Teaching leadership through mentoring

Kimberly Y. Fisher

Follow this and additional works at: https://scholarship.richmond.edu/honors-theses

Part of the Leadership Studies Commons

Recommended Citation
https://scholarship.richmond.edu/honors-theses/1238
Teaching Leadership Through Mentoring

by

Kimberly Y. Fisher

Senior Project
Jepson School of Leadership Studies
University of Richmond
Richmond, VA

April 1995
Teaching Leadership Through Mentoring

Senior Project

Dr. Hickman

Kim Fisher
April 21, 1995
Teaching Leadership Through Mentoring
IMPETUS AND ISSUES OF PROJECT

During the past decade the Greek system in the United States has come under great scrutiny as the system on the whole has deteriorated from its original intent. In the first half of the century, Greek organizations focused on strong academics and extracurricular activities. Fraternities and sororities were greatly respected by many as clubs for the intelligent and successful college students. During the 1960s and 1970s, however, Greek organizations became animal houses where drugs and alcohol were abused as attention to school and community service was dropped. Since then the system has never fully returned to the original concept of fraternities and sororities. Now as lawsuits proliferate and as no one wants to insure these high risk groups, the Greek system is in great need of a complete overhaul. It is time for these once respected groups to come full circle and to tap into their great potential as campus leaders in community service and scholarship.

One such group has taken the lead in this transformation. Sigma Phi Epsilon is the first National Fraternity to recognize a need for change in philosophy and practice by committing to revamp its system with its Balanced Man Project. The call for change actually came from collegiate members at the 1989 Conclave, Sig Ep's bi-annual convention, when they requested an alternative to the current pledge program. Rather than turning off potentially valuable members from the fraternity experience,
collegians as well as alumni wanted to see a change that would bring the fraternity movement back to its original purpose and to a place where quality people wanted to be. At that time, Sig Ep's National Board was looking for exactly this request from its members, and immediately began developing the Balanced Man Project. During the two year interim between the 1989 and 1991 Conclaves, the BMP was developed by Sig Ep with the help of National Greek Advisors and other volunteers. A whole new philosophy emphasizing the need for community service, strong academics, unity through brotherhood, and a lifestyle that prepared young men for balanced lives, was developed. Stewards were trained on the BMP, and presentations introducing the program were organized for any interested chapter. Collegians are currently embracing the new changes and now Sigma Phi Epsilon is truly "Building Balanced Leaders for America's Communities" through the Journey of Brotherhood (The Quest, intro.).

One of the main focuses of the Balanced Man Project is experiential learning. Young men begin their journey in the Sigma Challenge, advance to the Phi Challenge, and then the Epsilon/Brother Mentor Challenge by completing various expectations. Emphasis throughout every challenge is upon personal development and service to others which is taught through the experiential tools of community service and mentoring. With hands-on experiences, Sig Ep brothers learn what it means to contribute to the brotherhood and to the community.

Important to this concept, as alluded to above, is that Sig
Ep brothers are not sent on their journey unguided. A different mentor who is a Sig Ep brother, alumna or member of the community, guides them through each Challenge, and eventually each brother becomes a mentor as well. While a mentor is chosen for members of the Sigma Challenge, within four to six weeks after acceptance into the organization each member is able to choose his own mentor for the remaining Challenges. This person is often a close, trusted friend and brother whom he greatly respects. Brothers in the Epsilon/Brother Mentor Challenge might choose an alumna or community member that he greatly admires. Sigma Phi Epsilon finds this practice useful in assimilating new members into the brotherhood and into the campus community as well.

PROJECT OVERVIEW

In order to teach brothers how to be good mentors and leaders, the Fraternity has begun to offer a one-day retreat called a Regional Mentor Development Program (RMDP), attendance to which is an expectation of the Epsilon/Brother Mentor Challenge. All members of the Fraternity are encouraged to attend these workshops regardless of the Challenge they are presently completing. As of January 1995, when I temporarily joined the organization, only one RMDP had been facilitated. It was held October 29, 1994 in the midwest region and serves as a guide on which the next RMDPs will be based. The program involved three separate 'tracks', one for members of each
Challenge. Each of these tracks contained information pertinent to the participants’ current level, but only individuals in the Epsilon/Brother Mentor Challenge learned about mentoring (See Appendix A for original mentoring component). The RMDP closed with a community service project in which all participants took part.

Planning these RMDPs can be divided generally into a two-stage process. The first two months of this project is supposed to involve contacting chapters that will host the RMDPs, alumni who will facilitate the workshop in their area, and local chapters that will attend the workshop in their region. After much of the logistics are taken care of, the next two months involves putting together materials to be sent out to facilitators for the various tracks of the workshop. While various topics such as confrontation skills, alcohol/drug programming, fraternity history, gender issues, and etiquette had been discussed in the various tracks of the first RMDP, one idea we generated was to delete the separate tracks and to hold one program. The old program set-up only taught mentoring skills to Epsilon/Brother Mentor Challenge members, so it seemed foolish to invite brothers from the Sigma and Phi Challenges to a "mentor" development program and then teach them about anything but mentoring. Also, since brothers can fulfill their expectation of attending a RMDP during any Challenge, they really should be receiving the training in mentoring. Thus, one of the major changes in the program seems only logical: to focus solely on
mentoring in a RMDP.

LEADERSHIP ROLES AND ISSUES OF PROJECT

The Balanced Man Project is directed primarily by three people at Sig Ep Headquarters: Danny Czaja, Fred Herberich, and Juli Finnell. While Danny and Fred acted as supervisors, Juli and I worked together closely on this project. Since Danny, Fred, and Juli feel the RMDP is of great value to collegians and to the success of the BMP, they seek to improve the program and to hold many sessions each semester. Since only one RMDP has been held, the three BMP directors set a goal to hold seven more Regional Mentor Development Programs in the spring of 1995. From there, they would assess the program and the planning involved in order to organize a system for future RMDPs. Thus, my senior project involves responsibility for planning and coordinating these programs across the country for the spring of 1995, in addition to compiling new materials and devising a planning system to be used by future RMDP coordinators.

Not only is this project of great service to Sig Ep, it greatly interests me to study mentoring as it relates to leadership. While collegians can hold various leadership positions across campus in which they oversee large groups of people, mentoring provides an unusual leadership situation since there are only two, closely-related individuals involved. The mentor, as the leader, is often close in age to the mentee, the follower. This closeness in age and experience level creates a
twist to the traditional mentoring relationship in which the mentor is often eight to fifteen years older, and higher in the hierarchy of the organization (Levinson qtd. in Bass 92).

Bernard Bass does discuss mentoring and its significance to leadership in *Leadership and Performance Beyond Expectations*, beginning with his definition of mentoring: "a trusted counselor who accepts a guiding role in the development of a younger or less-experienced member of the organization" (Bass 90). Of interest to my project is his inclusion of "less-experienced member of the organization" since some researchers, such as Levinson, promote the age difference as key (Levinson in Bass 92). To Sig Ep, peer mentoring is a valuable form of leadership as it guides its newer members through the organization by older, more-experienced members. While this topic of peer mentoring is not discussed at length in this source, Bass does recognize that "peer mentoring is possible" (Bass 92).

Since I do agree with Bass in that peer mentoring is indeed a legitimate "mentoring" relationship, the following discussion will focus on the benefits of the mentoring relationship. First, the role of mentor allows the brother to enact his leadership through his role as a "father-figure" or even as a "role model for the subordinate" (Levinson qtd. in Bass 92). The leader takes the follower under his wing and helps him assimilate into the organization as long as the mentor possesses certain qualities or skills. Bass expresses that good mentors must know how to handle conflict well, to listen effectively, and to teach
mentors about decision-making (Bass 93-94). Such skills will serve as guidelines in further development of the Regional Mentor Development Program.

One of the great attributes of mentoring is that it provides a relationship in which both leader and follower stand to gain much. Leaders often feel fulfilled when their followers succeed and contribute to the organization. This feeling of accomplishment is why mentors will encourage their mentees to develop to their fullest extent. Mentors gain respect from other organization members and from their mentee which fills self-esteem needs of the mentor (Bass 93). Similarly, mentees gain recognition when they succeed in the organization which helps them develop good self-images. Finally, the mentee develops self-confidence and knowledge of the organization with the encouragement of the mentor (Bass 97).

With the obvious benefits that mentoring holds for the mentor, the mentee, and the organization, development of this kind of relationship is very important. Also, since mentoring is one type of leader-follower relationship that does not occupy a large portion of leadership studies at this time, it is vital that we learn more, especially in this area of peer mentoring. For these reasons and more, I have chosen this subject as the focus of my senior project with Sig Ep. But before I relate more specific information on the details of my project, a general overview of the literature on mentoring is appropriate.
LITERATURE REVIEW OF MENTORING

The concept of a mentor has been around for centuries as its conception is embedded in Greek mythology. As the myth goes, Odysseus wanted someone to look after the training and education of his son Telemachus when he could not be with his son. He entrusted Mentor, a good friend and wise counselor, with the guidance, coaching, and counseling of his son. From this story comes the concept of the older, more experienced teacher guiding his protege (Hunt 475). While this concept has been around for a long time, however, surprisingly little data has been collected on mentoring relationships: "Though much has been written on what a mentor is, what the benefits of having a mentor are, and how to acquire a mentor, there is very little hard data on the extent of the mentoring phenomenon" (Zey 6). Of the studies that have been conducted, many of them focus on mentoring in business organizations. With most of the mentors as upper level managers, these studies look to the effect that mentoring can have on career advancement. The remainder of the research focuses on the mentoring relationship as one between adults and misguided children. There is a real need, it seems, for more research on the prevalence and benefits of peer mentoring and traditional mentoring in today's non-business organizations.

Sig Ep's mentoring program involves two basic types of mentors. One is the adult mentor and one the peer mentor. Brothers who are in the Epsilon/Brother Mentor Challenge and who are, perhaps, juniors of seniors in college, may choose a Sig Ep
alumna or member of the community as his mentor. In this situation, the mentoring relationship is a traditional one: an older, more experienced individual guides an inexperienced younger person through new experiences. The majority of mentoring relationships, within Sig Ep's Balanced Man Project, however, are peer mentoring relationships. Slightly different than an adult-young person mentoring relationship, peer mentoring still follows the same principle of traditional mentoring as it seeks to assimilate new members into the organization with the help of individuals who are already a part of it. If the research on traditional mentoring is lacking, however, the information on peer mentoring is even more scarce.

Even without a strong empirical research background, the idea of peer mentoring seems to be working for organizations like Sigma Phi Epsilon. While Sig Ep is currently in the process of collecting statistical data on academic performance and community service involvement to gauge the success of the BMP, brothers report to Headquarters satisfaction in their roles as both mentors and as mentees. They value the guidance they receive as they assimilate into the university community and into the Fraternity. To further identify the reasons for their satisfaction, some valuable information can still be drawn from the literature on mentoring, even though much of it focuses on mentoring in a different context.

While his study focused on male mentoring relationships at the start of a career, Levinson found that mentorship is quite
important to the psychosocial development of men (Hunt 475). A mentor teaches his mentee about commitment and helps to bolster a positive self-image at a time in a young man's life when he needs it most. As he is looking to establish his own identity, he can use this mentor, this friend, for guidance (Hunt 475). Other researchers go on to describe a continuum of the different roles that mentors can play. From highest to lowest levels of dominance, a mentor can be a type of godfather, a sponsor, a guide, or peer pal (Hunt 476). The godfather role is one that is more paternalistic in nature. The sponsor has less organizational power, but seeks to promote the mentee and his accomplishments, and the guide is the least powerful of any mentor role. The guide may be a good way to describe the mentor role that an older Sig Ep brother would play in working with a younger brother as a mentee, even though Hunt would view the relationship at the peer pal level.

Traditionally, fraternities use the concept of big and little brothers as a way to guide new members into the organization, which would fit Hunt's peer pal model. Since the more traditional fraternity terms such as these are not positively viewed today, many of the labels are changing. While Sig Ep uses mentors/mentees in the place of big/little brothers, they are not synonymous word groups. Peers serve as guides to one another, and as Kanter (1977) suggests, guides can "advise in areas such as understanding the system and can point out pitfalls and shortcuts" (Hunt 476). Kanter sees guides as one step above
peer pals in her continuum of people in roles of advising and supporting others in an organization. While she feels that peer pals can not be mentors to one another, I agree with Bass in that they can be. While second- and third-year members are not that much older than new members, they have had enough experience in the organization to serve as guides or peer mentors. In the big picture college students are peers, but in the microcosm of this specific context, new members are not really at the same level as experienced brothers. Therefore, researchers need to focus less on the age difference in defining a mentor and realize that peers can be helpful as mentors when the information they provide can help to guide new members into the organization.

The benefits of mentor relationships, while outlined in the literature for other contexts, can still be applied to the mentor relationships found in Sigma Phi Epsilon. First, according to Levinson and other researchers, people generally benefit the most from same-gender mentoring relationships for several reasons (Levinson in Hunt 480). Studies show that mentor and mentee are more likely to spend increased time together if they are a homogeneous gender dyad as opposed to a heterogeneous gender pair (Noe 463). Perhaps some of this can be attributed to a concept called homophily that Rogers and Bhowmik (1971) have originated. Homophily is defined as "the degree to which pairs of individuals who interact are similar with regard to attributes, beliefs, values, and social factors" (Hunt 480). As members of the same gender group have often been socialized similarly, it is not
surprising that they find much in common with regard to ideas and dreams for the future. Therefore, it is explainable that a male-male mentoring relationship between men that affiliate with the same group under the same philosophy, as occurs within Sig Ep, is satisfying to those involved.

While mentoring relationships can be either formal or informal, Sig Ep seeks to focus on the informal types. The first mentor a new member has is an assigned one, but the formal relationship lasts only four to six weeks. After this time, the member is able to chose his next mentor through the remaining Challenges. Usually formal mentoring relationships are set up just for introductions to the organization as Sig Ep does. Researchers have shown that formal mentoring relationships are not as successful as informal ones for, what I think, are logical reasons. First, the mentor and mentee may have conflicting personalities and little in common. Second, there seems to be less commitment to this type of relationship since those involved in the relationship did not initiate it (Klauss and Kram in Noe 458). If the two develop the relationship out of shared interests and mutual admiration, they are more likely to take more from the experience. Mentor and mentee will discuss more personal information about present feelings, in addition to future career and life aspirations if the relationship is less formally fabricated (Noe 458). According to the research, then, Sig Ep's practice of allowing members to chose the majority of their mentors seems to be among the best ways to gain maximum
benefits from a mentoring experience.

Mentees, who are to be taught in this relationship, can benefit greatly from a mentoring relationship. First, they can learn much about the organization and assimilate more easily with the help of their mentor. In addition, they can learn life skills such as communication and conflict-resolution skills, goal setting, and concern for others (White-Hood 77). Some of these areas are ones on which Sig Ep focuses in developing their Regional Mentor Development Programs. It is at these programs where mentors are trained to help other members develop their values and look forward to the future. As Richmond’s "One to One Mentor Development Program" teaches, a mentor is not a role model which, by definition, is someone whose life and experiences provide a concrete image of who a younger person can become. Instead, "a mentor is someone who lends guidance and support to enable young persons to become whoever they choose to be" (Richmond One to One Program).

While the mentor offers his guidance and support, he too can take something from the experience. Often the mentor feels satisfaction from helping others to assimilate and develop (Hunt 479). In the case of Sig Ep, the mentor is able to experience the newness of becoming a brother again through his mentee. This keeps brothers closer together and reminds the older members of the reasons for involvement in the organization, as they never really become too distanced from the feelings they had when first joining the organization. In addition, the mentor can know that
providing a good experience for a mentee will most likely result in his willingness to be a good mentor as well, thus keeping the mentoring cycle going.

As Zey relates in his book *The Mentor Connection*, there are also psychic rewards for mentors. Mentors can feel a sense of contribution to the organization by helping others assimilate. They feel proud when their mentee does well or is well-accepted, and they feel a general sense of worth because they've had the opportunity to teach someone else what they know (Zey 88-89). Relating to someone else what they have learned also helps them to reflect upon their own experience, and in this case, what they have learned through their involvement in Sig Ep.

**CONCLUSIONS DRAWN FROM LITERATURE**

While much of the literature on mentoring does not provide exactly the information that describes Sigma Phi Epsilon's mentoring program, valuable information can be learned. An encouraging note from one source by William Gray on mentoring does point to useful information in further developing Sig Ep's Regional Mentor Development Program. Gray states that "it should not be assumed that a successful mentor-protege relationship will inevitably result from a careful selection and matching process or that adults can teach and learn from one another effectively" (Gray 19). He goes on to say that mentors need formalized training in specific competencies such as "empathetic listening, conflict-resolution, assertiveness, positive
reinforcement and encouragement of internal motivation..." (Gray 19). Thus, regardless of the lack of information found supporting Sig Ep's specific type of "mentoring relationship", there is information coming from the literature review to support Sig Ep's idea that a formalized mentoring training program is needed. Consequently, I could proceed in re-designing the program with the confidence that Sig Ep and I were on the right track with the RMDP concept. In addition, these competencies as outlined above and earlier by Bass serve as guidelines for compiling materials for the program.

After reading the literature and working with the Mentor Development Programs at Sigma Phi Epsilon, I feel that mentoring is a terrific way for young men to learn about leadership in an experiential manner. All the definitions and descriptions of mentoring point not to molding mentees, but to guiding them. The emphasis is on facilitating growth, not maintaining control over a less-experienced person: a valuable lesson in leadership. Mentors, and leaders in general, must learn how to deal with their mentees or followers as they communicate a vision and offer advice without being too domineering. Mentors must be inspiring and approachable so their mentees aspire to great things while feeling comfortable enough to ask their mentor about anything that's on their mind. They must help their mentees set goals and help them celebrate accomplishments. There are great lessons to be learned about leadership through mentoring, which is one of the reasons I feel the Balanced Man Project and, particularly the
Regional Mentor Development Programs, are worth the devotion of my time and effort.

PLANNING A REGIONAL MENTOR DEVELOPMENT PROGRAM:

At first glance, organizing seven Regional Mentor Development Programs did not seem so to be an overwhelming task. Since one such program had been completed already, I thought my project would be a matter of developing the program a little further and planning a few more sessions. But as I learned through this experience, very often things do not go as planned. It was not until I really immersed myself in the project that I realized the issues involved.

At the beginning of the project, I was given the lead role in planning the RMDPs. With no protocol on how to plan these programs, I began with my intuition which told me to secure host chapters, dates, and facilitators for each RMDP. Danny, Fred, Juli, and I targeted key regions that contained several BMP chapters so that brothers could drive to the host chapter site with little expense. We agreed on the areas of Alabama, Arkansas, California, Illinois, Kansas, Kentucky, Maryland/D.C., Massachusetts, New Mexico, New York (upstate), New York City, Ohio, and Wyoming. Memos and invitations were sent immediately (See Appendix B for memos generated). With thirteen RMDPs to plan, I was dealing with many people, collegians and alumni from California to New York, at the same time. While I thought this would take only a few weeks, the logistic part of planning took
more than half the semester. During this time, I assumed that this project was solely my responsibility and did not ask for help even though I felt it was too much for one individual to handle. It was during this time that I learned the best lesson on delegation and sharing work.

Thinking back to my class experience in the Jepson School, I remember learning about delegating and working together as a group, but I did not put this behavior into practice without being reminded to do so by my senior project classmates and professor. When overwhelmed with all that I had to do, I had forgotten to share the responsibility with those who were also responsible for it. It really wasn't solely my burden to bear. I had learned in Formal Organizations about dividing up the tasks so that a major project could be completed manageably. In Leading Groups I had learned about the importance of sharing the work and distributing tasks. Still, when in this situation, I did not want to 'bother' anyone who had other important things to do since this was my only task at Sig Ep.

What I learned from this experience has been and will be very valuable to me as a leader. First, I need to learn it is not a sign of weakness or incompetence to ask for help. Second, there is greater enthusiasm for the project when more people are directly involved. Juli and Danny, my direct supervisors were there to help, but I had kept them uninvolved by saying "I have everything under control" whenever they asked if they could help in any way. After finally accepting Juli's offer of help when I
had reached my breaking point, the two of us really became excited about the possibilities for the Regional Mentor Development Program. When I accepted her help, a whole world of opportunities opened up because we both put our heads together and came up with ideas.

In addition to helping me accomplish more with the RMDPs, Juli alleviated much of my concern when she told me that this was a 'trial run' for RMDPs. While technically I knew what my task was, I was not sure of Sig Ep's 'unspoken' expectations. Did they expect all thirteen to run without a hitch? Did they expect me to have a new set of materials for each program this spring? Did they really know how difficult this project had turned out to be? After talking with Juli about it, she told me they just wanted to find out, by trial and error, the best way to set up the RMDPs. They wanted me to make any changes in the materials that I felt were necessary, and to give them feedback on how I thought these programs could be most effectively planned and facilitated in the future. From this experience I learned: As a leader, I must be certain to spell out my expectations for followers and I need to be there to help them learn.

In contacting collegians and alumni about the RMDPs, I learned great communication lessons. First, it is very difficult to plan and lead from afar. My biggest stumbling block was distance. I spent a lot of time playing phone tag and sending out memos. The frustrating part was that many people did not return phone calls promptly or read memos completely. This
resulted in misinformation and timing problems that ultimately caused poor attendance and even the last-minute cancellation of several spring 1995 RMDPs. I tried to decide why communication was such a problem and came up with several reasons. First, collegians and alumni did not recognize my name so they figured I was not important at Sig Ep. As I learned in Leadership and Competent Communication class, I possessed no "legitimate power" in the minds of collegians (Barge 175). Second, many people are rarely in one place for several hours at a time, creating difficulty in tracking them down. Third, I was only in the Sig Ep office on Mondays and Wednesdays for a total of ten hours, making getting in touch with me a real problem. Fourth, spring break and semester exams hit right in the prime time for making arrangements. Fifth, not many people know what a Regional Mentor Development Program is, since it is a new program. Sixth, some people are just irresponsible when it comes to returning calls or responding to invitations when asked to do so. Many of these factors were combined to make planning the RMDPs a great challenge. Fortunately, I learned a great deal from these experiences, and a protocol has now been established.

My second communication lesson dealt with how to communicate within formal organizations. My experiences at the Jepson School have provided many opportunities to work within various formal organizations, the most extensive project being my internship at a consulting firm. Even with all this hands-on experience, I value any chance I get to work in formal organizations since each
is somehow different from another. I feel that with each experience I build upon what I have learned before and working at Sig Ep has taught me new valuable lessons with their team spirit and their non-hierarchical organization.

Particularly, in dealing with all of these people at one time, I have learned valuable communication and PR skills. I have played the roles of saleswoman and promoter for this project about which I had just learned. These people consider me the expert on the subject when I call asking them to facilitate, host or attend a RMDP, so I must learn how to communicate the vision and intention of the Program while I am still learning myself. Also, when I talk to these people on the phone I have learned by listening to the tone of someone’s voice for a few seconds what type of approach to take in explaining my request. In the office I have learned about what is acceptable and what is not through getting to know the employees at Headquarters. With my college days numbered, I embrace any opportunity I have to practice surviving in a real-world organization.

RE-DESIGNING THE REGIONAL MENTOR DEVELOPMENT PROGRAM:

After arranging the RMDPs, I began compiling materials for the content of the program. While Danny, Juli and I had hoped to have the new materials ready for all of the spring 1995 RMDPs, we realized this would not be possible in light of the problems we had in arranging the programs. We needed to adjust our plan. All of us agreed it would be best to distribute the old materials
for the first several RMDPs which were held in early April while we worked on the new materials for the last few RMDPs in late April. At the time of this report, the new materials which are described later have been sent to the last three RMDPs for spring 1995 and have yet to be facilitated.

In deciding what components to include in the RMDP, I looked again to my research on mentoring. Gray and Bass provided information on the competencies necessary for training mentors. We chose three components upon which the RMDP would be based: Conflict-resolution, Assertiveness, and Listening Skills. My goal was to take information from sources on these subjects and to create an interactive, informative session in which mentors will improve their skills (See Appendix C for Program materials). I wanted to make the RMDP informative and fun since word-of-mouth would play a crucial role in future interest in RMDPs. In order to motivate the brothers to value mentoring and to attend the RMDP, I took information from various sources to be presented by facilitators to Sig Ep participants, and complemented them with role plays, vignettes, self-assessments, and plans for action. This combination of information-giving and of hands-on experience gives the RMDP substance and interest.

In addition to the three new components of the RMDP, there remains the community service segment. This is one aspect of the "old" RMDP that we wanted to include in the new RMDP design. Personally, I saw value in this part of the Program because of my experience in the Jepson School. While I had not been involved
in community service before becoming a Leadership Major, I have come to greatly enjoy service. Through exposure to it in service learning and various group projects, I see the great benefits in serving the community, and I want these young men to experience it as well. Since the BMP emphasizes the importance of community service, the RMDP should provide a hands-on example of this. Allowing the whole group of RMDP participants to conclude their day working together on a brief project to serve the community is a terrific way to show brothers how fun service can be. Each host chapter, in preparation for the RMDP, is advised to find a one- to two-hour project appropriate for the group (See Appendix D for community service program).

Since preparing the new materials and format of the RMDP occurred during the latter part of my project, I was in the habit of accepting help when offered and even asking for assistance. As a result, this part of my project went very smoothly. Juli helped me a great deal, and even took certain parts of the project completely upon herself. We helped each other and with two minds working better than one, we often thought of ideas that had not occurred to the other. While I could list the many ways that Juli helped me in setting up the RMDPs, the important thing to know is that after I put aside some of my pride and shared the project with her, we were able to accomplish great things.

RESULTS OF SPRING 1995 REGIONAL MENTOR DEVELOPMENT PROGRAMS

Many obstacles surfaced throughout the planning process.
First, Danny, Fred, Juli, and I elected to cancel four of the thirteen RMDPs before they really got off the ground. In some cases this was due to lack of volunteers in the region who were available to facilitate, and in other situations it was a chosen host chapter's inability to accommodate the program. Although I would have liked to hold as many as possible, there were already many RMDPs planned. I needed to concentrate on quality in addition to quantity and only pursue situations that seemed to have a fighting chance.

As it turns out, three of the remaining nine programs were canceled only days before they were scheduled due to lack of estimated attendance. Even though chapters were instructed to RSVP with the number of brothers they were sending, many did not call me to confirm. When I finally got in touch with them, many said they would not be able to send anyone for various schedule conflicts. While this was discouraging to me, Juli kept reminding me that this was the first time this project was attempted, and that we must only learn from our experiences. I did take what I learned and apply it to the new planning system that Juli and I devised. My suggestions as to how these problems be combatted are found in the following section of this paper.

Despite the disappointments of some spring 1995 RMDPs, there were also some successes. First, the three RMDPs that were canceled at the last minute will be re-scheduled for the fall of 1995. The host chapters and facilitators, although disappointed at the cancellation, are quite interested at a second chance to
make it work. Since many of them were prepared for the program to run, they are now aware of what is involved and will be even better prepared for their chance in the fall. In combination with the improved materials and new planning system, I expect these RMDPs to be a great success.

Left to consider, then, are the programs that were held in spring 1995 using the old materials. The program held at the University of Wyoming was a success although not many brothers were in attendance. The evaluations that I sent to them were returned promptly, and contained positive, valuable information. One of the facilitators, Bob Kerr was so thrilled with the RMDP that, in addition to sending me a thank you letter, he has taken it upon himself to promote the program out in this area. He expressed his interest in helping with another RMDP in the fall in addition encouraging attendance from the chapters in the Colorado and Wyoming area (See Appendix E for evaluations and facilitator feedback). This truly is the kind of response I am looking for as the energy and promotion need to come from throughout the Fraternity, not just Headquarters. I feel that Sig Ep is now on the right track as others are recognizing the potential of this Program and taking the leadership responsibilities upon themselves.

The California State-Northridge and SUNY-Stony Brook RMDPs were a partial success. While they too did not have as many participants as they wanted, attendees and facilitators learned from the program. They offered valuable suggestions for the
future, many of which we had already been working on. Although I would have liked to know more about what went on during the sessions, I received feedback that helped me to make changes in the program and planning for it.

Yet to come are three more RMDPs in spring 1995. They are to be held at Canisius College, Arkansas Tech, and Eastern Illinois University in the end of April 1995. These programs will be using the newly designed materials and are expected to run more smoothly. Due to the last-minute cancellations experienced with the first few programs, Juli and I made many phone calls to remind invited chapters about these last three RMDPs and to encourage them to send a large group of brothers.

AREAS FOR IMPROVEMENT

Part of the problems encountered with these RMDPs was poor communication about the RMDP. Many people do not know what the Program is or how it applies to them. In the future, Sig Ep Staff will promote and improve the RMDP in a number of different ways to gain enthusiasm and involvement. They will tell collegians about the program at Conclaves (bi-annual meetings of the Fraternity), at retreats, through their Regional Directors, and at Leadership Academies. Since RMDP participation is an expectation of the Epsilon/Brother Mentor Challenge, collegians need to know what it really is and what it can do for them.

Next, RMDPs need to be scheduled earlier so that invited chapters, host chapters, and facilitators can commit to
participating. After these people do commit, Sig Ep staff members or the next intern assigned to the project can use the time to reinforce and remind everyone about the RMDP. The next coordinator must learn not to rely on collegians to RSVP. Instead, he/she must make the calls to ensure deadlines are met, and then, programs will run more smoothly. In addition, RMDPs need to be strategically scheduled so as not to interfere with breaks, exam weeks, or retreats to insure the greatest participation from all invited chapters. Next fall, RMDPs will be schedule for late September or late October.

Finally, after telling collegians how great the program is, Sig EP staff members need to make sure it really is valuable and interesting. This is where my second responsibility for the RMDP this semester came into play. Compiling interesting, interactive materials for the RMDP was much needed and greatly appreciated by Sig Ep (See Appendix F for "How to Plan a RMDP").

CONCLUDING THOUGHTS

While some of the RMDPs were canceled, Juli and I kept reminding ourselves that this was an experiment. Both of us became frustrated when information was not received or when people backed out at the last minute, but we did a good job of encouraging each other along the way. We brainstormed for the next round of RMDPs in the fall of 1995 and did as much as we could with the programs for spring 1995. I really believe that this first 'round' of RMDPs was to be a learning experience, as
much for me in learning about leadership as for Sig Ep in knowing how to promote and plan these programs in the future. The program has great potential and we all believe that. With experienced planners and quality materials, the next round is bound to be a greater success in addition to providing another learning experience.

Upon completing this project, I feel I have learned much about leadership and other subjects. I have learned the importance of being an organized leader when juggling many balls at once. I have seen the importance of competent communication within this organization and with my contacts outside of it. Also, I learned a very important lesson on delegation that could not be taught during a lecture in a class. In addition to discovering some of this on my own, my senior seminar classmates and instructor have taught me a lot on this subject of working with others to achieve the goal.

To me, however, the most important thing will be the successful implementation of this program in the future. I am thrilled with the idea that these college students, not so unlike myself, will have the opportunity to get together with their brothers, even ones they have never before met to learn these important skills that they will take with them for life. They will learn how to be mentors, leaders of these less-experienced followers, as they brainstorm of ways to improve their system. They will learn the importance of service to the community as they have hands-on experience during a RMDP. In addition, they
will be helping to restore the wonderful tradition of principles upon which the Greek system and their very own Fraternity were founded. I am proud to be a part of the Regional Mentor Development Program, the Balanced Many Project, and the greater movement of which they are components.
Works Cited


Richmond’s One to One Program. Material taken from "The One to One Mentor Development Program".


Appendix A
Mentor Development Program

Attendance at a Regional Mentor Development Programs is an expectation of the Epsilon Challenge. This one-day program is geared toward enhancing each member's ability to relate to and support the less experienced men in the chapter. The program introduces and promotes mentoring concepts by developing skills in listening, confrontation, and effective communication. As members learn to become better mentors and communicators, the entire chapter will benefit from these skills.

A new component of the program is an emphasis on alcohol and other drug programming. The intent is twofold. First, educate the program participants about the perils of substance abuse. Second, teach participants how to confront their mentees or encourage to seek assistance if risky behavior attributable to alcohol and other drug abuse becomes a problem for the mentee.

The program is held regionally at different times throughout the year. This affords every member the opportunity to attend.

Presentation Outline

Materials: The facilitator should make sure all materials he may need are at the program site. This could include:
- flipchart and pens
- handouts
- overhead projector
- materials for activities

I. Welcome and overview (5 minutes)
   - Describe the objectives for the program
     1. To educate participants about mentoring
     2. To gain a personal commitment from participants to seek mentors and to serve as mentors

II. Icebreaker (30 minutes)
   A. An experiential learning activity (see The Lexicon).
      - Tailor the activities and debriefing/discussion questions to focus on mentors and mentor development.
   
   B. Use video clips followed by discussion. Good videos include:
      - Field of Dreams
      - The Natural
      - Star Wars
      - Hoosiers
      - Stand By Me (peer mentoring)
      - Rainman
      - Karate Kid
      - The Empire Strikes Back
      - Rocky
      - The Color of Money

After viewing the video clips, ask questions such as:
Why do you think I chose this particular clip to show you?
What was the mentoring relationship shown in this scene?
Continue with a few key discussion points tailored to the specific clip.

III. Discussion: Mentors (30 minutes)
Base the discussion on the participants' past experiences and ideals and guide the discussion by asking questions:
A. What is a mentor?
Explain that the idea of a mentor comes from Greek mythology. Before Odysseus left his home to fight in the Trojan War, he appointed a teacher for his son, Telemachus. This teacher's name was Mentor. Through the years, Mentor became a trusted friend and advisor to Telemachus. The relationship became legend and its ideals continue today.

- sponsor
- coach
- friend
- guide
- counselor
- supporter

- teacher
- advocate
- role model
- confidant
- promoter

B. What characterizes a good mentoring relationship?
- regular interaction
- clear expectations
- respect
- trust
- consistency
- shared vision
- informality
- experience
- open communication
- availability
- patience
- honesty
- caring
- mutual understanding of immediate & long-term goals

C. What are the benefits of a mentoring relationship?
- allows you to participate in another's growth...the creation and actualization of his potential
- allows you to witness your own growth
- sharing experiences
- learning new skills and information
- assistance in personal development

End on the note: "Mentoring relationships can benefit all involved. These benefits can be increased by making sure mentors have developed important skills such as listening skills and confrontation skills."

IV. Activity and Discussion: Developing Listening Skills (60 minutes)
- Explain the "eight ways to hear better" and discuss each:
  1. **Attitude.** You have to want to hear.
  2. **Emotion.** By remaining calm in the face of strong emotion, you can easily distinguish the content of a message from its packaging.
3. **Positioning.** When others come too close, their physical presence is distracting and overwhelms the listening process.

4. **Body language.** As little as eight percent of a message is delivered in words. Research claims that body language accounts for as much as 55 percent, so you'll get more of the message if you pay attention to such nonverbal communicators as posture, gesture, and facial expression.

5. **Feedback.** This is a chance to communicate to the speaker that you are listening. It is crucial in giving feedback to speak neutrally, without criticizing or judging the content.

6. **Questioning.** If you do not understand the message, ask the sender to repeat, clarify, expand, or justify what is said.

7. **Remembering.** A strong motivation to listen carefully is to remember what you hear. Repetition is a great aid.

8. **Silence.** Take advantage of the human tendency to fill silence with speech by keeping perfectly quiet: The person you are listening to will fill that silence and thank you for providing it.

- Use role plays to get the participants to use the skills they have learned.

V. **Activity and discussion: Developing Confrontation Skills (60 minutes)**

- Explain the eight rules of confrontation and discuss each.
  1. Confront in a timely manner
  2. Confront in private (except when confronting a group)
  3. Say "We have a problem...
  4. Confront actions or behaviors, not the person
  5. Express your feelings
  6. Express the consequences
  7. Devise a joint plan of action
  8. Communicate your expectations

- Use role plays to get the participants to use the skills they have learned

**Role Play 1**
You and your roommate are studying for exams. Your mentor is making so much noise in the room next door that you are unable to study even with your door closed. You have already asked him to please "hold down the noise", but that does not seem to help. What do you do?

**Role Play 2**
Your mentee has a steady girlfriend who is always spending time with him and even spends most nights in his room. This has not caused any problems early in the semester but now his roommate is complaining and you have noticed that his test grades are dropping. How do you approach your mentee?

**Role Play 3**
It's second semester and you have noticed that your mentee is drinking a lot more often and coming back drunk on week nights. His grades are still pretty good but you are worried that things might get out of hand. What do you do?
Role Play 4
It's half-way through first semester and you have not met with your mentee yet because he misses meetings to study. You're afraid that the other brothers don't like him. He has a 3.0 GPA and is on the varsity tennis team. How do you handle this situation?

Role Play 5
On several occasions you have gotten up in the morning and noticed that the hallway is trashed and graffiti is written on the walls. You don't know for sure, but you think your mentee is responsible for last night's mess since you heard his voice in the hallway. Your mentee is in the Phi Challenge. How do you handle this situation?

Role Play 6
You and a group of friends and brothers are in the cafeteria eating lunch together. Your mentee becomes the topic of a ridiculing discussion by the group concerning his habits and friends who he spends time with. You really like your mentee and think he is an excellent brother who commits a lot of time to the Fraternity, but the two of you don't socialize together except at chapter functions. What do you do?

Role Play 7
One evening at a party, you notice that your mentee is taking drinks to minors who are not supposed to be drinking. All the brothers have agreed that anybody under 21 will not drink at chapter events. What do you do?

Role Play 8
Your mentee is not doing very well in school this semester and needs to get at least a 3.2 in order to stay in school. He invites you to his home for thanksgiving dinner to meet his parents. When his mother asks him about grades, he tells her that he is doing very well and should be able to get the needed GPA without any problem. You know that if he makes it, it will be just by the skin of his teeth and only then if he really studies hard for finals. His mother asks you about his grades later when he is not in the room. What do you tell her?

Role Play 9
Your mentee is always complaining that he is broke and can't pay his dues. You see him every weekend at the campus bar drinking with all the brothers and he always buys at least one round for everybody. Your mentee has only one week left in his current challenge to meet all his goals and paying dues on time was one of his goals. What do you do?

VI. Activity: Brainstorming session for effective mentor/mentee activities (i.e., dinner, studying, bowling, etc.). (10 minutes)

VII. Wrap-Up: Everyone should pick a mentor
- Have each participant write down the name(s) of who he would like to ask to be his mentor.
- Have each participant make a commitment to call/talk to him/her within the next five days.
Appendix B
TO: RMDP Host Chapters  
FROM: Kim Fisher, Balanced Man Project Intern  
Re: RMDP Preparation  

March 27, 1995

Thanks for accepting the responsibility of hosting a Regional Mentor Development Program. The following is a checklist to aid your chapter in preparation for the program.

Please provide the following:

- Name tags and pens
- Three flip-charts and markers
- Snacks and drinks for the whole day
- At least one TV and VCR. Two of each would be ideal. Please let me know in advance how many you will have available.

Also, do not forget to:

- Post signs directing guests to the rooms in your student center or union where you are holding the program.
- Have everyone sign in. A central "registration" area is ideal.
- Plan a community service project from approximately 3:00 p.m.-4:30 p.m.
- Take pictures of the sessions, role plays, community service project, and fun. Video footage of the day would also be terrific. Don't forget to submit your pictures to Headquarters for publication.

Thanks for providing this exciting opportunity to learn and have fun. Please call me at 1-800-313-1901, voice mail #12, with any questions.
March 27, 1995

Dear ____________.

Thank you for facilitating the Regional Mentor Development Program at ________________ on April __, 1995. Your co-facilitators are ____________, and _________________. Since you ____________, you have been designated as the lead facilitator. This entails opening the day with a welcome and introductions.

Also, please call _______ and _______ before April __ to make sure they have directions to the site. Steve can be reached day at ( ) _______ 's number is ( ) - _______.

Finally, please distribute the enclosed evaluation to all RMDP attendees. Collect and mail them to Headquarters as soon as possible. These evaluations are important for the continuous improvement of the program.

Thank you again for your time. Please call me with any questions, voice mail #12.

Sincerely,

Kim Fisher
March 13, 1995

TO:

FROM: Kim Fisher, Balanced Man Project Intern

Re: RMDP Materials

Thank you for accepting the invitation to facilitate the Regional Mentor Development Program at ________________ on Saturday, April ___. Please arrive by 10:30 a.m. to ensure that you have all of the materials you will need for your session. Directions to the program's location are enclosed.

Also enclosed is a schedule outlining the day's activities. Additionally, you will find materials for each of the sessions you will be facilitating. Feel free to expand on these materials or to create your own.

If you have any questions, please call me at 1-800-313-1901, voice mail #12, or your host chapter representative, ________________, (__________-telephone #).

Enclosures
March 1, 1995

TO: Invited Chapters

FROM: Daniel J. Czaja, Jr., Director of the Balanced Man Project

Re: Regional Mentor Development Program

The Sigma Phi Epsilon Chapter at Host Chapter has volunteered to host your area's 1995 Regional Mentor Development Program (RMDP). As you know, participation in a RMDP is an expectation for a member in the Epsilon Challenge. This program will provide members with the opportunity to complete this expectation and move into the Brother Mentor Challenge.

Programming will be offered for members in all challenges:

- **Sigma Challenge** - members will discuss goal setting, gentlemanly behavior, and the history of Sigma Phi Epsilon.
- **Phi Challenge** - members will have speakers and discussions on substance abuse, diversity, gender issues, and experiential learning event planning.
- **Epsilon Challenge** - members will learn mentoring skills, such as active listening and confrontation skills, and will discuss ideas for service learning.
- **Brother Mentor Challenge** - members will discuss networking, resume development, and "Your Role As a Sig Ep Alumnus."

Specifically:

- The program is scheduled for Saturday, April __, 1995 in Name of City.
- It will begin at 11:00 a.m. and conclude at 4:00 p.m.
- The program will end with a community service project in the community. This will be an opportunity for all participants to be involved in hands-on service.
- The host chapter will assist participants with overnight accommodations if necessary.
- The host chapter will provide snacks during the day. You are responsible for your own meals.

This RMDP will provide all participants with an opportunity to complete many of the expectations required of Sig Eps in Balanced Man Chapters. It will also give participants the opportunity to meet Sig Eps from other chapters and celebrate the brotherhood of Sigma Phi Epsilon.

If your chapter will participate, please contact Kim Fisher at 1-800-313-1901, voice mail #12. At that time, a complete schedule with program materials will be sent to your chapter. If you have any questions, please call.
cc: ____________, Chapter President, Host Chapter
     ____________, Chapter Counselor, Host Chapter
     ____________, District Governor
     ______________, Director of Alumni and Chapter Development
Appendix C
The Regional Mentor Development Program

Mentoring is one of the four building blocks of the Balanced Man Project. Along with service learning, experiential learning, and brotherhood, mentoring works in the life of each chapter member to guide him and aid his personal and chapter development.

Throughout his time in college, a member is expected both to have mentors and to be a mentor to other chapter members. The Regional Mentor Development Program (RMDP) is designed to introduce members to mentoring and to develop the skills that will make their mentoring relationships productive, meaningful, and fun for all involved. While attendance at a RMDP is an expectation for each member of the Epsilon Challenge, members of every challenge, as well as community mentors, are welcome and encouraged to participate when a program is held in their region.

As members learn to become better mentors and communicators, the entire chapter will benefit from these skills.

Materials: The materials needed for the day will depend on the facilitator's plan. Because the presentation outline offers several alternative activities, the facilitator should contact the host chapter to ensure that his presentation needs can be met. Possible materials include:

- flipchart and pens
- handouts
- overhead projector
- tv/vcr

I. Welcome and overview (5 minutes)
- Describe the objectives for the program
  1. To give participants concrete ideas and activities by which they can integrate mentoring into their own chapters
  2. To give participants the skills needed to become effective mentors and mentees
  3. To gain a personal commitment from participants to seek mentors and to serve as mentors

II. Icebreaker (30 minutes) Use either A or B
   A. An experiential learning activity (see The Lexicon).
      - Tailor the activities and debriefing/discussion questions to focus on mentors and mentor development. Good activities include:
        - Giving Directions (p. G43)
        - Telling is Not Teaching (p. G57)
        - Positive People and Places (p. G78)
        - The Trust Circle (p. G86)
   B. Use video clips followed by discussion. Good videos include:
      - Field of Dreams
      - The Natural
      - Star Wars
      - Rainman
      - Karate Kid
      - The Empire Strikes Back
After viewing the video clips, ask questions such as:
- Why do you think I chose this particular clip to show you?
- What was the mentoring relationship shown in this scene?
- Continue with a few key discussion points tailored to the specific clip.

III. Group Discussion: Mentors (30 minutes)
Base the discussion on the participants' past experiences and ideals and guide the discussion by asking questions:

A. **Group Brainstorm . . . What is a mentor?**
   
   **Preface:** Explain that the idea of a mentor comes from Greek mythology. Before Odysseus left his home to fight in the Trojan War, he appointed a teacher for his son, Telemachus. This teacher's name was Mentor. Through the years, Mentor became a trusted friend and advisor to Telemachus. The relationship became legend and its ideals continue today.

   - sponsor
   - coach
   - friend
   - guide
   - counselor
   - supporter
   - teacher
   - advocate
   - role model
   - confidant
   - promoter

B. **Group Brainstorm . . . What defines a good mentoring relationship?**

   - regular interaction
   - respect
   - consistency
   - informality
   - open communication
   - patience
   - caring
   - clear expectations
   - trust
   - shared vision
   - experience
   - availability
   - honesty
   - mutual understanding of immediate & long-term goals

C. **Group Brainstorm . . . What are the benefits of a mentoring relationship?**

   - allows you to participate in another's growth...the creation and actualization of his potential
   - allows you to witness your own growth
   - sharing experiences
   - learning new skills and information
   - assistance in personal development
   - the positive feelings of helping someone along
   - learning from another's real-life experiences
   - the chance to "give back" for all those who may have helped you

II. Group Discussion: Mentoring in your Chapter
Preface: We've talked about why mentoring is important for individuals, but why is it important for the chapter as a whole? Basically, the answer is that when every chapter member is growing, developing, and benefiting from the influence of a mentor, it seems logical that as the individual members improve, the chapter as a whole improves.

A. Group Brainstorm . . . What activities and events can mentors and mentees do together?
   - attend campus events together
   - review goals and talk about progress
   - update resumes
   - meet each others families
   - go to a movie
   - meet other expectations together (i.e. go on a double date to the opera to meet you appreciation of the arts expectation)
   - do homework together
   - join a campus organization together
   - volunteer together
   - eat together
   - take a class together
   - hold a mentor/mentee chapter bowling night, pool night, date dash, etc.
   - play intramurals together
   - DO ANYTHING TOGETHER THAT YOU WOULD BE DOING ANYWAY!!

B. Wrap-Up
   Facilitator: End this conversation on the note that: "Mentoring relationships can benefit all involved. These benefits can be increased by making sure mentors have developed important skills such as listening skills, conflict resolution skills, assertiveness skills, and motivation skills."

Facilitator: The rest of the program is very flexible and is intended to be completed at your discretion. Four different topics have been included (conflict resolution, motivation, assertiveness, and listening skills), each of which can be tailored to your and to the group's needs. For example, you can choose to concentrate on conflict resolution and listening skills for the second part of the program. Within each of these interactive sessions, you can pick and choose which activities you want to include. Don't forget that some of the activities require handouts for participants. Let the host chapter know about photocopies you will need.

VII. Wrap-Up: Everyone should pick a mentor
   - Have each participant write down the name(s) of who he would like to ask to be his mentor.
   - Have each participant make a commitment to call/talk to him/her within the next five days.
Negotiating to Win/Win: Conflict Resolution

• Facilitator’s Guide
• Worksheets

Special Note to Facilitator: This guide has been designed with flexibility in mind. You as the facilitator have the option to design your own conflict resolution session based on the activities and materials provided. Additionally, please use any resources you have available to enhance the program.

Thank you for your participation.

Resources:
Negotiating to Win/Win: Conflict Resolution

*special notes to facilitator are in italics*

I. Overview

*Materials needed:*
- flip chart or overhead
- copies of forms that accompany this program
- pens or pencils

Conflict can be healthy when it brings about new ideas and deeper relationships. For this to occur, the basis for dealing with the conflict must be win/win. Conflict is unhealthy when it leads to distrust, anger, and withdrawal. These results usually mean that conflict has been approached on a win/lose basis.

Throughout your experience as a mentor or mentee, you will undoubtedly encounter conflict situations. In order to resolve conflict with brothers and others in your life while maintaining good relationships, you need to know how to successfully handle these situations.

Handling conflict may be the most important skill you develop in the fraternity.

II. Program Objectives:

1. To bring participants to the awareness that relationships merit the investment in time and energy required for disagreements to be resolved in such a way that both parties feel like winners.
2. Help participants to understand what they bring to the conflict situations they face in their personal and professional lives.
3. Present the opportunity for participants to learn effective conflict-resolution skills.

In order to accomplish the objectives, you will:

- Learn how to assess your conflict-resolution style
- Learn how to identify misunderstandings in conflict situations
- Learn how to view others objectively
- Acquire skills in stating complaints and requesting change
- Become adept at cooperative forms of negotiation

*Share program outline and objectives with participants and ask them to add other agenda items that they feel might be necessary.*
**ACTIVITY 1**
Interactive Overview Of Conflict Resolution

*Materials needed: 1 copy of Worksheet A for each participant, pens or pencils*

*This section is designed to get participants to start thinking about conflict, especially as it pertains to them personally and in their chapter life. At any time it seems appropriate throughout this program, be sure to emphasize the importance of handling conflict properly for maintaining healthy mentor-mentee relationships.*

**STEP 1** Divide participants into small groups of three or four. Ask them to share with one another the most prevalent factors that promote conflict in their experiences at school. Give an example of "being misunderstood" (People relying on hearsay or rumors to form judgments). Have one member of each small group take notes.

**STEP 2** Reconvene as a large group and ask each small group to select, from their discussion, five typical conflict-promoting factors to share with the full group.

**STEP 3** Obtain one contribution at a time from each group and list them on an overhead or flip chart. Point out that conflict usually stems not so much from personality differences as from interpersonal or intergroup differences in goals, style, or roles, as well as lack of information or poor-quality problem-solving methods.

**STEP 4** Distribute Worksheet A.

**STEP 5** Have participants circle the five methods they use most often to deal with conflict.

**STEP 6** Have the participants put squares around the five methods used most often by other people in their lives.

**STEP 7** Tabulate across the full group the number of people who:
   a. circled each option
   b. squared each option

Record tallies on a flip chart.

**STEP 8** Observe any significant discrepancies. Quite likely the participants will see themselves as users of "positive" methods (items 8, 10, 12, and 14) more often than they perceive others doing so. If this is the case, ask participants to explain the discrepancy between how people see themselves and how they see others.

**STEP 9** Point out the human tendency to project negative attitudes on others. Ask participants to discuss how this tendency affects people's behaviors in conflict situations. Indicate that you will return to this theme later on.
ACTIVITY 2
Looking at Your Conflict Style:

Choose one of the games listed below or one of your own that will place participants in conflict situations. During this activity, it is important that participants evaluate their own conflict-resolution style, especially when dealing with conflict situations within their chapter. Whenever possible, remind participants to think of comparable situations they have encountered in their mentor-mentee relationships.

- Thumb-wrestling
- Arm-wrestling
- Debating (Find an issue that two partners truly disagree on, such as capital punishment, American foreign policy)
- Breaking balloons (Have each participant blow up a balloon and tie it to his ankle with a string. Give a signal for participants to try to break each other’s balloons by stepping on them; the last person to have an unbroken balloon is the winner.)

Process the participant's feelings of aggression, defensiveness, defeat, and victory. Note strategies for coping with conflict.

ACTIVITY 3
Assessing Your Conflict Style
Materials needed: 1 copy of Worksheet B for each participant, pens or pencils

STEP 1 Distribute Worksheet B and ask participants to complete and then score their questionnaires.

STEP 2 Allow participants time to share their results with people seated near them. Obtain reactions and questions.
ACTIVITY 4
Experiencing Different Approaches to Conflict
*Materials needed: flip chart and marker*

**STEP 1  Prepare ahead of time!** Show the following graph on a flip chart so everyone can see.

```
<table>
<thead>
<tr>
<th>President</th>
<th>Regional Director</th>
<th>Greek Advisor</th>
<th>Brother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td>Confrontative</td>
<td>Persuasive</td>
<td>Introspective</td>
</tr>
<tr>
<td>Round 2</td>
<td>Persuasive</td>
<td>Introspective</td>
<td>Reactive</td>
</tr>
<tr>
<td>Round 3</td>
<td>Introspective</td>
<td>Reactive</td>
<td>Confrontative</td>
</tr>
<tr>
<td>Round 4</td>
<td>Reactive</td>
<td>Confrontative</td>
<td>Persuasive</td>
</tr>
</tbody>
</table>
```

Confrontative = aggressive, judgemental
Persuasive = assertive, standing up for oneself
Introspective = analytical, somewhat contradictory
Reactive = withdrawn, accepting

**STEP 2** Divide participants into groups of four (if possible). Explain that each group will act as a Sig Ep chapter with group members acting as President, Regional Director, Greek Advisor, and Brother (non-officer). The participants, acting in their designated roles will discuss a recent behavioral problem that was caused by the Brother.

**STEP 3** Have each group designate its own President, Regional Director, Greek Advisor, and Brother.

**STEP 4** Explain that the discussion will be interrupted every three minutes, thereby creating four "rounds". During each round, each member will behave with the style assigned on the above chart. Thus, in the course of the twenty-minute discussion, each member will adopt each one of the four styles.

**STEP 5** Give the groups a specific situation to discuss. It could be:
- Falling grades
- Consistent drunkenness and abusiveness
- Using drugs in the House
- Always dresses like a slob
- Is offensive
- Starts fights
- Doesn't pay bills on time
- Doesn't come to meetings
STEP 6  Suggest that participants act out their styles in subtle ways. It is generally not helpful to exaggerate any style.

STEP 7  When the four rounds are completed, have the groups come back together to process the experience. You might use questions such as the following:
   · Which style(s) were easy for you to perform?
   · Which style(s) were hard for you to perform?
   · What feeling did you have from this experience about each style?

ACTIVITY 5
Conflict Behavior is Situational
Materials needed:  Flip chart and marker, paper for participants, pens or pencils

STEP 1  Prepare ahead of time!  Show the following table on a flip chart so all can see.

<table>
<thead>
<tr>
<th>Name</th>
<th>Confrontative</th>
<th>Persuasive</th>
<th>Introspective</th>
<th>Reactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STEP 2  Ensure that each participant has paper and pen.

STEP 3  Explain that people tend to vary their styles, depending on the situation, and-in particular-depending on the relationship in question. Some people can be confronting with one person and reactive with another.

STEP 4  Have the participants assess the idea of varying styles for themselves by following these instructions:
   · Following the style of the chart in front on the room (above), write the names of three people who are significant to you.
   · Decide which of the 4 styles you use predominantly when interacting with each of these people.

STEP 5  Have each participant show his checklist to a partner and discuss it.
ACTIVITY 6
Misunderstanding in Conflict Situations

STEP 1 Review with participants people's tendencies to project negative attitudes toward those with whom they have conflicts. Remind them how this was demonstrated during the "Interactive Overview of Conflict Resolution" (ACTIVITY 1).

STEP 2 Discuss the following key point:
- We all bring biases, stereotypes, and vested interests to every conflict situation that distort our abilities to resolve it. As a result, misunderstandings occur. Common misunderstandings include the following:
  - Mirror image: Each feels a victim of the other's injustice.
  - Mote-beam mechanism: Each clearly perceives the hostile acts of the other while blind to his or her own identical acts.
  - Double standard: Even though both parties engage in identical acts, each feels that what is legitimate to do himself or herself is not legitimate for the other person to do.
  - Polarized thinking: Each has an oversimplified view of the conflict; that is, "Everything I do is good and everything you do is bad."

STEP 3 Mention that these misunderstandings can easily result in a self-fulfilling prophecy whereby one person's defensive actions (whether attack or withdrawal) intensify the other person's hostility and decrease his or her positive feelings toward the first person.

ACTIVITY 7
Stating Complaints and Requesting Change

This activity details how to go about handling a conflict situation. Encourage participants to try these techniques when dealing with conflict situations in their chapter and life. Reiterate how successful their mentoring relationships can be if they learn how to get over conflict obstacles in a way that satisfies both parties.

STEP 1 Point out that full-blown conflicts can be avoided in a relationship by assertive behavior.

STEP 2 Make the following key points:
- Hinting to another person when you have a complaint rarely influences her or him to do something about it.
- Attacking another person only makes her or him defensive.
- The most effective action is to state a complaint directly in behavioral terms (complaints are about what the other person does, not who they are) and to request directly that something be done about it.
STEP 3 Demonstrate an effective way of stating complaints and requesting change, using examples appropriate to the group. Following is a sample script:

"Jim, I have a complaint. You are late to most of our meetings. I'd appreciate it if you would commit yourself to coming on time. Can you agree to that?"

STEP 4 Ask participants to find a partner and to select one complaint they have with someone in their lives. Using the partner in the role of the other person, instruct each participant to practice stating a concrete, specific complaint and making a request for change. After each performance, ask partners to give each other feedback.

STEP 5 Point out that it may help to communicate friendly intentions by expressing appreciation before stating complaints and acknowledging one's own role in the situation before requesting change. Give a demonstration by using this sample script as a guide:

"Jim, I've appreciated your contributions to the chapter. (Pause) I do, however, have one complaint. You are late to most of our meetings. I recognize that I haven't told you before that this upsets me but I would like you to commit yourself to coming on time. Can you agree to that?"

STEP 6 Have each pair practice this added step using the same complaint as before. Direct them this time to respond defensively to the complaint and request for change by cross-complaining. This means bringing up one's own complaint. Urge participants to figure out how to respond to the cross-complaint.

STEP 7 After the role plays are finished, invite some participants to share with the full group ways that their partners responded effectively to the cross-complaints.

STEP 8 Discuss other defensive behaviors that might occur, such as arguing, acting insulted, and making excuses. Utilize the life experiences of participants by appealing to their ideas for dealing with each of these.

ACTIVITY 8
Anatomy of an Argument
Materials needed: 1 copy of Worksheet C for each participant, pens or pencils

This activity details how to go about handling a conflict situation. Encourage participants to try these techniques when dealing with conflict situations in their chapter and life. Reiterate how successful their mentoring relationships can be if they learn how to get over conflict obstacles in a way that satisfies both parties.

STEP 1 Obtain two volunteers who are willing to demonstrate a destructive fight. Coach them through it so that all the aspects covered in Worksheet C are exhibited.
STEP 2  Point out that helpful and destructive arguments differ in each of three major phases, as indicated on Worksheet C.

STEP 3  Distribute Worksheet C and ask participants to return to their pairs and study the chart to find reasons why the argument just demonstrated was destructive.

STEP 4  Then ask them to imagine how the argument just demonstrated could have been conducted in a helpful manner by looking at the information given in Worksheet C.

STEP 5  Invite a pair to volunteer a demonstration of a helpful argument.

ACTIVITY 9
The Steps of Negotiation

This activity details how to go about handling a conflict situation. Encourage participants to try these techniques when dealing with conflict situations in their chapter and life. Reiterate how successful their mentoring relationships can be if they learn how to get over conflict obstacles in a way that satisfies both parties.

STEP 1  Point out that a good way to begin the conflict-resolution process is to describe the conflict immediately as a "mutual problem." Give the following example:
   A sales manager says to a manufacturing manager, "We have a problem. You and I have been fighting over the size of our inventory. It seems to me that I want enough products on hand so that our customers will get quick deliveries, but you want to limit inventory to hold down storage costs. Is that a fair statement of our conflict?"

STEP 2  Pair off participants and ask them each to take a turn practicing this kind of opening statement in a conflict situation that is real to them.

STEP 3  When the practice efforts are concluded, discuss reactions with the full group. Stress that it makes little sense to "integrate" positions before you have given enough time to "differentiate" them. The more both parties discuss and agree on the nature of their differences, the more likely they are to negotiate them effectively.

STEP 4  Explain that the next helpful step is to offer to negotiate differences. Clarify that "negotiate" does not have to mean "compromise". Although a compromise might successfully settle a conflict, it may be possible to arrive at solutions that really satisfy both sides.

STEP 5  Demonstrate how to offer to negotiate, building on the example presented previously: "Can we negotiate this matter? I'd like to find a solution that will work for both of us. Are you willing to try to find one?"
STEP 6 Have partners practice this step and obtain reactions.

STEP 7 Indicate that the next step is to brainstorm alternative solutions together. Compromises like meeting each other halfway or making a fair exchange should be listed. Also, creative ideas that integrate the interests of both parties should be attempted. Of course, no discussion, acceptance, rejection, or evaluation of solutions should happen at this stage. Point out that the brain-storming usually works best if the parties take turns expressing ideas. The session should continue until each person sees several solutions on the list with which he is willing to work.

STEP 8 Another approach is to prepare, in advance, several options, each acceptable to oneself and then ask the other person for preferences. Demonstrate how to initiate the brainstorming, again building on the original example:

"Let's take turns coming up with ideas on how we can solve this. Would you like to start or do you want me to begin?"

STEP 9 Reconvene partners and ask them to brainstorm solutions together for each conflict they face.

STEP 10 Following this, explain that the next step is to evaluate the brainstormed solutions. Suggest that each person in turn evaluate the list of solutions. Solutions that are unacceptable for any reason to either person ideally should be eliminated. Recommend these questions to evaluate potential solutions:

- Would it really solve the problem?
- What would be the costs to each party?
- If the solution cannot be included now, can it be put on hold?

STEP 11 Again have partners role play such an evaluation.

STEP 12 Following this, recommend the obvious next step, which is to decide on the best solution. Point out that typically one solution will appear to be much better than the rest, but urge them not to jump in relief to one solution without at least evaluating some of the others. Stress that the negotiation is not complete until each party takes the time to plan how the solution will be implemented. This last step involves thinking through together the questions of who will do what and when. Urge that a follow-up time be set to evaluate how well the solution is working.

**ACTIVITY 10**

Putting It All Together

*Materials needed: flip chart and marker*

STEP 1 List the following on a flip chart one at a time, reviewing the six steps of negotiation.

1. Describe the conflict as a mutual problem.
2. Offer to negotiate differences.
4. Evaluate the brainstormed solutions.
5. Decide on the best solution.
6. Plan how the solutions will be implemented.

**STEP 2** Obtain reactions and questions.

**ACTIVITY 11**
Action Planning

*Materials needed: 1 copy of Worksheet D for each participant, pens or pencils*

*In closing the program, be sure to answer any lingering questions. Encourage each participant to take with them a plan for improving their relationships. Help them to understand they do not have to fear conflict anymore now that they know how to handle it properly.*

**STEP 1** Distribute Worksheet D.

**STEP 2** Invite participants to choose two people in their lives with whom they would like to improve handling conflicts and to fill out the form as directed.

**STEP 3** Have participants share their action plans with a partner.

**ACTIVITY 12**
Obstacle Assessment

**STEP 1** Ask participants to predict the circumstances of their first moments of faltering in conflict situations and reverting to old ways of handling them. Encourage the participants to visualize the scene in great detail.

**STEP 2** Then guide the participants in developing positive images of coping with the situation by talking about the situation and possible ways of dealing with it successfully.

**STEP 3** Express confidence that participants will be able to keep in their minds' eyes these positive images when the predicted negative scenarios actually unfold in the future.
Worksheet A

14 Methods for Dealing With Conflict

1. Be indirect; only hint at the problem bothering you.

2. Find something outside yourself on which to blame the situation.

3. Use sarcasm in talking about the situation with others.

4. Seek a specific scapegoat.

5. Make an active effort to smooth over the tension or to live with the situation, even if it may be negative.

6. Blow up; let off steam; let people know exactly how you feel.

7. Hide your feelings at the moment and only reveal them later to friends or confidants in private.

8. Attempt to seek clarification and more information about the situation.

9. Sublimate your feelings; put your energy and attention into other unrelated activities or interests.

10. Spend time listening and gathering additional information by talking with those involved.

11. Back down under pressure rather than dealing with the conflict.

12. Make an active attempt to compromise.

13. Complain to others about the unfairness of the situation.

14. Make an effort to seek creative alternatives to the situation.
Worksheet B  
Conflict Management Style Survey

Instructions: Choose a single frame of reference for answering all fifteen items (e.g. work-related conflicts, family conflicts, social conflicts) and keep that frame of reference in mind when answering the items. Allocate 10 points total among the four alternative answers for each of the items below.

Example: When the people I supervise become involved in a personal conflict, I usually:
- a. __ intervene to settle the dispute
- b. __ call a meeting to talk over the problem
- c. __ offer to help if I can
- d. __ ignore the problem

Be certain that your answers add up to 10.

1. When someone I care about is actively hostile toward me, I tend to:
- a. __ respond in a hostile manner
- b. __ persuade the person to give up his/her hostile behavior
- c. __ stay & listen as long as possible
- d. __ walk away

2. When someone who is relatively unimportant to me is actively hostile toward me, I tend to:
- a. __ respond in a hostile manner
- b. __ persuade the person to give up his/her hostile behavior
- c. __ stay & listen as long as possible
- d. __ walk away

3. When I observe people in conflicts in which anger, threats, hostility, and strong opinions are present, I tend to:
- a. __ become involved and take a position
- b. __ attempt to mediate
- c. __ observe to see what happens
- d. __ leave as quickly as possible

4. When I perceive another person as meeting his/her needs at my expense, I am apt to:
- a. __ work to change that person
- b. __ rely on persuasion when trying to have him/her change
- c. __ work hard at changing how I relate to him/her
- d. __ accept the situation as it is

5. When involved in an interpersonal dispute, my general pattern is to:
- a. __ convince the other person to see like me
- b. __ examine the issues between us as logically as possible
- c. __ look hard for a workable compromise
- d. __ let time take its course & let the problem work itself out

6. The quality that I value most in dealing with conflict would be:
- a. __ emotional strength & security
- b. __ intelligence
- c. __ love & openness
- d. __ patience

7. Following a serious altercation with someone I care for deeply, I:
- a. __ strongly desire to settle things my way
- b. __ want to work it out-whatever give & take it necessary
- c. __ worry a lot but don't plan to initiate any contact
- d. __ let it lie & not plan to initiate any contact

8. When I see a serious conflict developing between two people I care about, I tend to:
- a. __ express disappointment that this had to happen
- b. __ attempt to persuade them to resolve their differences
- c. __ watch to see what develops
- d. __ leave the scene

9. When I see a serious conflict developing between two people who are relatively unimportant to me, I tend to:
- a. __ express disappointment that this had to happen
- b. __ attempt to persuade them to resolve their differences
- c. __ watch to see what develops
- d. __ leave the scene

10. The feedback that I receive from most people about how I behave when faced with conflict and opposition indicates that:
- a. __ I try hard to get my way
- b. __ I try to work out difference cooperatively
- c. __ I am easygoing & take a soft position
- d. __ I usually avoid the conflict

11. When communicating with someone with whom I am having a serious conflict, I:
- a. __ try to overpower the other person with my speech
- b. __ talk a little more than I listen
- c. __ am an active listener
- d. __ am a passive listener

12. When involved in an unpleasant conflict, I:
- a. __ use humor with the other party
- b. __ make an occasional quip or joke about the situation
- c. __ relate humor only to myself
- d. __ suppress all attempts at humor
13. When someone does something that irritates me, my tendency in communicating with the offending person is to:
   a. ___ insist that the person look me in the eye
   b. ___ look the person directly in the eye & maintain eye contact
   c. ___ maintain intermittent eye contact
   d. ___ avoid looking directly at the person

14. When someone does something that irritates me, my tendency in communicating with the offending person is to:
   a. ___ stand close & make physical contact
   b. ___ use my hands & body to illustrate my points
   c. ___ stand close to the person without touching him/her
   d. ___ stand back and keep my hands to myself

15. When someone does something that irritates me, my tendency in communicating with the offending person is to:
   a. ___ use strong language & tell the person to stop
   b. ___ try to persuade the person to stop
   c. ___ gently tell the person what my feelings are
   d. ___ say and do nothing

Scoring

Instructions: When you have completed all 15 items, add your scores according to the letter of each answer, resulting in four totals (a, b, c, & d). Put these on the blanks below:

Totals: _______ -a  _______ -b  _______ -c  _______ -d

* Using your total scores for each letter, fill in the bar graph below.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>125</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Column A - Aggressive/Confronting: High scores indicate a tendency toward "taking the bull by the horns" and a strong need to control situations and/or people. Those who use this style are often directive & judgmental.

Column B - Assertive/Persuasive: High scores indicate a tendency to stand up for oneself without being pushy, a proactive approach to conflict, and a willingness to collaborate. People who use this style depend heavily on their verbal skills.

Column C - Observant/Introspective: High scores indicate a tendency to observe and examine oneself analytically in response to conflict situations as well as a need to adopt counseling and listening modes of behavior. Those who use this style are likely to be cooperative, even conciliatory.

Column D - Avoiding/Reactive: High scores indicate a tendency toward passivity or withdrawal in conflict situations and a need to avoid confrontation. Those who use this style are usually accepting and patient, often suppressing their strong feelings.

* Now total your scores for Columns A and B and Columns 3 and 4.

Column A + Column B = _____ (Score 1)  
Column C + Column D = _____ (Score 2)

* If Score 1 is significantly higher than Score 2 (25 points or higher), it may indicate a tendency toward aggressive/assertive conflict management. A significantly higher Score 2 signals a more conciliatory approach.
Worksheet C

Anatomy of an Argument

Helpful and destructive arguments differ in each of their three major phases. Following are some of the typical differences:

PHASE 1: Picking the fight and stating its agenda

Destructive: Every complaint by one party is matched by a countercharge by the other; neither gives the least indication that there may be some validity to the other's views.

Helpful: Even as the two are beginning to disagree, one party at least partly acknowledges the other's point of view, even by such subtle clues as carefully listening to a charge and nodding to show that it might have some validity.

PHASE 2: The argument is at its most heated

Destructive: One party "mind reads" inaccurately, making claims about what the other thinks or feels and then attacks those fictitious thoughts or feelings.

Helpful: Even during the stormiest time, one party accurately "mind reads," saying how the other is feeling about the issue.

PHASE 3: Negotiation or wind-down

Destructive: Every proposed compromise is met by a counterproposal, with no accommodation on either side.

Helpful: The parties agree to a compromise or modify their views.
Worksheet D

Conflict Resolution Action Plan

1. Here is what I plan to do to improve the way I handle conflict situations with ________________ (fill in a person's name):
   •
   •
   •
   •

I will know I have succeeded when:
   •
   •
   •
   •

Someone who can help me do this is ________________

• • • • • • • • • • • • • • • •

2. Here is what I plan to do to improve the way I handle conflict situations with ________________ (fill in a person's name):
   •
   •
   •
   •

I will know I have succeeded when:
   •
   •
   •
   •

Someone who can help me do this is ________________
Getting What You Want:
Assertiveness Training

- Facilitator’s Guide
- Worksheets

Special Note to Facilitator: This guide has been designed with flexibility in mind. You as the facilitator have the option to design your own conflict resolution session based on the activities and materials provided. Additionally, please use any resources you have available to enhance the program.

Thank you for your participation.

Resources:
Getting What You Want: Assertiveness Training

* special notes to facilitator are in italics

I. Overview

Materials needed:
- flip chart or overhead
- marker
- copies of handouts that accompany this program
- pens or pencils
- blank paper

What is assertiveness? Well, it’s not a mysterious, mystical gift that some have and others don’t. Rather, it’s a series of skills that anyone can master with a little practice. The exciting thing about acquiring these skills is that you will suddenly find yourself being able to say “no” without guilt, to ask for what you want directly, and in general to communicate more clearly and openly in all relationships. Most importantly, your self-confidence will improve dramatically.

In simplest terms, when you assert yourself, you communicate your positive and negative feelings honestly and directly. You are aware of your rights as a human being and speak and act to protect those rights. Assertive behavior demonstrates self-respect and self-confidence, along with an awareness of and respect for the rights of others.

Assertiveness is important for good mental health, self-confidence, and effective interpersonal communication, and, therefore, has a place in all of your relationships in life. In encounters with everyone from your mentor or mentee to you parents, professors, or roommate, there will be times in your life when you will find your assertion skills useful.

II. Program Objectives:

1. To give participants a working knowledge of the importance of assertion skills in relationships with others
2. To give participants the tools they need to assertiveley express themselves in a variety of situations

In order to accomplish the objectives, you will:
- distinguish between assertive and non-assertive behaviors
- assess your personal assertion skills
- practice assertive verbal and non-verbal behaviors

Share program outline and objectives with participants and ask them to add other agenda items that they feel might be necessary. At any time it seems appropriate throughout this program, be sure to emphasize the importance of assertive behavior in maintaining healthy mentor-mentee relationships.
ACTIVITY 1
Discriminating Behavior

Materials needed:
• flip chart
• marker

This activity is designed to get participants thinking about assertiveness and what it really means. It will also serve to gauge participants' knowledge about what types of behaviors are assertive behaviors and what types are not. This will give you a better understanding of the group and its knowledge and skill base.

STEP 1 As a group, devise a group definition for Assertive behavior, Nonassertive behavior, and Aggressive behavior. Record answers on a flip chart. To assist the facilitator, the following are some general definitions of each type of behavior:

Assertive Behavior
- honest & direct expression
- non-threatening
- verbal and non-verbal
- fairly free of fear and anxiety
- has clear purpose
- generally receives favorable response

Nonassertive Behavior
- indirect & incomplete communication
- non-threatening
- verbal and non-verbal
- frustrating for recipient
- easily misunderstood
- open to varying interpretations which can lead to negative responses

Aggressive Behavior
- direct-name calling, threats, violence
- indirect-sarcasm, malicious gossip
- hostile, demanding, & threatening
- verbal & non-verbal
- selfish and pushy
- little regard for others’ rights
- generally leads to increased hostility

STEP 2 Tell the group that you will describe several situations and possible responses to them. As you read each response, the group should decide whether it is Assertive, Nonassertive, or Aggressive.

STEP 3 Discuss all or some of the following situations one at a time: (the answers and their explanations are in italics)

#1 Your mentee was supposed to meet you for dinner an hour ago. He didn’t call to say he would be late and you are annoyed. You say:
  a. Hey there...lets go get some grub!
     Nonassertive: you pretend that nothing happened
  b. I've been waiting for an hour. I would have appreciated your calling to let me know you would be late.
     Assertive: you face the situation head-on
  c. You've got a lot of nerve coming late. That's the last time I plan to do anything with you.
     Aggressive: you put your mentee down and threaten him
#2 Your parents have just criticized your “significant other” and you feel the criticism is unjustified. You say:
   a. Shut up. You’re both stupid and prejudiced.
      *Aggressive: you are hostile and call your parents names*
   b. Well, I see what you mean.
      *Nonassertive: you don’t really agree with your parents, but imply that you do*
   c. I feel that you criticism is unfair and do not share you opinion at all.
      *Assertive: you express how you feel about the criticism*

#3 A friend has just complemented you on a new suit that you really like. It’s the first time you’ve worn it, so you say:
   a. Thank you.
      *Assertive: you accept and acknowledge the complement*
   b. This? It’s nothing special.
      *Nonassertive: you don’t accept the compliment*
   c. Well...I picked it up on sale...well..
      *Nonassertive: you don’t accept the compliment*

#4 You are out with a group of chapter members. You’re all deciding which movie to see when your mentor mentions a movie that you have already seen twice. You say:
   a. You always pick a movie that I’ve already seen. Maybe if you had a life and got out more often we wouldn’t have this problem.
      *Aggressive: you attack your friend*
   b. I really don’t want to see that one. What’s playing at the Plaza Theatre?
      *Assertive: you express your opinion and make a suggestion*
   c. Well, I have seen it already. But, I guess, if you want to, we can see it.
      *Nonassertive: you don’t express your opinion*

#5 You are returning a shirt to the department store. After you got it home you noticed that there was a small hole in the sleeve. You do not want the shirt as it is. The clerk says that no one will notice. You say:
   a. Regardless if anyone will notice it, I would still like to return the shirt. I do not want this one.
      *Assertive: you tell the clerk exactly what you want*
   b. Look, you had better give me my money. I don’t have all day to waste my time with you.
      *Aggressive: you are hostile and accuse the clerk of wasting your time*
   c. So you really don’t think anyone will notice?
      *Nonassertive: you don’t take a stand at all*

#6 You love you “significant other” very much and really want to express your feelings. After a quiet dinner alone, you say:
   a. I really think you need to explain how you feel about me right now.
      *Aggressive: you make demands instead of expressing yourself*
   b. Sweetheart, I truly love you.
      *Assertive: you state how you feel*
   c. So, what new?
      *Nonassertive: you just skip over the topic you really want to discuss*

#7 Your mom just called to say that she is coming to visit you tonight. You already have plans with your mentee for the evening that you really don’t want to change. You say:
   a. Mom, I’ve seen you twice this week. Enough is enough. You are always bugging me. You are making everybody think I am a momma’s boy.
      *Aggressive: you put your mother down*
   b. Sure, I’d be glad to see you tonight, but would tomorrow suit you just as well?
      *Nonassertive: you give a double message by only implying that tomorrow would be better*
   c. Mom, not tonight. I already have plans for the evening.
      *Assertive: you give your mom the facts*
#8 At your job, one of your co-workers keeps giving you all of his work to do. You've just decided to put an end to this when he asks you to do some more of his work. You say:

a. I'm kind of busy. But if you can't get it done, I guess I can help you.  
   *Nonassertive: you agree to help even though you really don't want to*

b. Forget it. It's about time you do your own stinking work, you lazy slob  
   *Aggressive: you make accusations and engage in name calling*

c. No, Danny, I'm not going to do any more of your work. I'm tired of doing your work on top of my own.  
   *Assertive: you express how you feel and what you plan to do*

#9 A new person has just moved into the dorm room across the hall. You really want to meet him.

a. You smile as your neighbor walks by, but say nothing.  
   *Assertive/Nonassertive: this response gets two ratings because you show your interest with a smile, but you fail to speak and express your welcome*

b. You go next door and say, “Hi. I'm Fred from next door. Welcome to the neighborhood!”  
   *Assertive: you introduce yourself*

c. You watch your neighbor from your peephole.  
   *Nonassertive: you won't even approach your neighbor*

STEP 4 Ensure that everyone in the group feels comfortable with these terms and recognizes the characteristics of each behavior type.

ACTIVITY 2
Assertion Self-Assessment

*Materials needed:*
- 1 copy of Handout 1 for each participant
- pens or pencils
- flip chart
- marker

*This activity helps participants learn more about their own communication styles and make decisions about what changes they would like to make in the behavioral patterns.*

STEP 1 Distribute one copy of Handout 1 to each participant.

STEP 2 Explain that the row headings on the table list a variety of behaviors that represent different types of assertiveness, i.e. positive feelings, self-assertion, & negative feelings. The column headings list people with whom you usually interact. The shaded cells indicate situations that are unlikely to be relevant to most people.

STEP 3 Have participants work individually to answer both of the questions listed on the sheet for each cell of the table. Answers should be written within each cell.

STEP 4 When everyone has completed the grid, debrief the exercise by asking the following questions:  *(record answers on the flip chart)*
1. What are some of the feeling that you have the most frequency of expressing?
2. Who are some of the people with whom you have the most frequent problems being assertive?
STEP 5 Point out to the group that everyone has relationships in their lives in which they could be more assertive and expressive. Encourage them to use their analysis to change and improve their behaviors.

ACTIVITY 3
Standing Up For Your Rights

Materials needed:
- flip chart
- marker

This activity should help participants understand their legitimate rights in relationships and teach them how to protect those rights.

STEP 1 As a group, brainstorm for a list of basic personal rights. Record the list on a flip chart. Some ideas are:
1. You have the right to be treated fairly and as a person of worth with the same rights, privileges, and responsibilities as everyone else.
2. You have the right to make your own decisions and to live your own life as you choose (as long as you don't hurt other people or violate their rights).
3. You have the right to get what you pay for, regardless of how meager the price.
4. You have the right to prompt and courteous service.
5. You have the right to be treated with respect.
6. You have the right to have and express your own feelings and opinions.
7. You have the right to be listened to and taken seriously.
8. You have the right to say “no” without feeling guilty.
9. You have the right to make mistakes.
10. You have the right to assert yourself even though you may inconvenience others.
11. You have the right to choose not to assert myself.

STEP 2 As a group, brainstorm some examples of situations in which your rights are often violated or tested. Record on flip chart.
- Being short-changed
- Being sold defective merchandise
- Being served unsatisfactory food in a restaurant
- Receiving discourteous or inferior service
- Not being allowed to run your own life
- Not being allowed to make your own decisions
- Not having a right to privacy
- Having unfair decisions made about your fate
- Friendship situations in which your right to make decisions is not respected

STEP 3 Explain to the group that now that they understand their personal rights and are familiar with situations in which these rights can be violated, they can now learn how to protect those rights in a responsible, assertive manner.

This activity is most effective if followed by Activity 4.
ACTIVITY 4
Making "I" Statements

Materials needed:
- Flip chart
- Marker

The purpose of this activity is to give participants the opportunity to practice their verbal assertion skills.

STEP 1 Prepare ahead of time by writing the following on a flip chart where everyone can see:
- I see
- I think
- I feel
- I want
- I intend

STEP 2 Explain/Read the following:

Making "I" statements is one of the most important skills of assertiveness. It is also the one most easily forgotten. When you speak of yourself, you are announcing that you are aware of your own needs, feelings, thoughts, and opinions. No one else can report on your inner state as accurately as you can.

When you speak for yourself as a responsible, assertive communicator, you demonstrate that you are aware and clear, that you are the source of the messages you send, that you are the owner of your perceptions, thoughts, feelings, wants, and actions. You show others that you have self-respect, and you add to the accuracy and quality of your communications. You don't presume to know what other people are thinking, what their intentions or motives are. This cuts down on the blaming that all of us fall prey to sometimes and so generates less defensiveness in others.

There are five different types of “I” statements.
1. Sense Statements: describe what you see, hear, taste, touch, & smell
   EX: “I see that you are rarely doing your homework.”
2. Interpretive Statements: explain your assumptions about what is going on
   EX: “I think you are angry with me.”
3. Feeling Statements: disclose personal emotions
   EX: “I feel disappointed and angry when you don’t keep your promises.”
4. “I Want” Statements: directly says what you would like or not like
   EX: I want you to help me with an accounting project I am working on.”
5. Intention Statements: let people know what action you are planning to take
   EX: I will work with you every day to make sure you pass your journalism class.
STEP 3 Explain to the group that they are going to have the opportunity to practice their "I" statements.

STEP 4 Have the group split up into pairs of two.

STEP 5 Pose several situations to the group that deal with mentoring. Have the pairs role-play in the roles of mentor and mentee and react to the situations. They should complete the five types of "I" statements for each situation. Some possible situations include:
- Your mentee’s grades have been plummeting in the past couple of months. You are concerned that he will fall below the chapter's standard and be expelled from the chapter.
- Your mentor has repeatedly promised to meet with you to work on your resume. Every time you set an appointment with him, he calls an hour before to say he has to cancel.
- Your mentee, Sam, has recently started dressing like a total slob. Other chapter members are telling you that Sam hasn’t been showering and his roommate has started sleeping on the floor next door because of the smell.
- For the past three Fridays and Saturdays, your mentor has been so drunk that he threw up and passed out in the front yard of the chapter house.
- You saw your mentee and his girlfriend out at a movie and noticed that she had a large bruise on the side of her face. This is not the first time you have noticed such marks.
- Other situations could address hazing, violence, withdrawal from the chapter, drugs, etc.

STEP 6 Have everyone return to the larger group and discuss reaction from the activity, including how easy participants found asserting their feelings (which few people do verbally), taking a stand, and standing up to an authority figure (i.e. their mentor).

ACTIVITY 5
Taking Responsibility
Materials needed:
- flip chart
- marker
- blank paper for all participants
- pens and pencils
- 1 copy of Handout 2 for each participant

This activity is designed to demonstrate the power of language in asserting desires and emotions.

STEP 1 Prepare ahead of time by writing the following sentences on a flip chart where all can see:
- To be an effective mentor, I have to ________________________________.
- I should ________________________________.

STEP 1 Distribute paper and pen to each participant. Have each group member choose a partner.
STEP 2 Explain that one of the ways in which people forfeit the power to be themselves, to express their opinions and emotions, to be mature, and to be responsible is by choosing certain language to describe themselves. This activity will give participants the opportunity to experience the truth of this language choice.

STEP 3 Have each participant copy the first sentence from the flip chart and write an appropriate completion for it. Each person should share his answer with his partner.

STEP 4 Have each person draw a line through the phrase “have to” in their sentence and substitute the phrase “choose to.” Each person should look at his sentence again and determine if he feels differently about his sentence. Have group members discuss their perceptions with their partners.

STEP 5 Repeat Steps 3 and 4 using the second sentence on the flip chart.

STEP 6 Have each participant write three statements which begin with the phrase “I can’t” and deal with his present or future work with mentees. *An example is “I can’t deal with an immature mentee.”*

STEP 7 After writing these statements, the participants should share them with their partners and then draw a line through the word “can’t” in each sentence and substitute the word “won’t.” Have them determine whether they feel differently about the two versions and discuss their conclusions with their partner.

STEP 8 Distribute Handout 2 (Developing an Awareness of Language). Have the group read the passage and discuss its contents.

**ACTIVITY 6**

Anger

*Materials needed:*
- *flip chart*
- *marker*
- *blank paper for all participants*
- *pens and pencils*

**STEP 1** Prepare ahead of time a list of 5-10 open-ended statements dealing with the experience of anger. *Some examples are:*
- I become angry when...
- When I become angry, I...
- When someone becomes angry with me, I...
- I reduce my angry feelings by...
- I find it easiest to become angry at...
- I usually express my anger by...
STEP 2 Have each participant write completions to each statement on their own.

STEP 3 Go through the list of questions and have the group respond verbally. Record the answers on a flip chart.

STEP 4 Collect the papers and read (or have a helper read) all the completions to the first statement. Lead a discussion on the differences and similarities among responses. Ask questions such as:

- Which of these responses exemplify effective assertive responses (i.e. not aggressive)?
- How can some of the aggressive responses to anger be channeled into more positive assertive behaviors?

ACTIVITY 7
Can You Judge A Book By Its Cover?

Materials needed:
- Emotions Cards from Handout 3
- 1 copy of Handout 4 for each participant

STEP 1 Prepare ahead of time by copying Handout 3 and cutting each word out individually. These pieces of paper are the "Emotion Cards".

STEP 2 Explain/Read the following:
You can't judge a book by its cover. Or can you? After all, publishers spend a lot of time and money designing book jackets. Jacket design is a complex art. The front of the jacket must capture the potential reader's attention through graphic design and typography. The spine must convey specific information about the title, author and publisher. The back of the jacket usually sells the book with catchy phrases and testimonials. The inside cover summarizes the book without saying too much. Covers do give us much information.

Like books, people also come with their own covers. A person's cover gives others clues about what is going on inside. The difference, though, is that since people are dynamic and constantly changing, the information is only valid for a short time. This information is transmitted through body language--non-verbal communication.

STEP 3 Explain the four different types of body signals. Have a volunteer demonstrate some of them for the group.

1. **The Center:** This is an imaginary point on the breastbone level, a vulnerable spot. People deal with and display their centers different ways at different times. The volunteer should demonstrate an open center and a closed center.

2. **The Head:** Both the individual parts of the face as well as the position of the head can convey different attitudes and feelings. Important parts to watch are: (give examples)
   - Eyes
• Hand movements to the face
• Mouth
• Head angle

3. **Posture:** Gives clues to other people about how you feel and how you regard yourself

4. **Hands & Feet:** Like the center, hands and feet make open and closed statements.
   Palms up or down, feet on the floor, legs crossed, etc.

**STEP 4** The group members will now have the opportunity to practice what they have learned. Have the group stand and forma circle.

**STEP 5** Explain that they will be using their bodies to act out different emotions and states of mind. Give one emotion card to each participant.

**STEP 6** Give each participant the opportunity to act out his word, using body language only. The rest of the group should guess the word. *Allow no more than 30 seconds for each person.*

**STEP 7** When everyone has had the opportunity to act. Have the group discuss this exercise and what they learned from it.

- What are some clues that people can see when you are being assertive.
- What body language do you exhibit often that you wish you didn’t?
- What body language would you like to display more often?

Explain that with their knowledge and awareness of the impact of body language, they will be better able to non-verbally express themselves.

**STEP 8** Distribute Handout 4 to participants to keep as their reference materials on body language.
Handout 1

Your Assertion Assessment

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Same Sex Friends</th>
<th>Opposite Sex Friends</th>
<th>Intimate Relations/ Significant Other</th>
<th>Family Members</th>
<th>Children</th>
<th>Authority: Bosses, professors</th>
<th>Business contacts: salespeople, waiters</th>
<th>Teammates, co-workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give compliments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receive compliments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make requests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express affection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate &amp; Maintain Conversations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stand up for your rights</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuse requests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express personal opinions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express justified annoyance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express justified anger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Do I (behavior) to/from/of/with (person) when it is appropriate? (Answers: usually, sometimes, seldom)

2. When I (behavior) to/from/of/with (person) do I become very nervous or unduly anxious? (Answers: yes, no)

*Shaded areas indicate situations that are unlikely for most people.
Developing and Awareness of Language

The way in which I use language determines my existence. By using active, direct, and expressive language, I can become more powerful and be more responsible for my own life. For example, when I say “I can’t,” I allow no possibility of change. My statement is final; I render myself helpless. When I say “I won’t,” I regain my power. I am no longer helpless to act; instead, I choose not to act. I am doing rather than being done to. The same principle applies when I say “I’m afraid to” rather than “I’d like to” with reference to a future plan. The phrase I’d like to offers the possibility of direct confrontation, whereas the phrase I’m afraid to is paralyzing.

The phrase I know is a statement of fact, and to have all the facts in regard to the behavior of others implies godlike omniscience. Often what I believe that I know about the behavior of others is a projection that better reflects my own state of being than someone else’s. In other words, when I analyze another person’s behavior, what I believe to be a fact is often an opinion. Therefore, saying “I imagine” is more honest and allows me to be more open and less rigid in my perceptions.

The words I should often reflect values and beliefs that are a part of me, but are not necessarily mine. My use of the word should often reflects the expectations of my parents, my teachers, or other authority figures. Thus, should becomes the critical part of myself, the parent, who demands that I change to a less powerful part of myself, the child, who apologizes, avoids, and makes excuses. This is the “top dog/underdog” split. When I realize that the battle is internal, I can better separate my shoulds from wants and discover my own self in the process.

Most questions dealing with human behavior are manipulative in that they are actually statements in disguise intended to persuade others to agree with me. For example, “Don’t you think we should go now?” means “I would like to go now.” When I ask a why question, at best the response will be an excuse. Such a question might even cause the responder to feel defensive. By asking this person why, I can hide how I really feel. In contrast, how or what questions can be helpful. By looking more closely at what I do and how I do it, I can develop greater self-awareness.

Finally, when I use second- and third-person pronouns in place of first-person pronouns, I describe my experiences as not mine. When I say “It feels nice,” exactly what is the it that feels nice? What I probably mean and should say instead is “I feel nice.”

For all of us, being aware of the ways in which we use language and changing some of our expressions can help us regain our potential, allow us to communicate more effectively, and promote self-awareness.
<table>
<thead>
<tr>
<th>Emotion Cards</th>
<th>LOVE</th>
<th>BOREDOM</th>
<th>CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frustration</td>
<td>EXASPERATION</td>
<td>DISAPPROVAL</td>
<td></td>
</tr>
<tr>
<td>Anger</td>
<td>TENDERNESS</td>
<td>SUSPICION</td>
<td></td>
</tr>
<tr>
<td>Fear</td>
<td>EXCITEMENT</td>
<td>DESIRE TO SPEAK</td>
<td></td>
</tr>
<tr>
<td>Disgust</td>
<td>LOATHING</td>
<td>DESIRE TO TERMINATE A CONVERSATION</td>
<td></td>
</tr>
<tr>
<td>Surprise</td>
<td>EXHAUSTION</td>
<td>READINESS TO MAKE A DECISION</td>
<td></td>
</tr>
<tr>
<td>Sadness</td>
<td>JOYFULNESS</td>
<td>LACK OF UNDERSTANDING</td>
<td></td>
</tr>
<tr>
<td>Hate</td>
<td>TERROR</td>
<td>DEFIANCE</td>
<td></td>
</tr>
<tr>
<td>Reverence</td>
<td>PUZZLEMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorrow</td>
<td>ANXIETY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impatience</td>
<td>DISAPPOINTMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Body Signals

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Center</th>
<th>Facial Expression</th>
<th>Gestures</th>
<th>Posture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disapproval</td>
<td>Closed</td>
<td>Frown</td>
<td>Finger under nose; eyes narrowed; head shaking; hidden fists; arms crossed on chest</td>
<td>Tense crossed legs; kicking</td>
</tr>
<tr>
<td>Readiness to Make a Decision</td>
<td>Open</td>
<td>Expectant</td>
<td>Hands stop tugging at clothes; both feet on floor; arms spread; hands on hips</td>
<td>Sitting erect, on edge of chair</td>
</tr>
<tr>
<td>Desire to terminate conversation</td>
<td>Partially turned away; feet facing exit</td>
<td>Mild interest</td>
<td>Wiping hands together; pat on head; handshake; looking at watch</td>
<td>Looking away</td>
</tr>
<tr>
<td>Boredom</td>
<td>Closed</td>
<td>Blank, droopy eyes</td>
<td>Drumming on table; foot tapping</td>
<td>Head in palm of hand</td>
</tr>
<tr>
<td>Lack of Understanding</td>
<td>Turned in</td>
<td>Quizzical</td>
<td>Furrowed brow, blank eyes, foot tapping</td>
<td>Stooped or slumped</td>
</tr>
<tr>
<td>Confidence</td>
<td>Open, aggressive</td>
<td>Excitement</td>
<td>Greater eye contact; feet on desk; steepling fingers; space grabbing; chin thrust out</td>
<td>Erect, arms behind back, shoulders squared</td>
</tr>
<tr>
<td>Suspicion</td>
<td>Turned away; feet point to exit</td>
<td>Scowl</td>
<td>Nose touching; folded arms; crossed legs; tilted head; eye rubbing; squinting</td>
<td>Leaning back</td>
</tr>
<tr>
<td>Desire to speak</td>
<td>Extended to the listener</td>
<td>Nodding</td>
<td>Tugging at ear; touching arm of other person</td>
<td>Leaning forward</td>
</tr>
<tr>
<td>Nervousness</td>
<td>Turned away</td>
<td>Tense</td>
<td>Coin jingling; throat clearing; whistling; hand covering mouth; neck rubbing; running fingers through hair</td>
<td>Crossed arms, crossed legs</td>
</tr>
</tbody>
</table>
From Hearing to Listening:
Developing Effective Listening Skills

- Facilitator’s Guide
- Activity Forms

Special Note to Facilitator: This guide has been designed with flexibility in mind. You as the facilitator have the option to design your own listening skills session based on the activities and materials provided. Additionally, please use any resources you have available to enhance the program.

Thank you for your participation.

Resources:
Effective Listening Skills
*special notes to facilitator are in italics*

I. Overview

According to experts we spend approximately 80% of each day communicating. Of that time:
- 45% is spent listening
- 30% is spent speaking
- 16% is spent reading
- 9% is spent writing

While a large part of the day is spent listening, many of us really aren't that good at it. In fact, most people average a 25% overall efficiency rate when it comes to listening! The reason? It's probably because listening is really hard work. Often it is easier to just nod your head when really you're miles away from the conversation or to jump to conclusions and form opinions without really listening to what the speaker is saying.

Because many of us have formed these bad listening habits, it is essential to improve our listening skills. Although you may not realize it, you are most likely missing out on some important information by not listening to others. Also, other may be offended when they notice you're not listening.

Think about your relationships within your chapter at Sig Ep. How many times have you helped a mentee or other brother by really listening to him? How many times could you have made a difference to a mentee or other brother if you would have just taken the time and effort to listen?

II. Program Objectives
1. To give participants the tools to listen more effectively
2. Assist participants in improving their mentoring, and other, relationships.

In order to meet these objectives, you will learn:
- The difference between listening and hearing
- Key elements for good listening
- Various listening styles
- How to assess your listening style
- How you can stop bad listening habits
- Ten tips for better listening
- How to set your own personal action plan
**ACTIVITY 1**

Listening v. Hearing

*Materials needed:*
- flip chart
- marker
- 1 copy of Form A for each participant

**STEP 1** Explain that while hearing is an involuntary act, listening requires effort. Listening involves taking what you hear and processing it. Listening is hard work because it is active. While it does not take much physical effort, listening requires a great deal of intellectual effort. Because active listening can be tiring, many people choose to simply hear the message.

**STEP 2** As a group, brainstorm some reasons why you should become a better listener. Capture the answers on a flipchart page. Try to think of specific instances when your failed to listen. Was embarrassing or costly?

**STEP 3** Distribute Form A and go over the reasons to be a good listener. Ask for a few volunteers to share a story in which they paid the price for not actively listening.

**ACTIVITY/DISCUSSION 2**

Key Elements For Good Listening

_This should be a discussion among the group. Try to make the conversation as interactive as possible. Participants will focus on the basics for good listening which will improve their mentoring relationships. Whether they are mentors or mentees, they will find themselves in situations where they are expected to and depended upon to listen well._

1. **Hear the Message**
   - Pay attention to what is being said.
   - Designate what is most important from the message. What is the central idea?
   - Recognize the emotional message(s). As important as what is said, is how it is said. What is the sender really trying to convey?

2. **Interpret the Message**
   - Interpret the message accurately. Since listening is hard work, the listener must have a desire to understand and to make sense of the message.
   - Ask for clarification. As a listener, you may not fully understand what is being relayed, and you will need to ask for further clarification. This is helpful to understand the message, and informs the sender that you're interested in what he/she is saying.
   - Recognizing the non-verbal cues. They can confirm or contradict the spoken message. Non-verbals come in the form of gestures, facial expressions, eyes and posture. Pay special attention to them when interpreting the message.
3. Evaluate the Message

a. Read this paragraph to the group before beginning this section:
Our leader had an unhappy childhood and little formal education. His father bitterly opposed his ambition to become an artist. Through self-education, he became the author of a book, that became a national bestseller. Obstacles do not discourage him. When others say, "that is not possible" he hurdles each barrier as it comes. He has built an active youth movement of selected young people. He is known throughout the world for his dynamic speeches. His closest associates say of him, "He accomplishes great deeds out of the passion of his will in order to create the kind of government he believes in."

b. Ask:
- Any guesses as to who is being described here?
- Would you be surprised to know that this a description of Adolph Hitler as may have been written by his press agent?
- How many times do we believe what we hear on the radio or TV because of the way the information is biased or slanted?
- Has anyone been 'tricked' into buying something because of the way it was advertised? Note the need for strong evaluation of information before buying into something.

c. Explain:
- Be informed of the fundamental information. Once again, do not be afraid to ask questions. Also, think of the slant or bias that comes into play when evaluating the information.
- Analyze the evidence. You do not necessarily have to agree with every point made, but you do need to weigh and analyze all of the evidence as a whole before coming to a decision or making a judgment.
- Do not jump to conclusions. While it is easy to quickly form an opinion from a few words, a tone of voice, or a physical gesture, it is important to suspend judgment until all the information is presented and until all viewpoints are considered.
- Evaluate when necessary . . . know when you don't need to. Think of a time when it was important for you to actively listen to someone, and not necessary to evaluate. Know your purpose for listening.

4. Respond to the Message
- Complete the communication loop by responding to the message. It is an important part of the process.
- Responding to the message lets the speaker know that the message was heard, it was understood, and that it was evaluated appropriately.
- Utilize 3 principles when responding to a message:
You want to reach a common understanding (this does not mean agreeing, but understanding what the other is communicating).
You should give feedback verbally and/or non-verbally (remember that non-verbals can speak louder than verbals).
You should avoid confusing messages (make sure your actions say the same thing as you do).

**ACTIVITY 3**
Various Listening Styles

*Materials needed:*  
- *flip chart*  
- *marker*

**STEP 1** Have the group brainstorm and write on a flipchart the different listening styles they can think of (make up silly names to describe them if necessary). These styles should be described by the attitude, behavior, and verbal/non-verbal reactions that go along with that style. If they have trouble, remind them to think of people they know who are effective/poor listeners. Write down their ideas on a flip chart or an overhead. Have them describe how they act and what they say.

**STEP 2** In addition to what the group suggests, include on your list the following styles:

- **The Vacant Listener**  
  - physically there but not really there  
  - easily distracted  
  - plays with things while speaker talks  
  - picks up bits and pieces of conversation  
  - changes subject quickly  
  - pays attention only when talking about his/her interests

- **The Overly-Critical Listener**  
  - finds fault in everything  
  - misses the big picture  
  - questions of clarification are accusing and cornering  
  - no time for small talk  
  - little eye contact due to non-stop note taking  
  - too serious

- **The Active Listener**  
  - asks questions for clarification without making others react defensively  
  - clear verbal and non-verbal communication  
  - good eye contact  
  - looks for others' points of view  
  - does not judge too quickly  
  - looks for the content and the intent of the speaker  
  - often repeats back his/her interpretation to the speaker to make sure it is accurate

- **The Compliant Listener**  
  - wants to please others  
  - often shy  
  - rarely speaks  
  - doesn't reveal true feelings due to fear of criticism  
  - nods head but adds little to discussion  
  - typical "yes man"
**ACTIVITY 4**

Your Listening Style

*Materials needed:*
- 1 copy of Form B for each participant
- 1 copy of form C for each participant
- pens or pencils

**STEP 1** Distribute Form B to each participant. Have them answer each question individually. *Encourage participants to be truthful so that they really can improve their listening skills.*

**STEP 2** Have participants count how many *No* answers they have.

**STEP 3** After participants complete Form B, describe the rating scale:
- 1-5 *No* answers = You are an excellent listener. Keep it up!
- 6-10 *No* answers = You are a good listener, but can improve.
- 11-15 *No* answers = Through more practice you can become a much more effective listener in your business and personal relationships.
- 16-20 *No* answers = Listen up!

**STEP 4** After completing Form B and discussing the rating scale, participants should complete Form C which focuses on the listening qualities of each participant. *This can be completed as a "homework assignment" is desired.*

*Use ACTIVITY 5 as a follow-up discussion to this activity if you wish.*

**ACTIVITY 5**

How You Can Stop Bad Listening Habits

*Preparation: This activity should immediately follow ACTIVITY 4 as a processing discussion.*

*Encourage participants to think back to the reasons for improving their listening skills. Reinforce the the benefits they will see in their mentoring relationships.*

1. Recognize when you're listening passively or not at all.
   - The first step to improving is recognizing where you typically go wrong. Take a look at the habits you listed as ones to eliminate on Form C and catch yourself the next time you revert to old habits. Take steps to make a change even if you tackle one habit at a time.

2. Fight your old habits every time you see them coming back.
   - Don't wait until the next time to make a change. Admit your poor behavior to the speaker by saying, for example, that you are sorry you have interrupted him/her.

3. Focus on the new habits you want to acquire.
   - Remember the list of qualities you would like to possess and practice them. Think of others who practice these habits and emulate them. Visualize yourself practicing these
positive listening skills. Think back to your list of reasons why you should be a better listener to stress the need for change.

   • Acknowledge a positive change in listening qualities by rewarding yourself. Treat yourself to something you enjoy or just give yourself a pat on the back. Tell someone else who is also trying to improve listening skills!

**ACTIVITY/DISCUSSION 6**

Ten Tips For Better Listening

**Materials needed:**
- 1 copy of Form D for each participant
- 1 copy of Form E for each participant
- pens or pencils

1. Take notes
   - Write down just the key points
   - Carry a notepad and pen wherever you go
   - Avoid complete sentences and use shorthand

2. Listen now, report later
   - Make plans to report back to speaker later
   - Digest information and plan a response

3. Learn to want to listen
   - View what others have to say as valuable
   - Erase your mind of thoughts of yourself
   - Think of ways you can use this information

4. Be present
   - Show the speaker you "are there" mentally
   - Fight the urge to daydream

5. Anticipate excellence
   - Think of those speaking as interesting and offering valuable information
   - Show others you are interested and concerned with what they have to say
   - Help speakers by asking questions and paying attention
   - Remember that people do their best when they know someone is listening.

*Read the following excerpt from The Business of Listening for the group when speaking of anticipation:*
The Pioneer's Story
The following story is about some pioneers in covered wagons who crossed into the new Oregon Territory. They stopped to rest at a small settlement and the wagon master spoke to an old man sunning himself in front of the General Store.

"Say, Old Timer, what kind of people have settled out here?"

"What kind of people were they where you came from?" asked the old man.

"Well, they were mean, full of mischief and small minded. That's why we left," said the wagon master.

"Sorry to say, young feller, but that's the kind of folks you'll find out here," replied the old man.

Later in the week another team of wagons pulled into town for supplies. This wagon master also stopped in front of the General Store and saw the same old man sunning on the steps.

"Say, Old Timer, what kind of people have settled out here?"

"What kind of people were they where you came from?" asked the old man again.

"The people we left behind were kind, decent people and they were generous. When we left they gave us supplies and helped us load our wagons. We all miss them very much," sighed the wagon master.

"Well, my friend, you've come to the right place, because those are the kind of people you're going to find out here," replied the old man with a kindly smile.

We get what we expect! Anticipate excellence, and it will happen a lot more often than if we assume otherwise.

6. Become a "whole body" listener
   · Good listeners listen not only with their ears but with their minds and bodies
   · Make good eye contact, sit up straight, convey a positive attitude
   · Speakers take more from your non-verbal cues and tone of voice than your words

   **STEP 1** Distribute Form D.

   **STEP 2** Have participants pair off and complete the form.

   **STEP 3** Have each member act out to his partner, his responses as he recorded them.

   Body language can be exaggerated for effect...have fun with this!

7. Build rapport by pacing the speaker
   · Match the speakers voice rate and volume to build rapport
   · Approximate gestures used by the speaker (sit forward/back, hands on/off desk) to show agreement
   · Don't mimic, but show the speaker you are right there with him/her
8. Control your emotional "hotbuttons"
   · Emotional issues can create barriers to effective listening
   · If we allow words or issues to trigger us emotionally we may tune out the message

   **STEP 1** Distribute Form E.
   **STEP 2** Have participants complete the form individually.
   **STEP 3** Discuss the list as a group and open it up for additions. Stress the importance of not using these phrases when speaking to others in light of how they affect you.

9. Control Distractions
   · Avoid distractions whenever possible
   · Try to hold discussions in places free of telephones, background noise, poor seating and lighting
   · Recognize internal distractions such as headaches, hunger, fatigue, or anxiety and remedy them whenever possible
   · Differentiate between distractions and real problems with the message

10. Listening is a gift; give generously
    · Listening is a skill and a gift; give of your time and attention whenever possible
    · Show others that you care by listening and providing feedback when requested

**ACTIVITY 7**
Your Personal Action Plan

*Materials needed:*
- 1 copy of Form F for each participant
- pens or pencils

**STEP 1** Distribute Form F to the participants.

**STEP 2** Have participants complete the form.

**STEP 3** Explain that while we all have good intentions, we need to carry them out in order to be successful. A voluntary action plan can turn your good intentions into actions. Think back to this program and reflect on the areas in which you need to improve. Think of all the people that could benefit from you changing your listening habits in addition to yourself. Only you can make the change!

**STEP 4** Encourage participants to take their time and really make the commitment to improve their listening skills. Discuss with them any fears/uncertainties or excitement/anticipation that they are feeling at this time. Close with encouragement and support for accomplishing their goals!
# Fifty Good Reasons to Become a Better Listener

1. To learn something  
2. To be entertained  
3. To understand a situation  
4. To get information  
5. To be courteous  
6. To be responsible  
7. To prevent accidents  
8. To be a team player  
9. To ask intelligent questions  
10. To improve confidence  
11. To protect freedom  
12. To find out people's needs  
13. To reach a productivity quota  
14. To be valued and trusted  
15. To use money more wisely  
16. To be more efficient  
17. To make accurate evaluations  
18. To make comparisons  
19. To understand and be understood  
20. To analyze the speaker's purpose  
21. To develop a reputation of being a good listener  
22. To get the best value  
23. To improve discipline  
24. To enhance relationships  
25. To be a better family member  
26. To maintain a flexible attitude  
27. To use the gift of hearing  
28. To solve problems  
29. To show you care  
30. To satisfy curiosity  
31. To be safe  
32. To be a good lover  
33. To make intelligent decisions  
34. To prevent waste  
35. To make money  
36. To avoid embarrassment  
37. To stay out of trouble  
38. To save time  
39. To be a discriminating consumer  
40. To be a supportive friend  
41. To give an appropriate response  
42. To enjoy the sounds of nature  
43. To create "win-win" situations  
44. To control distractions  
45. To increase concentration  
46. To improve your vocab  
47. To build rapport  
48. To be prepared for sudden shift in a speaker's topic or intention  
49. To settle disagreements  
50. To improve your personality
### Form B

**Your Listening Attitudes and Behaviors**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am interested in many subjects and do not knowingly tune out dry-sounding information.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. I listen carefully for a speaker's main ideas and supporting points.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. I take notes during meetings to record key points.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. I am not easily distracted.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. I keep my emotions under control.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. I concentrate carefully and do not fake attention.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. I wait for the speaker to finish before finally evaluating the message.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. I respond appropriately with a smile, a note, or a word of acknowledgment, as a speaker is talking.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. I am aware of mannerisms that may distract a speaker and keep mine under control.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. I understand my biases and control them when I am listening.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. I refrain from constantly interrupting.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. I value eye contact and maintain it most of the time.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. I often restate or paraphrase what the speaker said to make sure I have the correct meaning.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. I listen for the speaker's emotional meaning as well as subject matter content.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. I ask questions for clarification.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16. I do not finish other people's sentences unless asked to do so.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>17. When listening on the telephone one hand is kept free to take notes.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>18. I attempt to set aside my ego and focus on the speaker rather than on myself.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>19. I am careful to judge the message rather than the speaker.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>20. I am a patient listener most of the time.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Form C
How Aware Are You of Your Listening Qualities?

1. List five of your best listening qualities, such as patience, good eye contact, not jumping to conclusions, asking for clarification, etc., and rank them 1-5, with one(1) being your best quality.
   1. 
   2. 
   3. 
   4. 
   5. 

2. List three listening qualities that you don't have now but would like to have.
   1. 
   2. 
   3. 

3. List five of your worst listening qualities, such as impatience, poor eye contact, jumping to conclusions, not asking for clarification, etc., and rank them, with one(1) being the worst, etc.
   1. 
   2. 
   3. 
   4. 
   5. 

4. List three listening qualities of poor listeners you know that you would like to avoid. Make a commitment to be more patient with those people, and not fall into those behaviors yourself.
   1. 
   2. 
   3.
Form D

Body Check

Choose two people that you often listen to (Choose one a person you enjoy and the other a person you don't). Briefly describe the non-verbal listening responses you exhibit to those people. Are your responses different? If so, how? If you want to change any of your non-verbal responses to either person use the CHANGE column to state your improvement goal.

Person #1

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>DESCRIPTION</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facial Expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mannerisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice (verbal response)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Person #2

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>DESCRIPTION</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facial Expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mannerisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice (verbal response)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List five things you can do non-verbally to encourage a speaker.

1.

2.

3.

4.

5.
Form E

Identifying Emotional "Hotbuttons"

PART 1 Following are some listening situations and phrases that may cause you to be emotional. Check those that are "hotbuttons" for you as a listener, and add others that strongly affect you, positively or negatively.

- "You never/always..."
- "Shut up!"
- Bad grammar
- Pushy individuals
- "What you should do is..."

Others:


PART 2 Read through the list again and cross out any "hotbutton" issues you are willing to give up, in other words, those you can forget, and not let them bother you any more. Chances are you will not cross many items off your list. This step demonstrates that it is difficult to give up habitual ways of responding to emotional situations.

PART 3 Check the responses (triggers) on the following list that describe your physical reactions to emotional issues:

- Heartbeat increases
- Voice shakes
- Hands feel sweaty
- Chest tightens

Others:


Emotional "hotbuttons" are intense complex feelings that affect everyone. Each may initiate a different emotional reaction, but your physical responses are similar. If you cannot eliminate your emotional "hotbuttons", the best alternative is to develop acceptable responses. The triggers (listed above) warn you that emotions are taking over. When emotional levels go up, objectivity comes down. Problems are never satisfactorily resolved at an emotional level.

To control emotional hotbuttons we must identify what triggers us, understand our responses, and develop behaviors which allow us to listen more carefully and objectively.

Ten Tips for Controlling Emotional "Hotbuttons"

1. Listen attentively without interrupting.
2. Make a conscious choice about your response.
3. Acknowledge the other person's feelings.
4. Ask objective questions for clarification.
5. Try to see the other person's point of view.
6. Stick to the subject.
7. Be patient.
8. Express your point of view.
10. Work out a "win-win" plan.
Form F

My Personal Action Plan

Think about the information you have learned in this session of the Regional Mentor Development Program. What did you learn about listening? How can you improve your listening skills? Make a commitment to improving your listening in your fraternal and personal life. Design a personal action plan to help you reach your goals.

The following guide may help you clarify your goals and outline actions to achieve them.

1. My current listening skills are effective in the following areas:

2. I need to improve my listening skills in the following areas:

3. I will implement an action plan for listening improvements in the following manner:

   A. My listening goals:

   B. My plan for reaching my goals:

   C. My timetable:

4. The following person(s) will benefit from my improved listening skills:

5. They will benefit in the following ways:
SERVICE LEARNING PRESENTATION

Note: Try to keep the presentation as interactive as possible. Use your own creativity and keep things lively. See directions in brackets [] throughout the presentation script.

I. Objectives [Make sure that all members know what the purposes of this session are. You may want to have them written on a chalkboard or on a flip chart sheet and hung up in the room beforehand.]:

1. To ensure that all members understand the three components of service learning
2. To share group members' ideas about and experiences with service
3. To share helpful resources for the development of individual and chapter service projects.

II. What is Service Learning?

Definition: Service learning is a twist on the traditional notion of community service. Community service is basically just general volunteering in the community. This is very good in itself, but service learning takes this one step further. Its goal is to benefit the server as much as the served through increased orientation and reflection. [See the attached article on service learning as well as Part III of this presentation. This may clarify the concept to you. Also, call Juli Finnell for more info. (804-353-1901, voice mail #15).]

III. Why should we do this stuff? What are the benefits of service learning? [Have group members share their ideas about this topic first. List them all on a flip chart and then go back and talk about each one. Following are additional benefits that may not be mentioned by the group. Point out as many as you have time for].

A. For You & Your Chapter

• Having FUN!!! with your friends & meeting new people.
• Gaining Work Experience.
• Learning About Many Types of People that you might not meet otherwise.
• Sharing Your Energy & Creativity with people who can really benefit from it.
• Gives Personal Fulfillment & Satisfaction from helping someone else, or seeing a project completed.
• Teaches Responsibility by showing up on time, finishing a project.
• Builds Brotherhood by giving you common experiences that can bond you together.
• Provides Good PR and lets the community know you are not just a bunch of wild kids running around on the town.
• Gives Experience in planning, organizing, recruiting, communicating, etc.
• Builds Trust & Respect among group members.

B. For The Community
• Resources... young, energetic, creative, enthusiastic volunteers who will learn to be life-long volunteers.
• A Need is Fulfilled through food servers, house builders, playmates,...
• Provides Good PR because when people notice you helping, they notice the community & the community's problems.
• Builds Trust & Respect among different sectors of the community.

IV. What makes service learning so different from traditional community service? How is it supposed to work? There are three primary components of service learning: [This section is pure information. Liven it up as much as you can, but don't expect a lot of excitement at this point.]

A. Orientation

1. Purpose of Orientation
   a. To learn about the project you will be doing
   b. To learn about the people you will work with
   c. To learn about the social issue(s) involved
   d. To learn what your project means in the "Big Picture"

2. How is it done?
   a. Best source... representative from host organization
   b. Reading about the issues
   c. Talking to others who have done similar service
   d. From classroom experiences
   e. Talking to professors at school

B. Actual Service

1. Get out there, do the work, and have fun

2. OBSERVE (gather information, feelings, perceptions, etc.). This is important in order for the third component to be effective.

C. Reflection a time to learn from experiences

1. Why should you reflect?
   a. To broaden your world view
   b. To learn lessons for future experiences (service related or not)
c. To be more effective in future service  
d. To sharpen thinking skills

2. How do you reflect? [These questions are listed separately on an attached sheet. You may wish to make copies to give all participants. Talk about as many of the following points as you can then they can go through the rest on their own.]

a. Ask probing questions of yourself
   * What did I see?  
   * What surprised me?  
   * How did I feel during the experience?  
   * How do I feel now?  
   * Why do/did I feel that way?  
   * What is my initial judgment?  
   * How do my values and experiences shape what I see?  
   * How am I a part of the problem?  
   * How am I a part of the solution?  
   * How can I be more sensitive to the community's needs?  
   * How can I interact with the community to gain a better understanding of the problem?  
   * How can I support the community's efforts to solve its problems?

b. Keep a journal of each service experience

c. Write a story about your experience from the point of view of those served ("Through the Eyes of Those Served")

V. How do I find a project? [Members in the Epsilon Challenge are required to "Participate in the planning of the chapter's service project" and to "Design and implement an individual service project (minimum 30 hours)." This discussion should be geared to make fulfilling these expectations easier.]

* Share ideas for good individual and group service projects [This is a very important aspect of the session. Allow enough time to spend at this point. Let them learn from one another.]
* See pp. E23-29 of The Lexicon [Attached]
* See one-page sheet [Attached. You may wish to distribute this.]

VI. Get a commitment!

* Have all participants fill out and sign a "Service Contract" [Make copies of the attached contract and emphasize the importance of taking the information they have learned back to their chapters.]
QUESTIONS FOR EFFECTIVE REFLECTION

• What did I see?
• What surprised me?
• How did I feel during the experience?
• How do I feel now?
• Why do/did I feel that way?
• What is my initial judgment?
• How do my values and experiences shape what I see?
• How am I a part of the problem?
• How am I a part of the solution?
• How can I be more sensitive to the community's needs?
• How can I interact with the community to gain a better understanding of the problem?
• How can I support the community's efforts to solve its problems?
SERVICE CONTRACT [To be kept by the signator and shared with his home chapter]

I, ______________________, do hereby affirm in the eyes of the brothers here assembled that, with my understanding of service learning and the powerful impact that such service can have on myself and others, I will:

• work to explain the principles and components of service learning to others, within and outside of my fraternity;

• actively pursue service experiences in which I may positively affect the lives of others and my own life;

• and, share my ideas and experiences with others with the goal of encouraging them to also actively engage in service to others for the betterment of America's communities.

Signature ___________________________________________ Date __________
Reflection and Service Work

by Mary Edens

All shapes and sizes of academic, governmental, private, public and corporate institutions have begun to support community involvement. But few organizations are bothering to ask, "Why service?" As noted by Cesie Delve in the COOL article, reflection is important. "Analysis," "thoughtfulness" and "reflection" need to become part of our service vocabulary.

Reflection as it is paired with service work is a dynamic process. Critical thinking, evaluation, analysis, problem-solving, thinking, mediation, study and reasoning are all part of this process.

Three areas of reflection are identity, experience, and context.

Identity refers to the service experiences affecting the individual. Involvement in a new environment will generate questions about oneself. We ask, "Who am I?" Identity centers around a merging sense of values. Community service is a unique forum for allowing us to express our values, to confront them, to wrestle with them. It is imperative that service experiences include an educational component that recognizes this process. Through reflection, we can build upon, "Who am I?" to include, "What have I learned about myself?"

Another part of reflection centers on the experience itself. Much of this inquiry involves volunteer support. Is there adequate supervision and support? Are you fulfilling your responsibility to the people you work with? Are you completing work that is satisfying and meaningful to you? The value of meaningful work is linked to identity as well as to the value of the practical experience.

Reflection also offers a way to confront the fears that challenge us. In our work in the community, we often enter environments that are threatening. It is essential that agency staff provide supportive framework for examining experiences. Faculty and advisors are also essential in supporting student volunteers.

"Service without reflection can be detrimental for both the community and the student."

Cesie Delve
Volunteer and Public Service Center, Georgetown University

Of the three areas of reflection, discussion of experience is most likely when volunteers are brought together. Complaints, problems, excesses seem to arise naturally. Making a space for these concerns will create not only a more efficient way to address them, but will allow time to focus on other areas of reflection.

The third area of reflection is that of context of a broader perspective. To create a context for one's effort is what most of reflection is about. Understanding the relationships between individual efforts and other groups, cities, nations and cultures requires thought and discussion. It is the realization of these interdependencies that can spark a real fusion between the theoretical and the practical. It is not enough to insist that we can make a difference without providing a framework in which to recognize those differences. Volunteers need information, courses or books and essays that provide a perspective on the problems that concern them.

Why is reflection so important to education? One common rationale is that community service programs have a responsibility to engage students in critical thought. One part of service and one part reflection equals learning. In addition:

1. Through reflection we increase our sensitivity to community issues, therefore expanding our capacity as volunteers. Reflection is a way to monitor experiences. Through discussion and interaction volunteers feel supported.

2. Reflection can help foster long-term commitment. Group discussions and trouble-shooting contribute to a sense of belonging and decrease the likelihood of burnout.

3. An educational component is crucial if we are to learn from community service. Setting aside time to address identity, experience and context is essential to the educational goals, whether academic or co-curricular, of any program.

4. We need to mix theory and practice if either half is to be relevant. Deliberate pairing of thought and action informs both arenas and the individual more fully. As we work to integrate service into academics, we need to think about integrating academic tools into our service programs.

5. By creating a context for our efforts, we can begin to think about larger issues and problems. It is through this kind of discussion that creative solutions can be generated.

If we are to reach beyond our individual actions to look for solutions or changes that will improve our communities, our campuses and ourselves, we must deliberately pair action with reflection.

The article by Ms. Mary Edens, assistant director of Student Life at Michigan State University, is reprinted partly from Campus Outreach, November/December 1989, the newsletter of Campus Outreach Opportunity League (COOL).
SERVICE-LEARNING/COMMUNITY SERVICE

*No act of kindness, no matter how small is ever wasted.*

- Aesop

*Building Balanced Leaders for America’s Communities* requires exposure and experience in those communities. For this reason, service-learning is a major component of the Balanced Man Project.

In contrast to philanthropy, which is raising money for a cause, service-learning involves direct contact with those served and hands-on effort in providing service. A service-learning project could mean working to feed the homeless, providing day care for the children of working mothers, or tutoring adults in a literacy program. It could also mean building a house, driving an elderly neighbor to the grocery store, or working in an animal shelter. Whatever the size or type of community, the opportunities for service-learning are plentiful and varied.

It would seem that service-learning is just basic community service, but it isn’t. The two are differentiated by the fact that service-learning involves on-going personal reflection which contributes to the server’s growth as a person and as a citizen. Basically, service-learning provides an increased opportunity to learn from and help others.

The Center for Service Learning at James Madison University suggests several questions that may encourage such enlightening reflection:

- What am I learning from and about the people I am working with in my community?
- What am I learning in relation to my on-campus experiences both inside and outside the classroom?
- What am I learning about society and myself?

Service-learning is critical to leadership development. Through service projects, you will become a balanced individual who has developed empathy for his neighbors, a broader world view, and a dedication to responsible citizenship.

During a member’s journey, there are two different types of service to be addressed. The first is individual service which is planned and executed by each member of the chapter separately. The second is chapter service which gives the chapter an additional opportunity to strengthen its bonds of brotherhood.
GUIDELINES

Individual Service:
- Each member of the Epsilon Challenge is expected to complete a thirty hour service project.
- The project may be initiated through a community agency or the member may develop his own.
- Members in the Epsilon Challenge may work together in small groups (no more than 4 per group) to meet this expectation. Each man must still work for thirty hours.

Chapter Service:
- Each semester, the chapter should sponsor a service project in which the entire chapter can participate.
- This project is to be planned by all members who are currently in the Epsilon Challenge. As soon as a member enters this challenge he will take his position on this committee.
- The Chaplain is responsible for appointing a chairman of this committee.
INDIVIDUAL SERVICE

There are many diverse opportunities in your community to provide hands-on service. When deciding what project to undertake, it is important to choose an area 1) in which your community needs help and in which you can be useful, and 2) that interests you. Applying your interests and abilities to your community will both benefit the community and aid your personal growth.

Some general areas of service include:

- **Health** (hospitals, rescue squads, crisis counseling)
- **Education** (tutoring, literacy programs)
- **Social Services** (neighborhood centers, homeless shelters)
- **Civic Organization** (Boy Scouts, Big Brothers, Boys Club)
- **Recreation** (Little League)
- **Arts** (theaters, museums, zoos)

Find an area that interests you, then find a specific project to undertake.

Remember that you do not always have to work with existing programs. If you perceive an unmet need in your community, you can develop your own program to meet that need. Designing your own program is an excellent way to match your areas of interest with the needs of the community. You may want to contact your local United Way for more information and advice.

Below is a list of possible projects categorized by major. Use them or create your own.

**SOME IDEAS**

**BIOLOGY**
- Volunteer at low income clinics
- Volunteer at an AIDS care facility

**BUSINESS**
- Help establish bookkeeping and other fiscal procedures for a grassroots group to meet their basic needs
- Assist senior citizens with their taxes

**CHEMISTRY**
- Develop a community garden project

**COMPUTER SCIENCE**
- Create a data processing format and an analysis service for a non-profit community agency
- Help disadvantaged youths explore a career in computer science
EDUCATION
★ Organize or work with a program to provide needed educational experiences to inmates in prison
★ Tutor children with learning disabilities
★ Work with an adult literacy program
★ Help prepare adults for the GED exam

ENGLISH/JOURNALISM
★ Assist a community agency with its newsletter
★ Write letters for nursing home residents

FINE AND APPLIED ARTS
★ Teach arts and crafts to senior citizens or youths
★ Become a story-teller for your local library

FOREIGN LANGUAGES
★ Tutor someone who is learning English as a second language
★ Work as a bilingual aide in the public schools

HEALTH/RECREATION
★ Plan exercise activities for community mental health center residents
★ Plan health and nutrition activities that can be utilized by Planned Parenthood’s outreach efforts to young mothers

HISTORY
★ Help disadvantaged youths understand their own background and history
★ Document the history of a neighborhood

LAW
★ Volunteer for a legal assistance program for the disadvantaged
★ Work as an advocate for juveniles in court

MUSIC
★ Develop music therapy for disabled youths, adults, or senior citizens
★ Stage concerts or performances at retirement homes

POLITICAL SCIENCE
★ Help escort senior citizens to and from polling places
★ Work with senior citizen group to lobby for the needs of the elderly

PSYCHOLOGY/SOCIOLOGY
★ Assist women’s student services with peer education regarding acquaintance rape issues

E26
COMMUNITY SERVICE PROFILE

If you are unsure of the type of project you would like to do, a good way to focus your interests is by completing the Community Service Profile developed by the Points of Light Foundation. Once completed, examine the interests you indicated and use that direction to find a project that is right for you.

I. The gifts I have to give are:
   ___ teaching someone a skill or a subject
   ___ listening to someone who is troubled
   ___ mentoring someone who needs a good role model
   ___ using my professional skills and hobbies to help others
   ___ other ____________________________

II. The community problems of greatest concern to me are:
   ___ the needs of children and youth
   ___ poverty and hunger
   ___ drug and alcohol abuse
   ___ education and literacy
   ___ the needs of senior citizens
   ___ crime
   ___ teen pregnancy
   ___ health care
   ___ other ____________________________

III. I would like to work:
    ___ on my own or in a situation where I have lots of freedom
    ___ as part of a group someone else organizes
    ___ as part of a group that I organize
    ___ in my neighborhood
    ___ outside of my neighborhood

IV. I would like to work up to ___ hours a week at the following times:
    ___ daytime, Monday through Friday
    ___ evenings, Monday through Friday
    ___ weekends

V. Through my involvement, I hope to:
    ___ put my ideas to work
    ___ develop new skills
    ___ make new social connections
    ___ use skills I do not normally use
    ___ learn more about problems in my community
    ___ other ____________________________
CHAPTER SERVICE

Just as there are multiple opportunities for individuals to impact their communities, there are opportunities for groups to do the same. Groups service can also work to bring a chapter together. The shared experiences provide stories and memories that enhance a chapter’s brotherhood.

- Contact your campus’s Student Activities Director for information on local contacts
- Help build a community center
- Do a variety show for a children’s hospital
- Sponsor parties for the elderly or disadvantaged youth
- Collect and distribute clothing to low-income families
- Volunteer to prepare and/or serve meals at a shelter
- Help maintain and improve city parks
- Work to make buildings accessible to the physically challenged
- Call your state’s volunteer office. Check your local phone book for the number.
- Work with national service organizations to find a local project that needs your help. The following are excellent resources at your disposal:

ACTION
1100 Vermont Avenue, N.W.
Washington, D.C. 20525
(202) 606-5212

Works to stimulate volunteerism in general. Its major programs include Foster Grandparents, Retired Senior Volunteer Programs, and Student Community Service.

BEST BUDDIES
100 S.E. 2nd Street, Suite 1990
Miami, Florida 33131
(305) 374-2233

Involves college students applying for and being selected to serve as a "buddy" to a young adult with mental retardation.
A clearinghouse for information on alternative breaks. Groups may plan a weekend or a fall, winter, spring, or summer break working with community organizations to complete short term projects.

CHRISTMAS IN APRIL, U.S.A.
1225 Eye Street, N.W., Suite 601
Washington, D.C. 20005

A nationwide home repair and rehabilitation initiative dedicated to keeping low income, elderly, and disabled homeowners living in dignity, decency, safety, warmth, and independence.

CIRCLE K, INTERNATIONAL
3636 Woodview Trace
Indianapolis, Indiana 46268-3196
(317) 875-8755

With clubs on more than 500 college and university campuses, Circle K offers opportunities for service to campus and community, leadership, and partnership with service-minded professionals.

THE GIRAFFE PROJECT
P.O. Box 759
Langley, Washington 98260
(206) 221-7989

Links interested volunteers with Giraffes in their communities. Giraffes are people who "stick their neck out for the common good" and may run organizations that need help.

ADOPT-A-SCHOOL
National Interfraternity Conference
3901 West 86th Street, Suite 390
Indianapolis, Indiana 46268-3196
(317) 872-1112

Offers unique opportunities for college students to develop one-on-one relationships with children in their local elementary schools.

* Work with organizations that have offices on a local level. See the phone book for:
  - American Red Cross
  - Big Brothers
  - Boys Club
  - Boy Scouts
  - Habitat for Humanity
  - Salvation Army
  - United Way
  - YMCA
SERVICE PROJECT IDEAS

General Contacts:
• Your local chapter of the United Way (under "U" in the telephone book)
• Your state department of volunteerism (either in the telephone's Blue Pages or listed under "V")
• The volunteer coordinating office on your campus (call the student activities office for more information)

Specific Contacts:
• Habitat for Humanity [in your phone book or nationally at (912) 924-67935]
• The Giraffe Project [nationally for local project at (206) 221-7989]**
• Big Brothers/Big Sisters [in your phone book or nationally at (215) 657-7000]
• Christmas in April [nationally for local project at (202)326-8268]**
• Break Away: the alternative break connection [nationally at (615) 343-0385]**
• CASA (Court Appointed Special Advocates) [nationally at (206) 328-8588]
• Adopt-A-School [at the National Interfraternity Conference (317) 872-1112]**
• Best Buddies [nationally at (305) 374-2233]**
• American Red Cross [see your phone book]
• Boys Club [see your phone book]
• Boy Scouts [see your phone book]
• Salvation Army [see your phone book]
• YMCA [see your phone book]
** see pages E28-29 of The Lexicon (attached)

Specific Projects:
• Clean up a vacant lot
• Plan a prom for local youths with disabilities
• Build a wheelchair ramp for an elderly or disabled person in your community
• Help renovate a local shelter
• Paint a neighborhood playground
• Clean up a highway or a beach
• Fix up a local nursing home, library, or local school
• Serve meals at a soup kitchen
• Tutor or just spend time with teens in the local juvenile detention center
• Volunteer with a national park
• Volunteer at a homeless shelter
• Volunteer at the SPCA or other animal shelter
• Assist in counseling substance abusers
• Work as a volunteer at a local hospital or nursing home
• Develop plant therapy, pet therapy, or art therapy programs for a nursing home
• Work with an adult literacy program
• Work with a crisis hotline
Also, see pages E25-26 of The Lexicon (attached).
Appendix E
Kim Fisher
Balanced Man Program Intern
Sigma Phi Epsilon
PO Box 1901
Richmond, Virginia 23215-1901

Dear Kim:

Enclosed you will find the evaluation sheets for the Epsilon Challenge and Brother Mentor Challenge elements of yesterday's Regional Mentor Development Program at the University of Wyoming. Howie instructed his Phi Challenge participants to mail the evaluations directly to you.

As I promised, the specific program went as follows:

11:00a - Brunch
11:30a - Breakout into separate challenges
11:35a - Introduction to the program
11:37a - Video - Fraternity Row "Pledge Introduction"
11:38a - Identify key points
11:43a - Video - Fraternity Row "Pledge Porch"
11:45 - Who were the mentors?
11:48 - Flip Chart use of Mentor Qualities, etc.
12:25p - Group Breakout - Prepare role play showing a mentor relationship.
1:05 - Break
1:15 - Listening - Video - Henry V "Eve & Morning of St. Crispian's"
1:20 - Discussion, and demonstration, of 8 Listening skills.
1:50 - Confrontation - Video - 7 Days in May "Judas Letter"
1:55 - Discussion, and demonstration, of Confrontation Guidelines.
2:25 - Role Play Mentor scenes
2:45 - Discussion of fraternity volunteer opportunities.
3:15 - Commit to creating a mentor relationship, handouts of 10 Things To Remember and evaluations.
3:30 - Community Service project.

The program was a delightful experience and I would gladly serve any future program. Please send me a copy of the program evaluation summary reports, it provides a valued learning experience for me. It was disappointing that Colorado Delta & Colorado Epsilon were not in attendance. I have already discussed my disappointment with the Alumni Board President of Colorado Epsilon, and will ensure that the same message is shared with Colorado Delta. The enclosed gas receipt is the sum total of my expenses for the day.
Since the Regional Mentor Development program is one of the elements of the Epsilon Challenge, do you have an anticipated date for the next program. I am sure that the brothers at Colorado Delta & Colorado Epsilon will be eager to complete this program before their one year in the Epsilon Challenge expires.

Again, thank you for the chance to be part of this very exciting process.

Sincerely,

[Signature]

Robert J. Kerr
MEMORANDUM

TO: Chapter Counselors (Colorado Delta & Epsilon)
    Alumni Board Presidents (Colorado Delta & Epsilon)
FROM: District Governor
RE: Regional Mentor Development Program
DATE: April 9, 1995

---

I could not let this day pass without sharing my excitement regarding the Regional Mentor Development Program held at the University of Wyoming yesterday. The program was outstanding and I was genuinely impressed with the overall quality of the undergraduates participating. I believe the end results will be stronger undergraduate brothers and greater achievements for their specific chapters. Unfortunately, no members of Colorado Delta or Colorado Epsilon were in attendance, and frankly I am concerned.

I am well aware of the reasons both chapters gave for non-attendance. I also know, for a fact, that the reasons given were not sufficient to warrant total absence from this critical part of the Balanced Man Program. I believe we must begin to work now for the next program offering, so our undergraduate members do not miss another program and be unable to complete their Epsilon Challenge in the required time frame. I believe it would be helpful to identify the following data:

* How many brothers are in each of the 4 challenges?
* When are we conducting our Rites of Passage ceremonies?
* What can we do, as volunteers, to be better educated about the chapters responsibilities within the Balanced Man Program?

Your feedback is essential to the overall success of both chapter's participation in the Balanced Man Program. When I return from Easter holiday, I will contact you, individually, for your advice. I am convinced that the Regional Mentor Development program represents an extra-ordinary asset for both chapters and our vision for the future of Sigma Phi Epsilon. Thank you for your continued dedication and service to your chapters and to Sigma Phi Epsilon - you do make all the difference in the world!

[Signature]

[Signature]
Regional Mentor Development Program

- Which RMDP did you attend (school & date)? **Wyoming 4/2**

- Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

- Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  - Facilitators: 1 2 3 4 5
  - Service Project: 1 2 3 4 5

- What should be added to the program?
  - Nothing — I am disappointed that Colorado E+D didn’t attend.

- What should be deleted from the program?
  - Nothing

- What is the most valuable lesson you learned today?
  - How crucial the BMP is to the success of the fraternity.

Thank you for making the Regional Mentor Development Program a tremendous success!

---

Evaluation

Regional Mentor Development Program

- Which RMDP did you attend (school & date)? **University of Wyoming 4/7/95**

- Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

- Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  - Facilitators: 1 2 3 4 5
  - Service Project: 1 2 3 4 5

- What should be added to the program?
  - More personal experiences

- What should be deleted from the program?
  - Nothing

- What is the most valuable lesson you learned today?
  - There are people in my life who affect me as a person in a very special way and I need to recognize.

Thank you for making the Regional Mentor Development Program a tremendous success!
Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? Wyoming: April 9, 1995

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  Facilitators 1 2 3 4 5
  Service Project 1 2 3 4 5

• What should be added to the program?

• What should be deleted from the program?

• What is the most valuable lesson you learned today?

  Recognizing who a mentor is.

Thank you for making the Regional Mentor Development Program a tremendous success!
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? **Wyoming 4/8/05**

• Which track did you follow (circle one)? **Sigma Challenge**  **Phi Challenge**  **Epsilon/Brother Mentor Challenge**

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:

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

• What should be added to the program?

MORE EXAMPLES

• What should be deleted from the program?

math

• What is the most valuable lesson you learned today?

How to be a mentor

Thank you for making the Regional Mentor Development Program a tremendous success!

---

Evaluation

Regional Mentor Development Program

• Which RMDP did you attend (school & date)? **Wyoming Alpha April 8th, 1995**

• Which track did you follow (circle one)? **Sigma Challenge**  **Phi Challenge**  **Epsilon/Brother Mentor Challenge**

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:

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

• What should be added to the program?

MORE SKILL SHEETS (IE, LISTENING SKILLS, CONFRONTATION SKILLS) MAY BE

• What should be deleted from the program?

ROLE PLAYS

• What is the most valuable lesson you learned today?

NOT SO MUCH OF A LESSON, BUT THE FOUNDATION WAS LAID FOR MANHOOD

Thank you for making the Regional Mentor Development Program a tremendous success!
Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? University of Wyoming 4/9/95

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 5=needs much improvement:
  Facilitators 1 2 3 4 5
  Service Project 1 2 3 4 5

• What should be added to the program?
  More building the chapter up - pump us up.

• What should be deleted from the program?
  none

• What is the most valuable lesson you learned today?
  The importance of Paternalism

Thank you for making the Regional Mentor Development Program a tremendous success!
Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? Wyoing 4/8

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Project</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

• What should be added to the program?
Nothing material, it was great.

• What should be deleted from the program?
Nothing

• What is the most valuable lesson you learned today?
I learned that mentors are all around us.

Thank you for making the Regional Mentor Development Program a tremendous success!
Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? University of Wyoming 4/8/95
• Which track did you follow (circle one)? Sigma Challenge  Phi Challenge  Epsilon/Brother Mentor Challenge
• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  Facilitators 1 2 3 4 5
  Service Project 1 2 3 4 5
• What should be added to the program? Time for Mentoring Testimonials
• What should be deleted from the program?
• What is the most valuable lesson you learned today?

Thank you for making the Regional Mentor Development Program a tremendous success!
• Which RMDP did you attend (school & date)?
  UNIVERSITY OF WYOMING
  WYOMING SEC 4/8/95

• Which track did you follow (circle one)?
  Sigma Challenge  Phi Challenge  Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  | Facilitators | 1 | 2 | 3 | 4 | 5 |
  | Service Project | 1 | 2 | 3 | 4 | 5 |

• What should be added to the program?
  More time

• What should be deleted from the program?
  Can't think of anything. Haven't had much experience with this, so I can't relate it with anything.

• What is the most valuable lesson you learned today?
  Listening skills

Thank you for making the Regional Mentor Development Program a tremendous success!
Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? Wyoming Sec. 4-8-95

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  Facilitators
  Service Project

• What should be added to the program?

• What should be deleted from the program?

• What is the most valuable lesson you learned today?

Thank you for making the Regional Mentor Development Program a tremendous success!
Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? UNIVERSITY OF WYOMING 4/6/95

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  Facilitators 1 2 3 4 5
  Service Project 1 2 3 4 5

• What should be added to the program?

• What should be deleted from the program?

• What is the most valuable lesson you learned today?

   Learning how to listen

   Thank you for making the Regional Mentor Development Program a tremendous success!

Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? UNIVERSITY OF WYOMING April 1995

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  Facilitators 1 2 3 4 5
  Service Project 1 2 3 4 5

• What should be added to the program?

• What should be deleted from the program?

• What is the most valuable lesson you learned today?

   I shouldn't try to 'find' a mentor, just let it happen.

   Thank you for making the Regional Mentor Development Program a tremendous success!
**Evaluation**

Regional Mentor Development Program

- Which RMDP did you attend (school & date)? University of Wyoming 4/13/95
- Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge
- Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  - Facilitators
    - 1 2 3 4 5
  - Service Project
    - 1 2 3 4 5
- What should be added to the program?
- What should be deleted from the program?
- What is the most valuable lesson you learned today?
  - Mentors are not specifically formally funded, but the relationship grows.

*Thank you for making the Regional Mentor Development Program a tremendous success!*

---

**Evaluation**

Regional Mentor Development Program

- Which RMDP did you attend (school & date)? University of Wyoming Apr/17, 1995
- Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge
- Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  - Facilitators
    - 1 2 3 4 5
  - Service Project
    - 1 2 3 4 5
- What should be added to the program?
- What should be deleted from the program?
- What is the most valuable lesson you learned today?
  - Mentors are not specifically formally funded, but the relationship grows.

*Thank you for making the Regional Mentor Development Program a tremendous success!*
Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? University of WYO 4/8

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  - Facilitators: 1 2 3 4 5
  - Service Project: 1 2 3 4 5

• What should be added to the program?

• What should be deleted from the program?

• What is the most valuable lesson you learned today?

  [Signature]

Thank you for making the Regional Mentor Development Program a tremendous success!
Regional Mentor Development Program

- Which RMDP did you attend (school & date)? UMBC Apr 1

- Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

- Please rate the effectiveness of the following where 1=outstanding and 5=needs much improvement:
  
<table>
<thead>
<tr>
<th>Facilitators</th>
<th>Service Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

- What should be added to the program? More people

- What should be deleted from the program? Rich's long speeches

- What is the most valuable lesson you learned today? Recruitment / Attractions

Thank you for making the Regional Mentor Development Program a tremendous success!
Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? UMBC

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  - Facilitators: 1 2 3 4 5
  - Service Project: 1 2 3 4 5

• What should be added to the program?
  I think that if others (chapters) came it would be more worthwhile.

• What should be deleted from the program?
  I thought it was a complete program.

• What is the most valuable lesson you learned today?
  I learned about proper etiquette.

Thank you for making the Regional Mentor Development Program a tremendous success!

Ed Abram's

Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? UMBC April 1, 1995

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  - Facilitators: -1 2 3 4 5
  - Service Project: +1 2 3 4 5

• What should be added to the program?
  I think it's pretty complete.

• What should be deleted from the program?
  Nothing.

• What is the most valuable lesson you learned today?
  I learned what I need to work on to be a better brother.
Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? **UMBC - April 1**

• Which track did you follow (circle one)? **Sigma Challenge** Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  
<table>
<thead>
<tr>
<th>Facilitators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Project</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

• What should be added to the program?

  
  Snacks more hands involved

• What should be deleted from the program?

• What is the most valuable lesson you learned today?

  
  **Expectations**

Thank you for making the Regional Mentor Development Program a tremendous success!
Evaluation
Regional Mentor Development Program

- Which RMDP did you attend (school & date)? MBC April 1

- Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

- Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  - Facilitators: 4 2 3 4 5
  - Service Project: 1 2 3 4 5

- What should be added to the program?
  - A Snack

- What should be deleted from the program?
  - Nothing

- What is the most valuable lesson you learned today?
  - What I need to work on

Thank you for making the Regional Mentor Development Program a tremendous success!
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? UMBC April 1, 1995

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  Facilitators 1 2 3 4 5
  Service Project 1 2 3 4 5

• What should be added to the program?
  More experiential learning

• What should be deleted from the program?

• What is the most valuable lesson you learned today?
  People view you differently than you do yourself.
Evaluation
Regional Mentor Development Program

• Which RMDP did you attend (school & date)? UMB April 15

• Which track did you follow (circle one)? Sigma Challenge Phi Challenge Epsilon/Brother Mentor Challenge

• Please rate the effectiveness of the following where 1=outstanding and 2=needs much improvement:
  Facilitators 1 2 3 4 5
  Service Project 1 2 3 4 5

• What should be added to the program? More character involvement

• What should be deleted from the program? Disrespect

• What is the most valuable lesson you learned today? How to deal with fellow brothers.

Thank you for making the Regional Mentor Development Program a tremendous success!
Appendix F
How To Plan A RMDP

1. Have a plan. Think critically and decide what you want to do with the program as opposed to repeating what has been done in the past.

2. Recruit chapters to host the RMDP and set a date by phone.

3. Send invitations to BMP chapters in the region immediately after date is set. In addition, send colorful flyers to be posted in the house or to be distributed by campus mail. Publicity is important! Make follow-up calls to confirm they received invitations and to answer any questions. Be sure they understand what a Regional Mentor Development Program is.

4. When calling host chapters and invited chapters, be sure to set a date to report the number of attenders. Tell them you will call back by this date to receive commitments.

5. Contact possible facilitators (stewards, past staff, Regional Directors, other volunteers), explain RMDP to them and ask for their participation. After receiving their commitment, tell them materials will be sent one month before the RMDP is to be held. When materials are sent, call one week later to see that information has been received.

"BEWARE" LIST

• Do not plan RMDPs during breaks, holidays, or exams. In addition, try to plan it for a time when Regional Directors will not be at Headquarters. Involving RDs in facilitation and promotion of RMDPs is a must!

• Include a lunch break. Hungry people are not very attentive.

• Try to have the host chapter arrange a social or mixer for the night following the RMDP. This provided greater incentive for chapters to road-trip for this event.

• Have visiting chapters make a tangible commitment in addition to a verbal one. Have the host chapter ask them to bring something such as food, a volleyball net, etc.

• Do not wait for people to call you back. Take the initiative and the responsibility for making contacts yourself!
This Just In...

Since the Balanced Man Project's inception, the recurring question has been "How will the Balanced Man Project impact individual chapters?" To answer that question, and to determine how the Project could be improved, the Jepson School of Leadership Studies at the University of Richmond conducted a survey comparing 15 Balanced Man Chapters to 15 non-Balanced Man Chapters. On each of the 30 campuses, the Greek Advisor and three chapter members participated.

Overall, the evaluation judged senior participation to be high, rated communication among chapter members in Balanced Man Chapters as more open and direct, and noted that their service projects have had an exceptionally positive impact on their communities. Specific examples of the Balanced Man Project's impacts follow:

- Sam Nelson, president of New Mexico Alpha (University of New Mexico), is convinced of the BMP's ability to impact a chapter's academic performance. In two semesters, the chapter's new members increased their total GPA by .7, and ranked first of all new member groups on campus. Additionally, the chapter increased its rank among all fraternities on campus from 8th of 11 to 3rd of 10. Nelson attributes these results to the influence of the Balanced Man Project. He says, "On the whole, the BMP makes new members feel like they are a part of the chapter from day one." This advantage alleviates the pressure of a hectic schedule that most new members in other fraternities experience. Also, he says, "The BMP allows for a little more individualism. The guys need that time to themselves so that they can focus on school."

- The University of Kentucky (Kentucky Alpha) chapter has felt the effects of the Balanced Man Project in recruitment. Chapter President Keith Henry says that the "Balanced Man Project provides something new and different to a potential member without the concerns or problems associated with 'pledging' a fraternity." The chapter recruited 22 men this fall, which is an increase over the 13 recruited last year. Another advantage has been the use of year-round recruitment. "We recruit 365 days a year which resulted in six additional members outside of formal rush this year. As a matter of fact, we're giving out a bid tonight."

- At Dartmouth College (New Hampshire Alpha), the chapter has found a rally point in its service efforts. John Bennet describes the transformation of his chapter from one where service efforts were sporadic and

(continued on page 4)
KEYS TO SUCCESS
Successful Balanced Man Chapters:
• Conduct Rites of Passage at least three times each term.
• Have four challenge coordinators that meet bi-weekly with the chaplain.
• Utilize the standards board to ensure that members are meeting the expectations of each challenge.
• Have Challenge meetings planned and scheduled on the chapter calendar.
• Post a list of every member's current challenge and expected completion date.

SIGMA PHI EPSILON FELLOW...
...ONLY SERIOUS SIG EPS NEED APPLY

Dear Balanced Man Chapter Members,
As a new intern at Sig Ep Headquarters, I am responsible for planning seven Regional Mentor Development Programs (RMDP) for Spring, 1995. A RMDP is a one-day workshop designed to teach members how to be mentors to younger members. All Sig Ep undergraduates and community volunteers are encouraged to attend. Facilitators will conduct sessions for members in each of the challenges (Sigma, Phi, Epsilon, and Brother Mentor) with topics that include, but are not limited to: confrontation techniques, listening skills, alcohol and other drug programming, gender relations, goal setting, and academic excellence. The program will culminate in a group service project.

Currently, I am looking for chapters to volunteer as hosts for the upcoming programs. Host chapter responsibilities include providing accommodations for visiting members, lunch, and resource materials. The cost is minimal. Ideally, I am looking for chapters that are located near other Balanced Man Chapters, but I would like to hear from any chapter that wishes to be a host. Proximity will cut down on traveling expenses.

Please contact me if you would like to be a host chapter or if you would like to participate in a program at another chapter. Additionally, please provide ideas for topics you would like covered or community service projects in which you would like to participate. I can be reached at (800) 313-1901 on Mondays and Wednesdays, or you can leave a message on voice mail #12.

Sincerely,
Kim Fisher

Dear Balanced Man

I am a junior in search of a mentor for the Brother Mentor Challenge. I am interested in developing a mentoring relationship with a Sig Ep who works in the field that I want to pursue. Where can I get a list of alumni who would be willing to help me out?

Searching in South Dakota

Dear Searching,
The people you should ask first are your chapter counselor and Brother Mentor alumni challenge coordinator. They probably know people in the local area who would be excellent mentors. Next, you should call your District Governor, since he often knows who can assist outside of your local community. Finally, ask your Regional Director for contacts in your search.

Mentoring relationships will positively impact you academically and professionally. Selecting the right mentor can mean success in and out of college.

Best of Luck,
Balanced Man

*Dear Balanced Man questions are taken from the gold registration cards sent in by members as they move into new challenges.
MAKING PLANS FOR SPRING BREAK?

The NIC is hosting the Adopt-A-School Alternative Break program during the following weeks:

March 5-10
March 12-17
March 19-24

The week promises to be an exciting, rewarding way to spend your break & fulfill your Epsilon Challenge service expectations.

For more information, call the NIC at (317) 872-1112.

AND THE WINNER IS ...

Sigma Phi Epsilon and You!

On December 3, 1994, the Association of Fraternity Advisors presented Sigma Phi Epsilon with the "Excellence in Educational Programming Award" for the Balanced Man Project. The BMP was recognized for being the best membership development program in the fraternity world.

It couldn't have been done without you!

WHO SAID?

"Change is the law of life. And those who look only to the past and the present are certain to miss the future."

a. William L. Phillips
b. John F. Kennedy
c. Dr. Seuss
d. Ralph Waldo Emerson

Enter your answer by mail, e-mail, or telephone. One name will be selected from all of the correct entries. The winner will receive new Sig Ep window stickers for each person in his chapter. Enter by March 17!

THEY SAID!

Last issue's "Who Said" ended in a tie. Noah Buckley (Wyoming) left a voice mail message over the weekend while Craig Cronin (Northwestern) sent an e-mail, both correctly guessing that Helen Keller said "One can never consent to creep when one has the impulse to soar." Congratulations to both!

IDEAS COLUMN

Year Round Recruitment

- Have your IFC contact the NIC recruitment consultants.
- Have ΣΦΕ Information Nights to allow all those interested a chance to learn about Sig Ep. (Don't expect more than 10 people a month, but wouldn't meeting 10 people a month be worth it?).
- Include prospective members in everything you do.
- Meet the person first and make him your friend. Don't introduce him to the Fraternity first. The Fraternity is people.
- Recruit 365 days a year.

SHARE YOUR STORIES

If you have stories, advice, or information you would like to share with other Balanced Man Chapters, send them to:

THE BULLETIN
Sigma Phi Epsilon Fraternity Headquarters
P.O. Box 1901
Richmond, Virginia 23215
(804) 353-1901 - phone
(804) 359-8160 - fax
czaja@richmond.infi.net - email
Did You Know?

from “Health Manager” volume 3, number 10

It's one thing to acknowledge that strong social ties lead to better health and another to have them—a loving extended family is not just there for the asking. What is there, for people who want to direct their efforts, their caring, their time, is volunteerism. Most of us think of volunteering as a way to help others. But... researchers point out a bonus for those selfless souls who give of themselves.

Herbert Benson, M.D., a professor of medicine at Harvard Medical School, believes that “social helping is one way to promote physical relaxation, which has many benefits, including reduced anxiety, depression, and anger.” Dean Ornish, M.D., who has done ground-breaking work on reversing heart disease, goes even further. A firm believer in opening one’s heart to others, he’s convinced that “anything that promotes a feeling of community and connection is healing, and volunteering is one way of accomplishing this.” He points to a decade-long study at the University of Michigan which found that men who did volunteer work significantly reduced their likelihood of premature death.

There’s no shortage of opportunities for helping; there’s always a cause that can use your time and energy. ... There’s a way for you to share your knowledge and good will with your fellows in need.

For more information, ideas, and contacts in your community, call Juli Finnell at Sig Ep Headquarters (1-800-313-1901).

JUST IN

(continued from page 1)

unfocused to one with a consistent program. “The consistency of the BMP helps the chapter get more out of [the service]. The members get good relationships with other people, and they get to have a 'paternal tie' with the kids at West Fairlee (our adopted school). Now, other chapters on campus are trying to get what we have.”

The results of the survey suggest, that in order to further enhance the benefits of the Project, chapters should:

• Ensure that every member has a mentor, including juniors and seniors. Mentors for juniors and seniors have a tremendous impact on the chapter and those individual members.

• Focus more on hands-on community service versus philanthropy. Service can have strong personal and community impacts, whether done by a group of Sig Eps or individuals.

• Conduct regular experiential learning exercises. Chapters that use experiential learning well have a five minute activity at every chapter meeting.

• Enforce standards. Chapters that enforce the time requirements for every challenge have demonstrated a significant increase in member participation and a reduction in apathy.

An extensive evaluation is currently being conducted by a professional evaluator for the U.S. Department of Education. Results from this evaluation will be available by Conclave.
From the Net

Recently, nationwide discussions about fraternity ritual have been frequent on the alt.college.fraternities newsgroup and on the SigEp Net. The following excerpts are from newsgroup posts:

John Asendorf, a member of Alpha Sigma Phi, posted his views on fraternities and their Rituals. “Most fraternities were founded,” he wrote, “before the First World War. They were built on beautiful writings which we now matter of factly refer to as ritual. Throughout each you will find things such as Loyalty, Esoterance (secrecy), Love, Joy, God, Christ, Respect, Courage, Faith, Wisdom, along with dozens of others.

“Nowhere will you find Degradation, Slurring, Harassment, Drunkenness, Hazing, or any of the other things characterized in the fraternity image. How did these become so intertwined with the word ‘fraternity’?”

John goes on to describe how the modern version of pledging and hazing was brought to colleges with the GI's returning from W.W.I. Hell week was something the Navy coined, not fraternities.

“Why didn't the 'enlightened' generation of the '60s put an end to this?” John asks. “Well, for the same reason fraternity enrollment declined in the late sixties. Fraternities were immobile. They were stubborn. They were steeped in a tradition that was not even theirs!” John's suggestion for putting an end to this “heritage” in the '90s is to return to the Ritual. He encourages people to use the Ritual, often, to 'enlighten' them and show what Fraternities truly mean.

Alan "Tope" Topelson, of Sig Ep's Illinois Lambda chapter at Northwestern University responded to John. Tope wrote that in Sig Ep's past, "people were recruited before they joined, and thus were already in tune with the ideals (Baptist then) by the time they joined. There was no need for a 'probationary period.'

"The whole point behind what [John] said about the ritual being key is the core basis of what Sigma Phi Epsilon is trying to do with the Balanced Man Project... The Balanced Man Project turns the Fraternity Experience into an ongoing process that lasts all four years, the Ritual has been adapted (not changed in content) to emphasize its values, and to reaffirm them at each stage. This means you don't experience the Ritual once as with the 'pledge system'. Instead it means you continue to study and understand what you

(continued on page 4)
**Spirit Healthy, Body Healthy?**

If you've ever thought, "Why should I exercise? It's just a waste of my time," then think again. Here are some of the many reasons you should integrate exercise and athletics into your personal and chapter life. Exercise can:

- Improve the functioning of your immune system.
- Improve your body posture.
- Improve the likelihood of your survival from a heart attack.
- Help relieve the pain of tension headaches.
- Reduce your level of anxiety.
- Help to boost creativity.
- Help you to sleep easier and better.
- Help to alleviate depression.
- Improve your mental alertness.
- Improve your physical appearance.
- Allow you to consume greater quantities of food and still maintain caloric balance.
- Help improve your general mood state.
- Improve your overall quality of life.

---

**DEAR BALANCED MAN**

What is this fifth "Fellow" challenge in the BMP all about? How can I get into it?

Sincerely,
Fellow to Be?

Dear Fellow to Be?,

The Fellow Challenge is an optional challenge for Sig Eps who want to do more than the average member. These men are leaders, not only in their chapters, but on campus and in the community.

To become a Fellow candidate, you must first have at least a 3.0 GPA, and hold a leadership position in the chapter or on campus. If you meet these criteria, complete an application for candidacy (available from Headquarters) that is based on a service learning project that you design. This project should require at least 500 hours of time and meet a need in the community. Once you have selected a mentor, and the outline for your proposed project is complete, submit the application to Headquarters for the Balanced Man Project Advisory Committee (BMPAC) to review. As soon as the advisory committee has approved the application, begin the project.

When you have completed the project, the BMPAC will vote to name you a Sigma Phi Epsilon Fellow. To be recognized as a Fellow is an honor that few earn.

Good Luck,
Balanced Man

*Dear Balanced Man questions are taken from the gold registration cards sent in by members as they move into new challenges.
**KEYS TO SUCCESS**

*Successful Balanced Man Chapters:*

- Conduct Rites of Passage three times each term.
- Have four challenge coordinators that meet bi-weekly with the Vice President of Development.
- Utilize the standards board to ensure that members are meeting the expectations of each challenge.
- Have challenge meetings planned and scheduled on the chapter calendar.
- Post a list of every member's current challenge and expected completion date.

**SHARE YOUR STORIES**

If you have stories, advice, or information you would like to share with other Balanced Man Chapters, send them to:

**THE BULLETIN**

Sigma Phi Epsilon Fraternity
Headquarters
P.O. Box 1901
Richmond, Virginia 23215
(804) 353-1901- phone
(804) 359-8160- fax
czaja@richmond.infi.net- email

---

**I DREAM A COLLEGE**

The BMP is a useful recruitment tool. The program attracts balanced men because it:

- Assists in the development of leadership skills because of constant involvement on campus and in the community.
- Teaches lessons for a balanced life through goal setting and mentoring.
- Allows each man to be treated as an equal upon joining because his involvement in the chapter earns him his membership.
- Supports academics through mentoring.
- Provides access to a network of community members and faculty.
- Offers activities which can be resume builders.

**The Parable of the Black Belt**

*from Built to Last by James C. Collins and Jerry I. Porras*

Picture a martial artist kneeling before the master sensei in a ceremony to receive a hard-earned black belt. After years of relentless training, the student has finally reached a pinnacle of achievement in the discipline.

"Before granting the belt, you must pass one more test," says the sensei.

"I am ready," responds the student, expecting perhaps one final round of sparring.

"You must answer the essential question: What is the true meaning of the black belt?"

"The end of my journey," says the student. "A well-deserved reward for all my hard work."

The sensei waits for more. Clearly he is not satisfied. Finally, he speaks. "You are not ready for the black belt. Return in one year."

A year later, the student kneels again in front of the sensei.

"What is the true meaning of the black belt?" asks the sensei.

"A symbol of distinction and the highest achievement in our art," says the student.

The sensei says nothing for many minutes, waiting. Clearly, he is not satisfied. Finally, he speaks, "You are not ready for the black belt. Return in one year."

A year later, the student kneels once again in front of the sensei. And again the sensei asks: "What is the true meaning of the black belt?"

"The black belt represents the beginning—the start of a never-ending journey of discipline, work, and the pursuit of an ever-higher standard," says the student.

"Yes. You are now ready to receive the black belt and begin your work."

Through the Balanced Man Project, you have the opportunity to make your fraternity experience similar to the attainment of the black belt. Your time in college is only the beginning of your journey to brotherhood.
APRIL EVENTS

April is here and so are the ten Regional Mentor Development Programs to be held this month. Attendance at a RMDP is an expectation for members in the Epsilon Challenge. Take this opportunity to meet your expectation. Additionally, there is something for everyone at the RMDP in your area:

Sigma Challenge: Sig Ep's history, standards, goal setting, gentlemanly behavior, how to be a good mentee
Phi Challenge: goal setting, alcohol and other drug programming, gender issues, experiential learning
Epsilon/Brother Mentor Challenge: mentor development skills, service learning, preparing to be a good alumnus

If you would like to attend, call the contact person for the RMDP nearest you:

April 1
- University of Maryland-Baltimore County
  Contact: Pat Palamara (410) 247-5270
- CSU-Northridge
  Contact: Dave Baker (818) 886-5270

April 8
- Western Kentucky
  Contact: Craig Sutter (502) 842-1945
- University of Akron
  Contact: Dave Solomon (216) 644-6113
- University of Wyoming
  Contact: Jeff Mack (307) 766-8809
- SUNY-Stony Brook
  Contact: Keith Hochberg (516) 632-4044
- Huntingdon College
  Contact: Britt Fisher (205) 264-7942

April 22
- Canisius College
  Contact: Milton Santiago (716) 881-1976

April 29
- Eastern Illinois University
  Contact: Trevor Griffin (217) 581-2718
- Arkansas Tech University
  Contact: Matt Pinkerton (501) 890-2535

If you can't participate this semester, consider being a host for Fall 1995. Call HQ today for more information.

NET
(continued from page 1)

have learned from the Ritual. The Ritual is once again the core of everything.

"It's time to look at what we stand for, and why we should stand for it. If we don't, then maybe fraternities are going to decline. I would hope not because the positives for me have been outstanding. Yes I party. And yes I like to have a good time. And if in my life I can strive to achieve the ideals set before me in my Ritual, I will be a better man for it.

"Our fraternity is leading the way through the Balanced Man Project, as evidenced by the other Nationals who are watching the BMP's progress closely."

To contact Tope with questions or comments e-mail him at topelson@nwu.edu.