ALPHA KAPPA PSI

The Professional Business Fraternity

Bridge to Brotherhood Facilitator Guide

First Version

Fall 2018 – Spring 2019

Welcome

Thank you for your leadership as we educate the newest generation of Brothers!

Brothers,

Welcome to the start of an exciting adventure!

On behalf of the Board of Directors, Management Team, and Heritage Center staff, **thank you** for your partnership in creating the foundation of a positive life-long brotherhood experience. As the brother responsible for leading your chapter's education process, you are in a unique position. Unlike your fellow members, you represent what Alpha Kappa Psi is to every new pledge under your tutelage, since they will learn all there is to learn about the fraternity through your efforts.

Alpha Kappa Psi spent years developing the pledge program, listening to feedback from all members (students and alumni), and identifying the skills and knowledge necessary to prepare our pledges to be successful bothers. Paired with the Fraternity's Journey to Principled Business Leadership, the pledge program ensures that all members will get the most out of Alpha Kappa Psi's educational offerings, while also having an experience uniquely tailored to their local university and home chapter. The program is designed to ensure that all chapters can design a tailored and unique experience for their pledges, while ensuring all new members have the same basic education as they go through the process.

As you know, Alpha Kappa Psi is something one joins for life. From your personal experience pledging your home chapter, to your current role in membership education, to the future when you will participate as a member of an alumni chapter or a fraternity volunteer after graduation, Alpha Kappa Psi is an ever-changing, evolving, and lifelong journey. The process you are leading on behalf of the fraternity is the first step in a lifetime of brotherhood and service for your pledges.

Thank you for your efforts in educating our pledges, and future brothers, to become Principled Business Leaders!

In U—and I—

Michael G. Dickerson, CFV
Fraternity President

Table of Contents

The Table of Contents below provides a list of the topics covered in each section to help you navigate the guide.

ALPHA KAPPA PSI

The Professional Business Fraternity

The Pledge Program Experience

Program Overview

Consider this: Are incoming members being properly educated to add to the success of the chapter and the fraternity? Has what is expected of them as a brother been taught? If you think of this program as a new employee orientation – have you prepared your new members to be the best they can be in their role as a brother?

Over the course of Alpha Kappa Psi's pledge education program, pledges are introduced to the key skills and practices of the Fraternity. The Bridge to Brotherhood is designed to target areas of personal and professional development regarding how to become a principled business leader, as well as build an awareness and appreciation for the history, values, and vision of Alpha Kappa Psi.

Active Learner
The willingness and active effort to continuously grow in knowledge, skill, and competence.

Principled Decision Maker
The process of gathering information, weighing consequences, and accepting responsibility for choosing a course of action.

Change Agent
The ability to shape the thoughts and actions of others to drive positive growth.

By the end of the program, pledges will be able to:

- Build a fraternal network
- Construct a path for approaching difficult situations
- Define principled business leadership
- Describe AKPsi's Key Practices
- Describe the expectations of being an Alpha Kappa Psi member
- Describe what it means to be a values-based membership organization
- Explore a comprehensive set of professional and leadership skills
- Explore the fraternity history, structure, and policies
- Identify lifelong commitments
- Practice a commitment to servant leadership and personal accountability
- Reflect on the purpose of Alpha Kappa Psi
- Summarize professional skills and tools on a résumé, portfolio, and in interviews
- Translate chapter, personal, and professional experiences into the leadership development process

It is your responsibility to lead the direction of the program, ensure it is well-managed, and follows all Fraternity and university policies.

These objectives are met through the two components of the program; education and integration.

Education mostly occurs through the instructive modules where pledges are taught core information about the Fraternity, and explore the basics of the key practices and skills needed to succeed as a principled business leader. Education also extends beyond the educational modules, including everything from supplemental pledge program electives, to attendance at events the chapter hosts, to participation in activities such as philanthropy events, campus lectures, and sporting events. Each provides different elements of a pledge's education and should be considered when developing the pledge class calendar and presenting opportunities to the pledge class. As pledges are students first and their academic education should always take precedence, chapters must be cognizant of the institution's academic schedule. Chapters should develop their pledge program in a way that limits pledge class meetings and events during heavy academic periods such as exam weeks to allow both the pledges and fraternity educators the ability to focus on their coursework.

When observing successful training models, it is evident that providing baseline education leads to a knowledgeable employee. Those who are new to an organization not only perform better when they understand the why and how behind their role, but they are more confident in their position, resulting in higher engagement rates. Therefore, it is important for the health of the chapter to focus on educating pledges through all available opportunities.

While you may plan and oversee pledge education, it is the responsibility of the **entire chapter** to contribute to a pledge's education and integration to the chapter. A brotherhood is not formed by the acts of just one person!

Integration into the chapter starts the day pledges are extended a bid. Using a hands-on approach, chapters will begin to assist pledges with acclimating to the chapter experience from the beginning. This occurs through allowing pledges to participate on chapter committees, attend chapter events and build relationships through the Big Brother Mentor Program. Big Brothers should be available to answer questions and help Little Brothers acclimate to the fraternity, through encouraging participation in chapter events and activities as well as introducing them to other members, particularly those with common interests, experiences, and backgrounds.

When observing successful training models, it is rare for organizations or companies to segregate their new members or new hires. Those who are new to an organization not only learn better through integration, but tend to develop an attachment to the organization when they feel included and like a valued member of the team, resulting in higher retention rates. Therefore, it is important for the health of the chapter to focus on integrating pledges in the chapter instead of separating them with their own activities and projects.

Keep in mind that **integration occurs both ways**. Reaching out to someone new can be intimidating, especially if they are seeking membership, so a brother reaching out to a pledge can help **build the pledge's confidence** and **show him or her the culture** of the brotherhood.

Program Snapshot

The program snapshot is the timeline of events that occurs during the pledge process.

Induction
- Introduction to the pledge program
- Follows the Facilitator Guide

Module 1: Building Relationships
- Introduction to the brotherhood
- Follows the Facilitator Guide

Module 2: Exploring Values
- Introduction to Alpha Kappa Psi's core values
- Follows the Facilitator Guide

Big Brother Reveal
- Assigned a Big Brother to be a mentor through the process

Module 3: Risk Reduction
- Review and application of Alpha Kappa Psi's Risk Management Policies
- Follows the Facilitator Guide

Fraternal Exam
- Complete the online exam
- Recite the Anthem and the Creed

Module 4: Interviewing
- Discuss Interviewing
- Follows the Facilitator Guide

Mid-Term Interview
- Practice Interviewing skills
- Follows the Ritual

Module 5: Handling Feedback
- Discuss feedback
- Follows the Facilitator Guide

Module 6: Emotional Intelligence
- Introduction to Emotional Intelligence
- Follows the Facilitator Guide

Court of Honor
- Complete the Court of Honor Presentations
- Follows the Ritual

New Brother Orientation
- Introduction to the pledge program
- Follows the Facilitator Guide

This snapshot does not include any of the elective events from the chapter. When planning events pledges are expected to attend, set reasonable expectations that will not overwhelm them. Remember, the pledge process is only their **introduction** to the chapter and the start of their journey in becoming a principled business leader. Their learning is only just **beginning**!

Initiation Requirements

The requirements for the pledge process include:

- Attending the educational modules
- Completing a personal development plan
- Creating a résumé
- Conducting an informational interview
- Completing the Mid-Term Interview
- Completing all chapter-added elective requirements
- Delivering the Court of Honor Presentation
- Passing the Fraternal Exam with at least a 76%
- Reciting the anthem and creed to a member of the pledge education committee

To qualify for initiation to college chapter membership each pledge must:

- Fulfill the qualifications for admittance to the pledge period;
- Have satisfactorily completed the pledge program and Fraternal Exam;
- Have paid any required initiation fees in full; and
- Be invited to and approved for membership by the members of the college chapter.

Any improvement plans must also be completed prior to Initiation. At all times, chapters must comply with university and federal regulations and should allow flexibility to accommodate academic and work obligations, and any disclosed disabilities.

Fraternal Exam and Recitation

Each pledge must successfully pass the Fraternal Exam with at least a 76% by the end of the pledge process. The exam must first be administered between Module Three and Mid-Term Interview, but should a pledge not pass on the first attempt, they are able to retake the exam up until Court of Honor. Online practice quizzes are provided; however, they are not mandatory and scores have no bearing on a pledge's continuance of the program.

In addition to the Fraternal Exam, pledges must recite the anthem and creed individually to a member of the pledge education committee. This should occur during a private, scheduled time between a single pledge and a single member of the committee. Brothers may not solicit pledges to recite the anthem or creed at any other time. Pledges may recite the anthem and creed at the same or separate times throughout the program, but both must be completed before Court of Honor. The pledge education committee should keep track of everyone's progress.

Elective Activities

Chapters can tailor the program with supplemental elective activities based on the needs of the chapter and university. Any electives indicated on the Program Syllabus are included as chapter-specific requirements, provided they follow all fraternity guidelines. Should a pledge not be able to complete an elective for any reason, the chapter should provide accommodations.

Questions Regarding Requirements

Can the chapter use the quizzes during meetings or ask pledges to report their scores?

The quizzes provided are designed as practice for the pledges to use as a study tool only. Chapters should not be adding quizzes as a required part of a pledge meeting, nor asking pledges to take them on their own and report their scores. Just as each student studies differently to prepare for exams in class, pledges should be able to study and prepare as they need for the Fraternal Exam. The only score which impacts membership is the Fraternal Exam, and as adults, the chapter should not be monitoring their study progress.

Can the chapter ask pledges to provide written reflection or updates about their process to the chapter or Fraternity Educator?

While it is important for the pledges to continually reflect on what they have learned, it is not their responsibility to report it to the chapter. The chapter should not require any additional writing assignments outside those already included in the program requirements or module activities. The Fraternity Educator should be in tune with the pledge class enough to provide periodic updates on the status of the pledge class, how pledges are progressing in meeting requirements, and any issues that arise.

What should I do if the chapter is concerned about a lack of interaction with pledges?

While there are a number of electives that will allow the chapter to bring the pledge class and brotherhood together, the best way to increase interaction is organically. While it is important the pledge class tries to attend chapter events and reaches out to get to know brothers, the brothers also need to make the effort to reach out to the pledges. It should not be solely on the pledge class to develop a relationship with the chapter. Reaching out to someone new can be intimidating, especially if they are seeking membership, so a brother reaching out to a pledge can help build confidence and show pledges the culture of the brotherhood. As future members of the chapter, the brothers should want to get to know the pledge class and should take the time to extend a hand. At the end of the process, if brothers feel they do not know the members of the pledge class, it is important to consider if they put forth any effort on their own.

How can we use chapter events to integrate the pledges with the brotherhood?

Pledges should be invited to events the chapter hosts. The chapter is already putting a great deal of effort into hosting the events, whether brotherhood, professional development, service, fundraising or otherwise. Not only will the chapter have greater attendance by expanding its reach, but the pledges will start familiarizing themselves with chapter activities and members of the chapter. Chapters can also consider allowing pledges to participate on the chapter committees. This provides another avenue for pledges to excel and get a head start on chapter participation. They may have great ideas and fresh perspectives to share with the chapter. While chapter events and committee participation are great opportunities for the pledges to take advantage of, they cannot be required.

Are there any chapter events or activities the pledges are not able to attend?

Pledges are not able to attend chapter meetings, as they have not yet been initiated. Meetings are reserved for members in good standing to discuss official fraternity business. All other events should be open to pledges to encourage familiarization with chapter activities and members of the chapter.

Program Resources

To assist pledges with their requirements, they must be provided with the following resources:

- Participant Manual, which includes:
  - Bill of Rights
  - Expectations of Joining
  - Risk Management Policies and Assurance
  - Pledge Program Requirements
  - Pledge Program Calendar
  - Contact Information
  - Fraternal Exam Study Guide
  - Personal Development Plan
  - Informational Interview Guidelines
  - Module Resources
  - Additional Resources
- Module PowerPoint Presentations
- Fraternal Exam Quiz Links
  - Fraternity Policy Quiz: https://www.surveymonkey.com/r/leadpolicyquiz
  - Fraternity History Quiz: https://www.surveymonkey.com/r/leadhistoryquiz
  - Fraternity Structure Quiz: https://www.surveymonkey.com/r/leadstructurequiz

> Be sure to provide pledges with all resources up front. Throughout the process you want them to be able to focus on the activities and education, not scrambling to write down the information from a slide or remember upcoming dates.

The Participant Manual is available online to ensure pledges have access to the resources from the start of the program. Depending on the resources of the chapter and university, chapters can elect to provide the Participant Manual physically or digitally for the pledges. Some resources, such as the Risk Management Policies and activity resources, must be printed for use and collection during the modules, and may be printed out as needed or entirely upfront.

If a chapter elects to print out and provide all the materials to each pledge at the beginning of the process, chapters may not require the pledge to carry the binder, folder, or other organization system at any specific time, or reprimand them for not having it when asked. Like a textbook for class, the information should be used as a reference guide.

Chapter and University Specific Resources

Chapters should also provide the pledges with information about chapter- or university-specific resources they can take advantage of throughout the pledge process. These can include, among others:

- University Career Services
- College of Business Career Services
- Chapter Expectations
- Chapter Event Calendar
- Alumni contact information
- Brother contact information

AKPsi Glossary

The following are explanations and abbreviations for programs, resources and people commonly referenced in Alpha Kappa Psi and the pledge program, specifically.

Board of Directors' Statement of Policy (BoDSoP) – One of the Fraternity's governing documents including policies set by the Fraternity Board of Directors.

Bridge to Brotherhood - The new pledge program. This program has been created to replace the Pledge Education Program (PEP). Bridge to Brotherhood is designed to set the foundation for defining Principled Business Leadership. This includes an introduction to the AKPsi Competency Model and an appreciation for the values and vision of AKPsi and the general fraternity and local history.

Chapter Achievement Pathway – The entire process of creating the Chapter Success Plan for the chapter. The Chapter Achievement Pathway follows the calendar year and is composed of the Officer Curriculum Roadmaps - a series of learning events, activities, and tasks to complete and manage the Chapter Success Plan.

Chapter Achievement Pathway Timeline - President's Academy (Jan) >> SWOT analysis (Jan/Feb) >> PBLI Officer Chapter Achievement Pathway Track (Feb) >> Executive Committee Retreat (Mar/Apr) >> Chapter Kickoff (Aug/Sept) >> Regional Assemblies (Aug/Sept) >> Ongoing support and coaching (year-around - May to April)

Chapter Achievement Pathway Track – Conducted at PBLI each February, the Chapter Achievement Pathway Track is designed for incoming/new chapter officers and focuses on the Chapter Success Plan, goal setting, Servant Leadership, and building the chapter calendar for the year.

Chapter Advisor (CA) – A volunteer responsible for advising a student chapter, assisting chapter leaders with completing the Chapter Success Plan and providing guidance on chapter operations.

Chapter Advisory Board (CAB) – A group of volunteers responsible for advising student chapters with chapter operations. Each CAB member is generally focused on providing assistance in a specific area of operations.

Chapter Educational Resource Coordinator (CERC) – The Heritage Center staff member dedicated to providing operational assistance. Each Area of the Fraternity has a designated CERC to provide assistance.

ChapterSpot – The fraternity's membership platform for chapters to report status changes, collect dues, and collaborate within the chapter and with the Heritage Center.

Chapter Success Plan – The Chapter Success Plan is a new tool for chapter planning that provides chapter leaders with a comprehensive plan for the upcoming year. The Chapter Success Plan provides resources for each chapter officer to define their goals and to set a course to achieving those goals.

Chapter Success Plan Reflection - A secondary form that the chapter leadership completes to evaluate the successes and challenges of the past year.

College of Leadership (CoL) – An event held every two years in conjunction with Convention. This is the educational portion which provides sessions dedicated to advancing professional and leadership skills.

Competency Model (CM) – The specific set of Leadership Practices and Skills needed by business leaders to thrive in the workforce – as identified by hiring managers and HR professionals via surveys, focus groups, and interviews. By providing students with a foundation of awareness, understanding, and practice of these key practices and skills, AKPsi provides students with the tools for success as they transition to the workforce.

Core Competencies – The Practices and Skills generally needed for an individual or organization to complete key processes and operations.

Court of Honor Presentation (COH) – The final assignment and group presentation the pledges present to the chapter members before Initiation.

Engagement Roadmaps – Engagement Roadmaps are part of the Chapter Success Plan. They are a resource designed to guide the chapter leadership through the process of planning and executing an activity, program, or event that engages their chapter brothers in two key areas: (1) Businesses/Organizations and (2) the Campus and Community. The Engagement Roadmap provides the chapter leadership with a tool to assess their chapter brothers' engagement and learning by focusing on the key components of each activity, program, or event: planning, communicating, marketing, executing, and assessing. The Engagement Roadmap provides the chapter with a resource to determine the level of engagement (low, medium, high impact) for all stakeholders.

Executive Vice President (EVP) – A volunteer elected by the Chapter Congress responsible for working with the fraternity president and Management Team to ensure fraternity initiatives are achieved.

Faculty Advisor (FA) – A volunteer who is also a member of the university staff, responsible for advising a student chapter and providing guidance on chapter operations.

Fraternity Board of Directors (BOD) – One of the governing bodies of the fraternity, made up of nine alumni members elected by the Chapter Congress. The Fraternity Board is responsible for setting policies and procedures and strategic planning to guide the future of the fraternity.

Fraternity Educator – The chapter officer in charge of pledge education.

Fraternity President – A volunteer elected by the Chapter Congress to serve as the head of the Management Team in carrying out fraternity initiatives.

Heritage Center (HC) – The group of paid staff members who manage the day to day operations of the fraternity.

Induction - The ritual in which potential new members who received an offer to join become pledges and start pledge education.

Initiation - The ritual in which pledges become collegiate members of the chapter.

The Journey to Principled Business Leadership ("The Journey") – The activities, programs, and events that make up each AKPsi student brother's experience. Each step in The Journey gives a brother further insight into the key practices and skills in the Competency Model and will lead toward a 'certification' (future) in Principled Business Leadership. The first step in The Journey is the "Bridge to Brotherhood."

Judiciary Committee (JC) – A group of volunteers responsible for protecting the reputation of the fraternity though ensuring chapters and members are complying with the risk management policies. They also assist in maintaining resources and tools to educate chapters and members on the risk management policies.

Judicial Review Board (JRB) – A group of student members at a local chapter who have exhibited knowledge of the risk management policies to ensure chapter compliance. Chapter-led investigations often utilize a JRB.

Management Team (MT) – The volunteer leadership team of the organization. Comprised of the fraternity president, executive vice president, four vice presidents, and 16 regional directors, these volunteers support strategic initiatives through managing regional management teams and providing chapter assistance.

Mid-Term Interview (MTI) – The formal interview conducted roughly half-way through the pledge process where chapter members provide feedback on the pledge's interview and performance thus far in the process.

Officer Curriculum Roadmaps –A step-by-step process for the chapter officers to learn their role in the creation and execution of the Chapter Success Plan. By participating in the month-by-month learning activities outlined in the Officer Curriculum Roadmaps, chapter officers exercise the skills described in the Competency Model to create the Chapter Success Plan to lead their chapter.

President's Academy (PA) – This event is for new chapter presidents and presidents-elect. The President's Academy is the kick-off component of the Chapter Achievement Pathway and is where the Chapter Success Plan is first introduced to the new chapter officers. It is a two-day, centralized leadership development workshop entirely funded by AKPsi. The PA focuses on learning the basics of Servant Leadership, developing the chapter's executive committee, and building the Chapter Success Plan. The Presidents Academy is currently conducted at the beginning of January.

Principled Business Leadership Institute (PBLI) – An annual event dedicated to providing all members the opportunity to network with other chapters and business professionals and enhance their professional development through sessions surrounding principled business leadership, the fraternity's core values, and the core competencies.

Recruitment – The time period where the chapter markets the fraternity to attract potential new members before distributing bids to join the pledge process. Recruitment should also be a year-around effort to attract new members through chapter events open to the campus community.

Regional Assemblies — Hosted locally within each region, the Regional Assemblies are designed to provide chapter officers with more specific support for their Chapter Success Plans. This is an opportunity to improve collaboration and relationship building among chapters within the region (or area) and to align learning content for the Regional Assemblies with the areas of need identified by the students through the process of building their Chapter Success Plans.

Regional Director (RD) – A volunteer responsible for overseeing the chapters and volunteers in a specific geographic location. Regional directors are also part of the Management Team to assist in strategic planning for their region.

Regional Manager (RM) - A volunteer responsible for advising student chapters within a specific geographic location on a specific area of chapter operations.

Regional Management Team (RMT) - A group of volunteers in a geographic location responsible for advising student chapters with chapter operations. The Regional Management Team is made up of chapter advisors, chapter advisory boards, faculty advisors, regional managers, section directors and a regional director.

Road to Brotherhood (RTB) – A collection of digital resources to assist chapter officers and members with areas of operations. It includes eLearnings, webinars, and documents to provide guidance and explain policies and best practices.

Section Director (SD) - A volunteer responsible for advising student chapters within a geographic location. Section directors oversee a portion of the chapters in a region.

Servant Leadership – An approach to leadership that is defined by the Greenleaf Center for Servant Leadership as a philosophy and set of practices that enriches the lives of individuals, builds better organizations, and ultimately creates a more just and caring world.

SmarterSelect – The platform used to submit the Chapter Success Plan and Program Syllabus.

SWOT – An exercise in organizational analysis designed for the participant to use critical thinking skills to identify Strengths, Weaknesses, Opportunities, & Threats. Chapter officers are asked to complete a SWOT analysis as part of the Chapter Achievement Pathway as they start to build their Chapter Success Plan. The insight gained from completing the SWOT analysis will provide a basis for starting to create the Chapter Success Plan and will assist in identifying the areas of need that can be addressed through the Officer Curriculum Roadmaps and the Regional Assemblies.

Vice President (VP) – A volunteer who is responsible for the oversight of volunteers in a specific geographic area, as well as providing support to a subset of fraternity initiatives.

Yellow Rose Society (YRS) – The student member giving society, requiring only a $10 donation from any current student member.

ALPHA KAPPA PSI

The Professional Business Fraternity

Understanding Your Role

ACTIVE LEARNER

PRINCIPLED DECISION MAKER

CHANGE AGENT

Fraternity Educator Responsibilities

As the fraternity educator, you play a crucial role educating the fraternity's future. It is your job to organize and oversee the pledge education program and ensure it follows all fraternity and institution policies. By following this intentionally designed program, you will deliver the best experience possible to ensure each pledge receives a consistent level of education. To fulfill your role as the facilitator of the program, there are many responsibilities at various points during your tenure.

Immediately After Election

- Meet with the outgoing fraternity educator to learn best practices and recommendations
- Thoroughly read the *Facilitator Guide* to understand the program and requirements of the fraternity educator

Prior to Recruitment

- Meet with the recruitment chair and committee to align expectations and ensure a successful recruitment

Before the Pledge Education Process Begins

- Review the elective guidelines and select the options for the upcoming pledge class
- Complete the Program Syllabus prior to the deadline
- Confirm the schedule of dates for pledge meetings, elective activities, and rituals
- Ensure rooms are reserved for pledge education meetings and elective activities
- Meet with the Master of Rituals to ensure room reservations are made for rituals
- Prepare the Induction packet with dates
- Review the module lesson plans in the *Facilitator Guide*
    - Know the lesson plans well enough to avoid reading them word for word!

Throughout the Pledge Education Process

- Report pledges on ChapterSpot within seven (7) days of Induction
- Serve as the liaison between the pledge class and the chapter, providing updates on the progress of the pledges during chapter meetings
- Facilitate the educational modules and electives
- Serve as a resource for the pledges to address any questions or hesitations

After Initiation

- Report initiates within seven (7) days of Initiation
- Prepare the New Brother Orientation packet with chapter-specific information
- Conduct a chapter-specific evaluation with the newly initiated members regarding the process and elective selections

Before Transition

- Meet with the incoming fraternity educator to share best practices, recommendations, and results of the evaluation

Reporting Responsibilities

Reporting is a very important aspect of your position. Timely reporting ensures that everything runs smoothly throughout the pledge program, from receiving materials on time to getting prompt responses to your questions and concerns.

As the facilitator of the program, there are several reports you are responsible for submitting by the deadlines. Each report serves a specific purpose and should be carefully reviewed before submission. Below are the reports you are responsible for completing each academic term.

SmarterSelect Reports

The **Program Syllabus** is required of all chapters to report the pledge program and electives. Starting with Induction and ending with New Brother Orientation, the Program Syllabus takes fraternity educators through each aspect of the program to help plan a pledge education program tailored to the needs of the incoming pledges within the given parameters.

Semester Schools

May 1 for Fall Program Syllabus

November 1 for Spring Program Syllabus

Quarter Schools

May 1 for Fall Program Syllabus

November 1 for Winter Program Syllabus*

February 1 for Spring Program*

*If a quarter school is not conducting either a winter or spring program, it must be noted in the Chapter Success Plan.

- How to Access the Program Syllabus:
  - Access the form here: https://app.smarterselect.com/programs/50114-Alpha-Kappa-Psi, select Apply, and log-in using the chapter account information found in HQdocs. Any forms submitted under a personal email will not be accepted.
  - Chapters will need to start a new Application for each term.
- Tips for the Program Syllabus:
  - Review the report first to see how it is structured and what information it requires. Complete it over time as the fraternity educator plans for future pledge classes.
  - To complete this form, you must know the dates of pledge class meetings and rituals, as well as the electives selected to complement the program.
  - If an event or activity you chose impacts executive board members or chapter members, coordinate dates with the respective groups in advance.
  - Review the university's academic calendar prior to completing the report so the pledge program does not conflict with holidays, exams, and busy academic periods.

The **Chapter Success Plan** and **Chapter Success Plan Reflection**, due at the end of the academic year, require the executive board to collaborate to effectively and accurately complete the reports. Both reports require information regarding the pledge program.

- How to Access the Chapter Success Plan and Chapter Success Plan Reflection:
    - Work with your chapter executive board to gain access and ensure completion.
- Tips for these reports:
    - Focus on your section of the report and reflecting on the performance from the previous academic year as well as how you can improve for the coming year.
    - Work together with your executive board to ensure completion.

ChapterSpot Reports

The **Pledge Report** is required for the chapter to properly report its pledges to the Heritage Center. Once the report is submitted, pledges are invited to ChapterSpot. The chapter is billed pledge fees based on the number of pledges reported.

The **Initiate Report** is required for the chapter to properly report its initiates to the Heritage Center. The chapter is billed based on the number of status changes from "Pledge" to "Collegiate," so be sure that everyone updated to "Collegiate" was initiated.

The **Dropped Pledge Report** is submitted to keep the chapter's records up to date. When a pledge leaves or is dismissed from the program, it is important to report him or her as a "Dropped Pledge" so the chapter does not accidentally report him or her as "Collegiate" after Initiation. If a pledge is reported as a dropped pledge within ten (10) days of the induction date, the chapter is issued a credit for the Heritage Center pledge fee.

Pledge Report	Initiate Report	Dropped Pledge Report
Must be submitted within seven (7) days of the Induction Ceremony	Must be submitted within seven (7) days of the Initiation Ceremony	Must be submitted within seven (7) days of a pledge voluntarily leaving or being dismissed from the program

- How to Access ChapterSpot reports:
    - Log-in to ChapterSpot with your personal account and follow the *Pledge Program Reporting Process* found in the Appendix to create a recruitment campaign, and report your pledges, initiates, and dropped pledges.
- Tips for these reports:
    - To complete these reports, you must know the individual's email and phone number.
    - Create a recruitment campaign early enough to maintain contact information of all potential members. This allows you to keep a record of those you may not extend a bid to, but may want to reach out to invite back to future recruitment events. In addition, you will already have them in ChapterSpot when you are ready to report pledges.
    - When submitting a dropped pledge, if they are being dismissed from the program, you need to supply the reasoning for removal.

Questions Regarding Reporting

What if we do not submit the Program Syllabus by the deadline?

If the fraternity educator does not submit the Program Syllabus by the deadline, the chapter is expected to complete the base program without the addition of any chapter-specific requirements or electives. The fraternity educator still must submit the Program Syllabus, but is no longer able to select electives. Therefore, it is important to ensure the fraternity educator knows the deadlines to maximize the options for the upcoming pledge class. If there are extenuating circumstances that will not allow you to complete the Program Syllabus on time, reach out to your chapter educational resource coordinator for assistance.

Does our Chapter Advisor or another volunteer need to review the Program Syllabus before its submitted?

It is a best practice to discuss the Program Syllabus with your chapter advisor before submission. Having a conversation allows you to articulate your thought process and reason for selecting the length of program and electives, as well as gives you the opportunity to receive feedback before submission.

What if we do not submit the pledge or initiate report on time?

Submitting the pledge and initiate reports are the first step in triggering a series of administrative items, so it is important fraternity educators submit these reports per the requirements. Delaying submission could cause the chapter to not receive program materials, certificates, and pins in a timely manner.

What if we have technical issues with submitting the reports?

If the fraternity educator experiences issues with ChapterSpot, report the issue to caroline@chapterspot.com and inform the chapter educational resource coordinator of the issue. Any issues submitting the Program Syllabus or Chapter Success Plan should be directed to your chapter educational resource coordinator.

Utilizing Your Resources

To help you in your role as fraternity educator, there are a number of additional resources in addition to this guide.

ChapterSpot

ChapterSpot is Alpha Kappa Psi's membership platform. Chapters use ChapterSpot to communicate within the chapter and with the Heritage Center, collect dues, and collaborate with one another through maintaining resources. Some of the features of ChapterSpot that will be useful for your role include:

Recruitment

- Streamline the recruitment process
- Maintain recruitment records
- Set clear and attainable goals

Status Changes

- Report pledges and new members
- Easily make status changes

HQDocs

- Central location for chapter documents
- Assists with officer transition

As a chapter officer, you want to become familiar with the features of ChapterSpot and utilize the resources located in HQDocs to help you in your position. If you have any questions about ChapterSpot, contact caroline@chapterspot.com.

Alpha Kappa Psi Website:

Alpha Kappa Psi's member website, myakpsi.org**,** has many available resources.

Collegiate Chapters

- Programs – includes details and registration about fraternity programs and events
- Personal and Professional – includes eLearnings and webinars related to personal and professional development
- Road to Brotherhood – includes eLearnings and webinars related to chapter operations

Programs

- Pledge Education – Access to program materials and FAQs

If you have any questions about the website and available resources, contact communication@akpsi.org.

ALPHA KAPPA PSI

The Professional Business Fraternity

Facilitating the Program

Pledge Program Structure

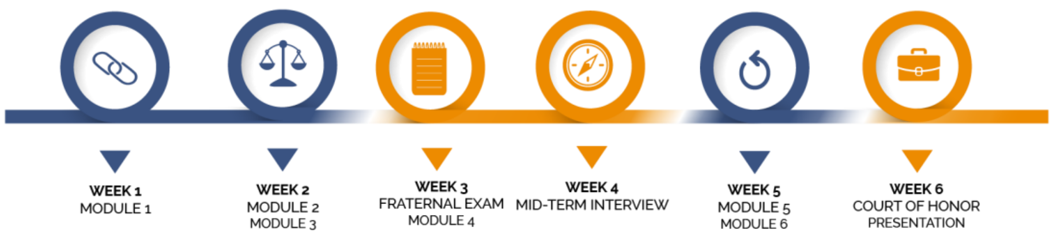
The program may be conducted between five and eight weeks and comprises six educational modules, as well as Induction, the Fraternal Exam, Mid-Term Interview, Court of Honor Presentation, Initiation, and New Brother Orientation.

The six educational modules each have corresponding lesson plans in this facilitator guide and are designed to be completed in their entirety as written, without revisions or modifications. Modules must be completed in order, and activities and lessons may not be moved between modules.

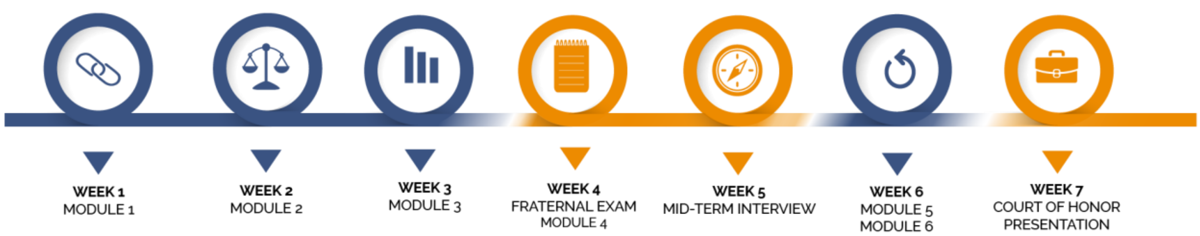
Whereas chapters can set the schedule according to what works best with the university calendar, the fraternity has suggested schedules based on each program length.

FIVE WEEK PROGRAM

SIX WEEK PROGRAM



SEVEN WEEK PROGRAM



EIGHT WEEK PROGRAM

New Brother Orientation should occur within one week of Initiation. This session will not count toward the total number of weeks in the chapter's pledge program.

Weeks with more than one meeting may be conducted as one two-hour session, or two one-hour sessions. No additional meetings should occur the weeks of the Mid-Term Interview or Court of Honor Presentation. The Fraternal Exam may not be combined with the Mid-Term Interview and must occur on separate days.

Electives and Chapter Events

To supplement the educational modules and enhance the program, chapters can select several electives in personal, professional, and fraternity development which is explained further in the *Tailoring the Program to your Chapter* section of this guide. Any electives selected may not replace the educational modules or activities within the modules. Should chapters wish to add elective content onto an educational module, it must be prior to or after the module and must comply with fraternity risk management policies in terms of timing.

Chapters are strongly encouraged to invite pledges to chapter events as they are able. Chapters are already putting a great deal of work into planning these events such as fundraisers, professional development opportunities, and service events that can be beneficial for brothers as well as pledges to attend. To further enhance their development, chapters should allow pledges to join chapter committees to help plan these events in addition to attending them. Attendance at chapter events is not a requirement, but pledges should be encouraged to take advantage of the opportunities to enhance their own experiences. The opportunities to interact with members during chapter events can help pledges find their fit in the chapter and learn more about positions they might like to hold as a member.

Questions Regarding Educational Modules

What if the chapter needs to reorganize the meetings due to the university calendar?

The modules and rituals must be executed in the prescribed order. The suggested schedules do not factor in university calendars, and fraternity educators need to use their best judgement when scheduling the modules to fit into their program length. You should aim to not have more than two meetings a week, unless university calendars do not allow or it is in the best interest for the pledge class.

Sometimes an extenuating circumstance causes meetings and events to be cancelled, such as illness, weather, or otherwise. Should a change in the university or chapter schedule affect a pledge meeting after the schedule is set and reported, the chapter should readjust the calendar as needed. The chapter should not skip a module, but instead will need to add an additional meeting or extend the process to make up for the missed meeting. In this instance, the chapter should move forward with extending the process or accommodating an additional meeting date and time and inform the chapter educational resource coordinator of the delay. Should a university closure affect the chapter for an extended period of time, the resource coordinator can provide guidance on how to handle its effect on the pledge process.

What if we are not able to complete the activities in the suggested time?

The activity times are estimations based on how long the activities and discussions should take. The fraternity educator should do his or her best to stick to the timeframe, but if an activity runs over, use your discretion on continuing the conversation for the sake of the pledges' learning and cutting the activity short. To maintain the one-hour length of meetings, if the facilitator opts to continue an activity or discussion, he or she may need to amend the time for other activities later in the meeting to stick to the overall timeframe of the one-hour meeting. If an activity is taking drastically shorter or longer than prescribed, the facilitator should both take note of it to pass along to Alpha Kappa Psi's education department and review the execution of the event to see where you could have expanded or shortened the activity.

Program Modifications

Institution-Specific Modifications

If your institution has policies or restrictions in which the program does not currently comply, or if your chapter must follow certain guidelines for recruitment per your institution, these requirements should be submitted prior to the beginning of the fall term. Please contact the Heritage Center prior to the start of the academic year and provide documentation that explains the policy. For example, if your chapter is not allowed to recruit first semester students or can only recruit one pledge class per academic year, these need to be reported. The Heritage Center will then work with the chapter to make accommodations to the program to ensure compliance with the university. If your chapter cannot recruit due to disciplinary sanctions, the Heritage Center must be notified prior to the start of the academic term.

Pledge Class Liaison

While the program provides leadership opportunities through the project leads, the chapter has the option to create an additional role for a liaison between the pledge class and the chapter. This person should be elected by their pledge class during Module One and will act as a peer leader for pledges to share questions or concerns if they do not feel comfortable going to the Fraternity Educator. If the chapter implements this role, they will need to identify it on the Program Syllabus and the Fraternity Educator should touch base with the Liaison on a weekly basis.

Elective Bank

Chapters can tailor the program based on the needs of the chapter and university through utilizing the Elective Bank. The Elective bank includes many activities serving personal, professional, and fraternal development. Each elective has a corresponding number of credit hours associated with the option, and depending on the length of the program, chapters have a select number of credit hours available to use. Chapters are not required to use all the credit hours available to them, but they may not surpass the prescribed number. This may require the chapter to make decisions on which electives are most important based on the needs of the pledges and campus community.

Length of Program	Number of Elective Credit Hours
5-week program	6
6-week program	10
7-week program	14
8-week program	18

When selecting the activities from the Elective Bank, chapters must follow the corresponding guidelines for each activity. These guidelines provide leeway for chapters to develop additional activities to enhance areas of growth, while still following fraternity policy. The chosen electives must be reported and reviewed by the fraternity through the Program Syllabus (discussed in the Reporting Responsibilities) to ensure the Heritage Center and Management Team are aware of each chapter's selections.

Brother Interviews

One of the benefits in joining an organization is the ability to meet many people on campus who share a common interest.

To allow chapters the flexibility in selecting the format that both works best for their chapter and assists in development most needed by their pledges, chapters may select for the pledge class to participate in either Formal or Informal Interviews with members of the chapter. Chapters may not elect to do both, and they may choose not to include either as part of their pledge program. The chapter's selection must be indicated on the Program Syllabus and can be amended each term.

Formal Interviews

Formal Interviews are an opportunity for pledges to gain experience with the complete interview process. They will be expected to schedule and complete professional one-on-one interviews with current collegiate members of the chapter, as well as send a follow-up afterward. Through completion of these interviews, pledges and members of the chapter will be able to get to know one another, as well as give both pledges and brothers experience in an interview setting.

Requirements

- Interviews may not be longer than 30 minutes each.
- Chapters may not exceed the designated number of formal interviews allowed based on the length of their programs. This number equates to two (2) a week, though pledges can complete the formal interviews at a pace that is comfortable to them.

Length of Program	Number of Formal Interviews
5-week program	10
6-week program	12
7-week program	14
8-week program	16

- Formal Interviews must be done with current collegiate brothers.
- Chapters should not assign specific individuals for a pledge to interview. They should provide pledges with the list of brothers available and interested in completing the interviews for the term and their contact information.
- The chapters should also provide a few facts about each brother, such as major and any previous internship or work experience, so pledges can select who they might want to reach out to based on similar career paths or interests.
- Pledges cannot be required to dress professionally to attend the interview.
- Chapters may not require the interview to take place in a specific location.
- To teach pledges the proper procedure for writing a professional email or making a professional phone call, the chapter will need to complete the additional content during the Induction Module.
- Chapters may not require pledges to ask or answer any specific questions.
- The interview is not an opportunity to belittle a pledge based on their answers or lack of experience. The purpose is to stimulate a similar interview environment and get to know the pledge through interview-type questions.

Expectations of Pledges

- To request the interview, pledges should either write a professional email or make a professional phone call to the brothers. They may not be required to do both.
- During the Interview, pledges should be prepared to both answer questions about themselves and their experience, as well as ask questions about the Brother.
- Pledges should send a thank you note after the interview to the brother thanking them for their time, copying their fraternity educator on the email. If the pledge elects to send a handwritten thank-you, they will still need to send confirmation to the fraternity educator.

Expectations of Brothers

- Upon receiving the request to schedule an interview, brothers should aim to respond within 24-48 hours.
- If the Brother no longer has the time to complete an interview, they may decline the interview, but should recommend another Brother who may have the time.
- Brothers should not deny an interview for any reason other than not having the availability.
- If a brother receives an unprofessional email or phone call, the brother should provide feedback to the pledge on how their request could have been more professional, but should not require another email or call before accepting the interview.
- During the Interview, the brother should ask questions about the pledge and their experiences to simulate questions that could occur during a job interview. The interview is not a time to question a pledge about their knowledge of the Fraternity or chapter.
- As brothers are not professional HR associates, brothers should not be providing definitive advice on interview techniques or responses.
- Brothers should also be prepared to answer questions from the pledge.
- Brothers cannot force pledges to answer questions or perform tasks or assignments to complete the interview.
- Upon receiving the thank you note, brothers should consider responding to thank the pledge for their time and providing any additional feedback on the interview.

Explanation of Completion

To confirm completion, pledges will copy the fraternity educator, or a member of the pledge education committee, on the thank you letters which are sent to the brothers after completing the interview. The thank you letters will serve as completion for each interview. Both pledges and the pledge education committee should keep track of the interviews completed.

Informal Interviews

Informal Interviews are an opportunity for the pledges and current collegiate members to get to know one another on a more individual basis. These interviews have less structure and should focus on the conversation and developing a personal connection.

Requirements

- Informal interviews should only be 15-20 minutes in length.
- Chapters may not exceed the designated number of informal interviews allowed based on the length of their programs. This number equates to four (4) per week, though pledges can complete them at a pace that is comfortable to them.

Length of Program	Number of Informal Interviews
5-week program	20
6-week program	24
7-week program	28
8-week program	32

- Formal Interviews must be done with current collegiate brothers.
- Chapters should provide pledges with the list of brothers available and interested in completing the interviews for the term and their contact information, as well as a few facts about the brothers such as major, other organizations they are in, internships they have had, etc.
- Pledges can request the interview by professional email, phone call, or in person. To teach pledges the proper procedure for writing a professional email or making a professional phone call, the chapter will need to complete the additional content during the Induction Module
- During the interview, there are no formal guidelines for questions either should ask one another.
- Brothers cannot force pledges to answer questions or perform tasks to complete the interview.
- The interview is not an opportunity to belittle a pledge based on their answers or lack of experience. The focus of the interview is on building relationships, not on the interview process.

Expectations of Pledges

- During the Interview, both pledge and member should ask questions and carry on a conversation.
- Pledges should send a thank you note after the interview to the brother thanking them for their time, copying their fraternity educator on the email. If the pledge elects to send a handwritten thank-you, they will still need to send confirmation to the fraternity educator.

Expectations of Brothers

- Upon receiving the request for an interview, brothers should aim to respond within 24-48 hours.
- If the Brother no longer has the time to complete an interview, they may decline the interview, but should recommend another Brother who may have the time.
- Brothers can should not deny an interview for any reason other than not having the availability.
- During the Interview, both pledge and member should ask questions and carry on a conversation. The interview is not a time to question a pledge about their knowledge of the Fraternity or chapter.
- Upon receiving the thank you note, brothers should consider responding to thank the pledge for their time and providing any additional feedback on the interview.

Explanation of Completion

To confirm completion, pledges will copy the fraternity educator, or a member of the pledge education committee, on the thank you letters which are sent to the brothers after completing the interview. The thank you letters will serve as completion for each interview. Both pledges and the pledge education committee should keep track of the interviews completed.

Questions Regarding Modifications

What if the chapter wants to select electives that push them past the allowed number of credit hours for the program length?

The number of credit hours assigned to each elective was carefully selected based on the amount of time each activity should take. The number of credit hours allowed per program length was derived from the estimated amount of time a pledge should be spending on AKPsi activities and assignments per week, and chapters are not able to go beyond that number. Chapters need to carefully select the electives to ensure they do not go over the number of credit hours allowed. If the chapter submits a Program Syllabus with more credit hours than prescribed, the Heritage Center staff will follow up with you and the chapter to amend the selections.

Can a chapter choose to hold additional electives not submitted in the Program Syllabus, as long as they are not required?

No. All activities and events designed for the pledge class, whether required or optional, should be submitted on the Program Syllabus and fit within the parameters of the prescribed number of credit hours.

What if we want to do an event or activity that is not included in the Elective Bank?

Chapters can provide feedback and submit ideas for enhancements at the end of each term. The program is reviewed on an annual basis, including the proposed suggestions, to ensure the fraternity is still meeting the needs of its chapters and incoming members.

Do the Formal and Informal Interviews use up any Elective credits?

No. All chapters can select an Interview option without using any of their Elective credits.

If the chapter has less brothers than the number of Interviews allowed, are we able to require alumni interviews to make up the difference?

No. The purpose of the Brother Interviews, both formal and informal, are to network with the current collegiate brotherhood. There is an elective available for conducting Interviews with alumni members should the chapter choose that option.

Providing Accommodations

Throughout the pledge process, there may be times when you will need to adjust the program and requirements due to individual needs or unexpected circumstances.

Accommodating University Changes

If the university closes for any reason (such as extreme weather, natural disaster, emergency, etc.), then all Alpha Kappa Psi activities, meetings, and events must be cancelled. Should this happen during recruitment or the pledge process, accommodations must be made to adjust the calendar and reschedule the meetings and events.

If you have any questions on how a university closure affects your chapter or how to proceed in the event of a long-term closure, reach out to your regional management team and chapter educational resource coordinator for help.

Administering the Fraternal Exam

The Fraternal Exam is primarily provided as an online, multiple choice exam in English, but can be amended on an as-needed basis. This includes if a pledge needs to take the exam in a different format or language. Ask your pledge class to let you know if they would be more comfortable taking it in a different language, and reach out to Alpha Kappa Psi's education department at education@akpsi.org

Coordinating Makeup Lessons

As much as you encourage attendance at every pledge meeting, there are going to be times when a pledge is not able to attend due to illness, school work, or personal emergency. It is important you work with them to set-up a makeup lesson to ensure they still gain the knowledge covered in the meeting and it is not held against them for reasons outside of their control.

Working with Disabilities

Alpha Kappa Psi's membership is based on mutual respect, tolerance, and acceptance of others without bias. We work to help each other emulate our values of brotherhood, knowledge, integrity, service, and unity. Alpha Kappa Psi perceives students with disabilities as a valued identity group and integral to our fraternity's diversity. Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for potential members with disabilities who require specific instructional and testing modifications to ensure everyone has equal access to our materials and activities. Students with such requirements must identify themselves to the fraternity educator or member of the chapter's executive board at the beginning of the program. Every effort will be made to accommodate students' needs.

If a potential member or a member confides in you, please respect his or her wishes for their learning difference to remain confidential, if requested. Make every consideration to accommodate the need and if you are unsure how to do so, reach out to your regional management team or the Heritage Center for assistance.

Effective Facilitation

As the fraternity educator, you are the facilitator of pledge class meetings. There are specific times when you are teaching information, but most of the time is spent allowing the pledges to engage with the content and arrive at their own answers in their own time. Facilitation involves supporting the curriculum through discussion, creating connections of shared information and experiences, helping participants get good information and affirmation, providing focus and direction, and appropriately challenging and questioning participants.

Effective facilitation requires facilitators who are:

- Natural and genuine
- Interested in all participants
- Engaged in a series of conversations with a variety of participant
- Clear and non-judgmental in their communication
- Flexible and able to adapt to different situations
- Focused on the participants' experiences and struggles
- Developing appropriate relationships with participants and facilitators

Core Competencies of Effective Facilitators	
Communication	**Facilitators exhibit good communication skills by:** Expressing ideas clearly and accurately. Being attentive and showing interest in the subject. Thinking quickly and being prepared for difficult confrontations and conversations. Knowing when to steer conversations into a serious tone.
Personal Interjection	**Facilitators regulate personal remarks to:** Calling the group's attention to helpful statements. Rephrasing participant's ideas/thoughts to clarify and reinforce. Summarizing group's thoughts to create a bridge between topics. **Facilitators avoid emphasizing personal opinions, agendas, etc.**
Group Participation	**Facilitators encourage group participation by:** Ensuring participation by each group member. Ensuring one individual does not dominate conversation. Being alert to the body language and clues from participants.
Group Atmosphere	**Facilitators attempt to create a welcoming and safe atmosphere within the group by:** Creating a climate of respect, allowing discussion of differences without attacking individuals. Showing interest in the opinions of all group members. Ensuring there is no favoritism within the group. Helping participants view/discuss issues from many angles before reaching conclusions.
Guiding Discussion	**Facilitators skillfully guide discussions by:** Providing examples and ideas from personal experience to emphasize points. Listening critically to discussions to identify confusion, unanswered questions, etc. Directing discussions away from inappropriate topics/remarks. Having participants provide summaries of key discussion points.
Encourage Growth	**Facilitators encourage students to expand personal perspectives by:** Gently encouraging students to question the validly of their arguments or reasons. Helping participants examine their current realities and biases. Encouraging participants to verbalize how their ideas/reasoning may have changed during the program.

As a facilitator, you may come into situations you have not experienced before and do not know how to handle. As the facilitator, it is your responsibility to take control of the situation and bring an unruly conversation or individual back on track before it affects the environment and the group's learning.

Dealing with Common Group Situations	
Managing Discussions	**When introducing a new topic:** Make sure everyone understands the topic and there is agreement about the idea. Summarize discussion periodically. Use different techniques to draw in under-participating students and control for over-participating students. Make sure conversations are not constantly recycled.
Using Group's Energy	**Harness the energy of the group by:** Allowing the group conversation to roll as long as it is productive. Providing energizers for tired, uninvolved groups. Encouraging physical activity to maintain energy. Get up and move between conversations. Allowing for some conflict to move the conversation forward. When conversations become animated/heated do not immediately diffuse them. Step in when conversation is no longer constructive.
Using Silence	**Trust silence when it occurs.** Often this is a signal learning is occurring and you have identified a difficult conversation, or that they do not understand the question. Give participants time to form their thoughts and have them talk to one another. This will give them confidence in their opinion before having to share with the group. Count to ten before asking another question or filling the void. When the silence becomes uncomfortable to the group, someone usually steps in and breaks the ice. Wait for it.
Disruptive Group Members	**The key is to handle the disruption without hurting the individual and/or group.** Determine if the individual is just off topic or is seeking attention, and redirect back to the conversation. After the meeting, have a private conversation with the disruptive person and his or her big brother to determine to root cause of the behavior.
Dominating Conversation	When one person dominates the conversation, it can take away an opportunity for another participant to learn. Use techniques such as thanking the person for sharing and asking to hear a new voice to balance conversation or change how you ask questions to encourage others to participate as well.
Negativity	**It is important you do not allow the group to fall prey to this negativity.** If a participant(s) is relentlessly negative and skeptical, use techniques which involve participants in problem solving and identifying ways to be optimistic. After the meeting, have a private conversation with the negative person and his or her big brother.

If at any point during the process you find yourself dealing with a situation beyond your control, discuss it with the rest of the executive board and chapter advisor first. If you still need assistance, reach out to your regional management team for advice on how to handle the situation.

Performance Improvement Plans

Occasionally, there are instances when a pledge is not performing according to expectations, or is exhibiting behavior that is not tolerated in the organization. It is crucial when discussing a pledge's performance to foster an open dialog and receive feedback from the pledge to determine whether the pledge was given the tools and resources necessary to be successful in the program. When attempts to improve performance are not successful through discussion alone, the use of a Performance Improvement Plan should be considered. A Performance Improvement Plan is an opportunity to give struggling pledges the ability to succeed, while still holding them accountable for past performance.

A Performance Improvement Plan plays a vital role in correcting performance discrepancies, but it should not be used as a disciplinary mechanism. It should be used as a tool to monitor and measure the unmet expectations or undesired behaviors of a pledge to improve performance or modify behavior. Except in extreme circumstances such as an issue with the law or university, a pledge should never be disciplined or removed from the program without prior discussion and the opportunity to improve.

The following are examples of what a fraternity educator might identify in a Performance Improvement Plan:

- Fraternal Knowledge
- Productivity
- Teamwork
- Attendance
- Conduct

For detailed instructions on how to issue an improvement plan, review the *Issuing an Improvement Plan Process* in the Appendix.

ALPHA KAPPA PSI

The Professional Business Fraternity

Big Brother Mentor Program

Big Brother Mentor Program

Being a big brother is one of the greatest honors and opportunities a collegiate member can undertake. Through the Big Brother Mentor Program, members and pledges will form a mentoring relationship as big brothers are responsible for supporting the personal and professional development of his or her little brother, and guiding them along the path to membership into Alpha Kappa Psi.

Mentorship is defined as a relationship between a more experienced or knowledgeable person who provides career and support to a less experienced or knowledgeable person. The big brother will introduce his or her mentee to the brotherhood and help foster a sense of belonging within the chapter.

It is important to have an intentional program that allows all participants the ability to set specific goals and outcomes to be measured over the duration of the program. By being intentional in what your Big Brother Mentor Program requires and by fostering a commitment to personal and professional development, you are creating an environment where members and pledges alike will be invested in AKPsi not just during their collegiate experience, but throughout their lifelong affiliation.

Understanding how to be a good mentor is a key component to the success of the program and why reviewing big brother expectations will be crucial prior to the start of the program each academic term. As the fraternity educator, you will educate big brothers who serve as helpers in introducing pledges to AKPsi and educating them on the core values, guiding principles, and key practices of the fraternity. In this guide, you will find resources to simplify setting up a successful Big Brother Mentor Program.

Minimum Criteria for Selection as a Big Brother

Only the most qualified collegiate members will be selected to serve as big brothers. Remember, the opportunity to serve as a big brother is a privilege, not a right of membership. Only those members who are committed to living the core values of the fraternity and abiding by the risk management policies set forth by the *Board of Directors' Statement of Policy*, should be selected to serve as a big brother.

Listed below are the basic requirements for serving as a big brother. The chapter may have additional requirements outlined in the chapter bylaws that should be reviewed annually.

- Be a member in good standing
- Exemplify the core values of AKPsi
- Act as a role model to members of the chapter and students of the institution
- Be available to make the time commitment to meet once a week (at least) with the little brother and to attend all required events

The Big Brother's Role

It is crucial expectations are clearly explained to pledges upon their induction into the program, particularly on the role of their Big Brother in the process.

As stated previously, the big brother is a member who provides professional development and emotional support to his or her mentee during the program. Sometimes this will include having difficult conversations about his or her performance and conduct. Big brothers should be equipped with the tools they might need should the little brother require additional assistance in meeting the expectations of the program.

At the Mid-Term Interview, pledges are evaluated based on a rubric. This rubric determines if pledges are meeting the expectations of the program. Remember, these expectations are for each pledge's personal growth and development, as each person is entering the program with different experiences and skill sets. If a pledge has not met the expectations of the program, per the rubric, at the Mid-Term Interview, he or she will meet with his or her big brother and fraternity educator to discuss how to improve based on any improvement plans that were issued prior to the ritual or as an outcome of their performance.

While reviewing the expectations with the big brothers, the process of issuing and tracking an Improvement Plan should be covered. The Improvement Plan guidelines in the Appendix walks you through this process. An Improvement Plan objectively assesses the performance of a pledge and detail specific actions that the pledge should take to meet the expectations by the Court of Honor Presentation. Big brothers should work with their little brothers to complete the specific actions detailed in the Improvement Plan, and provide support and guidance as needed.

In the case that a pledge does not successfully complete the Improvement Plan, the big brother and fraternity educator will meet with the pledge to discuss his or her options for continuing in the program.

Big Brother Program Matching Process

Alpha Kappa Psi does not have an official matching process and leaves that up to the chapter to determine the best method for their program. Here are some suggestions for matching:

- Have each pledge and interested member complete an interest form that covers academic and personal interests, aspirations and hobbies. Utilize these forms to determine pairs based on common interests and goals.
- After the first pledge module where pledges and members engage in relationship building activities, ask the eligible big brothers to write down, in order of preference, the names of three pledges he or she would like to serve as a big brother to and his or her reasons for the selections.
- Ask the pledges to also write down, in order of preference, the names of three members he or she would like as a big brother and his or her reasons for the selections.

No matter the option your chapter selects, ensure both members and pledges understand the process and let members know that a lot of consideration goes into making the selection. Each member and pledge should keep an open mind during the selection process and after pairing to get the most out of the relationship, even if it is not the individual's first choice.

Considerations During the Matching Process

Whose selections should I prioritize during the matching process?

It is important to consider the pledges' selections first. We should seize opportunities to retain pledges, so try and match them to their first choices, if possible. Also, use the information you have available to you from the Big Brother Interest Form. You might find that the time commitment each party can offer or the career aspirations of the members and pledges will help in the matching process.

What happens if the pledges' choices are already taken?

Prior to the selection process, you should have reminded pledges to keep an open mind going into the matching process. If you are finding it challenging to match a pledge with his or her selections, refer to the interest forms and pledge information forms to find common interests between eligible members and pledges.

What happens if the eligible big brothers' choices are already taken?

It is important to make eligible big brothers aware of how crucial their role is during the program. Eligible big brothers should be encouraged to keep an open mind during this process and be willing to assume the mentor role with any pledge, because everyone will need a big brother and the goal is being a strong mentor, not being best friends. Also, refer to the interest form and pledge information forms to find common interests.

What happens if there are more eligible big brothers than there are pledges?

Some semesters there might be more eligible big brothers than there are pledges, but that does not mean the members cannot develop a meaningful relationship with the pledges. Let them know before the reveal that they can still make themselves available as a resource to the pledges, and there will be future opportunities to become a big brother.

Can senior members serve as a big brother?

Each member has unique experiences and sometimes those experiences are what would make them a great big brother. It is encouraged that you include your junior and senior members in the process, particularly before assigning multiple mentees to a single big brother.

What if someone is unsatisfied with his or her pairing?

Everyone brings something different to the table, so encourage the pair to find common interests. The Big Brother Mentor Program is designed to introduce the concept of mentoring and expose participants to key skills that will be beneficial to them in their professional careers.

Big Brother Reveal

The Big Brother Reveal should be a fun way to introduce the pairings. Consider icebreakers or fun activities that serve as a way for pairings to get to know each other. Chapters are given the flexibility to choose the reveal icebreaker or activity.

Keep in mind that any icebreaker or fun activity the chapter conducts must follow the risk management policies in the *Board of Directors' Statement of Policy*. If the chapter wishes to consider a scavenger hunt as the reveal activity, please complete the Scavenger Hunt Approval Form at least two weeks in advance of your expected reveal.

How to be an Effective Mentor

1. Agree on the scope of the relationship.
    - Determine how often you would like to connect.
    - Be clear on communication channels (e.g. text, phone call, email, etc.).
    - Determine what topics you will address in your sessions in addition to the prescribed conversations (keep it focused on 2-3).
    - Cover each other's expectations for the relationship and ensure they align.

2. Define 2-3 goals and skills the pledge will work on during pledge education.
    - Assist your little brother in determining the resources he or she will need to achieve the defined goals and skills.

3. Be proactive!
    - Don't wait for your little brother to reach out to you to start the conversation.
    - Be proactive in breaking down the status-related friction (brother and pledge) to ensure your little brother feels comfortable coming to you.

4. Ask questions.
    - It is more important to listen than speak.
    - By listening, your little brother will tell you what he or she knows and needs.

5. Make connections.
    - Do you know a brother who has the same career aspirations as your little brother? Do you know a professor on campus who can help your little brother secure his or her dream internship? Set up a meeting to connect them!
    - Connect your little brother to members of the chapter and campus community; those connections could also help his or her development!

6. Provide constructive feedback.
    - If your little brother is struggling in an area, know how to professionally address it and help him or her create a plan to improve.

7. Be authentic!
    - Do not be afraid to be yourself with your little brother. A professional relationship does not have to squander your personality.

> Tip:
> The Big Brother Mentor Program is essentially a mentor program, and part of being a good mentor is knowing what the mentee desires from the relationship. You may think you are giving them what they need, when they want something different. Keep open communication to develop the best relationship!

ALPHA KAPPA PSI

The Professional Business Fraternity

Module Lesson Plans

ACTIVE LEARNER

PRINCIPLED DECISION MAKER

CHANGE AGENT

How to Use the Lesson Plans

Each module includes an introductory page with the total time to complete the module, an overview of the content, objectives and key skills touched on in the meeting, materials needed, and notes on what to prepare for the meeting.

Below is an example of the format of the lesson plans and how to read them.

> Tip:
> Look for these call out boxes throughout the lesson plans to provide helpful tips on how to facilitate specific activities, or things to consider during the lesson.

Topic Header (Approximate Time)

Anything written in italics is a direction to the facilitator.

Everything not in italics can be read verbatim. It is recommended to review the lessons in advance so you can become familiar with the material and not have to read directly from the guide.

The modules are designed to be facilitated as a cohesive unit, meaning that activities cannot be modified, redacted, or moved across modules unless otherwise noted or without approval from the Heritage Center.

Attendance at the Modules:

Other than during times specifically designated throughout the lesson plans, attendance at the educational modules should be limited to the pledge class, fraternity educator, and pledge education committee. In business, new employees are not watched during orientation by their colleagues as it does not foster a safe learning environment. The modules should be a safe place for the pledges to be acclimated to the fraternity experience and focus on their professional development as a pledge class.

Induction Module

Time: 60 minutes

The first module should be completed directly after the Induction ceremony. This will set the tone and expectations for the pledge class for the remainder of the program. The pledge class is brought into the fold of the Alpha Kappa Psi student experience. Several major objectives are covered during this period that will influence the individual's understanding of Alpha Kappa Psi.

Objectives touched on during the module:

- Meet the pledge class
- Meet the chapter president and chapter advisor
- Explain the expectations and requirements of the pledge process

This module will touch on the following Key Skills:

- Listening & Comprehension
- Relationship Building

Materials Needed:

- Chapter History Information
- Chapter Expectations
- Icebreaker materials
- Module PowerPoint
- Participant Manual

Preparation:

- This module should occur directly after the Induction ceremony.
- Amend the Module PowerPoint to include chapter-specific information.
- Determine the short icebreaker activity and any materials needed to conduct the activity.
- Remind the chapter president and chapter advisor to stick around to introduce themselves.
- Prepare the chapter history information to include with the Fraternal Exam Study Guide.
- Prepare an information sheet highlighting the expectations of chapter members.
- If you are providing the pledge class with the Participant Manual digitally, ensure you print copies of the Risk Management policies to hand out, as well as ensure everyone has access to the Participant Manual. All pledges are required to sign the Risk Management Assurance at the end of the policies by the next module. If you are printing the Participant Manual, ensure you have a copy of the manual for each pledge and direct the pledges to bring it to each meeting.

Meet the Chapter President and Chapter Advisor (10 min)

Have the chapter president and chapter advisor congratulate the pledges on induction into the pledge program and welcome them to the process. Both should briefly explain their role in the chapter and answer any questions relevant to their positions.

> Tip:
> If the chapter advisor cannot attend this meeting, work to see if another meeting is more feasible or coordinate a virtual introduction.

Meet the Pledge Class (10 min)

Facilitate a brief icebreaker to allow the pledge class to introduce themselves to one another.

Introduction to Pledge Education (10 min)

Introduce yourself as the fraternity educator and any of your committee members (if applicable). Hand out the Participant Manual Induction materials.

The objectives of the program are to introduce you to Alpha Kappa Psi and start your journey to becoming a principled business leader. Throughout the process you will be introduced to the history of the organization, some of Alpha Kappa Psi's key skills it seeks to teach its members, and begin to form friendships with members of your pledge class and the chapter. Today we are going to cover the expectations and requirements, as well as the calendar of events.

- The Participant Manual includes the dates and times of each of the six educational modules, the Fraternal Exam, the Mid-Term Interview, the Court of Honor Presentation, and New Brother Orientation. You are expected to attend all modules and rituals. If you are not able to attend for any reason, you will need to talk to a member of the pledge education committee beforehand to schedule a make-up session.

> Tip:
> If your university has any additional expectations or requirements for pledges, this is the time to share those, as well as any additional activities your chapter added from the electives!

- You will have some outside assignments due throughout the process. We will go over them in further detail in the next module, but they include:
  - Personal Development Plan
  - Résumé
  - Informational Interview
  - Court of Honor Group Presentation

- To be initiated, you must meet all Initiation requirements. These include:
  - Satisfactorily completing the pledge program and its assignments;
  - Passing the Fraternal Exam with at least a 76 percent, as well as reciting the fraternity's anthem and creed to a member of the pledge education committee;
  - Paying the required Induction and Initiation fees in full.

- The material on the exam will not explicitly be taught during our meetings; it is your responsibility to study the information on your own. There is a study guide included in your participant manual, as well as practice quizzes you can take on-line to prepare.

- Also included are Alpha Kappa Psi's Risk Management policies. You must review them prior to the next module, where you will be expected to sign and agree to follow all fraternity policies.

- During the program, you will be paired with a big brother who will serve as your guide and mentor throughout the process.

Tip:
When discussing the requirements of the pledge process and what to expect upon becoming a member of the chapter, the conversation should not be intimidating, but informational. Ensure pledges know the expectations up front!

Discuss the matching process and when the reveal will occur. Chapters can utilize the Big Brother Interest Form in the Appendix to assist with the process.

If the pledge class will be electing a pledge class liaison, discuss the role and how the pledge class will elect this individual during the next module.

Brother Interviews (15 min)

(This section must be done if conducting formal or informal Interviews, otherwise it is optional) Review the requirements and based on the format and length of the program the number of interviews to be conducted, as well as the proper etiquette for requesting interviews by email and phone.

Email Etiquette

- Start with a professional greeting and subject line.
- Be concise with why you are sending the email and what follow-up you expect.
- End the email with a professional closing.
- Review the email for spelling and grammar. You don't want to have any typos, or use any slang terms when sending a professional email.

Tip:
To access additional resources on email and phone etiquette, view the [Pinterest Board for Communication](). Use them for your own reference to enhance the meeting and share them with your pledge class.

Phone Etiquette

- Speak up! Be sure to use a clear voice so it can be heard through the phone or recording.
- State who you are and why you are calling.
- If leaving a voicemail, be succinct in stating your expectations and repeat your contact information more than once if leaving a voicemail.

Introduction to Chapter Expectations (10 min)

Cover a high-level overview of what will be expected of them both as a pledge and as a member of the chapter, including dues and fees, meeting and event attendance requirements, committee participation, etc. This will clear up differences between expectations of membership and pledging.

Wrap-Up and Expectations (5 min)

Ask for any questions from the pledge class.

- Begin studying for the Fraternal Exam.
- Review the Risk Management Policies.
- Look for an email in the next few days to create your ChapterSpot account. This is Alpha Kappa Psi's membership reporting platform, and everyone is required to set up an account and complete your profile.

Module One: Building Relationships

Time: 60 minutes

This module is an opportunity to begin developing the relationships between the pledge class and the brotherhood. This module also serves as a chance to see potential connections for matching big brothers, and to encourage pledges and brothers to start building a fraternal network with one another.

Objectives touched on during the module:

- Meet the potential big brothers
- Discuss the expectations of the Personal Development Plan and Informational Interview

This module will touch on the following Key Skills:

- Listening & Comprehension
- Oral Communication
- Relationship Building

Materials Needed:

- Icebreaker materials
- Participant Manual:
  - Personal Development Plan
- Big Brother Reveal materials (if applicable)

Preparation:

- Amend the Module PowerPoint to include chapter-specific information.
- Select the icebreaker activities to complete.
- Be prepared for pledges and members to preference their big brother and little brother matches based on your chapter's pairing process.
- If you are providing the pledge class with the Participant Manual digitally, ensure you print copies of the Personal Development Plan or ask pledges to print and bring a copy.
- Designate one member of your pledge education committee to collect the Risk Management Assurances and ask the pledges to come early and/or stay after the module so everyone can complete this requirement. The chapter should retain the agreements in ChapterSpot or another organization system until the pledge leaves the chapter and/or university by choice or graduation.
- Ensure you have all materials and logistics planned for the Big Brother Reveal, if relevant.

Tip:
To access additional resources on teambuilding and icebreakers, view the Pinterest Board for Relationship Building. Use them to help select the activities for the meeting.

Building Personal Connections (45 min)

Conduct a few icebreakers to facilitate relationship building between the pledges and members present. This will help foster connections to allow you to see who may be good big brother and little brother pairings.

After the activities are complete, brothers should leave the room so the fraternity educators can cover a few points with the pledges.

Review the Outside Assignments (10 min)

Let's review the outside assignments we mentioned during the module at Induction.

- By the next module, you will need to complete the Personal Development Plan. This is an opportunity for you to reflect on where you are personally and professionally, and where you want to improve throughout the course of the program. The plan will help you consider your goals, strengths and weaknesses, and you will have a chance to review this document with your big brother to help keep you accountable to the goals you want to meet.

- If you do not already have one, you will create a résumé by the Mid-Term Interview where it will be reviewed by members of the chapter and feedback will be provided. If you already have a résumé, consider revising and updating it based on any new experience you may have.

> Tip:
> When discussing the résumé, share resources to connect the pledges with the Campus Career Center.

- By Court of Honor, you will complete an Informational Interview with a professional in a field you are considering. This interview may be conducted in-person, over the phone, or in any professional format. Through this interview, you will work on building your professional network and gaining insight into your desired field. There are guidelines and helpful tips in the Participant Manual, and if you need help finding someone to speak to you can ask anyone on the pledge education committee for help, or any of the brothers.

If the pledge class is electing a pledge class liaison, hold elections for this role.

Wrap-Up and Expectations (5 min)

While this module was very interactive, come prepared to the next module ready to learn.

- Continue studying for the Fraternal Exam.
- Begin looking for who to contact for the Informational Interview to be completed by Court of Honor.
- Begin creating or updating your résumé to be completed by the Mid-Term Interview.
- Complete the Personal Development Plan by the next module. You should plan to discuss it with your big brother after the Big Brother Reveal.

Big Brother Reveal

The Big Brother Reveal can take place any time prior to the third module. Be creative with your reveal and make it something the pledge class will remember. As long as it complies with fraternity policies, there are no limits for how to match and reveal your big brother and little brother pairings. If it is occurring after a module, the reveal may not extend past 11 p.m.

Module Two: Exploring Values

Time: 60 minutes

During this module, pledges begin to dive deeper into understanding the values and principles of Alpha Kappa Psi. This module begins to shape the pledges into the type of brothers they will be in the fraternity as they explore the concept of Servant Leadership and enhance their connection to the organization through the start of the Big Brother Mentor Program.

Objectives touched on during the module:

- Identify personal values
- Discuss Alpha Kappa Psi's core values
- Define principled business leadership
- Describe what it means to be a values-based organization
- Discuss servant leadership

This module will touch on the following Key Skills:

- Decision-Making
- Listening & Comprehension
- Oral Communication

Materials Needed:

- Icebreaker materials
- Big Brother Reveal materials (if applicable)
- Module PowerPoint
- Participant Manual:
  - Sample values list
- Servant Leadership capture submission method

Preparation:

- Amend the Module PowerPoint to include chapter-specific information.
- Create a Google Form or other means of submission for the Servant Leadership captures first introduced in this module.
- If you are providing the pledges with the Participant Manual digitally, ensure you print copies of the sample values list or ask pledges to print a copy and bring it to the meeting.
- Ensure you have all materials and logistics planned for the Big Brother Reveal, if relevant.

> Tip:
> To access additional resources on values and servant leadership, view the Pinterest boards for Leadership. Use them for your own reference to enhance the meeting and share them with your pledge class.

Meet the Chapter Officers (10 min)

Begin each remaining meeting with one to two chapter officers introducing themselves and their roles. Allow the pledges the opportunity to ask questions about their positions and experiences.

Tip:
Develop a schedule with your chapter officers ahead of time to know which meetings work best with their schedule to attend. There is no required order of chapter officers, but try to have the Master of Rituals introduction before the Mid-Term Interview!

Personal Values Activity (20 min)

Hand out the list of sample values or direct them to the list on the screen and give pledges about three minutes to create a list of their top ten 10 values. If a value they identify with is not listed, they may add it to their list. When everyone is finished, give them two minutes to narrow down their list to their top five values.

Discussion:
What was harder, selecting your top 10 or narrowing it down to five?

For the next 10 minutes, ask the pledges to walk around and share their personal values and why they chose them with one another.

AKPsi's Core Values (10 min)

Alpha Kappa Psi was founded and developed on certain principles, and while the primary reasoning of its founding will not be revealed to you until you are initiated, the core values and vision are the public declaration of what we stand for as an organization. Our fraternity is a brotherhood based on values. You will learn these values through various vehicles throughout your tenure as a member, but if you lose sight of our values, then you lose sight of the purpose of being a member in AKPsi.

AKPsi has five core values:

- Brotherhood – Trust, respect, cooperation, companionship and aid to brothers is the expected norm
- Knowledge – Education and experience is emphasized and shared
- Integrity – All actions, whether in business or in life, are guided by honesty, ethics, and fairness
- Service – Sharing of time, talent, and treasure with society and with our fraternity is a priority
- Unity – A common understanding of our vision and values that transcends chapter, generation and profession is utilized to anticipate and create the future

Discussion:
How do Alpha Kappa Psi's core values connect to your personal values?

What are some ways you exemplify and live our core values?

Tip:
Two people can hold the same value, but interpret it differently. Explore if any pledges would describe our core values differently than the fraternity's descriptions.

While our members live by our core values, as an organization, we need to have a clear idea of where we are going and where we want to be in the future. By creating and following a vision statement, we are stating in a clear and concise manner what our programs, services, and resources will support.

Alpha Kappa Psi's Vision is to be recognized as the premier developer of principled business leaders.

Leadership Activity (10 min)

Sometimes we like to say that we know good leadership when we see it, but what does a good leader do?

Have pledges take out a sheet of paper and answer the following questions without looking them up online:

1. Name the five highest paid celebrities.
2. Name the CEOs of the five largest US companies.
3. Name five US House of Representatives.

Check in after a few minutes. Not many people will have the answers. Now ask them to answer the following questions:

1. Name someone who has put your needs above his/her own.
2. Name three friends who have helped you through a difficult time.
3. Name someone who made you feel that your opinion was valued.

Discussion:

Which list of questions was easier to answer? Why?

Salary and success are often misconstrued as indicators of being a leader, but they are not mutually exclusive. Leaders are often successful and paid well, but just because you are paid well and successful does not mean you are a leader. The people who make an impact are not necessarily the ones with the best credentials, with the most money, or the highest accolades. The people who leave a lasting influence are the ones who care; the ones who think about you before themselves. These are leaders.

Introduction to Servant Leadership (5 min)

There are many different leadership philosophies, but Alpha Kappa Psi places an emphasis specifically on servant leadership.

The Greenleaf Center for Servant Leadership, the foremost organization for servant leadership, defines it as "a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world."

Discussion:

What are some characteristics of a servant leader?

Give them a few minutes to respond. Answers can include:

Tip:
Have a few examples of servant leadership you have witnessed ready to share. Sharing personal stories can help them relate and feel more connected to you as their fraternity educator.

Also consider using examples from your chapter and making connections to Alpha Kappa Psi's history, such as chapter or organization founders, and leaders in the Fraternity.

- Putting others before themselves
- Consider others' point of view
- Listen to understand
- Look for the best in everyone
- Include everyone

Why is it important to learn about and practice leadership skills such as being a servant leader?

While servant leaders do not seek recognition for their acts, we want to help you start recognizing these acts to encourage being a servant leader yourself. Throughout the rest of the program, we want you to recognize acts of servant leadership you see from your fellow pledge brothers. Do not wait for only major acts — look for the little things that people do to help a group and serve others.

Explain how you are collecting these acts, whether via a Google Form, a common basket at the beginning of the module, etc.

Each time we meet, I will read aloud the new submissions at the end of the module to illustrate the acts of servant leadership the pledge class is performing.

Wrap-Up & Expectations (5 min)

- Continue studying for the Fraternal Exam.
- Continue contacting individuals for the Informational Interview to be completed by Court of Honor.
- Continue creating or updating your résumé to be completed by the Mid-Term Interview.
- Discuss your Personal Development Plan with your big brother.

Big Brother Reveal

If it has not already occurred, the Big Brother Reveal must take place prior to the third module. Be creative with the reveal and make it something the pledges will remember. As long as it complies with fraternity policies, there are no limits for how to match and reveal your big brother and little brother pairings. If it is occurring after a module, it may not extend past 11 p.m.

Module Three: Risk Reduction

Time: 60 minutes

During this module, pledges will participate in an activity that allows them to exercise their analytical and critical thinking skills to make principled decisions regarding risk reduction. This helps pledges further their understanding of the principles of Alpha Kappa Psi and prepares them for situations where their decision-making abilities will be critical to their success.

Objectives touched on during the module:

- Explore the Risk Management Policies
- Apply analytical and critical thinking skills to applicable scenarios

This module will touch on the following Key Skills:

- Analytical & Critical Thinking
- Confidence
- Decision-Making
- Listening & Comprehension
- Oral Communication

Materials Needed:

- Module PowerPoint
- Participant Manual:
    - Risk Reduction Scenarios
- Risk Reduction Case Studies

Preparation:

- Amend the Module PowerPoint to include chapter-specific information.
- If you are providing the pledge class with the Participant Manual digitally, ensure you print copies of the risk reduction scenarios or ask pledges to print a copy and bring it to the meeting.
- Ask the risk management compliance committee chair (if applicable) to lead this module.
- Review the risk reduction case studies.
- Pre-select the Court of Honor Presentation groups. Groups should be no larger than five people. Consider putting people together who have not already formed connections to avoid the formation of cliques and encourage connections with new people.

> Tip:
> To access additional resources on risk reduction, view the Pinterest Board for Risk Reduction. Use them for your own reference to enhance the meeting and share them with your pledge class.

Meet the Chapter Officers (10 min)

Begin the meeting with one to two chapter officers introducing themselves and their roles. Allow the pledges the opportunity to ask questions about their positions and experiences.

Risk Management Discussion (10 min)

Divide the pledge class into small groups.

The assignment is for each person to think of one word that describes "Why is practicing risk management important?" Each person in the group should share his or her word and discuss why they chose the word. Then, group members should discuss the different viewpoints related to the topic.

After about five minutes, ask for a few volunteers to share their word with the pledge class and summarize their group discussion.

For the duration of the module, we are going to look at scenarios you may find yourself in regarding our risk management policies and learn how to apply our analytical and critical thinking skills to make the best decisions.

Risk Reduction Scenarios (30 min)

In the same or different groups, provide each group with a different risk reduction scenario from the resource section to work through together. If there are more than five groups, more than one group will have the same scenario.

For the first **10 minutes**, teams should read through the scenario and discuss how they think they should approach the issue, what issues and challenges it provides, and arrive at a solution.

> Tip:
> The groups should be small enough for everyone to listen and contribute but large enough so there are not too many groups. If you have a smaller pledge class, each group may have more than one scenario to discuss.

For the next **20 minutes,** teams will report their findings to the entire group. If more than one team had the same scenario, they should all provide input on what was discussed.

After a team has shared its response, open the conversation up to the entire group for additional thoughts. This discussion time should be limited to about four minutes on each scenario to ensure all teams are able to report on their scenarios. After each scenario, share the fraternity's suggested response.

Discussion:
What was easy or hard about this activity?

How can you apply this activity to your personal or professional lives?

Court of Honor Presentation (5 min)

The last outside assignment for the pledge process is to deliver a group presentation at Court of Honor. The Court of Honor Presentation is designed to serve as a culmination of the pledge education program and allow you to showcase in your own way what you learned and how you grew. There are specific elements that each pledge will need to address individually, as well as portions for the groups to address collectively.

This is meant to be a fun reflective assignment, so there are no formal guidelines on how the project should be presented in terms of format and style. The only expectations are that everyone is involved and the project addresses each of the guidelines.

Each pledge will need to individually address the following:

- What did you learn in the process?
- What do you hope to gain from membership?
- How will you contribute to membership?

Tip:
Share examples of well-done projects previous pledge classes presented for this assignment!

Each group as a whole will need to address the following:

- What challenges did you face in the process?
- How will you utilize the knowledge you have learned?
- How did you grow personally and professionally as a group?

Be creative!

Presentations may be no longer than 10 minutes, and each group is capped at five people to ensure everyone is able to make meaningful contributions to the presentation. After the presentation, members of the group are asked follow-up questions about their presentation and pledge process as a whole.

To assist with completing the project, each group will elect a project lead to serve as the leadership of the team. Project leads are responsible for keeping the project on target. They will serve as our contact point for each group and provide the pledge education team with feedback on how the group is progressing.

Share the group assignments and recommend groups touch base after the module to share contact information, elect the project lead, and start planning.

Wrap-Up & Expectations (5 min)

- Continue studying for the Fraternal Exam.
- Touch base with your Court of Honor Presentation group to begin discussing the project and elect a project lead by the next meeting.
- Continue contacting individuals for the Informational Interview to be completed by Court of Honor.
- Continue creating or updating your résumé by the Mid-Term Interview.

Share any servant leadership submissions received since the last module.

Fraternal Exam

Time: as long as needed

The Fraternal Exam can be administered any time after the third module, and prior to the Mid-Term Interview. It may not occur on the same day as the Mid-Term Interview and must be proctored by the pledge education team in a computer lab or room where each pledge has access to his or her own computer. Members of the pledge education committee should also be available to listen to pledges recite the anthem and creed if they are ready. If not, they should schedule a time before Court of Honor to do so.

The pledge education team will provide the password to take the exam when everyone is ready. It should be noted up front that upon completion, pledges should share their score with the pledge education team before exiting the web browser.

The minimum passing score on the written exam is a 76 percent. The oral portion of the exam is a pass/fail score. If a pledge fails one portion (written or oral), they only need to retake the portion they did not pass. If a pledge does not pass one or both portions, the pledge education team should schedule a make-up session with the pledge to retake the exam. Both the written and oral portions can be taken as many times as needed to pass prior to the Court of Honor Presentation.

Objectives touched on during the module:

- Demonstrate knowledge of the fraternity's history, policies, and structure

This module will touch on the following Key Skills:

- Listening & Comprehension
- Oral Communication
- Relationship Building

Materials Needed for the Week:

- Fraternal Exam Link and Password
- Anthem and Creed Oral Assessment Rubric

Preparation:

- Access the exam at https://www.surveymonkey.com/r/akpsifraternalexam.
- The password to the exam is BrooklynBridge.
- Secure a computer lab or have enough laptops for all pledges to take the exam.

> Tip:
> If you have a large pledge class that cannot meet at one time to take the exam, have a few pre-selected times for pledges to choose from so they can find a time that works best for their schedule.

Module Four: Interviewing

Time: 60 minutes

During this module, the material starts to shift away from fraternal information into professional development. In advance of the Mid-Term Interview, this module will cover the basics of interviewing, how to prepare an interview and what to expect during an interview. This will prepare pledges for both the Mid-Term Interview and future interviews.

Objectives touched on during the module:

- Discuss the expectations before, during, and after an interview
- Share tips for preparing for an interview
- Practice selling and making connections

This module will touch on the following Key Skills:

- Creative & Innovative Thinking
- Listening & Comprehension
- Oral Communication
- Relationship Building

Materials Needed:

- Interview activity slips
- Module PowerPoint
- Random objects for the primer activity

Preparation:

- Amend the Module PowerPoint to include chapter-specific information.
- Gather enough random objects to provide one per group.
- Prepare the Interview activity slips for character traits and occupations. Ensure you have enough activity slips for each pledge to participate multiple times. Consider having some blank slips for the pledge class to add their own occupations and character slips.

Tip:
To access additional resources on interviewing, view the Pinterest Board for Interviewing. Use them for your own reference to enhance the meeting and share them with your pledge class. These resources may also help you in developing an elective or chapter event!

Meet the Chapter Officers (10 min)

Begin the meeting with one to two chapter officers introducing themselves and their roles. Allow the pledges the opportunity to ask questions about their positions and experiences.

Interview Primer Activity (10 min)

Split the participants into groups and provide each group with a random object.

- Each group should brainstorm different ways to use the object aside from its intended use. For example, a belt is designed to hold up pants, but could also be used as a dog leash or a jump rope.
- Each group should spend five minutes brainstorming.
- For the next five minutes, each group will try to sell its object as one of the newly brainstormed uses to the rest of the pledge class.

Discussion (2 min)

How can you apply this exercise to preparing for an interview?

During a job interview, you do not know the questions will be asked, and may need to apply your experience to the expectations of the job in a different way than you have before. Being comfortable with your imagination and flexibility will help you find ways to apply your experience to the job you are applying for and questions asked.

Tip:
Remember not all your pledges may be business majors – but everyone will eventually interview to get a job. Frame your advice and conversations to make it relevant for everyone, not just business students.

Before the Interview (5 min)

Before an interview, there are a number of things you should do to prepare yourself.

- Know the logistics. When is it, where it is, is there any pre-work you are expected to complete? You don't want to be caught off-guard the day of the interview and discover your interview is by a panel of executives and not just one individual, or they were expecting you to bring a portfolio of work to discuss.
- If it is an in-person interview, the best thing you can do is show up early. Be sure to look at the location on a map and determine how long it will take to get there, and factor in extra time for traffic.
- Select your outfit. It is important to dress appropriately for the position, and to ensure your appearance is presentable. You do not want to find out the morning of the interview your suit jacket is too small or has a hole.

Review briefly appropriate attire for men and women,

- Be sure to have your interviewer's contact information. If for some reason you are not able to make the interview, or something happens on the way there, you need to have a way to get ahold of the interviewer to let him or her know.
- Do your research about the company, the position, and the interviewer. You should be knowledgeable about the company's operations and industry, what the position entails, and

how your experience can benefit them. Review the job description before the interview so it is fresh in your mind what they are looking for in a candidate.

- Get in the right mindset. Interviews can be nerve-wracking and that is ok. Your goal is to convince the interviewer why you are the best fit for the company and why he or she should hire you. Good salespeople are good because they know their product, and during an interview you are selling yourself. The key to a successful interview is confidence in yourself to sell your qualifications.

The Interview (10 min)

During the interview itself there is a lot to consider. To help calm your nerves, remember the following pieces of interview etiquette:

- Pay attention to your body language. Always face your interviewer, look at him or her and not the ground, and smile. You should appear excited and happy to be there.
- Do not chew gum, curse, slouch, touch things in the interviewer's office, etc. You should not give your interviewer anything else to focus on other than what you are saying.
- SPEAK UP! If the interviewer cannot hear you, he or she cannot hear why you should be hired. If you are quiet, it comes across that you are not confident in your abilities. Always speak up and be sure to have a positive tone of voice.

> Tip:
> If there are pledges who have interviewed before, encourage them to share their experiences – and don't forget to share your own! Personal anecdotes are more impactful than just hearing facts.

The majority of the interview is spent with the interviewer asking you questions about your background, experience, and goals.

- Remember, the interviewer saw your résumé so your answers should not repeat what was already read, but elaborate on your experiences to give better context. Your résumé was your foot in the door, and now the interview is your chance to sell the company on why you should be hired.
- Do not focus on your weaknesses. A common interview question will ask you about your strengths and weaknesses. Place a greater emphasis on your strengths and where you excel. When discussing weaknesses, do not put yourself down, but instead talk about how they are opportunities for growth and you are working to improve or compensate for them.
- If you do not understand a question, it is ok to ask the interviewer to explain. This can also give you additional information to collect your thoughts before answering.
- Do not criticize former employers, coworkers, teachers etc. If you spend an interview talking poorly about a former place of employment, all the interviewer is going to think is if you are hired, will you say the same things about them some day? They are interviewing you, not your former place of employment.
- While you may not have much experience, especially at your first interview, try not to relate back to only one experience or project. Showing a wide range of examples will serve you better as the interviewer can see you are consistently capable of a skill or task.
- Lastly, do not discuss salary requirements until the interviewer brings it up. Compensation is one of the most important parts of accepting a job, but it will not be an issue if you do not get the job. Do not appear too eager to know the compensation package, and instead focus on the aspects of the job you are excited for and want to know more about.

Interview Activity (15 min)

Divide the pledge class into groups of three to five people.

Tip:
If you have a large pledge class, limit the number of traits to two per person to move the activity along quicker. You can also involve the pledge class in creating the traits and occupations prior to the start of the activity!

In this activity each person will take a turn convincing another that you are the best fit for an imaginary job. The twist: you have to talk about a job and character traits drawn at random. For example, you may have to explain why being acne-prone and a movie addict makes you a great accountant. The next person may have to make a case why being an NBA all-star and allergic to chocolate makes them fit to be the Secretary of Education.
In each group, select one person at random to be the first interviewer. Each of the other members on the team will draw an occupation and three-character traits. Participants can look at the occupation, but not at the traits.

The interviewer starts with one person as the interviewee. The interviewee will give a short speech about why he or she is fit for the job drawn. The interviewee will begin the speech using the first trait card and revolving the speech around that trait.

When ready, the interviewee will move onto the next trait. At any time, the interviewer can force the interviewee to move on to the next trait by saying "Okay, what else?" When the interviewee has finished talking about the three traits, the interviewer moves on to the next person to give his or her speech.

When everyone has given their speech, the interviewer selects the person who gave the best interview to be the next interviewer. Each round should last no more than 2-3 minutes.

Discussion
What was easy or hard about this activity?

Being able to think on your feet and make connections is very important in an interview as you have to quickly make connections between your own qualifications and the job you are applying for based off the questions the interviewer asks.

Tip:
This is an ideal time to talk about elevator pitches. The previous activity was essentially giving an elevator pitch for someone else, so what might one look like for the pledges? Consider spending a few minutes allowing pledges to practice and share their own!

After the Interview (5 min)

Before you leave the interview there a few things you want to be sure you do.

- Ask any questions about the position/company that were not answered. Interviewers will always ask what questions you have for them, and even if all your questions have been answered, you want to be prepared with a few additional questions to ask.
- Follow up on the next steps of the process. When should you expect to hear back from them? What can you expect moving forward? If they offer you a position on the spot, don't accept right away and take a few days to collect yourself and ensure it is what is best for you. Waiting also gives them the opportunity to offer you a higher pay or better benefits.
- Thank them for their time. Shake their hand, smile and remember politeness goes a long way.

After you leave the interview, remember to follow up.

- Send a thank you message within the next 24 – 48 hours. This can be emailed or handwritten. Ask any additional questions you forgot to ask, as well as sell yourself one last time on how excited you are about the position and how you think it would be a great fit for you and the company.
- If you have not heard back from them according to the timeline they provided on the next steps, do not be afraid to follow-up. Give them the timeline previously stated, but understand the interviewer may be caught up in other projects and forgot to send a message. Just remember to give them time to respond to that message. You do not want to hurt your chances by over following up. If you send an email, you do not also need to give them a phone call.

Wrap-Up & Expectations (5 min)

Share how interview preparation relates to the Mid-Term Interview, as well as the logistics of where and when the Mid-Term Interview will occur. Also share the Mid-Term Interview Rubric so pledges have an idea on how they will be assessed.

- If you have not taken the Fraternal Exam, it must to be taken prior to the Mid-Term Interview.
- Finish creating or updating your résumé to be completed by the Mid-Term Interview.
- Continue contacting individuals for the Informational Interview to be completed by Court of Honor.
- Meet with your big brother to discuss progress on your Personal Development Plan and any hesitations about the Mid-Term Interview.

Share any servant leadership submissions received since the last module.

Mid-Term Interview

Time: as long as needed

The Mid-Term Interview is conducted similar to a professional job interview where pledges can reflect on their experiences thus far in Alpha Kappa Psi and obtain relevant feedback on their growth and performance. Pledges are asked to pause and reflect upon what they learned throughout their time in the program to this point.

Objectives touched on during the ritual:

- Reflect on the purpose of Alpha Kappa Psi
- Practice Interviewing Skills

This ritual will touch on the following Key Skills:

- Analytical & Critical Thinking
- Confidence
- Creative & Innovative Thinking
- Listening & Comprehension
- Oral Communication

Materials Needed:

- Mid-Term Interview Procedure
- Ritual Question Bank
- Mid-Term Interview Rubric

Preparation:

- Coordinate with the Master of Rituals to ensure room reservations are secured prior to the ritual.
- In advance, review the Mid-Term Interview procedure in the Appendix.
- Share the Mid-Term Interview procedure with the Master of Rituals.
- Review the Mid-Term Interview Rubric and Ritual Question Bank with the Master of Rituals and panel members.

> Tip:
> Make sure to know your university's policy for room reservations. Some campuses require rooms to be reserved up to a year in advance!

Module Five: Handling Feedback

Time: 60 minutes

During this module, pledges will reflect on their experiences at the Mid-Term Interview and focus on feedback. Pledges will receive their Mid-Term Interview feedback and discuss what to do next, as well as have the chance to practice giving feedback.

Objectives touched on during the module:

- Discuss the importance of feedback
- Discuss the difficulties of giving and receiving feedback
- Review a model for giving feedback
- Discuss tips for giving and receiving feedback
- Practice giving and receiving feedback

This module will touch on the following Key Skills:

- Analytical & Critical Thinking
- Emotional Intelligence
- Listening & Comprehension
- Oral Communication
- Relationship Building
- Resilience

Materials Needed:

- Icebreaker materials
- Module PowerPoint
- Timer or stopwatch (can be a cellphone timer)

Preparation:

- Amend the Module PowerPoint to include chapter-specific information.
- Make sure to have each pledge's Mid-Term Interview rubric sheet.
- Touch base with any pledge who has not yet recited the anthem or creed successfully to a member of the pledge education committee to see how you can assist them. Remind them it must be completed by Court of Honor.

> Tip:
> To access additional resources on handling feedback, view the Pinterest Board for Resilience. Use them for your own reference to enhance the meeting and share them with your pledge class.

Meet the Chapter Officers (10 min)

Begin the meeting with one to two chapter officers introducing themselves and their roles. Allow the pledges the opportunity to ask questions about their positions and experiences.

Feedback Discussion (5 min)

Why is it important to give feedback? *Wait for answers.*

Feedback is a constructive way to help another person become aware of how you perceive his or her actions, how the behavior affects you, or how he or she can improve themselves.

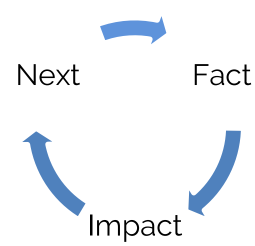
What is hard about giving feedback? What is hard about receiving feedback? *Wait for answers.*

It can be difficult to give feedback because you cannot anticipate the other person's reaction. When receiving feedback, it can be difficult to digest what may come across as negative.

Giving Feedback (10 min)

It is important to consider the way you deliver feedback and the environment in which you do so to avoid causing the individual to feel threatened. This may also increase the receptiveness to the information. The Robert Greenleaf Center for Servant Leadership has developed a model for giving feedback. It follows the pattern of Fact, Impact, Next.

Fact: What happened?
Impact: What was the result?
Next: What will we do next time?



Following this model can help the person delivering feedback avoid inputting personal biases, and the person receiving feedback to hear how his or her actions are affecting others.

Using the chart below, cover a few of the tips to giving feedback.

Tip	Example
Make sure your intention is to be helpful;	Ensure you are sharing information to benefit them as opposed to just getting a feeling off your chest.
Use "I" statements;	"I am frustrated you did not complete your assignment on time, causing us to turn it in late. Next time I need you to consider the timeline."
Deal only with behavior which can be changed;	Do not confuse behavior with personality. They cannot change how their voice sounds or if they prefer to spend time alone.
Describe the behavior you see, do not evaluate it;	Explain what happened so the person can understand what needs to happen.
Focus on the behavior, not the person;	Do not let personal biases get in the way and focus on a specific action and its impact.
Be as specific as you can be (use examples);	"Tuesday when we had lunch at Steak and Shake, you said…."
Explain the impact of the behavior on you;	"When you said that, I felt…"
Remember the value of silence.	Give them time to digest what you said before asking questions.

Receiving Feedback (10 min)

While giving feedback poses its difficulties, receiving feedback can be just as hard. Not all feedback is bad, and should be treated as an opportunity to improve as opposed to a reason to critique your behavior, but that does not lessen the impact on your emotions as you hear something critical about yourself.

Using the chart below, cover a few of the tips to receiving feedback.

> Tip:
> Be sure to share your own experiences on what has made giving and receiving feedback easier. What are some examples of times it could have been handled better? Ask the pledges to share their experiences as well to start making connections.

Tip	Example
Do not explain or try to defend your behaviors;	"I never did that…"
Ask clarifying questions only;	"From what you said it seems…."
Focus on the value the information may have to you;	Ask yourself, "how can I use this information to better myself?"
Paraphrase what you heard to ensure proper clarification;	"In other words…"
Say thank you;	"I appreciate your feedback…"
Decide what you want to do with the feedback.	Not all feedback should be taken, make a personal judgement on what to do next.

Let us look at some of the feedback the brothers provided you from the Mid-Term Interview.

Pass out the Mid-Term Interview Rubrics and allow pledges to review their feedback individually. To ensure privacy, personally hand out the rubrics individually to each pledge and make it known there is no expectation to share their sheets with one another. Encourage the pledges if they have any questions about their rubrics to reach out to the brother whose name is on their sheet and provided the feedback, as well as review the rubric with their Big Brother.

Feedback Activity (20 min)

Unlike the 'hot seat' where individuals are put on the spot and face questions from others, the 'warm seat' is a comfortable seat from which the seated person asks the questions. The seated person is in control: if they feel 'too hot', 'too cold' or in any way uncomfortable, he or she leaves the seat to stop whatever is being said.

- *Ask for a volunteer to sit in the warm seat at the front of the room.* When in the warm seat, you will ask a question for feedback based off your Mid-Term Interview Rubric or Personal Development Plan. For example, How could I be more…? What should I do if…? How could I get on better with…?)

> Tip:
> If you have a large pledge class, consider breaking them into smaller groups to allow more individuals the opportunity to receive feedback.

If you have the ability, write the question on a board behind the person in the 'warm seat'. This arrangement focuses the group's attention both on the question and on the questioner.

- If the questioner asks a question about a situation which is not well known to the group, the group can ask for more information by saying, "It will not be easy to answer your question unless you tell us a bit more about ..."
- The questioner may choose to change the question, ask extra questions, or give more information but (assuming there is a time limit for each person's time in the warm seat), the more they talk, the more they reduce the time for answers.

There is no expectation all pledges need to take a turn if they are not comfortable. Encourage them to take advantage of the opportunity to receive feedback from their peers in a constructive manner, but nobody should be forced to participate. Also, be prepared to step in if you notice the conversation taking an unconstructive turn. To allow the most number of volunteers to get feedback, volunteers should only ask one question and not stay in the warm seat for more than five minutes.

Wrap-Up & Expectations (5 min)

- Continue working in your groups on the Court of Honor presentation.
- Continue contacting individuals for the Informational Interview to be completed by Court of Honor.
- Meet with your big brother to review your Mid-Term Interview Rubric and how you can use the feedback provided.

Share any servant leadership submissions received since the last module.

Module Six: Emotional Intelligence

Time: 60 minutes

During the final module before Court of Honor, the pledges will look critically at the personality types in their presentation groups and how to work in a team environment. They will learn about the basics of emotional intelligence, how understanding personality types can play into group dynamics, and apply their new knowledge to their own experience in their Court of Honor Presentation groups.

Objectives touched on during the module:

- Identify the elements of emotional intelligence
- Discuss the team styles in the DiSC® assessment
- Evaluate the styles in the Court of Honor Presentation Groups

This module will touch on the following Key Skills:

- Analytical & Critical Thinking
- Confidence
- Decision-Making
- Emotional Intelligence
- Listening & Comprehension
- Oral Communication

Materials Needed for the Week:

- Emotion cards
- Module PowerPoint
- Participant Manual
    - Team Style handout

Preparation:

- Amend the Module PowerPoint to include chapter-specific information.
- If you are providing the pledge class with the Participant Manual digitally, ensure you print copies of the Team Style handout or ask pledges to print a copy and bring it to the meeting.
- Create the emotion cards. These can be blank strips of paper with a single emotion written on them.

> Tip:
> To access additional resources on emotional intelligence, view the Pinterest Board for Emotional Intelligence. Use them for your own reference to enhance the meeting and share them with your pledge class.

Meet the Chapter Officers (10 min)

Begin the meeting with one to two chapter officers introducing themselves and their roles. Allow the pledges the opportunity to ask questions about their positions and experiences.

Emotional Intelligence Primer Activity (15 min)

Ask for a volunteer to come draw an emotion card.

The volunteer will draw an emotion card, step outside the room, and come back in role playing through body language the emotion written on the card. The rest of the group will guess how the volunteer feels by trying to read the body language. The volunteer will continue role playing until the audience guesses correctly.

Ask for another volunteer and continue the exercise for about five minutes. After a few examples, they may choose to do an emotion not on an emotion card.

Discussion
What was easy or hard about this activity?

How did you feel when confronted with a person with such emotion? For example, when someone was angry, did you feel concerned or potentially angry as well?

Did your mood change as a result of the other person's emotion being portray?

How can you control your emotions to avoid affecting other's emotions or being affected by the negative emotions?

Emotional Intelligence (EI) is the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. It also involves your perception of others; when you understand how they feel, this allows you to manage relationships more effectively. * Understanding others' emotions can affect how you react to situations, which can lead to how you shape their thoughts and actions.

*(2015) Emotional Intelligence. *Mindtools.com.* Retrieved on May 16, 2018 from https://www.mindtools.com/pages/article/newCDV_59.htm

Introduction to Emotional Intelligence (10 min)

In his book titled "Emotional Intelligence - Why It Can Matter More Than IQ" 1995, Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

1. Self-Awareness – People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they do not let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control.

Tip:
To keep them engaged, have the pledges read out loud 'popcorn-style' from their manual or PowerPoint slide or play one of the videos from the Module 6 Pinterest Board!

They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.

2. Self-Regulation – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

3. Motivation – People with a high degree of emotional intelligence are usually motivated. They are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are very effective in whatever they do.

4. Empathy – This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

5. Social Skills – It is usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

Introduction to DiSC® (5 min)

Hand out the Team Style Worksheet and review the attributes of each letter in DiSC®.

We are going to focus on the first element, self-awareness. If you understand who you are as a person, you can better understand how your personality fits in with a group. There are a number of personality assessments that can help you better understand your personality type. The two most commonly known assessments are the Myers-Briggs Type Indicator® and the DiSC® profile. Does anyone know their Myers-Briggs Type Indicator® or DiSC® profile? *Wait for answer.*

> Tip:
> If most of the pledge class already has experience with DiSC® and knows their style, focus discussion on what they learned from knowing their style, and how they can use the knowledge of their style to work more efficiently in a team.

Carl Jung developed the Myers-Briggs Type Indicator® which measures your level of Sensing, Intuition, Feeling and Thinking to determine a four-letter personality type based on your level of each factor.

William Moulton Marston thought people behaved along two axes; one indicating whether they are more passive or active, and the other depending on the individual's perception of the environment as being more favorable or antagonistic. This created the DiSC® profile, four quadrants with a describing behavioral pattern.

C	D
Appears reserved and somewhat timid Is quiet Focuses on details Asks many questions Studies specs and other information carefully Proceeds with caution Does not easily express disagreeing viewpoints	Often appear to be in a hurry Is direct, says what they are thinking May be blunt States their own opinions as facts Interrupts others May talk to many people at the same time Wants to know "what is the bottom line?" Is aggressive/demanding
S	**I**
Appears calm Does not get easily excited Listens carefully Nods and goes along Is easy-going Asks questions and inquires about the specifics Seems to have strong opinions but does not express them vocally	Is open and friendly Talks a lot Gets easily excited Is animated Talks about people he/she knows Does not focus much on details Does not listen for long

5 Fast & Fun DISC Behavioural Style Activities for Meetings. *TalentTools.* Retrieved on May 16, 2018 from https://s3-ap-southeast-2.amazonaws.com/wh1.thewebconsole.com/wh/419/images/TalentToolsBehaviouralIndicator.pdf

Team DiSC® Activity (15 min)

Give about 10 minutes for participants to complete the worksheet with their Court of Honor Presentation teams. Everyone should share where they feel they fit themselves, and teammates can share what they have witnessed about each other so far.

Discussion

How many groups have a balanced team? A balanced team is where all four styles are represented in the group and are roughly equal in representation.

How many of you work on teams that are weighted in one or two styles? How will this affect the work you need to do?

How will this activity and understanding your teammates better help you complete the Court of Honor Presentation?

Wrap-Up & Expectations (5 min)

Discuss logistics of where and when Court of Honor will occur.

- Finish working in your groups on the Court of Honor presentation.
- Complete the Informational Interview.
- Meet with your big brother to discuss progress on your Personal Development Plan and any concerns about Court of Honor.

Share any servant leadership submissions received since the last module.

Court of Honor

Time: as long as needed

The Court of Honor Presentation is the final reflection point of the program and the conclusion of pledge education. Pledges are asked to pause and reflect upon what they learned throughout their time in the program. The Court of Honor Presentation will showcase the pledges' experiences in the program, including the exploration and development of Alpha Kappa Psi's key practices and skills.

Objectives touched on during the ritual:

- Reflect on the pledge process
- Present the Court of Honor Presentation

This ritual will touch on the following Key Skills:

- Gratitude
- Listening & Comprehension
- Oral Communication
- Relationship Building

Materials Needed:

- Court of Honor Procedure
- Ritual trunk
- Room reservations

Preparation:

- Secure room reservations.
- If you are holding the Initiation ceremony directly after the Court of Honor Presentation (recommended), be sure you have all the materials for the ceremony!

Tip:
If a pledge is unable to make the Court of Honor Presentation due to a pre-determined reason, that presentation group will need to do the Court of Honor Presentation at a separate time. Should an emergency prevent a pledge from attending, the executive board can hold a makeup for the pledge to do the individual portion of the presentation.

New Brother Orientation

Time: 60 minutes

The process of educating brothers does not end when a pledge is initiated into membership. Continued learning is an important and often overlooked component of a chapter's responsibilities to its student brothers. Conducting a New Brother Orientation session is the first step in the extended learning process and is an important bridge for new members between pledging and student membership. Utilize this time to have the new brothers complete a survey about their experiences in the pledge program.

Objectives touched on during the module:

- Review the expectations of chapter members

This module will touch on the following Key Skills:

- Listening & Comprehension
- Organization

Materials Needed for the Week:

- Module PowerPoint
- New Brother Information Packet including the following:
  - Chapter Bylaws and standing rules
  - Fraternity *Constitution and Statutory Code*
  - *Board of Directors' Statement of Policy*
  - Chapter organization chart
  - Member requirements
  - Chapter calendar
  - Chapter committees and officer explanations
- New Member Evaluation

Preparation:

- Amend the Module PowerPoint to include chapter-specific information.
- This module should occur within a week after Initiation, prior to the first chapter meeting new members are expected to attend.
- Compile the New Brother Information Packet with all the necessary information.

> Tip:
> New Brother Orientation is the perfect time to have your newly initiated members complete a survey about their experiences while it is still fresh in their minds. Find out if the additional activities you selected were valuable and how to enhance their benefit! A sample survey is included in the Appendix.

Fraternity Opportunities and Expectations (5 min)

The discussion should highlight each of the following.

- Governing documents – Chapter Bylaws, standing rules, Fraternity *Constitution and Statutory Code*, *Board of Directors' Statement of Policy*;
- Fraternity programs – Chapter scholarships, All-AKPsi Academic Team, Yellow Rose Society, Fraternity Awards Program; online resources (webinars, eLearnings, etc.);
- Fraternity Events – Principled Business Leadership Institute, Convention, College of Leadership, President's Academy, the Academy, Officer Training, Case Competition.

Tip:
Have brothers who have attended fraternity events or benefitted from the programs provide testimonials about their experience!

Chapter Requirements (25 min)

Discuss the chapter membership requirements including:

- Amount of dues and due dates
- Attendance at chapter meetings, rituals, recruitment, and committee meetings
- Process for submitting and reviewing excuses
- Number of hours/activities/points required
- Process for submitting a Leave of Absence
- Process for appealing discipline and reinstatement

Review chapter committees and have the new members preference the committee(s) they would like to be involved with for the next term.

Parliamentary Procedure (10 min)

Start off by setting the ground rules of the importance of Parliamentary Procedure and touching on the following information:

- Discussions in chapter meetings are confidential This includes with other members and pledges.
- Consequences of violating the oath of confidentiality
- It is Important to have open, honest, and respectful discussion

Tip:
If you selected the Parliamentary Procedure workshop in the pledge program, use this time as a review.

Using the Basics of Parliamentary Procedure *and* Parliamentary Procedure at a Glance*, as well as the* Parliamentary Procedure eLearnings and webinar *for reference, discuss the following:*

- Chapter meeting order of events
- Different types of motions
- Methods for taking a vote
- Number of votes required to pass different types of motions

Open Forum (15 min)

Allow the newly initiated members to ask any unanswered questions about the chapter, fraternity, requirements, expectations or otherwise.

Wrap-Up & Expectations (5 min)

Share any announcements about upcoming due dates, events or meetings

ALPHA KAPPA PSI

The Professional Business Fraternity

Appendix

Table of Contents

The Table of Contents below provides a list of the topics covered in the appendix to help you navigate the guide.

Alpha Kappa Psi is recognized as the premier developer of principled business leaders.

Reporting pledges in a timely manner is vital to the pledging process as it starts the process of a pledge creating their ChapterSpot account and the process of sending needed resources to the chapter. Pledge reporting is done through recruitment campaigns and is a central hub for the contact information you collect throughout your recruitment process for potential new members. Following the steps below you'll be able to successfully create a campaign, report individuals through various steps up through Induction, and close the campaign. You will also see how to report a dropped pledge throughout the pledge program and how to report initiates after Initiation.

Creating a Campaign

Campaigns are used to house the data of individuals who have shown interest throughout your recruitment process. You must create a campaign to report your pledges. Please note that you will not be able to create a campaign if the previous recruitment's campaign has not been closed.

1. Log in to ChapterSpot
2. Click on 'Recruitment' from the top menu of options
    a. If there is currently a campaign open it will automatically open that campaign for you
        i. If this occurs skip down to 'Closing a Campaign'
3. Click the '+ New Campaign' button in the top right corner of the page
4. Fill in each of the sections of the pop up window
    a. The name of the campaign should follow whatever naming convention was used previously
    b. The inducted goal should be a number to reach your year-end Regional Director assigned chapter size, taking into account individuals who will be graduating from the chapter, individuals you may lose to suspended or resigned statuses, and pledges you may lose to dropping out of the pledging process.
        i. E.g.: *If your goal for the year is 60 members, your chapter currently has 65 members, you know you have 10 members graduating this semester, you account for 6 members moving to a suspended or resigned status, and four pledges may drop the process, you must recruit, retain, and initiate 15 members*
    c. The start date listed should be the date you start your recruitment (i.e. the date you first start doing classroom speaking, tabling, or holding Recruitment Week events)
    d. The end date should be a couple days after the date you plan to induct the individuals you have recruited. *If you have a make-up induction on your calendar to accommodate any individuals unable to make the initial Induction ensure that your end date is after the make-up induction date*
5. Click the 'Start this Campaign!' button after you have completed answering the questions in the pop up box

Editing a Campaign

You can edit your campaign to align properly with your recruitment structure if you so choose. To edit the campaign simply click 'Recruitment' from the top menu of options. Should you wish at any point to view the other campaigns you can click the 'View All Campaigns' directly under the title of the current campaign you are in.

Editing a Stage

Stages can be edited to mirror your recruitment structure or add supplemental stages.

Editing a Stage Name

1. Click on the small notepad icon in the top right corner of the stage you are looking to edit
2. Update the 'Name' field
   a. Can be changed in conjunction with the stage description and/or order number
3. Click the 'Save Changes' button

Editing a Stage Description

1. Click on the small notepad icon in the top right corner of the stage you are looking to edit
2. Update the 'Description' field
   a. Can be changed in conjunction with the stage name and/or order number
3. Click the 'Save Changes' button

Editing a Stage Order

1. Click on the small notepad icon in the top right corner of the stage you are looking to edit
2. Update the 'Order' field
   a. Can be changed in conjunction with the stage name and/or description
3. Click the 'Save Changes' button

Adding a Stage

If your recruitment breaks down into more than the five (5) predetermined stages, you can add additional stages

1. Inside the campaign you wish to add a stage to click on the 'Add Stage' link directly under the title of your campaign name
2. Input the 'Name', 'Description', and 'Order' for the additional stage
   a. Order should be a numerical digit of what stage it is (i.e. if you want it to be the first stage type '1', the second stage '2', and so on)
3. Once all necessary input has been input click the 'Save' button

Creating a Form

Forms can be used in conjunction with your campaign to collect potential new member data that will automatically be siphoned into the stage you designate them to fall into. If you have the capacity for potential new members to use a tablet(s) to sign up to receive information regarding recruitment through tabling, classroom speaking, or sign in for events attended, creating a recruitment form has the power to streamline the collection of basic contact information of the potential new member(s).

1. From inside your current campaign click on the 'Recruitment Forms' button in top right corner.
2. Click on the '+ New Form' button in the top right of the Recruitment Forms page
3. In the popup box name your form
4. Now choose from the drop down which basic submission stage you'd like individuals who complete the form

    a. Note that a form can have only one destination so if you plan to utilize forms throughout your recruitment know that you will need to create multiple forms to flow in to each step OR you will need to update the submission stage your form will feed into
5. Click the 'Save' button after you have completed filling in each field
6. You can choose to share the link or an embeddable link by clicking the 'Get Embeddable Link' button

It is worth noting that the form will only collect potential new members first and last name, e-mail address, and phone number (though it is not a required field). If you wish to collect additional information you will not be able to utilize this form to collect it.

Reporting Pledges

Now that your campaign, and possibly forms, has been created you can start moving potential new members through the campaign. All Chapters are required to report pledges within seven (7) days of Induction.

Uploading Prospects

1. If you do not utilize forms each prospect will need to be added
2. Click the 'Add Prospect' button on the top left of the campaign
3. From the drop-down menu select which stage they will be uploaded into
4. Input the 'Firstname', 'Lastname', 'Email', and 'Phone' – all of these elements should be collected from new prospects
    a. *It is vital that you input names correctly (including capitalization) as should they be initiated this will be the name printed on their membership certificate; any names input incorrectly by a chapter that result in a misspelled certificate and require a reprint will incur a charge to the chapter for said reprint*
5. Once you have input information for all potential new members click the 'Submit' button in the top right corner
    a. You can only upload 100 prospects at a time though you can continue to add prospects in batches of up to 100
6. Return to your campaign by clicking the 'Recruitment' link from the top menu

Moving Prospects

1. If you want to move an individual prospect, you can click on the name and drag it to the stage that you wish to move it to
2. If you want to move a group of people, click the box next to each prospect's name
3. You can have a prospect skip over a stage (i.e. moved from 'Prospect' to 'Interviewed' without being placed in the 'Attended Event' stage) but all prospects must be placed in the 'To Be Inducted' stage
4. When prospects are moved to 'To Be Inducted,' a button will appear above that stage named 'Report Prospects'
    a. Once the prospects have been Inducted, press the 'Report Prospects' button
    b. *Verify in Step 1 that you are only moving prospects that have been inducted; individuals who are improperly moved through the process and are not updated in a timely manner may cause the chapter to incur charges for dues/insurance*

    c. In Step 2, the 'Inducted Date' must be in the past and the 'Expected Initiation Date' must be in the future
    d. Click the 'Report as Pledge(s)!' button
5. Once prospects have been reported you can then move them en masse or individually to the 'Inducted' stage

Closing a Campaign

A campaign cannot be opened unless all past campaigns are closed.

1. Enter the current campaign by clicking on the 'Recruitment' link in the top menu
2. From the current campaign click the 'View All Campaigns' link under the current campaign name
3. On the main Campaigns page click the 'Actions' drop-down menu
4. Click the 'Archive' option

Reporting a Dropped Pledge

At any point during the program if a pledge either decides to no longer continue with the process, or the chapter dismissed the pledge from the process, he or she must be reported as a dropped pledge.

1. Click on the "Members" tab
2. Select the pledges who need to be removed by checking the boxes beside their names
3. Click the "Actions" button and choose "Update Members' Status"
4. Select "Dropped Pledge" from the drop-down menu
5. Answer the question 'Did the pledge willingly choose to leave the pledge process?
    a. If no, please provide an explanation of why this pledge is being removed. (i.e. has failed to complete a performance improvement plan for professionalism, etc.)
6. Submit the dropped pledges

If a pledge is reported as dropped within 10 days of the induction date, the chapter will be issued a credit for the Heritage Center pledge fee(s).

Reporting Initiates

At the end of the process, you are ready to report all pledges who successfully completed the pledge program and requirements as initiates. This is only to be completed after the pledges are initiated. All Chapters are required to report initiates within seven (7) days of Initiation.

1. Click on the "Members" tab
2. Select the pledges by checking the boxes beside their names
3. Click the "Actions" button and choose "Update Members' Status"
4. Select "Collegiate" from the drop-down menu
5. Enter the date that the member was initiated. You should only do this on the day of initiation or after initiation. You cannot complete this if initiation has not yet occurred.
6. Submit the initiates. You will see the new brothers listed as collegiate members on your roster in ChapterSpot. This will come through on a report run by the Heritage Center. The initiation certificates and recognition buttons are sent shortly after you report.

Chapter Founding Date:

Chapter Greek Name and Letters:

University Founding Date:

University President:

Dean of the College of Business:

Chapter Officers

Position	Name	Email	Phone
President			
Vice President of Administration			
Vice President of Alumni Relations			
Vice President of Membership			
Treasurer			
Secretary			
Master of Rituals			

Chapter-specific officers	Name	Email	Phone

Chapter Committees

Committee Name	Committee Chair	Email	Phone

Big Brother Interest Form

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Name: ______________________________

Major(s): ______________________________

Year in School: Freshman Sophomore Junior Senior Graduate

Activities (please list campus and/or work responsibilities and chapter involvement):

____

____

____

Why do you want to serve our chapter as a Big Brother?

____

____

____

In your opinion, what does a strong mentoring relationship look like?

____

____

____

What do you feel is your most important quality you can use to mentor a Little Brother?

____

____

____

What else do you wish to add about yourself and your interest in being a Big Brother?

____

____

Is this member in good standing? *To be completed by the Fraternity Educator*

- ☐ Financially
- ☐ With Chapter Attendance/Involvement
- ☐ Judicially

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To achieve something you have never accomplished requires the development of new skills. A personal development plan is a tool to assist you in your career and personal development, allowing you to tailor your experience in Alpha Kappa Psi to your own personal skill development, and decide where you want to focus your growth during the program.

Think about what is important to you. Are there any opportunities you would like to have on campus or in your community? What skills would you like to develop?

Key Skills	Definition
Analytical & Critical-Thinking	Accurately analyze and interpret relevant information in the context of organizational decision making
Confidence	Self-assuredness, reliability, and trustworthiness to complete tasks
Creative & Innovative Thinking	Conceive and implement original mechanisms and processes
Decision-Making	Cognitive ability to select a course of action among several possibilities
Emotional Intelligence	Recognize internal emotions, their meaning, their impact on and your perception of those around you
Gratitude	Expression of appreciation, genuineness, and kindness
Listening & Comprehension	Recognition of speech, sounds, and meaning of the spoken language
Oral Communication	Compose and effectively deliver ideas and thought processes in a clear and professional manner
Organization	Planning, arrangement, and administration of processes and projects
Relationship Building	Mutual understanding and connection between individuals or groups of people
Research	Systematic study of mechanisms and process to authenticate facts and determine conclusions
Resilience	Capability to recover from difficult situations
Written Communication	Proficient in language use, excellent mechanics, and uses language conventions effectively

Assess Yourself

In what area(s) do you already feel comfortable? *View the definitions on the previous page.*

☐ Analytical & Critical Thinking ☐ Confidence ☐ Creative & Innovative Thinking ☐ Decision-Making

☐ Emotional Intelligence ☐ Gratitude ☐ Listening & Comprehension ☐ Oral Communication

☐ Organization ☐ Relationship Building ☐ Research ☐ Resilience ☐ Written Communication

Other:

Based off your selections in the previous questions, where do you want to improve?

☐ Analytical & Critical Thinking ☐ Confidence ☐ Creative & Innovative Thinking ☐ Decision-Making

☐ Emotional Intelligence ☐ Gratitude ☐ Listening & Comprehension ☐ Oral Communication

☐ Organization ☐ Relationship Building ☐ Research ☐ Resilience ☐ Written Communication

Other:

Creating S.M.A.R.T. Goals

One type of goal is known as S.M.A.R.T. Goals, which stands for:

Specific **Measurable** **Attainable** **Realistic** **Timely**

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

*Who: Who is involved?
*What: What do I want to accomplish?
*Where: Identify a location.
*When: Establish a time frame.
*Which: Identify requirements and constraints.
*Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable – Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To Determine if your goal is measurable, ask questions such as "How much?" "How many?" "How will I know when it is accomplished?"

Attainable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals, you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality allowing you to possess them.

Realistic – To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Timely - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? "Someday" will not work. But if you anchor it within a timeframe, "by May 1st", then you have set your unconscious mind into motion to begin working on the goal.

T can also stand for **Tangible** - A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

Define Your Goals

Now that you have created the scope of your targeted skill development, what are the specifics you hope to accomplish? This can be related to your professional career or personal life, both large or small. No goal is too small.

Write down three to five goals which are important for you to achieve.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Hold yourself accountable and list three people with whom you plan to share your goals.

1. ____________________
2. ____________________
3. ____________________

Track Your Progress

It is important to keep track of the progress you are making towards achieving your goals, especially if it is a long-term or complex goal. As you progress through the pledge program, keep a list of things going well and things to change in your skill development.

Things going well (accomplishments):	Things to change (improvements):

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The purpose of an informational interview is to provide an opportunity to gather career and industry information from a professional currently working in the field. This is done through asking questions related to the aspects of the specific career or job and the professional's experience. The interview is designed as a learning experience and not meant to be a solicitation for a job or internship, but to gain knowledge about an intended career path.

As part of pledge education, each pledge is expected to conduct an informational interview. To complete the interview, pledges select an industry of interest to them, research contacts in the industry and make an introduction, followed by scheduling and conducting the interview.

Benefits

The informational interview can be beneficial to both the pledge and the professional. These benefits can include the following:

- Provides direction in choosing a career field or preparing for a career change
- Offers insight to guide future job searches
- Prepares you for an upcoming interview
- Allows you to assess your compatibility with a career
- Expands your professional network
- Improves interviewing skills

Your Responsibilities

The informational interview is not required to be held in person. If needed, the interview may be over the phone, via email or any other method feasible for both parties. By reaching out to a professional contact with the intent to conduct an informational interview, you are taking responsibility for direction of the interaction. Your responsibility for this assignment includes:

- Demonstrate desire to explore career options, personal skills, and attributes
- Generate your own list of questions addressing specific career-related aspects such as work environment, career preparation, average salary, lifestyle, a typical day, problems, referrals, and placement as well as questions about the contact's personal experiences
- Maintain professional presence and conduct during the entire interview
- Coordinate the scheduling of the interview and related details
- Have a polished and professional résumé available if the contact requests it

Making the Connection

The interview can be conducted with anyone – executives, alumni, supervisors, colleagues, family friends, or anyone you connect with in your intended industry. Usually, conversations and informational interviews are initiated through an introductory email.

Here are a few tips that can simplify the process.

- Do not skip the subject line
- Introduce yourself
- State your request
- Keep it simple
- Spelling and grammar still count

Sample Questions

The most beneficial interview will come through asking personalized questions based on the professional's experience and what information the interviewer is seeking. Below are some sample questions by category.

Industry/Career Field

1. What trends and developments do you see affecting career opportunities?
2. What are the most significant changes you have seen in the industry over the past 5 years?
3. What recommendations can you give to someone looking to enter this field?

Skills and Experience

1. What skills and education are needed to enter this field?
2. Are there additional certifications or skills which would help me stand out in the industry?
3. What can I do now that would put me in a good position to work in the industry?

More Information

1. What are some career paths to consider?
2. Who else would you recommend I speak with? When I call, may I use your name?
3. What are additional resources I should consider?

Adapted from the UNC Asheville Career Center's "*Information Interview Guide*"
https://career.unca.edu/sites/default/files/documents/Job_Search_PDFs/Informational%20Interview%20Guide.pdf

Issuing an Improvement Plan Process

A Performance Improvement Plan plays a vital role in correcting performance discrepancies, but it should not be used as a disciplinary mechanism. It should be used as a tool to monitor and measure the deficient expectations or undesired behaviors of a pledge to improve performance or modify behavior. Except in extreme circumstances, a pledge should never be disciplined or removed from the program without prior discussion and the opportunity to improve

Upon Identifying a Concern

Upon identifying a concern, you need to identify if the problem is related to performance or behavior. In documenting the issue, the fraternity educator must be objective, factual and specific, and provide facts and examples to further clarify the pattern of performance concerns.

Develop an Improvement Plan

1. The fraternity educator should document a provisional improvement plan for improvement, which may be adjusted based on pledge feedback during a private meeting to discuss the improvement plan and steps to correct their performance or behavior.
2. A Performance Improvement Plan must include the following components:
   a. Pledge name
   b. Relevant dates (e.g. date issued and date it needs to be completed)
   c. Performance areas being reviewed
   d. Specific examples of the current performance under review
   e. Improvement plan action items
   f. Description of potential consequences (including dismissal from the program, if applicable)
   g. Signatures of the fraternity educator and the pledge
   h. Periodic review notes
   i. Evaluation of the Performance Improvement Plan
3. The plan should include specific and measurable objectives that are attainable, relevant and time-bound (SMART goals).
4. While drafting the plan, draw upon the pledge program expectations and fraternity risk management policies to clearly identify the performance or behavioral issues and expectations.
5. The fraternity educator should determine if the pledge may need additional resources, time, training, or coaching to meet the objectives.
6. The plan should identify exactly what the fraternity educator will do or provide to assist the pledge in achieving the objectives.
7. An improvement plan should help set the performance expectations and must include a statement regarding the consequences for not meeting those objectives.

Review the Performance Improvement Plan

1. Prior to the meeting, the fraternity educator should seek counsel and advice from the chapter advisor, section director, and/or regional director to review the Performance Improvement Plan.

2. The advisor(s) should make sure the documentation is stated clearly without emotion and the suggested improvement plan follows the SMART goals structure.

During the Meeting

During a private meeting with the pledge and their Big Brother, the fraternity educator must lay out the areas of improvement and recommended plan of action.

1. This meeting should be collaborative between the fraternity educator and pledge. A collaborative process can help identify areas of confusion or misunderstanding on the pledge's part and can encourage ownership of the issue by the pledge.
2. After receiving the pledge's input and feedback, the fraternity educator may need to modify the improvement plan slightly.
3. During this meeting, the pledge and fraternity educator should establish regular follow-up meetings, which must be outlined in the plan.
4. After changes are made to the pledge, both the pledge and fraternity educator should sign the Performance Improvement Plan document.
5. A signed copy of the Improvement Plan should be uploaded to HQdocs after the meeting.

After the Meeting

During the follow-up meetings established in the improvement plan, the pledge and fraternity educator should discuss and document the progress made towards objectives. Follow-up meetings serve as an opportunity for the pledge to ask questions and seek guidance on performance expectations. The fraternity educator should ensure any potential roadblocks are discussed and the pledge has been provided the necessary tools and coaching to be successful.

Performance Improvement Plan Conclusion

1. When the pledge has responded positively by meeting the objectives, the fraternity educator should formally close the Performance Improvement Plan and allow the pledge to continue in the program. This improvement plan should not be brought up for further discussion during future voting sessions.
2. If a pledge shows some improvement but is unable to achieve some or all of the objectives within the given timeline, there are a few options:
    a. If the pledge is doing his or her best but just cannot meet one or more objectives, the fraternity educator may agree to extend the improvement plan.
    b. If the fraternity educator decides in retrospect that the objectives were not realistic or not completely within the pledge's control, the fraternity educator may decide to either extend the improvement plan or end the improvement plan due to progress that was observed.
    c. If the fraternity educator determines the pledge is not a good fit or is not really trying to improve even after all this effort, then the fraternity educator should bring the concern to the chapter and follow the procedure for voting on removal of a pledge.
3. If a pledge is unable to improve or refuses to commit to the Performance Improvement Plan, or if the performance worsens, the fraternity educator should bring the concern to the chapter and follow the procedure for voting on removal of a pledge.

Questions or concerns should be brought to the chapter's advisor, section director, regional director, or chapter educational resource coordinator.

Improvement Plan

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Pledge Name ____________________

Fraternity Educator Name ____________________

Meeting Date ____________________

Area(s) of Performance Reviewed: (check all that apply)

- ☐ Attendance
- ☐ Productivity
- ☐ Conduct
- ☐ Teamwork
- ☐ Fraternal Knowledge
- ☐ Other: ____________________

Specific examples of current performance under review:

Improvement Plan:

Action Items	Activity (What will be done?)	Desired Results	Resources Needed	Start Date	Completion Date
1					
2					
3					

This performance improvement plan is not a guarantee of continuing the program. Failure to meet and sustain improved performance may lead to further action, up to and including dismissal from the program.

By signing below, I acknowledge my understanding the performance improvement plan and the potential consequences should I choose not to complete the action items described above.

Pledge Signature ____________________ **Date** __________

Fraternity Educator Signature ____________________ **Date** __________

Periodic Review Notes:

Comments	Pledge Initials	Fraternity Educator Initials	Date
1.			
2.			
3.			
4.			
5.			

Evaluation

CHECK ONE:

☐ Performance Improvement Plan satisfactorily completed on: ____/____/________

☐ Corrective Action Required *(attach and submit to Regional Director)*

Corrective action may be taken in conjunction with, during, or after the performance improvement plan.

Reviewed and accepted by:

Pledge Signature ______________________________ **Date** ______________

Review completed by:

Fraternity Educator Signature ______________________________ **Date** ______________

Big Brother Signature ______________________________ **Date** ______________

Anthem and Creed Oral Assessment Rubric

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Pledge Name		Date	
Evaluator Name			

Explanation of Grading

Successful completion of the reciting the anthem and creed will be based on correctly speaking the anthem and creed to an individual member of the pledge education committee during a pre-scheduled time. Grading is based solely on speaking the words in the correct order, not punctuation, and pledges may individually choose to sing or state the anthem. Should a pledge make a mistake during the recitation, the member should circle the areas of the creed or anthem the pledge spoke incorrectly and provide the sheet for feedback. Pledges should be given adequate time to complete the oral assessment and not cut off during their recitation. Any more than two mistakes constitute a fail and the pledge will need to try again. Should a pledge not pass either the creed or anthem, they will only need to redo the one they did not pass.

The Anthem of Alpha Kappa Psi

Should old acquaintance be forgot,
And Alpha Kappa Psi?
Shall we pass slowly out of view,
Without regret or sigh?

For Alpha Kappa Psi, my friend, for Alpha Kappa Psi;
We'll bless the days that we have spent,
In Alpha Kappa Psi.

We'll work with might and main to win
Our meed of daily praise.
But ne'er shall we in after years
Forget fraternal days!

For Alpha Kappa Psi, my friend, for Alpha Kappa Psi;
We'll bless the days that we have spent,
In Alpha Kappa Psi.

Pass/Fail

The Creed of Alpha Kappa Psi:

Alpha Kappa Psi recognizes that
We live in deeds, not years;
In thought, not breath;
In service, not in figures on the dial.
We count time by heart throbs,
When they beat for God, for man, for duty.
He lives most who thinks most,
Is noblest, acts the best.

Pass/Fail

You have been a pledge with Alpha Kappa Psi for a few weeks and have started getting to know your pledge class. As soon as you received your Court of Honor Presentation group, your group decided to create a text group to stay in touch and work on the project. One of your pledge brothers posed in the group chat the pledge class should host a pledge only party at his house to get to know each other even better. Another pledge brother mentioned her older sister was over 21 and would purchase alcohol for them if everyone chipped in money. Everyone agreed it was a great idea, until the night of the party. The pledge brother whose sister purchased the alcohol for everyone ended up having too much to drink and blacked out and hit her head on the staircase, resulting in a concussion.

Where did this scenario go wrong?

Notes

- It was a 'Pledge Party'
  Even though none of the chapter members were aware of the party, does not mean the Fraternity is not liable. Using the reasonable person test, an outsider looking at the party would see that it was not just a group of friends, but a group of Alpha Kappa Psi pledges having a party.
- Pledges utilized fraternity communication channels
  The avenue the party was planned on was a group chat designated for Alpha Kappa Psi pledges only. This makes it a fraternity associated event, which requires all pledge class events to be alcohol-free.
- Pledges pooled funds
  Fraternity policy indicates that any event including alcohol must be BYOB or hosted by a licensed third-party vendor. Collecting funds to purchase the alcohol, as well as many members being underage, goes against the alcohol and drug policy and violates state laws.

Result: As an outsider would associate the party with Alpha Kappa Psi, the chapter and fraternity is liable for the pledge who got a concussion even though the chapter was not involved. The pledges broke risk management policies putting the party together and put their chapter at risk of probation, charter suspension, and legal ramifications if the pledge's family decided to sue.

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You have been anxiously waiting for Big Brother Reveal to receive your big brother. To make the night more exciting, the chapter decided each pledge will be blindfolded and led to the room from outside by a guide. Once they remove the blindfold, the pledge will turn around and see his or her big brother. The room reserved in the basement of the business building holds 100 people, and when including the pledges, it brought the number of attendees to just over that amount. Since it was the only place available, the chapter decided the number was close so it would be fine because all the posters fit along the walls comfortably anyway. To ensure the little brothers did not peak and to create a certain ambience, they also kept the lights dimmed in the room. As your guide walked you through the business building you got caught up in the excitement and tripped over one of the chairs at the front of the room that the brothers had pushed off to the side. You thought nothing of it at first other than the fall hurt, but later found out you sprained your wrist.

Where did this scenario go wrong?

Notes:

- Blindfolding is never allowed
  Even if it seems innocent, blindfolding is against the fraternity's hazing policy. Taking away a pledge's or member's ability to see, even if someone else is guiding them, brings a level of risk that chapters cannot mitigate.
- There was inadequate lighting
  Being able to see is important for your safety. While dim lighting can bring a certain ambience to the room, it limits your vision. If you cannot clearly see the room, it is too dark.
- There were too many people in the room
  The fraternity requires all events to follow fire and health safety requirements of the location the event is occurring. When they tried to squeeze more people into the room than the room's maximum capacity, the chapter broke the fire and health safety policy. In the event of an emergency, members and pledges would have experienced a difficulty evacuating the room.

Result: While the chapter meant well, the combination of decisions led to a pledge getting hurt. Risk management policies are not meant to prevent members and pledges from having fun, but to keep them safe. In addition, the chapter lost its room reservation privileges on campus for a semester.

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With a large pledge class, it was hard to find a time for all the pledges to meet for the weekly modules. The chapter and pledge class decided the best time to meet was at 10 p.m. on Monday night. Normally, it is not an issue and you are out by 11 p.m., but one night the fraternity educator was late and did not arrive until 10:30 p.m. You considered telling him you had an exam the next morning and needed to leave so you could study, but did not want them to think you could not balance your academics and extracurriculars. The module also went over and you ended up not leaving until midnight. By the time you arrived back at your dorm and put in a few hours of studying, it was nearly 3 a.m. You managed to get a few hours of sleep before you had to leave for your exam, but struggled through the rest of the day.

Where did this scenario go wrong?

Notes

- The meeting went too late
  Fraternity meetings and activities shall not go beyond 11 p.m. Asking pledges or brothers to stay beyond that time can be considered hazing. Even if they are not required stay beyond that point, putting a pledge or member in that situation where they may feel obligated to stay is not acceptable. All functions should conclude at the original time and if need be, be picked up at another time.
- Pledges should feel comfortable
  Feeling that you have to stay at a meeting or event when it is harmful to your academics or personal situation can be mental hazing. You should always feel comfortable prioritizing your needs and saying that you need to schedule a make-up session.
- Lack of communication
  The pledge class should not have had to wait around wondering where the officer was and waiting on him for the meeting to start. The fraternity educator should have communicated as soon as he was able to cancel the meeting and reschedule it for a better time.

Result: Hazing is not only physical in nature, but can be mental as well. Being forced to stay out too late can cause fatigue, and not feeling like you can leave without repercussion can create undue stress. Both pledges and members should feel comfortable speaking up about a situation that concerns them.

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One night while you are scrolling through your Instagram feed you notice a few pictures a chapter brother posted from a house party the previous weekend. The pictures show brothers playing drinking games, chugging beers and a few of the members in the photos are underage.

In one of the pictures a brother is wearing fraternity letters and each of the posts include hashtags referencing the fraternity.

Concerned about the image this reflects on the chapter you are hoping to join and the individual brothers whom you have gotten to know, what should do you do?

Steps to take:

- Ask the brother to take down the picture with the brother wearing letters and remove the hashtags.
  Removing the reference to the fraternity helps protect the fraternity's brand and the reputation of chapters.
- Talk to the chapter president about placing a larger focus on risk management education with the chapter and pledge class.
  In this instance, the individual is breaking the Publication of Inappropriate Materials policy and those who were drinking underage were breaking the Alcohol and Drug policy.
- Contact the chapter advisor and Heritage Center.
  The regional management team and staff can help map out a plan and coach you through the steps to take.
- Encourage brothers to edit their privacy settings.
  Social media privacy settings are not a complete fix as the platforms are constantly changing their settings and companies are able to break through them, but setting your accounts to private will help minimize outside parties viewing your personal information and images.

Result: The Heritage Center will reach out to individuals if they come across inappropriate images and ask them to remove the image or references to the fraternity. If the image or reference is not removed and/or another instance occurs, further action may occur. It is everyone's responsibility to safeguard the good name and reputation of the fraternity.

As a new member, you are very excited to attend your first Principled Business Leadership Institute. You have heard a lot of great stories, and are really excited to network with members from other chapters and attend the sessions to enhance your professional development. The chapter set aside a certain amount of money to reimburse the registration costs of every brother attending, but it is an expectation that you attend the entire conference.

During PBLI weekend, you notice that a few brothers decide to leave the conference early to tour the city. They posted photos on social media while the conference was still occurring, so there was no doubt they were not in attendance. When you return to campus, nobody says anything and the chapter refunds them the full cost of registration even though they did not meet the expectations.

As a new chapter member, what should you do?

Steps to take:

- Confront the individuals who were not honest.
  Talk to your brothers and share your concern about their lack of integrity. Provide them the opportunity to own up to their mistake before taking it any further.
- Involve your chapter's judicial review board.
  If the brothers do not want to own up to their mistake, you may not to bring it to your chapter's executive board or judicial review board. Be sure to show evidence from the pictures so it is not your word against another brother's. Approach the conversation as you do not want to get them in trouble, but want to ensure it is a fair situation for everyone and they did not hold up their end of the deal.
- Contact the chapter advisor and Heritage Center.
  The regional management team and staff can help map out a plan and coach you through the steps to take.

Result: Not owning up to their actions brings the brothers' integrity into question, one of the fraternity's core values. If there was a standard in place, these brothers are also taking money that belongs to the chapter. Members may face disciplinary actions from the chapter's judicial review board, and may lose the privilege to represent the chapter at future fraternity events with chapter funding.

The Mid-Term Interview is an opportunity to provide pledges with experience in going through a professional interview. The questions are introspective to their experience in the program to this point and what they can bring to the fraternity in the future. The Mid-Term Interview should be held approximately half-way into the pledge program.

Interview Team

To perform a meaningful ritual, the brothers must plan, organize and act as a team. The Interview Panel consists of one Interview Panel Chair and two additional panel members. The Master of Rituals is responsible for notifying the selected Interview Panel members in a timely manner (weeks — not days — before the planned session). Alumni and faculty brothers, when possible, should be encouraged to participate on the panel. The use of alumni and faculty members as Interview Panelists will provide "new" and "mature" faces to the pledges, and will add a "lifetime" commitment emphasis to membership in Alpha Kappa Psi. Any alumni or faculty members participating on a panel will need to be briefed beforehand on guidelines and expectations.

The Master of Rituals, Fraternity Educator or Vice President responsible for new member education shall serve as the Presenter of Pledges; two Guards should be appointed to assist in presenting pledges before the chapter. The Master of Rituals is also responsible for arranging the interview room.

The Master of Rituals must assign responsibilities, see that they are properly carried out, and ensure thorough preparation as follows:

1. Each member of the ritual team should rehearse his/her part several times before attempting to speak his/her part.

2. A rehearsal should be held by the members of the ritual team before the formal ceremony. If possible, the Regional or Section Director, or Chapter Advisor should be present to give additional direction or advice, where needed.

3. The responsibilities listed below should be memorized.

Interview Panel Chair

The Interview Panel Chair should be a "seasoned" student chapter member, alumnus, or faculty member in good standing. This is a leadership role that carries with it the specific responsibility of guiding each pledge's Mid-Term Interview experience as professionally and efficiently as possible. Sincere, direct, unbiased, respectful, authoritative and able to delegate while maintaining control – these are the qualities of the Interview Panel Chair.

Interview Panel Members

Two additional Interview Panel members are required in each interview room to assist the Interview Panel Chair in the interview process, as directed. These roles may be filled by students, alumni, or faculty members in good standing. Sincere, direct, unbiased, respectful and authoritative – these are the qualities of the Interview Panel Members.

Presenter of Pledges

The Presenter of Pledges is the liaison between the brothers and pledges. The Master of Rituals, Fraternity Educator or Vice President responsible for new member education are best suited for this position. This person has complete charge and supervision of the chapter ritual and must be familiar with the Fraternity's confidential hand grip, password, and motto. He/she has full responsibility for instruction of the ritual team members, for the supervision of the ritual equipment, for proper arrangement of the ritual rooms, and for assistance to the ritual team members to insure they are properly prepared and have studied their parts for an effective ceremony. The presenter of Pledges must handle his/her part competently and correctly, speak with sincerity, and fervor, and should memorize as much of the part as possible.

Warden

The Warden's initial responsibility is to see that only true members of Alpha Kappa Psi in good standing are admitted into any of the ritual rooms. The Warden's part should be spoken in a loud voice so each brother in attendance may hear.

Guides

At least two Guides are required for this ritual. The major responsibility of the Guide is to lead pledges from the "Before" room to the executive interview room, then to the "After" room. The role of Guide may be filled — or assisted — by a pledge's Big Brother. This role serves both as escort and brotherly support to the pledge. The Guides must carefully read the directions within the ceremony prior to the start.

Conducting the Interviews

Preparation

Note: In order to comply with university, local, state and federal laws, the "vow of silence" can no longer be used as a requirement in any Alpha Kappa Psi Ritual. The purpose of the "vow of silence" was to keep a quiet environment in which pledges could study, reflect on their experiences and prepare for their interviews. While a "vow of silence" cannot be required, pledges (and brothers in the 'Before' and 'After' rooms) can be asked to respect a quiet environment so every person may prepare and reflect individually.

For continuity, the following is suggested:

1. The date and time of the Mid-Term Interview and the location of the "Before" room should be provided to brothers and pledges in advance. Impress upon the pledges that promptness counts.

2. "Before" and "After" rooms are essential. The "Before" room is a waiting place for pledges prior to the interview session. An "After" room separates those who completed the interview process from those yet to go, avoiding confidence leaks regarding ritual proceedings.

3. All pledges and brothers shall be instructed to dress in business professional attire for both rituals. Remember, these are to be conducted like professional job interviews. Pledges are the applicants; student, alumni, and faculty members are the potential employers in a corporate atmosphere.

4. Get an early start. The suggested starting time is between 8 and 9 a.m. and completion time is two to two-and-a-half hours later — a maximum of three hours should be allotted, depending on pledge class size.

5. Mid-Term Interview can be conducted in multiple executive interview rooms; each room is to be fully staffed and equally arranged. Benefits of multiple executive interview rooms are: 1) time savings; 2) varied points of view; 3) participation and interaction from fraternity officers, regional volunteers, alumni, and/or faculty members; and 4) an opportunity for more brothers to participate in the Executive Interview Board process.

6. Interviews should last five to 15 minutes to provide necessary depth and prevent stressful abuse of time to the brothers and the pledges. If deemed appropriate, a pledge may be brought before the Executive Interview Board a second time, but never a third. If interviews are conducted in groups of two or three pledges, a 20-minute time limit is suggested. (More than three pledges at once is inefficient).

Utilize the following chart and tiering system to know the recommended number of interview rooms and pledges per panel based on the size of your pledge class:

Number of Pledges	**Number of Interview Rooms**	**Number of Pledges per Panel**	**Maximum Length of Panels**	**Maximum Total Length of MTI**
1 – 10	1	1	10 minutes	2 hours
11 – 20	1	2	15 minutes	2 hours 30 minutes
21 – 30	2	2	15 minutes	2 hours 30 minutes
31 - 40	2-3	3	20 minutes	3 hours
40+	3 -5	3	20 minutes	3 hours

7. Should delays require the interview sessions to continue past the lunch hour, the student chapter should provide lunch for all pledges, alumni, and/or faculty participants or the opportunity to leave and get lunch.

8. Using blindfolds, or any attempt to direct pledges against their will, is in violation of the *Constitution and Statutory Code* and the *Board of Directors' Statement of Policy* regarding risk management, and may be grounds for revocation of the chapter's charter.

9. When possible, alumni and faculty brothers shall be encouraged to attend and participate. Invitations to the alumni and faculty brothers should be made at least two weeks prior to the event.

Set up

In each interview room, the head table is comprised of three persons who make up the Executive Interview Panel. The head table should be at the front of the room. The table should be long enough to comfortably seat the panelists on one side and pledges on the other. The Presenter of Pledges may be seated in front, or stand to the left of a separate table located left (when facing the executives) of the head table. The members in attendance, including the big brothers and Guide, should always remain behind the pledge(s) when before the Executive Interview Board. The Warden is stationed at the door to let no one enter until verified they are true Alpha Kappa Psi in good standing.

The Fraternity Educator shall provide the Interview Panel Chair with a typewritten copy listing all pledges in alphabetical order (last name first), who will be going through the Mid-Term Interview. The pledges should be preassigned to their panels, including the order of panels and who will serve as the Interview Panelists.

Interview Process

The Mid-Term Interview should convene as soon as possible after the pledges have arrived. If a pledge, must leave the "Before" room for any reason prior to being called to the interview room, an Alpha Kappa Psi member in good standing must escort the person. No more than two pledges should be permitted to leave the "Before" room at any given time.

1. When the time comes for a pledge to leave the "Before" room to go to the interview room, that person should be escorted by his/her Big Brother, and/or Guide, for support.

2. Panelists will ask the pledges questions of professional quality and character to obtain desired results. Acceptable questions are defined further in the Appendix as approved by the Board of Directors.

3. A timekeeper should be positioned behind the pledge, out of view, to notify the executives when five minutes, then two, then no time remains (see suggested description within the ritual).

4. Pledges should not be brought to tears, verbally abused or applauded for good replies; these are not appropriate actions within the confines of a professional interview. Pledges shall be referred to as: "Mr./Mrs./Ms. (last name)."

5. After a pledge passes through the interview, he/she should be led into a separate "After" room. The "After" room should not the same as the "Before" room, so pledges who have not yet passed through the interview will not receive guidance. A quiet study environment should be maintained in the "After" room as well. Pledges will be required to wait in the "After" room until interviews are completed and all pledges pass through successfully.

6. Once the Mid-Term Interview is completed and all pledges are in the "After" room, the student chapter meets one last time to cast a vote on all pledges (quorum must be met). This voting session is mandatory and essential following the Mid-Term Interview. This voting procedure should be only a formality. Any "problem" pledges should have previously been removed, but in the rare case of necessity, this may be performed.

Mid-Term Interview

(Interview Panel Chair quiets the room).

PANEL CHAIR Presenter of Pledges, are all pledges prepared to be interviewed?

(Presenter of Pledges stands).

POP Yes, they are ready.

(Interview Panel Chair faces the Guides, speaks loudly).

PANEL CHAIR Guide(s), retrieve the pledges.

(Guide(s) go to the "Before" room to retrieve the next pledge(s), in order, for examination. Upon arrival to the executive interview room door, the Warden will open the door and permit the Guide(s) to enter. The Guide(s) escorts the pledge(s) to front of the room, instructing him/her to face the Interview Panel, then steps back. Simultaneously, the second Guide(s) brings the next pledge(s) to the executive interview room door and awaits departure of the previous pledge(s)).

(Alternating the Guide(s) prevents delays in the transfer from the "Before" room to the executive interview room for presentation to the chapter. This process is the same for each pledge; repeat until all have been examined).

(Big Brother is standing behind the pledge. The Guide then says…)

GUIDE Brothers, I present to you Mr./Ms./Mrs. full name, currently a year in school, majoring in subject.

(Guide introduces each Panel Member by name, as Mr./Ms./Mrs… to the pledge).

POP Welcome to your interview. You may be seated.

(Presenter of Pledges Pauses while pledges sit in pre-stationed chairs).

(Interview Panel Chair begins by asking several professional interview questions. Acceptable questions are defined in the new member education facilitator guide as approved by the Board of Directors. As pledges have already taken the Fraternal Exam, no fraternal knowledge questions may be asked. This should give enough time for the other executives to review the pledge's submissions. After several questions, the Interview Panel Chair will pause, turn to another Panel Member and ask…).

PANEL CHAIR Mr./Ms./Mrs./Dr. (last name), do you have any questions for this pledge?

(In turn, each panel member will ask the pledge one or two questions. Questioning will resume with the Interview Panel Chair. This pattern may repeat until time is up).

(A time keeper, positioned behind the pledge but in full view of the Interview Panel Chair, will notify the panel members subtly when five minutes remain, then two minutes, then when time is up).

PANEL CHAIR Mr./Ms./Mrs./Dr. (pledge last name), do you have any questions for us?

(Pledges will be allowed to ask 1-2 questions of the panel members).

(After the interview, the Interview Panel Chair).

PANEL CHAIR Thank you for taking the time to speak with us. Please return to the "After" room where it is requested that you maintain a quiet study environment. You will be informed at the conclusion of the afternoon/evening of the results of your interview.
(Guide returns pledge to the "After" room. Afterwards, he/she returns to the "Before" room to escort the next pledge(s) to the interview room. Process is repeated until all pledges have been interviewed and are in the "After" room).

(Voting on pledges is conducted in accordance with Caput II, Section 6B, 1 &2 of the Constitution and Statutory Code. After voting is completed, the Interview Panel Chair renders decisions to the student chapter and all accepted pledges. Should there be any denied pledges as a result of this final vote, he/she must instruct the chapter's President to address those persons individually and immediately. Denied pledges should be encouraged to try again next term for reconsideration).

PANEL CHAIR Brothers, all pledges have been examined. We will now discuss and vote on the pledges' continuation in the education process.

(Interview Panel Chair pauses to obtain the results of the vote, if necessary).

PRESIDENT Brothers, it is the decision of the Chapter that the following pledges…

(President reads the list of names of accepted pledges).

PRESIDENT …have been found qualified for continued education by Alpha Kappa Psi. This Mid-Term Interview is now complete. Brothers you may now offer congratulations.

(President ends the interview session).
— OMEGA —

Alpha Kappa Psi is recognized as the premier developer of principled business leaders.

The Mid-Term Interview and Court of Honor Presentation are opportunities to provide pledges with experience in going through a professional interview experience. Both sit down questioning as well as presentations are typical of an interview process. The questions they will be asked are introspective to their experience thus far in the program and what they can bring to the fraternity in the future. The following questions have been approved for use during the rituals.

Pledge Program Experience Questions

1. Tell us about your experience in the pledge process. What have you taken away from being a pledge?
2. What progress have you seen in yourself based on your desired improvements in the Personal Development Plan and how do you hope to continue to improve?
3. What does principled business leadership mean to you?
4. What have you learned about résumés and résumé writing? *Pledges should also review their current and former résumé*.

Alpha Kappa Psi Reflection Questions

1. Tell us one piece of our chapter history
2. Why is it important to learn about chapter history?
3. Which of Alpha Kappa Psi's core values do you most identify with and why?
4. In your opinion, what is the most significant moment in AKPsi's history and why?
5. What is Alpha Kappa Psi's vision statement and what does it mean to you? (If they are struggling to name the vision, politely inform them)
6. What have you gained in learning about the history of the fraternity and our chapter?

Servant Leadership Questions

1. What does servant leadership mean to you?
2. What are some ways you have exemplified being a servant leader throughout the pledge process?
3. What are some characteristics of a servant leader?
4. How has learning about servant leadership impacted your pledge process thus far?
5. Why do you think it is important to act as a servant leader?

Professional Development Questions

1. What is your personal "code of ethics"? Has Alpha Kappa Psi or your education at this school influenced these in any way?
2. Why did you choose your major and AKPsi as your career choices?
3. What will you bring to Alpha Kappa Psi via this chapter and/or through future professional alumni involvement?
4. Who in the business world would you most consider as your role model? Who you most admire? Why?
5. Define brotherhood and professionalism; discuss their interrelationship
6. What office will you seek in this chapter? Why? How would you improve the current management of the chapter?

7. Do you have any personal expertise that may benefit the fraternity? Describe in detail.
8. How do you anticipate that Alpha Kappa Psi will benefit your career?
9. Why are interested in becoming a brother of Alpha Kappa Psi?
10. What are your strong character traits? How will you utilize these traits to advance your career and/or Alpha Kappa Psi's ideals?
11. What are your weak character traits, and how do you compensate for them?
12. Describe your greatest success within your pledge program thus far.
13. An integral part of any future job will be effective communication with supervisors, coworkers, and subordinates. Describe how you utilized the past several weeks in AKPsi to develop good communication skills.
14. What were your pledge class' shortcomings? How were you involved?
15. Today's management acknowledges the benefit of encouraging employees to build social relations in promoting a healthy productive work environment. What efforts did you make to build social interaction among your fellow pledges?
16. Many companies stress the importance of teamwork. What efforts did you make toward ensuring teamwork among your pledge class?
17. Where do you see yourself within the fraternity in five to ten years?
18. What do you perceive is the role of Alpha Kappa Psi members within the business school? The college/university?... the community?
19. What would you perceive is the best way to motivate interaction between Alpha Kappa Psi student members and our alumni?

Court of Honor Reflection Questions

1. What did you learn from conducting the Informational Interview?
2. What did you learn about yourself and your group members in completing the presentation?

Mid-Term Interview Rubric

ALPHA KAPPA PSI
The Professional Business Fraternity

Alpha Kappa Psi is recognized as the premier developer of principled business leaders.

Pledge Name		Date	
Evaluator Name			

	Expectations			Comments
Presentation Preparation *Meeting expectations includes being appropriately prepared for the interview including attire, demeanor, completed requirements, and arriving on time.*	Does not Meet	Meets	Exceeds	

Content				
Professional Experience *Meeting expectations includes adequately explaining his or her professional background and experience in relation to the interview questions as well as his or her professional goals and development.*	Does not Meet	Meets	Exceeds	
Servant Leadership *Meeting expectations includes explaining servant leadership and its connection to being a principled business leader.*	Does not Meet	Meets	Exceeds	
Principled Business Leadership *Meeting expectations includes explaining in his or her own words the definition of principled business leadership.*	Does not Meet	Meets	Exceeds	

Key Skills				
Analytical & Critical Thinking *Meeting expectations includes analyzing and interpreting relevant information in the context of his or her professional experiences as they relate to the interview questions. Can apply appropriate logic when making connections between experiences and skillsets.*	Does not Meet	Meets	Exceeds	
Confidence *Meeting expectations includes exhibiting self-assuredness, reliability, and trustworthiness to complete tasks through appropriate diction, presence and performance throughout the interview.*	Does not Meet	Meets	Exceeds	
Creative & Innovative Thinking *Meeting expectations includes conceiving and implementing original thought processes when answering interview questions.*	Does not Meet	Meets	Exceeds	
Oral Communication *Meeting expectations includes the ablity to compose and effectively deliver ideas and thought processes in a clear and professional manner. Voice, tone, and use of diction is exceptional with appropriate use of body language.*	Does not Meet	Meets	Exceeds	
Written Communication *Meeting expectations includes the résumé exhibiting proficient language use, excellent mechanics, and effective language conventions. Effective organization and development contributes to full comprehension of his or her experiences.*	Does not Meet	Meets	Exceeds	

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C	D
Appears reserved and somewhat timid Is quiet Focuses on details Asks many questions Studies specs and other information carefully Proceeds with caution Does not easily express disagreeing viewpoints	Often appear to be in a hurry Is direct, says what they are thinking May be blunt States their own opinions as facts Interrupts others May talk to many people at the same time Wants to know "what is the bottom line?" Is aggressive/demanding

S	I
Appears calm Does not get easily excited Listens carefully Nods and goes along Is easy-going Asks questions and inquires about the specifics Seems to have strong opinions but does not express them vocally	Is open and friendly Talks a lot Gets easily excited Is animated Talks about people he/she knows Does not focus much on details Does not listen for long

Using the chart above, determine which styles are represented in your presentation group and discuss your preferred styles. Is your team weighted heavily in one area or another? What might be missing from your team? How might this affect how your team functions?

Team Member	Preferred Style	Behavior or Characteristic

The Court of Honor Presentation is the final stage before pledges are initiated into membership, and aims to provide an opportunity for reflection as well as experience giving a formal presentation. The Court of Honor Presentation should be held at the conclusion of the pledge education program, prior to Initiation.

Interview Team

To perform a meaningful ritual, the brothers must plan, organize and act as a team. The Interview Panel consists of one Interview Panel Chair and two additional panel members. The Master of Rituals is responsible for notifying the selected Interview Panel members in a timely manner (weeks — not days — before the planned session). Alumni and faculty brothers, when possible, should be encouraged to participate on the panel. The use of alumni and faculty members as Interview Panelists will provide "new" and "mature" faces to the pledges, and will add a "lifetime" commitment emphasis to membership in Alpha Kappa Psi. Any alumni or faculty members participating on a panel will need to be briefed beforehand on guidelines and expectations.

The Master of Rituals, Fraternity Educator or Vice President responsible for new member education shall serve as the Presenter of Pledges; two Guards should be appointed to assist in presenting pledges before the chapter. The Master of Rituals is also responsible for arranging the interview room. The Master of Rituals must assign responsibilities, see that they are properly carried out, and ensure thorough preparation as follows:

1. Each member of the ritual team should rehearse his/her part several times before attempting to speak his/her part.

2. A rehearsal should be held by the members of the ritual team before the formal ceremony. If possible, the Regional or Section Director, or Chapter Advisor should be present to give additional direction or advice, where needed.

3. The responsibilities listed below should be memorized.

Interview Panel Chair

The Interview Panel Chair should be a "seasoned" student chapter member, alumnus, or faculty member in good standing. This is a leadership role that carries with it the specific responsibility of guiding each pledge's Court of Honor experience as professionally and efficiently as possible. Sincere, direct, unbiased, respectful, authoritative and able to delegate while maintaining control – these are the qualities of the Interview Panel Chair.

Interview Panel Members

Two additional Interview Panel members are required in each presentation room to assist the Interview Panel Chair in the interview process, as directed. These roles may be filled by students, alumni, or faculty members in good standing. Sincere, direct, unbiased, respectful and authoritative – these are the qualities of the Interview Panel Members.

Presenter of Pledges

The Presenter of Pledges is the liaison between the brothers and pledges. The Master of Rituals is best suited for this position. This person has complete charge and supervision of the chapter ritual and must be familiar with the Fraternity's confidential hand grip, password, and motto. He/she has full responsibility for instruction of the ritual team members, for the supervision of the ritual equipment, for proper arrangement of the ritual rooms, and for assistance to the ritual team members to insure they are properly prepared and have studied their parts for an effective ceremony. The presenter of Pledges must handle his/her part competently and correctly, speak with sincerity, and fervor, and should memorize as much of the part as possible.

Warden

The Warden's initial responsibility is to see that only true members of Alpha Kappa Psi in good standing are admitted into any of the ritual rooms. The Warden's part should be spoken in a loud voice so each brother in attendance may hear.

Guides

At least two Guides are required for this ritual. The major responsibility of the Guide is to lead pledges from the "Before" room to the presentation room, then to the "After" room. The role of Guide may be filled — or assisted — by a pledge's Big Brother. This role serves both as escort and brotherly support to the pledge. The Guides must carefully read the directions within the ceremony prior to the start.

Conducting the Presentations

Preparation

Note: In order to comply with university, local, state and federal laws, the "vow of silence" can no longer be used as a requirement in any Alpha Kappa Psi Ritual. The purpose of the "vow of silence" was to keep a quiet environment in which pledges could study, reflect on their experiences and prepare for their interviews. While a "vow of silence" cannot be required, pledges (and brothers in the 'Before' and 'After' rooms) can be asked to respect a quiet environment so every person may prepare and reflect individually.

For continuity, the following is suggested:

1. The date and time of Court of Honor Presentation and the location of the "Before" room should be provided to brothers and pledges in advance. Impress upon the pledges that promptness counts.

2. “Before” and “After” rooms are essential. The “Before” room is a waiting place for pledges prior to the interview session. Groups may elect to practice for their presentation, but should ensure they are not distracting to other pledges who may opt for quiet reflection. The “After” room separates those who completed the interview process from those yet to go, avoiding confidence leaks regarding ritual proceedings.

3. All pledges and brothers shall be instructed to dress in business professional attire. Remember, these are to be conducted like professional job interviews. Pledges are the applicants; student, alumni, and faculty members are the potential employers in a corporate atmosphere.

4. Get an early start. The suggested starting time is between 8 and 9 a.m. and completion time is two to two-and-a-half hours later — a maximum of three hours should be allotted, depending on pledge class size.

5. Court of Honor can be conducted in multiple executive interview rooms; each room is to be fully staffed and equally arranged. Benefits of multiple executive interview rooms are: 1) time savings; 2) varied points of view; 3) participation and interaction from fraternity officers, regional volunteers, alumni, and/or faculty members; and 4) an opportunity for all brothers to participate in the Executive Interview Board process.

6. Presentations should last no longer than 10 minutes, followed by up to 10 minutes of questioning from the interview panels.

Utilize the following chart and tiering system to know the recommended number of presentation rooms based on the size of your pledge class:

Number of Presentation Groups	Number of Presentation Rooms
1 - 3	1
4 - 6	2
7 - 9	3
10 - 12	4
13+	5

7. If pledges will need special equipment for their presentation, such as a projector, adapters, speakers, etc., they must inform their fraternity educator far enough in advance so the chapter can secure the equipment. If equipment is not guaranteed, pledges should be prepared to deliver their presentation in a different format.

8. Should timing require the interview sessions to continue past the lunch hour, the student chapter should provide lunch for all pledges, alumni, and/or faculty participants or the opportunity to leave and get lunch.

9. Using blindfolds, or any attempt to direct pledges against their will, is in violation of the Constitution and Statutory Code and the Board of Directors Statement of Policy regarding risk management, and may be grounds for revocation of the chapter's charter (see Foreword).

10. When possible, alumni and faculty brothers shall be encouraged to attend and participate. Invitations to the alumni and faculty brothers should be made at least two weeks prior to the event. Any alumni in attendance should be informed ahead of time on changes to the ritual and risk management policies since they were last involved.

Set up

In each presentation room should be a head table for the Executive Interview Panel with additional chairs placed behind it for additional members in attendance. The table should be long enough to comfortably seat the interview panel on one side. The Presenter of Pledges may be seated in the first row of chairs behind the interview panel, or stand to the left of the head table. The members in attendance, including the big brothers and Guide, should always remain behind the interview panel. The Warden is stationed at the door to let no one enter until verified they are true Alpha Kappa Psi in good standing.

The Fraternity Educator shall provide the Interview Panel Chair with a typewritten copy listing each presentation group who will be going through the Court of Honor. The order of presentations should be preassigned including who will serve as the Interview Panelists.

Presentation Process

The Court of Honor Presentation should convene as soon as possible after the pledges have arrived. If a pledge, for any reason must leave the "Before" room prior to their presentation, an Alpha Kappa Psi member in good standing must escort the person. No more than two pledges should be permitted to leave the "Before" room at any given time.

1. When the time comes for a group to leave the "Before" room to go to their presentation room, the person should be escorted by a Guide. The Presenter of Pledges should instruct the group to set up for their presentation in front of the panel and membership.

2. Groups will be allowed adequate time to set up for their presentation. Once they begin, they have ten minutes to complete their presentation. A timekeeper should be positioned within sight of the pledges, to notify the group when five minutes, then two, then no time remains (see suggested description within the ritual).

3. After the presentation, panelists will then be allowed up to ten minutes to ask questions of the group members. Questions may be a follow-up to content addressed in the presentation, or questions of professional quality and character.

They may be addressed to the group or individual members of the group. Acceptable questions are defined in the new member education facilitator guide as approved by the Board of Directors.

4. Pledges should not be brought to tears, verbally abused or applauded for good replies; these are not appropriate actions within the confines of a professional interview. Pledges shall be referred to as: “Mr./Mrs./Ms. (last name).”

5. After a pledge passes through the interview, he/she should be led into a separate “After” room. The “After” room should not the same as the “Before” room, so pledges who have not yet passed through the interview will not receive guidance. A quiet study environment should be maintained in the “After” room as well. Pledges will be required to wait in the “After” room until interviews are completed and all pledges pass through successfully.

6. Once the Court of Honor is completed and all pledges are in the “After” room, the student chapter meets one last time to cast a vote on all pledges (quorum must be met). This voting session is mandatory and essential following the Court of Honor. This voting procedure should be only a formality. Any “problem” pledges should have

   previously been removed, but in the rare case of necessity, this may be performed. In this instance, contact a regional management team member to ensure you have followed proper procedures for removal.

7. If conducting Initiation on the same day as Court of Honor, proceed directly to the ritual upon the completion of voting. If one presentation room is finished prior to others, that room should be utilized to begin setting up for Initiation to save time later.

Court of Honor Presentation

(President raps the gavel once).

PRESIDENT Brother Warden, are all present true Alpha Kappa Psi in good standing?

(Warden is stationed at the door, allowing in only those who can be identified by the confidential hand grip and password).

WARDEN All present are true Alpha Kappa Psi in good standing.

(President faces the Master of Rituals).

PRESIDENT Brother Master of Rituals, are all pledges prepared for their final presentations to the chapter?

(Master of Rituals stands).

MASTER OF RITUALS Yes, they are prepared.

(President faces the Guards, speaks loudly).

PRESIDENT Guide(s), retrieve the pledges for their presentations.

(Both Guides go to the "Before" room to retrieve the pledge groups, for presentations. Upon arrival to the Court of Honor room door, the Guide knocks. Warden will open the door and permit the Guide to enter. The Guide escorts the pledge(s) to front of the room, instructing him/her to face the Court of Honor panel, then steps back. Simultaneously, the second Guide brings the next pledge(s) to the executive interview room door and awaits departure of the previous pledge(s). The second Guide knocks for entry like the first Guide).

(Alternating the Guides prevents delays in the transfer from the "Before" room to the executive interview room for presentation to the chapter. This process is the same for each pledge; repeat until all have been examined).

(Guard is standing behind the pledge, then says…)

GUIDE Brothers, Pledges full name, seek admittance to Alpha Kappa Psi Fraternity.

(Guide introduces each Panel member by name, as Mr./Ms./Mrs… to the pledge at this time).

POP Welcome to your presentation. Please take a few moments to prepare yourselves and begin when you are ready. You have ___ minutes for your presentation.

(Presenter of Pledges Pauses).

(Each pledge class group will deliver its presentation to the chapter members. This should be in a pre-determined order so as not to waste time during the session waiting for groups to volunteer).

(After delivering the presentation, each pledge in the group should be asked questions as defined in the new member education facilitator guide as approved by the Board of Directors):

Thank you, that is all pledges. You are now dismissed to the “After” room where it is requested that you maintain a quiet study environment. We will inform you of the results of the chapter’s vote soon. Guide, please return these pledges to the “After” room to await our decision.

(Guide returns pledges to the “After” room. Afterwards, he/she returns to the “Before” room to escort the next pledge(s) to the interview room. Process is repeated until all pledges have been interviewed and are in the “After” room. At this point, the chapter members should all reconvene in the same room if separated in order to vote).

(Voting on pledges is conducted in accordance with Caput II, Section 6B, 1 &2 of the Constitution and Statutory Code. After voting is completed, the Chapter President renders decisions to the student chapter and all accepted pledges. Should there be any denied pledges as a result of this final vote, he/she must instruct the chapter’s President to address those persons individually and immediately. Denied pledges should be encouraged to try again next term for reconsideration).

PRESIDENT Brothers, all pledges have been examined. We now await the chapter’s decision.

(President pauses to obtain the results of the vote).

Brothers, it is the decision of the Chapter that the following pledges (President reads the list of names of accepted pledges) have been found qualified for membership in Alpha Kappa Psi. This Court of Honor is now complete.

(It is now appropriate to invite all accepted pledges to the Initiation of Members ritual. Proceed to the ritual, or, if it will be performed at a later time and/or place, then announce…)

The Initiation of Members will be held at time o’clock AM/PM, day/date, at location/room.

(President raps gavel once to close the ritual).
— OMEGA —

Court of Honor Rubric

Alpha Kappa Psi is recognized as the premier developer of principled business leaders.

Presentation Group		Date	
Pledge Name			
Evaluator Name			

	Expectations			Comments
Presentation Preparation *Meeting expectations includes, as a whole, the groupis appropriately prepared for the interview including attire, demeanor, and arrives on time.*	Does Not Meet	Meets	Exceeds	
Presentation Format *Meeting expectations includes the presentation involving the entire group and is engaging in style.*	Does Not Meet	Meets	Exceeds	

Individual Reflection *Meeting expectations includes explaining what they have learned and how they want to contribute in membership*	Does Not Meet	Meets	Exceeds	
Group Reflection *Meeting expectations includes explaining the challenges they faced and how they plan to use their knowledge*	Does Not Meet	Meets	Exceeds	

Analytical & Critical Thinking *Meeting expectations includes analyzing and interpreting relevant information in the context of his or her professional experiences as they relate to the interview questions. Can apply appropriate logic when making connections between experiences and skillsets.*	Does Not Meet	Meets	Exceeds	
Confidence *Meeting expectations includes exhibiting self-assuredness, reliability, and trustworthiness to complete tasks through appropriate diction, presence and performance throughout the interview.*	Does Not Meet	Meets	Exceeds	
Creative & Innovative Thinking *Meeting expectations includes conceiving and implementing original thought processes when answering interview questions.*	Does Not Meet	Meets	Exceeds	
Oral Communication *Meeting expectations includes the ablity to compose and effectively deliver ideas and thought processes in a clear and professional manner. Voice, tone, and use of diction is exceptional with appropriate use of body language.*	Does Not Meet	Meets	Exceeds	
Written Communication *Meeting expectations includes the résumé exhibiting proficient language use, excellent mechanics, and effective language conventions. Effective organization and development contributes to full comprehension of his or her experiences.*	Does Not Meet	Meets	Exceeds	

New Member Survey

ALPHA KAPPA PSI
The Professional Business Fraternity

Alpha Kappa Psi is recognized as the premier developer of principled business leaders.

Congratulations! You are now a brother of Alpha Kappa Psi! The {Chapter Name} chapter appreciates your hard-work as a pledge and encourages the same dedication as a brother. In addition to the evaluation you are asked to complete for the Fraternity, we would like you to complete the following survey about your experience and involvement with the chapter. Your answers are anonymous and will help to improve the process for future pledge classes.

Overall Program Assessment

How did you feel about the general attitude from the student members toward you?

Did you ever feel pressured by members of the pledge education committee or the chapter?

How could the pledge education committee have better helped you manage your time or stress level?

How can the pledge education committee enhance the experience for future pledges?

On a scale of 1 to 5, five being the highest and one being the lowest, how would you rate the following aspects of your pledge experience?

Approachability of Brothers	1	2	3	4	5
Commitment to your growth	1	2	3	4	5
Communication	1	2	3	4	5
Flexibility	1	2	3	4	5
Amount of Time Spent on the Program	1	2	3	4	5

Comments regarding the above rankings:

Elective Feedback

On a scale of 1 to 5, five being the highest and one being the lowest, how would you rate the following aspects of your pledge experience? *Insert your chapter Electives below*

	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

What additional activities would you suggest for future pledge activities?