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, lifelong 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 is designed to ensure all members will get the most out of Alpha Kappa Psi's educational offerings and enjoy an experience uniquely tailored to their local university and home chapter.

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 a pledge's first step in a lifetime of brotherhood and service.

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

In U—and I—

Thomas Tran
Fraternity President
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Program Guidelines

The Bridge to Brotherhood program works best with pledge classes of up to 40 individuals. If your chapter has a larger pledge class, you can modify the activities to accommodate the greater number of people. If you have a significantly larger pledge class, it may be in the chapter’s best interest to split the pledge class and run multiple, concurrent programs to provide pledges the best experience. If you have questions or concerns on adjusting the program based on the size of your pledge class, please reach out to your chapter educational resource coordinator.

Icon Key

Throughout the Facilitator Guide, different icons will be used. Utilize the below key for reference to identify what each icon means and how it can help you design and deliver your chapter’s pledge program.

**Big Brother Interaction**: Opportunities for Big Brothers to engage with pledges during the process

**Brother Interaction**: Opportunities for individual members of the chapter to engage with pledges during the process

**Chapter Interaction**: Opportunities to engage pledges with the chapter during the process

**Small Pledge Class**
Recommendations for small-sized pledge classes, defined as up to 15 members.

**Large Pledge Class**
Recommendations for large-sized pledge classes, defined as greater than 30 members.

**Personal Development**
Opportunities which focus on an individual’s growth and relationship building

**Professional Development**
Opportunities which focus on an individual’s skill development and career readiness

**Fraternal Development**
Opportunities which focus on an individual’s knowledge of fraternity operations
Understanding Your Role
Fraternity Educator Role
As the Fraternity educator, you are the facilitator of pledge class meetings. There are specific times when you present information, but most of the time is allotted for pledges to engage with the content and arrive at their own answers. Facilitation involves supporting the curriculum through discussion, creating connections of shared information and experiences, helping participants get accurate information and affirmation, providing focus and direction, and appropriately challenging and questioning participants. Serving as the Fraternity educator requires experience and confidence with the skills below.

**Decision-Making**
While Fraternity educators should seek the chapter’s opinion, as the officer in charge of pledge education, they will ultimately be responsible for choosing electives and structuring the program.

**Listening and Comprehension**
As the liaison between the pledge class and the chapter, Fraternity educators must listen to the needs of both the pledge class and the chapter to effectively communicate on behalf of both groups.

**Oral Communication**
Fraternity educators serve as the facilitator of the educational modules. Strong presentation skills and the ability to effectively compose and deliver thoughts and ideas can directly impact the growth of the pledge class.

**Organization**
With many moving pieces including planning the program, submitting the Program Syllabus, and facilitating the program, Fraternity educators will need to remain organized to ensure deadlines are met, processes are followed, and the program runs efficiently.

**Relationship Building**
Fraternity educators will need to build positive connections with the members of their pledge class and encourage relationship building between the pledges and members of the chapter.
Fraternity Educator Responsibilities
As the Fraternity educator, you play a crucial role in 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. To follow this intentionally-designed program and deliver the best experience possible for each pledge, adhere to these responsibilities during your tenure.

Immediately After Election
- Meet with the outgoing Fraternity educator to learn best practices and recommendations
- Read the Facilitator Guide thoroughly to understand the program and requirements

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 Bank 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 pledge class calendar and chapter expectations to present at Induction
- Review the module lesson plans in the Facilitator Guide
- Update the module PowerPoints with chapter-specific information

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 Information 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
Understanding Your Role

Reporting Responsibilities
Timely reporting ensures everything runs smoothly, from receiving materials on time to getting prompt responses to your questions and concerns. Each report you must submit serves a specific purpose and should be carefully reviewed before submission.

SmarterSelect
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. Further details on the Program Syllabus can be found in the Planning the Program section.

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. Work with your executive board to ensure completion of these documents.

To access SmarterSelect, you will need your chapter's login information found in HQDocs.

ChapterSpot
Reporting pledges is required within seven (7) days of the Induction ceremony. The chapter is then billed pledge fees based on the number of pledges reported. To report pledges, you must know the individual's email and phone number. Delaying reporting can impact pledges gaining access to materials they need to complete the pledge program.

Reporting initiates is required within seven (7) days of the Initiation ceremony. The chapter is then billed based on the number of status changes from “Pledge” to “Collegiate,” so confirm everyone updated to “Collegiate” was initiated. Delaying reporting can impact initiates receiving their membership certificates.

Reporting dropped pledges is required within seven (7) days of a pledge voluntarily leaving or being dismissed from the program. It is important to report them as a “Dropped Pledge” so the chapter does not accidentally report them as “Collegiate” after Initiation. If they are being dismissed from the program, the reason for removal is required. If a pledge is reported as dropped within ten (10) days of the induction date, the chapter is issued a credit for the Heritage Center pledge fee.

To submit these reports, log in to ChapterSpot through the single-sign-on in the AKPsi Community and follow the Pledge Program Reporting Process. Any issues reporting a ChapterSpot report should be directed to caroline@chapterspot.com, in addition to informing the chapter educational resource coordinator of the issue.
Pledge Program Reporting Process

Reporting pledges and initiates in a timely manner is vital to the pledging process as it initiates the progression of pledges creating their AKPsi Community account and sending necessary resources to the chapter. Following the steps below, you’ll be able to successfully create a campaign, report individuals through various statuses until Induction, and close the campaign. You will also learn how to report a dropped pledge and how to report initiates after Initiation.

Creating a Campaign

Campaigns are used to house individual's data 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.

Create a recruitment campaign early enough to obtain contact information of all potential members and keep a record of those you may want to invite to future recruitment events. In addition, you will already have them in ChapterSpot when you are ready to report pledges.

1. Log in to ChapterSpot through the single-sign-on in the AKPsi Community.
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 the naming convention used previously
   b. The induced 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 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. 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, 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 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.

**Understanding Your Role**

**Reporting Pledges**

Now that a campaign, and possibly forms, have been created, you can move potential new members through the campaign. Pledges need to be reported 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.
   - *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.
   - *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.
Understanding Your Role

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 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 decides to no longer continue with the process, or the chapter dismisses 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. This will come through on a report run by the Heritage Center. The initiation certificates and recognition buttons are sent shortly after you report.
Effective Facilitation

To be effective as a facilitator, one must be:

- Natural and genuine
- Interested in all participants
- Engaged in a series of conversations with a variety of participants
- Clear and non-judgmental in their communication
- Flexible and adaptable to different situations
- Focused on the participants’ experiences and struggles
- Able to develop appropriate relationships with participants and facilitators

### Core Competencies of Effective Facilitators

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| Communication              | Facilitators exhibit successful 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 validity 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. |
You may have to contend with situations you have not experienced before and don’t 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 or 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 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 continue 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 or 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 of learning. On the other hand, you could have identified a difficult conversation, or asked a question they don’t understand.  
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 10 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 their big brother to determine the 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 to avoid negativity in the group.  
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 their 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.
Providing Accommodations
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, emergency, etc.), all Alpha Kappa Psi activities, meetings, and events must be cancelled. If this happens during recruitment or the pledge process, you must reschedule missed 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 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 the education department at education@akpsi.org.

Coordinating Makeup Lessons
As much as you encourage attendance at every pledge meeting, there will be times when a pledge is not able to attend due to illness or personal emergency. Makeup lessons do not need to follow the lesson plan exactly if there is only one pledge, but lessons can be used as-is if there are enough pledges to warrant a second offering of the module. For individual pledges, use your best judgement to ensure they still gain the knowledge and have the best experience. Chapters may use their own attendance policy to determine what is considered an excused or unexcused absence and should hold pledges to the same expectations as their brothers.

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 their 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 your chapter educational resource coordinator for assistance.
Pledge Removal Process
Sometimes a pledge will not perform according to expectations or will exhibit behavior that is not tolerated in the organization. Whereas chapters can remove a pledge at any time by following the proper voting procedures, it is a best practice to enact an improvement plan before moving for a vote to remove the candidate from pledging. Following the improvement plan process closely aligns with the feedback cycle in the professional world, which will set up both the pledges and chapter for greater success in focusing on the pledge’s development.

At the first indication of a concern, it should be determined if it is related to a performance issue which can be addressed. At no point should a pledge be removed for something outside of their control (such as an introverted personality or having too quiet of a voice), or without the pledge first being made aware of the concern and given the opportunity to improve. Some issues can be handled with a conversation, such as asking a pledge to work on projecting their voice. It is crucial when discussing a pledge’s performance to foster an open dialogue to determine whether the pledge received 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 an improvement plan should be considered.

If there is verifiable proof a pledge violates a risk management policy, please work with your regional management team to determine the best course of action depending on the incident. Regardless of the situation, pledges should always be informed of the situation and able to provide a response before removal.

Improvement Plans
An improvement plan is an opportunity to give struggling pledges the ability to succeed, while still holding them accountable for past performance. While an improvement plan plays a vital role in correcting performance discrepancies, 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. Any time an improvement plan is issued, it is recommended to upload a copy to HQ docs for records.

A Fraternity educator might identify performance concerns in the areas of:
- Teamwork (i.e. not participating in COH presentation, electives)
- Participation (i.e. absence without notice, late to meetings, not participating in activities)
- Conduct (i.e. inappropriate behavior, disrespect)
- Fraternity Knowledge (this should only be used if they fail the exam)

Any time there is a concern with a pledge, it is important to involve the Big Brothers. They should be informed of the concern, present during the conversation, and able to provide support to the pledge throughout the process.
Improvement Plan Process

Upon Identifying a Concern
Upon identifying a concern, you need to decide if the problem is related to performance or behavior. In documenting the issue, the Fraternity educator must be objective, factual, and specific, and they must 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, 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. An 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 improvement plan
3. The plan should include specific and measurable objectives that are attainable, relevant, and time-specific (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 must set the performance expectations and include a statement regarding the consequences of failing to meet those objectives.

Review the Improvement Plan

1. Prior to the meeting, the Fraternity educator should seek counsel from the chapter advisor, section director, and/or regional director to review the improvement plan.
2. The advisor(s) should verify 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, both the pledge and Fraternity educator should sign the 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 pledge’s progress. 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 received the necessary tools and coaching to be successful.

1. When the pledge has responded positively by meeting the objectives, the Fraternity educator should formally close the 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 the objectives within the given timeline, there are a few options:
   a. If the pledge is doing their 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 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.
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 with policies set by the Fraternity Board of Directors.

Bridge to Brotherhood - 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 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 for 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 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 with 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.

Court of Honor Presentation (COH) – The final assignment and group presentation the pledges present to the chapter members before Initiation.
Executive Vice President (EVP) – A volunteer elected by Chapter Congress to work 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 Chapter Congress as the head of the Management Team in carrying out Fraternity initiatives.

Heritage Center (HC) – The group of paid staff 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 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) – The event 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 officers. It is a two-day, centralized leadership development workshop entirely funded by AKPsi and focuses on learning the basics of Servant
Leadership, developing the chapter’s executive committee, and building the Chapter Success Plan.

**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, this event is 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 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 tasked with the responsibility to assist the region within a functional area to support reaching the goals as defined in the Regional Success Plan.

**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, regional managers, section directors, and a regional director.

**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 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.

**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.
Pledge Program Experience
Program Overview
Consider this: Are incoming members being properly educated to add to the success of the chapter and the Fraternity? Have you taught them what is expected of them as a brother? Think of this program as 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.

Learning Objectives:
- 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
- Develop professional and leadership skills
- Explore the Fraternity history, structure, and policies
- Identify lifelong commitments
- Practice a commitment to servant leadership
- 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 follow all Fraternity and university policies.
These objectives are met through the two components of the program; education and integration.

Education occurs during 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 electives, to attendance at chapter-hosted events, to participation in activities such as philanthropy, 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 members of 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.

Integration to the chapter starts the day a bid is extended. Using a hands-on approach, chapters will assist pledges with acclimating to the chapter experience from the beginning. This occurs by 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 used in business, 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. 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 an overview of events that occurs during the pledge process.

Induction
- Induction to the pledge process
- Follow the Ritual in the Ritual manual

Induction Module
- 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

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

Mid-Term Interview
- Practice Interviewing skills
- Follows the process in the Facilitator Guide

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

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
- Deliver the Court of Honor Presentations
- Follows the process in the Facilitator Guide

Initiation
- Initiation to the Fraternity
- Follows the Ritual in the Ritual manual

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

This snapshot does not include any of the elective events which are a great opportunity for the pledge class to interact with members of 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 toward becoming a principled business leader. Their learning is only just beginning!
Initiation Requirements

The requirements for the pledge process include:

- Attend the educational modules
- Complete a personal development plan
- Create a résumé
- Conduct an informational interview
- Complete the Mid-Term Interview
- Complete all chapter-added elective requirements
- Deliver the Court of Honor Presentation
- Pass the Fraternal Exam with at least 76 percent
- Recite 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 percent by the end of the pledge process. The exam must be administered at least two weeks prior to Court of Honor. 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. Big brothers can also be used to help facilitate this requirement. 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

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.
Program Resources

Resources for the Fraternity educator

The AKPsi Community is Alpha Kappa Psi’s membership platform. Members use the community to communicate within the chapter and with the Heritage Center, collect dues, and collaborate with one another through maintaining resources. Through the community, officers can use the single sign on feature to access ChapterSpot and the following:

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 the AKPsi Community and ChapterSpot. Utilize the resources located in HQDocs to help you in your position. If you have any issues with ChapterSpot, contact caroline@chapterspot.com and copy your chapter educational resource coordinator.

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
- Resources – includes eLearnings and webinars related to chapter operations

Programs
- Pledge Education – Access to the Bridge to Brotherhood program materials including
  o Facilitator Guide
  o Program Syllabus Link
  o Module PowerPoints

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

Once invited to the AKPsi Community, pledges will have access to the Journey, which is Alpha Kappa Psi’s educational pathway. The Bridge to Brotherhood Learning Plan is the first Learning Plan they will receive which will correspond with their pledge process and include a number of resources and additional activities to support their education and growth. Items housed in the Bridge Learning Plan include:

- Risk Management Policies and Assurance
- Fraternal Exam Study Guide
- Fraternal Exam Quiz Links
- Personal Development Plan
- Informational Interview Guidelines
- Module PowerPoint Presentations
- Module Reflection activities

Until pledges have access to the Community, they should be directed to akpsi.org/bridgepledge for study material.

- Fraternity Policy Quiz: https://www.surveymonkey.com/r/akppolicy
- Fraternity History Quiz: https://www.surveymonkey.com/r/akphistory
- Fraternity Structure Quiz: https://www.surveymonkey.com/r/akpstructure

To ensure pledges have the resources they need to be successful, chapters will also need to provide pledges with a copy of their pledge program calendar and contact information for relevant members of the chapter. Chapters may use the templates found in the Appendix or create their own. If a chapter elects to print out and provide any materials for 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.

The chapter will also receive copies of Connections: Alpha Kappa Psi’s Resource Guide to Principled Business Leadership to provide each new initiate with their membership certificate. This resource includes fraternal information such as history, program descriptions, and Alpha Kappa Psi’s competency model, as well as professional development tips for the job search process, networking, interviewing and more. The Resource Guide can be retained and referenced throughout membership and their professional careers.

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
Planning the Program
Pledge Program Structure
The program may be conducted between five and nine calendar weeks and comprises six educational modules, as well as Induction, Mid-Term Interview, Court of Honor Presentation, Initiation, the Fraternal Exam, and New Brother Orientation. The number of calendar weeks is determined from Induction to Initiation.

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. The modules and rituals must be completed in order according to the provided timeline.

Fraternal Exam
The Fraternal Exam and oral recitations of the anthem and creed must be administered at least two weeks prior to Court of Honor. While there is not a specified time for the exam, it is recommended not to be given prior to module three in order to allow adequate time to study, and the exam may not be combined with the Mid-Term Interview.

New Brother Orientation
New Brother Orientation should occur within one week of Initiation when possible, but at minimum, prior to the first chapter meeting new members will attend. This session will not count toward the total number of weeks in the chapter’s pledge program. This module should follow the lesson plan in the facilitator guide, but depending on the amount of chapter-specific information needing to be presented to the new members, it could run longer than an hour. If so, it may need to occur over a longer period of time or multiple meetings.
Electives

To supplement the educational modules, chapters can select electives from the Elective Bank to enhance their pledge class' personal, professional, and Fraternity 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 based on the needs of the pledges and campus community.

Electives can be designed specifically for members of the pledge class, or as an opportunity to integrate members of the pledge class with the chapter. Any electives selected may not replace the educational modules or activities within the modules. All electives must occur prior to or after a module, or at a separate time, and must comply with Fraternity risk management policies. When selecting the activities from the Elective Bank, chapters must follow the corresponding guidelines for each activity.

<table>
<thead>
<tr>
<th>Length of Program (Induction to Initiation)</th>
<th>Number of Elective Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>5-week program</td>
<td>6</td>
</tr>
<tr>
<td>6-week program</td>
<td>9</td>
</tr>
<tr>
<td>7-week program</td>
<td>12</td>
</tr>
<tr>
<td>8-week program</td>
<td>15</td>
</tr>
<tr>
<td>9-week program</td>
<td>18</td>
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Project Leads

To provide pledges the opportunity to begin taking on leadership roles, there are several project lead roles in the program. Each Court of Honor Presentation group will elect a project lead to manage the group’s progress and keep the Fraternity educator informed. Certain elective options also require multiple project leads to assist in the planning and execution of the elective. Therefore, the number of leadership roles available depends on the size of the pledge class and elective options selected by the chapter. To increase the number of leadership opportunities available, consider the elective options which require project leads.

Pledge Class Liaison

Chapters have the option to create an additional role for a liaison between the pledge class and chapter. Elected by their pledge class during Module One, the liaison is 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.
Chapter Events
Chapters are also strongly encouraged to invite pledges to chapter events. A lot of effort goes into planning events such as fundraisers, professional workshops, and service opportunities that can be beneficial for brothers as well as pledges. Consider what chapter and university events are already scheduled to make the best use of the elective options and not recreate an event. Unless the chapter event elective is chosen, attendance at chapter events is not a requirement, but pledges should be encouraged to take advantage of the opportunities.

Chapter Committees
Chapters can choose to allow pledges to join chapter committees to help plan events in addition to attending them. Allowing pledges the opportunity to see how chapter committees work, as well as interact with members during the planning process, can help pledges find their role in the chapter and learn more about positions they might like to hold as a member. Unless the chapter committee elective is chosen, participation is not required, but pledges should be encouraged to take advantage of the opportunity.

Brother Interviews
One of the benefits of joining an organization is the ability to meet people on campus who share a common interest. Brother interviews are an opportunity for brothers and pledges to begin building relationships separate from the Elective Bank. Chapters have the flexibility to select between formal and informal interviews further explained in the Brother Interview section. Chapters may not elect to do both, but the selection can be amended each term on the Program Syllabus.

Creating the Schedule
Chapters can set the schedule of modules, rituals, and electives according to what works best with the university calendar, provided modules and rituals are delivered in order and the program falls between five and nine calendar weeks. Officers should be cognizant of pledges’ workload, so it is not recommended to schedule more than two modules or electives in a week. Weeks with more than one meeting may be conducted at one time or separate. It is also recommended to limit the meetings and electives during the weeks of the Mid-Term Interview and Court of Honor Presentation to avoid stress on chapter officers and pledges. No additional modules or electives should occur on the same day as any ritual. All prescribed meetings of the pledge class (modules, rituals and electives) are strongly recommended to occur between 8 AM and 11 PM.

Institution-Specific Modifications
If your institution has policies or restrictions with which the program does not comply, please contact the Heritage Center prior to the start of the academic year and provide documentation explaining the policy or restriction. The Heritage Center will work with the chapter to make accommodations and 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.
Brother Interviews

Formal Interviews

Formal Interviews are an opportunity for pledges to gain experience with the complete interview process. They will 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 interviews, pledges and chapter members will get to know one another and gain experience in an interview setting. Since formal interviews target professional development and skill-building, it is recommended the chapter use the elective bank to supplement pledge’s personal and fraternal development.

Requirements

- Interviews may not be longer than 30 minutes each. If both the pledge and member are interested in continuing the conversation, it should be stated the interview is complete and either may leave at any time.
- 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.

<table>
<thead>
<tr>
<th>Length of Program (Induction to Initiation)</th>
<th>Number of Formal Interviews</th>
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<tbody>
<tr>
<td>5-week program</td>
<td>10</td>
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<tr>
<td>6-week program</td>
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<td>7-week program</td>
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<tr>
<td>8-week program</td>
<td>16</td>
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<tr>
<td>9-week program</td>
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</table>

- 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.
- It is recommended chapters 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.
- Brothers 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.
- Brothers 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 an interview environment and get to know the pledge through interview-type questions.
• The focus of the interview is primarily on the interview process, not building relationships.

**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 interview request, brothers should 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. Brothers should then inform the Fraternity educator so they can monitor the pledge’s improvement.
- 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 the proper forum to question a pledge about their knowledge of the Fraternity or chapter.
- Brothers can provide general advice on interview techniques or responses, but more emphasis should be placed on the interview process and building a relationship in a professional environment.
- Brothers may not require a pledge to answer specific questions or perform tasks or assignments to complete the interview.
- Brothers should also be prepared to answer questions from the pledge.
- Upon receiving the thank you note, brothers should consider responding to thank the pledge for their time and provide 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 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 pledges and current collegiate members to get to know each other on a more individual basis. These interviews have less structure and should focus on the conversation and personal connection. As informal interviews target personal development through relationship building, it is recommended the chapter use the elective bank to supplement pledge’s professional and fraternal development.

Requirements

- Informal interviews should only be 15-20 minutes in length. If both the pledge and member are interested in continuing the conversation, it should be stated the interview is complete and either may leave at any time.
- 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.

<table>
<thead>
<tr>
<th>Length of Program</th>
<th>Number of Informal Interviews</th>
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<tbody>
<tr>
<td>5-week program</td>
<td>20</td>
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<tr>
<td>6-week program</td>
<td>24</td>
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<td>7-week program</td>
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<td>8-week program</td>
<td>32</td>
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<td>9-week program</td>
<td>36</td>
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- Informal 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.
- It is recommended chapters 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 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.
- Brothers may not require pledges to ask or answer any specific questions.
- The interview is not an opportunity to belittle a pledge
- The focus of the interview is on building relationships, not the interview process.

Expectations of Pledges

- Both pledges and members 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 an interview request, 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.
• 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 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.
Program Syllabus
The Program Syllabus is required of all chapters to report the pledge program and electives so everyone involved in the process, including chapter officers, Fraternity volunteers, and staff are aware of the expectations and requirements for chapters.

Submitting the Program Syllabus
To allow chapters flexibility in revising their program from one pledge class to the next, as well as indicating the dates of pledge modules and rituals, chapters are required to submit a new Program Syllabus for each term according to the schedule below. If a chapter does not submit the syllabus by the due date and receive approval by the chapter educational resource coordinator, they will not be eligible to add on chapter electives or Brother Interviews for that term and will be expected to only deliver the educational modules and rituals.

Semester Schools
May 15 for Fall Program Syllabus
November 15 for Spring Program Syllabus

Quarter Schools
May 15 for Fall Program Syllabus
November 15 for Winter Program Syllabus
February 15 for Spring Program Syllabus

*If a quarter school is not conducting either a winter or spring program, it must be noted in the Chapter Success Plan. For quarter schools, winter programs begin in January-February and spring programs begin in March-April.

The form can be accessed here: https://app.smarterselect.com/programs/58150-Alpha-Kappa-Psi, select Apply, and log in using the chapter @akpsi.org email account information found in HQdocs. Any forms submitted under a different email will not be accepted.

Guidelines for completing the syllabus:
• You will need to 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.

Modifications to the Syllabus
If the Program Syllabus needs revised after submission due to unexpected circumstances such as inclement weather, or the chapter sees a need to change their schedule or electives for any reason, reach out to your chapter educational resource coordinator to discuss options and determine the best solution.

Contact your chapter educational resource coordinator with issues related to the Program Syllabus
Big Brother Mentor Program
Role of the Big Brother

Through the Big Brother Mentor Program, members and pledges will form a mentoring relationship as big brothers support the personal and professional development of their little brother and guide them along the path to membership into Alpha Kappa Psi. By being intentional in what your Big Brother Mentor Program requires and fostering a commitment to personal and professional development, you can create an environment where members and pledges alike will be invested in AKPsi not just during their collegiate experience, but throughout their lifelong affiliation.

Serving as a Mentor and Coach

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. Understanding how to be a good mentor is a key component to the success of the program and reviewing big brother expectations will be crucial prior to the start of the program each academic term. As big brothers may not always be more knowledgeable in terms of professional development they can take the role of a peer mentor and coach to support the pledge through the process, and facilitate connections with those who can serve as professional mentors.

Serving as a Fraternal Guide

Big brothers should also serve as their little’s fraternal guide and assist in their transition to the chapter and membership. Big brothers should introduce their mentee to the brotherhood and help foster a sense of belonging within the chapter. They should be available for support, to answer questions about the chapter, and to ensure pledges meet the requirements.

Sometimes big brothers will need to have difficult conversations about their little’s performance and conduct. Big brothers should be equipped with the tools they need should the little brother require additional assistance in meeting the expectations of the program. As each person is entering the program with different experiences and skill sets, the provided rubrics and expectations are meant to track progress and assist in the pledge’s growth and development. If a pledge has not met the expectations of the program, per the rubric, at the Mid-Term Interview, they will meet with their big brother and Fraternity educator to discuss how to improve and issue an improvement plan as needed. Big brothers should work with their little brothers to complete the specific actions detailed in the improvement plan, and provide support and guidance. 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 or their options for continuing in the program.

Minimum Criteria for Selection as a Big Brother

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

**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 their 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 their reasons for the selections.

No matter the matching procedure, ensure both members and pledges understand the process and inform members 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. When the pledge feels comfortable with their pair, they will be more likely to develop the relationship and continue in the process, so try and match them to their first choices, if possible. Aside from preference, use available information from the Big Brother Interest Form. You might find 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, remind pledges to keep an open mind going into the matching process. If you find it challenging to match a pledge with their selections, refer to the interest forms and pledge information forms to find common interests between 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 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 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 their 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.

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 on 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.

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.
Big Brother Mentor Program

Big Brother Touchpoints and Expectations
As a big brother, it is important to maintain frequent communication and ensure your little brother has the support and guidance needed to navigate the pledge process and integrate into membership. Below are suggested touchpoints, but the frequency and level of involvement should be determined by each pair based on the little brother’s needs and comfort.

Big Brother Reveal
Should be a fun bonding activity to begin developing a level of trust and connection between bigs and littles.

Module 2 (if the reveal has already occurred)
Discuss how your values connect to Alpha Kappa Psi and how being a member can help you grow as a servant leader.

Module 3
Discuss the operations of the chapter and the risk management policies, as well as answer any questions.

Module 4
Meet with your big brother to discuss any hesitations about the Mid-Term Interview.

Mid-Term Interview
Discuss the performance of the Mid-Term Interview

Module 5
Discuss feedback from the Mid-Term Interview, progress on the Court of Honor Presentation, and any hesitations as the end of the program approaches.

Module 6
Discuss hesitations about the Court of Honor Presentation and concerns about the transition to membership.

Court of Honor
Discuss the performance of Court of Honor and the transition to membership.

Throughout the pledge process, bigs should also frequently check in on their little’s progression in studying and preparing for the Fraternal Exam, as well as address any concerns or questions the little has about what they learned in the modules or about the chapter.

Gifts
As the big brother serves as a mentor, there is no expectation for bigs or littles to provide one another with a gift such as clothing, gift baskets, or a paddle. If either the big or little chooses to do so on their own is acceptable, but there is not an expectation. If the chapter wishes to make it a requirement for pledges to give a thank you gift, they should select the Pledge Class Memorabilia Project elective and cover the costs.
Resources for Big Brothers
To best prepare big brothers for their role, it is important they feel supported and confident in how to address different situations. Consider holding a big brother meeting at the start of the term to review the expectations, guidelines, and available resources. Everyone should be aware of the Improvement Plan process should one need to be administered for their Little Brother, as well as how to serve as an effective mentor. Present the tips below to set the stage for all Big Brothers and connect them with additional resources from the Fraternity or your university to help them be successful.

How to Be an Effective Mentor
• Agree on the scope of the relationship. Identifying how often you want to connect, through what communication channels (e.g. text, phone call, email, etc.), and what topics you want to cover sets expectations for the relationship.

• Be proactive! Don’t wait for your little brother to reach out to you to start the conversation. Be the first to break down the status-related friction (brother and pledge) to ensure they feel comfortable coming to you.

• 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. You may think you are giving them what they need, when they want something different. Keep open communication to develop the best relationship.

• Make connections beyond yourself. 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 their dream internship? Initiate an introduction to members of the chapter and campus community who could help your mentee’s development!

• 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.

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

Tip:
Access additional resources on our Pinterest Boards for mentorship and coaching. Share them with the Big Brothers or reference them during an initial meeting to discuss expectations of the role.
Module Lesson Plans
How to Use the Lesson Plans
Each module includes an introductory page with the meeting time, content overview, objectives and key skills touched on in the meeting, materials needed, and notes on preparing for the meeting. Below is an example of the format of the lesson plans and how to read them.

**Topic Header (Approximate Time)**

*Anything written in italics is a direction to the facilitator.*

Everything not in italics can be read verbatim but does not have to be. 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 to facilitate the appropriate conversations and content.

While the lesson plans are meant to serve as a guide, the modules are designed to be facilitated as a cohesive unit, meaning that activities and content should not be redacted or moved across modules unless otherwise noted or with approval from the Heritage Center.

**Attendance at the Modules:**
Other than during times specifically designated throughout the lesson plans, attendance at the educational modules are limited to the pledge class, Fraternity educator, and pledge education committee. No additional collegiate or alumni brothers should be in attendance. In business, new employees are not watched during orientation by their colleagues as it does not foster a safe learning environment. Similarly, modules should be a safe place for pledges to become acclimated to the Fraternity experience and focus on their professional development as a pledge class.

As much as you encourage attendance at every pledge meeting, there will be times when a pledge is not able to attend due to illness or personal emergency. Makeup lessons do not need to completely follow the lesson plan if there is only one pledge but can be used as is if there are enough pledges to warrant a second offering of the module. For individual pledges, use your best judgement in to ensure they still gain the knowledge and have the best experience. Chapters may use their own attendance policy to determine what is considered an excused or unexcused absence and should hold pledges to the same expectations as their brothers.

**Best Practices for Large Pledge Classes:**
If you have a larger pledge class, some of the timing and activities may need to be adjusted to best fit your environment and feasibility. Read the tips throughout the lesson plans, and make adjustments as needed. Much larger pledge classes may want to consider running two concurrent pledge classes at the same time.
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 expectations
- Icebreaker materials
- Module PowerPoint
- Pledge class calendar

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 any handouts to share with the pledge class such as expectations of chapter members and the pledge class calendar

Required Actions after the Module:
- Report all pledges in ChapterSpot so they will be invited to the AKPsi Community and have access to their Bridge Learning Plan containing the Fraternal Exam Study Guide, quiz links, and all materials and resources for the outside assignments. Delaying reporting can impact the performance of the pledge class! Remember to refer to the reporting procedures in the Appendix or reach out to your chapter educational resource coordinator for assistance in completing this task.
Meet the Chapter President and Chapter Advisor (10 min)
*Have the chapter president and chapter advisor congratulate the pledges and welcome them to the process. Both should explain their role and answer questions related to their position.*

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 committee members before reviewing the expectations and requirements of the process and calendar.*

Throughout the process you will be introduced to the history of the organization, some of Alpha Kappa Psi’s key skills and begin to form friendships with members of your pledge class and the chapter as you begin your journey to becoming a principled business leader.

- The pledge class calendar includes the dates and times 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, talk to a member of the pledge education committee beforehand to schedule a make-up session.

- You will have some outside assignments due throughout the process including:
  - Résumé
  - Informational Interview
  - Personal Development Plan
  - 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. There is a study guide available as well as online practice quizzes.

*Until pledges have access to the AKPsi Community, direct them to the Bridge webpage on myakpsi.org to access study materials.*
• During the program, you will be paired with a big brother who will serve as your guide and mentor throughout the process. Discuss the matching process and when the reveal will occur. Chapters can utilize the Big Brother Interest Form in the Appendix.

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.

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)
• Begin studying for the Fraternal Exam.
• Review the Risk Management Policies online and sign the Risk Management assurance. This needs to be turned in at the next module.
• Look for an email in the next few days to create your login to access the AKPsi Community. This is Alpha Kappa Psi’s membership platform, and everyone is required to set up an account and complete your profile.
Module Lesson Plans

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
• Big Brother Reveal materials (if applicable)
• Module PowerPoint
• Laptop to demonstrate the AKPsi Community

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.
• 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 HQDocs or another organization system until the pledge leaves the chapter and/or university by choice or graduation.
• Ensure you have all materials and logistics prepared for the Big Brother Reveal, if relevant.

Tip:
To access additional resources on teambuilding and icebreakers, view the Pinterest Board for Relationship Building. Use the pins 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 and identify who may be good big brother and little brother pairings. After the activities are complete, brothers should leave so the Fraternity educators can cover a few points with the pledges. If the pledge class is electing a liaison(s), the time for icebreakers may need to be condensed to accommodate elections.

Review the Outside Assignments (5 min)

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

- 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.

- 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 Bridge Learning Plan, 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.

- Toward the end of the program, you will complete a 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 your time as a collegiate member. 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. The plan template is found in the Bridge Learning Plan.

AKPsi Community (5 min)

Pull up the Community and walk through the platform, particularly highlighting the Bridge Learning Plan which should be assigned to each of them and how it relates to the Bridge program. Pledges are not required to complete the module reflections as part of the program, but they will need to access the plan for the resources such as the Fraternal Exam Study Guide and Personal Development Plan.

Wrap-Up and Expectations (5 min)

If the pledge class is electing a pledge class liaison(s), hold elections before the end of the meeting.

- Continue studying for the Fraternal Exam.
- Begin looking for contacts to complete the Informational Interview
- Begin creating or updating your résumé to be completed by the Mid-Term Interview.
- Hold the Big Brother Reveal if applicable (must be completed prior to the third module)
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
- 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.
- Ensure you have all materials and logistics prepared for the Big Brother Reveal, if relevant.

Tip:
To access additional resources on values and servant leadership, view the Pinterest boards for Leadership. Use the pins 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 to ask questions about their positions and experiences.

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 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: Develop a schedule with your chapter officers ahead of time. There is no required order of chapter officers, but try to have the Master of Rituals introduction before the Mid-Term Interview!
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 their 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. They 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:*
- Put 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 so you become 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. and each time you meet, you will share 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 looking for contacts to complete the Informational Interview
- Continue creating or updating your résumé to be completed by the Mid-Term Interview.
- Hold the Big Brother Reveal if applicable (must be completed prior to the third module)

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.

Big Brother Touchpoint (if the Reveal has already occurred)
Meet with your big brother to discuss how your values connect to Alpha Kappa Psi and how being a member can help you grow as a servant leader.
Module Three: Chapter Operations

Time: 60 minutes

During this module, pledges will start to look at chapter operations and brother expectations. To demonstrate chapter operations, this meeting is structured in the form of a mock chapter meeting. Pledges will experience a simulated meeting to learn about the various chapter operations and start applying risk reduction practices to applicable scenarios. This will prepare 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
- Chapter Operations Case Studies

Preparation:

- Amend the Module PowerPoint to include chapter-specific information.
- Print out enough copies of the Chapter Operations Case Studies from the appendix for each group to have during the Chapter Operations Risk Reduction activity.
- 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 new relationships.

Tip: To access additional resources on risk reduction, view the Pinterest Board for Risk Reduction. Use the pins for your own reference to enhance the meeting and share them with your pledge class.
Before formally starting the meeting, explain how this meeting is different from the rest of the modules and is structured like a mock chapter meeting. As you navigate through the mock meeting, utilize this opportunity to educate the pledge class on parliamentary procedure and chapter standing rules.

Opening (2 min)

Explain how each chapter meeting starts with the official ‘opening.’ Review the opening and then practice saying the opening to begin the meeting.

Parliamentary Procedure Introduction (10 min)

Discuss the importance of Parliamentary Procedure by touching on the following information:

- Discussions in chapter meetings are confidential; this includes with other members and pledges
- The consequences of violating confidentiality
- It is important to have open, honest, and respectful discussion

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

Officer Reports: Meet the Chapter Officers (10 min)

Explain the purpose of officer reports and providing an update on an area of operations during the meeting. Have one to two chapter officers introduce themselves and their roles. Allow the pledges to ask questions about their positions and experiences.

Committee Reports: Chapter Operations Risk Reduction Case Studies (25 min)

Explain the purpose of committee reports and how each committee chair will provide an update on an area of operations during the meeting. For this next activity, pledges will be introduced to a few chapter committees and real situations that could occur. Pledges will break into groups to review the different scenarios, and considering the risk management policies, each group will present a proposed solution to the issue. If there are more than three groups, more than one group will have the same scenario. For the purpose of this exercise, pledges should approach the scenarios through the lens of being a member.

For the first 10 minutes, groups should read through the scenario and discuss what issues and challenges it provides and arrive at a solution.

Tip: Small pledge classes may consider conducting the activity as a large group and going through each of the scenarios together to have better discussion.
For the next **15 minutes**, groups 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 group shares their solution, open the conversation for additional thoughts. Each scenario will only have five minutes to present and discuss to ensure each scenario is addressed. After each scenario, share the Fraternity’s recommended solution.

**Scenario #1: Fundraising Committee**
The fundraising committee solicited donations from chapter members to host a bake sale in the university’s business school during finals week. Members pitched in to purchase or make desserts as well as to sell at the table. At the end of the night, when you are counting the cash and comparing it to the listed sales for the day, you notice a large discrepancy that insinuates members were either giving away desserts for free, or someone pocketed the change.

**Recommended solution:** Before making any accusations, bring the concern to the chair of the fundraising committee and do a complete audit of the bake sale to ensure the money was not miscounted. If the money is still unaccounted for, the fundraising chair should take the information to the chapter president. If it is determined that an investigation is necessary, the chapter president will inform the chapter advisor and use the chapter’s Judicial Review Board to determine what occurred. The Judicial Review Board will need to interview each member who worked the table and handled the cash to get a detailed account of what happened.

**Scenario #2: Special Events/Banquet Committee**
To celebrate the chapter’s 50th anniversary, the special events committee hosted a gala and members and alumni could bring guests not affiliated with the Fraternity. The day of the event, a chapter member’s date arrives at the event visibly intoxicated, with open bottles of alcohol in hand. He/she is trying to share alcohol with members who are unable to purchase from the cash bar.

**Recommended solution:** Before events with alumni and guests, it is important to educate them on the current policies and practices of the Fraternity. All attendees are bound by the Fraternity’s risk management policies and local, state, and federal laws. Anytime an individual arrives at an event intoxicated, they cannot be admitted into the event. If the individual is unwilling to leave, the chapter may need to escalate the issue to the Regional Management Team, campus police, or event security. After the event, the chapter president should reach out to the individuals involved, explain the circumstances of why they could not be admitted to the event, and ensure they understand the policies and expectations should they want to attend an event in the future.

**Scenario #3: Membership Committee**
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 and 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.

*Recommended solution:* While the Heritage Center will contact individuals if inappropriate images are found online, it is everyone’s responsibility to safeguard the good name and reputation of the Fraternity. Address the concern with the individual directly, or with the chair of the membership committee. After addressing the risk management concern of violating the publication of inappropriate materials policy, the chapter can offer a professional development workshop on social media etiquette and safety. While the policy exists to safeguard the brand of the Fraternity, it also exists to safeguard your personal brand.

**Discussion:**
What was easy or challenging about this activity?

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

**Old Business: Program Review (5 min)**
*Explain the purpose of old business and provide an example of a motion that could be tabled. Then, use this opportunity to check-in with the pledge class on how they feel about the assignments and content delivered through the modules thus far. What questions do they have?*

**New Business: Court of Honor Presentation (5 min)**
*Explain the purpose of new business and an example of a motion that could be made during this time. Then, use this opportunity to discuss the Court of Honor Presentation.*

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 did you learn from your informational interview?
- What did you include on your personal development plan to continue focusing on in membership?
- How will you contribute to membership?

**Tip:** Share examples of well-done projects previous pledge classes presented for this assignment!
Each group will need to collectively 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 cannot run longer than 15 minutes, and each group is capped at five people to ensure everyone is able to make meaningful contributions to the presentation. After the presentation, brothers serving on a panel will have up to 15 minutes to ask 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. 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.

Announcements: Wrap-Up & Expectations (3 min)

Share any servant leadership submissions received since the last module.

- 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.
- Begin reaching out to contacts for the Informational Interview.
- Begin working on your personal development plan. The template is found in the Bridge Learning Plan in the AKPsi Community.
- Continue creating or updating your résumé by the Mid-Term Interview.

Adjournment

Close the meeting

Big Brother Touchpoint

Meet with your big brother to discuss the risk management policies and any questions about them.
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 about 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 the pins 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 what questions will be asked, and need to be prepared to think on your feet. Being comfortable with your imagination and flexibility will help you find ways to make connections between your experiences and the questions asked.

Before the Interview (5 min)

Before an interview, there are several things you should do to prepare.

- Know the logistics. When is it, where is it, is there any work you are expected to complete in advance? You don’t want to be caught off-guard the day of the interview and discover you’re meeting with a panel of executives or that you needed to bring a portfolio.
- If it is an in-person interview, 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 in advance. It is important to dress appropriately for the position, and to ensure your appearance is presentable.
- 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 inform the interviewer.
- 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 the company. Review the job description before the interview so it is fresh in your mind.
- Get in the right mindset. Interviews can be nerve-wracking and that is ok. Your goal is to convince the interviewer that you’re the best fit for the position. Salespeople are successful…
when they know their product, and during an interview, you are selling yourself. The key to a successful interview is confidence in yourself and the ability to sell your qualifications.

The Interview (10 min)

To help calm your nerves during the interview, 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. Don’t give your interviewer anything to focus on other than your conversation.
- SPEAK UP! If the interviewer cannot hear you, he or she cannot hear why you should be hired. If you are quiet, it can imply that you are not confident in your abilities. Always speak up and be sure to have a positive tone of voice.

Most of the questions will be about your background, experience, and goals.

- Remember, the interviewer saw your résumé, so your answers should not repeat what’s there, but elaborate on your experiences to give 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. Place a greater emphasis on your strengths and where you excel. When discussing weaknesses, do not put yourself down, but instead talk about how you have grown and improved.
- 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 will think is that you could say something similar about their company one 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 refer 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.

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.
Interview Activity (15 min)

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

Each person will take turns convincing the group they are the best fit for an imaginary job. The twist is 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. Each member on the team will draw an occupation and three-character traits. Participants can look at the occupation, but not at the traits.

One person will start as the interviewer and select one person to be the first interviewee. The interviewee will give a short speech about why he or she is fit for the job drawn using the first trait card. 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 their speech. When everyone has given their speech, the interviewer selects the person he/she thinks excelled at the activity to be the next interviewer, with each person drawing new jobs and traits. Each round should last no more than 2-3 minutes.

Discussion

What was easy or hard about this activity?

After the Interview (5 min)

Before you leave the interview, there are a few things you need to 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, be prepared with a few extra.
- Determine 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 to be polite.

After you leave the interview, remember to follow up.
• Send a thank you message within 24 – 48 hours. This can be digital or handwritten. Ask any additional questions you may have, and once again, sell your qualifications for the position.

• If you have not heard back according to the timeline they provided, do not be afraid to follow up. Remind them of the proposed timeline, but understand the interviewer is busy and could’ve forgot to send a message. Just remember to give them time to respond to that message. You do not want to hurt your chances with unwarranted follow-up. If you send an email, an additional phone call is not necessary.

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. Share any servant leadership submissions.

• Finish creating or updating your résumé to be completed by the Mid-Term Interview.
• Continue reaching out to contacts for the Informational Interview.
• Continue working on the personal development plan.

Big Brother Touchpoint
Meet with your big brother to discuss any hesitations about the Mid-Term Interview.
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 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 the pins 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 their 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 an individual’s ability to receive 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 their actions are affecting others.

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

<table>
<thead>
<tr>
<th>Tip</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure your intention is to be helpful;</td>
<td>Ensure you are sharing information to benefit them as opposed to just venting your feelings.</td>
</tr>
<tr>
<td>Use “I” statements;</td>
<td>“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.”</td>
</tr>
<tr>
<td>Deal only with behavior which can be changed;</td>
<td>Do not confuse behavior with personality. They cannot change how their voice sounds or if they prefer to spend time alone.</td>
</tr>
<tr>
<td>Describe the behavior you see, do not evaluate it;</td>
<td>Explain what happened so the person can understand what needs to change next time.</td>
</tr>
<tr>
<td>Focus on the behavior, not the person;</td>
<td>Do not let personal biases get in the way. Focus on a specific action and its impact.</td>
</tr>
</tbody>
</table>
Be as specific as you can be (use examples);

<table>
<thead>
<tr>
<th>Tip</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not explain or try to defend your behaviors;</td>
<td>“I never did that...”</td>
</tr>
<tr>
<td>Ask clarifying questions only;</td>
<td>“From what you said it seems...”</td>
</tr>
<tr>
<td>Focus on the value the information may have to you;</td>
<td>Ask yourself, “how can I use this information to better myself?”</td>
</tr>
<tr>
<td>Paraphrase what you heard to ensure proper clarification;</td>
<td>“In other words...”</td>
</tr>
<tr>
<td>Say thank you;</td>
<td>“I appreciate your feedback...”</td>
</tr>
<tr>
<td>Decide what you want to do with the feedback.</td>
<td>Not all feedback should be acted upon. Make a personal judgement about what to do next.</td>
</tr>
</tbody>
</table>

Receiving Feedback (10 min)
While giving feedback poses its difficulties, receiving feedback can be just as hard. Not all feedback is negative, so it should be treated as an opportunity to improve as opposed to a reason to critique your behavior. However, that does not lessen its impact on your emotions when 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.

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. If they have questions, encourage the pledges to reach out to the brother who provided the feedback, as well as review the rubric with their Big Brother.
Feedback Activity (20 min)
To practice giving and receiving feedback, have the pledge class split up into groups of three to four. Each member of the group will take turns being the questioner where they can solicit feedback from the other members of the group.

- When you are the questioner, 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...?) To gain the best feedback from members of the group, individuals may need to provide some background information or share further details about their situation.

- If the questioner asks 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 the more they talk, the less time available for answers.

Each person will have about two minutes to talk about the situation in which they are seeking feedback, and members should spend about four minutes providing feedback before switching roles.

Encourage them to take advantage of the opportunity to receive feedback from their peers in a constructive manner, but nobody should be forced to talk about anything they feel uncomfortable discussing. For everyone to participate, this means the situations pledges discuss can vary from something minor to something very personal. Be prepared to step in if you notice the conversation taking an unconstructive turn.

Wrap-Up & Expectations (5 min)
Share any servant leadership submissions received since the last module.
- Continue working in your groups on the Court of Honor presentation.
- Continue reaching out to contacts for the Informational Interview.
- Continue working on the personal development plan.

Big Brother Touchpoint
- Meet with your big brother to discuss feedback from the Mid-Term Interview.
- Begin to finalize your personal development plan with your big brother based on feedback received from the Mid-Term Interview.
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 and the influence of personality types on group dynamics. Pledges can 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

Preparation:

- Amend the Module PowerPoint to include chapter-specific information.
- 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 using body language to act out the emotion written on the card. The rest of the group will guess how the volunteer feels by reading 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 an emotion on their own.

Discussion
What was easy or challenging about this activity?

How did you feel when confronted by 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?

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 impact how you shape their thoughts and actions.


Introduction to Emotional Intelligence (10 min)
In the 1995 book titled “Emotional Intelligence - Why It Can Matter More Than IQ,” 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

Tip: To keep them engaged, have pledges read out loud ‘popcorn-style’ from the PowerPoint slide or play one of the videos from the Emotional Intelligence Pinterest Board!
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.

They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas to 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)
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 numerous 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 the 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, which uses four quadrants to describe behavioral patterns.

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

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


Team DiSC® Activity (15 min)
If not already sitting with the members of their Court of Honor Presentation groups, allow pledges to get with their groups. Give about 10 minutes for participants to discuss with their Court of Honor Presentation teams the DISC styles and how it relates to their team. 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.

Big Brother Touchpoint
- Meet with your big brother to discuss hesitations about the Court of Honor Presentation.
- Finalize your personal development plan so you are prepared to answer that portion of the Court of Honor presentation
The process of educating brothers does not end when a pledge is initiated into membership. Continuous 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. Utilize this time to have new brothers complete a survey about their experience 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:** Depending on the level of involvement of new members in your chapter, you may need to deliver more information or depth than is provided. New Brother Orientation and education of new members should not end after this one-hour session.
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 and online resources (webinars, eLearnings, etc.)
- Fraternity Events – Principled Business Leadership Institute, Convention, College of Leadership, President’s Academy, the Academy, Officer Training, Case Competition

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
- Chapter Committees

Parliamentary Procedure (10 min)
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:
- Refresher on chapter meeting order of events
- Different type of motions
- Methods for taking a vote
- Number of votes required to pass different types of motions

Open Forum (15 min)
Address any unanswered questions about the chapter and/or Fraternity.

Wrap-Up & Expectations (5 min)
Share any announcements about upcoming due dates, events, or meetings

Tip: This should be a review from Module 3 on Chapter Operations. If you also selected the Parliamentary Procedure workshop in the pledge program, you may not need to review it again and can add more time to the open forum.
Rituals
Forming the Interview Team
To perform a meaningful ritual, brothers must plan, organize and act as a team. Alumni and faculty brothers, when possible, can be encouraged to participate as panelists. The use of alumni and faculty members as panelists can provide new faces to the pledges, and emphasize the lifetime commitment of membership in Alpha Kappa Psi. Any alumni or faculty members participating on a panel should be briefed beforehand on guidelines and expectations. The master of rituals should notify the selected Interview Panel members in a timely manner, assign responsibilities and ensure they are properly carried out. A rehearsal should be held by the members of the ritual team before the ceremony. If possible, a Fraternity volunteer should be present to give advice, where needed.

Interview Panel Chair
The Interview Panel Chair should be a “seasoned” student chapter member, alumnus, or faculty member in good standing. This leadership role carries the responsibility of guiding each pledge’s Court of Honor experience as professionally and efficiently as possible. This individual should be sincere, direct, unbiased, respectful, authoritative and able to delegate while maintaining control.

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. These individuals should be sincere, direct, unbiased, respectful, authoritative and able to delegate while maintaining control.

Presenter of Pledges
The Presenter of Pledges is the liaison between the brothers and pledges. The master of rituals or Fraternity educator 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. This person has full responsibility for instruction of the ritual team members, supervision of the ritual equipment, proper arrangement of the ritual rooms, and assistance to the ritual team members to ensure they are properly prepared for an effective ceremony. The presenter of pledges should speak with sincerity, and fervor, and 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 pledge rituals. 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.
The Mid-Term Interview is conducted like a professional job interview where pledges can reflect on their experience thus far in Alpha Kappa Psi and obtain relevant feedback on their growth and performance.

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.
- 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.
- Identify the order of pledges on the panels, and which brothers will serve on which panels.
**Mid-Term Interview Procedure**

The Mid-Term Interview is an opportunity to provide pledges the experience of a professional interview. The questions are introspective and designed to understand 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 halfway into the pledge program.

**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 consistency, 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 leaks regarding ritual proceedings.

3. All pledges and brothers shall dress in business professional attire for both rituals. Remember, these are 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 excessive use of everyone’s time. If deemed appropriate, a pledge may be brought before the Executive Interview Board a second time, but never a third. If interviews are
Rituals

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:

<table>
<thead>
<tr>
<th>Number of Pledges</th>
<th>Number of Interview Rooms</th>
<th>Number of Pledges per Panel</th>
<th>Maximum Length of Panels</th>
<th>Maximum Total Length of MTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 10</td>
<td>1</td>
<td>1</td>
<td>10 minutes</td>
<td>2 hours</td>
</tr>
<tr>
<td>11 – 20</td>
<td>1</td>
<td>2</td>
<td>15 minutes</td>
<td>2 hours 30 minutes</td>
</tr>
<tr>
<td>21 – 30</td>
<td>2</td>
<td>2</td>
<td>15 minutes</td>
<td>2 hours 30 minutes</td>
</tr>
<tr>
<td>31 – 40</td>
<td>2-3</td>
<td>3</td>
<td>20 minutes</td>
<td>3 hours</td>
</tr>
<tr>
<td>40+</td>
<td>3 -5</td>
<td>3</td>
<td>20 minutes</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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. Use of 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 can sit 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 verify no one enters until verified they are true Alpha Kappa Psi in good standing. The Fraternity educator shall provide the Interview Panel Chair with a typed agenda listing all pledges in alphabetical order (last name first), who will be going through the Mid-Term Interview. The pledges should be pre-assigned 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 their 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 complete 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.
Mid-Term Interview

(Interview Panel Chair wraps the gavel once and 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.

(Guides 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 Guides to enter. The Guides escort 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. full name, currently a year in school, majoring in subject.

(Guides introduce each Panel Member by name, as Mr./Ms. 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. 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).

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 —
The Court of Honor Presentation is the final reflection point 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.
- Identify the order of pledge groups to present, and which brothers will serve on which panels.
- 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.
Court of Honor Procedure

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.

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 consistency, 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 other pledges who may opt for quiet reflection. The “After” room separates those who completed the interview process from those yet to go, avoiding leaks regarding ritual proceedings.

3. All pledges and brothers shall dress in business professional attire. Remember, these are 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:

<table>
<thead>
<tr>
<th>Number of Presentation Groups</th>
<th>Number of Presentation Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 3</td>
<td>1</td>
</tr>
<tr>
<td>4 - 6</td>
<td>2</td>
</tr>
<tr>
<td>7 - 9</td>
<td>3</td>
</tr>
<tr>
<td>10 - 12</td>
<td>4</td>
</tr>
<tr>
<td>13+</td>
<td>5</td>
</tr>
</tbody>
</table>

7. If pledges will need special equipment for their presentation, such as a projector, adapters, speakers, etc., they must inform their Fraternity educator far in advance so the chapter can secure the equipment. If equipment is not guaranteed, pledges should prepare a second delivery format.

8. Should timing require the presentation 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. Use of 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.

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. Alumni in attendance should be informed in advance of any changes to the ritual and risk management policies.

Set up

Each presentation room should have a head table for the Executive Interview Panel with extra chairs 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 can sit 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 verify no one enters until verified they are true Alpha Kappa Psi in good standing. The Fraternity educator shall provide the Interview Panel Chair with a typed agenda listing each presentation group who will go through the Court of Honor. The order of presentations should be pre-assigned, 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 must leave the “Before” room for any reason 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 10 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 10 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 wait in the “After” room until interviews are complete and all pledges pass through successfully.

6. Once the Court of Honor is complete 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 faces the Master of Rituals).

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

(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 —
Ritual Question Bank
The Mid-Term Interview and Court of Honor Presentation are opportunities to provide pledges with experience in a professional interview setting. The questions asked should be introspective to their experience in the program and what they can bring to the Fraternity in the future. The following are examples of questions which have been approved for use during the rituals.

Pledge Program Experience Questions
1. Tell us about your experience in the pledge process.
2. What progress have you seen in yourself throughout the process?
3. What does principled business leadership mean to you?
4. What have you learned about résumés and résumé writing?
5. Define brotherhood and professionalism; discuss their interrelationship

Alpha Kappa Psi Reflection Questions
1. Why is it important to learn about chapter history?
2. Which of Alpha Kappa Psi’s core values do you most identify with and why?
3. In your opinion, what is the most significant moment in AKPsi’s history and why?
4. What is Alpha Kappa Psi’s vision statement and what does it mean to you?
5. 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 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. Who in the business world would you most consider as your role model? Why?
2. What is your personal “code of ethics” and what factors have shaped your code of ethics?
3. Why are interested in becoming a brother of Alpha Kappa Psi?
4. What will you bring to Alpha Kappa Psi as a collegiate member and/or alumnus?
5. What leadership roles are of interest to you in the chapter? Why?
6. How do you anticipate that Alpha Kappa Psi will benefit your career?
7. What are your strong character traits? How will these traits advance your career?
8. What are your weak character traits, and how do you compensate for them?
9. Describe your greatest success within your pledge program thus far.
10. Describe how have enhanced your strong communication skills throughout the process.
11. What were your pledge class’ shortcomings? How were you involved?
12. What efforts did you make to build social interaction among your fellow pledges?
13. What efforts did you make toward ensuring teamwork among your pledge class?
14. Where do you see yourself within the Fraternity in five to ten years?
15. What do you perceive is the role of Alpha Kappa Psi members within the business school? The college/university?… the community?
16. What would you perceive is the best way to motivate interaction between Alpha Kappa Psi student members and our alumni?
Fraternal Exam
The Fraternal Exam does not have a specified date, but must be administered at least two weeks prior to Court of Honor. It is not recommended to be administered prior to the third module and may not occur on the same day as the Mid-Term Interview. The exam must be proctored by the pledge education team in a computer lab or room where each pledge has access to their own computer. The pledge education team will provide the password to take the exam when everyone is ready. It must be noted up front that upon completion, pledges should share their score with the pledge education team before exiting the web browser as scores will not be sent to the Fraternity educators. The minimum passing score on the written exam is a 76 percent.

Members of the pledge education committee, as well as Big Brothers, if needed, should be available to listen to the anthem and creed during the Fraternal Exam. Pledges are not required to do the oral recitations at the same time as the written exam, but a first attempt must occur no later than two weeks prior to Court of Honor. 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 ActiveLearner (valid August 2019-July 2020).
- Secure a computer lab or have enough laptops for all pledges to take the exam.
Elective Bank
# Table of Contents

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Brotherhood Event

Elective Information

Description
A brotherhood event is an opportunity for the pledge class to build relationships outside of the educational modules. Brotherhood events can vary and encompass things such as hosting a pledge class dinner with their big brothers, conducting a group activity such as bowling or ice skating, or painting a campus spirit rock as a pledge class. The events, planned by the pledges or the pledge education committee, should serve as a team-building activity in a stress-free environment to allow pledges to feel comfortable getting to know one another on a deeper level.

Objectives
- Build a fraternal network
- Identify lifelong commitments
- Reflect on the purpose of Alpha Kappa Psi

Key Skills
- Decision-Making
- Relationship Building

Elective Timing: 1 credit hour per event (max of 3)
Project Leads: 1 Project Lead (if planned by the pledge class)

Recommended Timing of the Elective: Brotherhood events can be beneficial at any point, particularly at the beginning as they get to know each other. If the pledge class is planning the event(s), Project Leads should be elected at the start of the process and the event(s) must be completed by Court of Honor.

Elective Requirements
- Each time an event occurs counts as an elective hour. Chapters may select this elective up to 3 times.
- All associated costs are the responsibility of the chapter.
- If interested in doing a scavenger hunt, complete the Scavenger Hunt Approval Form
- If interested in doing a breakout room or ropes course, these must be done at a company licensed and equipped to handle such events. These types of events may not be created or ran by the chapter.
- Any contracts must be reviewed by the Heritage Center prior to signing.
- No additional assignments or requirements should be completed before or after the event.

Suggested Guidelines
- In addition to the pledge class, the event may be opened to chapter members and alumni.
- The event may be planned by the pledge education committee or the pledge class.
  - If the pledge class is planning the event(s), the project lead will serve as the point person for logistics and managing the details of the event.

Explanation of Grading
Successful completion of the event will be based on attendance. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating they should be excused per the chapter attendance policy.
Community Service

Elective Information

Description
Service is one of Alpha Kappa Psi’s core values regarding sharing of time, talent, and treasure with society and with our Fraternity. This elective is designed to demonstrate the importance of this value early on and encourage the pledge class to look within its campus and local community for opportunities to give back.

Objectives
- Practice a commitment to servant leadership and personal accountability
- Explore a comprehensive set of professional and leadership skills
- Translate chapter, personal, and professional experiences into the leadership development process

Key Skills
- Decision-Making
- Gratitude
- Organization
- Relationship Building
- Socially Responsible Leadership

Elective Timing: 3 credit hours
Project Leads: 1 Project Lead
Recommended Timing of the Elective: Project leads should be elected at the beginning of the process and the event or hours must be completed by Court of Honor.

Elective Requirements
- The pledge class has the entire duration of the process to complete the community service.
- The pledge class may complete a service event as a group, or complete service hours individually.
- If completing service individually, the chapter and/or pledge class may not require more than 3 hours.
- Donating money does not count as community service.

Suggested Guidelines
- To increase the involvement of the pledge class, consider allowing pledges to choose how they wish to give back to the community on an individual basis.
- Encourage the pledge class to look both on campus and in the community for service opportunities
- If the pledge class is completing the requirement individually, one project lead should keep track of everyone’s completion, as well as continually provide opportunities on campus and in the community.

Explanation of Grading
Successful completion of the event will be based on participation in some capacity. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating during a set event, they should be excused per the chapter attendance policy. Furthermore, the pledge should demonstrate participation through another form by volunteering at a separate time or assisting with the organization/set-up of the event.
**Fundraising for Charity**

**Elective Information**

**Description**
Fundraising is an important part of any non-profit organization, and it is a major part of chapter operations. Fundraising for charity provides pledges with some experience in fundraising, while practicing a commitment to Servant Leadership and working as a team to support a common cause.

**Objectives**
- Construct a path for approaching difficult situations
- Explore a comprehensive set of professional and leadership skills
- Practice a commitment to servant leadership and personal accountability
- Reflect on the purpose of Alpha Kappa Psi

**Key Skills**
- Analytical & Critical Thinking
- Creative & Innovative Thinking
- Decision-Making
- Financial Literacy
- Gratitude
- Organization
- Relationship Building
- Socially Responsible Leadership

**Elective Timing:** 8 credit hours

**Project Leads:** 3 Project Leads
- One to serve as the point person for logistics and managing the details
- One to manage the marketing and promotion
- One to handle the finances and collection of money

**Recommended Timing of the Elective:** The pledge class has the entire duration of the process to complete this elective. Project leads should be elected at the beginning of the process and the fundraising event must occur by Court of Honor.

**Elective Requirements**
- All proceeds must be raised for a charity; pledges may not elect to donate the money to the chapter.
- The chapter may not set a minimum amount to be raised or number of events to hold. Pledges may set a goal, but completion of the elective is based solely on the execution of an event and participation
- The chapter’s fundraising chair (or the equivalent) must oversee the project leads
- Any upfront costs for any fundraisers are the responsibility of the chapter.
- Pledges cannot be required to donate to the cause.

**Suggested Guidelines**
- To increase the involvement of the pledge class, consider allowing the pledges to choose the charity.
- To minimize chapter expenses, consider setting a budget for the pledge class.

**Explanation of Grading**
Successful completion of the fundraising elective will be based on participation in some capacity. Should a pledge not be able to attend the fundraising event, they should find other means to contribute through planning, marketing, set-up or otherwise. Donating money does not constitute participation.
Networking Groups

Elective Information

Description
Networking groups allow collegiate members and pledges to interact in an informal group setting throughout pledge education. The activities can range from studying in the library, playing ultimate frisbee, having a potluck, to going to the movies. This activity is not designed to force interaction, but to strengthen the bonds of brotherhood for both pledges and members.

Objectives
- Build a fraternal network
- Identify lifelong commitments
- Reflect on the purpose of Alpha Kappa Psi

Key Skills
- Organization
- Relationship Building

Elective Timing: 5 credit hours

Recommended Timing of the Elective: Networking groups should extend through the duration of the pledge process, occurring no more than once per week.

Elective Requirements
- Groups must consist of both members and pledges.
- Groups should collectively decide on an activity to do. It should not be solely the pledges’ responsibility to coordinate the activities, and both members and pledges are expected to make themselves available.
- No signatures or interviews may be allowed to confirm completion of the group’s meeting.
- If a pledge or brother is unable to make the agreed upon activity after it is scheduled, there is no repercussion for missing the event, but they should provide advance notice to the group.

Suggested Guidelines
- Each group should strive to have at least one person from each class standing and a pledge. Ex. One of each graduate student (if applicable), senior, junior, sophomore, freshman (if applicable), and pledge.
- Groups can be assigned randomly by the pledge education committee. The groups can remain the same throughout the program or rotate no more than once a week.
- An alternate set-up is to have set times throughout the week and have a sign-up sheet for brothers and pledges to self-select based on their availability. For example, a group meets Wednesdays at 5 p.m. and another group Tuesdays at 7:30 p.m. Each time slot should be limited to keep the group sizes small enough to encourage interaction, and still encourage the mix of members from each class standing.
- Remind brothers and pledges the purpose of the event is to get to know different people and to not use the time to talk with those they already know.

Explanation of Grading
Successful completion of the networking groups will be based on participation in some capacity. Should a pledge not be able to attend the proposed times, they should work with the Vice President of Membership to find an alternate meeting time.
### Pledge Retreat

#### Elective Information

**Description**
A pledge retreat is an opportunity to hold a one-time event outside of pledge meetings and rituals to build relationships in a facilitated, yet informal setting. The retreat should serve solely as a team-building activity in a stress-free environment so pledges feel comfortable connecting on a deeper level.

**Objectives**
- Build a fraternal network
- Identify lifelong commitments
- Reflect on the purpose of Alpha Kappa Psi

**Key Skills**
- Emotional Intelligence
- Relationship Building

**Elective Timing:** 4 credit hours  
**Project Leads:** none  
**Recommended Timing of the Elective:** It is recommended to hold a retreat in the middle of the process, roughly between modules 3 and 5.

#### Elective Requirements
- Must be facilitated by a Fraternity educator.  
- All associated costs are the responsibility of the chapter.  
- Attendees may only be the Fraternity educators and pledges, unless approved by the Regional Director.  
- The date, time and location should be provided to the pledges at the start of the pledge process.  
- If interested in doing a scavenger hunt, complete the [Scavenger Hunt Approval Form](#).  
- If interested in doing a breakout room or ropes course, these must be done at a company licensed and equipped to handle such events. These types of events may not be created or run by the chapter.  
- Any contracts must be reviewed by the Heritage Center prior to signing.  
- No additional assignments or requirements should be completed before or after the event.

#### Overnight Retreat Requirements
- Must submit the [Pledge Retreat Approval Form](#) to receive approval before holding an overnight event.  
- Must submit as part of the form a complete agenda for the retreat, including activity schedule, times, instructions, areas of potential risk, and plans for mitigating risk.  
- The overnight retreat and agenda must be approved at least one month prior to the event.  
- If an overnight retreat is approved, the chapter and Regional Director must find a Regional Director-approved designee (preferably a Fraternity volunteer) to attend the entirety of the event.

#### Suggested Guidelines
- Consider having a few dates/times available and have the pledge class select at the first meeting.  
- When developing the content of the retreat, consider the set-up your location in determining logistics.  
- Day time retreats do not require an agenda to be submitted for approval, but it is recommended to share the agenda with the regional management team for feedback and suggestions.

#### Explanation of Grading
Successful completion of the pledge retreat will be based on attendance. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating, they should be excused per the chapter attendance policy.
Pledge to Pledge Interactions

Elective Information

Description
Pledge to Pledge Interactions allow pledges to interact in an informal, one-on-one setting throughout pledge education with members of their pledge class. The activities can range from studying in the library, playing ultimate frisbee, having a potluck to going to the movies. The purpose of this activity is not to force interaction, but to strengthen the bonds of brotherhood between individual pledges.

Objectives
- Build a fraternal network
- Identify lifelong commitments
- Reflect on the purpose of Alpha Kappa Psi

Key Skills
- Organization
- Decision-Making
- Relationship Building

Elective Timing: 5 credit hours
Project Leads: none
Recommended Timing of the Elective: Pledge to Pledge Interactions should extend through the duration of the pledge process, occurring no more than once per week.

Elective Requirements
- New assignments should be given out no more than once a week. There is no requirement of a specific action the pledges must complete.
- No signatures or interviews may be allowed to confirm completion of the group’s meeting. Because Integrity is a core value, we will trust that pledges are seeking this opportunity to network.
- If a pledge is unable to make the agreed upon activity there is no repercussion for missing the event, though the pledge should give their partner advanced notice to be respectful of time.
- All activities must abide by the Fraternity risk management policies, meaning no alcohol may be present even if the two individuals are of legal drinking age.

Suggested Guidelines
- Groups can be assigned randomly by the pledge education committee or selected based on knowledge of connections already being formed.
- During the week, the pairs (or trios) should be encouraged to hang out at a non-Alpha Kappa Psi event to learn about each other and foster their connection.
- At the next pledge meeting, pairs (or trios) who have been able to meet should be encouraged to share something they learned about their pledge brother(s), but there is no requirement to do so.

Explanation of Grading
Successful completion of the pledge to pledge interactions will be based on participation in some capacity. Should a pair or trio not be able to meet during a given week, they should demonstrate that an attempt was made and they communicated in some form.

Tip: Larger pledge classes may consider assigning pledges to small groups instead of pairs to allow them to interact with more pledges. Groups should remain small enough (3-5) to foster interaction and easily accommodate different schedules.
Study Hours

Elective Information

Description
With so many activities and tasks vying for your attention, it’s difficult to juggle extracurriculars, part-time jobs, internships, and classwork. It’s easy to get overwhelmed or find yourself with too much on your plate, but it’s important to remember, you are students first. This elective allows chapters to provide pledges with dedicated time for their studies to promote their academic success.

Objectives
- Explore a comprehensive set of professional and leadership skills

Key Skills
- Confidence
- Organization

Elective Timing: 5 credit hours
Project Leads: none
Recommended Timing of the Elective: Study Hours should extend through the duration of the pledge process, requiring no more than one hour per week.

Elective Requirements
- May not require more than 1 hour a week.
- May not require that Fraternal information must be studied during this time. While pledges may use the time to study for coursework or Alpha Kappa Psi, academic coursework should be prioritized. If interested in having dedicated time for Fraternal information, consider the Fraternal Exam Study Session elective.
- If there are set study times during the week, a member of the pledge education committee should be present.
- Study hours must also be open to the brotherhood.

Suggested Guidelines
- To accommodate different study habits and preferred environments, consider allowing pledges to simply report their study hours to the pledge education committee.
- This time can also be used for tutoring and allowing pledges and members who are struggling to learn from other pledges and members who excel in their areas of weakness.

Explanation of Grading
Successful completion of the study hours will be based on participation in some capacity. Pledges should demonstrate that they have completed the study hours.
Alumni Interviews

**Elective Information**

**Description**
Being a member of Alpha Kappa Psi does not end after graduation. Alumni members make up the majority of Fraternity membership, and you are an alumnus longer than you are a collegiate member. Alumni can also provide advice and experience to student members both about their time in the chapter and as a professional. This elective allows pledges the opportunity to practice interviewing skills while expanding their connection with Fraternity alumni.

**Objectives**
- Explore a comprehensive set of professional and leadership skills
- Build a fraternal network
- Identify lifelong commitments

**Key Skills**
- Confidence
- Listening and Comprehension
- Oral Communication
- Relationship Building
- Written Communication

**Elective Timing:** 1 credit hour per interview (max of 5)
**Project Leads:** 1 Project Lead

**Recommended Timing of the Elective:** The pledge class has the entire duration of the process to complete this elective. The Project lead should be elected at the beginning of the process.

**Materials and Resources**
- Alumni Contact Information

**Elective Requirements**
- Each required interview counts as an elective hour. Chapters may require up to 5 interviews.
- Chapters may not require set criteria for the interview (e.g. questions, length or method of interview)
- Chapters must provide contact information for alumni members, but pledges may reach out to additional alumni they know or find on their own.

**Suggested Guidelines**
- This is an opportunity to involve alumni who are interested in remaining connected to the Fraternity, but who may not have the time commitment or ability to attend events or volunteer
- One project lead should keep track of everyone’s completion, as well as can set up group interviews with local alumni.

**Explanation of Grading**
Successful completion of the event will be based on participation. Should a pledge not receive responses from alumni, a pledge should demonstrate their attempt to make a connection.
Business Plan Presentation

**Elective Information**

**Description**
Developing a business plan is an opportunity to gain practical experience in teamwork and complete a large-scale project. Creating a business plan can serve as preparation for real projects you may be tasked with once you graduate and join a company. This activity includes both a written and oral portion, surrounding the creation of a fictional company. It should serve as a learning opportunity to enhance the pledges’ professional and interpersonal skills.

**Objectives**
- Construct a path for approaching difficult situations
- Explore a comprehensive set of professional and leadership skills
- Translate chapter, personal, and professional experiences into the leadership development process

**Key Skills**
- Analytical & Critical Thinking
- Confidence
- Creative & Innovative Thinking
- Decision-Making
- Oral Communication
- Organization
- Research
- Written Communication

**Elective Timing:** 10 credit hours

**Project Leads:** 1 project lead per team

**Recommended Timing of the Elective:** The workshop, written proposal, and presentation should follow that order and occur throughout the process. Pledges should have at least one week between the workshop and written proposal deadline, and at least one week between the written deadline and presentation to receive feedback. The dates of the Mid-Term Interview and Court of Honor Presentation should be taken into consideration so as not to have deadlines for the written or oral presentation interfere with other required pledge events.

**Materials and Resources**
- Business Plan Evaluation
- Business Plan Presentation Evaluation

**Elective Requirements**
- It may not be combined with or replace any ritual, but the presentations may be added onto a pledge meeting after the completion of the module content, should time allow.
- Written Presentations have no page requirement.
- Oral Presentations should not exceed 10 minutes per group.
- The officer in charge of pledge education should divide the pledge class into even teams, with a variety of skillsets if possible.
  - For example, a group should not be made up entirely of freshman if there is a wide range of class representation.
- From instructions to presentation, pledges must have no less than four weeks to complete the assignment.
• The written presentation must be completed and submitted for review one week prior to the oral presentation to allow brothers time to review and provide feedback.

• Chapters may only request the business plan to include the following components:
  • Executive Summary (Overview of the business plan)
  • Company Objectives (Goals or targets the business aims to accomplish)
  • Product/Service Description (What products/services are offered and why it is needed?)
  • Value Proposition (What makes the company unique compared to others in its industry?)
  • Competitor Comparison (Who are competitors and how is the company different?)
  • Industry Trends (Trends that have affected the industry, and how the company will thrive)
  • Financials (Estimate of revenue, fixed expenses, variable expenses and net income. Accuracy of numbers is not emphasized, but should be able explain why they were chosen.)

• As pledges come from a wide background of knowledge and experience, and many pledges may be freshman or sophomores with little experience in business analysis, the chapter should provide resources to assist the pledge class with development of the business plan.

• The chapter must host a one-hour workshop covering the necessary skills and information to complete the business plan. The workshop may not replace any pledge meeting content but may occur after a pledge meeting has ended, should time allow. This workshop is part of the elective requirements and will not utilize additional credit hours.

• The business plan evaluation must be based on the development of key skills, not solely based on content.

• A rubric must be provided to those who are critiquing the presentations, and critics must provide constructive, professional feedback.

• Pledges must receive written, constructive feedback on their written business plans and oral presentations. within 48 hours of the presentation.

**Suggested Guidelines**

• Chapters may allow the groups to develop companies that tackle issues of their choice, or provide a single business case that each company needs to address

• The pledge education committee should touch base with project leads once a week to receive updates on the team’s progress.

• The pledge education committee can invite the brotherhood to view the presentations, and allow brothers to be the reviewers. The same reviewers should be used for all teams for consistency in evaluation.

**Explanation of Grading**

Successful completion of the activity will be based on participation. Performance on the business plan and presentation will not affect or hinder a pledge’s potential membership as it is solely a learning opportunity.
## Business Plan Evaluation

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator Name</td>
<td></td>
</tr>
</tbody>
</table>

### Plan Components

<table>
<thead>
<tr>
<th>Evaluation Dimensions</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>Executive summary does not present a clear description of the business concept; is missing substantive strategy regarding goal support or cannot be understood.</td>
<td>Executive summary provides a satisfactory description of the business concept; summary is missing a few minor points, such as target market and goal support, but meets expectations.</td>
<td>Executive summary is clear, concise, and effective; summary provides a thorough description of the business concept and business, and fully outlines and describes main points.</td>
</tr>
<tr>
<td>Company Objectives</td>
<td>Goals or targets the business aims to accomplish are not present or unclear.</td>
<td>Provides a satisfactory description of the goals or targets the business aims to accomplish.</td>
<td>Goals or targets the business aims to accomplish are clear, concise and effective; provides a thorough description and fully outlines the company objectives.</td>
</tr>
<tr>
<td>Product/Service Description</td>
<td>The products/services offered and need are not present or are unclear.</td>
<td>Provides a satisfactory description of the products/services offered and need.</td>
<td>The products/services offered and need are clear, concise and effective; provides a thorough description and fully outlines the products/services.</td>
</tr>
<tr>
<td>Value Proposition</td>
<td>What makes the company unique is not present or is unclear.</td>
<td>Provides a satisfactory description of what makes the company unique.</td>
<td>What makes the company unique is clear, concise and effective; provides a through description of the company’s value proposition.</td>
</tr>
<tr>
<td>Competitor Comparison</td>
<td>The names of competitors and company’s differentiation is not present or is unclear.</td>
<td>Provides a satisfactory description of company competitors and the company’s differentiation.</td>
<td>The competitors and company’s differentiation is clear, concise and effective; provides a thorough description of the competitor comparison.</td>
</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th>Industry Trends</th>
<th>Comments:</th>
<th>Trends that have affected the industry, and how the company will thrive is not present or is unclear</th>
<th>Provides a satisfactory description of trends that have affected the industry, and how the company will thrive</th>
<th>Trends that have affected the industry, and how the company will thrive is clear, concise and effective; provides a thorough description of industry trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financials</td>
<td>Comments:</td>
<td>Estimations of revenue, fixed expenses, variable expenses and net income are not present or are unclear.</td>
<td>Provides a satisfactory description of estimations of revenue, fixed expenses, variable expenses and net income. Estimations may not be realistic but some thought was demonstrated.</td>
<td>Estimations of revenue, fixed expenses, variable expenses and net income are clear, concise and effective. Numbers are realistic or extensive thought was demonstrated on selection.</td>
</tr>
</tbody>
</table>

### Key Skills

<table>
<thead>
<tr>
<th>Key Skill</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical and Critical Thinking</td>
<td><em>Analyzes and interprets relevant information in the context of their professional experiences as they relate to the interview questions. Applies appropriate logic when making connections between experiences and skillsets.</em></td>
</tr>
<tr>
<td>Creative and Innovative Thinking</td>
<td><em>Business plan conceives and implements original thought processes when answering interview questions.</em></td>
</tr>
<tr>
<td>Written Communication</td>
<td><em>Business plan exhibits proficient language use, excellent mechanics, and effective language conventions. Effective organization and development contributes to full comprehension of their experiences.</em></td>
</tr>
</tbody>
</table>
# Business Plan Presentation Evaluation

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting expectations includes being appropriately prepared for the interview including attire, demeanor, completed requirements, and arrived on time. Team members are prepared and voice, tone, and use of diction is exceptional.</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting expectations includes a well organized presentation with a logical flow of information. Each member was a part of the delivery showing team work and appropriate transition from one team member to the next. The visual presentation is effective and allows a story to be told.</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

## Content

<p>| Company Objectives |  |  |
|--------------------|  |  |
| Meeting expectations includes explaining goals or targets the business aims to accomplish in a clear, concise, and effective manner; and providing a thorough description and full outline of the company objectives. | Does not Meet | Meets | Exceeds |
| <strong>Product/Service Description</strong> |  |  |
| Meeting expectations includes explaining the products/services offered and needs in a clear, concise, and effective manner; and providing a thorough description and full outline of the products/services. | Does not Meet | Meets | Exceeds |
| <strong>Value Proposition</strong> |  |  |
| Meeting expectations includes explaining what makes the company unique in a clear, concise, and effective manner; and providing a thorough description of the company’s value proposition. | Does not Meet | Meets | Exceeds |
| <strong>Competitor Comparison</strong> |  |  |
| Meeting expectations includes explaining the competitors and company’s differentiation in a clear, concise, and effective manner; and providing a thorough description of the competitor comparison. | Does not Meet | Meets | Exceeds |
| <strong>Industry Trends</strong> |  |  |
| Meeting expectations includes explaining trends that have affected the industry, and how the company will thrive in a clear, concise, and effective manner; and providing a thorough description of industry trends | Does not Meet | Meets | Exceeds |
| <strong>Financials</strong> |  |  |
| Meeting expectations includes explaining estimations of revenue, fixed expenses, variable expenses, and net income in a clear, concise, and effective manner. Numbers are realistic or extensive thought was demonstrated on selection | Does not Meet | Meets | Exceeds |</p>
<table>
<thead>
<tr>
<th>Key Skills</th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical &amp; Critical Thinking</td>
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</tr>
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<td>Does not Meet</td>
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<tr>
<td>Confidence</td>
<td></td>
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<tr>
<td>Meeting expectations includes exhibiting self-assuredness, reliability, and trustworthiness to complete tasks through appropriate diction, presence and performance throughout the interview.</td>
<td>Does not Meet</td>
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</tr>
<tr>
<td>Creative &amp; Innovative Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting expectations includes conceiving and implementing original thought processes when answering interview questions.</td>
<td>Does not Meet</td>
<td>Meets</td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting expectations includes the ability 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.</td>
<td>Does not Meet</td>
<td>Meets</td>
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</tbody>
</table>
Case Competition

Elective Information

Description
A case competition is an opportunity to gain practical experience solving business problems in a team setting and enhancing decision-making and public speaking skills. Many scenarios used in case competitions stem from real situations companies face and serve as preparation for the professional world. The event should serve as a healthy competition and learning opportunity to advance the pledges’ professional and interpersonal skills.

Objectives
- Construct a path for approaching difficult situations
- Explore a comprehensive set of professional and leadership skills
- Translate chapter, personal, and professional experiences into the leadership development process

Key Skills
- Analytical & Critical Thinking
- Confidence
- Creative & Innovative Thinking
- Decision-Making
- Oral Communication
- Organization
- Research

Tip: If the chapter does not have access to a case, consider reaching out to your university to see if they are able to provide one. If not, review the guidelines for the Business Plan elective which focuses on similar skill development.

Elective Timing: 10 credit hours
Project Leads: 1 Project Lead per team

Recommended Timing of the Elective: Information on the Case Competition should be provided at the start of the process and teams formed shortly after. Pledges should have at least one week between the workshop and presentation. The dates of the Mid-Term Interview and Court of Honor Presentation should be taken into consideration so the presentation does not cause undue stress with the other required events in the process.

Materials and Resources
- Case Competition Case (from a credible source)
- Case Competition Rubric

Elective Requirements
- It may not be combined with or replace any pledge meeting or ritual.
- The Case Competition case must be from HBR, the Princeton Review, or some other credible source.
- Each team must be provided the same case to ensure a fair competition.
- Presentations should not exceed 10 minutes per group.
- The officer in charge of pledge education should divide the pledge class into even teams, with a variety of skillsets if possible.
  - For example, a group should not be made up entirely of freshman if there is a wide range of class representation.
• From instructions to presentation, pledges must have no less than four weeks to prepare for the competition and complete the project.
• Pledges must only be required to deliver a presentation, not provide any written component.
• As pledges come from a wide background of knowledge and experience, and many pledges may be freshman or sophomores with little experience in business analysis, the chapter should provide resources to assist the pledge class.
• The chapter must host a one-hour workshop covering the necessary skills and information to complete the Case Competition. The workshop may not replace any pledge meeting content but may occur after a pledge meeting has ended. This workshop is part of the elective requirements and will not utilize additional credit hours.
• The Case Competition evaluation must be based on the development of key skills, not solely based on content.
• A rubric must be provided to those who are critiquing the presentations, and critics must provide constructive, professional feedback.
• Pledges must receive written, constructive feedback on their presentations within 48 hours of the presentation.

Suggested Guidelines

• The pledge education committee should touch base with project leads once a week to receive updates on the teams’ progresses.
• Consider the size of your pledge class when creating teams to ensure each member will be able to contribute, but also have the support to distribute tasks.
• The pledge education committee can invite the brotherhood to view the presentations and allow brothers to review afterward. The same reviewers should be used for all teams for consistency in evaluation.

Explanation of Grading

Successful completion of the activity will be based on attendance and participation. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating, they should be excused per the chapter attendance policy. Performance in the Case Competition will not affect or hinder a pledge’s potential membership as it is solely a learning opportunity.
Case Competition Rubric

<table>
<thead>
<tr>
<th>Presentation Content</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting expectations includes identifying the issue or problem in the case that needs to be solved or addressed by the presentation</td>
<td></td>
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</tr>
<tr>
<td>Does not Meet Expectations (1)</td>
<td>Meets Expectations (2)</td>
<td>Exceeds Expectations (3)</td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
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</tr>
<tr>
<td>Meeting expectations includes identifying potential solutions to solve the issue or problem the case presents</td>
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</tr>
<tr>
<td>Does not Meet Expectations (1)</td>
<td>Meets Expectations (2)</td>
<td>Exceeds Expectations (3)</td>
</tr>
<tr>
<td>Implementation Feasibility</td>
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<tr>
<td>Meeting expectations includes the proposed solutions are realistic and able to be implemented</td>
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<tr>
<td>Does not Meet Expectations (1)</td>
<td>Meets Expectations (2)</td>
<td>Exceeds Expectations (3)</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Preparation</td>
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<td>Exceeds Expectations (3)</td>
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<tr>
<td>Does not Meet Expectations (1)</td>
<td>Meets Expectations (2)</td>
<td>Exceeds Expectations (3)</td>
</tr>
<tr>
<td>Q&amp;A Performance</td>
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<tr>
<td>Meeting expectations includes being able to answer questions with little hesitation to help provide clarity and additional context</td>
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<td></td>
</tr>
<tr>
<td>Does not Meet Expectations (1)</td>
<td>Meets Expectations (2)</td>
<td>Exceeds Expectations (3)</td>
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</table>
### Key Skills

<table>
<thead>
<tr>
<th></th>
<th>Does not Meet Expectations (1)</th>
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<tr>
<td><strong>Analytical &amp; Critical Thinking</strong>&lt;br&gt;Meeting expectations includes analyzing and interpreting relevant information in the context of their professional experiences as they relate to the interview questions. Can apply appropriate logic when making connections between experiences and skillsets.</td>
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<td><strong>Confidence</strong>&lt;br&gt;Meeting expectations includes exhibiting self-assuredness, reliability, and trustworthiness to complete tasks through appropriate diction, presence and performance throughout the interview.</td>
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<tr>
<td><strong>Creative &amp; Innovative Thinking</strong>&lt;br&gt;Meeting expectations includes conceiving and implementing original thought processes when answering interview questions.</td>
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<tr>
<td><strong>Oral Communication</strong>&lt;br&gt;Meeting expectations includes the ability 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.</td>
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### Final Score

<table>
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<tr>
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<tbody>
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<td></td>
<td>Problem Identification</td>
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<td>Recommendations</td>
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<td>Appropriate Attire</td>
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<td>Presentation Format</td>
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<tr>
<td></td>
<td>Q&amp;A Performance</td>
</tr>
<tr>
<td></td>
<td>Analytical &amp; Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Confidence</td>
</tr>
<tr>
<td></td>
<td>Creative and Innovative Thinking</td>
</tr>
<tr>
<td></td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
</tr>
</tbody>
</table>
Elective Information

Description
Effective employees are cognizant of changing environments. What social trends are impacting communication? What laws are impacting business operations? What new technological advances might affect the future of an industry? What current events will impact specific industries? This elective provides the pledge class the opportunity to explore current events and present their impact on business, or a trend in a specific industry.

Objectives
- Explore a comprehensive set of professional and leadership skills
- Explore the Fraternity history, structure, and policies

Key Skills
- Analytical & Critical Thinking
- Confidence
- Oral Communication
- Research

Elective Timing: 3 credit hours
Project Leads: 1 Project Lead per group

Recommended Timing of the Elective: Information on the project should be shared at the start of the process. Teams should have at least two weeks to prepare, and it is recommended to have the presentation occur between the Mid-Term Interview and Court of Honor Presentation.

Elective Requirements
- The presentation is a single, one-time event.
- The Fraternity educator should divide the pledge class into teams based on career interests.
- The presentation may not be combined with or replace any ritual, but the presentations may be added onto a pledge meeting after the completion of the module content, should time allow.
- Presentations should not exceed 10 minutes per group.
- Does not include a written component.
- Must provide at least two weeks from instructions to presentation.

Suggested Guidelines
- If there are a large number of pledges interested in one industry, consider breaking them into smaller groups to increase participation.
- If a member of the pledge class has a unique career interest, try to include them in a group most similar to their career path.
- The pledge education committee can invite the brotherhood to view the presentations.

Explanation of Grading
Successful completion of the activity will be based on participation. Performance on the presentation will not affect or hinder a pledge’s potential membership as it is a solely a learning opportunity.
Networking Event

Elective Information

Description
Networking is a crucial skill to hone for the business world and to use to further your professional network. A networking event is an opportunity to introduce yourself and make connections in an industry you work in or hope to transition into. Holding a networking event for the pledges will allow them to gain essential networking skills to expand both their professional network and fraternal network as they meet with brothers of the chapter, alumni, and potential members in the community. Chapters may select this elective more than once if they hold multiple events.

Objectives
- Build a fraternal network
- Explore a comprehensive set of professional and leadership skills
- Translate chapter, personal, and professional experiences into the leadership development process

Key Skills
- Confidence
- Listening & Comprehension
- Oral Communication
- Relationship Building

Elective Timing: 1 credit hour per event
Project Leads: none
Recommended Timing of the Elective: To allow pledges the opportunity to learn about interviewing skills and elevator pitches, it is recommended to hold this elective after Module 4.

Elective Requirements
- Each time an event occurs counts as an elective hour. Chapters may select this elective more than once.
- All associated costs are the responsibility of the chapter.
- Any contracts must be reviewed by the Heritage Center prior to signing.
- If the event extends over a meal time, light appetizers or a sit-down meal should be provided.
- No additional assignments or requirements should be presented to be completed before or after the event.

Suggested Guidelines
- Consider the audience you want pledges to practice networking with such as alumni members, faculty and university officials and/or professionals in the community.
- Consider having an educational component for attendees in combination with the networking event where a professional shares about an experience or topic before or after mingling with the attendees.

Explanation of Grading
Successful completion of the event will be based on attendance. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating, they should be excused per the chapter attendance policy.
Elective Information

Description
Your personal brand says a lot about you and it is difficult to change a first impression. It's vital your professional image aligns with your career aspirations, values, and personality. This elective allows pledges the opportunity to explore their personal brand and decide how they want to be recognized in the professional world.

Objectives
- Explore a comprehensive set of professional and leadership skills
- Summarize professional skills and tools on a résumé, portfolio, and in interviews
- Translate chapter, personal, and professional experiences into the leadership development process

Key Skills
- Confidence
- Creative & Innovative Thinking
- Decision-Making
- Oral Communication
- Organization

Elective Timing: 3 credit hours
Project Leads: none
Recommended Timing of the Elective: To allow pledges the opportunity to consider their personal values and how they impact their personal brand, it is recommended to hold this elective after Module 2.

Elective Requirements
- The presentation may not be combined with or replace any ritual, but the presentations may be added to a pledge meeting after the completion of the module content, should time allow.
- Presentations should not exceed 5 minutes.
- The project does not include a written component, only the oral presentation.
- Pledges may choose the medium in which they deliver the presentation.
- The pledge education committee may provide guidelines for the content, such as:
  - Personal mission statement
  - Goals and vision for future career path
  - Personal strengths
- Must provide at least two weeks from instructions to presentation.

Suggested Guidelines
- If the university or chapter has access to resources such as the ability to take the Myers-Briggs Type Indicator or Clifton StrengthsFinder test, provide access to the pledges.
- The pledge education committee can invite the brotherhood to view the presentations.

Explanation of Grading
Successful completion of the activity will be based on participation. Performance on the presentation will not affect or hinder a pledge’s potential membership as it is solely a learning opportunity.
Elective Bank

Professional Development Workshop

Elective Information

Description
There are many professional development skills required to be successful in the business world. Alumni members and community leaders have such a wide variety of experiences to share with the pledges to further their growth. Utilize available resources and connections to hold a workshop designed to develop one trait. Chapters may select this elective more than once to hold multiple events.

Objectives
- Explore a comprehensive set of professional and leadership skills
- Summarize professional skills and tools on a résumé, portfolio, and in interviews
- Translate chapter, personal, and professional experiences into the leadership development process

Key Skills
- Analytical & Critical Thinking
- Confidence
- Listening & Comprehension
- Written Communication

Elective Timing: 1 credit hour per event
Project Leads: none
Recommended Timing of the Elective: Professional development events can be beneficial at any point in the process. Consider the topic of the workshop and if it could help their performance on another deliverable of the pledge process to best determine the appropriate timing.

Elective Requirements
- Each time an event occurs counts as an elective hour. Chapters may select this elective more than once.
- The workshop must be planned by the pledge education committee, not the pledge class
- May not be held in conjunction with any rituals.
- If held in conjunction with a pledge meeting, it may not replace or substitute any of the module content.
- The workshop should contain both an educational portion as well as the opportunity to practice the professional development skill. If having a professional speaker, the application can be through Q&A
- No additional assignments or requirements should be presented to be completed before or after the workshop.
- Ideally should be conducted by a professor, faculty member, professional, an alumnus with experience. Senior members with experience may present on the topic if none of the above are willing and able.

Suggested Guidelines
- Consider opening the workshop up to chapter brothers or the business school as well the pledge class to share valuable knowledge.

Explanation of Grading
Successful completion of the event will be based on attendance. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating, they should be excused per the chapter attendance policy.
Elective Bank

Chapter Committees

Elective Information

Description
After initiation, pledges will join committees and assist in the work of the chapter. To introduce the pledge class to the various chapter committees, how they operate, and expectations of committee members, this elective allows pledges to shadow chapter committees. While they should not be tasked with deliverables, they can assist with small projects.

Objectives
- Build a fraternal network
- Identify lifelong commitments
- Reflect on the purpose of Alpha Kappa Psi

Key Skills
- Decision-Making
- Relationship Building

Elective Timing: 4 credit hours
Project Leads: none
Recommended Timing of the Elective: Matching should be done at the beginning of the process and shadowing should occur throughout the process.

Elective Requirements
- Pledges should be provided the dates and times of committee meetings.
- If committees meet more than once a week, pledges should only be expected to attend one meeting a week.
- Pledges should not be placed on committees that are just being formed or may deal with sensitive information (i.e. Bylaws committee)
- Pledges may not be required to assist the chair with their role or complete any tasks for the officer, but they are able to assist to their level and ability of comfort.
- Pledges should not be held responsible for a committee which is noncommunicative and does not provide opportunities to engage.

Suggested Guidelines
- To increase engagement, consider allowing pledges to preference the committee they want to shadow. There should be an even distribution among the committees, but having a say in what they may be interested in learning about can increase their receptiveness.
- Consider adding time in the pledge meeting wrap-ups for pledges to share what they have learned from being involved with and shadowing their committees.

Explanation of Grading
Successful completion of the activity will be based on participation in some capacity. Each pledge should demonstrate the attempt to connect with their committee and communicate in some form.
Chapter Events

Elective Information

Description
Chapter events can consist of professional, social, service, or educational themes which enable the chapter members to become principled business leaders. This elective allows chapters to track attendance of pledges at chapter events.

Objectives
- Build a fraternal network
- Identify lifelong commitments
- Reflect on the purpose of Alpha Kappa Psi

Key Skills
- Decision-Making
- Organization
- Relationship Building

Elective Timing: 1 credit hour per event (max of 3)
Project Leads: none

Recommended Timing of the Elective: Chapter events can occur at any point in the pledge process, but they must occur prior to Court of Honor.

Elective Requirements
- Each required event counts as an elective hour. Chapters may select this elective up to 3 times.
- The event dates, times, and locations must be scheduled prior to the start of the pledge program and included in the pledge class calendar provided to the pledge class.
  - Events which are still in the planning process at the start of the pledge program should not be selected as required events under this elective in case they do not come to fruition, however chapters are still allowed to invite the pledges to events with optional attendance.
- Events are not to exceed 2 hours in length.
- If required events are held off-campus, transportation should be provided or arranged for all pledges.
- As all events on the pledge class calendar must be completely dry, pledges should not be invited to or required to attend any events where alcohol will be present.
- The pledge class is not responsible for the planning or scheduling of an event.

Suggested Guidelines
- While chapters may request pledges attend a specific chapter event(s) for this elective, consider allowing pledges to select from a number of chapter events to focus on their own areas of interest.
- If selecting their own events, pledges can be asked to inform the Fraternity educator of attendance.
- Chapters may request pledges provide a written synopsis of the event (no longer than a paragraph) and/or complete a survey for chapter data collection after the event(s). Responses can anonymous, and opinions of the event should not impact their potential membership.

Explanation of Grading
Successful completion of the event will be based on attendance. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating, they should be excused per the chapter attendance policy. If an option, they may be asked to attend a different event.
Chapter History Event

Elective Information

Description
When joining an organization, it is important to understand not only why it exists but how it progressed into what it is now. This elective allows chapters to share their own chapter history. During the event, chapters can discuss their founding, changes the chapter has been through, traditions and events the chapter partakes in, and other unique pieces of information. Chapters may select this elective more than once if they would like to hold multiple events.

Objectives
- Build a fraternal network
- Identify lifelong commitments
- Reflect on the purpose of Alpha Kappa Psi

Key Skills
- Gratitude
- Relationship Building

Elective Timing: 1 credit hour per event
Project Leads: none

Recommended Timing of the Elective: Before diving into the chapter’s history, it’s important pledges understand the basics of Alpha Kappa Psi as a greater organization. It is recommended to hold a chapter history event after Module 2 when they learn about the values of Alpha Kappa Psi.

Elective Requirements
- Is a single, one-time event.
- Must be held between 8 a.m. and 11 p.m.
- Must be dry for the entirety of the event.
- All associated costs are the responsibility of the chapter.
- If you’d like to do a scavenger hunt, you must submit the Scavenger Hunt Approval Form at the time of submitting the program syllabus.

Suggested Guidelines
- In addition to the pledge class, the event may be opened to chapter members and alumni.
- Consider the format of the content and what the best way is to teach pledges about your chapter history.

Explanation of Grading
Successful completion of the event will be based on attendance. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating, they should be excused per the chapter attendance policy.
Core Values Presentation

Elective Information

Description
Every organization has a set of core values. The interpretation of those values, however, varies. This elective allows the pledge class to explore the core values of the Fraternity and explain what a specific value means to them.

Objectives
• Explore a comprehensive set of professional and leadership skills
• Explore the Fraternity history, structure, and policies

Key Skills
• Confidence
• Creative & Innovative Thinking
• Decision-Making
• Oral Communication
• Organization

Elective Timing: 3 credit hours
Project Leads: 1 Project Lead per group
Recommended Timing of the Elective: To first introduce the pledge class to the core values, it is recommended to hold this presentation after Module 2.

Elective Requirements
• The presentation is a single, one-time event.
• The Fraternity educator should divide the pledge class into equal groups and assign each group one of the Fraternity’s core values.
• The presentation may not be combined with or replace any ritual, but the presentations may be added onto a pledge meeting after the completion of the module content, should time allow.
• Presentations should not exceed 10 minutes per group.
• Does not include a written component.
• Must provide at least two weeks from instructions to presentation.

Suggested Guidelines
• Allow the pledges to be creative with their presentation and don’t prescribe any particular format!
• Consider allowing each group to select the core value they want to present instead of assigning them.
• The pledge education committee can invite the brotherhood to view the presentations.

Explanation of Grading
Successful completion of the activity will be based on participation. Performance on the presentation will not affect or hinder a pledge’s potential membership as it is a solely a learning opportunity.
Court of Honor Presentation Work Session

Elective Information

Description
The Court of Honor Presentation serves as the culmination of the pledge program and reflection for the pledge class. While the groups should be working on the presentation throughout the program, this elective provides set time for the groups to meet and work on the assignment together. Chapters may select this elective more than once if they would like to hold multiple work sessions.

Objectives
- 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

Key Skills
- Confidence
- Creative & Innovative Thinking
- Organization
- Relationship Building

Elective Timing: 1 credit hour per session
Project Leads: none
Recommended Timing of the Elective: To be the most impactful for the groups, work sessions are recommended to occur between the Mid-Term Interview and Court of Honor.

Elective Requirements
- Each session event counts as an elective hour. Chapters may select this elective more than once.
- Each session should last no longer than an hour. Pledges may choose to continue working in their groups beyond that time, but it’s not required.
- If held in conjunction with a pledge meeting, it may not replace or substitute any of the module content. It may be added before or after the meeting, should time allow.
- If a group has completed their project and can demonstrate completion to the Fraternity educator, they may use the time to practice or may be excused from the work session.

Suggested Guidelines
- To accommodate different work styles, consider allowing each group to disseminate and work in its own selected environment for the duration of the work time.

Explanation of Grading
Successful completion of the event will be based on attendance. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating, they should be excused per the chapter attendance policy.
Fraternal Exam Study Session

Elective Information

Description
The Fraternal Exam is a key part of pledge education, as it tests the pledges’ knowledge of Fraternity history, structure, and policies. While pledges should prepare for the exam on their own time, this elective offers dedicated study time. Using different learning methods, the pledge education committee can provide opportunities for pledges to study individually, in groups, and with a variety of tools. Chapters may select this elective more than once if they would like to hold multiple study sessions.

Objectives
- Explore the Fraternity history, structure, and policies

Key Skills
- Confidence
- Organization

Elective Timing: 1 credit hour per session
Project Leads: none
Recommended Timing of the Elective: Exam study sessions are recommended to occur after Module 1 up until the Fraternal Exam is administered.

Elective Requirements
- Each session event counts as an elective hour. Chapters may select this elective more than once.
- Each session should last no longer than an hour. Pledges may choose to study together beyond that time, but it’s not required.
- If held in conjunction with a pledge meeting, it may not replace or substitute any of the module content. It may be added before or after the meeting, should time allow.
- If a group has completed their project and can demonstrate completion to the Fraternity educator, they may use the time to practice or may be excused from the work session.
- Must be facilitated by a member of the pledge education committee.
- No additional assignments or requirements should be presented to be completed before or after the event.

Suggested Guidelines
- To accommodate different learning styles, consider having multiple options (such as a Jeopardy game, flash card study, computers to access the practice quizzes, etc.) available during the event for pledges to select a method that works best with their study habits.

Explanation of Grading
Successful completion of the event will be based on attendance. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating, they should be excused per the chapter attendance policy.
Elective Bank

Pledge Class Memorabilia Project

**Elective Information**

**Description**
Reflection is an important element of growth. Through this activity, the pledge class will create a physical memento representative of the pledge process. It can be a scrapbook, flag, poster board, or other form of memorabilia that will serve as a symbol of their experience.

**Objectives**
- Identify lifelong commitments
- Reflect on the purpose of Alpha Kappa Psi

**Key Skills**
- Creative & Innovative Thinking
- Relationship Building

**Elective Timing:** 3 credit hours
**Project Leads:** 1 Project Lead per group

**Recommended Timing of the Elective:** The pledge class can use the duration of the program to complete this elective. The Project Lead(s) should be elected at the beginning of the process. If delivering a presentation, it should occur prior to Court of Honor.

**Elective Requirements**
- Depending on the size of the pledge class, the pledge class can complete the project as one group or multiple. If broken into groups, each group should have a project lead, otherwise one will lead the pledge class through this project.
- The content presented should be reflective in nature but is up to the pledge class to determine.
- The pledge class has the duration of the pledge education program to complete the project.
- Any costs associated are the responsibility of the chapter.

**Suggested Guidelines**
- To minimize chapter expenses, consider setting a budget for the pledge class.
- The pledge class can be asked to present the project to the project to the pledge education committee or the chapter, but the presentation may not be during a ritual or educational module.

**Explanation of Grading**
Successful completion of the activity will be based on participation in some capacity. All pledges should find some means to contribute through idea generation, planning, or otherwise.
Officer Shadowing

Elective Information

Description
After Initiation, pledges will be able to run for officer roles and committee chairs. This elective provides the pledge class a first-hand look at chapter officer and committee positions. Through shadowing an officer, pledges will get a glimpse of the chapter experience and consider roles they may be interested in pursuing.

Objectives
- Build a fraternal network
- Explore a comprehensive set of professional and leadership skills
- Explore the Fraternity history, structure, and policies
- Reflect on the purpose of Alpha Kappa Psi

Key Skills
- Analytical & Critical Thinking
- Confidence
- Listening & Comprehension
- Relationship Building

Elective Timing: 3 credit hours
Project Leads: none
Recommended Timing of the Elective: Matching should be done at the beginning of the process and shadowing should occur throughout the duration of the process.

Elective Requirements
- Pledges will be paired with an officer to learn about the position.
- Chapters may not indicate a specific number of times the pledge and officer must meet throughout the pledge process; however, they should meet at least twice.
- Officers should be conscious of sensitive information and what they can share with the pledges.
- Pledges may not be required to assist the officer with their role or complete any tasks for the officer, but they are able to assist to their level of comfort.
- Officers should make the effort to include the pledges in their position. Pledges should not be held responsible for an officer who is noncommunicative and does not provide opportunities to engage.

Suggested Guidelines
- To increase engagement, consider allowing pledges to select the officer role they want to shadow.
- If more than one person wants to shadow an officer, they may do so as a group. To increase the level of involvement, try to limit the number of pledges to an officer role if possible.
- Don’t limit pledges to only shadowing the core seven officers, include your committee chairs as well.
- Consider adding time in the pledge meeting wrap-ups for pledges to share what they have learned from shadowing their officer.

Explanation of Grading
Successful completion of the activity will be based on participation in some capacity. Each pledge should demonstrate the attempt to connect with their officer and communicate in some form.

Tip: Larger pledge classes can include committee chairs, as well as complete it in groups. Large pledge classes may also complete this elective in shifts with pledges only shadowing officers for a few weeks to allow everyone the opportunity.
Parliamentary Procedure

Elective Information

Description
After Initiation, pledges will be expected to attend chapter meetings. While the Chapter Operations module and New Brother Orientation introduces the meeting structure, chapter expectations, and parliamentary procedure, this elective provides an ability to take a deeper dive into parliamentary procedure. During this event, pledges can explore the purpose of parliamentary procedure and identify proper protocol during meetings.

Objectives
- Build a fraternal network
- Identify lifelong commitments
- Reflect on the purpose of Alpha Kappa Psi

Key Skills
- Decision-Making
- Organization

Elective Timing: 1 credit hour
Project Leads: none
Recommended Timing of the Elective: To expand on the lessons in the Chapter Operations module, it is recommended to hold this elective after Module 3.

Materials and Resources
Parliamentary Procedure Basics
Parliamentary Procedure at a Glance

Elective Requirements
- Is a single, one-time event.
- May not be held in conjunction with any rituals.
- If held in conjunction with a pledge meeting, it may not replace or substitute any of the module content.
- If a mock meeting is held, no actual chapter business should be conducted or shared.

Suggested Guidelines
- Consider utilizing your chapter officers or committee chairs to run a mock meeting for the pledge class to see examples of what reports could be and how to make motions.
- Ensure the event is both educational and practical in nature, teaching them the guidelines for parliamentary procedure and providing the opportunity to practice.

Explanation of Grading
Successful completion of the event will be based on attendance. Should a pledge have a pre-determined obligation or emergency that excludes them from attending and/or participating, they should be excused per the chapter attendance policy.
Frequently Asked Questions
Frequently Asked Questions

Program Structure and Requirements

**What is the time commitment of the program?**

For the five to nine weeks of pledging, the program should require no more than five (5) hours a week of time in total, including meetings, elective attendance, and preparation, as well as time spent interviewing and networking with brothers. As everyone requires a different amount of preparation, time spent studying for the Fraternal Exam may be in excess of this time frame.

**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 pledges to reflect, 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 connect with the pledge class consistently to update them on progress and any issues that arise.

**How do we introduce the pledges to our specific chapter operations?**

Chapter operations are demonstrated to the pledges through a few different points in the process. Before the pledge process, members should be highlighting chapter events, expectations and operations during recruitment, and then reviewing the expectations at Induction so they are not a surprise after Initiation. During Module 3, pledges will walk through a mock chapter meeting, so Fraternity educators should use this time to incorporate their chapter specific standing rules. At the end of the process in New Brother Orientation, chapters will share any remaining pieces of chapter operations that are essential for members to know prior to their first member meeting. Through the elective bank, chapters also can select a number of electives related to chapter operations including joining chapter committees, attending chapter events, and chapter history.

**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. 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.

**What leadership opportunities exist in the program for the pledges?**

Pledges can take on leadership opportunities through project lead roles. Certain elective options require a number of project leads to assist with the planning and management of the events, and additionally each group for the Court of Honor presentation requires a project lead to manage the group’s progress. Therefore, the number of leadership roles available depends on the size of the pledge class and elective options selected by the chapter.
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.

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 need to review the Program Syllabus before it’s submitted?

It is a best practice to discuss the Program Syllabus with your chapter advisor before submission. Having a conversation allows you to discuss your reasoning behind the chosen length of program and electives, as well as gives you the opportunity to receive feedback before submission.

Can the chapter make edits to our syllabus after it is submitted? Or after it is approved?

If the Program Syllabus needs revised after submission due to unexpected circumstances such as inclement weather, or the chapter sees a need to change their schedule or electives for any reason, reach out to your chapter educational resource coordinator to discuss options and determine the best solution.

What if we do not report pledges or initiates on time?

Reporting pledges after induction and new members after initiation are the first steps in triggering a series of administrative items, so it is important Fraternity educators and VP Membership complete these processes per the requirements. Delaying submission could cause the chapter to not receive access to program materials or sent certificates in a timely manner.

Educational Modules

In what order do we have to facilitate the program?

The modules and rituals must be completed in order according to the provided timeline: Induction, Module 1, Module 2, Module 3, Module 4, Mid-Term Interview, Module 5, Module 6, Court of Honor, Initiation. The Fraternal Exam and oral recitations of the anthem and creed must be administered at least two weeks prior to Court of Honor. New Brother Orientation should occur within one week of Initiation when possible, but at minimum prior to the first chapter meeting new members will be attending. All electives should occur between Induction and Court of Honor.

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 should use their best judgement when scheduling the modules and electives. You should aim to have no 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 their 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 versus 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 allotted time for other activities later in the 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.

**Rituals**

**How are rituals utilized in the program?**
During the program, pledges go through a number of Fraternity rituals based in Fraternity history and practice professional development skills gained from the pledge program. The first ritual, Induction, signifies pledges have been accepted into the pledge program. About half-way through the program, pledges go through the Mid-Term Interview. This is a professional interview that allows pledges the ability to practice interviewing skills in a low-stress environment, and be provided with feedback on their performances. The Court of Honor Presentation is the last ritual prior to Initiation where the pledge class is split into groups to provide a reflective presentation on their experiences in the pledge program.

**What if we want to ask a question not included in the Ritual Question Bank?**
Asking questions outside of the Question Bank (found in the Facilitator Guide) creates a potential risk. The questions in the Ritual Question Bank were vetted and approved by the Fraternity, but questions outside of the Question Bank may be deemed inappropriate. Depending on what the chapter wants to ask, there is likely a question in the bank that is similar and will allow the pledge to address a similar experience. As the Executive Panel asks clarifying or follow-up questions based on the pledge’s answer, panelists need to be conscious of their wording and how the question could be perceived.

**How should the chapter provide feedback to the pledges?**
At both the Mid-Term Interview and Court of Honor Presentation, the program has rubric sheets for the Executive Panel to provide written feedback to the pledges. The rubrics cover both soft skills of their performance as well as their preparation and content.
**What is the involvement of the brothers during the rituals?**
During both the Mid-Term Interview and the Court of Honor Presentation, the brothers are present and serve on the interview panels. During the Court of Honor Presentation, there should still be a panel to ask questions of the group after the presentation. Depending on the size of the chapter and pledge class, chapters should consider holding multiple interview and presentation rooms to involve more brothers in the panels and expedite the process.

**Electives and Modifications**

*Are pledges required to complete the electives?*
Yes, 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.

*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.

*What is the policy on overnight retreats and what is the process?*
If a chapter wishes to hold an overnight retreat for the pledge class, it must first be approved by the Heritage Center. The overnight retreat needs to be indicated on the Program Syllabus, and the Fraternity educator will need to submit the Pledge Retreat Approval Form at least one month prior to the anticipated event. Information in this form includes the anticipated date, time, and location, as well as a complete agenda for the event. If the agenda is approved, the chapter will move into the next stage, where they will need to work with the Regional Director to find an approved designee to attend the duration of the event. This should be a Fraternity volunteer whenever possible. On the approval form, chapters will be asked to provide the name and contact for an individual they would like to serve this role and the Regional Director will then conduct an interview to determine eligibility and approval. No contracts should be signed until after an agenda has been approved. The purpose of pledge retreats should solely be for teambuilding and relationship building, and the only attendees of the event should be the pledge class, pledge education committee, and approved designee, unless pre-approved by the Regional Director.

*Can a chapter choose to hold additional electives not submitted in the Program Syllabus, as long as they are not required?*
All activities and events designed for the pledge class should be submitted on the Program Syllabus and fit within the prescribed number of credit hours. Pledges can and should be invited to other events the chapter is holding, but the chapter should not plan additional optional electives specifically for the pledge class.
**Frequently Asked Questions**

*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.

**Fraternal Exam and Chapter History**

*How does the program incorporate chapter and fraternal history?*
To demonstrate knowledge of the Fraternity, all pledges are required to pass the Fraternal Exam. This online exam tests their knowledge of Fraternity history, structure, and policies. Pledges are also asked to recite the anthem and creed to a member of the pledge education committee. There is a study guide, practice quizzes, and additional study materials available as study tools. Pledges will not be required, however, to use any of the quizzes or materials, and they can prepare using their study method of choice.

When providing pledges the Fraternal Exam Study Guide, chapters should also include information on local chapter history and information. While it will not appear on the Fraternal Exam, pledges will be expected to know the information and could be asked about it during a ritual. The chapter may also choose an elective activity for a deeper dive into a specific chapter topic or subject.

*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.

*How do we administer the exam?*
The Fraternal exam must be proctored by the pledge education team in a computer lab or room where each pledge has access to their own computer. 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 as scores will not be sent to the Fraternity educators.

*Can we get the scores after the pledges take the exam?*
Currently, scores cannot be provided to the chapter. Pledges will need to be sure to not close out of their browser before sharing their score with a member of the pledge education committee.

**Chapter Concerns**

**What opportunities exist for members to engage in the pledge program?**

Each pledge will be assigned a big brother to serve as their mentor throughout the program. Members in good standing who have the time commitment to serve as a role model and guide throughout the process can fulfill this role. There are specific points throughout the process where Big/Little pairs are expected to meet, but beyond that relationships can be determined by each individual pair. There is no expectation that gifts are provided to either big brothers or little brothers at any point in the process, but can be given if desired.

Additionally, as the pledges will be future members of the chapter, all pledges, current members and alumni are encouraged to interact and start building relationships from the moment they begin the process. Chapters can add in a Formal or Informal Interview requirement to assist in this process, though the number of interviews is limited based on the length of the program. To maximize relationship building and engagement with pledges, members should reach out and interact freely with pledges based on common interests and the desire to build a fraternal network.

**What should we do if brothers don’t feel like they know these pledges?**

While there are several 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 solely be 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 what effort they made to build the relationship.

**We think Bridge is too easy/not strenuous enough for the pledges, what can we do?**

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. Pledge education should build and develop individuals, not wear them down. It is not meant to be strenuous, but instead should allow pledges to feel prepared for their role as brother. Additionally, pledge’s education does not end when they become initiated, and they should continue their growth and development throughout their time as a member of the organization. The pledge program is designed to be an introduction which is built upon as pledges become members and they continue in the chapter.

**How can we ensure the quality of members with the new pledge process?**

During recruitment, your chapter should hold sufficient opportunities to meet all potential new members. Through these interactions, brothers should get to know potential new members well enough to understand their intentions for joining and if they will uphold the values of our Fraternity.
Frequently Asked Questions

It is important to remember individuals joining our organization do not need to have all the qualities of a strong member to start, but merely the desire and drive to become a principled business leader. The path to principled business leadership does not end when you complete the pledge process. The quality of membership stems from the ability of chapters to provide continual learning and growth opportunities throughout the entire membership experience. As always, a chapter should not offer bids to individuals which they are not confident will positively represent the Fraternity, but individuals who demonstrate the qualities we aspire to have as brothers.

How will Bridge to Brotherhood affect our recruitment process?
The general way you recruit members should not be impacted by this change. If your chapter sold your pledge program as a key feature, you will be able to do the same with the new program. Student chapters should still hold informational sessions and events to promote the chapter, and they will still need to follow all risk management policies. Chapters should be open about the pledge process and its expectations, but not just aim to sell the benefits of pledging. Chapters should focus its efforts on selling the benefits of membership in the chapter and Fraternity.

What if a pledge wants to drop or we find them not upholding our values?
Alpha Kappa Psi understands that sometimes what looks like a good fit may not be so. Therefore, pledges may choose to drop at any time if they are not receiving the anticipated benefits. If it is more than 10 days from their Induction date, however, they will not receive a refund of the pledge fees paid to the Heritage Center. If the chapter finds a pledge is not upholding the values of the Fraternity, removing a pledge should not be the first instinct. Members must do their due diligence in educating and coaching the individual. The Regional Management Team should always be consulted on the proper procedure to remove a pledge from the process.

When can we drop pledges?
Sometimes a pledge will not perform according to expectations or will exhibit behavior that is not tolerated in the organization. Whereas chapters can remove a pledge at any time by following the proper voting procedures, it is a best practice to enact an improvement plan before moving for a vote to remove the candidate from pledging. Following the improvement plan process closely aligns with the feedback cycle in the professional world, which will set up both the pledges and chapter for greater success in focusing on the pledge’s development.

At the first indication of a concern, it should be determined if it is related to a performance issue which can be addressed. At no point should a pledge be removed for something outside of their control (such as an introverted personality or having too quiet of a voice), or without the pledge first being made aware of the concern and given the opportunity to improve. Some issues can be handled with a conversation, such as asking a pledge to work on projecting their voice. It is crucial when discussing a pledge’s performance to foster an open dialogue to determine whether the pledge received 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 an improvement plan should be considered. If there is verifiable proof a pledge violates a risk management policy, please work with your regional management team to determine the best course of action depending on the incident. Regardless of the situation, pledges should always be informed of the situation and able to provide a response before removal.
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Appendix

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Pledge Program Calendar

Time Management is an important part of the pledge process. To help you organize your time, insert the dates of the following modules, rituals and electives your chapter has selected.

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<th>Meeting/Ritual</th>
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# Chapter Contact Information

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<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice President of Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice President of Alumni Relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice President of Membership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treasurer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Rituals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Volunteer Contact Information

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Director</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Alpha Kappa Psi Heritage Center Contact

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter educational resource coordinator</td>
<td>Amber Hambach (Area 1) Kimberley Millies (Area 2) Jess Seabolt (Area 3) Ruth Massillon (Area 4)</td>
<td><a href="mailto:amber@akpsi.org">amber@akpsi.org</a> <a href="mailto:kimberly@akpsi.org">kimberly@akpsi.org</a> <a href="mailto:sjess@akpsi.org">sjess@akpsi.org</a> <a href="mailto:ruth@akpsi.org">ruth@akpsi.org</a></td>
<td>317-872-1553</td>
</tr>
</tbody>
</table>
Big Brother Interest Form

<table>
<thead>
<tr>
<th>Name</th>
<th>Year in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major(s) and Minor(s)</td>
<td></td>
</tr>
</tbody>
</table>

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
Chapter Operations Case Study
Committee: Fundraising Committee
The fundraising committee solicited donations from chapter members to host a bake sale in the university’s business school during finals week. Members pitched in to purchase or make desserts as well as to sell at the table. At the end of the night, when you are counting the cash and comparing it to the listed sales for the day, you notice a large discrepancy that insinuates members were either giving away desserts for free, or someone pocketed the change.

Questions to consider:
- Who all would need to be involved in a discussion of what happened?
- What are possible solutions for where the missing money is?
- What risk management policies are in question, if any?

Chapter Operations Case Study
Committee: Special Events/Homecoming Committee
To celebrate the chapter’s 50th anniversary, the special events committee hosted a gala and members and alumni could bring guests not affiliated with the Fraternity. The day of the event, a chapter member’s date arrives at the event visibly intoxicated, with open bottles of alcohol in hand. He/she is trying to share alcohol with members who are unable to purchase from the cash bar.

Questions to consider:
- What rules are non-members expected to follow at Fraternity events?
- What is the potential impact on the individuals, chapter and Fraternity?
- What Risk Management policies are in question, if any?

Chapter Operations Case Study
Committee: Membership Committee
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 and 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.

Questions to consider:
- What is the underlying concern from the member?
- What impact could this have on the individual, chapter and Fraternity?
- What risk management policies are in question, if any?
## Improvement Plan

<table>
<thead>
<tr>
<th>Pledge Name</th>
<th>Meeting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraternity Educator Name</td>
<td>Expected Initiation Date</td>
</tr>
</tbody>
</table>

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

- [ ] Conduct
- [x] Teamwork
- [ ] Fraternal Knowledge
- [ ] Other:

**Specific examples of current performance under review:**


### Improvement Plan:

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Activity (What will be done?)</th>
<th>Desired Results</th>
<th>Resources Needed</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td>3</td>
<td></td>
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</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Pledge Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraternity Educator Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Big Brother Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Periodic Review Notes:

<table>
<thead>
<tr>
<th>Comments</th>
<th>Pledge Initials</th>
<th>Fraternity educator Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td></td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
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</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Pledge Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
<td>---------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fraternity Educator Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________________</td>
<td>---------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Big Brother Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________________</td>
<td>---------------</td>
</tr>
</tbody>
</table>
Anthem and Creed Oral Assessment Rubric

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.

**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**
# Mid-Term Interview Rubric

<table>
<thead>
<tr>
<th>Pledge Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator Name</td>
<td></td>
</tr>
</tbody>
</table>

## 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 their professional background and experience in relation to the interview questions as well as their 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 their 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 their 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 ability 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 their experiences. | Does not Meet | Meets | Exceeds |
# Court of Honor Rubric

<table>
<thead>
<tr>
<th>Presentation Group</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pledge Name</td>
<td></td>
</tr>
<tr>
<td>Evaluator Name</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation Preparation</strong></th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting expectations includes, as a whole, the group is appropriately prepared for the interview including attire, demeanor, and arrives on time.</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation Format</strong></th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting expectations includes the presentation involving the entire group and is engaging in style.</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Individual Reflection</strong></th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting expectations includes explaining what they have learned and how they want to contribute in membership</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Group Reflection</strong></th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting expectations includes explaining the challenges they faced and how they plan to use their knowledge</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Analytical &amp; Critical Thinking</strong></th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting expectations includes analyzing and interpreting relevant information in the context of their professional experiences as they relate to the interview questions. Can apply appropriate logic when making connections between experiences and skillsets.</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Confidence</strong></th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting expectations includes exhibiting self-assuredness, reliability, and trustworthiness to complete tasks through appropriate diction, presence and performance throughout the interview.</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Creative &amp; Innovative Thinking</strong></th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting expectations includes conceiving and implementing original thought processes when answering interview questions.</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Oral Communication</strong></th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting expectations includes the ability 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.</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Written Communication</strong></th>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting expectations includes the résumé exhibiting proficient language use, excellent mechanics, and effective language conventions. Effective organization and development contributes to full comprehension of their experiences.</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>
New Member Survey

Congratulations, you are now a brother of Alpha Kappa Psi! In addition to the evaluation for the Fraternity, please complete the survey about your experience and involvement with the chapter. Your answers are anonymous and will help 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 committee have helped you better manage your time/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?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approachability of Brothers</td>
<td></td>
</tr>
<tr>
<td>Commitment to your growth</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
</tr>
<tr>
<td>Amount of Time Spent on the Program</td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

What additional activities would you suggest for future pledge activities?