

ASSOCIATE MEMBER EDUCATION ACTIVITY GUIDE

CHAPTER SEVEN: RESPONSIBLE CITIZENSHIP



THE BASICS

PHILOSOPHY OF THE ORGANIZATION REGARDING HAZING

Pi Kappa Phi Fraternity is a values-based membership development organization that focuses on building brotherhood through character enhancement, leadership development, academic achievement, commitment to service, lifelong friendship and social experiences. The Fraternity's purpose and aim is to promote fellowship and mutual trust among its members, and Pi Kappa Phi fundamentally believes hazing prevents individual members and chapters from exemplifying these characteristics of brotherhood.

Striving to be a responsible member of the higher education community, Pi Kappa Phi is highly concerned about any activity that could be considered mentally, physically, or emotionally unsafe. Our Fraternity believes very strongly in the betterment of men through our chapters. Our organization upholds the following philosophy specifically related to hazing:

- The Fraternity is unequivocally opposed to all acts of hazing and expects our members to follow the laws across the United States that have made hazing illegal.
- As an organization founded on the principles of friendship, the Fraternity expects that all members treat each other with dignity and respect, regardless of their membership classification or level of seniority within the organization.
- The Fraternity supports and enhances the mission of the institutions where we are present through application of relevant student development theories.
- As a subset of the campus community, the Fraternity collaborates with the host institution to address the problem of hazing.
- The Fraternity works to address the underlying causes of hazing, and not simply the observable behaviors. As such, Pi Kappa Phi utilizes a comprehensive educational approach that reinforces the Fraternity's concern for human dignity and mutual respect among its members.
- Through education, training, and mature adult guidance, we provide the tools to help students make good choices, and to understand the consequences of their choices. The organization will hold chapters and individual chapter members accountable for the choices they make.
- The Fraternity expects personal responsibility from its members and accountability through local self governance within the boundaries established by Pi Kappa Phi's Constitution, Supreme Laws, and National Council policies.
- The Fraternity follows a consistent and progressive discipline strategy with our chapters. When a member or subordinate chapter is unable to conform to the expectations of Pi Kappa Phi, however, the conduct process may determine that they should no longer share in the privilege of participating in the Fraternity.
- We are concerned for the safety, well being, and dignity of our members.

PI KAPPA PHI FRATERNITY RISK MANAGEMENT POLICY

No chapter, associate chapter, student, alumnus, or volunteer shall conduct nor condone hazing activities. Permission or approval by a person being hazed is not a defense. Hazing activities are defined as:

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

THE WHITE DIAMOND: A GUIDE TO BROTHERHOOD

First authorized for publication by the 1936 Supreme Chapter, *The White Diamond* has served as a guide to brotherhood for generations of Pi Kappa Phi's associate members. In 1990, T.J. Sullivan, Alpha Psi (Indiana), wrote and designed what many modern-day Pi Kapps know as *The White Diamond*. Since then, *The White Diamond* has undergone a series of updates and revisions. This most recent revision reflects a commitment by the Fraternity to continue publishing a cutting edge guide to brotherhood for associate members.

At the 54th Supreme Chapter in Atlanta, the student delegates adopted a public values statement for the Fraternity centered on the values espoused in our Student Creed – commitments that both undergraduate members and alumni make in order to truly realize the vision of our founders. The 2016 edition of *The White Diamond* is organized around each of the values: Common Loyalty, Personal Responsibility, Achievement, Accountability, Campus Involvement, Responsible Citizenship, and Lifelong Commitment. **Each week of the chapter's associate member education program is intended to correspond to a chapter of *The White Diamond*, and the chapters are intentionally ordered to create an effective associate member education experience.**

HOW TO USE THIS GUIDE

Each Associate Member Education Activity Guide corresponds to a chapter of the 2016 edition of *The White Diamond*. The guide contains a number of suggested activities to assist the Warden, Chaplain, and Associate Member Education Committee in planning the chapter's associate member education program.

In order to develop a successful associate member education program, the Warden, Chaplain, and Associate Member Education Committee should:

1. Review the activities contained in this guide.
2. Determine which activities, homework assignments, projects, and subordinate rituals to include in the associate member education program.
3. Complete the Topics and Assignments on the Associate Member Education Syllabus Template for the corresponding week in the associate member education program.
4. Complete the Core Concepts/Topics to Discuss, Activities, Subordinate Rituals, and Associate Member Assignments sections of the Associate Member Education Lesson Plan.
5. Submit a copy of the Associate Member Education Syllabus and Associate Member Education Lesson Plan to the Chapter Advisor, Leadership Consultant, and Director of Member Education for review.

STAFF CONTACT INFORMATION

For more information about Pi Kappa Phi's associate member education resources, contact:

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OVERVIEW OF THE WEEK

Recommended Amount of Meeting Time: 1.5 hours

Goals for the Week:

- Explain Pi Kappa Phi's definition of leadership.
- Describe their personal leadership style.
- Synthesize how Pi Kappa Phi's mission, vision, and Student Creed connect to the concept of servant leadership.
- Define "people first language"
- Demonstrate proper etiquette during a friendship visit.

Recommended Activities:

- Leadership in Pi Kappa Phi (10 minutes) - pg. 5
- Leadership Styles Assessment (20-45 minutes) - pg. 7
- Service Before Self (20 minutes) - pg. 8
- Friendship Visit (90-120 minutes) - pg. 12

Associate Member Assignments to Complete Prior to the Meeting

- Read pages 166-185 in *The White Diamond*

ACTIVITY KEY

ACTIVITY (amount of time)

Setup/Supplies Needed

- If any special setup is needed for the session it will be listed here
- Any supplies needed will also be listed

Section Title - amount of time (# minutes)

Questions to ask and points to make verbatim

- Notes & Instructions for facilitators

RECOMMENDED ACTIVITIES FOR THE WEEK

LEADERSHIP IN PI KAPPA PHI (15 minutes)

Setup/Supplies Needed

- Flipchart
- Markers

As a member of Pi Kappa Phi, you have the duty to lead and the privilege to serve others in order to better the world around you. Leadership in Pi Kappa Phi is a living commitment to personal and fraternal values, cultivated through the bonds of brotherhood and ever-aspiring to build the ideal chapter.

Pi Kappa Phi's mission is to create an uncommon and lifelong brotherhood that develops leaders and encourages service to others for the betterment of our communities.

What is one word you would use to describe what leadership is?

- Give everybody a minute to think about their word
- Have everyone share their word by either:
 - Writing it up on a common board;
 - Going around and sharing with the larger group; or

- Getting into small groups of three and sharing in those groups, then reporting out to the larger group.

Based on what we know of the founding, and possibly using some of the words you just shared, what elements were present in the founding of Pi Kappa Phi that we would label as leadership?

- Suggested responses:
 - Confidence in our own abilities
 - Courage to take risks
 - Loyalty/trust
 - Vision
 - Common purpose
 - Coalition building
 - Desire and action to create change

There are thousands of definitions of leadership, but when synthesized they all tend to have similar core components:

- Have the following listed on a prepared flipchart
 - They recognize leadership as a process
 - They acknowledge self-awareness (values, strengths, etc.) as critical
 - They acknowledge that leadership involves collaborating, or working with others
 - They acknowledge that leadership is oriented toward creating positive change

Pi Kappa Phi defines leadership as a collaborative relationship that lead to collective action grounded in the shared values of the fraternity and the people who work together to effect positive change.

Looking at the key phrases of Pi Kappa Phi's definition of leadership, you should see the elements of leadership (knowledge of self, collaboration, change, vision, purpose) reflected through words and phrases found in Pi Kappa Phi's vision and student creed. This definition is a synopsis of what it means to be a leader and a man of Pi Kappa Phi.

Everyone has the potential to be a leader; many of you have already had glimpses of it, but what sets actual leaders apart from those who simply have potential is the choice they make to build their skills and take action. We will help you begin on that journey as a leader by learning more about your leadership potential.

LEADERSHIP STYLES ASSESSMENT (20-45 minutes)

- The facilitator will lead the associate members through a leadership inventory of the chapter's choosing. Campus offices including student life, leadership center, the career center, the counseling center, or the business school often have professionals qualified to administer a program of this nature. Some of these assessments may require pre-work by the associate members.
- Below are some potential leadership inventory tools that would be ideal for this week:
 - True Colors
 - Myers-Briggs Type Indicator
 - Student Leadership Practices Inventory (LPI)
 - StrengthsQuest
 - DISC
 - Birkman
- At the conclusion of the leadership styles assessment, lead a discussion about the individual contributions that each associate member has the potential to make to the chapter by becoming a brother.
- Use the following questions as a guide and feel free to add your own:

How did this exercise provide further insights into who you are and/or how others might view you?

When have you seen some of your results come into play in your previous experiences?

How do you think you might use this new information about yourself in the context of Pi Kappa Phi?

Why is gaining insight into ourselves important?

What benefit does this increased knowledge or perspective bring to us as individuals?

What benefit does it bring to us as an associate class?

What benefit does it bring to the chapter?

What benefit does it bring to the Greater Fraternity?

SERVICE BEFORE SELF (20 minutes)

The Ability Experience - 10 minutes

In early 1976, Pi Kappa Phi Fraternity began to search for a cause that the Fraternity could adopt as its national service project to be supported by student chapters and alumni. At the time, then Executive Director Durward Owen was serving on the Governor's Advocacy Council for Children and Youth alongside Dr. Iverson Riddle of the Western Carolina Center which was a residential treatment facility providing medical care for profoundly disabled persons in North Carolina.

In September 1976, Dr. Riddle facilitated a meeting between Durward Owen and the aspiring sculptor and artist, Thomas Sayre, who was working at the Western Carolina Center. Sayre was experimenting with outdoor art as a way to stimulate the sensory awareness of profoundly disabled persons, thus challenging the institutionalized belief that a barren and sterile environment provided the best possible care. Sayre believed that a free and enriched environment was essential to human growth.

At a meeting that would forever change the trajectory of Pi Kappa Phi, Sayre and Owen met atop Acorn Hill, the highest point at the Western Carolina Center with a stunning view of the South Mountains. Surrounded by those who benefitted from the care of the center, amid a cacophony of grunts and noises and garbled voices, Owen remarked, "Thomas, isn't it a shame they cannot enjoy this beautiful vista as we are doing?" Sayre's reply, "How do you know they don't?"

Less than two months later, at the National Council meeting in Charlotte, N.C., the Council approved the support of a national project for the Fraternity that would "assist with the design, development and construction of creative playground equipment..." for people with disabilities. The Ability Experience was born.

- Lead a discussion with the following questions:

Why is The Ability Experience so significant to Pi Kappa Phi?

What do you think Durward's view of people with disabilities was before this meeting?

How do you think his view changed after this meeting?

Why do you think Pi Kappa Phi created their own national service project instead of adopting a preexisting one?

The Ability Experience has four core values that influence everything they do. What are those values?

- Abilities

- Empathy
- Teamwork
- Integrity

What do those four values mean? How do they relate to values of Pi Kappa Phi?

- **ABILITIES** - The Ability Experience believes in the abilities of all people. Such abilities are exemplified in members of Pi Kappa Phi as they come together in a common goal to serve people with disabilities. It is The Ability Experience's goal and responsibility to demonstrate to others the importance of seeing the person before seeing their disability when interacting with people with disabilities.
- **TEAMWORK** - Through teamwork, all things are possible. The Ability Experience believes that, together, everyone achieves more. Nearly all programs of The Ability Experience are team-oriented and the impact can be seen, not only in the people we serve, but also in the leaders The Ability Experience helps develop. As members of Pi Kappa Phi, we are called to help one another on a daily basis and to become active citizens in our communities.
- **EMPATHY** - Understanding each other's strengths and weaknesses is vital in promoting individual and group well-being. The Ability Experience encourages empathy rather than sympathy. Seek to understand a person with a disability's strengths and challenges, but do not feel sorry for them. Through interaction with people with disabilities, members of Pi Kappa Phi develop respect for people with disabilities. Members are encouraged to engage in conversation with people with disabilities just as they would with a friend. People with disabilities want to be understood and are not looking for sympathy.
- **INTEGRITY** - All Ability Experience events should align with the values of Pi Kappa Phi, and event participants should always display honesty and responsibility. The commitment to and passion for the mission is what continually supports the development of leadership in the members of Pi Kappa Phi, as well as improvements in the lives of people with disabilities.

People First Language - 5 minutes

- Adapted from "People First Language" by Kathie Snow

Pi Kappa Phi and The Ability Experience endorse the use of people-first language. The concept behind people-first language is simple: recognize an individual as a person first and as having a disability second (e.g. people with disabilities versus disabled people; the child with Down syndrome versus the Down syndrome child). As you can see, people-first language quite literally puts the person first. People-first language is also used to indicate a condition a person has rather than who a person is (e.g. she has a learning disability versus she is learning disabled; he has autism versus he is autistic).

One of the greatest obstacles people with disabilities face is the language that society forces upon them. Many of the outdated terms we frequently use to identify people with disabilities – like mentally retarded, brain damaged, etc. – imply that they have limited

potential. Those words evoke assumptions about what that individual is and is not capable of accomplishing.

People with disabilities are human beings. Challenging labeling language that perpetuates negative stereotypes, emphasizes a disability, and defines the potential and value of a person is a viable way to change the way students perceive people with disabilities.

Who are “the handicapped” or “the disabled”?

- People who suffer from birth defects
- Autistic, retarded, blind, deaf, mentally disabled
- Barriers
- Field several responses, and simply state that “they” are people, first.

They are students, teachers, dads, moms, scientists, leaders, and friends. One in five Americans has a disability. They are people, and The Ability Experience and Pi Kappa Phi has committed to celebrating people’s abilities, not emphasizing a disability.

Think about it this way. If you were describing your best friend Jim who wears glasses, you wouldn’t say, “My friend Jim is myopic.” People first language puts the person before the disability, and it describes what a person has, not what a person is.

Language is powerful, and proactively changing your daily language use can make a world of difference to those around you.

Say:

People with disabilities
He has a cognitive disability
She has autism
He has Down Syndrome
She has a learning disability
She uses a wheelchair/mobility chair
Typical people are people without disabilities
Accessible parking, hotel room, etc.

Instead of:

The handicapped or disabled
He’s retarded
She’s autistic
He’s Down’s
she is learning disabled
she’s wheelchair bound
Normal or healthy people
Handicapped parking, room, etc.

The Power of Service - 5 minutes

- Develop a conversation about the impact of service. Below are potential questions to help construct the discussion.

When you hear the word “service,” what comes to mind?

What are some ways that you have served others before?

How do you think you impacted others through this service?

How did this make you feel?

What happened?

- Dissect what happened throughout the activity, what was observed, what they were feeling, what symbols were present, etc.

FRIENDSHIP VISIT (90-120 minutes)

- Ideally an Ability Experience event should occur during this week. Logistics of the event should be handled weeks in advance.
- This event should be organized by either the chapter or a combination of associate members and the chapter.
- Service event logistics should be communicated in the associate syllabus at the beginning of the process

Guidelines & Reminders for Members Before the Event

- If the associate members and/or chapter members will be interacting with people with disabilities please refer to The Ability Experience guidelines below to help make all parties involved more comfortable. This can also be conducted directly before the event.
 - BE YOURSELF! Everyone will feel more comfortable when you relax.
 - Talk with the person with a disability, not their spouse, parent or assistant.
 - Maintain the eye contact and body language you would normally use during any other conversation.
 - Assume Nothing! If you have a question about what to do, what language to use, or what assistance – if any – they might need, the person with the disability is your first and best resource. Do not be afraid to ask their advice.
 - Be patient – not only with the person with the disability, but with yourself. Frustration may come from both sides of the conversation, and needs to be understood and dealt with by both parties.
 - The most important thing to focus on during a conversation with a person who has a disability is the overall goal. It is simply communication between two individuals. Since about 20% of people in our society have some type of disability, you never really know when that will be a factor in one of your conversations.
 - Put the Person First. You are interacting with individuals with disabilities; not with disabilities.
 - If you are asked to fold, carry or store a wheelchair, treat it with the same respect that you would if you were holding someone's eyeglasses. They are similar in many ways.
 - When you meet someone seated in a wheelchair (or any person), extend your hand to shake if that is what you normally do. A person who cannot shake hands will let you know. You may shake a fist and that is okay. They will appreciate being treated like you treat everyone else.
 - When speaking to someone who uses a wheelchair, remember to give the person a comfortable viewing angle of yourself. Having to look straight up is not a comfortable viewing angle.
 - Every person with a developmental disability will display characteristics differently, with varying levels of intensity. Not all people with developmental disabilities look disabled, nor will they act in the same way.

- People with developmental disabilities may not speak at all, or may have very limited speech. Avoid frightening a person with developmental disabilities, as they may be unable to respond because of fear. They may, however, respond to questions, especially those requiring a "yes" or "no" answer.
- Do not make assumptions about the intelligence of persons with Cerebral Palsy. Cerebral Palsy is characterized by an inability to fully control motor functions. It is neither progressive nor communicable, and has no relation to intelligence.
- The preferred terminology is "disability" or "disabled," not "handicap" or "handicapped." Never use terms such as "retarded, dumb, psycho, moron" or "crippled."
- Remember to put people first. It is proper to say "person with a disability", rather than "disabled person."
- If you are unfamiliar with someone, or their disability, it is better to wait until they describe their situation to you than to make your own assumptions about them. Many types of disabilities have similar characteristics, and your assumptions may be wrong.
- Unless you know that you are speaking with someone who has a cognitive or hearing disability, use your normal speaking speed. It is always a good idea to speak clearly, without mumbling or slurring words.
- Don't be overly friendly, paternalistic, or condescending when speaking to a person with a disability. Most people, even if they are unable to speak to you in a "normal" manner, have normal or above-average intelligence. Your use of abnormal speech or simplistic language will lessen the chances of having a successful conversation.

Debrief

- Taking time to make meaning and reflect on Ability Experience events is an important component of the learning process
- Below are potential debrief questions. Another option is having the associates write a reflection after the event.

What was the most impactful portion of today?

How do you feel like you made an impact on someone?

How do you think you made an difference in others lives today?

How did this experience align with the values of Pi Kappa Phi?

How can you continue to make impact on others?

SUGGESTED SUBORDINATE RITUALS

- The Precepts of Brotherhood
- Student Creed
- Dead House
- Water
- Delta Sigma
- Passing the Flame
- Man in the Glass
- Fill a Role
- F.L.O.C.S.

Debrief

- The most important part of a sub-ritual is the debrief. It is extremely pivotal that the meaning behind each sub-ritual be discussed with the chapter. Do not assume that the members understood the lesson; talk about the lesson and have the members share their feelings and thoughts. It is during this time that true growth and development takes place. Therefore, a thorough debrief should follow EVERY subordinate ritual performed by the chapter.
- **What?**
 - What happened?
 - Dissect what happened throughout the activity, what was observed, what they were feeling, what symbols were present, etc.
- **So What?**
 - Why are these things important?
 - How do they tie back to the values of Pi Kappa Phi and the tenants of “The Student Creed?”
 - What impact do they have on individual members?
 - What impact do they have on the chapter? What impact do they have on the national fraternity?
- **Now What?**
 - What do you do now?
 - How can you apply these concepts, values, lessons, etc. outside of the sub-ritual?
 - How do they apply to your fraternity experience?
 - How do they apply to your college experience?
 - How do they apply to the real world and life after college?
 - What should they do with this lesson?