

SIGMA NU FRATERNITY, INC.

A DIFFERENT LOOK AT HAZING WORKSHOP

FACILITATOR GUIDANCE NOTES

A DIFFERENT LOOK AT HAZING

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HOW TO USE THE FACILITATOR GUIDANCE NOTES

HOW TO USE THE FACILITATOR GUIDANCE NOTES

LEAD facilitators must know how to interpret the formatting and understanding the layout of each session. Select portions from the Phase I session on Fraternity are below to serve as an example. Text in **red** explains each component of the facilitator notes.

SESSION 1: FRATERNITY

A. OBJECTIVES

Objectives = key outcomes of the session.

- Share stereotypes of fraternities and their source
- Understand the definition and importance of the Charter

Facilitators = suggestions for this session.

FACILITATORS:

The Marshal, assisted by two brothers and one alumnus, should facilitate this session.

SESSION MATERIALS:

Materials = things to have on hand for the session. Note that some may need to be pre-ordered. Others will require making copies for participants.

- Sigma Nu Flag
- Flipchart / Markers
- (Optional) "Animal House" or "Old School" DVD or VHS tape and viewing equipment

B. OUTLINE:

COMPONENTS	TIME FRAME	LEADERSHIP ROLES	RESOURCES
Open Session			
Read/Discuss The LEAD Pioneer			LEAD Pioneer Quote
1.1 Introduction	5 min.	Session Facilitator	"Animal House," "Old School" DVD
1.4 Pride in Sigma Nu	25 min.	One Alumnus and Two Collegiate guest speakers	
1.5 Wrap Up/Closing	5 min.	Session Facilitator	
Action Items/Application Ideas		Marshal	Reflection Question(s)
Close Session		Chaplain/Other	

Outline = breakdown of the sections, timing, roles, and resources for each session; an overview.

1.1 INTRODUCTION (5/5)

Timing = (x/x). The first number is for the amount of time this section should take. The second indicates the length of the session thus far. So (5/5) means the introduction takes 5 minutes and at the end you will be 5 minutes into the session.

Ask the participants to close their eyes and think back to before they came to college. While their eyes are closed, ask them to think about the first question. Use the follow-up questions to continue the dialogue.

- *Before you came to college, what was your opinion of fraternities?*
- *What led you to form your opinion?*
- *What did you believe fraternities did?*

Text notations = italics are "script" and meant to be read, or stated in the facilitator's own words, to the participants. Regular text indicates instructions for the facilitator. Bold text beginning with "PowerPoint Slide" indicates PowerPoint slide advance.

A DIFFERENT LOOK AT HAZING

SESSION OUTLINE

A. OBJECTIVES:

- Participants will understand what constitutes hazing
- Participants will recognize why hazing is contrary to the intended purpose of the new member period
- Participants will recognize that the majority of their peers do not support hazing
- Participants will recognize their implied power over candidate members
- Participants will commit to being above the abuse of their power over candidate members
- Participants will be able to identify alternatives to hazing
- Participants will identify intervention options to address or prevent a hazing activity

FACILITATORS:

Facilitator suggestions for this workshop include a member of the Alumni Advisory Board or other alumnus, Fraternity/Sorority Life Advisor, campus counseling center. or General Fraternity staff member.

SESSION MATERIALS:

- Flipchart and Markers
- Laptop and TV or projector
- PowerPoint Presentation
- Stanford Prison Experiment video clip (embedded in PowerPoint (**must have internet access to show video**) or accessed online at <https://www.youtube.com/watch?v=7LviGTHud5w>)

B. OUTLINE:

COMPONENTS	TIME FRAME	LEADERSHIP ROLES	RESOURCES
0.1 Introduction	5 min	Chapter Member	
0.2 Hazing Defined	15 min.	Session Facilitator	
0.3 Influence of Peers	10 min.	Session Facilitator	
0.4 Stanford Prison Experiment	15 min.	Session Facilitator	Video Clip
0.5 Being Above Abuse of Power	10 min.	Session Facilitator	
0.6 Intervention Options	10 min.	Session Facilitator	
0.7 Hazing Alternatives	20 min.	Session Facilitator	
0.8 Wrap Up / Closing	5 min.	Session Facilitator	
Reflection Questions / Application Ideas		Chapter Member	
Close Session		Chapter Member	

B. SESSION PREPARATION NOTES: This workshop is intended to be flexible for use with a Sigma Nu audience or with a general college student audience. As such, it can be a great workshop to organize for National Hazing Prevention Week, but the message is relevant at any point of the year.

In the “Hazing Defined” PowerPoint slide (slide #2), replace Sigma Nu’s hazing definition with the host institution’s hazing definition if non-Sigma Nu members will be in attendance.

A portion of the workshop includes watching the trailer for *The Stanford Prison Experiment* movie, which can be accessed within the PowerPoint presentation (**Slide #10, must have internet access to show video**) or at <https://www.youtube.com/watch?v=7LviGTHud5w>.

A DIFFERENT LOOK AT HAZING

FACILITATOR GUIDANCE NOTES

OBJECTIVES:

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FACILITATORS:

Facilitator suggestions for this workshop include a member of the Alumni Advisory Board or other alumnus, Fraternity/Sorority Life Advisor, campus counseling center, or General Fraternity staff member.

SESSION MATERIALS:

- Flipchart and Markers
- Laptop with internet access (or have copy of Stanford Prison Experiment video saved locally) and TV or projector to display video to group
- PowerPoint Presentation
- Stanford Prison Experiment video clip (embedded in PowerPoint (**must have internet access to show video**) or accessed online at <https://www.youtube.com/watch?v=7LviGTHud5w>)

0.1 INTRODUCTION (5/5)

POWERPOINT SLIDE #1: A DIFFERENT LOOK AT HAZING

A member of the chapter should introduce the workshop and facilitator. Welcome participants and discuss the reasons the chapter has organized the workshop. Discuss Sigma Nu's anti-hazing heritage and the proactive steps the chapter takes to raise hazing awareness including, but not limited to: participation in GreekLifeEdu, LEAD Phase I, National Hazing Prevention Week, and any other relevant programming. Lastly, introduce the facilitator and explain why the facilitator was chosen to facilitate this workshop.

Facilitator begins the workshop.

We have asked all of you to join us today so that we may talk about a behavior that harms organizations and the people in them. A behavior that demeans our value to the communities in which we belong and jeopardizes our future existence. A behavior that has resulted in at least one college student death per year since 1961 and which dates back to its first recorded college student death in 1838¹.

We're not going to just talk about this behavior. We're going to provide real solutions towards addressing it. We're going to empower each other through our conversation today to go back to our chapter/organization with an ability to clearly identify it, create values-based alternatives to it, and create a culture that stands firmly against it. Now let's get started.

¹ <http://www.hanknuwer.com/hazing-deaths/>

0.2 HAZING DEFINED (15/20)

POWERPOINT SLIDE #2: HAZING DEFINED

The first step in addressing hazing is first understanding what constitutes hazing. We're going to spend the next few minutes exploring how we and the different groups we exist in define hazing.

ADVANCE SLIDE TO SHOW DISCUSSION QUESTION – WHAT IS YOUR DEFINITION OF HAZING?

Have participants group into pairs and instruct them to spend 2-3 minutes discussing their personal definition of hazing. Reconvene the full group and ask for several participants to share, as time permits. Write on flipchart the key elements of the participants' definitions. The full activity should take no longer than 5 minutes.

Now that we've discussed our personal and some of our peers' definitions of hazing, let's look at how our organization/institution defines hazing.

POWERPOINT SLIDE #3: HAZING DEFINED TO SHOW SIGMA NU DEFINITION (IF ONLY SIGMA NU MEMBERS IN AUDIENCE; REPLACE WITH INSTITUTION DEFINITION OF HAZING IF AUDIENCE INCLUDES NON-SIGMA NU MEMBERS).

Ask a participant to read the definition. Sigma Nu's definition from The Law of Sigma Nu Fraternity, Inc. and the *Risk Reduction Policy and Guidelines* is below:

“... any action taken or situation created, intentionally, whether on or off fraternity premises, to produce mental or physical discomfort, embarrassment, harassment or ridicule. Such activities may include but are not limited to the following: paddling in any form; creation of excessive fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips, lineups or any other such activities carried on outside or inside the confines of the chapter house; wearing, publicly, apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; late work sessions which interfere with scholastic activities; and any other activities which are not consistent with fraternal law, ritual or policy or the regulations and policies of the educational institution.

The willingness of any individual to participate in any hazing activity does not excuse any hazing violation.”

Ask participants to identify the similarities and differences between their personal definitions and the institution's definition of hazing.

Although there may be differences between our personal definition and our organization or institution's definition of hazing, ultimately, we chose to join X group/college/team and thus have made a voluntary commitment to abide by the expectations of that organization. Failure to do so may result in negative consequences for you and/or the entire group in which you belong. If we feel strongly that those rules should be changed, then I encourage you to use your power as a student to advocate change through the appropriate channels your organization or institution provides.

Considering the organization/institution definition of hazing we just reviewed, let's practice our skills of identifying hazing.

Share each of the following scenarios with the group. After stating the scenario, ask participants to first raise their hand if they believe the scenario describes a hazing activity or requirement. Ask a few participants with their hands raised to explain why. Then ask participants to raise their hand if they think the scenario does not describe a hazing activity or requirement. Ask a few participants with their hands raised to explain why. Then provide the correct answer and corresponding rationale.

POWERPOINT SLIDE #4: HAZING DEFINED – SCENARIOS – ADVANCE THE SLIDE TO DISPLAY EACH SCENARIO. AFTER STUDENTS HAVE IDENTIFIED AND DESCRIBED WHY THE SCENARIO IS/IS NOT HAZING, ADVANCE THE SLIDE TO SHOW THE NEXT SCENARIO.

Scenarios

1. For a fraternity’s “Born in the USA” theme party, all new members are required to attend the party wearing nothing but adult diapers and a red, white, and blue bandana.
 - a. **Answer: This would be considered hazing because it requires new members to embarrass themselves by wearing an outfit that is not normally in good taste.**

2. New members wear formal business attire every Friday. Initiate members also wear formal business attire on Friday.
 - a. **Answer: This would not be considered hazing. If initiated members are participating in the dress code, it is fine as it involves equal treatment of both the new and initiated members and is of educational value (i.e. learning how to dress professionally is an important life skill). This would become a violation if the attire was ridiculous or impractical (e.g. requirement to wear a tuxedo or three-piece wool suit on a hot southern campus every Friday), or if only new members were expected to wear formal attire.**

3. An athletic team conducts an ongoing game where freshmen and senior members attempt to “kidnap” each other.
 - a. **Answer: This would be considered hazing because it can be dangerous, potentially requires someone to break the law, and has no connection to the organization’s purpose. Learning how to kidnap someone or prevent oneself from being kidnapped has nothing to do with being part of an athletic team, or really any college student organization.**

4. As part of their annual philanthropy, an honor society that includes charity as a cornerstone principle requires its new members to each raise \$250. Other members are required to raise \$500.
 - a. **Answer: This would not be considered hazing. Raising funds for a charitable cause is linked to the reason for the organization’s existence and new members are not held to a higher standard of the other members. In this scenario, the new members are held to a lower standard, which makes logical sense since they are likely less experienced in raising funds for charity than the members who have been a part of the group for 1-3 years.**

5. To kick off the last week of the new member program, new members are brought into a room, provided a box full of various alcohol drinks, and told they cannot leave the room until all drinks are consumed.
 - a. **Answer: This would be considered hazing. Alcohol cannot be involved in any aspect of the new member program. Forced or coerced alcohol consumption is extremely dangerous and is the primary cause for most hazing deaths.**

There are certain scenarios that are obvious as to whether they are hazing. However, not all scenarios are as clear and the understanding of what constitutes hazing can become, at times, a bit challenging for some. That's why we'll spend some time in our discussion today learning about some key principles to use in building our new member program to ensure we provide a values-based and hazing-free experience.

Before we dive into discussing those principles, let's spend some time learning about what influences the support, or lack thereof, for hazing.

0.3 INFLUENCE OF PEERS (10/30)

POWERPOINT SLIDE #5: WHAT IS THE STRONGEST CONTRIBUTING FACTOR TO HAZING?

Ask participants the following question: What do you think is the strongest contributing factor to hazing? Record answers on a flipchart and thank participants for sharing.

POWERPOINT SLIDE #5: WHAT IS THE STRONGEST CONTRIBUTING FACTOR TO HAZING? – ADVANCE SLIDE TO SHOW CAMPO RESEARCH QUOTE.

Interestingly, research has found the strongest attitudinal predictor of hazing is the belief that peers approve of the hazing behavior (Campo, 2005). In other words, above all else it is the belief that our friends support the hazing behavior that leads us to engage in hazing.

What do you take away from this research finding? Solicit a few participant responses.

Considering the profound influence of our peers, it's important to recognize why at times our peers may be hesitant to express their thoughts or step in to address a situation they personally find troubling.

POWERPOINT SLIDE #6: MORAL DISENGAGEMENT THEORY

Dr. Albert Bandura has spent his career researching the idea of moral disengagement, or in other words the reasons for people failing to act on their values or morals in certain situations. Dr. Bandura's research has identified eight common reasons people fail to intervene in a problematic situation.

Use the points below each to illustrate what is meant by each concept. Advance the slide to display each of the common reasons as you explain them.

- **Advantageous contrast**
 - Rationalizing what they are doing could be much worse.
 - “Look at what XYZ group does. Our stuff is light compared to what they do.”
 - “You have it easy compared to what I had to go through.”
- **Minimizing or disregarding harm**
 - “We would never let it go too far.”
 - “No one has been hurt when we've done this in the past.”
- **Displacing responsibility**
 - Taking your responsibility and placing it on someone else.
 - “It was optional.”
 - “They could quit at any time.”
- **Diffusing responsibility**
 - Spreading responsibility to everyone in the group so you don't feel personally

- responsible or at least feel the responsibility is shared by everyone.
- “No one else in the group said it was a problem.”
- “I’m only one person. What can I really do?”
- “We just need the seniors to graduate then we’ll address it.”
- **Euphemistic terms**
 - Placing a positive spin on the situation to hide or rationalize what is occurring.
 - “We’ve all done it. You’ll be fine.”
 - “This is just character building.”
- **Moral justification**
 - Portraying inhumane behavior as though it has a moral purpose.
 - “We’re not just going to let anyone in. You have to prove you belong.”
 - “We have to break you down before we can build you back up into a better person.”
- **Dehumanization/devaluation**
 - Process through which a person or group of people are denied normal human attributes. The victim is no longer viewed as a person with feelings, hopes, and concern, but objectified as a lesser sub-human.
 - “You will be referred to as Pledge [INSERT NICKNAME] from this point forward.”
 - “You are not permitted to look an initiated member in the eyes and can only enter the chapter house through the back door.”
- **Blaming others**
 - “Everyone is doing it. Why should we change?”
 - “We don’t know how to do it any different. We don’t get enough support from our alumni, college/university, or national office.”

A lot of these reasons are fundamentally linked to ensuring the support of others. As we talked about earlier, one of the biggest influencers on hazing is the belief that our peers support the hazing behavior. Let’s look at what Sigma Nu members have told us they think of hazing.

POWERPOINT SLIDE #7: GREEKLIFEEDU FINDINGS #1

This data is from Survey 1 of the 2017-2018 GreekLifeEdu program (n = 3,364). This survey is completed at the beginning of the GreekLifeEdu program.

State each data point and ask the question immediately following. Provide additional thoughts, if not mentioned already by the participants, using the explanatory text below each question.

- Participants were asked if they believe other chapter members would agree to participate in hazing even if it made them uncomfortable.
 - Advance slide to show perception pie chart.
- Note, 33% of respondents **believed other members would agree** to participate in a hazing activity regardless if it made them uncomfortable.
- Participants were then asked **if they personally would agree** to participate in hazing even if it made them uncomfortable.
 - Advance slide to show actual behavior pie chart.
- As you can see, only 14% of respondents agreed they would participate in a hazing activity regardless if it made them uncomfortable. There is a significant difference between one’s actual commitment to participating in hazing regardless if it makes them uncomfortable versus what we believe others willingness to participate in hazing may be.
 - **Question: Why do you think so many misperceive others’ willingness to participate in hazing even if it made them uncomfortable?**
 - We oftentimes assume there is more support for something than there actually is.

- This is a great example of displacing responsibility. We rationalize that the activity is okay because others have not refused to participate. However, as this data point shows many members perceive others will participate regardless if the activity made them uncomfortable and the belief that the majority supports the activity will likely prevent someone from stepping out of the group by refusing to participate.
- We must empower our members to feel confident challenging a situation that may be potentially problematic.

POWERPOINT SLIDE #8 – GREEKLIFEEDU FINDINGS #2

- Again, participants were asked if they believed other chapter members believe new members should have to take part in the same initiation activities they participated in.
 - Advance slide to show perception pie chart.
- 30% of respondents believed other members would disagree that new members should have to take part in the same initiation activities that they did.
- Participants were also asked if they personally agree that new members should have to take part in the same initiation activities they participated in.
 - Advance slide to show actual behavior pie chart.
- 52% of respondents disagreed new members should have to take part in the same initiation activities that they did.
 - **Question: Why do you think so many misperceive others disagreement that new members should have to go through the same initiation activities as others did?**
 - An example of moral justification. The perceived positive value of upholding tradition exceeds the actual negative value of the hazing activities.
 - We often think others value tradition more than we do. Having the same new member experience is not a cherished tradition that needs to be sustained in perpetuity without change. There really is no such thing as that kind of tradition. Even the Fraternity's *Ritual* has been changed many times.
 - So, the excuse that others would be hesitant to change because they want new members to experience the same process they had is ultimately invalid as this data point shows.

POWERPOINT SLIDE #9: GREEKLIFEEDU FINDINGS #3

- Lastly, participants were asked if they would confront their peers to stop a planned hazing activity.
 - Advance slide to reveal answer.
- 81% of respondents indicated they would confront their peers to stop a planned hazing activity.
 - **Question: Are you surprised there is so much support for intervening to stop a hazing activity? Why or why not?**
 - An interesting illustration of diffusing responsibility. While there is significant support to stop a planned a hazing activity, we know that oftentimes doesn't occur because the individuals are waiting for the group to indicate their lack of support of the activity.
 - Silence or submission of the majority to the interests and direction of the vocal minority can be a detriment to any function of an organization. In terms of new member education, this can lead to the select few being able to carry out hazing practices that lead to the demise of the chapter, even though the majority did not support such practices but failed to step up to speak out.

It is critical we deliberately create opportunities within our organizations to allow for all members to provide input and feel empowered to voice their opinion. A culture of open and transparent communication in a chapter can be a very effective long-term hazing prevention strategy.

We have discussed in length the primary psychological reasons why people fail to intervene. There are also environmental factors that can contribute to the development and perpetuation of harmful attitudes, behaviors, and activities.

0.4 STANFORD PRISON EXPERIMENT (15/45)

POWERPOINT SLIDE #10: STANFORD PRISON EXPERIMENT

Raise your hand if you have heard of the Stanford Prison Experiment. What do you know about this experiment?

Solicit responses from a few participants.

I think there is some valuable insight from that experiment that can inform our understanding of hazing. Let's first watch the trailer for a feature film on the experiment to learn a bit more about what happened.

Show Stanford Prison Experiment movie trailer embedded in PowerPoint slide (**must have internet access for video to play correctly**). The video can also be accessed at <https://www.youtube.com/watch?v=7LviGTHud5w>. Link provided immediately below video screen within slide. Video is approximately 3 minutes.

As previewed in the video, Dr. Philip Zimbardo, a psychology professor at Stanford University, created a prison simulation exercise to study the psychological effects of perceived power. From a carefully selected group of Stanford students, half were designated to be "guards" and the other half were to be "prisoners" under the complete authority and supervision of the guards. To ensure randomness, the assignment of guards and prisoners was determined by a coin flip.

Everything functioned normally on the first day. However, over the next five days of the originally scheduled fourteen days for the simulation, essentially a group of intelligent, "normal" young men engaged in increasingly alarming mistreatment of each other under the guise of their assigned roles. They became entirely engrossed in playing out their roles with most losing connection with their own personal identities and values. The experiment was scheduled to last two weeks. It had to be ended after six days out of concern for the health and psychological wellbeing of the participants and even Dr. Zimbardo, who had become so engrossed in his role as "superintendent" of the prison that he failed to recognize how dangerous the experiment had become.

POWERPOINT SLIDE #11: STANFORD PRISON EXPERIMENT

There is no question a simulated prison is not the same as a fraternity, sorority, or any other student organization. However, there are some interesting observations from this experiment that can be helpful in our understanding of the role the environment we create plays into the prevention or perpetration of hazing.

Guide participants through a discussion of the following questions (advance the slide to reveal each question):

1. *Consider the psychological consequences of stripping, delousing, and shaving the heads of prisoners or members of the military. What transformations take place when people go through an experience like this? Solicit participant responses then mention the following:*
 - a. ***Practices like these are intended to disorient, depersonalize, and deindividualize a person. People begin losing their sense of identity and personal values and become***

subject to conforming to the implied values of the new group they are becoming a part of as defined by those in authority.

2. *When the prisoners unified to rebel against the guards, the guards began employing psychological tactics to break up the prisoners' unity. Certain prisoners were given special privileges like ability to shower, brush their teeth, and eat special food in reward for good behavior. While other prisoners lost the privilege of eating as a consequence for poor behavior. How do you think you would have behaved if you were a prisoner in this situation? Would you have been willing to go against your fellow prisoners in exchange for the rewards offered by the guards? Solicit participant responses then mention the following:*
 - a. ***When placed in an isolated situation or group, the acceptance of others can become more important than ever. That desire for acceptance can override all other factors we usually employ in making decisions such as our personal values and integrity.***
3. *When the experiment was ended prematurely, all of the prisoners were happy but most of the guards were upset. Why do you think the guards reacted this way? Solicit participant responses then mention the following:*
 - a. ***In ending the experiment, the guards' power was taken away. They no longer had complete authority over the prisoners. When a group has become accustomed to having certain power or authority, it can be challenging to successfully enact change that diffuses or eliminates that power. It is important to recognize going in that the change you may be seeking will be challenging if it diffuses or eliminates the power of another.***

As this experiment illustrates, people placed in certain situations are vulnerable to losing connection with their personal values and engaging in behavior and making decisions they would otherwise never consider. This can also play a critical role in why people in authority positions in these situations fail to step up to stop what's going on, just like what happened to Dr. Zimbardo.

0.5 BEING ABOVE ABUSE OF POWER (10/55)

POWERPOINT SLIDE #12: BEING ABOVE ABUSE OF POWER – ADVANCE THE SLIDE TO REVEAL EACH DISCUSSION QUESTION.

Lead the participants through a discussion on the following questions about the video and their chapter, recording their responses and adding the bulleted points if not mentioned.

What provided the prison guards their authority over the prisoners?

- Uniform
- Sunglasses (inability of prisoners to make direct eye contact with the guards)
- Instructions from the superintendent (i.e. Dr. Zimbardo)
- Preconceived notions about what it means to be a prison guard

What were the qualities of the prisoners' lifestyle that made them inherently obedient?

- Uniform
- Reliance on guards for basic needs (e.g. food, bedding)
- Replacement of name with a number (dehumanization)

Let's consider those questions from the perspective of our chapter.

What provides initiated members implied authority over candidate members?

- Ability to determine who is initiated
- Organizers and executors of the new member program
- Experience in organization
- Implied familiarity with the process (assumption the members have done it before)
- Secrecy (members know the full *Ritual*, hold occasional private meetings)

What qualities of a candidate's status make them inherently obedient?

- Membership on a probationary basis
- Not permitted to vote at chapter or serve as an officer
- Easier to expel from the Fraternity than an initiated member
- Membership is subject to approval of initiate members

Can we agree there are inherent qualities that the active membership has which promote authority over new candidates? (pause to allow a group "yes.") And, can we see there are inherent qualities in the candidate's position that make him more likely to be obedient to that authority? (pause to allow a group "yes.")

POWERPOINT SLIDE #13: [IMAGE OF PLASTIC BEING POURED INTO A MOLD]

A unique relationship is formed between candidates and initiates. When the candidates are going through the candidate program, they are "plastic." Plastic items are made by melting bulk plastic and pouring it into a form. The plastic then cools and hardens and becomes the shape of the form in which it was poured.

Similarly, the chapter and its candidate program are the "form" in which the raw candidates are placed. Everything they see, hear, and experience will cement their perception and expectations of the fraternity world, this specific chapter, and the members within it. For instance, if they experience only hazing or social events, that is the only thing that they will look to participate in during their active membership. If they experience disrespect and mistreatment, that's what they will consider as true brotherhood. Therefore, it's highly important, if we want good members, to have a healthy and all-encompassing candidate program that embodies mutual respect and positive support.

There are some key expectations of both candidates and initiates that need to be in place to make that happen.

POWERPOINT SLIDE #14: EXPECTATIONS

Draw a single line down the middle of the flipchart and label the top of the left side with "Candidates" and label the top of the right side with "Initiates" (align with what is shown on the PowerPoint slide)

Ask participants for the expectations that should be in place for our candidate members. Write responses on the "Candidates" side of the flipchart.

Once finished, ask participants for expectations of chapter members regarding their involvement in the new member program and treatment of candidates. Write responses on the "Initiates" side of the flipchart.

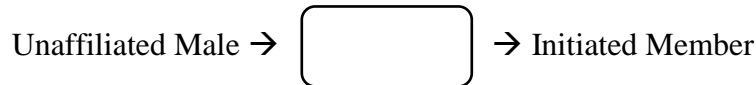
Having a clear understanding and agreement on the expectations on each side can be a useful tool in ensuring the relationship between candidates and initiates is one founded on mutual respect and

positive support.

0.6 HAZING ALTERNATIVES (20/75)

POWERPOINT SLIDE #15

Draw the below timeline showing these extremes.



In its most basic form, the candidate education program is about taking unaffiliated males from bid day to initiation. In most all chapters, this process takes several weeks.

Advance the slide to display each discussion question.

Why do we not initiate new members immediately? Solicit a few participant responses.

What things need to be done to fully prepare new members for initiation? Write answers on flipchart.

POWERPOINT SLIDE #16

Discuss following if not already mentioned:

- Educate candidates on Sigma Nu and its rich history
- Support academic endeavors of candidates
- Enforce Sigma Nu's anti-hazing policy
- Teach project management and basic leadership skills
- Verify ability to meet financial commitment of being a member

POWERPOINT SLIDE #17

*But if we think about it, we don't want to just create initiated members. What we really want is for our candidate education program to create **good** members. So, the conversion really looks like:*



Advance the slide and discuss the following question. Record responses on the flipchart.

What are the qualities of a good member in your chapter?

Ask a participant to assist in hanging 4 flipchart pages around the room and place a marker near each one. Once hung, you are going to write at the top of each piece of flipchart one education or training item they identify as currently being used in their candidate education program. While the participant is hanging the flipcharts, proceed with the below comments.

It is likely your new members may have some of these qualities already but your candidate education program will need to effectively fill the empty box to ensure your new members become good members.

Advance the slide to discuss the following question.

Considering the list of candidate program objectives and our ultimate goal for the program to transform unaffiliated males into good members, how successful has your chapter been in achieving these objectives with your recent candidate classes?

Get participants to identify the chapter's batting average in achieving each of their stated objectives. Have recent candidate classes resulted in 100% of initiates having all of the "good member" qualities they identified? 75% of the qualities? 50% (continue until the group comes to a consensus on a success percentage). The idea is to get them to identify a percentage of the objectives they are fulfilling with all candidates.

It is likely most chapters have been successful achieving these objectives with at least portions of their recent candidate classes but unlikely they are achieving 100% success.

Remember this isn't baseball where having success at the plate 3 out of every 10 appearances is really getting the job done. You are investing a ton of resources and time into training your new members. And ultimately the future success of your chapter relies heavily on what is done through candidate development. We can, and should, be aiming for 100% achievement of the key objectives of candidate education with each and every candidate and candidate class.

POWERPOINT SLIDE #18: NEW MEMBER PROGRAM COMPONENTS

When you break down the key components of your chapter's candidate education program you can likely place every activity, requirement, and expectation into one of two categories – education or training.

Education refers to those activities and experiences that develop candidates into leaders; orient them to the Fraternity's values, history, and expectations; and prepare them for the Ritual initiation.

What are two key activities or expectations of your current candidate program that constitute Education? Write one answer at the top of each flipchart page. Solicit only 2 answers. Possible answers could include LEAD sessions, teambuilding, retreats, and Big Brother mentoring.

Training refers to those activities that give candidates first-hand experience in the operations of the Fraternity and prepare them to be active, contributing members as soon as they are initiated.

What are two key activities or expectations of your current candidate program that constitute Training? Write one answer at the top of each flipchart page. Solicit only 2 answers. Possible answers could include candidate class meetings, candidate class officers, planning/hosting candidate events, and study hours.

You should now have 4 flipchart pages hung around the room with one different education or training item listed at the top of each.

POWERPOINT SLIDE #19: BRAINSTORMING ACTIVITY

Around the room we see the different education and training items we currently use to accomplish the objectives we identified for our candidate education program. We previously identified that we're not batting 100% in accomplishing these objectives with our recent candidate classes. So now let's consider how we can improve.

In a moment, you will be asked to walk around the room in silence. On each piece of flipchart write your ideas on how that education or training item could be improved or your idea of a totally new

activity or expectation that could more effectively accomplish that item's intended objective.

Provide participants 7 minutes to quietly walk around the room and write on each flipchart paper how the listed education or training item could be improved or replaced with something better.

CLICK ANYWHERE ON THE POWERPOINT SLIDE TO START THE 7-MINUTE TIMER. AS TIME PROGRESSES, THE CIRCLE WILL TRANSITION FROM WHITE TO GREEN. WHEN FULLY GREEN, TIME IS UP.

Have participants sit back in their seats. Then walk around to each flipchart highlighting any notable ideas, as time allows. Spend no more than 5 minutes highlighting ideas. The important point is teaching them the brainstorming process. Encourage the Marshal or other appropriate officer to take pictures or keep the flipcharts for future reference.

Look at how many different ideas to improve our candidate program we came up with in just ten or so minutes. This exercise can be used anytime you need to engage in some brainstorming on improving the candidate program or really any chapter area needing some new ideas and fresh thoughts. We don't need some list of 101 alternatives to hazing. That list is within each of us; we just need to use a process like we just experienced to get it out.

Now, what can we do if we come across a hazing activity?

0.6 INTERVENTION OPTIONS (10/85)

POWERPOINT SLIDE #20: INTERVENTION OPTIONS

Think about a situation you found yourself in which something potentially bad was about to, or did happen. Everyone have a situation in mind?

Once participants have a specific situation in mind, ask the following question – *What could someone have someone done, or did someone do, to intervene in the situation to prevent something bad from happening?* Ask a few participants to share.

There are a few tools we can use to effectively intervene in a potentially problematic situation, such as a potential hazing activity.

Reveal the **bold** items one at a time by advancing the slide. Use the points below each to illustrate what is meant by the concept.

1. Get someone else to help you

- a.** As we talked about earlier, there are more people than you probably assume that do not support hazing. Find some allies to help in addressing the situation. Having a team approach the situation will be much easier than doing it yourself, and likely more effective.
- b.** Your alumni leaders, General Fraternity, and Fraternity & Sorority Life Office are all available allies to provide support and assistance. The national anti-hazing hotline (1-888-NOT-HAZE) is a way to anonymously report hazing to get additional assistance in addressing the situation.

2. Keep it simple

- a.** You can say a lot without saying much. Giving a lecture, going off on a rant, or getting confrontational in a public setting with someone usually does not work anyway. But there are also problems with not saying anything at all. A lot of the most effective

communication is very short, and it can even be respectful of the other person. Some examples to start the conversation could include:

- i. “Not a good idea. Let’s think of a different way.”
- ii. “Why do we do this?”
 1. You may be shocked to discover that the chapter has never asked why they keep carrying out some old hazing practice from the past. Many members have successfully eradicated the hazing practice by simply starting the conversation by asking why are we doing this.
 2. It’s possible that an initial response to the “why” question exists, but you should feel empowered to ask the question again to ensure there is a legitimate reason or line of thinking that supports the practice. Don’t stop asking why until it’s clear one way or the other.
- iii. “Honestly I didn’t like having to go through this. I think there could be a better way.”

3. Approach as a friend

- a. I think all members can agree that we don’t intend to put someone in a situation in which they could be harmed. However, hazing often does just that. Victims of hazing aren’t just hurt physically. They can carry psychological wounds from the experience for years.
- b. Approaching the member as a friend means encouraging the member to recognize that the hazing practice creates a situation in which our new members can be traumatized and we can go about our program in a better way that doesn’t subject our soon-to-be brothers to such an experience.
- c. Body language can play an important role in how you’re received as well. Does your body language reflect someone approaching the situation as a friend or do you appear adversarial and aggressive in your body language?

POWERPOINT SLIDE #21: INTERVENTION OPTIONS – SCENARIOS

Let’s think back to the scenarios we discussed earlier. Three of those scenarios were identified as hazing. Building on our discussion of the importance of the new member program creating good members, let’s identify how each scenario would contribute to creating “bad” members. Then, how would you intervene to address each scenario.

Advance the slide to read each scenario and ask for participants to share how the scenario contributes to creating bad members. Then ask participants to identify how they would intervene in the situation to prevent the hazing practice from continuing.

1. For a fraternity’s “Born in the USA” theme party, all new members are required to attend the party wearing nothing but adult diapers and a red, white, and blue bandana.
2. An athletic team conducts an ongoing game where freshmen and senior members attempt to “kidnap” each other.
3. To kick off the last week of the new member program, new members are brought into a room, provided a box full of various alcohol drinks, and told they cannot leave the room until all drinks are consumed.

0.8 WRAP UP/CLOSING (5/90)

POWERPOINT SLIDE #22: WRAP UP

We've come a long way in our discussion today. We started out by seeking a common understanding of what is hazing.

We then looked at some research informing us of the profound influence of our peers and the fact that most of our peers do not support hazing, although they may not necessarily be very vocal about that opposition. We then explored the different rationales people may have for engaging in hazing although it may be contrary to their personal values.

We pulled out some interesting observations and parallels to hazing from the Stanford Prison Experiment. We identified what we want to accomplish through our new member process and conducted a quick brainstorm on ways we could improve that process as it currently stands.

Lastly, we walked through some easy to engage options for intervening to stop or prevent a hazing situation.

Remember our discussion today aimed at providing a deeper understanding of hazing and how to address it. It's now up to you to take what we have learned today and apply it to your chapter and overall community.

POWERPOINT SLIDE #23: ADDITIONAL HELP

Please know there is a team of supporters (alumni, host institution, General Fraternity) standing ready to help you.

Thank you for your commitment to creating a values-based, hazing-free new member experience for our current and future generation of members.

REFLECTION QUESTIONS

- What is one potentially problematic candidate activity or requirement you want to address? What is a positive alternative to that activity or requirement? How will you go about seeing it changed?
- How can our chapter promote hazing awareness and prevention in our community?

APPLICATION IDEAS

- Organize chapter or community participation in National Hazing Prevention Week, held each year on the third full week of September. More information about National Hazing Prevention Week can be found at <http://www.sigmanu.org/collegiate-members/risk-reduction/national-hazing-prevention-week>.
- Identify one potentially problematic candidate activity or requirement and conduct the brainstorming activity done in this workshop at the next chapter meeting.
- Print several copies of the anti-hazing posters found at <http://www.sigmanu.org/collegiate-members/risk-reduction/educational-posters> and post around the chapter house and campus. Discussion guides also available on that webpage to spark a short discussion around the concepts addressed in each poster.
- Review the Marshal Officer Resource Page (<http://www.sigmanu.org/collegiate-members/officer-resources/marshal>) for additional resources on creating an effective, values-based candidate education program.