

Getting Started

How to Use the Pledge Education Guide

The Pledge Education Guide is intended to provide structure and standardization for the in-person meetings of pledges. Each of the pledge education meetings, online modules, chapter business meetings, and chapter events are intended to complement and build from each other. Skipping a section within a meeting may cause some confusion within later sections of the program.

Throughout the Guide, the VPPE will find discussion topics, activities, and suggested scripts for each of the in-person meetings. There is some level of flexibility in the activities and dialogue. Flexibility in discussion and activities are outlined within the Guide as well as some guidelines to assist you in articulating the point. Additionally, for discussions, there are notes for key points to be made when discussing the topics with pledges. Each meeting is broken up into a grid to assist the VPPE with the flow of the meetings.

Each meeting will be broken up in a similar fashion:

Pledge Education Meeting Plan

Title of the Meeting Session

Broad Topics: These will be the “big ideas” to be discussed, debated, and experienced throughout the meeting.




Learning Outcomes: This is the “walking away” objective(s). What pledges are expected to articulate following the in-person meeting.

Materials Needed for Meeting: These are the items the VPPE and/or pledges will need throughout the meeting to engage in the meeting activity and facilitate a meaningful meeting. When those items will be needed will be identified in the specific topic sections.

Suggested Materials for Meeting: The items in this list are not crucial to the execution of the particular meeting but may be helpful for the VPPE and/or the pledges.

Notes for Meeting: This section will provide specific information about the session for the VPPE to best facilitate. These may be things including items to download, how to set up a room, anticipated difficult conversations, and/or needing to look in multiple areas of the VPPE Guide to be prepared.

10/45	Section Topic	Needed: Items Needed for this Section Suggested: Items suggested to assist in facilitating the information for this section
	<ul style="list-style-type: none"> • The <u>first number</u> in the first box (in this example “10”) is the number of minutes devoted to this particular topic. • The <u>second number</u> in the first box (in this example “45”) is how many total minutes should have passed in the entire meeting once done with this topic. 	
	<ul style="list-style-type: none"> • Regular text are instructions to the VPPE as they move through the meeting and the individual sections. • <i>Italicized text is the suggested script to assist the VPPE in facilitating discussion and making transitions from activity to activity, section to section, and so on.</i> 	

	<ul style="list-style-type: none"> Parts of the section in grey are areas where the VPPE will be asking discussion and thought-provoking questions as part of the exercise. <i>Italicized sentences are suggested scripted questions to be asked.</i> Bold text within the grey area are prompts that <u>must</u> be included in the discussion. If pledges do not identify the prompts in their own discussion, the VPPE should offer them as part of the conversation.
 Pgs. #	<p>The CROWN AND DELTA icon refers to digital <i>The Crown & Delta</i> pdf. In sections that reference a page number in <i>The Crown & Delta</i>, the VPPE should instruct pledges to turn to that page as there will be a passage to review and/or an activity or reflection to complete.</p>
 DISPLAY	<p>The DISPLAY icon is a reference point for the VPPE to have something on display. This could be recording the answers of pledges in discussions, predetermined materials, or other visuals that may be helpful.</p> <p>Displaying information can take a number of forms. The information could be recorded on a dry erase board or chalkboard in a classroom, recorded on flip chart paper to be saved for future discussions, or displayed on a screen from an LCD projector.</p> <p>The VPPE should determine the most appropriate way to display taking into consideration the resources available and the activity.</p>
 VIDEO	<p>The VIDEO icon indicates there will be some type of video expected to be played. Videos could be played on individual devices or, if available, a LCD projector in a classroom.</p> <p>The VPPE should determine the most appropriate way to present the video taking into consideration the resources available and the activity.</p>

4-Meeting Pledge Program Communication Timeline from Hub

VPPE:

Materials for Meeting #1

- Includes preparatory resources or beginning the program
- [Meeting Plan #1](#)
- Information for ordering *The Crown & Delta*

Received 5 days & 1 day prior to Meeting #1

Materials for Meeting #2

- Discusses Meeting #2 topic: Fraternity History
- [Meeting Plan #2](#)
- How to track pledges module progress

Received 1 day prior to Meeting #2

Materials for Meeting #3

- Discusses Meeting #3 topic: Risk Management
- [Meeting Plan #3](#)
- How to track pledges module progress

Received 1 day prior to Meeting #3

Materials for Meeting #4 (Final Meeting: **75 minutes**)

- Discusses Meeting #4 topics: Organizational Structure & Living the Purpose
- [Meeting Plan #4](#)
- Resources for how to prep for Initiation

Received 1 day prior to Meeting #4

Featured in weekly VPPE Meeting Communications

- Guide to Facilitating
- How to Use the Guide
- Video Examples
- Best Practices Resource

Pledge Education Meeting #1
Includes: Pledging Ceremony & Big Brother Introductions

Pledge Education Meeting #2

Pledge Education Meeting #3

Pledge Education Meeting #4

Initiation

Pledge:

Email following Meeting #1

- "Congrats on becoming a pledge"
 - Date of Pledge Education Meeting #2
 - Personalized link to module/quiz
 - Hub contact information for challenges and questions
- Received morning following Meeting #1**

Email following Meeting #2

- Date of Pledge Education Meeting #3
 - Personalized link to module/quiz
 - Hub contact information for challenges and questions
- Received morning following Meeting #2**

Email following Meeting #3 (Approaching Final Meeting)

- Date of Pledge Education Meeting #4
 - Reminder to complete final 2 online modules
 - Personalized link to module/quiz
 - Hub contact information for challenges and questions
- Received morning following Meeting #3**

Email Following Meeting #4

- Prompt to "complete comprehensive final exam"
 - Preparing for initiation
 - Personalized link to module/quiz
 - Hub contact information for challenges and questions
- Received morning following Meeting #4**

5-Meeting Pledge Program Communication Timeline from Hub

VPPE:

Materials for Meeting #1

- Includes preparatory resources or beginning the program
- [Meeting Plan #1](#)
- Information for ordering
The Crown & Delta

Received 5 days & 1 day prior to Meeting #1

Featured in weekly VPPE Meeting Communications

- Guide to Facilitating
- How to Use the Guide
- Video Examples
- Best Practices Resource

Pledge Education Meeting #1
Includes: Pledging Ceremony & Big Brother Introductions

Pledge:

Email following Meeting #1

- "Congrats on becoming a pledge"
- Date of Pledge Education Meeting #2
- Personalized link to module/quiz
- Hub contact information for challenges and questions

Received morning following Meeting #1

Materials for Meeting #2

- Discusses Meeting #2 topic: Fraternity History
- [Meeting Plan #2](#)
- How to track pledges module progress

Received 1 day prior to Meeting #2

Email following Meeting #2

- Date of Pledge Education Meeting #3
- Personalized link to module/quiz
- Hub contact information for challenges and questions

Received morning following Meeting #2

Materials for Meeting #3

- Discusses Meeting #3 topic: Risk Management
- [Meeting Plan #3](#)
- How to track pledges module progress

Received 1 day prior to Meeting #3

Email following Meeting #3

- Date of Pledge Education Meeting #4
- Personalized link to module/quiz
- Hub contact information for challenges and questions

Received morning following Meeting #3

Materials for Meeting #4

- Discusses Meeting #4 topic: Organizational Structure
- [Meeting Plan #4](#)

Received 1 day prior to Meeting #4

Email following Meeting #4 (Approaching Final Meeting)

- "We hope you are enjoying your pledge experience thus far..."
- Date of Pledge Education Meeting #5
- Personalized link to module/quiz
- Hub contact information for challenges and questions

Received morning following Meeting #4

Materials for Meeting #5 (Final Meeting)

- Discusses Meeting #5 topic: Living the Purpose
- [Meeting Plan #5](#)
- Resources for how to prep for Initiation

Received 1 day prior to Meeting #5

Email following Meeting #5

- Prompt to "complete comprehensive final exam"
- Preparing for initiation
- Personalized link to module/quiz
- Hub contact information for challenges and questions

Received morning following Meeting #5

Pledge Education Meeting #2

Pledge Education Meeting #3

Pledge Education Meeting #4




Pledge Education Meeting #5

Initiation

Per National Policy, the Pledge Education Guide, including this document,
must be followed and cannot be deviated from.

Pledge Education Meeting Plan 1

Introduction and Expectations of Pledge Education

10/45	Section Topic	Needed: Items needed for section Suggested: Items suggested to facilitate section
	<ul style="list-style-type: none"> The <u>first number</u> (10) is the estimated time (in minutes) for this section. The <u>second number</u> (45) is the estimated total minutes should have passed in the entire meeting once done with section. 	
	<ul style="list-style-type: none"> Regular text are instructions to the VPPE as they move through the meeting and the individual sections. <i>Italicized text is the suggested script to assist the VPPE in facilitating (also in grey areas).</i> 	
	<ul style="list-style-type: none"> Parts of the section in grey are areas where the VPPE will be hosting discussion and asking questions. Bold text within the grey area are prompts that <u>must</u> be included in the discussion. If pledges do not identify the prompts in their own discussion, the VPPE should offer them as part of the conversation. 	
 Pgs. #	The CROWN AND DELTA icon refers to <i>The Crown & Delta</i> and VPPE should instruct pledges to turn to that page.	
 DISPLAY	The DISPLAY icon is a reference point for the VPPE to have something on display. This could be recording the answers of pledges in discussions, predetermined materials, or other visuals that may be helpful. The information could be recorded on a dry erase board or chalkboard in a classroom, recorded on flip chart paper to be saved for future discussions, or displayed on a screen from an LCD projector.	
 VIDEO	The VIDEO icon indicates there will be some type of video expected to be played. Videos could be played on individual devices or, if available, a LCD projector in a classroom.	

Broad Topics: Pledging Ceremony, Big Brother Introductions, and Introduction to the Pledge Education Program

Learning Outcomes:

- Pledges will be able to identify their big brother and how to connect with them
- Pledges will be able to locate the dates, times, and locations of each pledge education meeting
- Pledges will be able to articulate their expectations of the Pledge Education Program, their VPPE, and the group as a whole

Materials Needed for Meeting:

- Pledge Pins for each pledge
- Printed copies of the approved Pledge Education Program for each pledge
- Ritual Book (for Pledging Ceremony)

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Additional Suggested Items for Meeting:

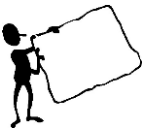
- Adhesive name tags for each of the pledges and big brother (Delta Sigma Pi “peel & stick” nametags are available from the [Deltasig Shop](#))
- Dates/calendars of any upcoming chapter events pledges should be attending (remember their weekly maximum to spend on Fraternity related activities is six (6) hours in a Sunday to Saturday week)
- Standing chapter business meeting agenda
- Copies of *The Crown & Delta* for each pledge

Notes for meeting:



- ★ All brothers are expected to attend the Pledging Ceremony.
- ★ Big brothers are expected to stay for the entirety of the meeting.
- ★ Approved Big Brother Introduction ideas can be found in the [Getting Started: Approved Big Brother Introductions](#) document. Any introductions not in the document must be communicated to and approved by Central Office staff (hub@dsp.org).
- ★ This will be the only pledge education meeting where brothers, aside from the VPPE and any national volunteers, will be permitted to attend.
- ★ It will be helpful to remind big brothers to reflect on the Purpose of Delta Sigma Pi as they will be expected to discuss their thoughts with their mentee as well as the other pledges.
- ★ Pledges will receive a digital copy of [The Crown & Delta](#) the morning following meeting 1.
- ★ If a pledge is not able to attend the Pledging Ceremony and pledge education meeting 1, the VPPE should arrange to meet with the pledge prior to pledge education meeting 2 to review the pledge education program schedule and expectations. Additionally, the VPPE should plan to have the pledge participate at the next appropriate opportunity (prior to the start of a chapter meeting or prior to the start of pledge education meeting 2).

30/30	Pledging Ceremony	Needed: Ritual Book, Pledge Pins
	<p>Consult the <i>Ritual Book</i> of Delta Sigma Pi for additional needed materials and instructions for conducting the Ceremony.</p> <p>Following the Pledging Ceremony, all initiated brothers should be dismissed except for the VPPE, big brothers, and any national volunteers (Chapter Advisor, District Director, Regional Vice President, etc.).</p> <p>Please note, the Pledging Ceremony may not take the full thirty (30) minutes. The VPPE should adjust other activities throughout the meeting accordingly.</p>	
5/35	Introduction to Meeting 1	Suggested: The Crown & Delta for each pledge
	<p>Once brothers have left the space (except big brothers and any nationally recognized volunteers), all pledges should be “Welcomed” by the VPPE. The VPPE should express their excitement for guiding the pledges through the journey to brotherhood.</p> <p>The VPPE should explain their first meeting will reflect briefly on the Pledging Ceremony they just participated in, they will be introduced to their big brothers, as well as set some expectations for the Pledge Education Program. Ensure all pledges have a copy of the approved Pledge Education Program, information surrounding it, and answer any questions pledges have to this point.</p> <p>After providing that information, the VPPE should continue into the Pledging Ceremony Discussion.</p>	

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10/45	Pledging Ceremony Discussion	Suggested: The Crown & Delta and/or DISPLAY (Purpose of Delta Sigma Pi)
 DISPLAY	<p><i>Prior to and during the Ceremony you indicated your desire to pursue membership in Delta Sigma Pi. You were read the Purpose of Delta Sigma Pi. These words have deep meaning to all brothers of the Fraternity.</i></p> <p><i>To remind you of the Purpose and what you have indicated a desire to uphold, I want to reread it for you:</i></p> <p>The VPPE will read the purpose to the pledges. VPPE may also have the Purpose on DISPLAY.</p> <p><i>“Delta Sigma Pi is a professional fraternity organized to foster the study of business in universities; to encourage scholarship, social activity and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce, and to further a higher standard of commercial ethics and culture and the civic and commercial welfare of the community.”</i></p> <p><i>These words mean many things to the over 12,000 current collegiate members and over 300,000 initiated members throughout our history. Additionally, this is a public statement that can be found in multiple places including the Delta Sigma Pi website, dsp.org</i></p> <p><i>As part of your journey, we have selected an additional mentor to assist in guiding and supporting you in upholding this Purpose during your Pledge Education Program and beyond. As we observed you during the recruitment process, we took note of current brothers who represent what the ideal brother is and may complement what we have observed of you. These mentors will assist you in understanding the Purpose of our Fraternity on a deeper level.</i></p>	
20/65	Big Brother Introductions	Needed: Getting Started: Big Brother Introductions document Suggested: DISPLAY (to record answers)
	<p>The VPPE will consult the Getting Started: Approved Big Brother Introductions document prior to the Big Brother Introductions to select an approved method of introduction.</p> <p>Should a chapter want to host an introduction not in the approved list they must be developed to not be in conflict with local or National bylaws, policies and procedures of the Fraternity, or in conflict with campus, local, regional, or Federal laws. Additionally, no introductions should be developed with the intention to surprise, shock, or cause undue stress or anxiety for any of the pledges. Chapters must contact Central Office staff (hub@dsp.org) to have any introductions not listed in this Guide approved.</p> <p>The introductions should not exceed 15-20 minutes, so to allow for additional conversation between the pledge and their big brother.</p>	

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	<p><i>The role of the big brother is not one taken lightly. It is an additional responsibility the big brother is expected to invest in outside of their current responsibilities to the brotherhood. These individuals are to serve as role models, sounding boards, and resources for you during the Pledge Education Program. They are expected to assist you with the integration and norms of the chapter.</i></p> <p><i>With that being said, I am happy to introduce each of you to your big brothers.</i></p>	
	<p>The VPPE will then begin their Big Brother Introduction. Following the approved introduction, the VPPE will instruct pledges and big brothers to exchange contact information. For convenience it can be suggested to have it entered into each other's phone and/or recorded in the front of the pledge's printed copy of <i>The Crown & Delta</i> (if available).</p> <p>Additionally the VPPE will account for time and encourage the pledges and big brothers to have brief conversations to get better acquainted. VPPE should allow for 2-3 minutes of discussion.</p> <p>Conversations should include:</p> <ol style="list-style-type: none"> 1) General conversation to learn about each other (hometowns, majors, hobbies, interests, etc.) 2) Expectations the little brother would have of the big brother 3) Reflection on the meaning of the Purpose of Delta Sigma Pi 	
	<p>After 2-3 minutes, VPPE will reconvene as a big group (pledges and big brothers) from their conversations.</p> <p>VPPE to ask big brothers (there are no right or wrong answers):</p> <ul style="list-style-type: none"> ● <i>What words to the Purpose are currently significant to you and your endeavors? Why?</i> <ul style="list-style-type: none"> ○ VPPE can choose to DISPLAY these answers. If chosen to do so, it is wise for the VPPE to take a picture of the responses to be referred to later in the Pledge Education Program. 	
10/75	Pledge Education Program Expectations	Needed: Space to Record Answers
	<p>While the pledges are interacting with their big brothers, the VPPE will create a DISPLAY with the following prompts, in this order:</p> <ol style="list-style-type: none"> 1) Expectations of the Pledge Education Program 2) Expectations of each other 3) Expectations of the VPPE 	
	<p>VPPE will instruct the group the next activity is to engage in dialogue about expectations for the Pledge Education Program. It is the responsibility for the pledges to direct the conversation and be the primary responders to the prompts.</p> <p>Big brothers are there to observe and to take personal notes of the agreed upon norms of the group. This will aid them in the support of the pledge outside of pledge education meetings and throughout the program.</p>	

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	<p>VPPE will progress through the three prompts allowing the pledges appropriate time to respond to each. The VPPE will record the responses for each. While the group may identify additional expectations, for each of the following these should be identified (in no particular order):</p> <ol style="list-style-type: none"> 1) <u>Expectations of the Pledge Education Program</u> <ul style="list-style-type: none"> ○ Prepare me/us for Initiation ○ Prepare me/us to be the best brothers we can be ○ Help me/us better understand the Purpose of Delta Sigma Pi ○ Help me/us understand the operations of the chapter and Fraternity 2) <u>Expectations of Each Other</u> <ul style="list-style-type: none"> ○ Hold each other accountable to what they say they will do <ul style="list-style-type: none"> ■ Better response to this would be “Hold each other accountable to the Purpose of Delta Sigma Pi” (but not necessary to use those words) ○ Be honest in their endeavors <ul style="list-style-type: none"> ■ This will connect back later to having online quizzes (not necessary to mention these yet) ○ Be open-minded to differing opinions 3) <u>Expectations of the VPPE</u> <ul style="list-style-type: none"> ○ Be accountable to what they say they will do (role model, live the Purpose) ○ Provide clear and concise direction and instruction ○ Be a support and a resource for all Pledge Education Program requirements ○ Be open minded and cognizant of our time 	
5/80	Introduction to Pledge Education Program	<p>Needed: Copies of the approved Pledge Education Program for each pledge</p> <p>Suggested: DISPLAY (Approved Pledge Education Program)</p>
	<p>After the VPPE has facilitated the discussion about the expectations of the pledges, they will then lay out the expectations of the program.</p> <p>If they are not already doing so, it may be beneficial for pledges to be sitting near their big brothers to review the information together.</p> <p>Again, <u>this is not an opportunity for big brothers to ask questions about the program or interject expectations</u> of them when they were a pledge. Their role is to support the pledge through the program and to support the VPPE while it is appropriately administered.</p>	



Expectations of the Pledge Education Program:

- The program they have just been provided with has been approved by the National Fraternity and will not be deviated from.
- Pledges will be expected to attend all regularly scheduled pledge education meetings
 - If the day/time/location conflicts with what was initially scheduled as part of the Pledge Education Program approval process, the VPPE should email hub@dsp.org to inform the staff of the changes. Include any information to be updated.
- Pledges will be expected to attempt all assigned online modules and quizzes and expected to achieve a 80% success rate prior to the next scheduled pledge education meeting and a comprehensive exam encompassing all of the quiz questions
 - All answers to quizzes will be found in the online modules, *The Crown & Delta*, or on dsp.org.
 - VPPEs should consider pledges who may require specific educational accommodations when determining the method of assigning online modules.
- Pledges are expected to attend all chapter meetings. Any excused or unexcused absences must be in accordance with the chapter's local governing documents.
 - The VPPE should provide pledges with:
 - The standing date(s), time(s), and location(s) of chapter meetings
 - An explanation of the required attire for chapter meetings should also be provided.
 - Remember the expectation of attire for pledges should mirror the expectation of brothers. Pledges should not be expected to "dress up" more or be required to wear pledge pins if brothers are not expected to wear badges.
 - The chapter's attendance policy for chapter meetings and events.
 - Pledges should not be required to attend anything brothers are not required to attend (except pledge education meetings).
- Pledges are not to engage in more than six (6) cumulative hours per week, Sunday through Saturday, of organized Fraternity related activity. This is monitored by the VPPE.
- Pledges are expected to attend Fraternity professional, service, and appropriate special events (social, alumni, risk management, etc.) provided they do not cause them to exceed six (6) cumulative hours of organized Fraternity activity in the given week.
 - The VPPE should be aware of the number of hours per week pledges spend on organized Fraternity activity. Should organized Fraternity activities (meetings and events) exceed six (6) hours, the VPPE should provide guidance to pledges regarding the events that would be most beneficial for them to attend. Pledges must be at all pledge education meetings and chapter meetings.
- Pledges may serve on chapter committees, if they exist, but are not required to. Nor is a chapter required to create committees if they don't currently exist.
- Pledges may provide input on chapter matters during chapter meetings, however, are not eligible to vote.
- VPPE should discuss Initiation fees with pledges. It is wise for the VPPE to discuss any payment plans are available to pledges. It is not the time to go into detail individually but can mention if there are any standard plans.

After reviewing the approved program guidelines, the VPPE should walk through each of the dates, times, and locations for each of the pledge education meetings and chapter meetings. This is the opportunity to make any adjustments with all of the pledges should it be necessary. If any adjustments are made, pledges will be provided at least seven (7) days advance notice and an updated copy of the program.

The VPPE should then provide pledges an opportunity to ask any questions.

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5/85	Preparing for the first Chapter Meeting	<p>Needed: Copy of Standing Chapter Meeting Agenda (can be found in the chapter's governing documents)</p> <p>Suggested: Slides of Chapter Meeting Agenda or Previous Meeting Minutes</p>
	<p>Before adjourning, the VPPE should review a few terms and procedures pledges are likely to hear during their first chapter meeting but may not be familiar with. This is a brief description to orient pledges with the chapter meeting. Full descriptions and roles will be covered in more depth at later meetings.</p> <p>The VPPE should walk through the standing meeting agenda and what to expect in terms of chapter norms (such as any usage of parliamentary procedure). If there are local pieces to the agenda, those should be included. Additionally, pledges should be informed they, along with any non-initiated guests, will be excused from the meeting room prior to the start and end of each meeting for the initiated brothers to conduct the ritualistic opening and closing of the meeting.</p>	
5/90	Wrapping up Meeting 1	Suggested: Chapter Calendar of Events
	<p>VPPEs should take a few minutes to show pledges where to find and how to log into the software and assign online module 1: History of Delta Sigma Pi.</p> <p>Remind pledges:</p> <ul style="list-style-type: none"> ● When modules are expected to be completed with satisfactory score ● Date/time/location/attire of next chapter meeting ● Date/time/location of next pledge education meeting ● Date/time/location/attire of any chapter events pledges should attend <ul style="list-style-type: none"> ○ Be mindful pledges may not participate in organized Fraternity activity more than six (6) hours per week (Sunday-Saturday) <p>Before adjourning, the VPPE should provide pledges with their contact information.</p> <p>Adjourn</p>	

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Getting Started

Approved Big Brother Introductions

The following activities have been approved for Big Brother Introductions. Any Big Brother Introductions not included in this list must be discussed with Central Office staff, by emailing hub@dsp.org, and approved.

Activities are not intended to scare, surprise, or embarrass a big brother or a pledge. All activities should attempt to avoid guessing of information as it may cause embarrassment or hurt feelings of an individual if guesses incorrectly.

Big Brother Introduction activities should last no more than 15-20 minutes as there are curriculum elements to be achieved during the pledge education meeting.

Simple Introductions:

- VPPE simply announces pairings
 - Variation: Name of pledge appears on a screen and screen transitions to the name of the big brother
- VPPE announces three interesting facts about a big brother, provided by the big brother, then announces the pledge (there is not to be any guessing by pledges as to who the big brother is)
- Rose ceremony: big brothers present pledges with a rose
- Pledges open envelopes with the name and/or picture of their big brother in the envelope
- Pledges are provided with an envelope with a note expressing their excitement and signed by the big brother
- Big brothers have a sign with the name of a pledge on it and will hold it up at an appropriate time




Matching Introductions

- Famous pairs: all participants must first identify the name/object on a piece of paper they have taped to their back, using only yes or no questions, then must find the matching pair
 - examples: Peanut Butter/Jelly, Mickey/Minnie Mouse, Mario/Luigi, Tina Fey/Amy Poehler, Salt/Pepper, Chip/Dale, Woody/Buzz Lightyear, Ketchup/Mustard, SpongeBob/Patrick, Green Eggs/Ham, Macaroni/Cheese, etc.
 - All pairs must be appropriate and culturally sensitive
- Pledges are provided with a childhood picture of their big brother. Pictures must be approved and provided by the big brother. The pledge then seeks out the big brother.
- Chapter provides each pledge with a specific color balloon. Big brothers have the same color balloon and pairs identify each other. (**If considering this option, the VPPE should find out if any pledges or big brothers have a latex allergy. If so, the VPPE should choose another option**)
- Pledge is provided with a matching article of clothing (socks, T-shirt, etc.) as big brothers, they must identify
- Song Lyrics: big brothers are provided with a verse of song lyrics, while pledges are provided with the next. The pair must identify each other to complete the song.

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Pledge Education Meeting Plan 2

History of the Fraternity in Action

10/45	Section Topic	Needed: Items needed for section Suggested: Items suggested to facilitate section
	<ul style="list-style-type: none"> The <u>first number</u> (10) is the estimated time (in minutes) for this section. The <u>second number</u> (45) is the estimated total minutes should have passed in the entire meeting once done with section. 	
	<ul style="list-style-type: none"> Regular text are instructions to the VPPE as they move through the meeting and the individual sections. <i>Italicized text is the suggested script to assist the VPPE in facilitating (also in grey areas).</i> 	
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 VIDEO	The VIDEO icon indicates there will be some type of video expected to be played. Videos could be played on individual devices or, if available, a LCD projector in a classroom.	

Broad Topics: Founding and Founders of the Fraternity, Personal Leadership Styles, the Greek Alphabet, *The Rose of Deltasis*, Introduction to Understanding the Purpose of Delta Sigma Pi

Learning Outcomes:

- Pledges will be able to articulate the significance of the Fraternity in a historical context
- Pledges will be able to identify at least one interesting fact about a Founder of the Fraternity
- Pledges will be able to identify at least the Greek letters of Delta, Sigma, and Pi, and their local chapter name in Greek letters
- Pledges will identify at least one marketable soft skill they currently possess

Materials Needed for Meeting:

*Need for these items is dependent on activities utilized as options are available

- ***Greek alphabet video (YouTube)** (<https://www.youtube.com/watch?v=k6gCaGEi3rA>)
YouTube Search: Greek Alphabet (posted by Fun With Selly)
- ***Picker Wheel - Spin the Wheel to Decide a Random Choice** (<https://pickerwheel.com/>) Google search: Random Choice Spinner
- White board and markers or paper and markers

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- [The Rose of Deltasig on dsp.org](#)
dsp.org search: Rose of Deltasig
- [The Crown & Delta](#)

Additional Suggested Items for Meeting:

- Space to DISPLAY content
- Printed copies of the Greek Alphabet

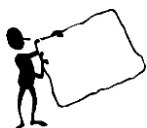
Notes for meeting:

- ★ Prior to the start of the meeting the VPPE should verify all pledges have attempted online module 1. The VPPE should outline their expectations for "attempting" an online module if pledges have not attempted the online module prior to the start of each meeting.
- ★ If VPPE is finding pledges are not attempting online modules prior to the start of the meeting, they will have the opportunity to illustrate the importance of it while getting started with this meeting.
- ★ VPPE will choose one "Greek Alphabet" activity to facilitate

5/5	Introduction to Meeting 2	Suggested: VIDEO
 VIDEO	<p>The VPPE should have The Rose of Deltasig, from dsp.org, playing in the background while waiting to start the meeting.</p> <p>The VPPE should ask pledges what the primary topics of the online module are:</p> <ul style="list-style-type: none"> • Founders of the Fraternity, Purpose of Delta Sigma Pi, who was H.G. "Gig" Wright, information about the Central Office, some historical Fraternity events, and the Rose of Deltasig • It is ok if pledges cannot remember everything "on the spot" many of the topics will be revisited during this meeting. 	
	<p><i>During this meeting we will dig a little deeper into some of the topics covered during the online module. Specifically, we will spend a little more time on the history and Founding of the Fraternity and our four Founders. We will also briefly review the Greek alphabet, and we will look at some of our own leadership skills and styles through the lens of our Founders.</i></p>	
	<p><i>Who can tell me what the song is?</i></p> <ul style="list-style-type: none"> • Pledges should be able to identify <i>The Rose of Deltasig</i> because they will have learned about it during the online module. <p><i>Who is the "Rose" in The Rose of Deltasig?</i></p> <ul style="list-style-type: none"> • Pledges should be able to identify the "Rose" as the wife of Founder Harold Valentine Jacobs, Rose because they will have learned about it during the online module. 	
5/10	History and Founding of Delta Sigma Pi	Needed: The Crown & Delta Suggested: DISPLAY (Founders facts)
 Pgs. 6-7	<p><u><i>The Four Founders of the Fraternity</i></u></p> <p><i>Delta Sigma Pi was founded on November 7, 1907, at New York University at the School of Commerce, Accounts and Finance in New York, New York by Harold Valentine Jacobs, Alexander Frank Makay [Mack-e], Alfred Moysello [Moi-sell-o], and Henry Albert Tienken [Teen-kin]. The four Founders met as freshmen and became friends through their classes and</i></p>	

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shared train rides to and from school. They discussed the exclusivity of one organization dominant on campus at the time, and the four decided to start a fraternity open to all business majors. They focused on a set of founding ideals: the purpose, professional development, diversity and ethics, service and philanthropy, leadership, and social.



DISPLAY



Pgs. 8-9

Identify the Founder

The following activity will introduce information not detailed in the online module. The information of the Founders will be found on pages 8-9 of *The Crown & Delta*. As the VPPE moves through the exercise, they can prompt pledges to utilize *The Crown & Delta* as a resource in identifying the appropriate Founder.

If available, DISPLAY three (3) facts of one of the Founders (found below). If a DISPLAY is not available, the VPPE can read the three traits/facts aloud. Once pledges identify the Founder correctly, the VPPE can confirm the answer through DISPLAY of a name and/or picture or simply audibly confirming.

The VPPE should mix-up the order in which the Founders are presented.

Founder bios can be found on the next page

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Harold Valentine Jacobs (1888-1972)

- He was a native New Yorker, born on February 14, 1888, and a graduate of Brooklyn Public School 32 and Commercial High School.
- He worked as a junior accountant for the Wall Street firm that became KPMG.
- He held various positions in the United States General Accounting Office during his World War I assignment in Paris. After being wounded while trying to teach his French comrades to play baseball, he was discharged with the rank of Sergeant in 1919.
- Upon returning home, he worked as an accountant earning his CPA degree in 1923 and went into private practice.
- His son was a Deltasig initiated at Zeta Phi (Florida Atlantic University).
- In 1966 he wrote, "...After 59 years of effort, the ideals of the Founders for a fraternity made of members regardless of race, creed or color has come to pass. As one of the originators of this Fraternity, and the ideals expressed and implied in the original Constitution and Bylaws, I can feel like I have accomplished something in this small world."

Alexander Frank Makay (1888-1951) [pronounced: Mack-e]

- He was born in New York City on May 21, 1888.
- As an undergraduate, he was a football and track star and later served on the athletic council.
- He continued a life-long association with NYU as an alumnus.
- He maintained a busy practice in an accounting firm bearing his name.
- He served on the Delta Sigma Pi Board for six years.
- His brother was later initiated at the Alpha Chapter (New York University).



Henry Albert Tienken (1887-1949) [pronounced: Teen-kin]

- He was born in Brooklyn, New York, on September 7, 1887, the third of five children
- From 1910-1918 he worked as an accountant for an American oil company in Argentina, after which he founded a lumber farm in Chile.
- In June of 1919, he returned for a six-month visit to the United States, his only to his homeland. It is believed that during the visit he was in contact with one of the other Founders of Delta Sigma Pi.
- In September 1944, he joined the Rubber Development Corporation (R.D.C.), a U.S. Government Agency, serving in Bolivia and Brazil. When the R.D.C. closed in 1948, he was offered a return trip to the United States, but he remained in South America to stay close to his children.
- His son, George, was initiated at the Kappa Chapter (Georgia State University).
- He was greatly respected, leading a simple life and remaining confident and pleasant despite often difficult circumstances.

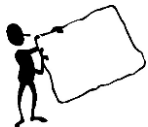
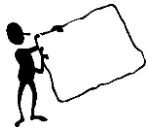
Alfred Moysello (1884-1941) [pronounced: Moi-sell-o]

- He was born in Naples, Italy on April 20, 1884.
- He came to the United States at an early age and received his formal education in New York City public schools.
- He was one of the most popular students at the university and participated wholeheartedly in all the activities of the class.
- In the early years, Delta Sigma Pi's Alpha Chapter maintained summer homes on the seashore, and these were an important factor in creating the Fraternity spirit. He was one of the leaders in this movement.
- In his career, he was connected with the Board of Education of Brooklyn for many years.
- Gave much of his time to the study of juvenile delinquency and child psychology.


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5/20	Personal Leadership Styles	Suggested: DISPLAY (for responses)												
	<ul style="list-style-type: none"> <i>What leadership qualities can you identify from our four Founders?</i> The VPPE should record the answers on a DISPLAY <p>Possible responses may include:</p> <table border="1"> <tr> <td>Ambition</td><td>Education</td><td>Professionalism</td></tr> <tr> <td>Commitment</td><td>Discipline</td><td>Camaraderie</td></tr> <tr> <td>Creativity</td><td>Teamwork</td><td>Campus Engagement</td></tr> <tr> <td>Entrepreneurship</td><td>Diligence</td><td>Alumni Engagement</td></tr> </table> <ul style="list-style-type: none"> <i>What qualities can you identify in yourself that reflect those of our Founders?</i> <u>There aren't wrong answers</u>, the objective is for pledges to identify skills and leadership qualities in themselves. <i>How do you think those skills will benefit you as you progress through your collegiate and professional career and as a member of Delta Sigma Pi?</i> <u>Again, there aren't wrong answers</u>. This is an opportunity for pledges to explore their fit with the organization and how they can contribute. 		Ambition	Education	Professionalism	Commitment	Discipline	Camaraderie	Creativity	Teamwork	Campus Engagement	Entrepreneurship	Diligence	Alumni Engagement
Ambition	Education	Professionalism												
Commitment	Discipline	Camaraderie												
Creativity	Teamwork	Campus Engagement												
Entrepreneurship	Diligence	Alumni Engagement												
10/30	The Purpose of Delta Sigma Pi	<p>Needed: <i>The Crown & Delta</i></p> <p>Suggested: DISPLAY (for responses)</p>												
	<p><i>In thinking about our Founders, their leadership skills, and the skills you identify in yourself, let's look at the Purpose of the organization again. As we read through the Purpose, you should feel free to underline or highlight specific words or phrases that seem significant to you personally.</i></p> <p>The VPPE will have a pledge (or can be broken up and read by multiple pledges, this should not be done in unison) read the Purpose of Delta Sigma Pi. Pledges not reading aloud should read along in <i>The Crown & Delta</i>.</p>													
 <p>Pgs. 3</p>	<p><i>"Delta Sigma Pi is a professional fraternity organized to foster the study of business in universities; to encourage scholarship, social activity and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce, and to further a higher standard of commercial ethics and culture and the civic and commercial welfare of the community."</i></p>													
	<p>The VPPE will ask pledges to reflect on the discussion had with big brothers regarding their interpretations of the Purpose of Delta Sigma Pi as the session moves into a discussion-based format.</p>													


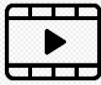
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 <p>DISPLAY</p>	<ul style="list-style-type: none"> • <i>What words in the Purpose did you identify as being significant to you and your endeavors? Why?</i> <ul style="list-style-type: none"> ○ VPPE can choose to record these answers on a DISPLAY. If chosen to do so, it is wise for the VPPE to take a picture of the responses to be referred to later in the Pledge Education Program • <i>The Purpose is a set of expectations outlined by our Founders. Are these expectations realistic (should we be able to as a chapter or Fraternity live up to them) today? Why? Why not?</i> • <i>What are your expectations of Delta Sigma Pi?</i> <ul style="list-style-type: none"> ○ VPPE can choose to record these answers on a DISPLAY. If chosen to do so, it is wise for the VPPE to take a picture of the responses to be referred to later in the Pledge Education Program 	
<p>10/40</p>	<p>Foundation of Fraternity</p>	<p>Needed: DISPLAY (for timeline)</p>
 <p>DISPLAY</p>	<p>During this section, the VPPE will guide pledges through a timeline of history that has impacted the development of our Fraternity.</p> <p>The VPPE can draw a timeline on a DISPLAY with the beginning year of 1900 to the present. The line should have hash marks indicating each decade (every 10 years) and marked accordingly. The line should also have fourteen (14) points to indicate the relevant events to be marked on the timeline. Some points will be repeated from the online modules.</p> <p>The VPPE could prepare the events on pieces of paper and have pledges work together to fill in the timeline.</p> <p>Additional details of the first 100 years (1907-2007) of Delta Sigma Pi can be found at https://www.deltasigmapi.org/docs/default-source/DELTASIG-Magazine/2000s/centennial_july07issue.pdf</p>	
	<p><u>Events to be included in the timeline</u></p> <p>Delta Sigma Pi Events:</p> <ul style="list-style-type: none"> • Founding (November 7, 1907) • Beta Chapter founded at Northwestern School of Commerce allowing the Fraternity to call itself a national fraternity (1914) • Original purpose of Delta Sigma Pi established (1915) <ul style="list-style-type: none"> ○ Purpose updated in 1947 to recognize the social component of the Fraternity • First Central Office established at 222 W. Adams St. Chicago, IL (1924) • Chapter Efficiency Contest, now known as the Chapter Management Program (CMP) established (1931) • Central Office moves to Oxford, Ohio (1956) • Fraternity celebrates Golden (50 years) Anniversary (1957) • First Field Secretary, now known as an Educational and Leadership Consultant hired (1959) • “Emergency Powers” used by the Board of Directors, as directed by the Grand Chapter, to allow for the admission of women (1975) • First female Grand President elected, Kathleen (Kathy) M. Jahnke (2001) • Fraternity celebrates Centennial (100 years) Anniversary (2007) • First African American Grand President elected, Onuka Ibe (2013) • 300th Chapter Established, Psi Omega - Capital University [OH] (2019) <ul style="list-style-type: none"> ○ This required the Fraternity to reverse the naming order of Greek letters for chapter designations. The next chapter (301) would be Omega Psi (St. John Fisher [NY]) • Fraternity Unveils an updated Vision Statement (2024) <ul style="list-style-type: none"> ○ To be a community of inclusive leaders committed to creating a world in which everyone can prosper in business and beyond. 	

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ACTIVITY	<p>There are no right or wrong answers to the following questions. These are intended for pledges to connect world and campus events and how Delta Sigma Pi has played a role in them.</p> <p><i>At the beginning of the 20th Century there were less than 1,000 colleges and approximately 160,000 total students. In the early 1900s there was a boom of many institutions with less than 1,000 started seeing enrollment grow to the tens of thousands.</i></p> <ul style="list-style-type: none"> ● <i>Based on what we know about our Founders and what was happening in the world at the time of our founding, why do you think it was important for Delta Sigma Pi to be established?</i> ● <i>Why does Delta Sigma Pi continue to be an important entity today for a campus and for our members?</i> 	
10/50	Local Chapter Information	Needed: Timeline Activity Previously Completed; <i>The Crown & Delta</i>
 Pgs. 9	<p>Following the completion of the overall timeline activity, the VPPE should let pledges know they are going to move into focusing on the local chapter history. These are meant to provide pledges with information about the history of the local chapter.</p> <p><u>Pledges should be explicitly informed they will not be quizzed on, nor will they be expected to memorize any of the provided information.</u> It is for historical purposes only. Pictures of historical chapter events can be on DISPLAY for all pledges to see.</p> <p>There is space provided in <i>The Crown & Delta</i>, on page 9 to record some, but not all information.</p> <p>The VPPE should continue the timeline activity with pledges filling in the following information (if applicable):</p> <p>Local Chapter Events (if applicable)</p> <ul style="list-style-type: none"> ● Founding of chapter ● Milestone Anniversaries (Silver-25th, Golden-50th, Diamond-75th, Centennial-100th) ● Chapter members elected as Grand President (Name, Congress Year, Congress Location) ● Establishment of any “Signature Events” <ul style="list-style-type: none"> ○ Significant events may include annual professional, service, or alumni events; Closing/Reactivation dates; or major campus or Fraternity recognitions <p>*If the VPPE needs assistance identifying some local information, Central Office staff may be able to assist. Contact hub@dsp.org*</p>	

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5/55	Greek Alphabet ACTIVITY OPTION #1 Only one activity is expected to be utilized	Needed: VIDEO, <i>The Crown & Delta</i> Suggested: Printed copies of the Greek Alphabet
 Pg. 14  VIDEO	<p><i>“Now that we have used the name of the organization, Delta Sigma Pi, and our local chapter designation, it might be a good time to review the Greek alphabet and pronunciation of the letters. We review this to help you distinguish other Greek letter organizations on campus as well as other chapters of the Fraternity.”</i></p> <p>The VPPE will have the pledges open their copy of <i>The Crown & Delta</i> to the Greek Alphabet to follow along. VPPE will play Greek alphabet video (YouTube) (https://www.youtube.com/watch?v=k6gCaGEi3rA) YouTube Search: Greek Alphabet (posted by Fun With Selly)</p> <p>The VPPE may also suggest pledges trace over the letters in <i>The Crown & Delta</i>. This may assist some learners in remembering the letters along with the song. This can be done in their digital copy or printed copies may be provided.</p>	
5/55	Greek Alphabet ACTIVITY OPTION #2 Only one activity is expected to be utilized	Needed: https://pickerwheel.com/, White board and markers or paper and markers, <i>The Crown & Delta</i>
	<p>Greek Alphabet Pictionary</p> <p>Set up – Either print/write the Greek Alphabet letters on slips of paper to be drawn during the game OR you can enter each Greek Alphabet letter into the https://pickerwheel.com/ to spin and draw randomly during the game.</p> <p>How to Play - TEAMS</p> <ol style="list-style-type: none"> Form Teams: Divide everyone into equal teams. Take Turns Drawing: One person from each team gets a turn to draw a random Greek letter selected from the pickerwheel or piece of paper on the board/paper. No talking or writing while drawing! Teammates Guess: The teammates try to guess the letter. The first team to guess correctly wins a point. Rotate Turns: Keep rotating turns between the teams. Keep Score: Keep track of each team's points. <p>How to Play - INDIVIDUALS</p> <ol style="list-style-type: none"> Everyone Plays: Each person takes a turn drawing a random Greek letter selected from the pickerwheel or piece of paper on the board/paper. No talking or writing while drawing! Everyone Guesses: Everyone else tries to guess the letter. The first person to guess correctly wins a point. Keep Score: Keep track of each person's points. <p>(Continued on next page)</p>	

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	<p>General Rules (for both Teams and Individuals)</p> <ul style="list-style-type: none"> • Time Limit (Optional): Use a timer for each turn if you want to add some excitement. • Next Turn: Erase the board/paper, and the next person/team draws a new letter. • Keep Playing: Play until all the Greek letters have been drawn or time runs out. <p>Winning the Game</p> <ul style="list-style-type: none"> • Teams: The team with the most points at the end wins! • Individuals: The person with the most points at the end wins! <p>Tips for More Fun</p> <ul style="list-style-type: none"> • Get Creative: Encourage funny and silly drawings! • Be Supportive: Cheer for everyone! • Offer Hints (if needed): If a letter is too hard, allow a small hint. • Prizes (Optional): Consider having a prize for the winner(s). • Most Importantly: Have FUN! 	
5/60	Wrapping up Meeting 2	Suggested: Calendar of Events; Agenda/Slides for upcoming chapter meeting
	<p>During this meeting we:</p> <ol style="list-style-type: none"> 1) Met the Founders of the Fraternity 2) Identified some of our personal leadership skill sets 3) Reviewed the Fraternity's and chapter's history 4) Reviewed the Greek Alphabet 	
	<p>Assign online module #2: Risk Management</p> <p>Remind pledges:</p> <ul style="list-style-type: none"> • When modules are expected to be completed with satisfactory score • Date/time/location/attire of next chapter meeting • Date/time/location of next pledge education meeting • Date/time/location/attire of any chapter events pledges should attend <ul style="list-style-type: none"> ○ Be mindful pledges may not participate in organized Fraternity activity in excess of six (6) hours per week (Sunday-Saturday) <p>Adjourn</p>	

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Pledge Education Meeting Plan 3 **Risk Management Application**

Broad Topics: Delta Sigma Pi Risk Management Policy (Review and Application); Ethical Decision Making; Campus Resources

Learning Outcomes:

- Pledges will be able to apply elements of the Delta Sigma Pi Risk Management Policy to selected scenarios
- Pledges will be able to identify at least two (2) campus risk reduction/education resources
- Pledges will be able to apply the concepts of ethical decision making to select scenarios

Materials Needed for Meeting:


- Copies of [The Crown & Delta](#)
- Selected scenarios from [Risk Management Scenarios](#) document
- DISPLAY

Additional Suggested Items for Meeting:

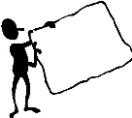
- Printed copies of scenarios to be utilized

Notes for Meeting:

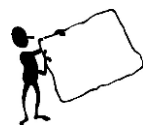
- ★ VPPE should be intimately familiar with the Delta Sigma Pi Risk Management Policy ([from National Policies and Procedures](#))
- ★ VPPE will choose one “Understanding Risk” activity to facilitate
- ★ VPPE will be expected to facilitate discussion without interjecting personal thoughts and/or opinions

2/2	Pledge Check In	
	The VPPE should allow a few minutes to discuss how the pledges are doing within the program. A few conversation topics may include: <ul style="list-style-type: none">• Are they meeting/getting to know brothers during chapter meetings/events or through small gatherings?• Are they as a group meeting the stated expectations from the first meeting?• What questions do they have about anything already covered? Or to be covered later in the program?• General feedback for the program or the facilitation style of the VPPE.	
3/5	Meeting Objectives/Module Recap	Suggested: DISPLAY (DSP Risk Management Policy)
 DISPLAY	Prior to the start of this meeting pledges will have watched and answered questions regarding Delta Sigma Pi's Risk Management Policy. Pledges should be made aware that during this pledge education meeting, they will utilize the knowledge of the Delta Sigma Pi Risk Management Policy to engage in the activities.	

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	<p><i>Who can help me in listing out the nine (9) categories of our risk management policy?</i> VPPE should expect answers from a variety of pledges.</p> <p>They do not need to be referred to in a specific order:</p> <ul style="list-style-type: none"> • Individual Code of Conduct • Alcohol, Drugs, and Fraternity Events • Hazing • Discrimination • Assault & Battery • Sexual Misconduct • Weapons, Firearms, Explosives, Incendiary Devices • Chapter Houses and Meeting Facilities • Retaliation <p><i>Tell me something specific about the (insert one of the categories) policy.</i> VPPE should do this for each of the nine categories.</p> <p>Pledges should discuss some of the nuances for each of the categories. There is nothing specific the VPPE should seek for an answer here. Pledges should simply mention some of the pieces they learned about the Risk Management Policy from the module. If they are struggling the VPPE should allow them to reference <i>The Crown & Delta</i>.</p>							
	VPPE will choose one “Understanding Risk” activity to facilitate with group							
10/15	Understanding Risk ACTIVITY OPTION #1	Suggested: DISPLAY (for responses)						
	<i>Risk comes in a variety of forms. From the moment we wake up to the moment we go to sleep risk surrounds us. One of the goals of this meeting is understanding risk and how to manage it.</i>							
 DISPLAY	<p><i>Let’s talk about some everyday risks we encounter, outside of a fraternity context. What are some examples of low-risk activity we engage in every day:</i></p> <p>VPPE should ask pledges to provide 3-4 examples of low-risk behaviors people engage in every day. VPPE can choose to DISPLAY responses</p> <p>Examples may include:</p> <table border="1" data-bbox="272 1480 1502 1606"> <tbody> <tr> <td>Taking a shower</td><td>Getting dressed</td><td>Making food</td></tr> <tr> <td>Walking around campus</td><td>Straightening your hair</td><td>Cleaning your room</td></tr> </tbody> </table> <p><i>There is somewhat limited risk involved in these activities. There could be the occasional burn of the curling iron or hair straightener, small cut from a knife, or trip over something while you are looking at your phone while walking around campus. However, probably minimal.</i></p>		Taking a shower	Getting dressed	Making food	Walking around campus	Straightening your hair	Cleaning your room
Taking a shower	Getting dressed	Making food						
Walking around campus	Straightening your hair	Cleaning your room						

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DISPLAY

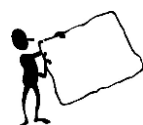
Let's move on to things that have some risk involved.

VPPE should ask pledges to provide 3-4 examples of behaviors that have some risk involved.

Examples may include:

Driving a car	Riding a bicycle	Playing sports
Going to class without an assignment completed	Climbing a ladder	

Again, there is an elevated level of risk involved with these activities because interactions are not solely impacted by the self. It's pretty easy to "roll an ankle" for a minor sprain playing a pick-up game of basketball, but usually not intramural/rec league career threatening. If you are paying attention to your surroundings and objectives the likelihood of risk is minimal.



DISPLAY

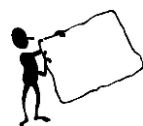
How about some things that may have some moderate risk. And these don't have to be simply physical risk. There may be some things we do that also entail emotional risk.

VPPE should again ask for 3-4 examples of moderately risky activities that could be physically or emotionally risky:

Examples may include:

Visiting an aging or sick relative (emotional)	"Creeping" on a former partner on social media (emotional)	Minimally exceeding the posted speed limit while driving
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These are all instances where there can be a significant impact on an individual in one way or another.



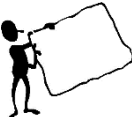
DISPLAY

Lastly, let's talk about high-risk behaviors. What are some of those high-risk behaviors we sometimes choose that may impact more than just ourselves?



Examples may include:

Skydiving/bungee jumping	Cliff diving	Excessive speeding
Rapid and unmonitored substance consumption (food, drink, illegal drugs, and/or alcohol)	Sleep deprivation	Selfie on a cliff

These activities could have catastrophic consequences on their own or when combined with other risky behavior that can endanger you or others around you.

10/15	Risk or Reward ACTIVITY OPTION #2	Suggested: DISPLAY (for responses)
 <p>DISPLAY</p>	<p>Materials: None</p> <p>Instructions:</p> <ol style="list-style-type: none"> Divide into groups: <ul style="list-style-type: none"> Break into small groups of 3-4 people. Small Group Scenario Brainstorm (5 minutes): <ul style="list-style-type: none"> Each group will be assigned one scenario from the list below. Discuss the scenario and answer the following questions: <ul style="list-style-type: none"> What are the potential risks involved in this situation? What are the potential rewards or benefits? How could the person in the scenario make a more informed decision? Are there ways to minimize the risks? Large Group Share and Discuss (5 minutes): <ul style="list-style-type: none"> Come back together as a large group. Have small groups share their scenario and the key points from their discussion. The larger group can then add additional thoughts or perspectives. <p>College Life Scenarios:</p> <ul style="list-style-type: none"> Academic: <ul style="list-style-type: none"> Skipping a class to catch up on sleep vs. attending and potentially failing a quiz. Collaborating with a classmate on an assignment vs. doing it alone and potentially getting a lower grade. Taking a challenging course outside your major vs. sticking to easier classes and potentially missing out on a valuable learning experience. Social: <ul style="list-style-type: none"> Attending a party where you know there will be underage drinking vs. staying in and studying. Confronting a friend who is making offensive comments vs. staying silent to avoid conflict. Joining a new club or organization vs. focusing on your current commitments and potentially missing out on new friendships and opportunities. Personal Choices <ul style="list-style-type: none"> Trying a new sport or activity you're not good at vs. sticking to what you're comfortable with and potentially missing out on personal growth. Speaking up in class even if you're nervous vs. staying quiet and potentially missing out on contributing to the discussion. Taking a part-time job to earn money vs. focusing on your studies and potentially missing out on financial independence. <p>Hypothetical Situations:</p> <ul style="list-style-type: none"> Ethical Dilemmas: <ul style="list-style-type: none"> Finding a wallet with a large sum of money and no ID. Do you keep it or try to find the owner? Witnessing a friend cheating on an exam. Do you report it or stay silent? Being offered a promotion that requires you to compromise your values. Do you accept it or decline? 	

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15/30	Risk Management Policy Application	Needed: Copies of <i>The Crown & Delta</i>, selected Risk Management Scenarios Suggested: Printed copies of scenarios being used and/or DISPLAY
	<p>The VPPE will have the responsibility to best decide how the next activity will be most effective. Pledges will be provided with scenarios with various risk management conversations. Pledges can analyze and discuss with the VPPE as one large group or smaller groups.</p> <p>The VPPE should take into consideration the total number of pledges present. Effective group discussion tends to be in small groups of 3-5. The small groups are more likely to engage all group members in discussion.</p> <p>The VPPE should review the scenarios in the Risk Management Scenarios document and select 2-3 scenarios that may reflect the culture of the chapter and/or the campus. Selected scenarios may be printed out for the groups.</p>	
 Pg. 15	<p><i>Now that we've looked at some basic risk, let's put things back into the perspective of the Fraternity. In your group(s) please review the selected scenarios. With your knowledge of the Delta Sigma Pi Risk Management Policy, and some common sense, please take 10 minutes to apply your knowledge to the questions posed following the specific scenario. You can use <i>The Crown & Delta</i> to assist you.</i></p>	
	<p>VPPE will assign out to small groups specific scenarios (or everyone will review as a group). If assigned out, allow the group(s) approximately ten (10) minutes to review their scenario and devise answers to the questions. After the 10 minutes has expired, have the group(s) share their scenarios as well as their answers to the questions.</p> <p>This Guide will provide some key points for the VPPE to make sure pledges address in the questions for each scenario.</p>	
	<p>The VPPE should use the following questions for discussion when each group presents their scenario:</p> <p><u>Note:</u> the questions pledges are asked to think about in the scenario may be more in depth than the questions to be asked during the facilitated discussion.</p> <ol style="list-style-type: none"> 1. <i>What are the issues in this scenario?</i> 2. <i>Are there potential violations to the Delta Sigma Pi Risk Management Policy? What are they?</i> 3. <i>What resources do you have available to assist you in managing this issue?</i> 4. <i>What do you believe is the best course of action?</i> <p>Additional guidance for facilitating this discussion can be found with each scenario in the document.</p>	
5/35	Introduction to Ethical Decision Making	Needed: DISPLAY/VIDEO
 VIDEO	<p><i>Now that we have explored applying the Delta Sigma Pi Risk Management Policy to some scenarios, there are other times where our values and ethics may be challenged. In thinking about ethics and ethical development a model that can be used.</i></p> <p>The VPPE should navigate and play the video "An Ethical Decision Making Process" posted by Anne Miesel (https://www.youtube.com/watch?v=RH6ZfEd_fe4)</p>	

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	<p><i>What are the three steps the video listed for ethical decision making?</i></p> <ol style="list-style-type: none">1. The Compliance Test (what are the decisions/options? – INVESTIGATE)2. The Ripple Effect (evaluate the impact of the decision on particular groups? - EVALUATE)3. The Gut Check (reflect on the decision – REFLECT) <p><i>What are some of the questions the video told us to ask ourselves when thinking about ethical dilemmas?</i></p>
	<p><i>As we move into our next activity, I want you to consider this framework throughout.</i></p>

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15/50	Ethical Decision-Making Application	<p>Needed: Diagram of each of the four corners (Ethical, Somewhat Ethical, Somewhat Unethical, Unethical)</p> <p>Suggested: Posting on corners of the room what each corner represents (using masking or blue painters' tape)</p>
	<p>In this exercise the VPPE will read off statements to the pledges. Thinking about the ethical decision-making model above, they will silently select which corner to retreat to (Ethical, Somewhat Ethical, Somewhat Unethical, Unethical). Pledges are to make these decisions on their own and not be encouraged or coerced into a specific decision. Pledges <u>MUST</u> pick a corner; they cannot stand between two choices.</p> <div data-bbox="634 707 1146 1144" data-label="Diagram"> <pre> graph TD subgraph Matrix direction TB subgraph Top direction LR T1[Ethical] T2[Somewhat Unethical] end subgraph Bottom direction LR B1[Somewhat Ethical] B2[Unethical] end end </pre> </div> <p>Once the statement has been read and all the pledges have selected their corner, the VPPE may ask them to walk through their thought process using the steps in the model previously discussed. <u>VPPEs should note they are NOT to make statements such as “there are no right or wrong answers.”</u> These prompts clearly have right and wrong answers.</p> <p>VPPEs should <u>select statements from the list that seem most relevant</u> to the chapter and/or participants. Begin with five (5) statements and as time allows add more. THERE WILL NOT BE ENOUGH TIME TO GO THROUGH ALL STATEMENTS!</p> <p>Additional notes to consider during the exercise:</p> <ul style="list-style-type: none"> - This is <u>not intended to be a debate</u>. Sharing must focus on personal opinion and justification of personal opinions. - Participants' varying viewpoints are important, and sharing should be encouraged. - Pledges should be considering the previously discussed Ethical Decision-Making Model when discussing their viewpoints. - Pledges may shift from the corner they originally choose due to the discussion. This is ok as thoughts may be fluid. - Be mindful of time, <u>you will not be able to read through all of the statements</u> and discuss them. - There is a suggested way we hope pledges will “lean” for each statement. It is <u>not</u> the job of the VPPE to change anyone’s mind. - Some of the statements are intentionally vague to allow for pledges to interpret them in their own way. - If pledges ask for clarification of the statement, the VPPE can repeat the statement and/or say, “Interpret the statement in your own way.” 	

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	<p><i>It is important to put yourself in situations where your ethics may be challenged so you can think about how you would react. I am going to read a series of statements. After each statement, move to the area of the room that reflects your level of agreement with the statement. There is no option to remain neutral. You should feel free to share your true opinion regarding whatever statements are read.</i></p> <p><i>After everyone has chosen their corners, I will give an opportunity for a <u>few</u> individuals to share their viewpoint and why they took the stance they did. This is not a debate, and in sharing your perspective, you should do just that, rather than respond to the comments of others. The purpose of this exercise is to explore how we think about things ethically.</i></p> <p><i>During this exercise, we will respect everyone's opinions. This is an opportunity to listen to and learn from each other. If you find yourself being swayed by the opinions of another person, you should feel free to change your own opinion. When answering these questions, don't respond related to what any relevant policies may or may not say about the situation, but focus solely on your beliefs and how they intersect with the scenario presented.</i></p>
	<p>For facilitating purposes:</p> <ul style="list-style-type: none">○ Lean: refers to quadrant we would hope pledges migrate to. These will typically say Unethical.○ Key: refers to key points that we hope to hear from pledges when they discuss their decisions. <p>Remember, pledges will interpret the statements in their own way. The VPPE should not correct pledges or tell them which quadrant they should be in. Also, it should not be a debate between the VPPE and/or pledges.</p>

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- *There are things we do that we just do not need to tell our advisors (District Director and/or Chapter Advisor) about. They would not understand anyway.*
 - Lean: Unethical
 - Key: Advisors are there to help. If doing good things, they can promote them. If a chapter is doing things they know they shouldn't, but don't know how to change, Advisors can assist.
- *There are things we do that we just do not need to tell the institution about. They would not understand anyway.*
 - Lean: Unethical
 - Key: Advisors are there to help. If doing good things, they can promote them. If a chapter is doing things they know they shouldn't, but don't know how to change, Advisors can assist.
- *Your off-campus apartment/house does not include internet/Wi-Fi in the rent. Your neighbors do not have password protected Wi-Fi, and you use that.*
 - Lean: Unethical
 - Key: By using the Wi-Fi without permission or contributing to the cost you are essentially stealing from the individual(s) who are paying for it.
- *Posting about other chapters or organizations on private social media sites like GroupMe is okay because it is just our members who see it.*
 - Lean: Depends on interpretation/arguments
 - Key: Anyone can ultimately figure out who is posting what and screen shots can turn up anywhere.
- *Your team misses an important deadline, and you're tempted to tell your boss/supervisor you reached it anyway.*
 - Lean: Unethical
 - Key: What will be the greater impact of the project/deadline? What other projects need this project to be completed before they can be completed?
- *Your coworker is giving their sibling a major discount on your product.*
 - Lean: Depending on interpretation/arguments
 - Key: What would be the policy of the company?
- *Stretching the truth on a job application to make yourself seem more qualified.*
 - Lean: Unethical
 - Key: During an interview, a hiring manager may ask specific questions you may not be able to answer which will lessen the opportunity of being hired.
- *Taking credit for a group project, even though you didn't contribute much.*
 - Lean: Unethical
 - Key: It is important to be honest about your contributions and respect the work of others.
- *Because I am a senior, you should overlook my choices.*
 - Lean: Unethical
 - Key: All members are expected to meet the minimum requirements of the chapter. If members are engaging in activity that may be unlawful and or harmful to themselves or others, it will have an impact on the chapter and/or individuals within the chapter. Depending on the action(s), this may perpetuate a negative culture.
- *Having party themes, T-shirts, or fliers that are disrespectful to people of other ethnicities or identities than me are "not a big deal."*
 - Lean: Unethical
 - Key: We are a Fraternity of diverse individuals and stereotyping, misrepresenting, or making fun of any identity is disrespectful to our Founders, our Purpose, and any past, present, or future members.


(more on next page)

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- *Using a bus to get to our chapter formal or off-campus social event means we can get as drunk as we want.*
 - Lean: Unethical
 - Key: We are always representing the Fraternity and increased alcohol consumption will lower the inhibitions of our members and guests. This may lead to not presenting ourselves and the Fraternity well. Additionally, this mentality increases the health risk of attendees.
- *We should not have to follow our policies, because no one else follows theirs.*
 - Lean: Unethical
 - Key: Policies are in place to keep order of our local and national operations and to keep our members safe.
- *When a potential pledge asks about the time constraints or expectations of the Pledge Education Program it is ok to mislead them a little bit to get them to join.*
 - Lean: Unethical
 - Key: Destroys the trust between the pledge and the chapter before it even starts. Additionally, it could potentially create a cycle that leads down a dangerous path for the future of chapter.
- *Seeing someone shoplifting and you tell a security guard/attendant.*
 - Lean: Ethical
 - Key: Reporting theft helps protect the property of others. By reporting theft, you're taking responsibility for ensuring that unethical behavior is addressed rather than ignoring it.
- *You're close to finalizing a deal when you find out some of the information you've provided the client isn't true. You close the deal anyway without sharing the information.*
 - Lean: Unethical
 - Key: Whether information was casually left out, intentionally incorrect, or changed from the beginning of talks through the near closing of the deal, members of Delta Sigma Pi should be considered to have the utmost integrity not only in their collegiate careers, but also as an alumni member in their professional roles.
- *If we have our social event at an off-campus location we don't need to follow the Risk Management Policy.*
 - Lean: Unethical
 - Key: The Delta Sigma Pi Risk Management Policy covers all on campus and off campus events. It is not solely a document for social events but covers all events.
- *I would not hold a chapter member accountable for something I have done as well.*
 - Lean: Unethical
 - Key: Members should be held accountable for all violations. While accountability may not result in individual discipline, there are a multitude of ways to consider being held accountable.
- *Since it's homecoming (or family weekend, etc.) the rules do not apply.*
 - Lean: Unethical
 - Key: The Delta Sigma Pi Risk Management Policy covers all on campus and off campus events. It is not solely a document for social events but covers all events.
- *Brotherhood extends to sharing prescription medicine with brothers that need help.*
 - Lean: Unethical
 - Key: The sharing of prescription medication is an unlawful act and a violation of the Delta Sigma Pi Risk Management Policy.

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	<p>There are no right or wrong answers to the following questions. They are gauging the feelings of pledges.</p> <ul style="list-style-type: none"> • <i>What was challenging about this?</i> • <i>How did the choices of others affect the confidence you had in your opinion?</i> • <i>How are our personal ethics influenced or not by those around us?</i> • <i>What do our choices say about us? How does this relate to our ethics?</i> • <i>Why does there sometimes seem to be a disconnect between what we believe is right and what we actually do?</i>
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5/55	State of the Fraternity Today	
	<p><i>Over the course of the last three pledge education meetings, chapter meetings, chapter events, and online modules you have learned and reflected upon:</i></p> <ol style="list-style-type: none"> 1. <i>The Purpose of Delta Sigma Pi</i> 2. <i>The Founding and history of the Fraternity</i> 3. <i>History of your local chapter</i> 4. <i>The leadership of our Founders</i> 5. <i>Your personal leadership</i> 6. <i>Risk Management Policies and application</i> 7. <i>Ethical decision making</i> 	
	<p>After each of the following questions, the VPPE should pause for discussion. There are no right or wrong answers to these questions. They are to generate discussion.</p> <ul style="list-style-type: none"> • <i>How would our Founders view our chapter today?</i> • <i>How would our Founders view the Fraternity as a whole today?</i> • <i>How would our Founders view fraternities and sororities today?</i> • <i>What are some things we as a chapter and you as an individual can do to change the perception surrounding fraternities and sororities?</i> <ul style="list-style-type: none"> ○ Some responses may include: Not skipping class, not using Fraternity activity as an excuse for missing class/activities/assignments, being courteous to all they interact with, making decisions in the best interest of themselves, the chapter, the campus, and the surrounding community, etc. 	
5/60	Commitment to Purpose	Needed: <i>The Crown & Delta</i>
 Pg. 17	<p><i>Reflecting upon all the information you have gathered about the Fraternity, it's Purpose, and its place in history, take some time and record in <i>The Crown & Delta</i> on page 17 some actions you are willing to commit to in improving yourself and thus the perception of fraternity on our campus and around the world. These are your commitments and should align with the Purpose of Delta Sigma Pi.</i></p>	
	<p>The VPPE can choose to have pledges share at least one commitment, however, should not force them to share if they choose not to. These may be personal and emotional to discuss.</p> <p>VPPE also has the option to allow the time and then move into meeting recap.</p>	

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5/65	Wrapping up Meeting 3	Suggested: Calendar of Events; Agenda/Slides for upcoming chapter meeting
	<p>During this meeting we covered:</p> <ol style="list-style-type: none"> 1) Understanding risk 2) Applying the Delta Sigma Pi Risk Management Policy 3) Ethical decision making 4) The perception of Fraternity and Delta Sigma Pi 	
	<p>**For chapters conducting a four (4) meeting program the VPPE must assign <u>both</u> online module 3: Organizational Structure and online module 4: Living the Purpose to be attempted prior to the next meeting.</p> <p>All other chapters will assign online module 3: Organizational Structure</p> <p>Remind pledges:</p> <ul style="list-style-type: none"> • When modules are expected to be completed with satisfactory score • Date/time/location/attire of next chapter meeting • Date/time/location of next pledge education meeting • Date/time/location/attire of any chapter events pledges should attend <ul style="list-style-type: none"> ○ Be mindful pledges may not participate in organized Fraternity activity more than six (6) hours per week (Sunday-Saturday) <p>Adjourn</p>	

Risk Management Scenarios

(for use with Pledge Education Meeting Plan 3)

These scenarios are to be used with the “Applying Risk Management Activity” in Pledge Education Meeting Plan 3. The VPPE should provide the scenarios they select and the four (4) questions for the scenarios. **The text in bold for each question is information for the VPPE to facilitate the scenario.** While pledges may identify other answers, the VPPE must convey the bold points for the selected scenarios.

Individual worksheets that may be printed are included at the end of the document.

Scenario 1

The chapter is in the process of planning its annual awards banquet/formal. The event is intended to be a culmination of the chapter’s year and recognizing itself and individuals for their outstanding contributions. The event is held annually at a rented banquet hall. The chapter contracts out the venue and contracts preferred vendors for security, food and beverage service, linens, etc. As part of the contract, the food and beverage service includes an open bar. The chapter is responsible for verifying and identifying chapter members’ ages. During the awards presentation, one brother stands up and begins shouting lewd comments about the recipient, which is out of character. This continues throughout the presentation of awards. Later in the evening this same brother is discovered vomiting in the venue restroom. There are smell traces of alcohol in the stall. This brother has been issued a wristband indicating they are of legal drinking age, however you know they are not.

1) What are the issues in this scenario?

- **Open bar (violation of Delta Sigma Pi Risk Management Policy)**
- **Chapter members verifying and identifying ages when security has been hired (chapter member(s) have allowed their underage friends to be identified as “of age”)**
- **Brother, most likely, having too much to drink and shouting lewd comments about another brother (especially if guests are present, not the best representation of the fraternity)**

2) What are the potential violations to the Delta Sigma Pi Risk Management Policy? What are they?

- **Open bar**
- **Underage consumption**

3) What resources do you have available to assist you in managing this issue?

- **Utilize the hired security and vendors**
- **Chapter Officers to address the individual**
- **Modes of transportation to assist the brother in getting home**
- **Local leadership (DD/RVP/Advisor) in attendance**

4) What do you believe is the best course of action?

Scenario 2

At dinner following initiation, the brothers decide to get together at an off-campus house to celebrate. One brother keeps providing drinks to an underage new initiate, Jamie. Jamie gets very intoxicated and two sober brothers decide to take Jamie to a bedroom in the house. Jamie is placed on their side on the bed. While lying there, Jamie vomits repeatedly onto the floor and blacks out while others continue to celebrate. Brothers who live in the house discover Jamie in the bedroom and argue about what to do in the situation. They call the chapter president, meanwhile Jamie is still vomiting and blacking out. The brothers who live in the house want to give Jaime some water and “sleep it off” so the chapter doesn’t get in trouble. The chapter president, who has had some bystander intervention training from the institution, wants to take Jamie to the hospital. Despite criticism from the brothers living in the house and other members, the president takes Jamie to the hospital. The doctors explained to the chapter president, Jamie was in serious need of attention due to alcohol poisoning and could have died as a result.

- 1) *What are the issues in this scenario?*
 - **Most likely underage consumption since Jamie was initiated that day**
 - **Potentially hazing if Jamie did not feel they had a choice but in accepting drinks from the brother**
 - **Not getting Jamie the help needed when returning to the off-campus house**
 - **More concern about getting the chapter in trouble than helping a brother (or any individual) in need**
- 2) *What are the potential violations to the Delta Sigma Pi Risk Management Policy?*
 - **Underage consumption**
 - **Hosting an initiation party**
- 3) *What resources do you have available to assist you in managing this issue?*
 - **Local leadership (DD/ADD/RVP/Advisor), better to let them know so they can assist you and work with you than them finding out about the incident later**
 - **Utilizing the local bar to manage the alcohol ordering of members**
 - **University/Campus safety to assist Jamie**
 - **Residence Life Staff to assist Jamie if taken back to the residence hall**
 - **Local hospital/urgent care center**
 - **Potentially an institutional Good Samaritan Policy to lessen the penalty of the chapter**
 - **The Fraternity trial process to hold brothers accountable for providing Jamie alcohol**
- 4) *What do you believe is the best course of action?*
 - **Above all else, if an individual is in need of medical attention, get them medical attention! The result of not getting someone help when needed may be more catastrophic than any chapter penalties.**

Scenario 3

Over the course of the term, you learn one of the brothers is regularly using illegal drugs. Other members of your chapter spotted them buying drugs and then using them at a party. While they don’t “deal” the drugs, they encourage other brothers and “friends of the chapter” to try them.

- 1) *What are the issues in this scenario?*
 - **Use of illegal drugs**
 - **Perception of this brother “dealing”**
 - **Encouragement of others to use**
 - **“friends of the chapter” could be potential pledges and may share what they have learned about this brother and generalize it and share that with other potential pledges**
- 2) *What are the potential violations to the Delta Sigma Pi Risk Management Policy?*
 - **Use of illegal drugs**
- 3) *What resources do you have available to assist you in managing this issue?*
 - **Local leadership (DD/ADD/RVP/Advisor)**
 - **University resources to report the illegal activity (University/Campus Security, Residence Hall Staff)**
 - **University resources to get the brother assistance (University Health Center, Counseling Center)**
- 4) *What do you believe is the best course of action?*

Scenario 4

You are at a bar with your brothers. You see someone you have been wanting to date. You approach them and begin talking. You are not sure how long they have been there or how much they have had to drink. You can see they are drinking a mixed drink. You get a beer, which will be your third beer. You continue drinking and hanging out for the next two hours. You know you have had three more beers and estimate they have had about the same number of mixed drinks. They lean over to you and whisper in your ear that they want you to take them home right now and have sex. You do and you both seem to enjoy it.

- 1) *What are the issues in this scenario?*
 - **With alcohol involved, sexual activity may not be considered consensual (local and Federal laws as well as campus policies will apply)**
 - **If the two individuals are brothers, there may be rippling effects throughout the chapter**
- 2) *What are the potential violations to the Delta Sigma Pi Risk Management Policy?*
 - **Sexual assault/misconduct if the sexual activity is not considered consensual**
- 3) *What resources do you have available to assist you in managing this issue?*
 - **Local leadership can assist the chapter in navigating the new relationship or potential violations**
 - **Central Office Staff can also assist in navigating the situation**
 - **If the activity is not considered consensual, there are a number of University resources such as a Women's Center, LGBTQ*A Center, Counseling Center, University/Campus Safety**
- 4) *What do you believe is the best course of action?*
 - **Ensure any individuals that feel they have been violated is supported by local resources. Evaluate the options of the chapter should separation of the two individual is needed.**

Scenario 5

Your chapter holds a "chapter retreat" at a resort approximately four (4) hours away. Brothers leave Friday afternoon and plan to travel back to campus on Sunday. Brothers have brought alcohol with them. Alcohol is placed in a common refrigerator and not monitored as to who is consuming it. Throughout the weekend all brothers consume some alcohol. Shortly after the "retreat," the chapter president is contacted by the resort because the Fraternity is being held financially responsible for what the resort deems excessive damage to rooms and common spaces.

- 1) *What are the issues in this scenario?*
 - **Most likely underage consumption (even if someone not "of age" consumes one sip of alcohol it is an unlawful act).**
 - **Brothers potentially drinking too much, regardless of age, getting out of control, and breaking things (thus costing more money to the individual brothers and maybe the chapter)**
 - **Long travel for a "party weekend" may have added risk due to not being familiar with the surroundings and resources**
 - **The resort may report the excessive damage to the institution**
 - **"A reasonable person" would consider this a Fraternity event even if the members do not**
- 2) *What are the potential violations to the Delta Sigma Pi Risk Management Policy?*
 - **Not following BYOB policies and best practices with underage consumption as well as not monitoring the alcohol**
- 3) *What resources do you have available to assist you in managing this issue?*
 - **Utilizing a redemption system, or brothers who are "of age" keeping their alcohol in their possession rather than a common space**
 - **Local leadership (DD/ADD/RVP/Advisor), better to let them know so they can assist you and work with you than them finding out about the incident later**
 - **Having the event be an alcohol-free weekend**
- 4) *What do you believe is the best course of action?*

Scenario 6

A group of brothers have decided to gather to watch a big game at the off-campus residence of a couple of brothers. Each of the brothers decided to bring food and non-alcoholic beverages to share. The brothers have decided this is an alcohol-free event. As the game winds down, it is obvious your team is going to win. The brothers at the gathering are very excited. Some of them run out to the front yard and start yelling and screaming, throwing trash around the yard, and causing a ruckus in the neighborhood that is primarily made up of year-round residents with children. After about an hour brothers are still loudly celebrating the victory and have maintained the alcohol-free environment when the local police arrive at the house. The police ask everyone to please go inside and they would like to speak to the residents of the house. As they usher everyone inside, they notice a vast amount of Delta Sigma Pi paraphernalia including banners, awards, the chapter charter, and photos. Additionally, the police notice a wall of empty liquor bottles neatly arranged on the shelves. The police also ask to speak with the chapter president, who is not a resident in the house, but is present. The police question the president about the gathering being a chapter event and who was drinking.

1) What are the issues in this scenario?

- **Should this be considered a Fraternity event? (Yes, if a reasonable person would consider it an event, it is an event. Having a number of brothers, many of whom are probably wearing something “Delta Sigma Pi,” at the impromptu gathering, as well as all of the paraphernalia around, would insinuate a chapter event)**
- **Perception that the Police have about who may have been drinking. (Even though the chapter has maintained this being alcohol free, the neatly lined up empty alcohol bottles, the paraphernalia, a large gathering, a nationally recognized sporting event, and people causing a ruckus outside the house make this a reasonable question/assumption.)**
- **Residents of the property and guests not being respectful of their surroundings and neighbors.**

2) What are the potential violations to the Delta Sigma Pi Risk Management Policy?

- **While there may not be a direct violation of Delta Sigma Pi Risk Management Policy, if a chapter violates local town ordinances or campus policy, they are indirectly also violating the Delta Sigma Pi Risk Management Policy. Remember the Fraternity is a guest of its host campus and brothers must act in accordance with local and institutional policies.**

3) What resources do you have available to assist you in managing this issue?

- **Local leadership (DD/ADD/RVP/Advisor), better to let them know so they can assist you and work with you than them finding out about the incident later**
- **Attending campus events that may also be hosting events for the same game**
- **Local venues that may also be hosting events for the same game**
- **Minimizing the guests at the location and/or residents discussing expectations with guests before they attend**
- **Hosting the event at a different location where there are more likely college students than year-round residents.**

4) What do you believe is the best course of action?

Scenario 7

You have just joined a fraternity on your campus. You have met a lot of great people during recruitment and are excited to start your Pledge Education Program. However, your friends have told you the fraternity you joined is known for hazing. You shrug it off and can't imagine the people you met hazing you. Later, you are notified you have to show up to your first meeting, at the off-campus house of an older brother, wearing a white T-shirt and jeans. You don't think anything of this and attend your first pledge education meeting. The meeting does not meet your expectations and instead of learning anything about the fraternity, you are forced to do cleaning and calisthenics. After five hours of "pledge education," you walk out of the house and run into a brother you became close with during recruitment. You talk about your first pledge education meeting, and they agree that some of the things pledges have to do are ridiculous. It seems a majority of the chapter isn't on board with the VPPE but goes along with it because it's tradition. It seems like only a handful of brothers want to continue the traditions.

1) What are the issues in this scenario?

- **The chapter already has a reputation as a chapter that hazes.**
- **Elements of hazing evident early as a late notification of a change of meeting place and specific clothing to wear.**
- **The activities pledges are told to participate in have little to no Fraternity educational value (and other brothers agree)**
- **The five (5) hours of "pledge education" is close to the maximum allowed.**
- **The VPPE allows the older brothers to continue the "tradition"**

2) What are the potential violations to the Delta Sigma Pi Risk Management Policy?

- **Violation of the hazing policy**

3) What resources do you have available to assist you in managing this issue?

- **Other officers of the chapter**
- **Local leadership (DD/RVP/Advisor), better to let them know so they can assist you and work with you than them finding out about the incident later**
- **University faculty/staff**

4) What do you believe is the best course of action?

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Scenario 1

The chapter is in the process of planning its annual awards banquet/formal. The event is intended to be a culmination of the chapter's year and recognizing itself and individuals for their outstanding contributions. The event is held annually at a rented banquet hall. The chapter contracts out the venue and contracts preferred vendors for security, food and beverage service, linens, etc. As part of the contract, the food and beverage service includes an open bar. The chapter is responsible for verifying and identifying chapter members' ages. During the awards presentation, one brother stands up and begins shouting lewd comments about the recipient, which is out of character. This continues throughout the presentation of awards. Later in the evening this same brother is discovered vomiting in the venue restroom. There are smell traces of alcohol in the stall. This brother has been issued a wristband indicating they are of legal drinking age, however you know they are not.

1) What are the issues in this scenario?

2) What are the potential violations to the Delta Sigma Pi Risk Management Policy? What are they?

3) What resources do you have available to assist you in managing this issue?

4) What do you believe is the best course of action?

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Scenario 2

At dinner following initiation, the brothers decide to get together at an off-campus house to celebrate. One brother keeps providing drinks to an underage new initiate, Jamie. Jamie gets very intoxicated and two sober brothers decide to take Jamie to a bedroom in the house. Jamie is placed on their side on the bed. While lying there, Jamie vomits repeatedly onto the floor and blacks out while others continue to celebrate. Brothers who live in the house discover Jamie in the bedroom and argue about what to do in the situation. They call the chapter president, meanwhile Jamie is still vomiting and blacking out. The brothers who live in the house want to give Jaime some water and “sleep it off” so the chapter doesn’t get in trouble. The chapter president, who has had some bystander intervention training from the institution, wants to take Jamie to the hospital. Despite criticism from the brothers living in the house and other members, the president takes Jamie to the hospital. The doctors explained to the chapter president, Jamie was in serious need of attention due to alcohol poisoning and could have died as a result.

- 1) What are the issues in this scenario?*

- 2) What are the potential violations to the Delta Sigma Pi Risk Management Policy? What are they?*

- 3) What resources do you have available to assist you in managing this issue?*

- 4) What do you believe is the best course of action?*

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Scenario 3

Over the course of the term, you learn one of the brothers is regularly using illegal drugs. Other members of your chapter spotted them buying drugs and then using them at a party. While they don't "deal" the drugs, they encourage other brothers and "friends of the chapter" to try them.

- 1) What are the issues in this scenario?*

- 2) What are the potential violations to the Delta Sigma Pi Risk Management Policy? What are they?*

- 3) What resources do you have available to assist you in managing this issue?*

- 4) What do you believe is the best course of action?*

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Scenario 4

You are at a bar with your brothers. You see someone you have been wanting to date. You approach them and begin talking. You are not sure how long they have been there or how much they have had to drink. You can see they are drinking a mixed drink. You get a beer, which will be your third beer. You continue drinking and hanging out for the next two hours. You know you have had three more beers and estimate they have had about the same number of mixed drinks. They lean over to you and whisper in your ear that they want you to take them home right now and have sex. You do and you both seem to enjoy it.

- 1) *What are the issues in this scenario?*
- 2) *What are the potential violations to the Delta Sigma Pi Risk Management Policy? What are they?*
- 3) *What resources do you have available to assist you in managing this issue?*
- 4) *What do you believe is the best course of action?*

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Scenario 5

Your chapter holds a “chapter retreat” at a resort approximately four (4) hours away. Brothers leave Friday afternoon and plan to travel back to campus on Sunday. Brothers have brought alcohol with them. Alcohol is placed in a common refrigerator and not monitored as to who is consuming it. Throughout the weekend all brothers consume some alcohol. Shortly after the “retreat,” the chapter president is contacted by the resort because the Fraternity is being held financially responsible for what the resort deems excessive damage to rooms and common spaces.

- 1) What are the issues in this scenario?*

- 2) What are the potential violations to the Delta Sigma Pi Risk Management Policy? What are they?*

- 3) What resources do you have available to assist you in managing this issue?*

- 4) What do you believe is the best course of action?*

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Scenario 6

A group of brothers have decided to gather to watch a big game at the off-campus residence of a couple of brothers. Each of the brothers decided to bring food and non-alcoholic beverages to share. The brothers have decided this is an alcohol-free event. As the game winds down, it is obvious your team is going to win. The brothers at the gathering are very excited. Some of them run out to the front yard and start yelling and screaming, throwing trash around the yard, and causing a ruckus in the neighborhood that is primarily made up of year-round residents with children. After about an hour brothers are still loudly celebrating the victory and have maintained the alcohol-free environment when the local police arrive at the house. The police ask everyone to please go inside and they would like to speak to the residents of the house. As they usher everyone inside, they notice a vast amount of Delta Sigma Pi paraphernalia including banners, awards, the chapter charter, and photos. Additionally, the police notice a wall of empty liquor bottles neatly arranged on the shelves. The police also ask to speak with the chapter president, who is not a resident in the house, but is present. The police question the president about the gathering being a chapter event and who was drinking.

- 1) What are the issues in this scenario?*

- 2) What are the potential violations to the Delta Sigma Pi Risk Management Policy? What are they?*

- 3) What resources do you have available to assist you in managing this issue?*

- 4) What do you believe is the best course of action?*

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Scenario 7

You have just joined a fraternity on your campus. You have met a lot of great people during recruitment and are excited to start your Pledge Education Program. However, your friends have told you the fraternity you joined is known for hazing. You shrug it off and can't imagine the people you met hazing you. Later, you are notified you have to show up to your first meeting, at the off-campus house of an older brother, wearing a white T-shirt and jeans. You don't think anything of this and attend your first pledge education meeting. The meeting does not meet your expectations and instead of learning anything about the fraternity, you are forced to do cleaning and calisthenics. After five hours of "pledge education," you walk out of the house and run into a brother you became close with during recruitment. You talk about your first pledge education meeting, and they agree that some of the things pledges have to do are ridiculous. It seems a majority of the chapter isn't on board with the VPPE but goes along with it because it's tradition. It seems like only a handful of brothers want to continue the traditions.

- 1) What are the issues in this scenario?*

- 2) What are the potential violations to the Delta Sigma Pi Risk Management Policy? What are they?*

- 3) What resources do you have available to assist you in managing this issue?*

- 4) What do you believe is the best course of action?*

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Pledge Education Meeting Plan 4

Regional and Local Structures

Broad Topics: Regional Organizational Structure; Local Chapter Organizational Structure, dsp.org, CMP

Learning Outcomes:

- Pledges will identify the four (4) levels of the Fraternity organizational structure (local/chapter, regional, provincial, national)
- Pledges will identify the Region and Province their chapter is located in
- Pledges will identify their Regional Vice President (RVP) and Provincial Vice President (PVP)
- Pledges will identify the ten (10) nationally recognized collegiate chapter officer positions
- Pledges will identify at least two (2) pertinent pieces of information found on dsp.org

Materials Needed for Meeting:

- [*The Crown & Delta*](#)
- Access to dsp.org
- DISPLAY


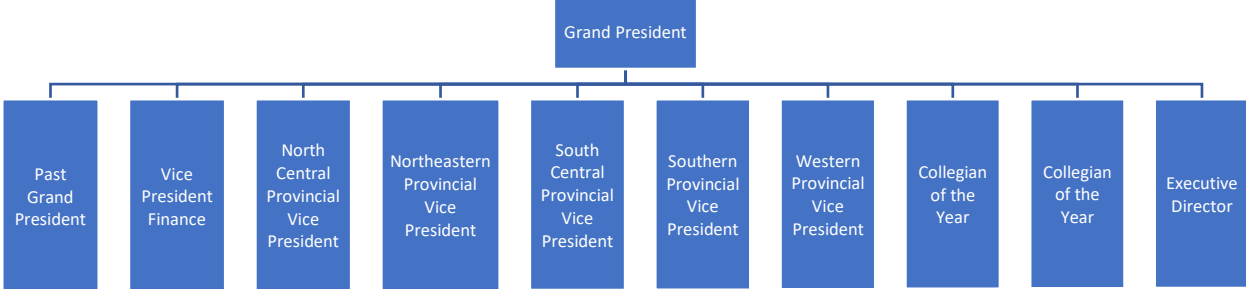


Additional Suggested Items for Meeting:

- DISPLAY with access to dsp.org

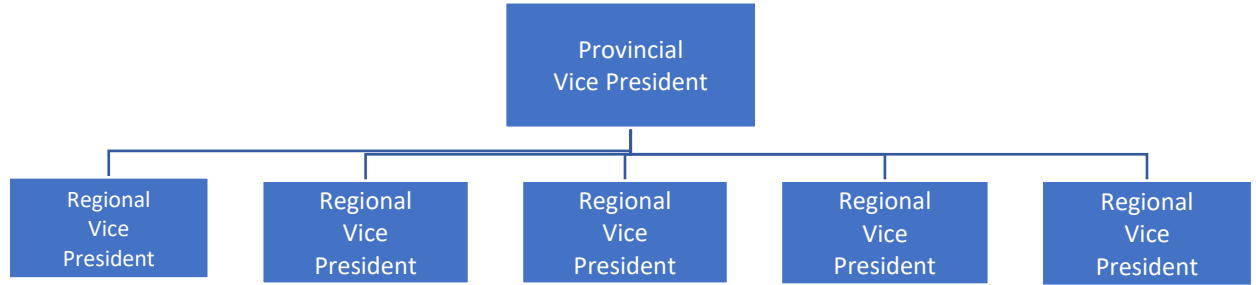
Notes for Meeting:

- ★ In preparation for the meeting/exercises, the VPPE should have empty diagrams prepared on a DISPLAY. These should mirror the diagrams pledges have in their copy of *The Crown & Delta*.

5/5	Meeting Objectives/Module Recap	
	Prior to the start of this meeting pledges will have watched and answered questions regarding Delta Sigma Pi's Chapter and Organizational Structure. Pledges should be made aware during this in-person session, they will utilize the knowledge of the chapter and organizational structure to engage in the exercises of this pledge education meeting	
	<i>During the online module, you spent time learning about the different structures within the fraternity. We are going to spend a few minutes reviewing those different levels and the responsibilities of the officers who fill those different roles. All the leadership we are about to discuss are volunteers, except for the Fraternity's Executive Director. So, they have full time jobs, families, and other responsibilities outside of the Fraternity. They give of their time, talents, and treasure, to advance the organization and be valuable to members not only as collegians, but also as alumni.</i>	

20/25	Structure and Role of the Board of Directors	<p>Needed: <u>The Crown & Delta</u></p> <p>Suggested: DISPLAY (for diagrams)</p>
 Pg. 19	<ul style="list-style-type: none"> Who can tell me what the highest elected level of the Fraternity organizational structure? <ul style="list-style-type: none"> Board of Directors What are the eleven (11) officers on the Board of Directors? <ul style="list-style-type: none"> As pledges are naming the Grand Officers, the VPPE should fill in the diagram (see below) on the DISPLAY If pledges are having a difficult time identifying all the members of the Board of Directors, the VPPE can prompt them to use page 19 in <i>The Crown & Delta</i> <p>Once all the officers have been identified, the VPPE should instruct pledges to turn to page 19 in <i>The Crown & Delta</i> to complete their diagram.</p>	
		
 Pg. 19	<p>Once pledges have filled in the diagram. The VPPE will then have pledges take turns reading aloud the responsibilities of the Board of Directors on page 19 of <i>The Crown & Delta</i>.</p> <p>After reading aloud the responsibilities, pledges will then utilize their resources to fill in the names of the officers located on page 19 and the titles in the diagram on page 19 in <i>The Crown & Delta</i>. Their resources include <i>The Crown & Delta</i>, The VPPE, and dsp.org.</p> <p>When all National officers are identified and filled in, move on to the Provincial level.</p>	
	Provincial Level	
 Pgs. 20-21	<ul style="list-style-type: none"> Who can tell me what is the next level of the Fraternity organizational structure? <ul style="list-style-type: none"> The Provincial Level Who leads the Provincial Level? <ul style="list-style-type: none"> The Provincial Vice President (PVP) And how many Provinces does the Fraternity have? <ul style="list-style-type: none"> Five (5) Can anyone tell me what Province our chapter is in? <ul style="list-style-type: none"> If pledges cannot identify the province the chapter is located in, the VPPE can either tell pledges or provide them with resources such as dsp.org. And who, in our volunteer structure, is supervised by the PVP? <ul style="list-style-type: none"> Regional Vice Presidents Provincial Vice Presidents will oversee five (5) – seven (7) regions within their province 	

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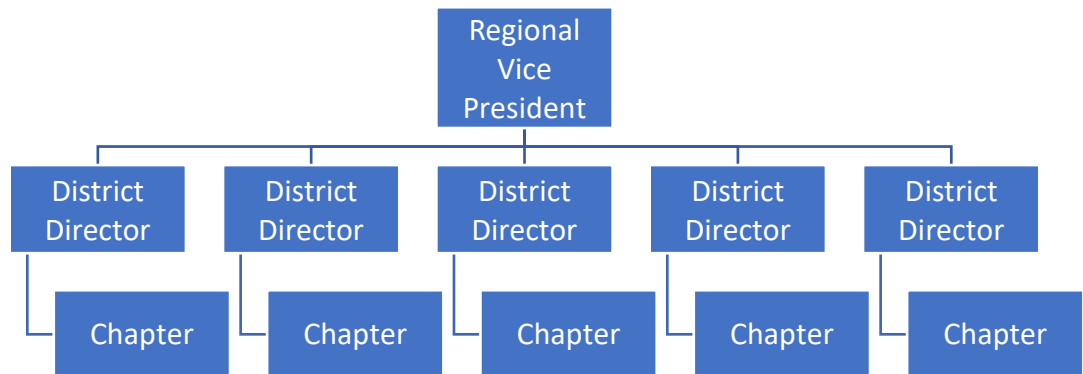



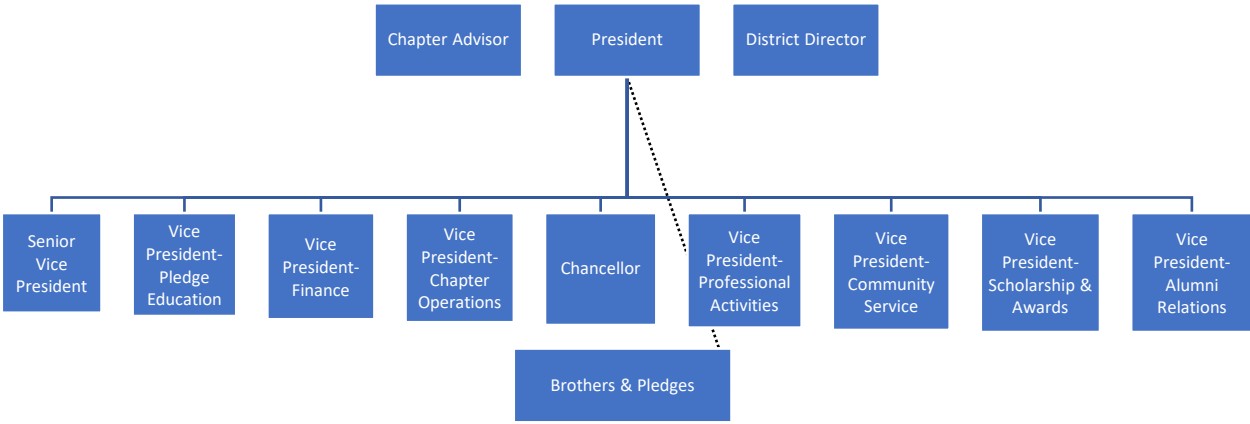

Once all the officers have been identified, the VPPE should instruct pledges to turn to page 20-21 in *The Crown & Delta* to utilize their resources to fill in the names of the officers and diagram with officer titles.

When all officers are identified and filled in move on to the Regional level.


Regional Level

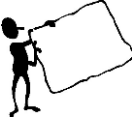
- *Who can tell me what is the next level of the Fraternity organizational structure?*
 - **The Regional Level**
- *Who leads the Regional Level?*
 - **The Regional Vice President (RVP)**
- *Can anyone tell me what Region our chapter is in?*
 - If pledges cannot identify the Region the chapter is located in, the VPPE can either tell pledges or provide them with resources such as dsp.org.
- *And how many Regions does our Province have?*
 - **VPPE should confirm the correct answer**
- *Does anyone have any idea how many regions the organization has total?*
 - The VPPE can provide pledges with resources such as dsp.org.
 - **Thirty-two (32)**
- *And who, in our volunteer structure, are appointed and supervised by the RVP?*
 - **District Directors and Assistant District Directors**
 - While there is no limit to the number of collegiate chapters within a Region, the number of chapters currently range from as few as (3) to upward of fifteen (15). Additionally, District Directors and Assistant District Directors are not limited to supporting only one chapter.





 Pg. 21	<p>Once all the officers have been identified, the VPPE should instruct pledges to turn to page 21 in <i>The Crown & Delta</i> to utilize their resources to fill in the names of the officers and diagram with officer titles.</p> <p>Once pledges have filled in the diagram. The VPPE will then a pledge read aloud the responsibilities of the Regional Vice President on page 21 of <i>The Crown & Delta</i>.</p> <p>When all officers are identified and filled in, move on to the Chapter level.</p>
	<p>Chapter Level</p>
	<ul style="list-style-type: none"> • <i>What is the final level of the Fraternity organizational structure?</i> <ul style="list-style-type: none"> ○ The Chapter Level • <i>Who leads the Chapter Level?</i> <ul style="list-style-type: none"> ○ The Chapter President • <i>Who are the non-collegiate members who support the Chapter President and the Chapter most directly?</i> <ul style="list-style-type: none"> ○ The Chapter Advisor, District Director (DD), and if applicable Assistant DD • <i>And what are the ten (10), including chapter president, nationally recognized chapter officers?</i> <ul style="list-style-type: none"> ○ As pledges are naming the Chapter Officers, the VPPE should fill in the diagram (see below) on the DISPLAY ○ If pledges are having a difficult time identifying all the members of the Executive Committee, the VPPE can prompt them to use page 34 in <i>The Crown & Delta</i> ○ The VPPE should place the nationally recognized chapter officers in the places they see in the diagram below. The diagram below is the chapter order of succession as noted in the Fraternity's National Bylaws.
	
 Pg. 25	<p>Once all the officers have been identified, the VPPE should instruct pledges to turn to page 25 in <i>The Crown & Delta</i> to utilize their resources to fill in the diagram with officer titles.</p> <p>Once pledges have filled in the diagram. The VPPE will then have pledges take turns reading aloud the responsibilities of the chapter officers on page 25 of <i>The Crown & Delta</i>.</p> <p>After reading aloud the responsibilities, pledges will work with each other and the VPPE to fill in the officers on page 25 in <i>The Crown & Delta</i>.</p>

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	<p><i>The Fraternity's organizational structure, policies, procedures, and bylaws are universal to the Grand Chapter and all individual chapters. Each individual chapter does have some opportunity to develop some local governing documents, in concert with national governing documents, that provide unique instruction to just our chapter. Some chapters may see a need or benefit to additional chapter officers or committee chairs. Each chapter has the opportunity to develop their own individual attendance policy. Chapters have the option to choose when officers are elected and when transitions happen. Many of these will be unique to our chapter and are adaptable to our campus resources. Our local governing documents do get reviewed annually by a small group of national volunteers to ensure they are not in conflict with national governing documents.</i></p> <p><i>I wanted to spend a little time reviewing some of these local chapter policies. Some of these you may have already seen in action during chapter meetings.</i></p>	
5/30	Local Chapter Policies	<p>Needed: Access to local chapter governing documents</p> <p>Suggested: Printed copies of local chapter governing documents</p>
	<p>The VPPE should take the time to discuss with pledges any unique practices of the chapter as well as provide copies or access to the chapter's local Bylaws and Policies and Procedure manual. Things that could be discussed:</p> <ul style="list-style-type: none"> • Any local attendance policies for chapter meetings and/or events • Any additional committees, officers, or chairperson roles (beyond the ten (10) national recognized officers) and their responsibilities • Officer election procedures <ul style="list-style-type: none"> ○ When are the majority of officers elected ○ Are there officers elected on a term basis vs other elected for an annual term? 	
10/40	CMP Information	<p>Needed: DISPLAY (chapter's current CMP report (dsp.org/CMP))</p> <p>Suggested: DISPLAY (CMP Guide (dsp.org search: CMP Guide))</p>
 <p>DISPLAY</p>	<p>The VPPE will provide a high-level review of the Chapter Management Program (CMP) to help pledges understand the importance of the chapter's national requirements and expectations. Hopefully pledges have seen the chapter's current standing and reporting during the chapter meeting. This section is intended to provide more context for the program and why it is important for the chapter and the Fraternity.</p> <p>Prior to starting the section, the VPPE should retrieve their chapter's current CMP report.</p>	

	<p><i>The Chapter Management Program (or CMP) is a three-tiered program with guidelines and operational requirements for all chapters that has existed, in some form, within Delta Sigma Pi since 1931 when it was known as Chapter Efficiency Contest. It helps collegiate chapter officers keep track of chapter operations and formal communication with the national Fraternity through its web-based program. The program is divided into three annual achievement levels for collegiate chapters: Accredited Chapter, Chapter of Recognition and Chapter of Excellence. Tier designations give chapters both an incentive to manage their operations well, and credit for activities completed throughout the year.</i></p> <p><i>Good record keeping through CMP simplifies operations for chapter officers and keeps lines of communication open between chapters and the national organization, so potential problems can be addressed quickly by reviewing a chapter's status online. CMP reporting is also a good historical record for the chapter. Officers can review previous submissions of events and forms when planning for their upcoming term.</i></p> <p><i>The Accredited Chapter tier, which is the minimum operational expectations for all chapters, focuses on basic functions of the chapter. Some of these include recruitment/pledging, membership, finances, professional and service programs, and leadership development. These sections reflect the practice of essential business principles and operations expected of each chapter as part of our professional business Fraternity, as well as the professional and leadership development opportunities for each member.</i></p> <p><i>The next tiers, Chapter of Recognition and Chapter of Excellence, focus on connecting the chapter with alumni and faculty. This can happen through events, celebrations, and education.</i></p>
	<ul style="list-style-type: none"> ● <i>Why would an organization like Delta Sigma Pi have a program like the CMP?</i> <ul style="list-style-type: none"> ○ Establishes minimum expectations for every chapter; provides a base for volunteers and staff to assist chapters ● <i>What are the benefits of completing the requirements of the CMP?</i> <ul style="list-style-type: none"> ○ To keep a historical record of governing documents and events, programs, and operations; to assist brothers in the planning process for an academic year; aid chapter members in ensuring their elected officers are completing their duties
 <p>DISPLAY</p>	<p>After introducing CMP and the tiers, the VPPE should take a few moments to show pledges where the chapter's report can be found on dsp.org/CMP. The VPPE can highlight specific areas of the report. It is recommended to review Officer Reports, Strategic Plans, Bylaws and Policies, Risk Management Event, Pledge Education Program Requirements, and programming/events.</p>
	<p><i>CMP Status Reports can be viewed by anyone, whether they be members, campus administrators, pledges or parents, online at dsp.org/CMP. By viewing these reports, members and advisors can ensure the elected officers are completing required items in a timely manner.</i></p> <p><i>Additionally, chapters can review their progress and achievements over a period of multiple years as well as seeing how they are progressing among other chapters within the region or nation. A thing to remember is chapters should not compare themselves to other chapters because institutional academic calendars and resources may be different in a region or across the country. The only true comparison is against ourselves.</i></p>

	<p><i>As we have already discussed the responsibilities of the officers, many of those responsibilities connect back to some part of the CMP. To assist officers in fulfilling their duties and reporting completed CMP requirements, the Central Office produces and updates a CMP Guide. The CMP Guide contains all policies and information about CMP, including details and submission information for each requirement. While the reporting is a duty of officers, planning, execution, and evaluation of the requirements is a function of the entire chapter.</i></p>	
 DISPLAY	<p>The VPPE can navigate to the CMP Guide to show pledges where to find it and what it looks like. It can be found by using the following path: dsp.org>Resources>Collegiate Chapter Resources>Forms and Manuals then scroll down to “Chapter Management Program Guide”</p>	<p>This will be useful as many pledges will assume chapter officer roles at some point</p>
15/55	Professional and Service Events	Needed: <i>The Crown & Delta</i>
	<p><i>Part of a chapter’s CMP requirements are to host professional and service events throughout the year. Each chapter is to host at least seven (7) professional events and six (6) service events per year.</i></p> <p><i>The role of service events is for brothers to engage in giving of their time, talents, and/or treasure to serve the greater good. Service is a strong component of the Fraternity, but also the business community. Service events may be passive, such as collecting soda/pop tabs to donate to your local Ronald McDonald House (RMH), or creating general greeting cards to be delivered to a local children’s hospital or a retirement community. Some service events may be more active in nature. Brothers could be in nature cleaning up trails or participating in a local after school program reading to students. The primary focus of service events is the <u>impact</u> you are making on the community. There is no service event too big or too small that won’t have some sort of impact!</i></p> <p><i>Professional events are intended to educate brothers in specific topics. They could be for a specific business or internship/job search preparedness. Events could be on a smaller scale and could be added to the end of a chapter meeting agenda, such as a resume review with the career Center. Others can be larger scale such as a sponsored speaker for the entire school of business or planning a tour and Q&A session with a major corporation. For professional events to be counted for CMP credit, they must be presented by a professional in a particular field. While the chapter may conduct internal workshops led by brothers, they will not count for CMP credit, unless it is an alumni member who is a professional in the field.</i></p>	
	<ul style="list-style-type: none"> ● <i>Why would Delta Sigma Pi require chapters to participate in service and professional events?</i> <ul style="list-style-type: none"> ○ It is part of our Purpose as a Fraternity: <ul style="list-style-type: none"> ■ “”...to encourage social activity and the association of students for their mutual advancement...” ■ “...promote a closer affiliation between the commercial world and students of commerce, and to further a higher standard of commercial ethics and culture and the civic and commercial welfare of the community.” 	

 Pgs. 35-36	<p><i>I want to give you all the opportunity to think about the different moving parts involved in planning an event. Specifically, a professional event. I am going to give you approximately ten (10) minutes to plan a professional event. In The Crown & Delta on page 36 there are some prompts to think about and resources you can use for planning. After you have planned the event, I am going to ask you to present it.</i></p>	
	<p>The VPPE should break the pledges up into smaller groups of 3-5. If necessary, the VPPE can assign the smaller groups specific types of professional events such as, workshop, presentation, tour, etc.</p> <p>Once the time has elapsed, pledges should briefly present their events.</p>	
5/60	Wrapping up Meeting 4	
	<p>During this meeting we covered:</p> <ol style="list-style-type: none"> 1) The Organizational Structure of the Fraternity 2) Our Regional and Local Information 3) Understanding of the Chapter Management Program (CMP) 4) Event Planning 	
	<p>Assign online module 4: Living the Purpose.</p> <p>Remind pledges:</p> <ul style="list-style-type: none"> • When modules are expected to be completed with satisfactory score • Date/time/location/attire of next chapter meeting • Date/time/location of next pledge education meeting • Date/time/location/attire of any chapter events pledges should attend <ul style="list-style-type: none"> ○ Be mindful pledges may not participate in organized Fraternity activity in excess of six (6) hours per week (Sunday-Saturday) <p>Adjourn</p>	

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must be followed and cannot be deviated from.*

Pledge Education Meeting Plan 4

Organizational Structure and Living the Purpose

(for use only with a four meeting Pledge Education Program)

Broad Topics: Regional Organizational Structure; Local Chapter Organizational Structure, dsp.org, CMP, Personal Values Clarification, Organizational Purpose, Ideal Member, Ideal Chapter, Initiation Preparation

Learning Outcomes:

- Pledges will identify the four (4) levels of the Fraternity organizational structure (local/chapter, regional, provincial, national)
- Pledges will identify the Region and Province their chapter is located.
- Pledges will identify their Regional Vice President (RVP) and Provincial Vice President (PVP)
- Pledges will identify the ten (10) nationally recognized collegiate chapter officer positions
- Pledges will be able to articulate the connection between their personal values and the Purpose of the organization.
- Pledges will be able to identify at least two (2) national events and at least one (1) unique component of each

Materials Needed for Meeting:

- [*The Crown & Delta*](#)
- Access to dsp.org
- DISPLAY

Additional Suggested Items for Meeting:


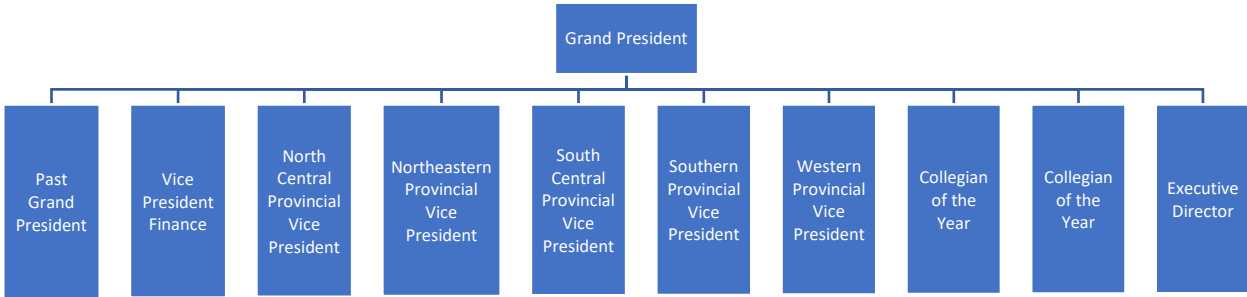


- DISPLAY with access to dsp.org

Notes for Meeting:

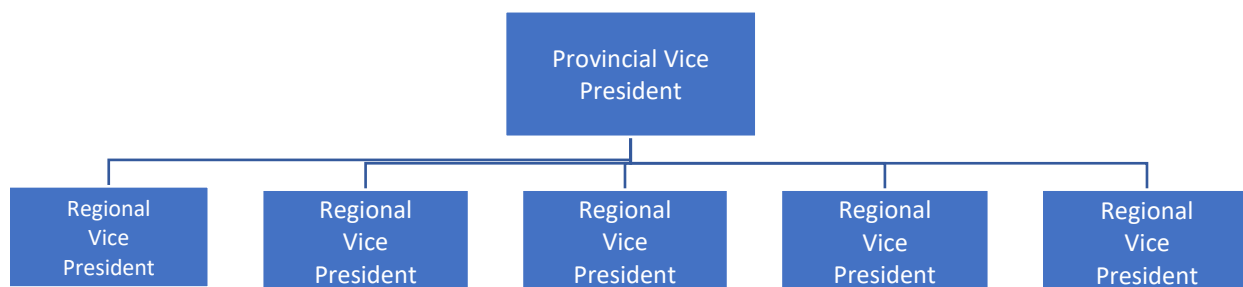
- ★ This meeting is expected to last 75 minutes.
- ★ In preparation for the meeting/exercises, the VPPE should have empty diagrams prepared on a DISPLAY. These should mirror the diagrams pledges have in their copy of *The Crown and Delta*.
- ★ The second half of this meeting will be a very discussion heavy. Much of the discussion will be interpretive and introspective, meaning there will be few absolute right or wrong answers. The role of the VPPE in this meeting will be to ensure pledges are fully processing through their thoughts and reach sound observations.

5/5	Meeting Objectives/Module Recap	
	Prior to the start of this meeting pledges will have watched and answered questions regarding Delta Sigma Pi's Chapter and Organizational Structure. Pledges should be made aware during this in-person session, they will utilize the knowledge of the Chapter and Organizational Structure to engage in the exercises of this pledge education meeting	
	<i>During online module 3, organizational structure, you spent time learning about the different structures within the Fraternity. We are going to spend a few minutes reviewing those different levels and the responsibilities of the officers who fill those different roles. All the leadership we are about to discuss are volunteers, except for the Fraternity's Executive Director. So, they have full time jobs, families, and other responsibilities outside of the Fraternity. They give of their time, talents, and treasure, to advance the organization and be valuable to members not only as collegians, but also as alumni.</i>	

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15/20	Structure and Role of the Board of Directors	<p>Needed: <u>The Crown & Delta</u></p> <p>Suggested: DISPLAY (for diagrams)</p>
 Pg. 19	<ul style="list-style-type: none"> Who can tell me what the highest elected level of the Fraternity organizational structure? <ul style="list-style-type: none"> Board of Directors What are the eleven (11) officers on the Board of Directors? <ul style="list-style-type: none"> As pledges are naming the Grand Officers, the VPPE should fill in the diagram (see below) on the DISPLAY If pledges are having a difficult time identifying all of the members of the Board of Directors, the VPPE can prompt them to use page 19 in <i>The Crown & Delta</i> <p>Once all the officers have been identified, the VPPE should instruct pledges to turn to page 19 in <i>The Crown & Delta</i> to complete their diagram.</p>	
		
 Pg. 19	<p>Once pledges have filled in the diagram. The VPPE will then have pledges take turns reading aloud the responsibilities of the Board of Directors on page 19 of <i>The Crown & Delta</i>.</p> <p>After reading aloud the responsibilities, pledges will then utilize their resources to fill in the names of the officers located on page 19 in <i>The Crown & Delta</i>. Their resources include <i>The Crown & Delta</i>, The VPPE, and dsp.org.</p> <p>When all National officers are identified and filled in, move on to the Provincial level.</p>	
	Provincial Level	
 Pgs. 20-21	<ul style="list-style-type: none"> Who can tell me what is the next level of the Fraternity organizational structure? <ul style="list-style-type: none"> The Provincial Level Who leads the Provincial Level? <ul style="list-style-type: none"> The Provincial Vice President (PVP) And how many Provinces does the Fraternity have? <ul style="list-style-type: none"> Five (5) Can anyone tell me what Province our chapter is in? <ul style="list-style-type: none"> If pledges cannot identify the province the chapter is located in, the VPPE can either tell pledges or provide them with resources such as dsp.org. And who, in our volunteer structure, is supervised by the PVP? <ul style="list-style-type: none"> Regional Vice Presidents <p>Provincial Vice Presidents will oversee five (5) – seven (7) regions within their province</p>	

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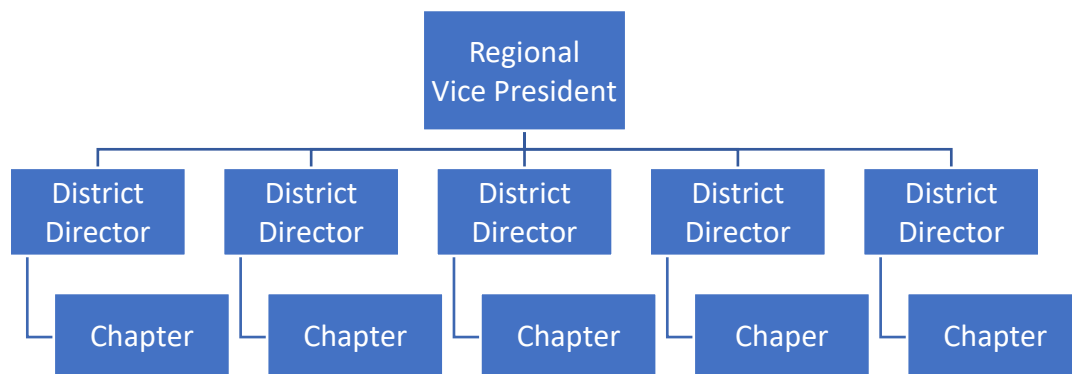
Once all the officers have been identified, the VPPE should instruct pledges to turn to page 20-21 in *The Crown & Delta* to utilize their resources to fill in the names of the officers and diagram with officer titles.

When all officers are identified and filled in move on to the Regional level.


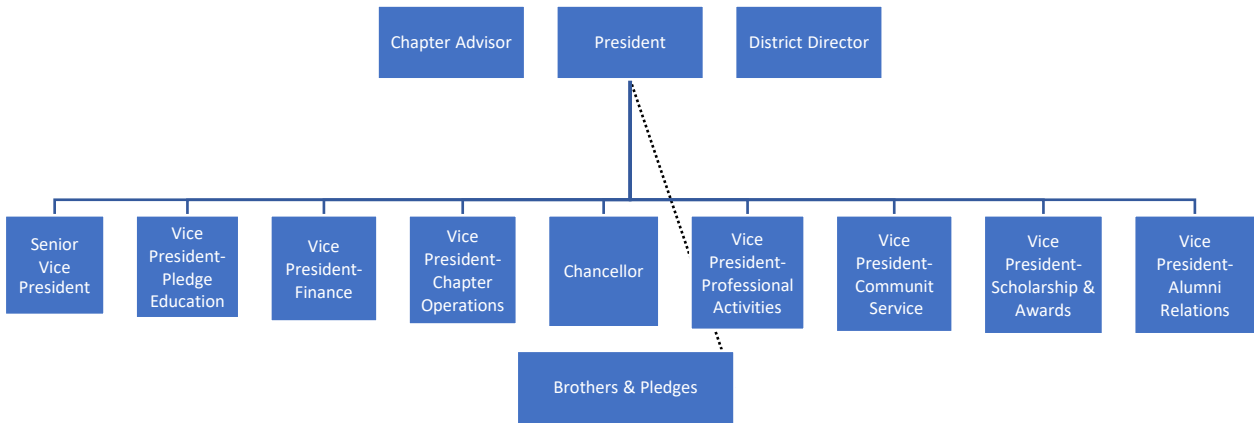

Regional Level

- *Who can tell me what is the next level of the Fraternity organizational structure?*
 - **The Regional Level**
- *Who leads the Regional Level?*
 - **The Regional Vice President (RVP)**
- *Can anyone tell me what Region our chapter is in?*
 - If pledges cannot identify the Region the chapter is located in, the VPPE can either tell pledges or provide them with resources such as dsp.org.
- *And how many Regions does our Province have?*
 - **VPPE should confirm the correct answer**
- *Does anyone have any idea how many regions the organization has total?*
 - The VPPE can provide pledges with resources such as dsp.org.
 - **Thirty-two (32)**
- *And who, in our volunteer structure, are appointed and supervised by the RVP?*
 - **District Directors and Assistant District Directors**


While there is no limit to the number of chapters within a Region, the number of collegiate chapters currently range from as few as (3) to upward of fifteen (15). Additionally, District Directors and Assistant District Directors are not limited to supporting only one chapter.





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 Pg. 21	<p>Once all the officers have been identified, the VPPE should instruct pledges to turn to page 21 in <i>The Crown & Delta</i> to utilize their resources to fill in the names of the officers and diagram with officer titles.</p> <p>Once pledges have filled in the diagram. The VPPE will then have a pledge read aloud the responsibilities of the Regional Vice President on page 21 of <i>The Crown & Delta</i>.</p> <p>When all officers are identified and filled in, move on to the Chapter level.</p>
	<p>Chapter Level</p>
	<ul style="list-style-type: none"> • <i>What is the final level of the Fraternity organizational structure?</i> <ul style="list-style-type: none"> ○ The Chapter Level • <i>Who leads the Chapter Level?</i> <ul style="list-style-type: none"> ○ The Chapter President • <i>Who are the non-collegiate members who support the Chapter President and the Chapter most directly?</i> <ul style="list-style-type: none"> ○ The Chapter Advisor, District Director (DD), and if applicable an Assistant DD • <i>And what are the ten (10), including chapter president, nationally recognized chapter officers?</i> <ul style="list-style-type: none"> ○ As pledges are naming the Chapter Officers, the VPPE should fill in the diagram (see below) on the DISPLAY ○ If pledges are having a difficult time identifying all of the members of the Executive Committee, the VPPE can prompt them to use page 24 in <i>The Crown & Delta</i> ○ The VPPE should place the nationally recognized chapter officers in the places they see in the diagram below. The diagram below is the chapter order of succession as noted in the Fraternity's National Bylaws.
	
 Pg. 25	<p>Once all the officers have been identified, the VPPE should instruct pledges to turn to page 25 in <i>The Crown & Delta</i> to utilize their resources to fill in the diagram with officer titles.</p> <p>Once pledges have filled in the diagram. The VPPE will then have pledges take turns reading aloud the responsibilities of the chapter officers on page 25 of <i>The Crown & Delta</i>.</p> <p>After reading aloud the responsibilities, pledges will work with each other and the VPPE to fill in the officers on page 25 in <i>The Crown & Delta</i>.</p>



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	<p><i>The Fraternity's organizational structure, policies, procedures, and bylaws are universal to the Grand Chapter and all individual chapters. Each individual chapter does have some opportunity to develop some local governing documents, in concert with national governing documents, that provide unique instruction to just our chapter. Some chapters may see a need or benefit to additional chapter officers or committee chairs. Each chapter has the opportunity to develop their own individual attendance policy. Chapters have the option to choose when officers are elected and when transitions happen. Many of these will be unique to our chapter and are adaptable to our campus resources. Our local governing documents do get reviewed annually by a small group of national volunteers to ensure they are not in conflict with national governing documents.</i></p> <p><i>I wanted to spend a little time reviewing some of these local chapter policies. Some of these you may have already seen in action during chapter meetings.</i></p>	
	<p>VPPE should spend a couple of minutes reviewing the local (non-nationally recognized) officers and/or committee chairs, committees, attendance policies, and election policies. Some of these may already be understood by the pledges through their meeting attendance, however, the VPPE should still provide space to answer questions pledges may have.</p>	
10/30	CMP Information	<p>Needed: DISPLAY (chapter's current CMP report (dsp.org/CMP))</p> <p>Suggested: DISPLAY (CMP Guide (dsp.org search: CMP Guide))</p>
 <p>DISPLAY</p>	<p>The VPPE will provide a high-level review of the Chapter Management Program (CMP) to help pledges understand the importance of the chapter's national requirements and expectations. Hopefully pledges have seen the chapter's current standing and reporting during the chapter meeting. This section is intended to provide more context for the program and why it is important for the chapter and the Fraternity.</p> <p>Prior to starting the section, the VPPE should retrieve their chapter's current CMP report.</p>	
	<p><i>The Chapter Management Program (or CMP) is a three-tiered program with guidelines and operational requirements for all chapters that has existed, in some form, within Delta Sigma Pi since 1931 when it was known as Chapter Efficiency Contest. It helps collegiate chapter officers keep track of chapter operations and formal communication with the national Fraternity through its web-based program. The program is divided into three annual achievement levels for collegiate chapters: Accredited Chapter, Chapter of Recognition and Chapter of Excellence. Tier designations give chapters both an incentive to manage their operations well, and credit for activities completed throughout the year.</i></p> <p><i>Good record keeping through CMP simplifies operations for chapter officers and keeps lines of communication open between chapters and the national organization, so potential problems can be addressed quickly by reviewing a chapter's status online. CMP reporting is also a good historical record for the chapter. Officers can review previous submissions of events and forms when planning for their upcoming term.</i></p> <p><i>The Accredited Chapter tier, which is the minimum operational expectations for all chapters, focuses on basic operations of the chapter. Some of these include recruitment/pledging, membership, finances, professional and service programs, and leadership development. These sections reflect the practice of essential business principles and operations expected of each chapter as part of our professional business Fraternity, as well as the professional and leadership development opportunities for each member.</i></p>	


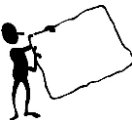
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	<p><i>The next tiers, Chapter of Recognition and Chapter of Excellence, focus on connecting the chapter with alumni and faculty. This can happen through events, celebrations, and education.</i></p>
	<ul style="list-style-type: none"> ● <i>Why would an organization like Delta Sigma Pi have a program like the CMP?</i> <ul style="list-style-type: none"> ○ Establishes minimum expectations for every chapter; provides a base for volunteers and staff to assist chapters ● <i>What are the benefits of completing the requirements of the CMP?</i> <ul style="list-style-type: none"> ○ To keep a historical record of governing documents and events, programs, and operations; to assist brothers in the planning process for an academic year; aid chapter members in ensuring their elected officers are completing their duties
	<p>After introducing CMP and the tiers, the VPPE should take a few moments to show pledges where the chapter's report can be found on dsp.org/CMP. The VPPE can highlight specific areas of the report. It is recommended to review Officer Reports, Strategic Plans, Bylaws and Policies, Risk Management Event, Pledge Education Program Requirements, and programming/events.</p>
	<p><i>CMP Status Reports can be viewed by anyone, whether they be members, campus administrators, pledges or parents, online at dsp.org/CMP. By viewing these reports, members and advisors can ensure the elected officers are completing required items in a timely manner.</i></p> <p><i>Additionally, chapters can review their progress and achievements over a period of multiple years as well as seeing how they are progressing among other chapters within the region or nation. A thing to remember is chapters should not compare themselves to other chapters because institutional academic calendars and resources may be different in a region or across the country. The only true comparison is against ourselves.</i></p>
	<p><i>As we have already discussed the responsibilities of the officers, many of those responsibilities connect back to some part of the CMP. To assist officers in fulfilling their duties and reporting completed CMP requirements, the Central Office produces and updates a CMP Guide. The CMP Guide contains all policies and information about CMP, including details and submission information for each requirement. While the reporting is a duty of officers, planning, execution, and evaluation of the requirements is a function of the entire chapter.</i></p>
	<p>The VPPE can navigate to the CMP Guide to show pledges where to find it and what it looks like. It can be found by using the following path: dsp.org>Resources>Collegiate Chapter Resources>Forms and Manuals then scroll down to “Chapter Management Program Guide”</p>


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10/40	Personal Values Clarification	Needed: <i>The Crown & Delta</i>
 Pgs. 38-39	<p><i>As we move into the final pieces of the Pledge Education Program, we are going to explore how our personal values influence our leadership and connect us to being an ideal member.</i></p> <p><i>Turn to pages 38-39 in <i>The Crown and Delta</i>. There you will find a list of values. Since this is not an exhaustive list, there are a few lines for you to add some of your own. I am going to give you five (5) minutes to rank your top five (5) values from the list. You must select five! This is to be done silently and independently.</i></p>	
	<p>After the five minutes have passed, the VPPE will bring the group back together to discuss the activity.</p> <p>The VPPE should not ask pledges to share ALL the values they ranked. Instead, only identify any that are relevant to the following questions. There are no right or wrong answers to the questions, they are intended to engage pledges in their thoughts about their selection process.</p> <ul style="list-style-type: none"> • <i>Were there any values you were surprised to see on the list?</i> • <i>Were there any values you were surprised you ranked for yourself? Why were you surprised?</i> • <i>Was this a difficult task? Why?</i> 	
	<p><i>All these values, as well as others not noted here, are pieces of each of us. Individuals will display different values more strongly than others. Our chapter and the Fraternity need a variety of members who engage in their own individual values to thrive. Each of these values are pieces that make up an ideal member.</i></p>	
10/50	Organizational Values and Purpose	Needed: <i>The Crown & Delta</i>, DISPLAY
 Pgs. 38-39	<p><i>Now what I would like you to do is to put stars next to the five (5) qualities/values you would identify as best resembling the ideal member. The five you choose do not have to be ones you have identified in your personal top five. The stars should be placed in the “values” column. Nothing should be marked in the “group ranking” column at this time. This is also to be done silently, independently, and quickly.</i></p>	


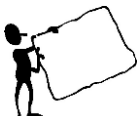

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 <p>Pgs. 38-39</p>  <p>DISPLAY</p>	<p>Once pledges have completed their personal lists and identify the qualities of the ideal member the VPPE will instruct them to create groups of three (3) to five (5). They will complete the Group Values Ranking together.</p> <p>The VPPE will instruct pledges to:</p> <ol style="list-style-type: none"> 1) Collectively <u>rank</u> their top five values from 1-5 and they MUST rank five and only five. 2) Come to a consensus as a group; they cannot vote with majority ruling. Everyone must come to an agreement. 3) Refer to previous activities and the Purpose of Delta Sigma Pi (pg. 3 in <i>The Crown & Delta</i>) to help them in their discussion. 4) Take 10 minutes to complete the activity. 5) Stop when 10 minutes have elapsed, the VPPE should have the pledges report out. While reporting, the VPPE should record their responses on a DISPLAY. <ul style="list-style-type: none"> ○ When discussing the VPPE should encourage pledges to explain why they chose particular values. <p>Once all the values have been reported out, the VPPE should write above all of the responses “IDEAL CHAPTER.”</p>
	<p>There are no right or wrong answers to the questions, they are intended to engage pledges in their thoughts about their selection process.</p> <ul style="list-style-type: none"> ● <i>What was challenging about this activity?</i> ● <i>How did you go about making your decisions and working through differences?</i> ● <i>Do you notice any similarities?</i>
	<p><i>All the values you have identified for the ideal member, are collectively what makes up an ideal chapter. Back in meeting two, we talked about our Founders, their personal history, and their leadership styles. These four individuals and their individual values identified the Purpose of this Fraternity and what the ideal chapter would be. Having ideal members with multiple qualities, values, identities, and experiences helps us to be an ideal chapter.</i></p> <p><i>To help us understand those two things more and help us achieve them, the Fraternity has a number of national events to attend.</i></p>

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5/55	National Events	Needed: <i>The Crown & Delta</i>
 Pgs. 32-33	<p><i>As you learned in your online module the primary National events hosted by the Fraternity are:</i></p> <p>VPPE should ask pledges to provide some of the information they learned from the online module about each of the national events. If they need additional guidance, the VPPE can prompt them to find it in <i>The Crown & Delta</i> (pgs. 32-33).</p> <ul style="list-style-type: none"> ● <i>LEAD School/Summit</i> <ul style="list-style-type: none"> ○ Hosted in the fall ○ LEAD School: Friday/Saturday event with educational workshops and networking opportunities ○ LEAD Summit: One day with more focused agenda on leadership development ○ Recognition of awards (in non-Congress years) ● <i>LEAD Provincial Conference</i> <ul style="list-style-type: none"> ○ Hosted in the spring ○ Weekend long event with educational workshops and networking opportunities ○ Closing banquet recognizing award winners such as Leadership Foundation giving levels, alumni service recognitions, and regional, provincial, and national Collegians of the Year ○ Provincial Council Meeting to vote on any pending legislation ● <i>Presidents' Academy</i> <ul style="list-style-type: none"> ○ Hosted in January for all elected presidents ○ Networking and professional development event ○ Goal setting, organizational understanding and skill development ● <i>Grand Chapter Congress</i> <ul style="list-style-type: none"> ○ Held in August of odd numbered years ○ Multi-day event with educational workshops and networking opportunities ○ Discussion and voting on any pending legislation of the Fraternity including Bylaws and Ritual updates ○ Election and installation of the Board of Directors and Regional Vice Presidents 	
15/70	Preparing for Initiation	Needed: <i>The Crown & Delta</i> , DISPLAY
	<p><i>As we wrap up the Pledge Education Program, we need to spend just a few more moments reflecting on our Purpose. We are going to shift our conversation about our personal values to a conversation about our collective values. As members of Delta Sigma Pi, we come together through our shared connection to the values of the Fraternity and our Purpose. As members we must understand what these mean.</i></p>	
	<p>VPPE should list four organizational core values of the Fraternity on a DISPLAY.</p> <ul style="list-style-type: none"> ● Professionalism ● Service ● Social ● Scholarship 	

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 <p>Pg. 40</p>  <p>DISPLAY</p>	<ol style="list-style-type: none"> 1. The VPPE should divide pledges up into four (4) groups. <ul style="list-style-type: none"> ○ If the number of pledges is smaller than eight (8) divide pledges into two groups ○ If the number of pledges is more than thirty (30) divide them into eight (8) groups. 2. Have each group create a definition for one of the four values. <ul style="list-style-type: none"> ○ VPPE must ensure all four values are assigned to a group. 3. Each member of the group should discuss what the particular value means to them. 4. Pledges will have five (5) minutes to discuss, develop, and record in <i>The Crown & Delta</i> on page 40 the definition they decide upon. 5. When the five (5) minutes elapse, the VPPE should have the groups share their definitions one by one. 6. After each group has shared, the entire group should devise ways to put that value/definition into action. <p>The VPPE should record these responses on a DISPLAY</p>
 <p>Pg. 40</p>	<p><i>Our values are only useful if we understand them, connect with them, and act upon them. Over the past few weeks, we have discussed the history of our organization, our policies and procedures, and the organizational structure. We have also just spent time clarifying our personal values, our groups values, and connecting those to the four organizational values of the Fraternity. With all that knowledge turn to page 40 in <i>The Crown & Delta</i> and take a few moments to reflect on the Purpose of Delta Sigma Pi one last time as part of the Pledge Education Program. Read the words, connect with them personally, professionally, and organizationally. How does it speak to you?</i></p>
	<p>The VPPE should allow pledges approximately five (5) minutes to independently record their thoughts in <i>The Crown & Delta</i>.</p>
	<p>VPPE should not directly ask pledges to share their personal reflections, but the process of their reflection with the following questions. There are no right or wrong answers to these questions. They are intended to think about the individual's understanding and connection to the Pledge Education Process and the Purpose of the Fraternity.</p> <ul style="list-style-type: none"> ● <i>If you look back at information from our first meeting, compare your thoughts on what you feel the Purpose of Delta Sigma Pi is to that of your big brother. What are the differences? What are the similarities?</i> ● <i>How has the Pledge Education Program helped you to understand the Purpose of the organization?</i> ● <i>How do you feel this guiding statement may benefit you personally and professionally moving forward?</i> ● <i>Based on the understanding of your personal values, group values, and organizational values, does being a member of Delta Sigma Pi achieve our definition of IDEAL MEMBER? Why or why not?</i>

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5/75	Meeting 4 Wrap Up	
	<p>In this meeting we have:</p> <ul style="list-style-type: none">• Explored some of our personal values• Discussed what an Ideal Member looks like• How having Ideal Members, contributes to having an Ideal Chapter• Learned about how chapters, brothers, and the Fraternity are benefitted by the Leadership Foundation• Connected the values of the Fraternity to it's Purpose.	
	<p>The VPPE should congratulate pledges on the completion of their pledge education meetings. There <u>should not be any special activities to commemorate the occasion</u>. Participating in the Initiation Ceremony serves that purpose. Remember there is not to be any organized Fraternity activity with pledges within 24 hours of initiation.</p> <p>Instruct them on the date and time for which the comprehensive final examination module must be completed. Pledges must be reminded the module will contain only the questions from prior modules. Additionally, pledges must be reminded they must complete and achieve an acceptable/passing score and have all fees paid prior to being initiated.</p> <p>The VPPE should remind pledges where their Initiation will take place, what time to arrive, and the attire for the event, and <u>remind them to wear their pledge pin</u>.</p> <p>They should also make them aware there may be brothers in attendance they have never met before. These could be alumni from the chapter, alumni from other chapters, members of an alumni chapter, and/or regional, provincial, or national leaders.</p>	

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Pledge Education Meeting 5 Plan: **Expectations of Membership**

Broad Topics: Leadership Development, Personal Values Clarification, Organizational Purpose, Leadership Foundation, Ideal Member, Ideal Chapter, Initiation Preparation

Learning Outcomes:


- Pledges will be able to articulate the connection between their personal values and the Purpose of the organization
- Pledges will be able to identify the Chapter Leadership Fund (CLF) is associated with the Leadership Foundation
- Pledges will be able to identify at least two (2) national events and at least one (1) unique component of each



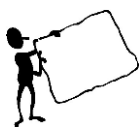
Materials Needed for Meeting:



- Copies of *The Crown & Delta*
- DISPLAY


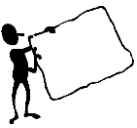

Notes for Meeting:

- ★ This will be a very discussion heavy meeting. Much of the discussion will be interpretive and introspective, meaning there will be few absolute right or wrong answers. The role of the VPPE in this meeting will be to ensure pledges are fully processing through their thoughts and reach sound observations.

5/5	Meeting Objectives/Module Recap	
	Prior to the start of this meeting pledges will have viewed the online module centered on Living the Purpose of Delta Sigma Pi. They will have been introduced to the concept of the ideal member and the ideal chapter.	
10/15	Personal Values Clarification	Needed: <i>The Crown & Delta</i>
 Pgs. 38-39	<i>To get started with this meeting, we are going to explore how our personal values influence our leadership and connect to being the ideal member.</i> <i>Turn to pages 38-39 in <i>The Crown and Delta</i>. There you will find a list of values. Since this is not an exhaustive list, there are a few lines for you to add some of your own. I am going to give you five (5) minutes to rank your top five (5) values from the list. You must select five! This is to be done silently and independently.</i>	
	After the five minutes have passed, the VPPE will bring the group back together to discuss the activity. The VPPE should not ask pledges to share ALL the values they ranked. Instead, only identify any that are relevant to the following questions. There are no right or wrong answers to the questions, they are intended to engage pledges in their thoughts about their selection process. <ul style="list-style-type: none">• <i>Were there any values you were surprised to see on the list?</i>• <i>Were there any values you were surprised you ranked for yourself? Why were you surprised?</i>• <i>Was this a difficult task? Why?</i>	

	<i>All these values, as well as others not noted here, are pieces of each of us. Individuals will display different values more strongly than others. Our chapter and the Fraternity need a variety of members who engage in their individual values in different ways to thrive. Each of these values are pieces that make up the ideal member.</i>	
15/30	Organizational Values and Purpose	Needed: <i>The Crown & Delta</i>, DISPLAY
 Pgs. 38-39	<p><i>Now what I would like you to do is to put stars next to the five (5) qualities/values you would identify as best resembling the ideal member. The five you choose do not have to be ones you have identified in your personal top five. The stars should be placed in the “values” column. Nothing should be marked in the “group ranking” column at this time. This is also to be done silently, independently, and quickly.</i></p>	
 Pgs. 38-39  DISPLAY	<p>Once pledges have completed their personal lists and identifying the qualities of the ideal member the VPPE will instruct them to create groups of three (3) to five (5). They will complete the Group Values Ranking together.</p> <p>The VPPE will instruct pledges to:</p> <ol style="list-style-type: none"> 1) Collectively <u>rank</u> their top five values from 1-5 and they MUST rank five and only five. 2) Come to a consensus as a group; they cannot vote with majority ruling. Everyone must come to an agreement. 3) Refer to previous activities and the Purpose of Delta Sigma Pi (pg. 3 in <i>The Crown & Delta</i>) to help them in their discussion. 4) Take 10 minutes to complete the activity. 5) Stop when 10 minutes has elapsed, when the VPPE should have the pledges report out. While reporting, the VPPE should record their responses on a DISPLAY. <ul style="list-style-type: none"> ○ When discussing the VPPE should encourage pledges to explain why they chose particular values. <p>Once all the values have been reported out, the VPPE should write above all of the responses “IDEAL CHAPTER.”</p>	
	<p>There are no right or wrong answers to the questions, they are intended to engage pledges in their thoughts about their selection process.</p> <ul style="list-style-type: none"> ● <i>What was challenging about this activity?</i> ● <i>How did you go about making your decisions and working through differences?</i> ● <i>Do you notice any similarities?</i> 	
	<p><i>All the values you have identified for the ideal member, are collectively what makes up an ideal chapter. Way back in meeting two, we talked about our Founders, their personal history, and their leadership styles. These four individuals and their individual values identified the Purpose of this Fraternity and what the ideal chapter would be. Having ideal members with multiple qualities, values, identities, and experiences helps us to be an ideal chapter.</i></p> <p><i>To help us understand those two things more and help us achieve them, the Fraternity has a number of national events to attend.</i></p>	

5/35	National Events	Needed: <i>The Crown & Delta</i>
 Pgs. 32-33	<p><i>As you learned in your online module the primary National events hosted by the Fraternity are:</i></p> <p>VPPE should ask pledges to provide some of the information they learned from the online module about each of the national events. If they need additional guidance, the VPPE can prompt them to find it in <i>The Crown & Delta</i> (pgs. 32-33).</p> <ul style="list-style-type: none"> ● <i>LEAD School/Summit</i> <ul style="list-style-type: none"> ○ Hosted in the fall ○ LEAD Schools: Friday/Saturday event with educational workshops and networking opportunities ○ LEAD Summit: One day with more focused agenda on leadership development ○ Recognition of awards (in non-Congress years) ● <i>LEAD Provincial Conference</i> <ul style="list-style-type: none"> ○ Hosted in the spring ○ Weekend long event with educational workshops and networking opportunities ○ Closing banquet recognizing award winners such as Leadership Foundation giving levels, alumni service recognitions, and regional, provincial, and national Collegians of the Year ○ Provincial Council Meeting to vote on any pending legislation ● <i>Presidents' Academy</i> <ul style="list-style-type: none"> ○ Hosted in January for all elected/sitting presidents ○ Networking and professional development event ○ Goal setting, organizational understanding, and skill development ● <i>Grand Chapter Congress</i> <ul style="list-style-type: none"> ○ Held in August of odd numbered years ○ Multi-day event with educational workshops and networking opportunities ○ Discussion and voting on any pending legislation of the Fraternity including Bylaws and Ritual updates ○ Election and installation of the Board of Directors and Regional Vice Presidents 	
5/40	Leadership Foundation	Suggested: <i>The Crown & Delta</i>
 Pgs. 28-29	<p><i>The Delta Sigma Pi Leadership Foundation is an important part of any chapter's development. The primary mission of the Leadership Foundation is to raise money, provide scholarships to members and fund educational programs of the Fraternity specifically the ones we just discussed. The Leadership Foundation has ten key functions.</i></p> <ul style="list-style-type: none"> ○ <i>Solicit philanthropic support (donations) to sustain Delta Sigma Pi at a high level.</i> ○ <i>Steward donors by demonstrating their positive impact on collegiate brothers.</i> ○ <i>Grant funds to support the Fraternity's Strategic Priorities.</i> ○ <i>Manage Chapter Leadership Funds (CLF), which I will talk a bit more about.</i> ○ <i>Administer the academic scholarships program to reward scholastic excellence.</i> ○ <i>Financially support the Fraternity's premier educational programs.</i> ○ <i>Award scholarships to regional, provincial, and national Collegians of the Year.</i> ○ <i>Ensure good governance by managing investment portfolios, fundraising campaigns, policies, and volunteers.</i> <p><i>So, there are a number of ways the Leadership Foundation supports us. You will see a few more endeavors in The Crown & Delta on pages 28-29.</i></p>	

	<i>I do want to highlight one of the initiatives of the Foundation that directly benefits our chapter. The Chapter Leadership Fund (CLF) is a program where any individual, alumni, parent, relative, friend, etc. may make a tax-deductible donation through the Foundation to be deposited in our Chapter Leadership Fund. Those dollars are specifically designated to help defer some costs associated with attending national events.</i>	
	<i>These are just a few ways Deltasig contributes to your personal and professional development. These are also ways you can engage in the Fraternity as a collegiate member as well as an alumni member.</i>	
15/55	Preparing for Initiation	Needed: The Crown & Delta, DISPLAY
	<i>As we wrap up the Pledge Education Program, we need to spend just a few more moments reflecting on our Purpose. We are going to shift our conversation about our personal values to a conversation about our collective values. As members of Delta Sigma Pi, we come together through our shared connection to the values of the Fraternity and our Purpose. As members we must understand what these mean.</i>	
	VPPE should list the following four organizational values of the Fraternity on a DISPLAY. <ul style="list-style-type: none"> • Professionalism • Service • Social • Scholarship 	
 Pg. 40  DISPLAY	<ol style="list-style-type: none"> 1. The VPPE should divide pledges up into four (4) groups. <ul style="list-style-type: none"> ○ If the number of pledges is smaller than eight (8) divide pledges into two groups ○ If the number of pledges is more than thirty (30) divide them into eight (8) groups. 2. Have each group create a definition for one of the four values. <ul style="list-style-type: none"> ○ VPPE must ensure all four values are assigned to a group. 3. Each member of the group should discuss what the value means to them. 4. Pledges will have five (5) minutes to discuss, develop, and record in <i>The Crown & Delta</i> on page 40 the definition they decide upon. 5. When the five (5) minutes elapse, the VPPE should have the groups share their definitions one by one. 6. After each group has shared, the entire group should devise ways to put that value/definition into action. <ul style="list-style-type: none"> ○ The VPPE should record these responses on a DISPLAY 	
 Pg. 40	<i>Our values are only useful if we understand them, connect with them, and act upon them. Over the past few weeks, we have discussed the history of our organization, our policies and procedures, and the organizational structure. We have also just spent time clarifying our personal values, our groups values, and connecting those to the organizational values of the Fraternity. With all that knowledge turn to page 40 in <i>The Crown & Delta</i> and take a few moments to reflect on the Purpose of Delta Sigma Pi one last time as part of the Pledge Education Program. Read the words, connect with them personally, professionally, and organizationally. How does it speak to you?</i>	
	The VPPE should allow pledges approximately five (5) minutes to independently record their thoughts in <i>The Crown & Delta</i> .	

*Per National Policy, the Pledge Education Guide, including this document
must be followed and not deviated from*

	<p>VPPE should not directly ask pledges to share their personal reflections, but the process of their reflection with the following questions. There are no right or wrong answers to these questions. They are intended to think about the individual's understanding and connection to the Pledge Education Process and the Purpose of the Fraternity.</p> <ul style="list-style-type: none"> ● <i>If you look back at information from our first meeting, compare your thoughts on what you feel the Purpose of Delta Sigma Pi is to that of your big brother. What are the differences? What are the similarities?</i> ● <i>How has the Pledge Education Program helped you to understand the Purpose of the organization?</i> ● <i>How do you feel this guiding statement may benefit you personally and professionally moving forward?</i> ● <i>Based on the understanding of your personal values, group values, and organizational values, does being a member of Delta Sigma Pi achieve our definition of IDEAL MEMBER? Why or why not?</i> 	
5/60	Meeting 5 Wrap Up	
	<p>In this meeting we have:</p> <ul style="list-style-type: none"> ○ Explored some of our personal values ○ Discussed what an Ideal Member looks like ○ How having Ideal Members, contributes to having an Ideal Chapter ○ Learned about how chapters, brothers, and the Fraternity are benefitted by the Leadership Foundation ○ Connected the organizational values of the Fraternity to its Purpose. 	
	<p>The VPPE should congratulate pledges on the completion of their pledge education meetings. There <u>should not be any special activities to commemorate the occasion</u>. Participating in the Initiation Ceremony serves that purpose. Remember there is not to be any organized Fraternity activity with pledges within 24 hours of initiation.</p> <p>Instruct them on the date and time for which the comprehensive final examination module must be completed. Pledges must be reminded the module will contain only the questions from prior modules. Additionally, pledges must be reminded they must complete and achieve an acceptable/passing score prior to being initiated.</p> <p>The VPPE should remind pledges where their Initiation will take place, what time to arrive, and the attire for the event, and <u>remind them to wear their pledge pin</u>.</p> <p>They should also make them aware there may be brothers in attendance they have never met before. These could be alumni from the chapter, alumni from other chapters, members of an alumni chapter, and/or regional, provincial, or national leaders.</p>	