

# High Kappa Manual

↳ a Lambda Chi Alpha resource



# ΛΧΑ



Congratulations on your election as High Kappa. There is perhaps not a better position in the chapter to influence the overall direction and spirit of the organization than High Kappa.

Teaching and sharing with our new members our organization values is a tremendous responsibility. Any long time High Pi will tell you that it only takes one or two years of poor Fraternity Education to set a chapter on a downward spiral. You have an opportunity to reach out to each of our new and existing members and make sure that they gain the knowledge and experience the needed to be a productive brother.

Your positive efforts here may not show any immediate results, but rest assured that by conducting a well thought out new member education program will positively influence your chapter positively for years to come. Each new member that you can successfully share our ideals with in a demanding but not ever demeaning manner, creates a brother we can all be proud of and one who will in turn positively influence others as well.

Thank you for taking on this important task for your chapter and all of Lambda Chi Alpha.



## Table of Contents

Purpose.....	1
The Position .....	1
The Duties and Responsibilities.....	1
Fraternity Education.....	3
The Concept.....	3
The Goals and Objectives of Fraternity Education.....	4
Elements of Good Fraternity Education .....	5
Balanced Education .....	5
True Brother.....	6
Overview.....	6
Learning Model.....	7
Experiential Learning.....	7
Debriefing .....	8
Reflection.....	8
Teaching Core Values: A Facilitator’s Guide.....	9
Loyalty .....	11
Experiential Learning Activities for Loyalty:.....	11
Duty.....	12
Experiential Learning Activities for Duty: .....	12
Respect.....	13
Experiential Learning Activities for Respect:.....	13
Service and Stewardship.....	14
Experiential Learning Activities for Service and Stewardship:.....	14
Honor .....	15
Experiential Learning Activities for Honor: .....	15
Integrity.....	16
Experiential Learning Activities for Integrity: .....	16
Personal Courage .....	17
Experiential Learning Activities for Personal Courage:.....	17
Big Brothers .....	18
The Big Brother Coordinator .....	18
The Role of Big Brothers.....	18
Expectations of Big Brothers .....	18
Be a Role Model .....	18
Be a Friend.....	19
Debrief Every Associate Member Experience.....	20
Monitor Your Little Brother’s Progress.....	20
Prepare Your Little Brother for Initiation.....	21
Selection Process .....	22
Fraternity Education Workshops .....	23
Preparing a Complete Fraternity Education Schedule .....	23



Life Education Workshops .....	24
Action Planning .....	24
Alcohol Abuse .....	24
Career Advise.....	24
Date Rape.....	25
Double Vision.....	25
Drug Abuse.....	25
Graduate School.....	25
Goal Setting .....	26
“Hot Topics” .....	26
Interviewing Skills.....	27
Local Affairs .....	27
Personal Finances.....	28
Public Speaking and Interpersonal Skills .....	28
Résumé Writing .....	28
Scholarships .....	29
Sexual Awareness.....	29
Sexual Harassment.....	29
Social Etiquette Dinner .....	29
Team Coach .....	29
Time Management .....	30
Travel Tips.....	30
War Veteran.....	30
Fraternity Related Education Workshops .....	31
Alumni Programming .....	31
Challenges and Choices .....	31
Campus Involvement .....	31
Chapter Finances and Individual Responsibility .....	32
Chapter Organization .....	32
Fraternity Songs.....	32
Lambda Chi Alpha.....	33
Lambda Chi Alpha History and Heritage .....	33
Leadership.....	33
Member Discipline.....	34
Member Participation.....	34
Open Ritualism .....	35
Parliamentary Procedure.....	35
Recruitment.....	35
Risk Management .....	37
Ritualism.....	38
Scholastic Development.....	38
The Standards for Chapter Excellence.....	39
Tips for Teaching with Film .....	40
Movie Resources.....	42
Miracle.....	43
Guided Discovery Questions for “Miracle” .....	44



Quotes from “Miracle” ..... 46  
 Planning Guidelines for Ritual Education ..... 47  
     Zeta Alpha Chi – Goals and Objectives..... 47  
     Focus of ZAX Sessions and General Guidelines..... 47

**APPENDICES**

My Rights as an Associate Member .....A-1  
 My Responsibilities as an Associate Member and Initiated Brother of Lambda Chi Alpha.....A-2  
 Reflections – Pledges – Who Needs Them?.....A.-3  
 Reflections – On Potential .....A-5  
 Reflections – On Fraternity Row .....A-7  
 Reflections – On an Endangered Species .....A-8  
 Reflections – Of an Associate Member .....A-10  
 Approved by the Forty-Second General Assembly – A Mandatory Resolution Regarding Hazing  
 – Scottsdale, Arizona 1988 .....A-11

**Lambda Chi Alpha Fraternity**  
**8741 Founders Road**  
**Indianapolis, Indiana 46268-1389**  
**317.872.8000**  
**FAX 317.875.3828**  
[www.lamdachi.org](http://www.lamdachi.org)





# Purpose

## The Position

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The High Kappa is the fraternity educator for the entire Chapter. The member entrusted with this obligation and privilege should be a competent leader – not just a member – because within his office the High Kappa can exert influence over both new and older members. It is this influence which can play an important role in determining whether the men of his Chapter will be fraternity men for life or if they will merely wear the name of Lambda Chi Alpha.

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## The Duties and Responsibilities

Constitution and Statutory Code IV-24 reads as follows: *“The High Kappa shall be Chairman of the Committee on Fraternity Education. He shall plan and supervise a course of fraternity education or all members based on the history, aims, ideals, laws, programs, policies, and traditions of the institution, the General Fraternity, and the Active Chapter.”*

There are many aspects of the duties and responsibilities of the High Kappa which need a more detailed description. After looking through the qualities needed for a High Kappa it appears that the position is suited for a superman. That observation is not far from the truth when we consider that the High Kappa is required to direct the development of young men with assorted personalities and varied backgrounds, as well as demand and receive support from the members’ opinions and attitudes. The High Kappa must stress the importance of fraternity education to the entire Chapter. The success of the fraternity education program will vary in direct proportion to the cooperation and example set by the older Initiated Brothers.

The High Kappa must see that each member, whether an Associate Member or Initiated Brother, fulfills his obligations of membership. When a man joins Lambda Chi Alpha, he makes a lifetime commitment to the following obligations:

- Have time to give the proper attention to the interests of Lambda Chi Alpha.
- Meet all his financial obligations.
- Regard Lambda Chi Alpha with a spirit of sincerity and respect.
- Give Lambda Chi Alpha’s teachings all his earnest consideration.
- Give Lambda Chi Alpha affairs a reasonable amount of time.
- Conduct himself as a gentleman at all times and show courtesy to all.
- Work diligently in the academic side of college life.
- Take part in all suitable extracurricular activities throughout his life.
- Receive every member of Lambda Chi Alpha as a brother with reservation or evasion.
- Maintain secrecy in respect to ritualistic matters.
- Strive for improvement
- Support freedom, justice, and democracy through patriotism.
- Employ his abilities and skill for the good of society.



The High Kappa has the daunting job of providing information about membership obligations in a manner that will allow our members the opportunity to understand and fulfill these obligations. It is the duty of the Chapter, the officers, and especially the High Kappa to see that these obligations are learned and taught how to be fulfilled. It is the major challenge of the High Kappa to formulate the attitude of the entire membership.





# Fraternity Education

## The Concept

*“Perhaps the most fundamental change which was made at this Assembly was the complete elimination of pledgship, and the adoption of Fraternity Education to replace pledge education. The term ‘pledge’ was officially replaced by ‘Associate Member.’ We feel in fact that this action is one of the most significant changes by any fraternity in the past 50 years.”* George Spasyk, Executive Director, 1969-1990, following the 1972 Portland General Assembly.

The concept of fraternity education is as old and as deep as those of fraternity itself. In fraternity education, men are brought into the Chapter as individuals and are involved in the entire Chapter as responsible and participating members. Their talents are used to further the experience offered by the Chapter. Associate Members are given the same privileges and responsibilities as an Initiated Brother except for the right to witness the Initiation Ritual, to vote on matters concerning the Initiation Ritual, or to vote on candidates for initiation or termination of Associate Membership. In short, there are no distinctions between Associate Members and Initiated Brothers except those stated above; rather, each man is accepted on his own merits and is made a responsible member of Lambda Chi Alpha from the beginning.

Every man is an individual, coming from every conceivable background. As a fraternity, Lambda Chi Alpha uses the rich diversity within each Chapter to enhance the Lambda Chi Alpha experience. Every Chapter must learn to find a place for every individual to grow within Lambda Chi Alpha. In Lambda Chi Alpha, no great difference exists between Associate Members and Initiated Brothers except knowledge in the ritualistic mysteries of Lambda Chi Alpha. All other distinctions are artificial, and hence create a barrier between men. When two men become friends in a social setting it is normally through finding common interests and they then pursue those interests together. Lambda Chi Alpha is not any different. Through involvement in Lambda Chi Alpha, a new member can find those with whom he has the most in common. This is a natural process and there need be only an opportunity for people to come together for this to occur naturally.

Fraternity education is a natural process which through creative programming, a Chapter can provide a positive growing and learning experience.

Different people will integrate into the Chapter at different rates. Actually, a Chapter is a continuous process of getting to know people, so there need not be any alarm if some men appear to be a bit slow in responding to others. Let each man proceed at his own pace, and give everyone the opportunity to get to know each other through quality programming, a high degree of involvement, and a diversification of Chapter activity. A true fraternity education program gives a Chapter a sound sense of fraternalism because equality and sharing are all a member knows. Each man will learn how to open up to other individuals in order to get to know them and in order to bring them into his society. This is an important lesson in fraternity. The cornerstone of fraternity education is simple: with regard to each other all individuals in the Chapter interact with one another on a fraternal level. In short, the correct way in which to treat





an Associate Member is just as you would a friend or brother. To make a rigid institution of what is essentially a friend making process is to falsify that process and generally leads to hazing.

There is no “making work” in Lambda Chi Alpha. There is no pledge class (or Associate Member) officers because there is no emphasis on class unity, only on the Chapter’s. There are no special duties designated only for the Associate Members; we are all equally involved in all responsibilities and obligations. There is no place for deliberately insufficient work, like cleaning floors with toothbrushes or even relying only on one set of members to clean up for us; we must all participate and use our time and resources to the maximum degree possible. Lambda Chi Alpha has no excessive manpower or time to waste – everything we do should be designed to contribute to the Chapter’s programming.

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## **The Goals and Objectives of Fraternity Education**

- To totally and completely integrate an Associate Member into the mainstream of the Chapter.
- To continue each member’s fraternity education throughout his undergraduate years as an Associate Member and Initiated Brother.
- To completely eliminate all forms of unnatural separation.
- To establish a standard of treatment for both the Associate Member and Initiated Brother – complete equality.
- To establish a unified Chapter as the standard and for each member to assist in the complete elimination of pledgship as the antiquated standard.
- To plan fraternity education for all Initiated Brothers and Associate Members in the Chapter.





# Elements of Good Fraternity Education

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## Balanced Education

Fraternity education is not simply about the education of the Associate Members. Indeed, the Associate Members of the Chapter are often the most inexperienced when it comes to the ins-and-outs of Chapter life. However, education and growth should not be limited to the Associate Members in the Chapter. Fraternity education should also consist of programs for all Initiated Brothers of the Chapter. People grow and learn from their experiences every day of their lives. This concept should also be true of a member's experience with Lambda Chi Alpha. Growth does not and should not end once a member becomes initiated. This concept is crucially important to the strength of the Chapter and often separates average Chapters from excellent ones. Until a Chapter implements an education program for all members, that Chapter will never come close to reaching its full potential.

The True Brother initiative espouses learning not only during the Associate Member period but throughout the entire time a man is a member of Lambda Chi Alpha. A True Brother recognizes the need to learn about his self in order to grow and develop. He also recognizes the need to learn about his community and the world surrounding him in order to positively impact them both. His learning is not limited to Lambda Chi Alpha but to the community and his own personal well-being.





# True Brother

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## Overview

Associate Members in Lambda Chi Alpha are immediately welcomed as potential brothers in the bond through Lambda Chi Alpha's Associate Member Ceremony. Over the course of the next eight weeks, Associate Members learn about Lambda Chi Alpha's history and organization, how Lambda Chi Alpha functions as a group, how we govern ourselves, how we develop leaders for our Chapter, our campus, and our country, and, most importantly, how we develop True Brotherhood. The Associate Member Orientation designed to provide Associate Members with a foundation of conceptual understandings and practical skills facilitating developmental growth as men and contributing True Brothers of Lambda Chi Alpha. We offer knowledge, skills, support, and opportunities in a structured, brotherly environment, yet the opportunity to move forward is still inherently placed upon an individual to make what he will of the experience. Leadership is a fundamental component in our definition of True Brotherhood, as Lambda Chi Alpha identifies leadership in two of our Four Roles of True Brotherhood. In Lambda Chi Alpha, we do not associate leadership with an office or title; we expect everyone to be a leader, and, to that end all members receive basic training in leadership theory and practice.

During Associate Member Orientation, Associate Members learn the Seven Core Values forming the foundation of Lambda Chi Alpha's approach to True Brotherhood. These Seven Core Values—**Loyalty, Duty, Respect, Service and Stewardship, Honor, Integrity, and Personal Courage**—once learned and internalized, equip each Lambda Chi Alpha brother with an internal moral compass always orienting him, no matter the environment or consequences, toward making ethical decisions. For the brothers of Lambda Chi Alpha, it is not enough simply to know how to do things the right way; more important is to do right things, for True Brotherhood and leadership are ultimately about action, about doing. Over the coming weeks, the Seven Core Values are examined, one each week, and defined as to how the week's specific Core Value relates to real situations in Lambda Chi Alpha. Again, our purpose is to prepare the Associate Member, to build a solid foundation for further growth so, once initiated, he is inspired to become a True Brother.

The next step in the journey for True Brotherhood may or may not happen during the Associate Member Orientation; this process could be completed at the end of the semester or sometime during the next two to three years. It is only after learning and applying the Seven Core Values can progression to the next level of True Brotherhood in Lambda Chi Alpha take place. The Four Roles of True Brotherhood, **Faithful Steward, Servant Leader, Leader of Character, and Lifetime Brother**, eventually lead to True Brotherhood—the mission of Lambda Chi Alpha. Once brothers adopt and successfully apply the Four Roles of True Brotherhood, in concert with the Seven Core Values, it is possible to attain the highest level in Lambda Chi Alpha: True Brotherhood. Not every Initiated Brother of Lambda Chi Alpha understands or appreciates the true meaning of True Brotherhood—it is initially the goal of the Associate Member, and then, continually, the Initiated Brother, to strive for the true and full meaning of True Brotherhood.



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## Learning Model

The True Brother initiative involves a progression from experience focused on the Seven Core Values and Four Roles of True Brotherhood to self-reflection about this experience to create a sense of personal meaning for it to sharing this process with other brothers. Your responsibility, along the Big Brothers, is to facilitate and support this learning model. Have your Big Brothers share their experiences with their Little Brothers. Then, instruct your Big Brothers to help facilitate their Little Brothers spending some private time reflecting on his experience. You might suggest some ideas or questions to help your Big Brothers and Little Brothers reflect productively. Then, have your Big Brothers and Little Brothers spend time together discussing the experience, the Little Brother's reaction to it, and its meaning/significance in relation to the focus of the week's curriculum—The Seven Core Values and Four Roles of True Brotherhood. Be sure to share your own thoughts, feelings, and related experiences from your Outer Circle Journey. It is often useful to periodically review your debriefing experiences with everyone in conversation or group meetings. Remember:

- Share the experience.
- Encourage self-reflection
- Discuss and debrief the experience
- Relate experiences to Outer Circle concepts and goals
- Share your own experience and journey

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## Experiential Learning

During your undergraduate career, you will partake in many new experiences that you would not have had elsewhere. Being a college student is as much about learning outside of the classroom as it is within the classroom. The experiences you learn from and choices you make at college will very well determine your character and shape the rest of your life. Experiential learning is recognized by Lambda Chi Alpha as crucial to a member's growth and development. The fundamental experiential learning process in Lambda Chi Alpha begins in Associate Member Orientation and remains consistent throughout the entire development of Initiated Brothers. During Associate Member Orientation, an event is planned to illustrate that session's Core Value. These events could consist of a weekend camping retreat at a national park where brothers and associates clean and refurbish a campground to illustrate Service and Stewardship, to bringing in a veteran to speak on the Core Values of Duty or Honor, or to bring in a guest from a women's advocacy group to speak on Respect. Simply, as the mentors, undergraduate and alumni Initiated Brothers work together as a team to achieve action in Associate Members moving forward in their quest for brotherhood. It is your duty, as High Kappa, to facilitate this experiential learning process with rich experiences for all of your members. The strength of your Chapter will be a directly proportional to the time spent laying the foundation with great experiential learning and planting the seed within the future leaders of your Chapter, the Associate Members.



*“Tell me and I’ll forget. Show me and I’ll remember. Involve me and I will understand.”  
– Chinese Proverb*

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## **Debriefing**

Once the experience takes place, the second fold of the learning process is debriefing—where the lesson is explained and the Associate Members correlate the experience to the session’s Core Value of Lambda Chi Alpha. In Lambda Chi Alpha, it is our hope that we achieve action in our members—we are interested in actions, not words; we are interested in motivating our members for their years as undergraduates, for their years as alumni, and, most specifically, we are interested in motivating each member to make a real and true commitment to himself and to Lambda Chi Alpha.

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## **Reflection**

The journey to becoming a brother in Lambda Chi Alpha begins with self awareness. The more you know your self, the more easily and completely you can commit yourself to our teachings and our brotherhood. The True Brother initiative greatly emphasizes experiential learning and reflection. We must constantly be looking to learn from our experiences in order to grow as men. During the short time that you are in college you will have the opportunity to learn about yourself in many different ways. During the next few weeks and the months ahead in your undergraduate career you will have the opportunity to learn about yourself in many different ways. Participating in all the different activities of the fraternity will provide avenues to learn your strengths and weaknesses, things about your interpersonal style and more about who you are and what you value.

To begin the journey this exercise offers the opportunity to take an inventory about who you are and some of the ways you think and feel about yourself.





# Teaching Core Values: A Facilitator's Guide

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In Lambda Chi Alpha's True Brother initiative, we teach Core Values first because they form the foundation for all that follows. For us, our Core Values serve as guide posts that help us effectively order our priorities and make sound decisions that contribute to the strength and long-term health of Lambda Chi Alpha. Webster's dictionary defines values as "a principle standard or quality inherently worthwhile or desirable." The root word for value is valor, which translated means strength. Our Core Values give us strength because belief in them provides powerful motivation for personal and collective action.

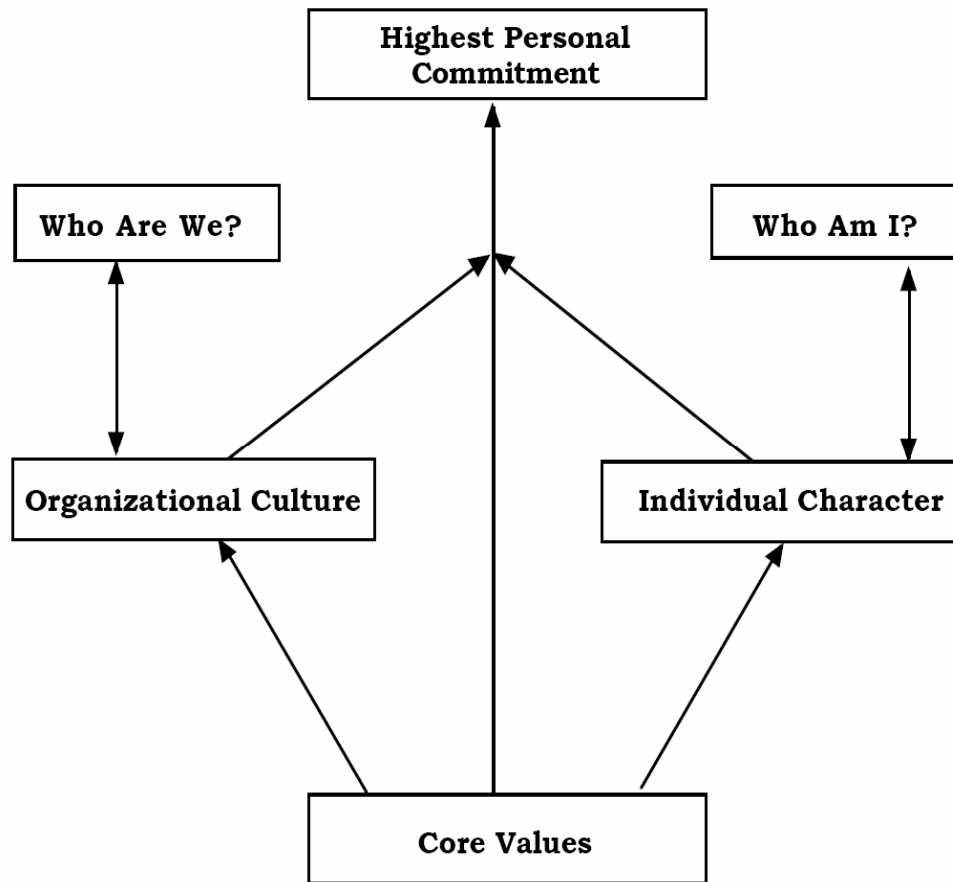
Most Chapters "get into trouble" or experience long-term declines because of poor decision making by members. Decisions based solely on self-interest or self-indulgence rarely, if ever, contributes to the overall welfare of a Chapter. Our Core Values, however, compel us to place the welfare of others and our fraternity before our own, to act honorably, to respect others, to have a sense of duty, to be loyal to people and ideas, to possess the courage to confront wrong doing, to change, to grow, and to understand that each of us, as True Brothers in Lambda Chi Alpha, is a part of something larger than ourselves. Individual brothers who learn, understand, and apply our values are much more likely to make good decisions about themselves and their Chapters.

The ethicist Karl Hartzell writes that, "our values exist externally as an expression of our organizational culture, internally as components of individual character." The diagram below illustrates how values influence both character and culture, and ultimately affect levels of personal commitment to organizations.

Individually, values play an important role in the formation of personal identity and help to answer the question "Who am I?" Collectively, values inform a complex of shared beliefs, attitudes, and practices that tell people inside and outside of the organization "who we are." Research has shown that when personal values and organizational values align the highest levels of personal commitment are achieved.

While there are those who would argue that values cannot be learned, we believe differently. We believe that values can be learned, but that they must be taught in two ways: first, through traditional instruction; and second, by experience and reflection. The True Brother Associate Member Orientation is designed to educate Associate Members in both ways and to lead them through a developmental progression of knowing the values, adhering to the values, believing in the values, and, finally, leading and teaching the values to others by example. As High Kappa, one of your most important responsibilities is to guide and facilitate this developmental progression. Materials included with this guide are designed to help you by offering suggestions for programs and guided-discovery discussions. Feel free to use them, or, better yet, use your imagination and creativity to develop activities with more relevance to your Chapter's needs. As long as your programs/activities directly relate to the Seven Core Values and the Four Roles of True Brotherhood you are assured of being consistent with the vision and mission of Lambda Chi Alpha.





Resources:

1. Guided discussion questions for each of the Core Values. Discussions may be done with the entire group or with smaller groups. Discussion time should last between 15 and 20 minutes.
2. List of commercial films that focus on aspects of leadership, team-building, and/or ethical challenges.
3. Example of how to teach with film using the movie Miracle, about the 1980 US Men's Olympic Hockey team.





# Loyalty

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## Experiential Learning Activities for Loyalty:

- Attend an on-campus event (sports, clubs, etc.) for campus loyalty
  - Attend intramurals to support chapter loyalty
  - Support brothers in individual activities
  - Review the Associate Member oath
  - Ropes Course
1. Begin a discussion of Loyalty and its meaning for each person. Write common themes on a flip chart and contrast these with the formal definition of Loyalty in our Core Values.
  2. Do you know someone who has demonstrated a great sense of Loyalty? Outside the Chapter? Inside the Chapter?
  3. How has this person's example influenced your thinking about what it means to be Loyal?
  4. Loyalty suggests allegiance to someone or something. Can a person have differing loyalties?
  5. Can Loyalties conflict?
  6. What does Loyalty mean within Lambda Chi Alpha? (Have older brothers join in discussion to provide perspective.)
  7. Are there Loyalty conflicts within the Chapter? What are they?
  8. How can these be resolved? (Refer to the notion of "correct ordering" in the formal value definition.)
  9. How might one "misplace" his Loyalties?
  10. How does a leader generate Loyalty among those he leads?







# Duty

## Experiential Learning Activities for Duty:

- Candle / Lamp pass (duty to brotherhood)
  - Police ride-along
  - Canned food journey
  - Brotherhood Dinner
  - Volunteer in the community
  - House Jobs
  - Work Concessions as a chapter fund-raiser
  - Watch Good Morning Vietnam
  - Guest Speakers on Duty: War Veteran, ROTC member, Pastor / Minister / Clergyman
1. What does the phrase “fulfill your duties” mean to you? (Write common themes on a flip chart.)
  2. Relate answers to the above question to the Chapter and Lambda Chi Alpha. (The object here is to establish the existence of an agreed upon set of expectations for a Brother tied to the notion of Duty.)
  3. Have you known anyone who demonstrated a highly-developed sense of Duty? Who?
  4. How did they demonstrate their sense of Duty? What did they do?
  5. How did their example influence how you think about Duty?
  6. What does the phrase “not subordinate Duty to expediency” mean to you?
  7. The formal definition of Duty speaks of exceeding one’s Duty in ethical matters. What does this mean? Can you think of some examples?
  8. What does a leader do to inspire a sense of Duty in those he leads?





# Respect

## Experiential Learning Activities for Respect:

- Visit a Veterans Cemetery
  - Participate in Double Vision
  - Host an Etiquette Dinner
  - Attend a police or military funeral
  - Watch Cinderella Man, Coach Carter, or Remember the Titans
  - Host a guest speaker from a women's advocacy group
1. Give Webster's Dictionary definition of Respect as a starting point for discussion. Compare that definition of Respect to our Core Value of Respect. Discuss the differences.
  2. Identify someone in your life, not in the Chapter, that you Respect.
  3. How did this person gain your Respect?
  4. Identify someone in the Chapter that you Respect.
  5. How did this person gain your Respect? (Look for common themes in answers to Number III and V.)
  6. How is Respect earned in the Chapter?
  7. Is it important to be Respected in the Chapter? Why?
  8. How can a person lose Respect in the Chapter?
  9. Have you observed behaviors in the Chapter that were disrespectful? What were they?
  10. How should disrespectful behaviors be dealt with? (Opportunity here for discussion of conflict resolution.)
  11. How does a leader demonstrate Respect?





# Service and Stewardship

## Experiential Learning Activities for Service and Stewardship:

- Volunteer at a soup kitchen
  - Participate in assisting the elderly
  - Participate in an all-campus cleanup
  - Participate in local philanthropies
  - Watch Patch Adams
1. What does the phrase “service before self” mean to you?
  2. How do we “Serve” Lambda Chi Alpha?
  3. What are we doing when we are “good Stewards” of Lambda Chi Alpha? (List these on a flip chart.)
  4. What are some of the things we do when we are NOT good Stewards of Lambda Chi Alpha? (List these on a separate flip chart and compare with chart from No. 3.)
  5. How does the concept of Service and Stewardship relate to the values of Loyalty, Duty, and Respect? (Object here is for Associate Members to begin to see the Core Values as interrelated rather than isolated concepts.)
  6. “Effective leaders always exercise authority as opposed to power.” If the above is true, what does the quote, “authority is always built on service and sacrifice,” mean? What in this quote sounds familiar to you?
  7. Effective leaders identify the legitimate needs, rather than wants, of their people and their organization and serve them. What are the differences between “wants” and “needs?” (Remember, as we develop our Associate Members we are moving them from “I want” to “We need”.)
  8. What do the words “Servant Leader” mean to you?





# Honor

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## Experimental Learning Activities for Honor:

- Interview a couple that has been married for over 25 years
  - Watch Last Samurai or Men of Honor
  - Visit a War Memorial
  - Host an ROTC member or instructor as a guest speaker
  - Visit a Marine Base
1. What do the words “Honorable Person” mean to you? (List characteristics on flip chart.)
  2. Do you know someone you would describe as Honorable?
  3. Who are they and how do they demonstrate the value of Honor in their behavior?
  4. Is there someone in the Chapter whom you regard as an Honorable person? Why?
  5. What does the phrase “Honor provides the motive for action” mean?
  6. How could one be dishonorable?
  7. How does the value of Honor relate to the other Core Values we have discussed?
  8. Can an Honorable person ever countenance hazing in any form? Explain?
  9. Is an Honorable person someone who just follows the rules? Elaborate.
  10. How does a leader act Honorably?





# Integrity

## Experiential Learning Activities for Integrity:

- Watch Twelve Angry Men or Crash
  - Host a pastor / clergyman as a guest speaker
  - Have the Tau host a discussion on Integrity in controlling chapter finances
  - Participate in the Heinz Dilemma
  - Have associates find articles about people they think have integrity and people they think who do not. Discuss what distinguishes one from the other and who gets more play in the media?
  - Many people complain that political leaders lack integrity. Have the associates develop a checklist for evaluating the integrity of political leaders, including student body officers. Use this check list, rank political leaders they are familiar with. Ask if a high ranking affects how they feel about these leaders, and would it influence the way they vote?
  - Role play some typical situations in which a group of people try to put pressure on one person to do something that is against Lambda Chi Alpha's core values. Do this several times with different outcomes, such as caving into the group's pressure, or mustering the courage to stand up for what you believe. After the improvisation, discuss what the associates learned from this and find out if they can use it they are in a similar situation?
1. Why is Integrity important? In a Brother? In a leader?
  2. What do we really mean when we say someone lacks Integrity? (Can not be trusted. Discuss Intent vs. Impact.)
  3. What are things that can undermine a person's Integrity?
  4. Do you know someone you would describe as a person of Integrity? Who?
  5. What do they say and do that tells you they are a person of Integrity? (List these characteristics on a flip chart.)
  6. Can you imagine a situation in the Chapter where you might be pressured to compromise your Integrity? Elaborate. (Older Brothers can contribute here with their experiences.)
  7. "Integrity is the bridge between character and conduct." What does this quote mean?
  8. What does the phrase "walk the talk" have to do with the value of Integrity?
  9. How does a leader demonstrate Integrity?





# Personal Courage

## Experiential Learning Activities for Personal Courage:

- Ropes Course
  - Burning of the Faults
  - Discuss problems in the chapter
  - Write a Journal entry explaining a personal weakness
  - Watch Glory Road
  - Discuss examples of personal courage in life
1. There are two types of Personal Courage. What are they?
    - a. Physical Courage
    - b. Moral Courage
    - c. (ZAX sessions or post-Initiation discussions should make the connection with the crossed swords on the coat of arms and 2nd Degree.)
  2. Is Courage the absence of fear?
  3. Do you know someone who has demonstrated moral Courage? Who?
  4. What were the circumstances?
  5. What did they do?
  6. Why do you think they acted as they did? What motivated them?
  7. Did they suffer repercussions for their actions? If so, was that fair?
  8. Why would “self-examination and willingness to change” require Courage?
  9. Why is Personal Courage important in Lambda Chi Alpha?
  10. How might your moral Courage be challenged in Lambda Chi Alpha?
  11. How would you know that your response to this challenge was the correct one? (Here’s where they use all of the values to arrive at a decision or course of action.)
  12. Why do leaders have to possess personal Courage?





# Big Brothers

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## The Big Brother Coordinator

To tackle the task of being both educating the Chapter and organizing the orientation program would be too large a job for any member. The High Kappa needs someone to be in charge of Associate Member Orientation. That person is the Big Brother Coordinator. The Big Brother Coordinator serves with the High Kappa and directs the Big Brother education of the Associate Members. The Big Brother Coordinator may be selected by the High Kappa, appointed by the High Zeta or elected by the Chapter. The method of selection of this office should be spelled out in the Chapter's by-laws.

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## The Role of Big Brothers

The role of the Big Brother in Lambda Chi Alpha's True Brother initiative is incredibly important. Along with the High Kappa, the Big Brothers are entrusted with the responsibility of teaching our Associate Members about Lambda Chi Alpha and about brotherhood. Each Big Brother also has the duty to prepare his Little Brother to participate in our initiation ritual, as well as monitoring and facilitating his progress towards the Inner Circle. The future of Lambda Chi Alpha and the quality of our brotherhood are literally in their hands.

The role of the Big Brother is a very personal one. The relationships with their Little Brother will forever shape the Little Brother's views about Lambda Chi Alpha, dedication to our ideals and values, and commitment to a vital sense of brotherly love. More than any other person, the Big Brother will direct and shape the kind of brother the Little Brother becomes. At the same time, the Big Brother will exert a powerful influence on the development of their Little Brother's character and values as he grows towards manhood. The friendship which Big Brothers form with their Little Brothers will last a lifetime and will reciprocally nurture the Big Brothers as well.

Lambda Chi Alpha and all of our brothers within the bond are counting on you and the Big Brothers to take this role and its responsibilities seriously. Your dedication will make a critical difference to the future of your Chapter and the success of Lambda Chi Alpha.

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## Expectations of Big Brothers

### BE A ROLE MODEL

The most powerful form of education is teaching by example. As a Big Brother, you must be a model of a True Brother who is an active, participating part of your Chapter and a brother who strives to live the values of our ritual.

- Attend and participate in chapter meetings and all activities of your Chapter.



- Contribute your talent and efforts consistently to the programs and projects of your Chapter.
- Be a responsible student. Attend class, study regularly and do your best for academic success.
- Abide by Lambda Chi Alpha's policies and the rulings of your officers.
- Meet your financial obligations promptly.
- Be as active and involved in activities on your campus as possible.
- Participate in all Associate Member activities and meetings as appropriate. **Discuss and debrief them with your Little Brother.**
- Strive to express our ideals and values in your dealings with your brothers. Discuss your strengths and weaknesses and your own development in this area with your Little Brother.
- Continue to develop your knowledge of Lambda Chi Alpha, its programs, and operations. Teach these to your Little Brother.
- Model character, good communication skills, healthy conflict resolution, and effective leadership.
- Actively pursue your own Inner Circle True Brother journey.

### **BE A FRIEND**

Get to know your Little Brother as fully and deeply as you can. As you spend time together, move beyond the superficial to share more about his history, his goals, his hopes and fears, his strengths and weaknesses, his family, his values, etc. Tell him the same information about you. Especially, spend time together reflecting on your Little Brother's experiences as an Associate Member and how he reacts to various aspects of his Outer Circle Journey. Do things together that you both enjoy. Include him in activities and campus events. Introduce him to organizations on campus in which you are active. Make sure he gets to know the other brothers and becomes active in your Chapter's activities and events. Tell your Little Brother often about your own fraternal experiences and what Lambda Chi Alpha means to you. Laugh and have fun together. Most importantly, let him know through your words and actions that he is important to you, that his welfare is a priority for you, and that you care about him. Real men **DO** express their feelings. Our brotherhood is based on love, so love your Little Brother in your own way.

Communication is a key component to developing a close friendship and authentic brotherly connection. Remember to practice and model effective communication skills.

- Listen more than you talk.
- Express interest by eye contact, focused attention and verbal reinforcement ("That's really interesting." "Awesome!" "Tell me more about that.").
- Ask open-ended questions ("What do you like?" rather than "Do you like burritos or pizza?").
- Reflect what you hear ("You met your girlfriend on the internet?" "I heard you are allergic to beer. Is that right?").
- Pay attention to non-verbal cues and body language.





- Ask about what is going on with your Little Brother. It takes some personal courage to ask the deeper questions about your Little Brother's thoughts, feelings, and life experiences.
- Self-disclose. Make sure you tell your Little Brother about you, too.

### **DEBRIEF EVERY ASSOCIATE MEMBER EXPERIENCE**

The learning model central to the True Brother initiative involves a progression from experience focused on the Seven Core Values and Four Roles of True Brotherhood to self-reflection about this experience to create a sense of personal meaning for it to sharing this process with other brothers. Your responsibility is to facilitate and support this learning model. Share the experience with your Little Brother as appropriate and as directed by your High Kappa. Then, help your Little Brother to spend some private time reflecting on his experience. You might suggest some ideas or questions to help your Little Brother reflect productively. Then, spend time together discussing the experience, your Little Brother's reaction to it, and its meaning/significance in relation to the focus of the week's curriculum—The Seven Core Values and Four Roles of True Brotherhood. Be sure to share your own thoughts, feelings, and related experiences from your Outer Circle Journey. It is often useful to periodically review your debriefing experiences with your Little Brother in conversation or group meetings with your High Kappa and other Big Brothers. Remember:

- Share the experience.
- Encourage self-reflection
- Discuss and debrief the experience
- Relate experiences to Outer Circle concepts and goals
- Share your own experience and journey

### **MONITOR YOUR LITTLE BROTHER'S PROGRESS**

It is crucial that you regularly discuss your Little Brother's progress with him and give him honest feedback regarding your perception of his growth and development in our brotherhood. This discussion should be a shared dialogue not just a critique or report card. Ask him how he sees his progress and respond with affirmation, reinforcement, clear and constructive feedback, and suggestions for improvement. Be sure to include compliments as well as constructive criticism. Offer help to achieve goals where your Little Brother may be falling behind. Explore the reasons for lack of progress and related feelings and motivational issues.

It will help to use the Sharing the Journey Progress Form as a structure to track your Little Brother's progress and to organize discussions with him. .

- *Part I: Core Knowledge Mastery*—This section asks you to review core concepts of the Outer Circle curriculum each week with your Little Brother to ensure he understands and has mastered this material. Each week is typically organized around a Core Value and involves reading, discussion, and experiential learning. Discuss this material with your Little Brother; do not quiz him. When the learning is completed, reviewed and discussed, note the date and have both you and your Little Brother initial the form. It is your



responsibility to see that this form and the journey it documents is completed before Initiation.

- *Part II: Personal Development*—This section tracks your Little Brother’s growth as an individual who is internalizing and learning to live Lambda Chi Alpha’s values. Progress in this area develops over time and may well require repeated assessment, feedback, and discussion to reach a sense of completion. Success in this arena may only be fully achieved towards the end of the Outer Circle Journey. However, this is not an end point but rather preparation for continued growth throughout the Inner Circle Journey and even the rest of life. Note progress, effort, growth, and maturation—not perfection. We are each a continuing “work in progress” on many of these dimensions. The dialogue about them with your Little Brother may well be the most important and meaningful outcome of tracking these issues together.
- *Part III: Fraternal Identification/Development as a Brother*—this portion of the form is typically completed near the end of the Outer Circle Journey, but regular discussion about these issues with your Little Brother is critical. It focuses in particular on your Little Brother’s involvement with your Chapter and integration into our brotherhood. It asks that you reflect together on his contributions to the Chapter and on his maturation as a brother of character, a leader, and a man ready to enact the Four Roles of True Brotherhood.

When completed, this form is signed by both the Little Brother and the Big Brother, signifying readiness for transition into the Inner Circle through our Initiation ritual. Remember throughout this process to:

- Emphasize the core concepts of the Outer Circle
- Focus on dialogue and discussion, rather than “grading”
- Provide clear feedback with both complements and helpful critique
- Acknowledge and reinforce progress
- Offer assistance and helpful ideas to facilitate growth and development
- Share your own experiences about your True Brother journey and maturation as a brother.

### **PREPARE YOUR LITTLE BROTHER FOR INITIATION**

Pre-Initiation and Initiation are usually times of intense emotion and passion for each brother and for the entire chapter. You have a special responsibility as a Big Brother to help your Little Brother prepare for this remarkable experience, to mentor him through his Pre-Initiation experiences, and to guide him to the transition point of which opens the door to the Inner Circle of our Lambda Chi Alpha bond. Remember that the experiences of our Pre-Initiation activities are equally for you and for the entire chapter. It is a time to focus and to celebrate the incredible bond of our brotherhood and to engage the passionate energy of bringing new brothers into ZAX. Keep these issues in mind as you prepare and guide your Little Brother through this experience:

- Spend some time reflecting on your own Initiation experience and what Lambda Chi Alpha means to you. Share appropriate aspects of these reflections and feelings with your Little Brother. Do not disclose the details of the ritual or over emphasize certain symbols or teachings in a way that pre-empts specific Initiation experience.



- Participate in every Pre-Initiation experience with your Little Brother as directed by the High Kappa and High Phi. Discuss/debrief each event after its completion with your Little Brother. Encourage self-reflection and meaning making in your discussion.
- Attend and participate in the Initiation ritual from beginning to completion. Prepare to process the Initiation experience with your Little Brother by participating in relevant training with your High Phi or other officers as directed by the policies of Lambda Chi Alpha.
- Review all symbolic, ritualistic and mystical teaching so that you can explain and discuss these with your Little Brother after Initiation.
- Discuss the Initiation experience with your Little Brother within a few days of completing the ritual. Encourage self-reflection and focus on feelings. Share your own Initiation experience and what that has meant for your True Brother Journey.
- Consider giving your Little Brother a small, symbolic gift to commemorate this experience, your relationship, and his completion of the Outer Circle. These often become cherished souvenirs across the years. Many chapters have specific traditions about such gifts which may guide your choice in this arena.

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## Selection Process

Not everyone is far enough along in his own development and True Brother Journey to effectively serve as a Big Brother. Each Chapter may wish to develop its own set of Big Brother criteria.

To serve as a Big Brother, each Initiated Brother must:

1. Be an active, Initiated Brother of Lambda Chi Alpha
2. Be in good standing with the Chapter (not on academic, financial, or social probation or suspension, and not the focus of disciplinary action by the Executive Committee of the Chapter)
3. Be a regular and positive contributor to the programs, activities, and events of the Chapter
4. Demonstrate dedication and maturity in living the ideals and teachings of Lambda Chi Alpha Creed and rituals
5. Be actively involved in his own Inner Circle True Brother Journey
6. Have completed any Big Brother education program mandated by the Chapter
7. Apply to the High Kappa to become a Big Brother, demonstrate he has met the required criteria, and complete a Big Brother contract

Each Big Brother candidate must be evaluated to ensure he possesses the necessary personal attributes, fraternal knowledge, maturity, chapter involvement, time, energy and dedication to become an effective Big Brother in order to successfully fill this role, and commitment to the values of our brotherhood. The High Kappa and his committee are responsible for making this determination. Few decisions will have as much impact as the choice of a Big Brother in the development of our Associate Members and their eventual maturation as True Brothers. Careful and thoughtful consideration is imperative.





# Fraternity Education Workshops

## Preparing a Complete Fraternity Education Schedule

As High Kappa, one of the most important responsibilities is the planning of the fraternity education sessions. There must be a balance between the Chapter's educational efforts and the rest of its programming as well as with the demands of the school.

There are two common ways to plan a schedule. The first way is to teach a session every week of the semester or quarter. The second would be to hold a session every other week of the quarter or semester. Any less than this will be ineffective for the Chapter. In both cases, a calendar must be set up well in advance. Determine the dates and times for each session and let the Chapter know at the beginning of the term the dates and times. The High Kappa should conduct the meetings but does not have to teach the meetings. A good High Kappa knows that bringing in experts on a subject will liven up his program. Guest speakers, be they brothers or people from campus or the surrounding community, will liven up the Chapter's fraternity education program. Once the schedule has been established, the selection of topics must follow.

There are two main focuses on which to concentrate: internal subjects and external subjects. Internal subjects are materials and information that all members need to know and understand to be a vital part of the Chapter's efforts. External topics teach members things they need to know to be better-informed citizens of their community and campus. The High Kappa must be careful in balancing the sessions. Each semester or quarter will cover a variety of subjects during fraternal education. To focus too much on internal subjects keeps the Chapter from developing a sense of the community beyond the Chapter. To focus too much on the external topics keeps the Chapter from evaluating themselves and operating internally as well as it can. The best fraternity education programs will have an equal split of internal and external topics, which offer the Chapter members several opportunities to learn about themselves and others. A good fraternity education program offers a variety of learning experiences in different settings. Going to a speaker on campus, or a play or performance, or taking part in a community activity can all be considered fraternity education. Spice up your program by getting members out to campus and community speakers and events; those events and speakers are usually things the Chapter cannot duplicate themselves. By using these outside resources regularly, the Chapter will have a varied program that is significantly different every semester. That will keep all members interested in the Chapter's programming.

In the next two sections are listed sample subjects for both external (life) and internal (fraternity) education sessions. Use this guide to plan the sessions for the upcoming term. The list is not a complete list of the activities a Chapter can provide in its education sessions, but it should give a good idea of what is expected in general for the program.





# Life Education Workshops

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## Action Planning

An action planning session would be a logical session to hold after having a goal setting session. Action planning provides the Chapter with a road map of how to achieve each of its goals. The leader would concentrate on the importance or organization and delegation in accomplishing goals. Using action plan sheets; the Chapter would break down the responsibilities for each of its goals.

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## Alcohol Abuse

For this workshop, contact the health center, Alcoholics Anonymous, a local hospital, MADD, SADD, local or state police, GAMMA, BACCHUS, or other alcohol awareness groups on campus or in the community. All of these groups have trained speakers who can address the Chapter about several different areas of abuse. Different twists can be applied to make this topic fresh and interesting for the membership. Many police departments will facilitate a controlled drinking experiment where several of-age members consume alcohol and then take dexterity tests to show how coordination is lost as you drink. Many WDD or SADD groups will be able to provide a speaker to talk about the number of lives lost or ruined each year by drunk drivers, and can provide the Chapter with model plans on how to set up their own designated driver program. Many campus groups, Alcoholics Anonymous, or the local hospital should be able to facilitate a workshop for the Chapter on how to spot the danger signs of alcohol abuse and how to confront a brother who has a drinking problem. Campus groups like BACCHUS or GAMMA should be able to provide the Chapter with a workshop on “how to party safely,” focusing on theme ideas, activities, and alternative beverages that take the focus of your social events away from the alcohol.

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## Career Advise

Contact the campus career placement center for help in facilitating this workshop. Usually, they will be able to provide a speaker and resource materials for the Chapter. For career planning, concentrate on having each member evaluate where they want to end their career and have them plan backwards from there. Utilize the career center to show each member how to start out his career, or to provide insight into fields and jobs that will be “hot” or “cold” in the coming years. This workshop should start well in advance of the actual date it will be given. Make all members plot out their career course and then provide this information to the career center before the workshop, so they can plan the workshop based on the Chapter’s needs and desires.



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## **Date Rape**

As one of the most important topics facing college students today, this session can help address common misconceptions about dating. Contact the campus health center or the women's center; both will usually have resources or speakers available to educate the Chapter. Ask the presenter to focus on common situations found on campus. If the workshop is done in conjunction with a sorority or others women's group, the discussions should center on how men and women perceive each other and the situations are presented.

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## **Double Vision**

This program, funded by the Lambda Chi Alpha Educational Foundation in conjunction with the Alpha Gamma Delta Founders Foundation, provides Chapters with an opportunity to discuss how they perceive one another. The workshop covers issues such as relationships, date rape and substance abuse. This workshop should always be done with a sorority or women's group and plenty of time for discussion should be allotted. Copies of the Double Vision program are available from Lambda Chi Alpha.

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## **Drug Abuse**

Like alcohol abuse, there are a variety of sources the Chapter can utilize for this workshop. Contact the local hospital, Narcotics Anonymous, local or state police, or other campus or community groups about facilitating a workshop. Several different approaches can be taken in teaching this workshop. Some groups like Narcotics Anonymous can provide a speaker to discuss the negative impact drugs had on his or her life. Law enforcement groups usually will provide speakers to discuss what happens when someone is caught using or selling drugs and how that can hurt the rest of his life. The local hospital can usually facilitate a workshop that shows what popular drugs do, when used short-term or long-term, to alter your body's metabolism and adversely affect your health. Several groups can also do workshops on spotting the signs of use or abuse, and how to confront or help someone in that situation.

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## **Graduate School**

In planning this session, you will want to find a speaker and resources by contacting the career center, the school's graduate school admissions office or a professional familiar with graduate school admissions. Your speaker can focus on several different areas: choosing the right graduate school for you, searching for fellowships and scholarships for graduate school, how to prepare for graduate school exams like the GMAT or GREs, who to ask for recommendations.



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## Goal Setting

A member of the Chapter is the facilitator of this session. The Chapter should focus its attention on the future. The facilitator stresses the three keys to successful goal setting: setting measurable, attainable, and specific goals. The leader helps the Chapter set goals in three specific areas: Chapter goals, committee/officers goals, and personal goals. For the Chapter and committee goals, the leader focuses on the three W's of goal setting: What, Who, and When. An example of a Chapter goal would be:

What: 3.0 Chapter GPA  
Who: Everyone  
When: By May 1<sup>st</sup>, 2007

For the personal goal setting section, the leader directs the members to set academic, fraternal, and personal goals for themselves. An example would be:

Academic: 3.5 academic term GPA  
Fraternal: Attend 100% of Chapter events; run for High Zeta  
Personal: Lose 10 pounds; bench press 200 pounds

Make sure to record all the goals set during the session on note cards so you can construct a goal board from them later. At the end of the session, the leader needs to stress the fact that setting the goals is only the first step to achieving goals. The leader will want to introduce plans for a Chapter goal board and how it will be utilized. Each member's role in achieving all the goals set that day should be discussed.

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## “Hot Topics”

College offers students the chance to discuss many topics in a formal or informal setting and to debate the events and actions that shape the world. This discussion and interaction should not exist only within the Chapter. As part of the fraternity education sessions, try to plan at least one session on a topic that is newsworthy or is being discussed on campus. Here are several topics to consider for implementation, but don't feel limited. Pick things the Chapter will be interested in.

1. “Political Correctness” - Contact the campus political organizations, the local American Civil Liberties Union, or a Political Sciences professor to come in and discuss and debate the merits of this controversial movement that is sweeping campuses. Have the debate and discussion focus on explaining what the two viewpoints on “P.C.” are and how they are affecting the education process. The Chapter can also invite the Dean of Students or Greek Advisor to join the discussion and talk about the school's views and how the movement is affecting Greeks.
2. Abortion - Contact the campus or local right-to-life pro-choice groups and ask them both to provide a speaker to debate this issue. Save time for a question and answer period.



3. The Environment - Contact the local environmental groups (Sierra Club, Greenpeace, etc.) and ask them to provide a speaker that will educate the Chapter about the changes occurring in our world every day. They may want to focus on a single issue like deforestation, nuclear power, the greenhouse effect, or recycling. You could also ask them to focus on what things the Chapter could do to help save the environment, both as individual members and as a group.

4. Women's Movement - Contact the campus women's organization to provide a speaker. Have the speaker concentrate on the history of the women's movement on campus and in the nation. Provide time for a question and answer period from the Chapter members. For more variety and fun, invite a sorority and debate whether men and women have equal rights in today's society.

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## Interviewing Skills

For this workshop you will want to contact the career center, a communications or speech professor, or a local businessman experienced at interviewing job applicants. Ask the facilitator to come in and run the Chapter through several sample interviews and focus on the golden rules of interviewing and how to avoid common mistakes. To make the workshop as realistic as possible, have several seniors submit their résumés to the facilitator well in advance, applying for specific positions after graduation. Have the speaker base his mock interviews on these résumés.

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## Local Affairs

Just as our members are students at their schools, so too are we members of the local community. It is very important that Lambda Chi Alpha members take an active role in improving the community. The High Kappa can use the fraternity education sessions to improve the Chapter's awareness of important issues in the community in a variety of ways. Here are three possible sessions the Chapter could hold in this area:

1. Contact the local volunteer center or a charitable organization like the Red Cross, March of Dimes, or American Cancer Society. Obtain a speaker from one of these organizations who can talk not only about the need for volunteers and money for their own organization, but also the need to get involved in the community at large. Work with the High Beta and hold a philanthropy event for the organization sometime after the education session.

2. Contact the Mayor's office, the town council, or other local government offices. Ask a local politician to come and present to the Chapter the issues that are affecting the community and what each individual can do about them. Allow the speaker time for a question and answer period as well in case there are other issues the Chapter thinks are important for the speaker to address.

3. Contact the local Chamber of Commerce and ask them to provide the Chapter with a speaker. The speaker should focus on what opportunities exist in the local area for the Chapter's





members to take advantage of such as internships, work opportunities and the way the community perceives the school and its students. Also ask the speaker to talk about how the Chapter can join the Chamber and what the benefits of doing so are.

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## **Personal Finances**

Many students today have problems managing their finances while in school, and this burden increases when they graduate and student loans come due or they buy a car. Helping a member budget their resources can be critical to their long-term financial success. Contact a local accountant, banker or businessman to facilitate this workshop. Ask the speaker to help the members set up a budget that will meet their various needs, without exceeding their means. Several other options for this workshop can also be taught together or separately: how to balance a checkbook and maintain accurate records of your expenditures, file your taxes, plan a personal budget, get the most out of a dollar, or budget for a car or apartment.

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## **Public Speaking and Interpersonal Skills**

For this workshop, the presenter could have two separate focuses or themes. The first would be interpersonal communications, specifically how to be open and honest with your fellow Chapter members and other people. The second would be on public speaking and how to prepare and deal with speaking in front of other people. For the first focus, contact either a communications professor or someone in the Student Life Department of the school. Have the speaker concentrate on common situations that arise every day in the Chapter and how the members can communicate most effectively in dealing with these problems. For the second focus, contact a communications professor or someone else who is an accomplished public speaker. Have them focus on how to convey your ideas to large groups, how to deal with being nervous, and how to interact and deal with an audience.

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## **Résumé Writing**

For this session, you will want to contact the career center, a business professor, or a local businessman to facilitate. Have each member of the Chapter compose a sample résumé before the session and give the copies to the presenter before the session so he or she can make recommendations on each one of them beforehand. Have the speaker address several of the following: how to tailor a résumé for a desired position, how to cut out repetitive or useless information, how to use “strong” words to capture attention, how to format the résumé and cover letters, follow-up contact, and common mistakes made in developing a résumé. Ask the speaker to provide the Chapter with examples of good résumés.



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## Scholarships

Often members of our Chapters have problems staying active or even in school because of financial difficulties, yet each year in the U.S. millions in financial aid go unclaimed because no one applies for this aid. Contact the financial aid office for more information.

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## Sexual Awareness

This workshop can be done in several different formats. Many Chapters will hold sessions with sororities on this subject. Contact the campus health center or other resources to teach this session. Several options include: the real facts about AIDS and how to prevent its spread, the signs of sexually transmitted diseases, the myths and facts about sex and date rape. These workshops are best when frank discussion and questions take place.

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## Sexual Harassment

This workshop works best if an outside facilitator is used. Contact either the local women's center or a law professor to teach this session. This session can also be done in conjunction with a sorority. Ask the facilitator to concentrate on common situations such as the classroom or the workplace, where harassment takes place and how to properly address these problems. Ask men to define harassment and have women do the same, and then discuss the viewpoints.

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## Social Etiquette Dinner

This workshop provides a fun atmosphere for members to discuss and learn about proper conduct in social situations. Usually, a Home Economics professor or Housemother on campus is willing to teach this workshop. If not, check with the local restaurants or a catering service. For the session, the Chapter uses its own dining program or goes somewhere nice for a formal, sit-down dinner. The instructor walks the Chapter through the meal focusing on the right and wrong way to do such things as pass condiments, excuse yourself, what fork to use for what course, and other important rules of social behavior.

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## Team Coach

Many Chapters are full of sports fanatics, loyal to their school or local teams. Many Chapters have had success in contacting coaches from school or professional teams in the area to *come* speak to the Chapter. Ask the coach to focus on how he motivates his team to work together towards a common goal, and how to deal with the obstacles in the path of achieving your goals.



Ask the sports information or publicity department to check on a coach's availability for speaking.

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## **Time Management**

Contact the career center, residence life advisors, or other campus groups to teach this session. Ask the speaker to focus on how each member should map out their personal schedule to ensure that they keep up with their classes, work, Lambda Chi Alpha, extracurricular activities, and still have time to enjoy themselves. Have all members bring a copy of their work schedules, class schedules, and other time commitments to this workshop. Also ask the facilitator to address how to avoid procrastinating and maximize use of time.

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## **Travel Tips**

Contact a local travel agent to talk to the Chapter about where an individual can travel on a college student's budget. Provide the agent with the school's vacation dates in advance and ask the agent to provide the Chapter with several individual or group packages that they could take advantage of for the coming school breaks.

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## **War Veteran**

Educating the membership about issues and events that have changed the face of our countries is a good way to spice up a session. All armed conflicts have resulted in substantial changes at home both during and after the conflict, yet most of today's youth have only a basic understanding of these conflicts or the changes they brought about. Contact the local Veteran of Foreign Wars lodge or another veteran's organization about the availability of a speaker from the Vietnam War or other conflicts and wars. The speaker may address the war from a variety of angles: how the country got involved, his personal involvement and experiences, the lessons of war, single battles or campaigns, the effects the war had on life in the country, etc.





# Fraternity Related Education Workshops

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## Alumni Programming

Members of Lambda Chi Alpha probably spend only 3-5 years as an undergraduate member of a Chapter; however, they will spend the rest of their life as a member of Lambda Chi Alpha. As an alumnus, your commitment to Lambda Chi Alpha is just as great as it is as an undergraduate. A good fraternity education program will focus attention on how to develop alumni who are committed to Lambda Chi Alpha. There are at least two major areas around which you can plan an alumni workshop, do not feel limited by these areas. Develop a unique workshop on alumni involvement or programming.

1. How to Be a Good Alumnus - Contact a respected Chapter alumnus who is regularly in contact with the Chapter to teach this session. The High Pi or a member of the Chapter's House Corporation or Alumni Association is a good choice. Have him focus on what each member can do to stay active and involved with the Chapter following graduation. Discuss Homecoming and other alumni events, alumni publications, volunteering for the Chapter, and communications between actives and alumni.

2. How to Treat Alumni - A respected alumnus (such as the High Pi) should lead this session. Focus on the importance of being a True Brother when an alumnus returns. Discuss greeting alumni when they return, proper hospitality, the importance of giving him the latest alumni newsletter and updating the Chapter's information about him. It is most important to emphasize during this session the similarities between recruitment and the treatment of alumni. Alumni must be recruited back into involvement with the Chapter. Improper conduct on the part of members will turn them away from the Chapter for several years or all together, unless the members are careful to treat them with respect.

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## Challenges and Choices

This session offers the Chapter a chance to discuss some of the more controversial subjects that affect them each day. Produced and available through the National Interfraternity Conference, Challenges and Choices is an interactive workshop that tackles such subjects as drug and alcohol use, relationships, apathy, academic integrity, hazing, fraternal expectations, and alumni by offering realistic scenarios for the Chapter to discuss and debate. There might not be any right answers, but Challenges and Choices will provide a vehicle to discuss how members can start to confront their problems.

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## Campus Involvement

All members take an oath to be active on campus and the Chapter's fraternity education program can help reinforce this oath. Work with the High Beta to plan the advanced part of this workshop. Ask all Chapter members several weeks prior to this session to document their



involvement on campus. Have involved members write a detailed description of the groups with which they are involved and what those groups do on campus. Bring those summaries to the session. Go around the room and have each member describe their involvement and what their group does, as well as how to get involved with that group. Then discuss the importance of being involved on campus. Focus on the positive image involvement gives the Chapter, as well as the fact it aids in recruitment efforts. Encourage all members to stay involved or get involved with a group that interests them. Members should be aware to seek out the members of those groups who would make outstanding additions to Lambda Chi Alpha. Finally, take the written descriptions of each group and form a campus involvement notebook for members to utilize.

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## **Chapter Finances and Individual Responsibility**

Each member of the Chapter has an obligation to pay his bills on time and to make sure that the Chapter operates with sound financial policies, yet many members do not know the basics of fraternity finances. In this workshop a Chapter member, preferably the High Tau or a member of the Executive Committee, leads the discussion on Chapter finances. Topics for discussion should include Chapter budgeting, payments to the House Corporation, Lambda Chi Alpha dues and costs, billing and contacts, payment plans, reserve funds, and a review of Code X-15 of the *Constitution and Statutory Code*. The Chapter should also discuss how each member can help the Chapter collect its money and pay its bills on time.

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## **Chapter Organization**

In this session, the Chapter discusses how it is organized and the purpose of its structure. The High Alpha or High Pi should lead this session, which should start with a discussion of why an organization needs officers. The discussion should focus on the common requirements needed for strong leadership in a Chapter. The Chapter should focus its attention on delegation of authority and committees. Give several examples of the difference between delegating responsibility and handing out tasks. *(For example a Chapter social event: You want members to design and execute 'individual parts of an event like the entertainment or preparation instead of asking people to run specific errands and do setup.)* Ask the members to recreate their committee system to better address all the Chapter's needs. As a final step you may want to design an organizational chart that shows how everyone fits into the Chapter's organization and programming efforts.

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## **Fraternity Songs**

This fun workshop gives the Chapter a chance to learn about the great singing tradition and songs of Lambda Chi Alpha. All that is needed are several copies of the Lambda Chi Alpha songbook available from Lambda Chi Alpha and a song leader. The Chapter should practice several different songs until they feel comfortable with them. For a final performance, have all the members come to the session in coat and tie, then go serenade a sorority with songs.



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## Lambda Chi Alpha

While the history of Lambda Chi Alpha may have been covered members have little or no idea about the Lambda Chi Alpha. Utilize the *Paedagogus* to educate about the purpose, function, and structure of Lambda Chi Alpha. Some topics or issues to discuss should include: the Grand High Zeta, Student Advisory Committee, General Assemblies and Leadership Seminars, the Lambda Chi Alpha Educational Foundation, Educational Leadership Consultants, administrative staff and structure, the role of each Chapter in and international organization, dues and fees paid to Lambda Chi Alpha, and the services provided to the Chapter by Lambda Chi Alpha. The emphasis of your discussion should focus on Lambda Chi Alpha's role of upholding and enforcing policies determined by the undergraduate members of our Chapters, as well as a commitment to serving each Chapter's individual needs.

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## Lambda Chi Alpha History and Heritage

There are many different ways to teach dates and facts about Lambda Chi Alpha. You may choose to concentrate your efforts on one particular area such as your local Chapter history or the development of the fraternity education system and Associate Membership. Choose an alumnus to come in and talk about Chapter history. For Lambda Chi Alpha history, you will want to use the *Paedagogus*, *Ritual - What and Why* and, *The History of the Lambda Chi Alpha Fraternity* for reference material. Combine several different topics such as local and international history. One easy and fun way to hold this session is to have a Jeopardy game. Before the session decide on 6 categories and 5 questions in each category for a total of thirty questions. Also decide on a final Jeopardy category and question. Possible categories could include international history, local history, Theta Kappa Nu, Grand High Chapter and Fraternity Staff, policies of the Fraternity, and include some wild card categories as well. Use poster board to write the answers down and then cover them with papers that show the value (100, 200, 300, 400 or 500) of each question. Divide the Chapter into three equal teams and have one member be the quizmaster. Play the game just like Jeopardy and award the winning team a prize, like a pizza party. No matter how you teach it, the point of the session is to educate the members about Lambda Chi Alpha.

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## Leadership

Development of leadership potential is a goal for all Greek organizations. The Chapter's fraternity education program can supplement this development by focusing on the skills necessary to become a better leader. For this session, contact the Greek Advisor or the campus administrator in charge of leadership development. Have this faculty member come and discuss how leaders develop. Ask them to focus on motivation of others, personal organization of time and effort, common mistakes of campus leaders and easy ways to build leadership skills. Have the session leader focus on how leaders can confront members and challenge them to raise their



involvement in the Chapter. Often institutions will have some sort of test or exercise which can help people understand what sort of leadership style they have and how they can improve upon it. See if this is available at your school. If so, consider using that for a session.

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## Member Discipline

For this session all members should bring a copy of the latest edition of the *Constitution and Statutory Code*. In this workshop, which should be led by a member of the Executive Committee, the focus should be on understanding the rules and obligations of membership in Lambda Chi Alpha. A review of Ritual oaths should take place to show what standards each member has pledged to uphold. (You should substitute the oath from the Associate Member ceremony and Form A if there are Associate Members present.) Next, you should review pertinent Chapter policies such as Code X-15 and Code X-16. Lambda Chi Alpha's policies on alcohol, drugs, sexual misconduct, hazing, and auxiliary groups should be reviewed as well. From there, the discussion should cover the roles the Executive Committee and the Chapter play in any sort of disciplinary situation. Review the procedures for informal and formal disciplinary hearings at this time. Conduct several case studies of conduct problems and have the Chapter members discuss how the Executive Committee should respond to these incidents. Several examples to use could include: physical violence between Chapter members, alleged hazing of an Associate Member by a brother, drug use, excessive drinking by a Chapter member, members who refuse to pay their bills, officers or members with grades below the minimum requirement. The Chapter can then spend time discussing a formal Chapter code of conduct, which would govern the actions of all members.

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## Member Participation

Too often, in even our best Chapters, a few members do everything for the Chapter and many people do nothing at all. The Chapter's fraternity education program can help address this shortfall in participation. A Chapter member or the High Pi should lead this discussion. A careful review of the oaths taken during the Ritual (or the Associate Member Ceremony plus Form A if there are Associate Members present) should start the process of defining what is expected of each member. Use a blackboard or poster board; have members set some minimum expectations for everyone to uphold. Standards such as paying bills on time, grades, community service, campus involvement, committee work, risk management, fraternity education, ritual education, and interaction with other brothers and community members could be set and enforced. (After the session, convert the standards the Chapter adopts into a written contract for all members to sign and for the Executive Committee to enforce.) The Chapter should discuss how each member can give more effort to the fraternity's programming. Committees, delegation of responsibilities, positive reinforcement and reward systems should all be discussed. Finally, the Chapter should discuss what should be done about the member who refuses to be a full participant in the Chapter's activities. Is it enough to be a brother only in name? If not, what will the Chapter do to motivate its dead weight, or to get rid of members who fail to increase their involvement?



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## Open Ritualism

Utilizing the *Ritual - What and Why* book, the Chapter examines several themes of ritualism. Ideas could include the Associate Member Ceremony as it relates to the contributions of Theta Kappa Nu, the major characteristics and themes of rituals, ancient rituals, the emblems of Lambda Chi Alpha, Warren Albert Cole's ritual, the Creed of Lambda Chi Alpha. All materials necessary for these topics are readily available in the *Ritual - What and Why* book, and sessions should be open to all members.

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## Parliamentary Procedure

Often a Chapter has wasted valuable meeting time because members don't understand parliamentary procedure. For this session, the High Alpha or High Pi should lead the discussion. Conduct a mock meeting with sample motions, votes and other activities. Focus on the correct way to proceed through the meeting and give all Chapter members a chance to practice. Practice enforcing the new procedures at the next Chapter meeting.

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## Recruitment

Recruiting Associate Members is the lifeline for continued existence of any Chapter. All complete fraternity education programs will address this topic at least twice each school year. Part of the reason is the need to educate the Associate Members on "How-To" recruiting; the more important reason is the need to focus on sharpening the entire Chapter's recruitment skills and techniques. There are several different workshops on recruitment and it's a good idea to select a new one each semester so all members will be interested in the fresh approach to the topic. Work with the High Delta to decide on a focus for each of the recruitment sessions.

1. Rush 102 - For this workshop the High Delta, or a member of his committee, previews the Chapter's plans for the upcoming recruitment period. Topics to discuss could include: rush teams, advertising, theme nights, informal contact plans, and house set-up. Have several role-plays with some members acting as prospective Associate Members and others acting as brothers. Have them act out typical interaction at a recruitment function and try to pick out the common mistakes members make. Address body language, listening over talking, avoiding closed ended questions and boring topics, and proper recruitment etiquette. The focus should be on the responsibility each member has during the recruitment period to work hard and replace himself. Have a member or an alumnus deliver a motivational speech at the conclusion of this workshop.
2. Selling Lambda Chi Alpha - In this workshop, the leader will focus on how to market what your Chapter has to offer to prospective buyers. Have the presenter focus on all the reasons people joined Lambda Chi Alpha. Next, have the Chapter list all the things their competition promotes during their recruitment. Try to determine if there is something unique





that your Chapter has to offer that others do not. When you find this unique point, practice marketing it. Have several role-plays where some members are prospective Associate Members and others are brothers trying to sell Lambda Chi Alpha to them. Have them talk in front of the whole group and then critique their techniques. Emphasize to the members the need to focus their message on what they have to sell and why it is the best product you can buy.

3. Car Salesman - In essence, recruitment is all about selling yourself and Lambda Chi Alpha, so knowing the keys of good salesmanship will assist your Chapter's efforts. For this session you will want to contact a local car dealership and try to find a dynamic salesman -to come in and talk to the Chapter about selling. You will want the salesman to focus on several things: how to determine what your customer is interested in, selling the benefits of your product, overcoming objections to make the sale, and closing the deal. If possible, have the salesman discuss incentives or motivational plans he uses to meet his sales goals as well.

4. Ad Agency - The image the Chapter projects goes a long way toward determining what prospective Associate Members will be attracted to the Chapter, and thus is a very important aspect of your recruitment plans. Contact a local advertising executive or an advertising or public relations professor to teach the session. The leader of this session should focus the discussion on the message the Chapter is giving the outside public. Discuss what the Chapter is trying to portray and then build an advertising campaign around that portrayal. Talk about what sort of public relations the Chapter can do on a year-round basis to raise awareness of the fraternity and reinforce the image that is projected. Finally, discuss each member's role in selling this image. What simple mistakes by an individual member can wipe out all the efforts? What simple things can the Chapter member do every day to help spread the positive message of Lambda Chi Alpha?

5. Recruitment Commercials - For this session, the High Delta or someone from his committee should lead this discussion. Break the Chapter into, workable teams of 5 to 7 members each. Give each group poster board, markers and blank paper. Present the idea that the groups are working for an advertising agency that has just been hired by Lambda Chi Alpha to market the Chapter on campus. Allow the group's time to decide first on a central focus or theme that separates Lambda Chi Alpha from the competition. Follow that with each group documenting their theme and its intent on paper. Next have each group devise a slogan that conveys their theme and intent and have them document that as well. From there, have the groups devise a print advertisement that reinforces the theme and uses the slogan they picked. Put the ad on the poster board. Finally, have each group design a simple skit that "sells" the theme and slogan to the outside public. When all groups have completed these tasks, get back together and have each one present their theme, slogan, ad and commercials. Have the Chapter critique the groups' efforts based on how closely they stuck with their chosen theme and how effective that was in selling Lambda Chi Alpha. If the groups have done a good job, the Chapter should be able to pick a theme, slogan, and ad from their efforts.

6. Mock Rush - For this session the concentration will be on getting members accustomed to recruiting. Have some members playing the role of Prospective Members while the brothers practice the techniques of making friends and selling the benefits of Lambda Chi Alpha. Contact a sorority and see if they will provide some of their members to be the Prospective Members.



Tell the members to concentrate on acting like it is a real recruitment function. Have several members of the High Delta committee circulate and note the strengths and weaknesses of members' skills. Stop the mock recruitment and discuss the common errors and how to solve them. Discussion should cover body language, icebreakers and conversation starters, topics to avoid, listening to the Prospective Member and identifying his interests, and selling what Lambda Chi Alpha has to offer. After this, continue the mock recruitment and see if the members are improving. Emphasize to the Chapter recruitment skills are the same as those used that in becoming good in athletics. You must practice in order to be good. **(See the High Delta Manual for more ideas and workshops.)**

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## Risk Management

The safety of Chapters and members is of the utmost importance. The development of a risk management program is a key in minimizing potential danger members may face in their normal activities. Thoroughly educated members can make for a safer Chapter environment; thus a comprehensive fraternity education program will address several areas of risk management throughout the year. You should work with the High Iota and the Risk Management Task Force to plan these sessions as part of their overall program. If a Chapter holds four sessions each semester on risk management and documents attendance of at least 50% of the membership at each one, they are eligible for a rebate on their insurance premiums. Each of the following sessions would meet the qualifications for the rebate program.

1. Alcohol Abuse - There are several possibilities for alcohol abuse workshops, which are listed under the External Topics section of this manual.
2. Drug Abuse - The Chapter may pick any of several options for a drug abuse session, which are listed under the External Topics section of this manual.
3. Fire Safety - Contact the local fire station and ask them to make a presentation. Several fire stations will set up controlled fires in parking areas or vacant lots and then show the Chapter how to identify the right kind of extinguisher and correct way to use it. All fire departments will educate Chapters about the basics for fire prevention in the home and what to do in case of fire.
4. FIPG and Lambda Chi Alpha Policy - For this session, it is suggested that the High Pi or Greek Advisor be invited to lead the session. Supply the members with copies of the Fraternity Insurance Purchasing Group (FIPG) policies, along with a copy of the latest Constitution and Statutory Code. Focus on discussing the nuts and bolts of the policies and what Chapters can do, instead of what they can't do. Discuss the penalties for violating the policies and what a Chapter can do to enforce the policies. The policies on underage drinking, pooling of funds, mass quantities of alcohol, open parties, hazing and sexual harassment should all be discussed during this session. Crisis Management - The High Iota should lead this session, which should utilize the Lambda Chi Alpha videotape on Crisis Management. After viewing the tape, the Chapter should discuss its own procedures for an emergency and develop its own crisis management plan. FOCUS on how to deal with the press, who to contact, and how to investigate the crisis.



Finally, have the Chapter discuss what simple steps it can implement to prevent a crisis from occurring.

5. CPR - Each year thousands of Americans die of heart failure while other people look on, unable to assist them. CPR could be the difference between life and death. Contact the local Red Cross or campus health center to lead this session. Typically, it takes several education sessions to certify someone for CPR, so plan your calendar accordingly. The trained leader will teach the Chapter the basics of cardiopulmonary resuscitation and certify them if they qualify.

6. First Aid - You will want to contact the local Red Cross or paramedics to teach this session. Have them focus on teaching Chapter members what to do in common injury situations. Practice typical first aid situations that require attention and also discuss the Chapter's plan of action in case of an emergency.

7. Lawyer - Contact a local lawyer who specializes in torts or liability claims. Ask the lawyer to focus on the current legal climate, why fraternities are under attack, and what steps a Chapter can reasonably undertake to lower its liability exposure. If the lawyer is interested and the time is available, set up a mock trial where the lawyer prosecutes the Chapter and its officers in a typical alcohol or hazing case.

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## Ritualism

Educating the Chapter about our Lambda Chi Alpha Ritual and its lessons is perhaps one of the most important jobs of the High Kappa. There are several different workshops listed on page 47 of this manual. It is recommended that the facilitator for these workshops be the High Phi or a member of his committee. See the *High Phi Manual* for more ideas.

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## Scholastic Development

Academics and the pursuit of a degree is the reason the members attend school, but members often lose sight of that when they get involved in Lambda Chi Alpha or other outside activities. For this session, the High Sigma or the Chapter's academic advisor should facilitate. Focus on the Fraternity's academic policies and how they relate to pushing each member to excel academically. Have each member of the Chapter set a personal academic goal and Grade Point Average goal for the semester and post these goals. Discuss what things the Chapter can do to promote academic excellence such as quiet hours, resource files, and study groups. Discuss what positive and negative reinforcement programs the Chapter can implement to give members a reason to achieve academically. In closing, discuss how each individual's grades and academic integrity impact the Chapter.



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## **The Standards for Chapter Excellence**

*The Standards for Chapter Excellence* is the core of Lambda Chi Alpha's programming efforts, yet many of our Chapters do not emphasize its benefits or use it at all. For this session plan in advance and have several Standards packets on hand. A High Chapter officer should lead the session. Break members into workable groups of 4-6 members, each led by a High Chapter officer. Each group should have a copy of the Standards packets and workbooks. Have each group read and discuss the portion of the Standards workbook which details how the Chapter can implement the program. Pay particular attention to what each member can do to improve his Chapter programming efforts. Then have the groups use the Standards Quick Sheets to evaluate the Chapter's level of operation in each Standards area. From there, each group should pick out three areas that they feel the Chapter should work to improve on in the coming year and make specific recommendations for these areas. Each group should then utilize the goal contracts found in the Standards packets and have each member set his goals to help meet the Chapter's efforts this year. Get the groups back together and start discussing how the whole Chapter will implement the program. Each group should list their ratings of each Standards area, so that comparison of what the different groups rated each area can take place. Talk about the differences and try to come to some understanding. Discuss the areas each group wanted to focus on and the recommendations they made. Have the Chapter pick the most important weaknesses and implement the best recommendations. Agree on a place to post the suggestions and goal contracts. It is important to remind the Chapter that the Standards program can not only show a Chapter where they stand against an ideal model, but should also be able to give them ideas and direction for improvement if it is used on a regular basis.





## Tips for Teaching with Film

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Using movies as a vehicle to teach various aspects of leadership and organizational behavior is a proven technique. The best movies are engrossing stories with well-developed characters that we, the viewers, identify with on various levels. These “teaching” movies often involve ethical dilemmas and personal conflicts in their story lines that relate to real-life situations. Research tells us that the best way to teach and have students remember complex concepts is through storytelling. The very best leaders use stories to inspire shared visions and common purpose among the people they lead.

Teaching with film, however, is more than just showing a movie and expecting those viewing “to get it.” As a facilitator, you must do considerable preparation well in advance of showing the film so that you can guide students to desired learning outcomes. Once the film has been shown, guided discovery techniques, basically Socratic questioning posed by the facilitator, allow students to engage actively in formulating responses. Here are some general tips:

1. Identify and prioritize what you want learned.
2. Select appropriate film or film clip(s).
3. Watch the film or clips several times and take notes.
4. Prepare a list of open-ended questions that require more than yes or no answers.
5. Before viewing, set-up the movie or scene for participants by describing the basic plot, characters, relationships, etc.
6. After viewing use your list of questions to engage participants, stimulate discussion, and highlight desired points.
7. When using Socratic questioning, give participants time to think and develop responses. Ten seconds is a good average.
8. Regularly evaluate the participants’ understanding.
9. Utilize a wrap-up to ensure that all participants have grasped the desired concepts.

Basically, open-ended questions start with what, why, who, when, where, and how, and generally fall into two separate types: Convergent Questioning and Divergent Questioning. Convergent questions are highly objective and are designed to lead to a specific answer. These are best asked early in the session as they more readily encourage participation by the group. Divergent questions are more subjective and most often have more than one answer. These questions are better asked later in a session as facilitator and participants become more comfortable with one another. Divergent questions are higher risk for the student in that they require more sophisticated thought processing, but they also hold the promise of greater understanding and willingness to deal with complexity.

Finally, as a facilitator, the more you use film as a teaching tool and employ the concepts and techniques for guided discovery, the more skilled you will become as a teacher and the more your students will benefit from your efforts.



Resources:

1. Graham, T. Scott, Michael Z. Sincoff, Bud Baker, and J. Cooper Ackerman. "Reel Leadership: Hollywood Takes The Leadership Challenge." *Journal of Leadership Education*. Vol.2, No.2 Winter, 2003. pps. 37-45.
2. Graham, T. Scott, J. Cooper Ackerman, and Kristi K. Maxwell. "Reel Leadership II: Getting Emotional At The Movies." *Journal of Leadership Education*. Vol.3, No.3 Winter, 2004. pps 44-57.





# Movie Resources

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1. TWELVE O’CLOCK HIGH
2. TWELVE ANGRY MEN
3. SAVING PRIVATE RYAN
4. BAND OF BROTHERS
5. GETTYSBURG
6. GLORY
7. TO KILL A MOCKINGBIRD
8. LORDS OF DISCIPLINE
9. REMEMBER THE TITANS
10. MIRACLE
11. HOOSIERS
12. APOLLO 13
13. FIELD OF DREASSOCIATE MEMBERS
14. EIGHT MEN OUT
15. SCHINDLER’S LIST
16. MASTER AND COMMANDER
17. SEABISCUIT (THE PBS DOCUMENTARY)
18. WHALE RIDER
19. PATHS OF GLORY
20. CODE BREAKERS (ESPN ORIGINAL MOVIE)





# Miracle

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Released: 2004  
Audience Rating: PG  
Studio: Walt Disney Pictures  
Genre: Sports/Drama  
Run Time: 136 Minutes

## Cast of Main Characters:

Kurt Russell .....	Coach Herb Brooks
Noah Emmerich .....	Asst. Coach Craig Patrick
Kenneth Welsh.....	Doc
Eddie Cahill .....	Jim Craig
Patrick O'Brien Demsey .....	Mike Eruzione
Michael Mantenuto .....	Jack O'Callahan
Nathan West.....	Rob McClanahan
Kenneth Mitchell .....	Ralph Cox

**Basic Plot:** Coach Herb Brooks is hired to coach the 1980 US Men's Olympic Hockey Team. At the time, Brooks is the most successful collegiate hockey coach in the country, having won three NCAA Championships as head coach of the University of Minnesota Gophers. The United States has not won an Olympic medal in ice hockey since 1960, when the team won a gold medal. Brooks was the last man cut from that team. He believes he now has a plan that will allow a team of American college players to compete with the powerful Soviet and East Bloc team, but he faces formidable resistance from the USOC and from his new team.

**Facilitation:** "Miracle" is blessed with an abundance of leadership, team-building, and values-based lessons that are directly relevant to fraternity Chapters. The film can be viewed in its entirety or as a series of clips that illustrate specific concepts. When opting to show the entire film, the facilitator should choose a suitable break point near the middle of the film (after the Christmas scene is a good choice). Some review and guided discussion can take place immediately after the break and before viewing the second half of the film, or the facilitator may choose to wait until the end of the film for any discussion. The facilitator, however, should provide a brief set-up along with some "teasers" before showing the last half of the film. To make the event more like going to the movies, think about providing cold drinks, popcorn, Junior Mints, etc., as if everyone was at a theater.







## Guided Discovery Questions for “Miracle”

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1. Largely on the basis of Al Michaels’s play-by-play call of the USA vs. Soviet Union game, the US Olympic hockey team’s gold medal performance in the 1980 Winter Olympics has been referred to as a “miracle.” Webster’s dictionary defines a miracle as “an event that appears unexplainable by the laws of nature and so is held to be supernatural or an act of God.” Was the 1980 US Olympic Hockey Team a miracle?

(The answer we are looking for here is no; it’s not a miracle. The team’s performance is a planned outcome. Within this context discussion can touch on all of the following: Vision, clarity of purpose, leadership, commitment, identity formation, team building, recruitment, trust, ethical decision-making, values, character, sacrifice, planning, preparation, belief, overcoming resistance, creative thinking, leading change, courage, and brotherhood.)

2. Follow on No. #1. Is your Chapter waiting for a miracle, or working to create one?

3. What is Herb Brooks’ vision and do others share his vision? The US Olympic Committee? The Team?

4. How is Herb Brooks going to realize his vision?

5. Does your Chapter have a vision? Do you know where you are going as an organization and how you will get there?

6. If integrity is living one’s values, how does Herb Brooks demonstrate his integrity?

7. What does Herb Brooks mean when he says he’s not looking for the best guys, but for the right guys? How does this relate to recruitment in your Chapter?

8. Why is the answer to, “Who do you play for?” so important? (Issue here is identity formation, moving from me to We, being a part of something larger than yourself, placing the welfare of the group before your own.) Is this a critical process in Lambda Chi Alpha?

9. What do you do in your Chapter to create “We”?

10. Why doesn’t Herb Brooks just have Assistant. Coach Craig Patrick tell Ralph Cox he’s being released from the team?

11. What does this tell us about the kind of person and leader Herb Brooks is?

12. Does Craig Patrick’s view of Herb Brooks change over time? How? What’s being created?

13. Does the team’s view of Coach Brooks change over time? How? What’s being created?



14. What is Herb Brooks' leadership style?
  - a. Directing
  - b. Delegating
  - c. Visionary/Inspirational
  - d. Transformational
  - e. All of the above depending on situation, people.
  
15. After Jack O'Callahan is hurt, why does not Coach Brooks replace him with someone else? How does the value of loyalty come into play here?
  
16. Initially, old college rivalries threaten to undermine the team. How does Coach Brooks handle the conflict?
  
17. Are there conflicts in your Chapter that threaten its welfare? How do you propose to resolve them?
  
18. Is Mike Eruzione the "best" player on the team?
  
19. When Coach Brooks meets with the players outside the bus after the IHL game, what critical leadership skill is he demonstrating?
  
20. What made the 1980 US Olympic hockey team a "family"? Is your Chapter a family? What could make it a family if it isn't?





## Quotes from “Miracle”

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1. “The only way we can compete with the Eastern Bloc teams is if we are willing to change.”
2. “We need to change the way we play the game.”
3. “All Star teams fail because they rely solely on the individual’s talent. The Soviets win because they use that talent within a system that’s designed for the benefit of the team.”
4. “Herb, that’s a pretty lofty goal.” (Beating the Soviets) “Well, that’s why I want to pursue it.”
5. Herb Brooks to Craig Patrick: “I want you to stay close with these kids. If there are any big problems, you let me know about it; otherwise, you handle it.”
6. Craig Patrick: “Herb, you’re missing some of the best players.”  
Herb Brooks: “I’m not looking for the best players, Craig; I’m looking for the right players.”
7. “Who do you play for?”
8. “The name on the front is a hell of a lot more important than the name on the back.”
9. “This cannot be a team of common men, because common men go nowhere. You have to be uncommon.”
10. “Because we’re a family.”
11. “Great moments are born from great opportunity.”
12. “The sight of twenty young men of such differing backgrounds now standing as one. Young men willing to sacrifice so much of themselves all for an unknown.”
13. “I wasn’t trying to put greatness in a player; I was trying to pull it out.”





# Planning Guidelines for Ritual Education

## Zeta Alpha Chi – Goals and Objectives

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In Lambda Chi Alpha Zeta Alpha Chi, or “ZAX,” refers to ritual education. The objectives of Zeta Alpha Chi are for all members, associates and initiates, to increase in the understanding, and knowledge of the principles and, ideals of Lambda Chi Alpha, and to turn our ideals into action. In other words, Zeta Alpha Chi is anything outside of the formal ceremonies that prevents us from locking away our rituals between their performances.

In addition to these objectives, there are a number of goals for Zeta Alpha Chi listed below.

- To increase the knowledge of ritualism in general, including the history of ritualism.
- To increase the knowledge of Lambda Chi Alpha’s ritual mechanics.
- To create an interest in further pursuing the ideals and techniques of Lambda Chi Alpha’s rituals.
- To increase the knowledge of how our ideals are expressed in our rituals.
- To create an interest in developing a knowledge of our rituals.
- To increase the skill of individual members in discussing themes found in our rituals.
- To develop the ability to apply the ideals expressed in our rituals to actions occurring in the daily life of the individual and Chapter.
- To demonstrate that serious discussion of our rituals among members is both appropriate and encouraged.

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## Focus of ZAX Sessions and General Guidelines

In keeping with the objectives and goals of Zeta Alpha Chi, ritual education is for all members. Of course, there should be many instances in your Chapter where the Initiation Ritual is discussed among Initiated Brothers only. Yet, two types of ZAX Sessions should be coordinated in every Chapter:

1. Open ZAX Sessions - For all members to present and discuss general concepts of ritualism and the Fraternity’s open, formal ceremonies (Associate Member Ceremony, Ceremony for Conducting Business Meetings, and Officer Installation Ceremony).
2. Closed ZAX Sessions - For Initiated Brothers only to present and discuss matters concerning the confidential Initiation Ritual.

Overall, the focus of ZAX sessions is to create enough interest in ritualism that members will become more knowledgeable in the topic, and will have a desire to learn more. Therefore, creativity can be used to plan ZAX sessions that take place in a variety of formats throughout the year.

Here are some ideas for conducting ZAX Sessions:



1. Associate Member Orientation - Big and Little Brother pairs discuss the ideals expressed in the Associate Member Ceremony and how they apply to all members.
2. Phi Facts - As part of the High Phi report during Chapter business meetings, the High Phi presents an interesting fact from the Ritual - *What and Why* booklet.
3. Informal ZAX Session - The High Phi hosts members after Chapter meetings for casual discussions and reading of ritual materials.
4. ZAX Jeopardy - In a game show format, team members answer ritual related questions. In general, the High Kappa should work with the High Phi to assure that an adequate number and variety of ZAX sessions are scheduled. Although not everyone is expected to be a “ritual expert,” a sufficient number of ZAX sessions allow for all members to have a greater understanding of how our rituals apply to them as members of Lambda Chi Alpha.





## **My Rights as an Associate Member**

- I. I have the right to attend all meetings of my Chapter, unless that meeting deals solely with the initiation ritual of Lambda Chi Alpha. I may be asked to leave a part of a meeting if that part deals solely with the initiation ritual.
- II. I have the right to vote on all matters concerning Lambda Chi Alpha. The only exceptions are voting for termination of associate membership, on initiation, or at a formal disciplinary hearing of a member. I may, however, be present and participate in discussion during meetings regarding termination of associate membership, initiation, or a formal disciplinary hearing.
- III. I have the right to refuse to do anything that all initiated brothers will not do with me. Separate activities and expectations for associate members and initiated Brothers are contradictory to the teachings of Lambda Chi Alpha.
- IV. I have the right to participate in all chapter activities and programs. The only exception is educational programming about the initiation ritual and practices for the initiation ritual.
- V. I have the right to know what day I will be initiated at least one month prior to the date of initiation.
- VI. I have the right to wear the letters of Lambda Chi Alpha (both Greek and English) and our Coat of Arms. No member may restrict the reasonable size or color of the letters which I choose to wear.
- VII. I have the right to run for any office in the chapter or colony and to be a committee chairman. In most chapter situations, however, I am not qualified to hold the office of High Phi.
- VIII. I have the right to have a qualified Big Brother who will assist me in learning about the operations, history, ideals, and standards of Lambda Chi Alpha, and will provide me with the information and enthusiasm necessary to be a productive, life-long member of Lambda Chi Alpha.
- IX. I have the right to participate in all worthy outside activities on campus and in the community as a complement to my educational and fraternal experience.
- X. I have the right to confront any initiated brother or associate member when I feel he is not living up to his obligations of membership, or has violated our ideals and principles.





# **My Responsibilities as an Associate Member and Initiated Brother of Lambda Chi Alpha**

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- XI. I have the responsibility to attend and participate in all meetings of my chapter or colony, and to be actively involved in all aspects of chapter operations.
- XII. I have the responsibility to recruit outstanding young men on an ongoing basis to join Lambda Chi Alpha and to work with the other members of my chapter to ensure the chapter's continued life, through recruitment.
- XIII. I have the responsibility to treat all of my fellow members with the respect and dignity I expect to be given and to act at all times in accordance with the laws, policies, traditions and ideals of Lambda Chi Alpha.
- XIV. I have a responsibility to take part in all worthy student and community activities which will complement my educational experience in school and Lambda Chi Alpha.
- XV. I have a responsibility to be actively involved on at least one chapter committee and to work daily to better my chapter.
- XVI. I have a responsibility to know the ideals, principles, history, and standards upon which Lambda Chi Alpha was founded and to strive to incorporate those lessons into my everyday life.
- XVII. I have a responsibility to promote Lambda Chi Alpha to the outside community. I can do so by acting like a gentleman at all times and by proudly wearing the letters of Lambda Chi Alpha on a regular basis.
- XVIII. I have a responsibility to promote academic excellence in my chapter and in our members and can do so by attending classes, studying regularly, assisting members in need of academic help, and by promoting academic integrity at our school.
- XIX. I have the responsibility to continue my fraternal involvement as an alumnus. I can do so by recommending outstanding students to a chapter, by giving of my time or services to a chapter in need, and by continuing to lead my life according to the principles set forth in our Ritual.
- XX. I have the responsibility to confront any fellow member when he is not living up to the obligations of membership, or violates our ideals and principles.
- XXI. I have the responsibility to pay my bills on time and to make sure that all of my fellow members also pay.
- XXII. I have the responsibility to make sure that my chapter budgets money wisely.
- XXIII. I have the responsibility to employ my skills and abilities for the good of others, be it the chapter, the school, the local community or society as a whole.





# Reflections – On Pledges – Who Needs Them?

By George W. Spasyk, Executive Director, 1969 – 1990, *From the February 1970 Cross & Crescent*

Can Lambda Chi Alpha, or any other fraternity, get along without having pledges? I submit that not only can we, but in the long run we must.

Lest that startling statement shock the reader into thinking that the Executive Director is suggesting a phasing out program which would eventually eliminate fraternities, let me hasten to add that I don't mean we should stop the recruiting of Associate Members -- in fact we must continue to increase our efforts in this direction, and the program suggested in this column is designed to do just that.

Since last summer members of the Grand High Zeta and the administrative staff have been talking with our student members, alumni, and college administrators about many of the problems which confront us as chapters, as an international fraternity, and as part of a fraternity system. Some of the problems are chronic, others are new, as times and students, attitudes and philosophies change. All of them must be faced seriously and knowledgeably if we are to deal with them effectively.

One of these problems is the tragic loss of so many of our pledges who never make it through to initiation. Last year 1,358 pledges did not become members -- about 30% of all men pledged. For some reason I had always felt that more men were de-pledged by the chapters than dropped by their own action. Perhaps this was true at one time -- apparently not anymore.

A study completed last summer showed that 65% of the men de-pledged last year withdrew by their own action. Any thinking member must wonder why, since this represents one out of every five men pledged. After long and careful analysis of the problem, I must conclude that most of them drop out because we're still playing games with them, and they have decided that they have better things to do with their time.

And, come to think of it, why should a bright young freshman (or sophomore, or junior) who has met the entrance requirements of his university, who has perhaps worked all summer to help finance his education, be expected to enjoy a role in which his fraternal status is second class? We expect a pledge to obey every rule (while actives don't); be respectful to the housemother (while actives frequently aren't); light cigarettes; carry matches; say "yes, sir; no, sir"; clean the toilets; and never say anything which offends anyone. In these negative ways the pledge is "proving" himself worthy of membership. Yet if we found a spineless person who would subject himself to such a status of semi-servitude anywhere else in society, we'd be disgusted with him. The problem, as I see it, is that we have been doing an excellent job of training men to be pledges ... a role they will no longer have as soon as the training period is over.

In an area which cries out for dramatic changes, we have found many of our student members (and, tragically, some alumni) reluctant to break with tradition. The concept of pledge education vs. pledge training, which we introduced several years ago, has been almost universally accepted, but at the chapter level the transition has been made, for the most part, in the name of the program only, not in practice. While it is true that fraternities have rid their programs, for the most part, of physical hazing, there remain in most programs strong elements of separation between actives and pledges, with sharp distinctions between these two classes of membership.

What I feel is needed is not a new look at pledge education, but a totally different concept of this period between initial acceptance and initiation. In the program which I envision as the type of approach all fraternities must eventually adopt:

1. There is virtually no distinction between an active and a pledge.





2. The pledge period is limited to no more than six to eight weeks.
3. Pledge tasks and pledge work sessions are replaced by chapter work sessions involving both actives and pledges.
4. Pledges attend at least half the active meetings or a major portion of all chapter meetings.
5. Pledges are included on chapter committees and are given a voice in chapter affairs.
6. Pledge class unity is not considered a desirable goal since it tends to create horizontal divisions within the chapter.
7. Pledges are in no way subservient to active members, and discipline of pledges is handled within the same framework of laws and policies which govern all members.
8. Instruction of pledges is handled through a series of conferences using the concepts of group discussions, case studies, and individual development, rather than the traditional classroom methods and pledge class organization.

It may well be that the most serious deterrent to the implementation of such a program is the word "pledge" itself, since it has for so long been associated with subservient status in fraternities. Accordingly, Lambda Chi Alpha has developed this totally new approach into a program which we call **FRATERNITY EDUCATION**. In which the newcomer is called an **ASSOCIATE MEMBER**. Jon Nielsen, director of chapter services, has prepared an excellent paper on the program which was enthusiastically received at last summer's management training seminar. In it, he states that,

*"While this program allows for a reasonable time of mutual observation, it pursues education of the Associate Member from the standpoint that, since he has been chosen for unique and noteworthy talents and abilities, he can therefore participate with most major membership privileges from the outset and learn the guidelines of fraternal experience by doing. This is complemented by a series of educational conferences which emphasize chapter operations, fraternity history, personal and leadership development. "*

*"At the end of the six-eight-week period, if college or IFC regulations do not permit immediate initiation, he then assumes all membership rights and responsibilities as an active member but must wait until he participates in the ritual to become an initiated member."*

The paper concludes that associate membership is best understood as comprised of eight types of experience, some spontaneous, some organized. These include: member influence; participation; conference-type instruction; personal development; behavioral responsibility; academic and intellectual development; leadership development: and individual, unique experiences.

We genuinely believe this concept of fraternity education will appeal to students who are interested in the fraternity experience but who are unwilling to subject themselves to the lengthy, immature, and time-consuming activities which traditionally characterized fraternity pledgship. Some chapters have already adopted the program in total -- some in part -- others are talking about it and gaining converts. Lambda Chi Alpha can take the lead in adopting wholeheartedly an innovative, imaginative, and exciting program in which each Associate Member is given the freedom to explore his fraternal experience, to discover his talents and abilities, and to develop his individuality. His experience in LCA will be meaningful because it is *his*.





# Reflections – On Potential

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By George W. Spasyk, Executive Director, 1969 – 1990, *From the December 1976 Cross & Crescent*

Several years ago, Lambda Chi Alpha adopted a new concept of member education which completely eliminated “pledges,” “pledgeship,” and second-class membership status. The new program is called Fraternity Education and the Associate Member is called an associate member. A logical question is, “How is the program doing?”

Our undergraduate members thought so much of it that they adopted it in 1972 as the official membership education program of the fraternity. Today, more than three-fourths of the chapters have implemented the program, a large majority of them successfully. Since the adoption of Fraternity Education, we have seen the initiation ratio increase from 67% to 85%. *This alone has proven the success of the program.*

Those timid chapters which have been unable to unwilling to accept the reality of change have, in many instances, been inhibited in doing so by pressure from some alumni who continue to cling to the past with a ferret-like tenacity that defies logic and understanding. How can one logically fear *or* oppose a program based on freedom, respect, involvement, sharing, and caring – a program free of fear, harassment, and subservience?

I have traveled the length and breadth of this continent – many times – and I have met and talked with hundreds of associate members. I have been impressed. They are not crammed into their own isolated corner merely memorizing the Greek alphabet or regurgitating the twelve ideals in a meaningless, uncomprehending way. They are in the chapter meeting discussing with the actives the programs of the chapter. They are voting on all the major issues affecting *their* fraternity. They are serving on committees. In short, they are learning by doing, not learning by being told what others are doing. That, in essence, is what Fraternity Education is all about.

Last summer, I sent several hundred letters to top prospects for membership. One of these, unknown to me personally, was Rick Nelson, who was being considered for membership by the Lambda Chi Alpha chapter at Florida Tech University in Orlando. I had a letter from Rick the other day telling me he joined and he likes what he joined. He and his fellow associates have been inspired by those who have been involved in the Fraternity, among them Eddie Simmons, who attended the General Assembly last summer in Roanoke.

One of the goals of the chapter’s Fraternity Education, Cart Larrabee, is to utilize the talents and abilities of all associate members. Being a journalism major, Rick Nelson was selected as co-editor of the chapter newsletter, along with Tom Wilson. Recently, Rick completed an essay on ‘What the Fraternity Means to an Associate.’ I’d like to share it with you because it reflects the type of experience our new, young members are sharing these days.

‘Lambda Chi Alpha the fraternity – what is it? Why do people pay their hard earned money to join? Is it because of parties? Is it for sports? Or maybe it is an instant turn-on to a mind-boggling showcase of enduring highs and worlds of fantasies come true? The fraternity is what each individual makes it out to be. It can be all of this and even more. The fraternity is what you make it out to be.

‘As an associate member, I am embarking on a new experience, indeed, a lifestyle, which will become a part of my college congregation of activities. What does the fraternity mean to me, an associate? For me to describe the experiences past, present, and future, by written feeling, is asking more than I am capable of producing. But I will attempt to give the reader an idea of what it is like. Truly, the only real way to



understand what it means to be an associate member or a Lambda Chi Alpha brother is to become part of that which you are seeking.

‘Like many potential associate members, I was lured into the fraternity psyche by the lust of glory offered by the fraternity sports program. In this case, flag football was the bait, and I chased after it as would a child after a cookie jar. I turned, feinted, dropped passes, and high stepped my way into the ever-watchful eyes of the fraternity brothers. Whether it was Don patting me on the back, or Bert cursing at me under his breath, I won the brothers’ attention.

‘Now I was semi-involved in the fraternity, and the stage was set for me to meet the brothers personally. The scene was the Lambda Chi Alpha lunchroom table, and it was TAKE 1. Slowly at first, but steadily, with increased confidence, I became acquainted with the brothers. I learned what made them tick, and my friendship base increased. I say brothers, but that can only serve as an abstract label for now. They are not true brothers yet; only acquaintances and friends at the very most. Brotherhood, for the present, is beyond my comprehension.

‘After my introductions were made, I was then invited to the rush parties. Going to a large party not knowing but a few people was, for me anyway, an awkward situation. Two hundred people squeezed together sardine-style became only an inconvenience, although it could be said that the party promoted ‘togetherness.’

‘Although I did not dance very much, I did manage to make exclusive use of the refreshments. But the parties were just cream on the cake and the true reasons for joining were to make themselves more evident in the future.

‘Those reasons have started to unveil themselves even now, but not necessarily in their entirety. Involvement in sports, with parties, and most importantly, with people, are some of the major reasons for joining the fraternity. But one cannot forget the as yet undefined bond that each brother holds for himself and his fellow brothers.

‘This again, must be experienced to be truly appreciated. But the fraternity builds character, awareness of personal responsibility, and the appreciation for one’s peer – or in this case – one’s brother. The fraternity promotes love and looks down upon selfish desires. It builds the principle of working for the whole to achieve a common objective. The fraternity, then, is many things to many people. But one universally accepted principle that all brothers agree to is that the fraternity builds love. It is brotherhood. But then, is not brotherhood just another word for love?’

I don’t know if Rick Nelson would have joined Lambda Chi Alpha if his chapter had maintained a traditional pledge program. But even if he had, his talents and enthusiasm might have remained in limbo for a long time. And that would have been a tragic waste. The chapter that takes advantage of the offerings of all members, young and old, is the chapter that will rise to the top of its campus, as so many Lambda Chi chapters have done in recent years. We call on all alumni to encourage their chapters to adopt and implement enthusiastically a Fraternity Education program. They will find it is a mark of real progress.





# Reflections – On Fraternity Row

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By George W. Spasyk, Executive Director, 1969 – 1990, *From the June 1977 Cross & Crescent*

*They didn't smoke grass. They didn't take the pill. They didn't do their own thing. They went to college in the Fifties. They pledged fraternities. They celebrated Hell Week. They were the buttoned-down, bottled up generation. And sometimes they exploded."*

So reads a flyer advertising the film "Fraternity Row" which will be released on June 30. We urge all Lambda Chis to see it, because it tells very dramatically and emotionally a story we've been telling for many years-that there is no place in fraternity life for hazing and harassment.

The film was written and produced by Charles Gary Allison as part of his doctoral dissertation at the University of Southern California, and most of the cast and crew are members of USC fraternities and sororities. After its initial release, Paramount Pictures bought its distribution rights.

Though the film depicts an eastern collegiate setting in the 1950s, it was drawn from Allison's undergraduate experiences on the west coast. The story of "Fraternity Row" follows a pledge class through its term of pledgship from fall rush up to the eve of initiation, when one of the pledges dies during a Hell Week hazing session by choking on a piece of raw liver he is forced to swallow. The incident did occur as the film portrays it.

But there is a deeper message in the film, as we see an idealistic pledge-master and a pledge who is a dreamer try to change the pledge program from within. They almost succeed, but at the very end, the "traditionalists" in the chapter, led by one outspoken leader, take over and oust the pledge-master. The "dreamer" is the one who dies.

The film will make your blood boil, not at Allison for making the film, but at the senseless tragedy that can result from unbridled traditions which have no place in fraternities.

Because many rushees (and their parents) will see the film this summer before they get to school next fall, and because they may not differentiate between fraternity life in the 50s and fraternity life today, we had better be prepared with the answers to their questions.

Lambda Chi Alpha does have those answers, as do other fraternities. In fact, at a private showing in Indianapolis before some 200 fraternity and sorority leaders, Allison singled out Lambda Chi Alpha as a leader in progressive change, with its Associate Membership program to replace pledgship.

We see "Fraternity Row" as an education film, showing both the good and the bad side of fraternities, or more correctly, some fraternity men. We plan to show the film to several hundred undergraduate leaders of the Fraternity at the Leadership Seminar at the University of Tennessee in August, and hopefully, the author of the film will be present to give us the benefit of his extensive research on fraternities.

Will "Fraternity Row" hurt fraternities? It could, but only where fraternities or fraternity chapters insist on clinging to meaningless and degrading activities. In the long run, this film could be the best thing that's happened to us in a long time.





# Reflections – On an Endangered Species

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By George W. Spasyk, Executive Director, 1969 – 1990, *From the June 1977 Cross & Crescent*

We have read more and more lately of various animals that are on the list of endangered species -- the white whale, the bald eagle, the alligator, the albino seal, the whooping crane and the pink flamingo, to name just a few. There is now another animal to add to this list of endangered species -- the senseless chapter that continues to haze, harass and demean its new members. Unlike the white whale, the bald eagle, or the others, however, Lambda Chi Alpha will do everything in its power to hasten the demise of such chapters.

Hopefully, these chapters will rid themselves of such idiotic and chronic stupidity, as the large majority of chapters have already done. Calling on great reserves of courage, frequently in the face of strong campus tradition, more than 90% of our chapters have adopted the Fraternity Education/Associate Member program to replace pledgship, and we know there are courageous exponents of this program in all of the remaining chapters which have been unwilling or unable to change. We intend to do everything possible to rid ourselves of this cancer, or these chapters will face a limited future.

Now some readers might jump in here and say, "Hold it, George, wouldn't it be better to *educate* these chapters constructively than to threaten them with extinction?" Clearly, we are far beyond the point of trying to educate the members of such chapters. We are at the point of spiritual exhaustion in our efforts. The Associate Member program was introduced in Lambda Chi Alpha nine years ago, and in 1972 the General Assembly, made up of some 80% undergraduates, adopted it as the official policy of the Fraternity. But our anti-hazing laws go all the way back to 1942. *That's thirty-six years ago!* The simple fact is that the chapters and members who continue to haze have no interest and no desire to be educated. These proponents of the most ugly and elemental instincts of the human animal are in effect thumbing their noses at the more than 90% of our chapters who abhor such practices. For the human spirit, unfettered by tradition, to capitulate to this type of sickness would be an act of cowardice unworthy of Lambda Chi Alpha.

We are not dealing with adolescent fun and games. We are dealing with human life, the dignity of the individual. We are dealing with potential criminal liability. We are dealing with potential multi-million dollar lawsuits. The member who adopts the ostrich-like attitude that "it can't happen here" is woefully uninformed and patently stupid. We are fortunate that there have been no recent hazing deaths in Lambda Chi Alpha. Perhaps a better word would be "lucky." But we have had three such deaths in Lambda Chi Alpha since I've been on the staff, and there have been a half-dozen or more among fraternities in the last ten years. The number of serious injuries, so for life, is far greater.

But even if hazing practices are such that physical injury or death is unlikely, other elements of hazing and harassment are equally damaging to the human spirit. Many times, of course, it comes down to a definition of hazing -- what we at the General Fraternity level consider hazing may not be considered hazing by a particular member or chapter. Rather than list specific practices -- because the list would be several pages long and even then the ingenious mind would come up with even more -- there are at least two answers to the question, "What is hazing?" One is, "if you have to ask if a particular activity is hazing, it probably is." Another response would be, "Would you be afraid or embarrassed to do it in front of the President of the University, your parents, [the President of your Fraternity], or a reporter from the local newspaper or television station?" If the answer is affirmative, it's probably hazing.

Other fraternities are as concerned about hazing as we are, and many are looking for alternative programs. Lambda Chi Alpha has found a highly successful alternative, and we have been extremely patient and



understanding in our efforts to implement change. But there is a point beyond which patience is no longer a virtue, but an admission of weakness.

We would be remiss, not only to our present members but to future generations of Lambda Chis, if we did not pursue vigorously a policy of enforcing our laws against hazing, and we call on all segments of the Fraternity, undergraduate and alumni alike, to support and assist us in this effort. The time for talk has long since passed. It's time for action!





## Reflections – Of an Associate Member

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By George W. Spasyk, Executive Director, 1969 – 1990, *From the December 1978 Cross & Crescent*

One of the most insidious rationalizations or excuses for the continuance of hazing by some of our chapters is, "The pledges expect it!" or even worse, "The pledges enjoy it!"

Even if it was true, one would have to wonder about the mentality of young men who enjoy being humiliated, ridiculed, beaten, or forced to do ridiculous, dangerous, or obscene things. I rather like to think that the observations of Associate Member John Clark reflect the attitude of most of the young men who join Lambda Chi Alpha.

John associated with Sigma Kappa Zeta at Eastern Michigan last spring, and he was initiated in December. The other day I received a newsletter which carried an article written by John while he was still an Associate Member. I'd like to share it with you.

*"When I began my studies at Eastern Michigan University, I had made a definite decision concerning fraternities. I wanted to join, but the biggest factors which held me back were the past history of pledging and deaths associated with hazing. As an adult there was absolutely no way I was going to demean myself in order to prove my worth. As far as I was concerned, I would have willingly remained what my fellow brothers call a "GDI".*

*"So I began my search, looking for a group that I knew probably did not exist. A fraternity without pledging or hazing? IMPOSSIBLE! Nevertheless, I looked into numerous groups and each in their own way had pledges or pledge classes. I had pretty well given up my search until one day I noticed a fellow classmate wearing a Greek jacket. I made it a point to talk to this individual after class. As casually as I could I asked him what fraternity he was associated with. He replied 'Lambda Chi Alpha.' I told him of my search for a group that had run into a dead end because of their hard-to-break tradition concerning these methods of harassment. I will never forget his reply, and I quote, "We don't have pledging." Well the rest is history. I started attending meetings, liked what I heard and saw, and when formally bid, I readily accepted.*

*"What does this have to do with being an Associate? In a way everything. In the last several months my views concerning myself and other people have radically changed. As I prepare for the last phase of Associate life before Ritual, I know, with no doubt in my mind, that it will have been one of the most rewarding experiences of my life. I have been treated as an equal. I have not been separated, not been made to do the dirty tasks of the fraternity. My pride as a man, as a human being, has grown. I have been accepted as an equal among equals. I have proved, and will continue to prove, through my work and activities within the fraternity, that I have something to offer. To my surprise and great honour, my fellow brothers have voted me Brother of the Summer. I love the fraternity, the people in it, the ideals that as a fraternity we stand for, and within the next six weeks will experience its Ritual. If I have been so accepted as an Associate, what will being a full brother mean? The bounds are limitless. I am glad to be a Lambda Chi, and will be for the rest of my life."*





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## **A Mandatory Resolution Regarding Hazing – Approved by the Forty-Second General Assembly - Scottsdale, Arizona, 1988**

WHEREAS, the Lambda Chi Alpha Fraternity, in accordance with Code VI-10 (also Code XI-3), has taken the position that “hazing of associate members and initiates shall not be permitted at any time whether on or off Fraternity premises. Hazing is defined as “any action taken or situation created intentionally to produce physical discomfort or mental discomfort by embarrassment, harassment, or ridicule;” and

WHEREAS, the Fraternity has, through its Laws and policies, developed and supported constructive educational and inspirational programs to provide every opportunity to eradicate such practices and to preserve the human dignity of its members; and

WHEREAS, the Fraternity espouses the belief that true fraternalism is nurtured in an atmosphere of social and moral responsibility and loyalty to the principles of higher education; and the Fraternity further believes it is essential that the precepts embodied in the Laws of the Fraternity are such as will ensure an experience which will be a constructive influence upon college men; and

WHEREAS, the Fraternity further believes that it has a solemn obligation to the development of its members, and that this responsibility extends alike to the institutions where Lambda Chi Alpha is represented, to parents and others who make possible the education of these men, to the communities in which its Chapters should endeavor to be good citizens, and to the college fraternity system of which it is a part; and

WHEREAS, the Fraternity further believes, despite the fact that much progress has been made, that one of the most damaging instruments to true fraternalism is the employment of a program of education which includes hazing, and that this unproductive, demeaning, and hazardous custom has no rightful place in Lambda Chi Alpha; and

WHEREAS, the Fraternity further believes its members to be mature, intelligent, and self-governing men, and that they alone can eradicate hazing in all its varied forms; therefore

BE IT RESOLVED that the 1988 General Assembly of Lambda Chi Alpha duly convened directs all members of the Fraternity, undergraduates and alumni alike, to eliminate entirely any and all hazing practices and to continue to implement positive and constructive educational programs; and

BE IT FURTHER RESOLVED that the Fraternity encourage its members to work together with college administrators to rid the campuses of any lingering evidence of hazing and other injurious practices; and

BE IT FURTHER RESOLVED that the General Fraternity endeavor to broaden and strengthen its programs for the development in members of leadership responsibility and the appreciation of moral, spiritual, and intellectual values consistent with the ideals and teachings of Lambda Chi Alpha.





