



CAPSTONE PROJECT GUIDELINES 2020 EDITION FOUR-WEEK VERSION

WHAT IS THE CAPSTONE PROJECT?

Serving as the culmination of the associate member education experience, the Capstone Project asks each associate member to analyze the leadership style of a significant figure within Pi Kappa Phi and describe how that figure made an impact on the Fraternity, then identify an area of personal interest or passion and describe how they will personally practice leadership and make an impact in that area.

Associate members will work in teams to complete the Capstone Project unless otherwise instructed by the chapter (see the pre-authorized modifications listed in the 2020 edition of the Model Associate Member Education Program facilitator guide).

During the final week of associate member education, Capstone Project teams will present their work to a panel consisting of members, alumni, university faculty & staff, and/or campus & community leaders. The presentation should clearly demonstrate what associate members have learned and how they aspire to practice leadership throughout the remainder of their undergraduate membership.

CAPSTONE PROJECT DEADLINES & MILESTONES

The Capstone Project is broken down into multiple deadlines & milestones to ensure that associate members can be thoughtful and intentional about their approach, as well as to assist the New Member Education Committee in providing guidance and feedback to Capstone Project teams.

To remain on track, Capstone Project teams should meet the following project milestones by the end of each of the weeks listed below. More information about each milestone is provided on the next page:

COMPLETE BY THE END OF...	CAPSTONE PROJECT MILESTONE
Week One: Orientation to Pi Kappa Phi	Area of focus identified and submitted.
Week Two: An Uncommon Brotherhood	Meet with team & create vision for leadership impact. Then, identify a historical figure & describe their impact.
Week Three: Exceptional Leadership	Analyze & describe lessons learned from their figure. Then, create Capstone Project presentation.
Week Four: The Second Decision	Deliver Capstone Project presentation.

CAPSTONE PROJECT WEEKLY SUMMARY

This section provides additional details about each Capstone Project milestone. Associate members may find it valuable to review the examples provided when completing their team's Capstone Project.

Week One: Orientation to Pi Kappa Phi

During the first week of associate member education, associate members will be introduced to the Capstone Project and asked to identify an area of passion that they can focus on for their project. This is referred to as the area of focus in future weeks and will be used to group associate members into teams for the remainder of the Capstone Project.

Examples of areas of focus include, but are not limited to:

- Environmental sustainability
- Creating equity
- Mental health & mental illness
- Campus involvement
- Values-based recruitment
- Continuous (aka 365) recruitment
- Creating a culture of volunteerism
- Raising awareness for people with disabilities

Additionally, associate members should consider the scope of their area of focus. They may choose to focus on the chapter, their campus, or their local community. The scope of the project may be taken into consideration when the New Member Education Committee creates Capstone Project teams.

After the area of focus and scope of the Capstone Project is identified, associate members should submit their choice to the New Member Education Committee.

Week Two: An Uncommon Brotherhood

The second week of associate member education will see associate members grouped into Capstone Project teams based on shared areas of focus. During this week, teams should meet to describe how they want to make an impact in their shared area of focus. Three examples of impact descriptions are provided below:

- Environmental sustainability (scope: chapter): our Capstone Project team will make an impact by teaching members how to recycle and working with the Executive Council to create recycling systems within the chapter house.
- Mental health & mental illness (scope: campus): our Capstone Project team will make an impact by partnering with our Student Affairs Office to develop a continuous mental health awareness campaign that helps all students recognize symptoms of mental illness and access mental health resources.
- Creating a culture of volunteerism (scope: community): our Capstone Project team will make an impact by organizing an annual Community Volunteer Day that allows any student or community member to come together and give back to the local community through a series of service projects.

During Week Two: An Uncommon Brotherhood, Capstone Project teams should also identify a significant figure in the Pi Kappa Phi's history and analyze the impact they made within and outside of the Fraternity. Three examples are provided below:

- Theodore Barnwell Kelly, Alpha (College of Charleston): By granting a charter to Gamma (UC - Berkeley), Kelly challenged the other Founders to make Pi Kappa Phi a national fraternity. Without his leadership, Pi Kappa Phi may have remained a local fraternity and may never have expanded beyond the Southeast.
- Mel Metcalf, Alpha Gamma (Oklahoma): During his term as National President from 1964-1966, Metcalf travelled to every chapter of Pi Kappa Phi to convince members to desegregate the Fraternity. Without his persuasive personality, character, and love for Pi Kappa Phi, we may have grown into the inclusive organization that we are today.
- Durward W. Owen, Xi (Roanoke): The Fourth Honorary Founder and Executive Director Emeritus of Pi Kappa Phi served as Chief Executive Officer for 35 years. Durward prioritized the education of chapter leaders who held officer positions, as well as those who were rising leaders. His commitment to both types of leaders led to the creation of exceptional educational experiences for all members of the Fraternity.

After choosing a significant figure in Pi Kappa Phi's history, the Capstone Project team should submit their selection to the New Member Education Committee for review and approval. If one figure has been selected by multiple Capstone Project teams, the New Member Education Committee may ask teams to identify a different significant figure.

Week Three: Exceptional Leadership

Capstone Project teams should spend the third week of associate member education analyzing the leadership style of their significant figure based on Pi Kappa Phi's definition of leadership, then describing the lessons they can learn from their significant figure when practicing leadership in their area of focus. Some basic examples are provided below:

- Theodore Barnwell Kelly, Alpha (College of Charleston), challenged the other Founders to expand their vision of Pi Kappa Phi beyond South Carolina. Doing so empowered the Fraternity to make a better world not just in the Southeast, but across the entire nation. Our Capstone Project team will challenge our chapter to rethink what is possible by showing the practicality of recycling and clearly describing the impact of reducing our carbon footprint.
- Mel Metcalf, Alpha Gamma (Oklahoma), developed and fostered collaborative relationships with chapter leaders across the nation during his time as National President. By leveraging these relationships and demonstrating his love for Pi Kappa Phi, he helped the Fraternity become a more welcoming and inclusive organization. Our Capstone Project team can learn from National President Metcalf's leadership style by fostering collaborative relationships with members of other Greek organizations to create an impactful and effective awareness campaign around mental health and mental illness.
- Durward W. Owen, Xi (Roanoke), believes that leadership is not positional and took steps to empower non-positional leaders by developing exceptional educational experiences. Our Capstone Project team will help our community recognize that leadership is not positional by demonstrating the impact that a team of community members can make in the lives of others through a series of service projects.

Additionally, Capstone Project teams will create their Capstone Project presentation as well as any materials or supplemental resources that they will need during the presentation (e.g. PowerPoint, handouts, or flyers). Each member of the Capstone Project team should have a speaking role during the presentation.

Specifically, the Capstone Project presentation should:

- Identify the team's area of focus, scope, and describe why it is important to the team members;
- Name the significant figure from Pi Kappa Phi's history that the team selected;
- Describe that figure's leadership style and impact on the Fraternity;
- Describe the lessons that they can learn from their significant figure when practicing leadership in their team's area of focus; and
- Describe how they will practice leadership and make an impact in their area of focus as initiated members of Pi Kappa Phi.

Week Four: The Second Decision

Capstone Project teams will deliver their Capstone Project presentation to a panel of members, alumni, university faculty & staff, and/or campus & community leaders during the final week of associate member education.

Panelists will evaluate each of the following areas during the Capstone Project presentation:

- The presentation meets each of the goals listed in the milestones for Week Five: Your Journey;
- Each member of the Capstone Project team has a speaking role during the presentation;
- Members of the Capstone Project team speak clearly and consistently;
- The presentation and all materials are designed intentionally, without spelling or formatting errors;
- The Capstone Project team is able to adequately answer panelist questions following the presentation.