible. These types of discussion can be uncomfortable, causing advisors to move too quickly to action. Go slowly and take the time to evaluate properly.

REINFORCE OR REALIGN?

Questions for the advisor to ask:

Do we want the behavior or performance to continue or increase?

If the answer is yes, the advisor emphasizes the Reinforcement aspect of the Coaching and Development Process.

Do we want the behavior or performance to stop or change?

If the answer is yes, the advisor emphasizes the Realignment aspect of the Coaching and Development Process.

EXERCISE: Modeling Behavior

For this exercise and role play we will need three participants (one person playing the collegiate, alumni advisor and observer). There will be two scenarios: one in which the advisor will need to reinforce his collegiate's behavior and the other in which the advisor will need to realign the collegiate's behavior. The exercise will give each participant a chance to draw upon his natural skills and what he has learned thus far while the observer will identify opportunities that could have made the interaction better.

SCENARIO #1

The advisor has been contacted by the university regarding a hazing allegation that has been logged against the chapter. In the course of your investigation you have uncovered that the chapter has indeed been involved in some questionable activities. The chapter president's position is that these activities are part of a tradition. You must impress upon him his obligations to fraternity and the university, and the ramifications of failing to comply with these obligations.

SCENARIO #2

The collegiate chapter you advise has just performed a wonderful rally and event for the American Cancer Society Relay for Life and raised \$1000. In the course of your conversation with the chapter president in addition to applauding their efforts you want to encourage future activities such as these, as well as give constructive feedback on how to make this event even better.

ESTABLISH IMPACT

Establishing impact is key to changing behavior; however, this step is seldom executed. Establishing impact gives the advisor the opportunity to show the individual how his behavior affects other things. If a collegiate does not understand the true consequences of his actions, then he will have no reason to change. Restating rules to gain compliance is generally ineffective – adults must have a personal motivation and reason for change. Therefore, the impact must be described in a way that has value to the individual.

The Advisor can influence this in a very positive way by helping the individual see how their behavior or performance is impacting them personally, either negatively or positively.

When a collegiate member sees and understands that his behavior causes harm to himself and others, he will want to change to avoid consequences. The converse is true for positive behavior and performance. Once he makes a decision to begin the change process, the leader must be there to support and motivate him in order to ensure a successful outcome. This sets the stage for a successful relationship between the advisor and the collegiate chapter.

DEFINE OUTCOMES

Evaluating and Establishing Impact set the foundation for an effective partnership between the advisor and the chapter. The advisor has provided feedback, the chapter has shared information. Both have listened to each other and come to a mutual understanding of the importance of the situation and the impact of the performance. It is time to set a course for the future.

Envision the future:

- What is possible?
- What does the chapter want?
- What does the advisor want?

Like impact, outcomes can be either negative or positive. Defining outcomes affects how a collegiate responds to planning and taking action. The advisor should share intentions by describing all of the positive outcomes that could result from successfully completing the plan the chapter will develop. The effective advisor motivates the individual by envisioning the course of action, which will lead to positive results. He focuses on a realistic goal that will describe what success will bring. This also helps define the steps required in crafting a plan, which will bring the collegiate brothers toward the goal.

However, there are times when the advisor is obligated to describe the negative outcomes if the individual fails to achieve the goal. The effective advisor is clear about consequences, but helps the individual see his desire to succeed.

Collegiate members always have a choice to perform. Outcomes and consequences are the end result of their choices. A choice to perform will lead to positive outcomes and more options. A choice not to perform will lead to negative outcomes and limited options.

A successful outcome will bring the individual back into alignment with expectations. In addition, it establishes a collaborative relationship, which will build more trust in the collegiate member's ability to perform and in the advisor's ability to give support. The advisor starts "letting go" as confidence in the individual increases.

PLAN

Good plans start from clear objectives and outcomes. The advisor and the chapter have identified and described exactly what outcomes they would like to achieve. It is now easier to develop a plan with precise action steps, which will get the desired results.

Effective plans initiate a strategy which will include:

- Action items
- Responsibility
- Start and Stop Dates
- Potential problems

There are other things an advisor needs to be aware of to ensure success. First, resist the temptation to control the formulation of the plan. The emphasis is on the joint development of the plan. This creates ownership and commitment to following through. It also keeps responsibility for the plan squarely on the collegiate member's shoulders.

Second, keep the plan realistic. Do not over plan by adding too much detail and too many check points. On the other hand, do not under plan and assume most elements will be accomplished without a method to monitor activities and key milestones.

Third, estimate the resources involved and be prepared to support the individual throughout the duration of the plan.

The plan should also include specific dates when the advisor and the individual discuss progress. Plan for and ensure that those dates are kept. Action should be taken as soon as the advisor and the chapter agree on the details of the plan.

HOW TO WRITE PERFORMANCE OBJECTIVES

SPECIFIC

MEASURABLE

ACHIEVABLE

REALISTIC

TIME FRAMED

COMMITMENT

Commitment is a contract on the part of each party to fulfill their agreed upon obligation to the very best of his ability. Commitment is explicit, *intrinsic*, and executed against and not implied and hoped for.

- Don't assume
- Ask for commitment
- Look for verbal and non verbal clues
- Get a commitment before moving on

At this point, many advisors and/or leaders still make the mistake of believing the individual is committed to the success of the plan because they have progressed this far in the process. Agreeing to a commitment is difficult for most people because it requires fulfillment, without which can result in consequences. The advisor can alleviate a great deal of this fear by creating a partnership during the early stage of the process.

The advisor is looking for indications that the individual will do things set forth in the plan. Look for verbal and non-verbal clues that will provide reassurance that the individual is committed. Then, to make sure, ask for their level of commitment and assess their willingness to take action.

By attaining commitment from someone, the advisor knows that he and the collegiate have worked effectively through the first steps of the process, and that the individual can now proceed to taking action. However, if the advisor is still uncomfortable or the individual is unwilling to commit fully, this is an indication to repeat any or all of the first three steps in the coaching process model:

1. Evaluate
2. Establish Impact
3. Plan

Once the advisor has reestablished the foundation with these three steps, he should ask for a commitment again. This process should be repeated until the obstacle has been overcome and a mutual understanding and commitment is gained.

Be careful not to pressure or force anyone into committing to something he does not agree with. Forcing a plan when the collegiate is not committed to moving forward will result in failure. The intent is to gain intrinsic commitment, not compliance.

PERFORM/MONITOR

Responsibility of the success of a chapter can be divided into two areas: that of the chapter and that of the advisor. The chapter's job is to execute the agreed upon plan; consequently, the advisor's job is to monitor, evaluate, and expect success.

Once the collegiate is committed to taking action to correct or improve performance, the advisor must also stay involved through follow-up activities, performing the actions he committed to do. He requires follow-up meetings or checkpoints, provides resources, and supports the individual task holders.

A collegiate will look to an advisor for encouragement and resources. At the same time, the chapter will be watching the advisor's level of commitment. If the advisor fails to do what he promised, then the collegiate will be able to justify his own lack of commitment and performance. The effective advisor is steadfast and remains engaged longer than the collegiate expects him to.

The effective advisor recognizes and rewards the chapter for accomplishing action items. He is accessible, flexible, and willing to help.

As the chapter/member works towards completion of the plan, the advisor can now restart the coaching and development process again. Starting with Step 1 of the process model, the advisor can return to the "Evaluation" step in order to evaluate the collegiate member's progress. As the advisor and collegiate continuously repeat this cycle, the process becomes easier and easier; and the relationship develops trust and confidence.

STEP 1: EVALUATE

What is This Step?

This step is a situation assessment. The advisor and the collegiate both have an opportunity to explain how they see the situation currently before them.

Why is This Step Important?

This step sets the stage for how the advisor and collegiate will interact. It is very important that the advisor establish a safe, non-judgmental environment in which both can discuss issues and concerns in an open, honest, and safe way. The Evaluate step creates a unity of understanding so that the advisor/leader and the individual can move forward together from a common position.

Things to Remember

Limit your discussion to one or two topics at a time

Prioritize the most important or most urgent concerns

- Here's how I see the situation.....
- Let's talk about the most important issues.....
- What do you think are the most important concerns....?

Do not make judgments about the individual or situation at this time.

- I would like to keep focused on the facts....
- How do you see this situation...?
- How can we work together...?

Listen with empathy

- It sounds like this has been very frustrating for you....
- Please tell me how this is affecting you....
- How can I be of help....?
- I know this is not pleasant for you

Accept responsibility for your mistakes.

- I could have done a better job of explaining exactly what needed to be done....
- I feel I am responsible for part of this

Go slowly! Make sure you get all of the information

- Let's make sure we have all of the facts
- I want to give you enough time to
- I would like to be sure all of our information is correct

Be supportive

- I want us to work together

- I want you to know I will be here
- I would like to see you succeed

Things to Watch Out For

- Letting emotions drive decisions and actions
- Defensiveness on the part of the individual
- Making judgments on partial information
- Moving too quickly through the steps because of uneasiness
- Resistance and excuses
- Advisor doing all of the talking

STEP2: ESTABLISH IMPACT

What Is This Step?

Establishing Impact is creating a sense in the collegiate that his behavior or performance is hurting or helping himself. This will help him see what he needs to do in order to improve or enhance his performance.

Why is This Step Important?

This is the key to change. The effective advisor has the collegiate understand that their actions are affecting them personally so that they will be motivated to change.

Things to Remember

Describe the impact in terms that have value to the collegiate (i.e. challenge a collegiate to self-reflect)

- Do you see how this affects you
- How might others perceive your behavior

Give the collegiate time to associate the impact with this behavior.

- Why don't you think about what we have discussed
- Can you think of other ways

Find the collegiates' hot buttons

- Can you see how this may affect your chances
- This could explain why

Listen carefully

- Tell me more about
- What specifically
- Let me see if I understand you

Things to Watch Out For

- Individuals not accepting responsibility
- Rationalizing
- Individual not willing to understand your perspective

STEP3: DEFINE OUTCOMES

What Is This Step?

This step describes what the advisor and collegiate would ultimately like to accomplish. It is the goal that defines what success is. This is also where end results are defined, including rewards for positive results and consequences of negative results.

Why is This Step Important?

It creates a clear picture of what the collegiate must accomplish, thereby establishing an end. When he achieves the goal they have been successful.

Things to Remember

Describe the positive outcomes

- I want you to be successful
- If we can accomplish our goals
- Upon successful completion we could

Keep the goal reasonable and attainable

State your confidence and support

- I believe you can
- I will be with you
- I have confidence in your ability to

Be willing to describe negative outcomes when necessary

Ask for the individual's input of what he believes the outcomes should be.

Gain consensus on the outcomes

- I would like to be sure we agree
- Do you believe the outcome is attainable?
- Are there any questions or concerns you may have?

Things to Watch Out For

- Do not set outcomes too high. Let them be a stretch, but not impossible to reach.
- Do not set the outcomes too low.
- Do not define all of the outcomes without the input of the collegiate.
- Watch for resistance. This is an indication of the individual not agreeing with the outcomes.

STEP4: PLAN

What is This Step?

The Plan is the strategy by which the collegiate reaches the outcomes previously described.

Why is This Step Important?

It provides the pathway and critical steps the collegiate must take in order to successfully reach the outcomes.

Things to Remember

- Do not over plan
- Do not under plan
- Make sure everyone agrees to the plan
- Let the individual be as involved as possible in coming up with the plan.
- Set clear objectives and timetables.

Things to Watch Out For

- Ambiguous steps to the plan
- Unclear objectives
- Unclear timetables
- Too many things to accomplish
- The individual does not know how to develop an effective plan.

STEP5: COMMITMENT

What is This Step?

This is the part of the process where you gain the collegiate's commitment to carry out plan.

Why is This Step Important?

When the individual is committed to the plan there is a greater likelihood of success. This of course leads to more positive coaching efforts.

Things to Remember

Do not assume the collegiate is fully committed to the plan.

Ask him in specific terms for a commitment

- Do you see this as an important step?
- How much time do you need?

When can you complete this? Get commitment from the collegiate before proceeding any further in the process. Look for verbal and non-verbal cues that indicate this commitment.

Things to Watch Out For

- Overly agreeable individual
- Hesitation in committing
- Hesitation in beginning the first steps
- Excuses as to why the plan will not work
- Resistant to committing
- Non-verbal cues that indicate a lack of commitment

STEP 6: PERFORM/MONITOR

What is This Step?

The collegiate implements the plan while the advisor monitors the progress and helps remove roadblocks.

Why is This Step Important?

The advisor can help reinforce through coaching when the behavior or performance is improving. This will lead to an enhanced relationship between the individual and the advisor/leader.

Things to Remember

Be supportive at all times

- I expect you to succeed
- You are making significant progress
- How can I help you?

Be available to listen to the individual and discuss progress

- Please feel free to come and talk
- When would you like to meet again?
- How about every Wednesday for us to check in

Provide timely feedback

- Your campus activities/programs these months are impressive
- I have noticed your chapter grade point has improved
- You handled that situation very well

Things to Watch Out For

- Not keeping in touch with the individual
- Providing general, not specific feedback about the individual's progress
- Being too busy to discuss progress when the individual needs to talk
- Not being honest about how you see the situation progressing

SIGMA 4100: COACHING AND DEVELOPMENT OF COLLEGIATE CHAPTERS

EXERCISE 1: MODELING COACHING BEHAVIOR

INSTRUCTIONS: The facilitator will solicit a total of 9 volunteers to serve in 2 different groups. Each group will have a person assigned to play the role of the advisor, the collegiate and an observer. Each group will be given a different scenario with an initial attitude or mentality assigned to the character they are playing. They are also provided with a brief script to get them going but once the participants begin to ad lib keeping the scenario and mentality in mind.

NOTE: The role of observer is to monitor, acknowledging what was done well by the advisor and recommendations for better performance.

TIME ALLOTTED: 10 MINUTES PER GROUP

REMINDEES: The script and scenarios are starting points. Stay true to your assigned character but also apply what you have learned in Coaching and Development.

SCENARIO ONE:

Advisor (Irritated that he is being awakened from his sleep by Regional Director to investigate an alleged hazing incident committed by the collegiate chapter)
Collegiate (Evasive and doesn't want to get in trouble, knows that he has done wrong but feels that not acknowledging the situation to the advisor, acting innocent and saying "Can they prove it" will be sufficient)

SCENE STARTS.....

ADVISOR: What the &*& is going on Carl, I just got a call from the Regional Director indicating that there is a young man in the hospital saying he was pledging.

COLLEGIATE: Huh, Brother Williams I don't know what you are talking about the bruhs was in the dorm chilling all night. "What is the name is the person that supposedly is saying this?"

ADVISOR: Ok. Come on and be honest with me I know that y'all beat brothers.

COLLEGIATE: Seriously, Brother Williams I don't know what you are talking about.

AD LIB BEGINS AND CONTINUES FOR ANOTHER 5 MINUTES. THEN OBSERVER IS ASKED THE FOLLOWING QUESTIONS:

Do we need to **REINFORCE** **REALIGN** the behavior identified here?

What successes did the advisor have?

What barriers did the collegiate put up?

What could have been done to improve this experience?

SCENARIO TWO:

Alumni (Confused about why collegiate brother called a meeting to discuss the great things they are doing)
Collegiate (Excited after rebuilding their chapter, wants to share strides that have been made with his advisor)

SCENE STARTS.....

ADVISOR: Hello Carl, what is happening? Is there a problem with membership intake, why did you call?

COLLEGIATE: Brother Williams I wanted to discuss with you all the wonderful things that Gamma Alpha Omicron has done since getting off suspension.

ADVISOR: Hmm, is there something else you want to discuss?

COLLEGIATE: No, just want to talk about our accomplishments

AD LIB BEGINS AND CONTINUES FOR ANOTHER 5 MINUTES. THEN OBSERVER IS ASKED THE FOLLOWING QUESTIONS:

Do we need to **REINFORCE** **REALIGN** the behavior identified here?

What successes did the advisor have?



What barriers did the collegiate put up?

What could have been done to improve this experience?

List three things down that you learned or didn't know about working effectively together and three things you will share with fellow or new advisors who may have not been able to attend this seminar.

WHAT I DIDN'T KNOW

WHAT I WILL SHARE



SIGMA 5100:
Risk Management in Motion:
Legal Responsibilities of Collegiate
Chapter Advising for Phi Beta Sigma

Preface

Many Collegiate Advisors to our chapters rarely think of the Fraternity's legal exposure connected with this activity. Although a good portion of chapters do not engage in risky behaviors and the legal risks of advising such chapters are minimal, there are several aspects of this advising relationship that deserve our attention. Collegiate Advisors to chapters can be held responsible for their acts of commission and omission. While the [National Pan-Hellenic Council](#) explicitly prohibits hazing, hazing still occurs and has resulted in numerous deaths and injuries, such as the 1989 death of Joel A. Harris, who died during an [Alpha Phi Alpha](#) hazing incident; the 1996 death of Michael Davis, who died during a Kappa Alpha Psi hazing ritual; the 2002 death of Joseph T. Green, who died during an [Omega Psi Phi](#) initiation ritual; the 2002 deaths of Kenitha Saafir and Kristin High, who died during an [Alpha Kappa Alpha](#) hazing ritual; and 2009 death of Donnie Wade, who died during hazing activities with [Phi Beta Sigma](#).

As a Collegiate Advisor, you are privileged to work with members of our great brotherhood and aid in providing them with a positive fraternal experience. However, with this privilege comes great responsibility. Advisors have to be able to provide guidance, attend chapter meetings, executive board meetings, and council meetings. In addition, advisors have a duty to report hazing.

Hazing

What is hazing? To begin, because hazing is such a broad term covering a variety of situations it is easily noted that an assortment of definitions exist. However, for that same reason it is important that one look to a definition that covers a variety of situations on a variety of levels. With that being said, several organizations such as Mothers against School Hazing (2005), also known as MASH, have effectively developed a definition that attempts to cover all areas of hazing. According to MASH (2005),

...Hazing is a broad term encompassing any action or activity which does not contribute to the positive development of a person; which inflicts or intends to cause physical or mental harm or anxieties; which may demean, degrade or disgrace any person regardless of location, intent or consent of participants...any action or situation which intentionally or unintentionally endangers a student for admission into or affiliation with any student organization.

Although this definition does an excellent job at defining the acts that constitute hazing, the problem lies in the fact that many believe that initiation and hazing are two separate activities.

Types of Hazing

Since a variety of hazing rituals have been recorded, it is essential that such acts be categorized based on the severity of the incident. According to research, three categories exist to identify and define the different levels of hazing. The three categories are Subtle Hazing, Harassment Hazing, and Bodily Harm Hazing. However, to fully understand what each of these categories represent we must look at each of them individually.

Subtle hazing is any activity or attitude directed toward a student or an act which ridicules, humiliates, and/or embarrasses.

When an individual is forced to endure subtle hazing, he or she is enduring the least debilitating form of hazing. However, although the examples found under this umbrella may seem childish, the emotional effects on the victim can be very costly. Some examples of subtle hazing may include and are not limited to, ostracizing an individual from the group, calling an individual names and depriving an individual certain privileges. Although this may seem insignificant, forcing an individual to endure these behaviors or situations does, in fact, constitute hazing.

Harassment hazing is anything that causes mental anguish or physical discomfort to a student...any activity or activity directed toward a prospective member or activity which confuses, frustrates or causes undue stress.

In the realms of hazing this is the midway point between non-aggressive and aggressive forms of exploitation of individuals. In harassment hazing the victim may be forced to endure verbal abuse, they may have to wear ridiculous clothing or perform stunts or skits of lewd and crude nature. All of these acts may result in emotional distress for the victim. All in all, this form of harassment can be very debilitating.

Bodily Harm Hazing is the most offensive of the three categories. Bodily harm hazing is defined as any form of physical punishment, or any action that may cause bodily harm.

When an individual is forced to take part in a hazing ritual that uses this form of harassment he or she may be subjected to such rituals as, being hit/punched/kicked with or without an object. Of the three categories of hazing this category is the most severe. Many of the rituals found in this category constitute criminal acts which will hold up in court if the evidence is available.

The three categories of hazing leave no room for someone to say that they are at all acceptable. No matter what category one examines, the definition clearly shows that one individual is subordinate to another. And, whether it is a male or female who initiates these rituals the reality of the situation is that these rituals are wrong and hazing knows no gender.

Oftentimes, the hazer has an aggressive disposition, struggles with power relationships, and uses violence as an outlet (Nestor, 2000). In addition, , the hazer often lacks self-esteem, true meaning in his own life, and seeks retaliation on someone else for his own displaced emotions of hazing incidents that he may have had to endure (Nestor, 2000).

According to research, the problem of hazing is getting worse. Whether hazing occurs because of character traits or the surrounding cultures, hazing has been able to reach grotesque levels.

Hazing Laws

Over forty states have “anti-hazing” laws. Most of those laws make hazing a criminal offense (the others define and ban hazing but make the violation of the statute subject to civil or administrative remedies). Thirteen states have laws that eliminate consent as a defense in hazing cases. It must be pointed out that the existence or absence of a state law on hazing does not necessarily preclude criminal and civil remedies for a hazing victim. It is against the law in every state to harass a person; to assault a person; to cause a death either intentionally or through gross behavior or indifference. It is a civil violation in every state to fail to warn someone of foreseeable or known dangers. However, hazing is not federally regulated, and is only addressed through state statutes. Since each state can establish their own policies regarding hazing it would make reporting difficult in terms of language and definition. Legal action taken as a result of hazing and the public’s increasingly low regard for fraternities are not caused by the incidents alone, tragic as they may be, but from the hypocrisy that exists when organizations that purport to have high standards exhibit behavior that contradicts their expressed reasons for existence. It is important to understand that laws dealing with hazing are state-created. Each state is different in the application of law and civil responsibilities.

Can There Be Consent?

Phi Beta Sigma prohibits hazing. As a national organization we define hazing in the most inclusive terms. All institutions of higher learning have similar restrictions. Fraternities as a condition of recognition agree to abide by the institution policies and anti-hazing regulations. Phi Beta Sigma potential members are required to sign non-hazing declarations. Therefore there can be no consent.

Federal Cases

ILLINOIS *Donald Edwards v. Kappa Alpha Psi Fraternity, Inc.* 1999 WL 1069100 (1999)

The United States District Court for the Northern Division of Illinois ruled that a cause of action could lie against, and a duty existed by, a national fraternity for hazing-related injuries to a pledge when the national chapter “knew or should have known” that hazing was taking place in violation of state law.

NEW YORK *Sylvester Lloyd, Jr. v. Alpha Phi Alpha Fraternity and Cornell University* 1999 WL 47153 US District Court, ND New York (1999) Cornell University was found to have no liability or duty to protect a student from repeated hazing by a recognized organization when it had no knowledge of the hazing and had been assured by the national organization that no intake was taking place during the period in question.

State Courts

LOUISIANA *Kendrick Morrison v. Kappa Alpha Psi Fraternity, et. al.* 738 So.2d 1105 (1999) The Court of Appeals of Louisiana upheld a jury verdict against a national fraternity and the State of Louisiana involving a freshman beaten by the chapter president. The jury found the chapter president, the national organization and the state were liable: the president for administering the beating; the national organization for failing to notify the university of reported hazing by its local chapter and

failed to have an alumni advisor in violation of fraternity regulations; and the state for failing to notify the national organization and to follow up on reports of hazing at the state's campus at Louisiana Tech.

PENNSYLVANIA *Santana Kenner v. Kappa Alpha Psi Fraternity, Inc.* 808 A.2d 178 (2002) The Superior Court of Pennsylvania relieved the national chapter from liability when an initiate was harmed when it was established the national organization did not know and should not have know of hazing activities and had taken strong steps to educate on and eliminate hazing. The court did find that there was potential liability on the part of individual chapter members for the act as well as the chapter's advisor for failing to educate chapter members and new initiates on policies and law and for failing to be involved himself in intake.

Settlements and Verdicts

Kappa Alpha Psi

Cape Girardeau, MO: (Jul-11-07) Michael Davis died in February of 1994 after being beaten to death while pledging for Kappa Alpha Psi fraternity at Southeast Missouri State University. After being brutally beaten, his fraternity members stopped to get food at a Taco Bell directly across the street from a hospital, then drove the unconscious boy home and put him to bed, instead of getting him any medical attention. On finding him foaming at the mouth, the fraternity brothers called 911 and lied to the rescue workers by telling them that Davis had been injured playing football. The coroner's report proved otherwise. Davis and his fraternity believed that hazing was the physical conditioning of the mind. Davis had broken ribs, a lacerated kidney, a lacerated liver, and bruises all over his chest, neck, back and arms. He died from internal bleeding in his brain.

Four other pledges were badly bruised and sore from the continual beatings they had received over the week before Davis died. These included being hit with books and beaten on the soles of their feet with a cane. As a result, sixteen defendants were charged with hazing. Seven fraternity brothers also either pled guilty to or were convicted of involuntary manslaughter. Most of the seven served short jail sentences. Although the criminal cases were concluded in 1994, the Davis family's civil suit against Kappa Alpha Psi and its officers was not resolved until recently when Kappa agreed to pay \$1.4 million dollars to settle the suit. Members and faculty advisors of the local chapter where Davis pledged had previously settled for \$850,000.

Investigating Hazing Incidents

The following section will assist advisors and leaders in identifying warning signs of hazing and investigating alleged hazing incidents, emphasizing that that a strong relationship with advisors faculty staff members and the university will go a long way toward advancing investigations and redirection of chapter behaviors. The strategies outlined below provide a framework from which to operate when a hazing incident occurs. It is always prudent to consult with your legal counsel and officers in Phi Beta Sigma as you craft your own approach to managing hazing investigations.

Investigations & Strategies

Discovery of Potential Hazing Activity

Sources of Hazing Reports

Since hazing activities are shrouded in secrecy and steeped in tradition, discovering and investigating hazing can be particularly challenging for Chapter Advisors. Victims rarely report a hazing activity, even when serious injury results. They view hazing as a rite of passage, and loyalty to the organization compels them to protect its secrets. Victims tend to report hazing only when something goes terribly wrong, or because they are no longer a member of the group (e.g., they were dropped from process or chose to resign rather than participate in activities to which they objected). Even disgruntled victims, however, are often reluctant to report hazing for fear of retaliation or social ostracism.

Signs of Potential Hazing

Most blatant hazing occurs behind closed doors. Despite the secrecy and the reluctance of victims to file reports, there are many ways that campus and fraternity/sorority officials can learn about potential hazing. For example, others might witness hazing activities or hear accounts of hazing. This can include roommates, friends, neighbors, parents, members of other chapters, faculty, student affairs staff, resident advisors, police, and healthcare workers (when hazing-related injuries occur). The effective advisor proactively informs appropriate officials of the importance of reporting suspicious circumstances and who to contact to make a report.

Using Headquarters Contact Number as Hazing Hotline

Phi Beta Sigma's International Headquarters Staff stand ready to accept and collect information regarding alleged hazing. Although the staff allows people to make anonymous reports, many times the caller might be encouraged to leave a name and number so that they can be reached if more information is required in order to investigate. Callers should be directed to provide as much detail as possible including the date, time, location, description of activities and participants, name of the chapter and campus (if known), etc. The caller should be given the telephone number of a contact person to call if the hazing is still in progress so there can be an immediate intervention.

Parents

It is common for parents to call with concerns and request their identity not be revealed. This is often due to fear that their son may experience retaliation or other consequences if it becomes known who made the report, or because they believe that the son will be angry that the parent's report may result in disciplinary action against the chapter. Parents and others should be assured that their identity will be held in confidence *to the degree possible* and information on how they may be contacted for

follow-up information should be requested. An Alumni Advisor should not, however, offer a *guarantee* of confidentiality. Sometimes Alumni Advisors will have a legal duty to report all known information when a crime is involved. Additionally, in some situations, the chapter will be able to determine or predict the source of the report based on the nature of the information provided. It is often helpful to explain to parents that their assistance may be instrumental in preventing injury to another parent's son in the future. If the caller declines to provide his/her identity, ask the caller to call back in a few days in case follow-up information is needed in order to proceed. You may also suggest that the reporting party obtain a confidential email address and provide it to you so that you can have follow-up communications.

Anonymous Reports

On occasion, the international headquarters will receive an anonymous letter, e-mail message, or voice-mail message. The problem with an anonymous communication is that it is usually impossible to contact the sender for additional information. The communication may provide sufficient information to conduct a successful investigation (perhaps even including photographs). On the other hand, anonymous communications often have a lack of verifiable information or can be so vague that unless the chapter confesses (which is unlikely), there is insufficient information to proceed. Regardless of the likelihood that an investigation will lead to a quick dead end, some type of investigation should still be made. A simple inquiry may cause the chapter to cease any dangerous activity.

Red Flags and The Rumor Mill

Two other sources of information that should not be ignored are the rumor mill and "red flags" (warning signs). Rumors can include students sharing unverified information and include overheard statements that imply that hazing has occurred. "Red flags" could be the statements made by members that imply that certain hazing activities are perceived as being acceptable. A rumor or vague suspicion may not be grounds for initiating a full-scale investigation but should nonetheless not be ignored. Making Alumni Advisors, headquarters staff members, regional officers and others aware of concerns may lead to more education about hazing, closer monitoring of activities and other interventions.

If an Alumni Advisor receives a report of alleged hazing in progress, every reasonable effort should be made to halt any possible hazing. Obviously, if there is a credible report of a serious injury, emergency medical personnel should be contacted. If possible, the Alumni Advisor and State/Area Director should personally go to the scene. If that's not practical, another responsible person should be dispatched to investigate and stop any illegal or inappropriate activity. If it is not feasible for any official to get to the scene immediately, an attempt should be made to contact the chapter president or other officer to inform them of the report and to instruct them to cease all activity until the situation can be evaluated.

Initial Steps

Notification of Appropriate People

Whenever there is a credible report of hazing, all parties that may be involved in conducting or overseeing an investigation need to be promptly notified. The advisor should first contact his Regional Director. The Regional Director immediately prepares the incident report, as outlined in the Uniform Sanctions Policy. If there is likelihood that the incident could create media attention (ex. Taking place on the campus premises, involving high profile student, etc.), the National Executive

Director or media relations designee should also be alerted. The Executive Director should be informed immediately so headquarters can assist with the investigation. Depending on the circumstances, the International President and/or First Vice President may arrange for investigation by additional fraternity such as the Regional Directors, State Directors or other appointed people.

Cover-ups

Due to the secrecy of hazing and the reality that the consequences of hazing violations can be severe, many chapters will embark on a cover-up campaign. For that reason, it can be a mistake to notify the chapter president before critical facts have been verified and key witnesses interviewed. When the president is notified, it should be stressed that failure to fully cooperate with an investigation, efforts to coerce potential witnesses, provision of false information, and/or any attempts to retaliate against persons who reveal information will result in disciplinary action against the chapter and individuals involved. It may be helpful to note that, if hazing is confirmed, the trustworthiness, integrity, and cooperation of the chapter leadership may be deciding factors in determining the nature of the sanctions imposed.

Interim Chapter Suspensions

Phi Beta Sigma aims to make sure that all of the hazing activities cease immediately. Therefore, sometimes a temporary suspension may be necessary. In some cases, the hazing may or may not be occurring by the time you discover what is going on. However it is important to make sure all members, both initiates and new members, remain safe. Therefore, it may be in the best interest of the fraternity and all its stakeholders to temporarily suspend the named chapter(s) pending an investigation, even if the perceived immediate danger has passed

Documentation is also needed to outline the clear expectations of what is to occur and not occur during the time of temporary suspension. In most cases, the chapter cannot conduct any chapter functions or activities, especially new member activities. Whether a suspended chapter can conduct chapter meetings or attend fraternity functions will be determined in the outline.

Duty to Care

When no action is taken and hazing continues, all parties involved can be held liable for negligence and any further harm or damage done to individuals or property. Negligence occurs when someone is aware of the wrongful activities, no action is taken, and injury occurs. In this case, individuals (chapter members, Alumni Advisors, and/or international officers) can be held liable in court. All members of Phi Beta Sigma have the duty to prevent harm from occurring when they know of its existence. With the breach of this duty, individuals can be held liable for any injuries.

Investigation Strategies

Who Conducts the Investigation?

Determining the investigation team depends on several variables, including the source of the initial report of alleged hazing, the severity of the allegations, who has knowledge of the allegations, and the nature of the relationship of the various parties with the chapter. For most serious cases, many parties will be conducting an investigation concurrently. Investigators may include the international

headquarters, regional officers, and Alumni Advisor. It is important that all involved in the investigation coordinate their efforts.

Interviews

In many cases, it will be necessary to conduct individual interviews with chapter members and other witnesses. It is best to avoid conducting meetings alone. Two people can record and remember things better than one. Additionally, having two people present makes it easier to manage hostile situations. Strategically, it is typically best to interview people in the following order: non-member witnesses, new members (or alleged victims), chapter officers, and lastly alleged perpetrators.

If practical, members who are being interviewed should be sequestered so they cannot compare notes. At the beginning of the interview, stress that providing false or misleading information may lead to individual disciplinary action. At the end of each interview, summarize the information provided and ask the person if the summary is correct. Asking witnesses to provide a written statement or to sign a summary of the information can be important documentation for a hearing. In some cases, it may be appropriate to audio record the interview (it is very important that the person be informed that the conversation is being recorded). It is not uncommon in hazing cases for there to be peer pressure to modify one's account of what happened, so documentation of the interviews is important. Thorough documentation also makes it easier to identify discrepancies and inconsistencies in information.

Here are some potential questions to consider when conducting interviews. Begin with open-ended questions and then ask questions to confirm details.

- Tell me a little bit about why you think you were asked to come in here today.
- Talk to me about what happened on the day/night of _____.
- If someone told us that _____ happened, would that person be telling us the truth?
- What typically occurs during your chapter's new member period?
- Required to stay at chapter facility?
- Interviews with initiated members?
- Exercises?
- Big brother program?
- Were members ever encouraged/forced to participate in activities?
- New member tests?
- Cleaning or other forms of servitude?
- "Proving their membership?"
- What is *required* of the new members during the new member period and/or pre-initiation week?
- You say these activities are tradition. Who taught you the tradition?
- How long has it been going on?
- Who participates in the activities?
- Did you go through these activities as a new member?
- If there was an injury: What caused the injury?
- Walk me through what occurred immediately after the injury took place?

- What is the timeline of events since then?
- Can you define hazing for me?
- What has your chapter taught you about hazing?
- Were these activities you were conducting hazing?
- Is your advisor and/or the international office aware of these activities?
- Do alumni participate in these activities?
- Talk to me about what kind of outcome you wish to create through these [hazing] activities. What is the purpose of these activities?
- What are the consequences for not completing a specific task or new member activity?
- Were chapter officers aware that these activities were occurring? Advisors?
- What would you do if you were in my position and came across this information?
- What would be your recommendations of where we would go from here?
- What individuals (initiates, new members, and alumni) were participating? Which chapter officers were present? Who else was there?
- Is there a structure for an official and unofficial new member educator? What is the unofficial educator's role?
- Were you given any instructions on what to say or not say about this incident?
- Are there questions that you believe I should ask of other witnesses?
- What additional information should I know about this situation?

Warning Signs of Hazing

In looking at and investigating hazing incidents a couple premises must be considered: the vast majority of our collegiate members understand what hazing is or who they can check with if they don't. With that said, we offer the following insights from working alongside campus professionals to investigate and eradicate hazing.

Trends

- More psychological/emotional hazing, utilizing stress and anxiety.
- More activities take place inside of members' personal homes or at remote locations.
- A return to demeaning, belittling activities—, programmed answers or responses or greetings, carrying certain items.
- Potential members and new members less willing to put up with hazing practices. More whistle-blowers.

Standard Excuses for Hazing

- I went through it, so they have to go through it.
- They have to go through something to earn their way in.
- The pledges wanted to be hazed.
- No one ever got hurt doing this.
- We'd lose prestige on campus if we eliminated hazing.
- It gives them some memories.
- It makes them closer.
- There is no other way of disciplining pledges.

Common Hazing Practices Following Recruitment and Formal Pledging Ceremony:

Weeks 1-2	Assignment of menial tasks and duties—establishes foundation for, “You’re less than we are.”
Weeks 3-5	First lineup—intense, designed to scare new members, establish role of initiated members, set tone for “Hell Week.”
Weeks 6-8	References to “Hell Week” become common, mind games regarding failure to perform become more frequent. New member class unity stressed and emphasized as goal of the program.
Weeks 9	Usually 3-4 days, beginning on a Wednesday and ending on a Saturday or Sunday.

Common Hazing Practices During Pre-Initiation:

- Deprivation of food and sleep in order to reduce resistance to hazing, break down individual strengths, decrease logic/rational thought.
- Demeaning games and practices to make the new members feel stupid, inadequate, or unworthy of membership.
- At least one “fake ending,” if not more, to convince new members they are “active,” and then abusing them for believing that they were actually finished with pre-initiation.
- Psychological shocks and stressful situations, often pitting the new members against one another or against the intake chairmen.
- Inappropriate or ridiculous clothing to further reduce self-esteem and confidence.
- Sensory deprivation or exhaustion practices: locking new members in a dark room, playing same music repeatedly over a loudspeaker, keeping new members in a small area for extended periods of time.
- Calisthenics, “fun runs,” or other physically exhausting exercises.
- “Trust us” games, almost always involving the use of blindfolds so that the new members cannot see what is actually occurring.
- Requirement to memorize and repeat trivia and/or phrases or words.
- Work sessions that usually end with a frustrating series of events that result in the work being repeated—i.e., a clean floor is intentionally soiled by brothers, a wall is spray-painted.
- Emphasis upon the “right answer,” the “right decision(s)”—an incorrect response results in physical exertion, eating of unsuitable foods such as onions or hot peppers, punishment for the entire new member class.

Red Flags for Hazing Practices

Any one of these practices indicates, suggests or confirms a hazing philosophy or mentality, which in turn produces other hazing practices.

- New members answering the telephone and identifying themselves as new members. During pre-initiation, answering with a required phone spiel.
- Emphasis upon new member class unity, carried to behavior, dress, responses to questions, demeanor.
- New members dressing alike—hats, wearing suits on the same day, wearing rags or pieces of cloth around one ankle are examples. Some practices have gang behavior overtones, i.e., “Colors” worn in some fashion. Heads shaved.
- Group buying: new members, often in preparation for “pledging”, are told to purchase certain items. They often do so as a group.
- Runs: new members running in a fashion similar to that used by military units or running together.
- Standardized greetings on campus or otherwise by new members to current membership.
- New members carrying certain objects—pens, notebooks, “black books,” change for a quarter, matches, or any other items that are not normally carried or which are uniform in appearance.
- New members required to carry their manuals with them at all times.
- New members required to wear their new member buttons or pins at all times.
- Social calendars which refer to “Hell Week” or other activities. Watch for modifications late in the term.
- Taping newspaper, aluminum foil, paper or other coverings over the windows, especially on the first floor, during pre-initiation.
- New members carrying paddles with them to class or otherwise. If this is over a period of time, new members often tie the paddles to their belts.
- New members performing most or all of the housecleaning duties.
- Standardized or programmed answers to questions regarding hazing.
- Brothers tell the new members that if they reveal what has occurred, the chapter will be closed and it will be the fault of the new members. Listen for similarities in responses and key phrases, often intertwined with subtle criticisms of the investigative process and self (chapter)-serving phrases.
- Numerous rules for new members. Usually prepared at the beginning of the semester, sometimes two or three pages in length, detailing what new members must and must not do. Ask for a copy of “new member rules” or “new member do’s and don’ts.”
- Frequent reference to and use of the word “respect.”
- New member program not outlined on paper, or if it is, the outline consists of one or two pages of vapid phrases—“Meeting 2: New members learn about history of national.”

- The words “Encouraged,” “Suggested” or “Asked” are used when describing how new members are involved in activities. These words are used as a means of blunting any allegations that new members must be involved or attend an event.
- Observe interaction between new members and members, if possible in a casual atmosphere. For example, do new members jump to their feet and offer members a chair when members approach a group of individuals who are seated?
- Code words, phrases or terms in the new member program, on the social calendar, or used by members.
- New members required to stand when addressed by members or to call members, “Sir” or “Ma’am” or “Mr./Ms.”

Best Investigation Practices for Collegiate Advisors

- Do not reveal the name(s) or any other information, of any type, regarding the source(s) of the information.
- Do not reveal the extent or detail of the information received.
- Do not bargain for information—“If you tell us the truth, we will not recommend that the charter be revoked.”
- Do not deceive collegiate or alumni in order to obtain information.
- If a chapter visit is necessary, interview individuals, not groups.
- Ask open-ended questions. Take detailed notes in order to uncover inconsistencies.
- In many hazing programs, the hazing practices are not detailed on paper. Ask the new membership intake chairman: “Take me through the whole intake program,—pretend I’m a new member. What is expected of me, where, and when?” The chairman will often provide graphic details without considering the context, because, “This is just how things are done here.”

When There Is Not Enough Information To Move Forward

Many times, it becomes challenging to work with cases of hazing allegations, as not all of the information may point to a true violation. In some cases, this is a result of an anonymous phone call, e-mail or note. Other times, only basic information may be provided, not allowing professionals to make a clear distinction of what truly occurred and/or who may be responsible. During these times, it is imperative to proceed and gather as much information as possible. However, often no further information regarding the case is gathered. Through these conversations, it would be essential to provide the chapter president with a reminder on the policies regarding hazing, consequences, and how the investigation will move forward. Empowering the chapter president to provide any further information at this time or to go back to their organization to find out if any such activities are occurring is fundamental. This will provide a second chance for the executive leader to step up and do the right thing.

Set a deadline for the individual to discover the further details and set a follow up meeting to determine the next steps. If no further information regarding these allegations is established it might be conclusive to provide a statement of warning and let the president know if hazing is present in the chapter, he/she has the duty to change it. In addition, any new information regarding these allegations

that is acquired at any point in time will cause the investigation to resume. All information must be provided now to ensure the organization's cooperation with the procedures. However, in the situation where further information proves the allegations have some merit, you must continue with the investigation process and move forward as efficiently as possible; additionally, you must provide written notification that if further information arises, and/or future activities occur, they will be sanctioned. Keep all processes and information documented.

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ANTI-HAZING STATUTES

The following is a compilation of current state statutes that outlaw hazing. Typically, statutes prohibit any willful action that recklessly or intentionally endangers the physical health of a student; some statutes include the mental health of a student as well. Many statutes enumerate certain acts which constitute hazing, i.e. sleep deprivations, forced calisthenics and drug and alcohol use. Although a particular state may not have enacted a specific hazing statute, often actions that constitute hazing may be prosecuted under other criminal statutes, such as assault or reckless endangerment statutes.

In the vast majority of states, consent by the pledge or new member is not a defense to hazing.

Alabama - § 16-1-23

Class C misdemeanor - prohibits "[a]ny willful act .which recklessly or intentionally endangers the mental or physical health of any student." It includes any willful act in striking, beating or maiming, as well as attempting or threatening to do the same, and prohibits encouraging, aiding and assisting in hazing. An additional punishment for knowing participation or knowing permission by students or institutions is the forfeiture of and ineligibility to receive public funds and scholarships.

Arkansas - §§ 6-5-201 to 204

Class B misdemeanor - prohibits committing hazing and aiding or assisting. This statute contains a very broad definition of hazing. Additional punishment is the required expulsion from the educational institution the perpetrator attends.

California - Ed. Code §§ 32050 to 32051

Hazing is defined as an initiation process likely to cause physical harm or personal degradation. The punishment for committing or conspiring to haze is a misdemeanor with a fine between \$100 to \$5,000 and/or up to one-year imprisonment.

Connecticut - § 53-23a

Prohibits the endangerment of the health and safety of a person for the purpose of initiation. Student organizations, in addition to forfeiting rights at an educational institution, may be punished by a fine not greater than \$1,500 while individuals may be fined up to \$1,000.

Colorado - § 18-9-124

Class 3 misdemeanor - prohibits reckless endangerment of the health or safety of others for the purposes of initiation. Statute became law on July 1, 1999.

Delaware - Title 14, §§ 9301 to 9304

Class B misdemeanor. For the purposes of initiation it shall be presumed to be a forced activity. Requires all institutions to adopt and enforce a written anti-hazing policy.

Florida - §§ 340.262, 340.326 and 240.1325

Three separate statutes governing state universities, community colleges and public and private colleges whose students receive state financial aid. All institutions must adopt a written anti-hazing policy complete with penalties. Those penalties shall be in addition to any penalty imposed for a violation of the criminal laws of Florida.

Georgia - § 16-5-61

Misdemeanor of a high and aggravated nature - prohibits any possible activity which endangers the physical health of a student, regardless of a student's willing participation, in connection with initiation.

Idaho - § 18-917

Misdemeanor - prohibits members of student organizations, on or near campuses, from engaging or conspiring to intentionally haze. Hazing is defined as physical harm or danger, as well as the likelihood of the same. Illinois - §§ 720 ILCS 120/5 and 720 ILCS 120/10 Class A misdemeanor unless the hazing results in the death or great bodily harm, then Class 4 felony - prohibits the knowing performance of an act by a person at an educational institution that is not sanctioned by that institution, or the act results in bodily harm to any person.

Indiana - § 35-42-2-2

Misdemeanor and felony penalties depending on severity. Offers immunity for the good faith reporting of hazing or participation in a judicial proceeding. Hazing is defined as an act required for membership that encompasses a substantial risk of bodily harm.

Iowa - § 708.10

Simple misdemeanor, or if serious bodily injury results, a serious misdemeanor. Hazing defined as forced activity that endangers the physical health of a student for the sake of initiation.

Kansas - § 21-3434

Class B misdemeanor - prohibits intentionally encouraging another person to perform an act, which could reasonably be expected to result in great bodily harm, for initiation purposes.

Kentucky - § 164.375

Places the burden on universities and colleges to enact anti-hazing policies. Penalties to be included are expulsion or suspension. Organizations, if sponsors of hazing, may be expelled from operating on campus.

Louisiana - Title 17, § 1801

Prohibits any method of initiation that is likely to cause bodily danger or physical punishment. Statute applies at educational institutions "supported wholly or in part by public funds." Punishment includes fines from \$10 to no more than \$100 and/or imprisonment of 10 days to no more than 30 days, in addition to expulsion from the educational institution.

Maine - Title 20-A, § 10004 and § 6553

Applies to post-secondary, secondary and elementary levels. The penalties and rules are to be determined by the school board or the board of trustees, which shall disseminate the information to the students. The secondary and elementary definition has been expanded from the reckless endangerment standard to include harassing behavior and the risk to school personnel.

Maryland - Article 27, § 268H

Misdemeanor with a fine not to exceed \$500 or imprisonment for not more than 6 months - prohibits reckless or intentional subjection of students to the risk of serious bodily injury for the purpose of initiation.

Massachusetts - Title 1, Chapter 269, §§ 17 to 19

An organizer or participant of hazing shall be fined not more than \$3,000 and/or imprisoned not more than one year. Failure to report an incident of hazing shall be punished by a maximum fine organizations are responsible to acknowledge annually the receipt of notification of state hazing law.

Michigan - Anti-Hazing Act (MCL 750.411t)

Establishes Anti-hazing Act prohibiting hazing at an educational institution. The Act defines hazing as: an intentional, knowing, or reckless act by a person acting alone or with others that is directed against an individual and that endangers the physical health or safety of the individual, done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization

Minnesota - §§ 120B.22, 128C.02 and 121A.69

Prohibits acts causing a substantial risk of harm to a student for the purpose of initiation. School boards and school sports leagues must adopt written anti-hazing polices and anti-violence education.

Mississippi - § 97-3-105

A fine of up to \$1,000 punishes the substantial risk of injury to a person. If an injury does result then the punishment is increased to a fine of \$2,000 and/or imprisonment for up to 6 months.

Missouri - §§ 578.360, 578.363 and 578.365

Class A misdemeanor; Class C felony if the act creates a substantial risk to the life of the person. Educational institutions must adopt written policies prohibiting hazing by student organizations.

Nebraska - §§ 28-311.06 to 28-311.07

Class II misdemeanor. Any organization whose members commit hazing may be fined up to \$10,000. Alumni organizations and any organization, which own the house or real estate of a student organization, are specifically excluded.

Nevada - Senate Bill 297 Approved May 24, 1999.

A misdemeanor or gross misdemeanor depending if substantial bodily harm results. Applies to the reckless endangerment of a person's physical health.

New Hampshire - § 641:7

Class B misdemeanor - punishments include failing to report hazing. Education institutions may also be charged with a misdemeanor for knowingly condoning hazing or negligently failing to take adequate measures to prevent student hazing.

New Jersey - Title 2C, §§ 40-3 to 40-4

Hazing is a disorderly persons offense, however if hazing results in serious bodily injury then the person is guilty of aggravated hazing, which is a crime in the fourth degree.

New York - Penal Code §§ 120.16 to 120.17

Class A misdemeanor if physical injury occurs. Second degree hazing for the substantial risk of bodily injury.

North Carolina - §§ 14-35, 14-36 and 14-38

Class 2 misdemeanor - prohibits anyone from abusing or harassing a student, or subjecting the student to personal indignity. Aiding and abetting is also punishable. Coupled with criminal punishment, a perpetrator must be expelled from the college or school.

North Dakota - § 12.1-17-10

Class A misdemeanor if physical injury results, otherwise class B misdemeanor.

Ohio - §§ 2903.31 and 2903.44

4th Degree Misdemeanor - prohibits mental and physical harm in initiation. Victims of hazing may commence a civil action for hazing. Civil liability for hazing extends to local and national directors, trustees and officers who authorized or tolerated hazing. Educational institutions may use an anti-hazing policy as an affirmative defense. Certain governmental immunity is waived for educational institutions in hazing cases. University officials as well as national fraternity officials may, under certain circumstances, be liable.

Oklahoma - § 1190

Punishment for an organization is a fine up to \$1,500 and suspension of rights up to one year. The punishment for an individual is a fine up to \$500 and/or imprisonment up to 90 days. Prohibits dangers to physical and mental health.

Oregon - § 163.197

Organizations may receive a fine up to \$1,000 while individuals may receive a fine up to \$250. Hazing is defined as an intentional act.

Pennsylvania - Chapter 24, §§ 5352 to 5354

3rd Degree Misdemeanor. Educational institutions with the power to grant associate or higher degrees must adopt an anti-hazing policy.

Rhode Island - §11-21-1

Misdemeanor with a fine of not more than \$500 and/or imprisonment of not less than 30 days and not more than 100 days. Defined as any conduct or method of initiation, which endangers physical or mental health.

South Carolina - §§ 16-3-510 to 16-3-540 and 59-101-200

Misdemeanor with up to \$500 in fines and/or imprisonment up to 12 months. At state supported institutions of higher learning the president is authorized at his or her discretion to suspend or expel transgressors. Failure to report hazing is also unlawful. Fraternal organizations with a minimum age limit of over 21 that do not operate in connection with an educational institution are exempt.

Tennessee - § 49-7-123

The hazing prohibition is restricted to organizations sanctioned by an institution of higher learning. Such educational institutions must adopt a written anti-hazing policy.

Texas - §§ 37.151 to 37.157 and 51.936

Class B misdemeanor, Class A if results in bodily injury. State felony if results in death. An organization may be fined if it condones or encourages hazing. Medical personnel receive immunity from liability for reporting an incident of hazing if the report is made in good faith. Statutes apply to secondary educational institutions and institutions of higher learning only.

Utah - §§ 53A-11-908 and 76-5-107.5

Misdemeanor if it involves animals, motor vehicles or no aggravating circumstances. Felony if it involves a dangerous weapon or bodily injury. Civil and criminal immunity exists for persons reporting in good faith and only regarding the report of the hazing incident.

Vermont - 16 V.S.A. §§140(a) - (d)

Provides for a civil fine of not more than \$5,000. The consent or acquiescence of the victim is not a defense to a hazing charge.

Virginia - § 18.2-56

Class 1 misdemeanor, unless the injury constitutes a felony. Definition does not include a connection to initiation. A victim has the right to civil action against transgressors, whether adults or infants. The president of any school or university receiving appropriations from the state treasury must report to an attorney for the Commonwealth for prosecution any acts of transgression of this statute.

Washington - §§ 28B.10.900 to 28B.10.902

Misdemeanor - any organization that knowingly permits hazing is strictly liable for harm caused to persons or property. Directors of organizations may be held individually liable. The definition limits hazing to students attending institutions of higher learning or post-secondary institutions.

West Virginia - §§ 18-16-2, 18-16-3, 18-16-33 and 18-16-4

Amendment on March 20, 1999 requires the state board to promulgate anti-hazing rules for public schools sponsored student organizations. Misdemeanor unless the acts constitute a felony.

Wisconsin - § 948.51

Class A misdemeanor if the act is likely to result in bodily harm to a person. Class E felony if the act results in great bodily harm or death of a person

EVENT LIABILITY INSURANCE FORM

Advisors have the responsibility to ensure that collegiate chapters fill out the Additional Insurance Request form of Phi Beta Sigma Fraternity, Incorporated. This form provides insurance in the event some unforeseen circumstance happens like but not limited to slip and fall, injury, etc. at a **closed event** of Phi Beta Sigma Fraternity, Incorporated. It is important to note that events that are advertised to the general public are not covered under this insurance rider.

WHAT MAKES AN EVENT A CLOSED ONE?

If the event advertises to a specific population by invitation or definition for example flyers stating **COLLEGE STUDENTS W/VALID STUDENT ID** qualifies an event to be deemed closed and thus covered.

Any questions regarding if an event is covered under our insurance policy please contact your Regional Director for assistance



Φ Β Σ
PHI BETA SIGMA FRATERNITY, INCORPORATED

ADDITIONAL INSURED REQUEST FORM & SPECIAL EVENT CHECKLIST

Type or print legibly

Fax or Email this completed form to:

Phi Beta Sigma Fraternity, Inc.

Corporate Headquarters

145 Kennedy Street, NW

Washington, DC 20011-5294

Phone: (202) 726-5434

Fax: (202) 882-1681

Email: receptionist@pbs1914.biz

Chapter Name: _____

Region (Check one):

- | | | |
|---------------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Eastern | <input type="checkbox"/> Gulf Coast | <input type="checkbox"/> Great Lakes |
| <input type="checkbox"/> Southeastern | <input type="checkbox"/> Southern | <input type="checkbox"/> Southwestern |
| <input type="checkbox"/> Western | | |

Current Chapter Size: _____

Event Title: _____

Event Location: _____
Name of facility where event is being held

Location Phone: _____

Location Fax: _____

Location Address: _____
Street/ Box City ST Zip code

Additional Insured's Name: _____
"Additional Insured" is the Company name/ Facility where event is being held

Additional Insured's Address: _____
Street/ Box City ST Zip code

Additional Insured's Phone: _____ **Fax:** _____

Event Title: _____ **Date & Time of Event:** _____

Description of Event: _____

EVENT INFORMATION

Type of Event/ Event Details: _____

Does this event involve athletic activity for the participants? Yes No (If Yes, waivers are needed for ALL participants)

ADMINISTRATION

1) Event Chairman: _____ Phone: _____

2) Is there a co-sponsor? Yes No *If Yes, Who/ What organization?* _____

3) Is another organization involved in planning? Yes No *If Yes, What organization?* _____

Co-planning contact person: _____ Phone: _____

Does this organization have insurance? Yes No

4) Planned Attendance: _____ 5) Estimated Attendance: _____

6) Will there be special construction, alterations or decorations for this event? Yes No *If Yes, Explain in detail:*

7) Has this event been held in the past? Yes No *If Yes, How many times?* _____

8) Have there been any previous claims? Yes No *If Yes, What changes have you made to prevent additional claims?*

9) Will alcoholic beverages be permitted? Yes No *If Yes, Complete the "Alcohol" Section of this checklist*

10) Who (which party) is responsible for security? _____
Organization Name

11) Have the Certificates of Insurance been obtained from vendors?

a. Liquor Legal Liability Yes No N/A

b. General Liability Yes No N/A

12) Has vendor(s) provided proof of liquor license or temporary license for the premises? Yes No N/A

13) Is the Phi Beta Sigma Fraternity named as the additional insured on all certificates from vendors? Yes No N/A

14) Have applicable permits and permission been obtained from authorities?

a. College/ University Yes No N/A

b. Fund Raiser Yes No N/A

15) Has any written contract or agreement been signed for any part of this special event? Yes No N/A

16) Have you received any correspondence requesting proof of insurance for the event? Yes No N/A

NOTE: *If yes is answered to questions 11, 12, 13, 15 or 16 a copy must be submitted with this form!*

ADDITIONAL INSURED

1) Name/ Company Name: _____

Address: _____

2) Reason for adding Additional Insured: _____

SECURITY

- 1) Type of Security: (Select all that apply) Paid Public Police Private Police Other: _____
- 2) Is there a security guard? Yes No N/A
- 3) Will security guard check for weapons? Yes No N/A
- 4) Are security personnel/ monitors trained on preventing illegal drug use? Yes No N/A
- 5) Are security personnel/ monitors trained on preventing disorderly conduct or hazing activity? Yes No N/A
- 6) Are participants hand stamped if they want to leave and return to the event? Yes No N/A
- 7) Is smoking permitted at the event? Yes No N/A
If yes, is there a designated smoking area? Yes No N/A
- 8) Has event facility been inspected to ensure compliance with applicable federal, state and local safety and fire codes?
 Yes No N/A
- 9) Are participants informed of emergency evacuation routes? Yes No N/A
- 10) Is there at least one well lit entrance that is controlled and monitored? Yes No N/A
- 11) Are security personnel/ monitors trained on preventing sexual abuse and harassment? Yes No N/A

ALCOHOL

- 1) Are security personnel, monitors, bar workers and/ or vendors trained on how to deal with intoxicated participants?
 Yes No N/A
- 2) Is there a clear method being used to identify participants who are under the legal drinking age? Yes No N/A
- 3) Are participants providing ID upon entry to the event? Yes No N/A
- 4) Are participants who are bringing alcoholic beverages being identified for alcohol type and quantity upon entry?
 Yes No N/A
- 5) Will intoxicated participants be served alcohol by bar workers? Yes No N/A
- 6) Is there only one central location where alcohol and food is being served? Yes No N/A
- 7) Is there a guest and/or member list being used at the door? Yes No N/A
- 8) Are food and alternative non-alcoholic beverages available, visible and easily accessible? Yes No N/A
- 9) Is there an event policy for confiscating keys from intoxicated guests that will be implemented? Yes No N/A

NOTE: You *MUST* stop allowing the consumption of alcohol at least one hour prior the end of the event

TRANSPORTATION

- 1) Is transportation (taxi, Safe Rides, etc.) available for guests who need or request it? Yes No N/A

The undersigned have read and understand the requirements as outlined in this checklist:

_____	_____	_____
Event Chairman	Signature	Date
_____	_____	_____
Chapter Advisor (Collegiate Chapters Only)	Signature	Date
_____	_____	_____
Chapter Representative	Signature	Date
_____	_____	_____
Chapter Representative	Signature	Date
_____	_____	_____
Chapter Representative	Signature	Date

ACKNOWLEDGEMENTS

We as members of the Collegiate Advisor University Workgroup would like to thank you the brotherhood for taking the time and opportunity to learn about principles that will enable you to launch a successful career as a Collegiate Advisor. To the administration of our 33rd International President Jimmy Hammock we humbly thank you for the honor in serving our beloved fraternity in this capacity.

The goal of this certification manual is to provide the Collegiate Advisors of Phi Beta Sigma Fraternity, Incorporated, a comprehensive training and roadmap to follow through their journey towards becoming a successful advisor. The manual's advising suggestions and recommendations are based on methods that have brought success to numerous fraternal organizations such as Phi Beta Sigma; as well as corporations in terms of the leadership theories it espouses. If you follow the principles and recommendations in this manual, your mission and goals as an advisor will be attainable and enriching.

A special "thank you" goes to our 1st International Vice President Jonathan Mason for providing the vision and inspiration that gave this project vitality.

"Our Cause Speeds On....."

Collegiate Advisor University Workgroup