

FarmHouse International Fraternity

Total Member Educator Resource



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THE CHAPTER AWARD OF EXCELLENCE

The FarmHouse International Fraternity has established the Chapter Award of Excellence as our minimum standards program. It is designed to recognize Chapters that are operating at the performance level outlined in our By-Laws, policies, and handbooks. The criteria for the Chapter Award of Excellence are built upon basic expected performance in the various areas of chapter operations. As an officer of your Chapter, the criteria within your responsibility are identified in the box that follows.

3. Total Membership Education (6 points)

_____ The chapter conducted at least one educational program on social issues (*Rape Awareness, Hazing, AIDS, racial sensitivity, etc.*) during calendar year. (1 point)

Program: _____ **% brothers/pledges attending** _____ **Date:** _____

_____ The chapter conducted at least one educational program on personal improvement issues (*diversity, study skills, time management, etiquette, confrontation skills, Marriage & Relationships*). (1 point)

Program: _____ **% brothers/pledges attending** _____ **Date:** _____

_____ The chapter conducted at least one program on career networking/development (*mock job interviews, resume preparation, business etiquette/interviewing, etc.*) (1 point)

Program: _____ **% brothers/pledges attending** _____ **Date:** _____

_____ At least one of the above educational programs was held in conjunction with another campus organization (*sorority, men's fraternity, club or other organization*). (1 point)

Program: _____ **Organization:** _____

_____ The chapter polled its membership to determine what types of Total Membership programs it's interested in. (1 point)

_____ The chapter is submitting a 2005-06 Chapter Programming Award application for total membership. (1 point)

6. Campus Involvement (3 points)

_____ 75% of members participated in at least one other club or student organization besides FarmHouse. (1 point)

(Attachment #9 - Include list of members and clubs/organizations they're involved in)

_____ The chapter competed in campus-wide contests (*Greek Week, Homecoming, sorority philanthropies*) as a group. (1 point).

Event: _____ **Date:** _____

_____ The chapter is submitting a 2005-06 Chapter Programming Award application for campus involvement. (1 point)

I. INTRODUCTION

What is Total Membership Education?

“There is a beginning of any great matter, but the continuing unto the end until it be thoroughly finished yields the true glory.”
~Sir Francis Drake

Every FarmHouse man should know by heart the 4-fold form of personal development within our Fraternity. The objective of FarmHouse Fraternity is to build the whole man intellectually, spiritually, socially & morally, and physically. To state it, is simple – to live out such a means of development in every day life is another story. If this objective is to be more than just words, then definite steps, definite plans, need to be taken and developed.

The International Executive Board and FarmHouse Foundation Trustees have grouped planning and programming suggestions for building the whole man under the umbrella of Total Membership Education, in the belief that FarmHouse can make a lifelong contribution to the growth and development of the individual member, “dramatically improving his capacity for service to his fellow man and to the world.”

Total Membership Education is a process of providing the tools, resources and educational programming to help us become better people. Limiting the educational process to just one semester or freshman year does not fulfill our purpose as an institution.

As automobile pioneer Henry Ford stated rather simply, “Anyone who stops learning is old, whether at 20 or 80. Anyone who keeps learning stays young.”

Whether it is learning more about the structure and governance of our Fraternity, participating in mock job interviews conducted by an alumnus or joining in on a Marriage and Relationships workshop – we should all supplement our limited “classroom” education with educational programs and leadership development possible only through membership in FarmHouse.

II. RESPONSIBILITIES

Total Member Educator

Many chapters may not have a Total Member Educator, or the position only exists to fill a required slot but is not expected to be something of value. There are few positions more important however. The Total Member Educator is the man who helps develop the bonds of brotherhood and enriches the fraternity experience so that members continue to participate as juniors and seniors.

Commonly, chapters have well-developed New Member Education (“pledge”) programs, but the Total Member Education program may only be in its infancy. You need to quickly assert the role of Director of New Member Education as only a part of the chapter’s efforts to build men that works in conjunction with the Member Education program that covers a brother’s entire collegiate career.

- Seek methods to enrich membership education so that it is a stimulating learning experience.
- Assist each member in developing a plan for personal growth and development that covers his entire collegiate career.
- Holds the chapter accountable for meeting the goals of member education.
- Coordinate the activities of the VP-Recruitment, the Director of New Member Education, Social Chairman, Director of Scholarship, Intramural Chairman, Director of Alumni Relations, and the Chaplain so that they are consistent with the chapter and member’s goals for development.
- Work with the Director of Alumni Relations to develop links to alumni for networking and career mentoring.
- Utilizes university resources from Career Services, Counseling, and Student Affairs offices and professors to schedule speakers and programs on topics ranging from personal finance to spiritual growth to resume writing.
- Develop a framework for each academic year that helps the brother develop himself intellectually, spiritually, socially, morally, and physically. There should be measurable goals and targets.

New Member Educator

New Members are the key to the sustenance and growth of your chapter and the fraternity as a whole. As the leader of this component of the Member Education Committee, this officer will have a large influence on how your chapter Builds Men and whether or not they accept total member development. You need to work closely with each other. A “pledge” program that breaks brothers down and tests their worthiness will alienate new members after initiation if they are then asked to continue participating in the total member education process that is supposed to Build Men of principle and integrity. It should be stressed that a pledge program or New Member Education is merely a fraction of the total time that a man will grow and develop through his life-long membership in FarmHouse.

Member Education Committee

The Director of New Member Education is responsible for designing and implementing the program, in conjunction with the Total Member Educator, but he is not solely responsible for its execution. Indeed, one of the main purposes of any introductory program is to assimilate the new members – this can only happen if the entire chapter is involved. This is why the participation of the Member Education Committee is important – it provides the dual benefit of getting more men actively involved in the education program and generates additional interest among other brothers just by the presence of their closer friends.

III. IMPLEMENTING A PROGRAM

Growth and Development Needs

The work of two prominent educational psychologists, A.W. Chickering and Abraham Maslow, are very useful for assessing the needs of members and providing suggestions of how to meet them. Each of their theories have been given considerable attention and application in the Student Services or Student Development areas of many of our colleges and universities, particularly in their student-living and activities programs.

There are collegiate courses and academic disciplines related to this field – so this is merely a simplified overview. However, that is more than sufficient to develop a framework for chapter member education. Both men have postulated theories about what human needs should receive attention in an educational system or setting concerned with the development of psychologically healthy individuals. It could be said that they have determined what is needed: the general goals and objectives of a model Total Membership Education Program. Their theories are briefly outlined here to neither promote nor recommend either of them, but rather to present them for consideration as a tool for developing member education plans.

Development Task – A.W. Chickering

1. Achieving Competence

- Intellectual competence: primarily the function of the classroom setting, but it can be completed by and reinforced through peer relationships and living groups; examples of possible chapter application: study skills programs, sponsorship of student-faculty relationships through informal discussions, vocational and future planning programs.
- Competence in avocational areas: intramural, drama, music, student government, community affairs and service.
- Competence in interpersonal relations: the ability to meet and interact with others in a socially acceptable manner.

2. Managing Emotions

Awareness of one's feelings, increased understanding of one's feelings, and the use of this awareness and understanding in one's behavior and future plans; example of possible chapter application: chapter feedback to the individual concerning his behavior; many of the programs mentioned under Achieving Competence provide for exposure to ideas which are a challenge to or differ from those held by many or even the majority within the chapter. Again, this provides a laboratory for the growth of acceptable emotional reaction to that which is new or even threatening.

3. Becoming Autonomous

- Emotional Independence: a person becomes free of continual and pressing needs for personal reassurance, affection and approval.
- Instrumental Independence: realization that loving and being loved are necessarily complementary: example, the chapter could sponsor or encourage participation in discussions, seminars, and counseling on marriage with the appropriate resource people.

4. Establishing Identity

Answering the question "Who am I?" Social programs with sororities can provide opportunity for the development of sexual identity and awareness; chapter leadership opportunities and leadership training allow members to explore and test their potential in this area; the before mentioned lectures, discussions and vocational programs allow members to explore interest, careers, etc.

5. Freeing of Interpersonal Relationships

Development of tolerance of a wide range of persons in terms of their different needs, attitudes, values, beliefs, and behavior. Chapter life exposes members to brothers who come from different backgrounds, have different values, etc; but even this can be comparatively narrow, and chapters

should consider programs that invite in faculty and a wide range of guests, foreign students as chapter or affiliate members, community involvement with the aged, poor, minorities, etc.

6. Clarifying Purposes

Clearly define professional or career goals: goals for living. Clearly answering the questions, “Where am I going?” Again, the chapter could sponsor programs that encourage thinking, planning, goal setting, and priority selection about:

- Vocational plans and aspirations
- Avocational and recreational interests
- General life-style considerations.

7. Developing Integrity

Development of the ability to articulate a varied set of beliefs that can serve as a guide and are internally consistent. Such beliefs or values should be based on the realization of their social purpose rather than on acceptance because of tradition. A peer group such as a FarmHouse chapter can be a significant influence in this development.

Hierarchy of Needs – Abraham Maslow

According to Maslow, there is a “hierarchy of needs” and the lower levels must be satisfied before the individual can be motivated to focus on the next level. The lowest level begins number 1.

1. **Physiological and Safety Needs:** creature comforts, security, order, and leisure. A comfortably furnished, well-run chapter house with a good cook and programs for leisure time provides these needs.
2. **Love Needs:** affiliation, acceptance, harmony, and team membership. “Love needs” equate to the bonds of brotherhood that are developed by living and working together and participating in intramurals, community service projects, communication workshops, etc. together.
3. **Esteem Needs:** competence, achievement, recognition, and advancement. Chapter leadership development programs and opportunities, encouragement of club and student government membership and seeking of leadership roles, recognition of scholarship, leadership and other individual accomplishments are possible chapter applications.
4. **Self-actualization Needs:** creativity, exposure, experimentation, meaningfulness, and growth. Many of the programs mentioned in the review of Chickering’s theory are applicable here.

A chapter that wants to develop or expand its Total Membership Education Program could begin by considering the work of these two men and incorporating their ideas into your programming. In a retreat, or planning session, the chapter could examine its present programs or lack of programs, in relationship to Chickering’s “development tasks” or Maslow’s “hierarchy of needs.”

What to Include

Pledge Education has always been the focus of any member development program, usually while most chapters were neglecting any form of Total Membership Education Program. However, many of the needs of our upperclassmen were not being met. This is why there is increased apathy, and declining participation by members as they progress through the chapter. Understanding why Total Membership Education is important is as simple as looking at the number of upperclassmen in some of our chapters who are moving out of the chapter house.

The chapter is not providing the kind of programming, networking and support system that men need as they prepare for life after college. A structured Total Membership Education Program can provide the framework for each one of members to get a “supplemental” education that is impossible to get in a classroom.

Total Membership Education might include sessions on

- | | | |
|-------------------------------|----------------------|--|
| ▪ Etiquette | ▪ Resume Writing | ▪ Personal Fitness |
| ▪ Time Management | ▪ Interview Skills | ▪ A Spiritual Life in a
Sectarian world |
| ▪ Personal Finances | ▪ Graduate Schools | ▪ Public Speaking |
| ▪ Marriage &
Relationships | ▪ Networking Tactics | ▪ Dress for Success |
| ▪ Purchasing a Home | ▪ Negotiations | |
| | ▪ Nutrition | |

Basic Needs of People In Groups

A Member Education Plan needs to actually motivate the chapter to continue to participate. It should recognize the needs of the brothers and clearly address those needs. As a leader, if you want the loyalty, interest, and best efforts of a group member, you must take into account the following things:

1. I need a **sense of belonging**. (I want to be wanted)
 - a. A feeling that no one objects to my presence
 - b. A feeling that I am **sincerely** welcome
 - c. A feeling that I am honestly needed for my total self, not just for my hand, my money, etc.
2. I need to have a share **in planning the group goals**. (This will only be satisfied when I feel that my ideas have been heard.)
3. I need to feel that the **goals are within reach** and that they make sense to me.
4. I need to feel that what I am doing has **real purpose**, or contributes to human welfare – that its value extends beyond the group itself.
5. I need to share in **making the rules of the group** –by which we live and work towards our goals.
6. I need to know in some clear detail **just what is expected of me** so that I can work confidently.
7. I need to have **responsibilities that challenge**, that are within range of my abilities and interest, and that contribute toward reaching our goals.
8. I need to **see that progress** is being made toward the goal WE have set.
9. I need to be **kept informed**.
10. I need to have confidence in our leader. Confidence based upon assurance of consistent **fair treatment**, of **recognition** when it is due, and trust that loyalty will bring increased **security**.

In brief, regardless of how much sense it makes to the leader, the situation needs to **make sense to the members** of the group.

Program Ideas

Once a chapter has determined specific areas of need or interest of its membership, it is ready to move on to identifying programs, projects and activities to meet these needs and interests, and to implementing and carrying out these programs, projects and activities. The programs available to a chapter are limited only by the imagination, time, and energy that chapter members are willing to put into the program. Cost may sometimes be a factor, but even here there are probably financial resources, previously not thought of or pursued by a chapter. Moreover, many alternatives can be developed which cost little or nothing.

The needs, desires, and interests of the individual chapter members and chapters are too numerous and too changing to try to supply a definitive catalogue of programs, projects or activities. It is not the function of the International Executive Board, International Office or any individual or organization outside the chapter to dictate solutions. Not only is it not their function, but also it is a disservice to our motto, "Builder of Men." Men will not be the product of an environment that does not encourage individual thinking and initiative. The International Fraternity, however, does stand ready to encourage and support educational programs in any way it can. Two examples of areas that can serve as a framework for programming ideas or the development of a functioning Total Membership Education Program are outlined at the end of this handbook.

Decisions for the Future

A chapter could determine that at least some, possibly many, chapter members need assistance in clearly defining professional or career goals, to answer, "Where am I going?" The chapter could sponsor programs that encourage planning, goal setting, and prioritizing: Vocational plans and aspirations; avocational and recreational interests; and general life-style considerations.

1. Development of programs and resources for helping members determine what career they want to pursue, or at least expose them to the many fields that are open to them. Resources: campus placement office and personnel; student services and/or the student counseling center.
2. Program ideas for those returning to the family farm, ranch, or other family business.
 - a. Invite a lawyer knowledgeable in the legal aspects of such an arrangement.
 - b. Invite a banker, tax expert, insurance or financial counselor for those issues.
 - c. Invite in a resource person, possible from the counseling office – to discuss the personal interactions with family and introducing a spouse into the family business and social circle.
3. Program ideas for those who will be employed by others – business, education, government, etc.
 - a. Placement services and resources – on and off campus
 - b. Job search techniques and networking.
 - c. Job cover letters and resume preparation.
 - d. Preparation for the job interview.
 - e. Appropriate Dress
4. General programming ideas for seniors
 - a. Invite representatives from the Graduate School to discuss advanced education opportunities.
 - b. Develop a library of graduate school catalogs for the chapter house library (most colleges and universities will supply these at no cost).
 - c. Invite university employees responsible for graduation activities and procedures to address the mechanics of graduation, forms that must be completed, ordering caps & gowns, etc.
 - d. Invite in a psychologist or marriage counselor to talk about expectations during the first year of marriage.
 - e. Have the seniors meet with the Association Board of Directors before graduation to discuss their role in the chapter.

- f. Invite in a representative of the alumni office on campus to talk with seniors about the university's alumni network.

Improved Poise and Social Skills

A chapter might determine that its members need to brush up on or learn more about how to conduct themselves in the various social settings in which they may find themselves.

1. The Housemother gives seminars on etiquette in formal dining, dating, and other social situations.
2. Provide a variety of social occasions for the practice of the social graces: formal dinners in the house, dining out of the house, receptions, banquets, cocktail parties, weddings, cigar parties, etc.
3. Have chapter members participate in classes to learn traditional ballroom dance.
4. Have a local men's storeowner or merchant discuss "Dressing for Success," and basic style points.
5. Inquire into and consider the "programs for the Development of Rewarding Social Interaction" developed and sponsored by the FarmHouse Foundation and International Fraternity.

IV. IMPLEMENTING A PROGRAM

There are two keys to introducing a new idea or program. You must be Flexible and you need clearly defined Goals and Objectives. Your initial vision for how something will be done is far less important than achieving the desired results. Be flexible in the methods so you can achieve the objective.

For Total Membership Education, each member's goals and objectives should then be brought together and intermeshed into the goals and objectives of the whole chapter and of the Fraternity. This will give you a framework for the chapter's program while enabling each member to customize within that framework to set their own personal goals.

Management By Objectives

1. Identify Goals & Objectives
2. Identify Activities Needed To Accomplish Them
3. Identify Resources Available
4. Plan & Carry Out Programs And Activities
5. Evaluate
6. Start Again With Steps 1 - 4, Depending Upon The Results Of #5.

Management by Objectives requires that each individual in the organization determine what his goals and objectives should be in a given area. That is followed by periodic evaluations of his success in achieving these goals and then adjusting these goals or the setting new ones. The purpose in using this method is, to make the individual feel that he has been a part of determining the direction of the organization and ensuring his commitment to its goals. The periodic evaluations minimize the backsliding and stagnation that so often follow inspiring motivational speeches or resolutions of good intention.

In this age of stress on accountability, the Management of Objectives approach is probably a natural development because it is intended to make clear what is expected to happen and provides for review to see if it has, and for an opportunity to make modifications, additions, and eliminations of the goals and objectives. The method can be expanded to assure horizontal communication (with peers) of what each individual expects and what is expected to each, as well as vertical communication and understanding (with supervisors). It is the horizontal application of this approach that has the most use for a group-living situation such as a fraternity. Each individual in the house needs to periodically evaluate what it is he wants, and should be getting out of FarmHouse and the other communities of his life.

Each man's objectives should then be brought together and consolidated into the goals and objectives of the whole chapter. Once these goals are defined, programs can be developed to meet the needs of the individuals and the group. There should be the same periodic evaluation to redefine the house goals and how to achieve them as for each individual. An ideal setting for this determination is at a chapter retreat.

Retreats

The house or chapter meeting is not generally conducive to implementing Management by Objectives. Individual members and the chapter need time and a minimum of distractions to focus their thinking and energies on subjects beyond the daily stresses of living and running a chapter. The properly planned and located retreat provides such an opportunity. It does not have to be at some exotic locale, but it does need to be a venue that will prevent interruption from cell phones, e-mail, and visitors. Many of the chapters have been holding at least annual retreats for many years now and the concept is not a new one to them.

For those who have not, a retreat generally involves a chapter setting aside a weekend when chapter members are expected to devote their time to focusing on the Fraternity. Such a session take place at a location outside of the chapter house and away from campus and the distractions of day-to-day life. Off-season resorts, church or 4-H camps are the type of facility often used.

A retreat is a viable means of deciding what is needed in Total Membership Education Program. In addition, a retreat can be held with the sole purpose of focusing attention on improved communications, recruitment, or any other need that requires more time to resolve than can be done at a chapter meeting. There are sample retreat exercises at the end of this handbook.

Retreat Planning

1. Identify Need & Purpose
2. Location
3. Time & Duration
4. Who Should Attend
5. Resource People or Facilitators
6. Activities

Follow Up and Follow Through

Setting goals and objectives is great. But they are merely words on paper if the members and chapter do not follow-through and accomplish anything. The action required to accomplish the goals and objectives set at a retreat require leadership. The Total Membership Educator's job requires him to coordinate and review the activities of the VP-Recruitment, the Director of New Member Education, Social Chairman, Scholarship Chairman, Intramural Chairman, Director of Alumni Relations, and the Chaplain so that they are consistent with the chapter and member's goals for development.

The Total Member Educator should maintain an activity calendar for the year. He should update this calendar at least monthly and keep the chapter informed on any changes. Because of the importance of the total membership education program, the chapter may want to consider making the total membership education officer the vice-president or a joint vice-president under direction of the chapter president which would provide for one vice-president in charge of educational programming and a second vice president in charge of business affairs. Such an administrative arrangement would provide emphasis for the idea of the fraternity as an integral part of the educational process, and yet allow attention to business affairs.

Educational decisions could then be made without the frequent business bias, and a greater amount of attention and detail could be given to the purpose of providing programs intent up creating a better atmosphere for education. The Member Education Committee is vital to ensuring that each officer complements the chapter's plan for member education programming and evaluation. The committee increases the overall participation of the chapter in holding themselves accountable for accomplishing their objectives.

Personality Assessments

A common tool for evaluating a person's strengths and weaknesses is the personality assessment. These can be simply a fun exercise or they can be an important tool in developing an individual member's development plan that builds upon his natural talents and customized to his learning tendencies. There are a number of free tools that can be used that are simplified derivatives of the more thorough professional services available. It should be remembered that these tests are simply a tool that can help provide insight into a person's personality and motivation, but they are not infallible and not ironclad. Everyone is unique based upon his experiences and genetics that no other person can ever completely understand. But enough general tendencies exist among people to make these tests a useful tool for developing Total Member Education plans and gaining personal insight into how you are perceived by others.

www.personalitypage.com/home.html

www.advisorteam.com/user/ktsintro1.asp

www.humanmetrics.com/cgi-win/JTypes2.asp

www.9types.com and the RHETI test to determine your personality type

V. ADDITIONAL RESOURCES

Retreat Activities

Brainstorming

The purpose of brainstorming is to get maximum output of ideas. Brainstorming techniques are useful in achieving the following goals:

- To allow for maximum creativity and inter stimulation.
- To make a clean break from traditional objectives, means, and activities and to explore new possibilities.
- To make possible a look at all courses of action.
- To make certain no aspects of a problem have been overlooked.
- To set an atmosphere of thought and communication that allow for the consideration of major changes in existing group policies.

Directions

1. Appoint someone to take notes.
2. Express any idea – no matter how silly or impossible the idea may seem.
3. Do not explain you ideas – give just enough information to identify them.
4. Do not evaluate – do not worry about practicality or feasibility.
5. Maintain informal climate – speak out freely – do not raise hands or appoint a chairman.
6. Set a time limit, usually five minutes or less.
7. Brainstorming is most effective if done for specific topics. For example, the question, “How can we help students change?” is too broad. “How can we help students learn about social issues?” is better, but still quite broad. “How can we help students learn about racial problems?” is better yet because it is more specific.
8. Stop anyone who breaks the rules; for example, evaluates, explains.

Follow-up

Once ideas are out, the real job begins.

1. Review ideas.
2. Evaluate, combine, eliminate, categorize.

Fraternities Ranking Sheet

Rank the following functions of the fraternity system according to the importance you attach to them. Write the number 1 in front of the most important, the number 2 before the second most important, etc. You have 10 minutes for this task. After members of your group have finished working individually, arrive at a rank ordering as a group. The group has 30 minutes for the task. Do not choose a formal leader.

Individual Group Rank

Rank your chapter on the following functions of the fraternity system according to how well chapter does them. Use a scale of 1 to 5, with 1 indicating you strongly agree with the statement relative to your chapter and 5 indicating you strongly disagree.

- Fraternities exist to help college students develop social maturity.
- Fraternities should lobby for improving the quality of student life.
- The fraternity is where students develop business and social contacts that will be helpful after graduation.
- The fraternity provides a “home away from home” where the members are accepted and wanted.
- The fraternity encourages worthwhile fellowship.
- The fraternity is an experiment in living, through which the student comes to know his prejudices and tries to overcome them.
- Participation in fraternity activities is training for leadership in adult life.

- Fraternities support and enhance the classroom learning experience of students.
- In the fraternity, students are treated as adults, not as adolescents who need to be controlled.
- Fraternities function as laboratories for democratic action.

Values Quiz

A good activity for any individual, this personal evaluation or clarification of interest and purpose becomes particularly meaningful when shared in small groups. Additionally, it is helpful for an individual to self-test such values over a period of time – one month, or four years – and reflect on the reasons for such change and its personal implications. Rank each (A through K) according to its importance to you. Keep this in mind – “I would like to have...”

- A. The opportunity to work with people rather than things.
- B. Social Status and prestige.
- C. The opportunity to be creative and original.
- D. The Chance to earn a large sum of money.
- E. The opportunity to look forward to a stable, secure future.
- F. The opportunity to use my special abilities or aptitudes.
- G. The opportunity to be relatively free of supervision by others.
- H. A chance to exercise leadership.
- I. Adventure
- J. An opportunity to be helpful to others.
- K. A happy marriage.

Agree – Disagree Session

Explore the following statements and determine the extent to which you agree or disagree. Then with the guidance of a group leader explore the likenesses and difference of the participants.

1. FarmHouse should select men based on their assessed potential for growth rather than basing its invitations to membership on demonstrated achievement.

Strongly Agree	Undecided	Strongly Disagree
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2. Accepting one's responsibility for maximum academic performance should supersede participation in FarmHouse activities anytime a conflict arises between two such alternatives.

Strongly Agree	Undecided	Strongly Disagree
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3. FarmHouse should place more emphasis on the need for unique differences exhibited among the membership, rather than on common interests, backgrounds, and achievements.

Strongly Agree	Undecided	Strongly Disagree
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4. Similar economic and social status of members is a paramount concern for the development of a successful chapter.

Strongly Agree	Undecided	Strongly Disagree
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5. It is right that chapters set a minimum level of academic achievement as being prerequisite to invitation of a prospective member.

Strongly Agree	Undecided	Strongly Disagree
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6. Fraternities must be more concerned with the “value added” or the relative growth and development of a member, above his achievement of an absolute achievement standard such as 2.5/4.0 G.P.A.

Strongly Agree	Undecided	Strongly Disagree
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7. Chapters should spend time exploring alternatives for improving the group’s image on campus.

Strongly Agree	Undecided	Strongly Disagree
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8. It is right to “require” or “strongly suggest” the participation of younger members in chapter activities largely because the collective wisdom of the older members is always insightful and based on good previous experience.

Strongly Agree	Undecided	Strongly Disagree
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9. A member cannot be a participating, influential member if he frequently misses chapter meetings.

	Strongly Agree	Undecided	Strongly Disagree
10.	An individual would be successful if he closely followed the system of personal values exemplified in the actions of chapter members.		
	Strongly Agree	Undecided	Strongly Disagree
11.	Some prospective individuals should be brought into full membership in the fraternity upon acceptance.		
	Strongly Agree	Undecided	Strongly Disagree
12.	Our chapter is accepting its full responsibility for educating its pledges to be good actives upon initiation.		
	Strongly Agree	Undecided	Strongly Disagree

Priorities In Personal Development

Below are a variety of human traits exhibited in the successful interaction of people. Rank, in order, the 15 traits based on their importance, as you would evaluate a prospective member, use Column #1.

	COLUMN #1	COLUMN #2
▪	Honesty	
▪	Self-Confidence	
▪	Concern For Others	
▪	Sense Of Humor	
▪	Desire For Self Education	
▪	Congeniality	
▪	Ability To Listen	
▪	Co-Curricular Talents	
▪	Respect For Others	
▪	Tact	
▪	Intelligence	
▪	Leader Abilities	
▪	Common Sense	
▪	Empathy	
▪	Creativity	

Now, in Column #2, number in order of importance those traits that you feel are worthy of attention and study for your own self-improvement. Discuss with the group those needed traits and how self and group development activities might be initiated.

A Participative Planning Model

List 5 things you would like to see your chapter do for its members. Then, after reviewing this list and pooling alternative ideas, rank these items in order of importance as a group. This develops a list of priorities for your member development program, with the most important and needed benefits receiving highest priority. Identify programs or events that will be useful in helping members in the identified areas. It is from this list that a chapter should base nearly all of its program planning. Think about what tomorrow's fraternity potentially can do to improve every man's collegiate experience and how it can contribute to his personal growth.

Personal Objectives & College Attendance

Just as large organizations and college teachers must have objectives in order to accomplish desired results, college students must have a clear idea of what they want and expect from their collegiate experience. Such expectations must necessarily go beyond hoping for good grades. Objectives for college attendance must be carefully outlined so as to maximize the use of the unique mix of resources that college and FarmHouse provides.

Rank Order Reasons & Goals

Rank the following reasons for your goals according to the importance you attach to them. Write the number 1 in front of the most important, the number 2 before the second most important, etc. You have 5 minutes for this task.

- Parents want me to
- Friends are going
- Good place to find mate
- Want to be an engineer
- Want to learn how to learn
- College is a fun time
- Want to find new friends
- Want to learn about world
- Want to make money

Sample Year – by – Year Development Plans

Possible schedule – 1st Year

First Term:

Week 1 – Discussion of Chapter Operations

Guest speaker – chapter president

Video viewing – “Where Friends Become Family”

Guest speaker – housemother/upperclassmen on etiquette

Week 2 – Chapter Financial Overview

Guest speaker – VP - Finance

Video viewing – “Where’s There’s a Will, There’s an A”

Week 3 – Recruitment Skills discussion

Guest speaker – VP of Recruitment

Video viewing – “The Right Way to Rush”

Week 4 – Guest speaker on Time Management

Video viewing – “The Time of Your Life”

Week 5 – Discussion of Association/Foundation

Guest speaker – Association President

Q & A on what Association does

Week 6 – Confrontation skills discussion

Video viewing – “When You Care Enough to Confront”

Week 7 – Hazing prevention discussion

Video viewing – “Hazing Lies” and “The Crime of Hazing”

Week 8 – Alcohol Awareness discussion

Video viewing – “The Alcohol IQ”

Week 9 – Public Relations & Community Service discussion

Guest speaker – Philanthropy Chairman

Also to attend: Regional Leadership Conferences, Chapter-wide Risk Management, alcohol awareness and/or other required Total Membership Education programs.

Second Term:

January – “Getting involved on campus” – Program facilitated by senior or another member very involved on campus mapping out the opportunities for new initiates to get involved on campus.

February – “Study Abroad Programs” – Ask someone from study abroad/career services department to come speak to your freshmen members about Study Abroad opportunities. Attending the FarmHouse International Regional Leadership Conference in your region.

March – “Career Exploration Program” – Workshop helping you explore if your current major fits in with your long-range goals and objectives of where you want to be.

April – “Personal Finances Workshop” (Perhaps held every other year) – A workshop on the basics of Personal Finance for 1st and 2nd year classes – budgeting, savings, where to find scholarship money, student loans, compound interest & caution on credit cards, etc.

“Summer recruitment workshop” – A workshop put on by the chapter VP of Recruitment and his committee on the importance of summer recruitment, what role the freshmen members will play in the process and detailing the plans in place for recruitment.

Also to attend: Chapter-wide Risk Management program or alcohol awareness program and/or other required Total Membership Education programs.

Possible schedule – 2nd Year

September – “Advanced Time Management Workshop” –Workshop facilitated by advisor/alumnus/university resource on how to go about juggling campus involvement, leadership positions, activities with FarmHouse and class work.

October – “Better understanding parliamentary procedure” – Workshop by upperclassmen or someone well versed in parliamentary procedure for all your 2nd year members.

November – “Scholarships available to you” – Ask someone in financial aid to come speak about scholarships available to students, and how to get the hidden monies that go unclaimed each year.

Also to attend: Chapter-wide Risk Management program or alcohol awareness program and/or other required Total Membership Education programs.

January – “Resume Preparation” –Workshop focusing on how to develop a resume that will catch an employer’s eye – to focus on structure, how to format and what to include. Also to identify what areas you need to work on to better market yourself before you graduate.

February – “How to find the right summer internships” – Workshop put on by Career Placement office or alumnus on finding the internships that are right for you. Attend the FarmHouse International Regional Leadership Conference in your region.

March – Major chapter-wide community service project planned by the 2nd year class.

April – “Personal Finances Workshop” (Perhaps held every other year) – A workshop on the basics of Personal Finance for 1st and 2nd year classes - budgeting, savings, where to find scholarship money, student loans, compound interest & caution on credit cards, etc.

Also to attend: Chapter-wide Risk Management program or alcohol awareness program and/or other required Total Membership Education programs.

Possible schedule – 3rd Year

October – “Resume Preparation Workshop – Phase 2” – All resumes of 3rd-year members are collected and mailed to alumnus who is a CEO/HR manager from company/corporation. He reads through them, marking each one up individually with tips, suggestions, notes of errors, etc. He then brings them with him as he puts on a Resume Preparation Workshop talking about what’s really needed on resumes – what employers are really looking for.

November – “Career Networking Workshop” – An alumnus who is a CEO/manager or someone from university career services department would facilitate a session on how to develop a career network of people you can turn to for assist in finding jobs, internships and career/job leads.

Also to attend: Chapter-wide Risk Management program or alcohol awareness program and/or other required Total Membership Education programs.

January - “Personal Finances II Workshop” (For Juniors & seniors, perhaps held every other spring) – Advanced Financial Management Workshop put on by alumnus who is a financial planner/banker/financial expert on managing your personal finances – to focus on planning a budget after you graduate; purchasing a house – finding renting an apartment; what to invest in/how to invest; IRA/retirement planning/401k; health/dental/life insurance; paying off student loans; car loans; car insurance; renter’s/homeowner’s insurance; etc.

February - Attending the FarmHouse International Regional Leadership Conference in your region.

Also to attend: Chapter-wide Risk Management program or alcohol awareness program and/or other required Total Membership Education programs.

Possible schedule – 4th Year

September – “Graduate School programs presentation” – Invite graduate school program personnel to come speak about opportunities for advanced education – locally and internationally

October – “Marriage & Relationships Workshop” – For juniors and seniors with sorority women in their class – program facilitated by a FarmHouse alumnus and his wife (from above-mentioned sorority) or relationships, marriage – expectations and reality. “Resume Preparation – Phase III” – The third series on resume preparation and cover letters for chapter members on getting the document in final form to send to prospective employers - what to include/not include that you may/may not have previously, final reviews of resumes with additional feedback and comments.

November – “Mock Job Interviews” – An evening workshop for seniors put on by an alumnus who is an CEO/Human Resources manager or a couple of alumni – putting the seniors through a comprehensive mock job interview and giving feedback for improvement.

Also to attend: Chapter-wide Risk Management program or alcohol awareness program and/or other required Total Membership Education programs.

January – “Personal Finances II Workshop” (For juniors/seniors, perhaps held every other spring) – Advanced Financial Management Workshop put on by alumnus who is a financial planner/banker/financial expert on managing your personal finances - to focus on planning a budget after you graduate; purchasing a house - finding/renting an apartment; what to invest in/how to invest; IRA/retirement planning/401k; health/dental/life insurance; paying off student loans; car loans; car insurance; renter’s/homeowner’s insurance; etc.

March – “Adjusting to the Real World” – Workshop put on by a recent alumnus by the reality of life after college and what he didn’t know then that he wished he had known.

April – BBQ with Association Board & advisors –An association board member or advisor invites 4th year members over to grill out in backyard with other association officers/advisors. Will visit with seniors about their roles as alumni or 5th year members, if they’ve found jobs yet and how we can help, what plans are after college, make sure you pay your bills so chapter doesn’t have to hound you, and challenge to give something back to FH every year and remain involved with the chapter.

Also to attend: Chapter-wide Risk Management program or alcohol awareness program and/or other required Total Membership Education programs.

Sample Evaluation & Survey Forms

On the following pages are some sample surveys that can be used to determine which programs and activities should be implemented to meet the chapter goals and objectives:

FarmHouse Membership Education Survey

This survey was prepared in order to plan programs and membership education activities that are pertinent and worthwhile for the men of FarmHouse. This list includes many possible programs that could be of benefit to men in the chapter. Please go through the list carefully and decide in which category you feel the program would most appropriately fit.

If you check one of the categories of Membership Education or Mini Session, you are indicating that you would be interested in attending a session on that topic. If you check New Member Education, you are indicating that you feel that a session on that particular topic would be beneficial to the new members and their Education Program. If you do not feel that there is a need for a particular program, or if you are personally not interested in it, check the N/A column.

- A Mini Session is usually more specific in the audience to which it appeals. A guest would be invited over for dinner and then would give a brief talk followed by a questions and answer period after the meal.
- The Membership Education Session would be geared for a larger group of men (at least 15-20) and would be about an hour long session. It might be after a meal, or it could be later in the evening or even on a weekend.

There is a place for both of these types of programs in FarmHouse and we will schedule those that are appropriate and of interest to the men. The programs would definitely not be strictly “lectures” but would include a variety of innovative exercises. I have listed programs that I understand to be of interest to some; if you can add to this list, please write in any additions.

Fraternally,

Total Member Educator

FarmHouse Membership Education Survey

Name: _____ Class In School: _____

Title of Session	New Members	Member Ed	Mini	N/A
1. Getting to know the University				
2. History of FarmHouse				
3. Etiquette, Social Grace				
4. Structure of the Int'l Fraternity				
5. How to Study Effectively				
6. Sexism				
7. Alcohol Education				
8. Values Clarification				
9. Selecting A Major				
10. Campus Organizations				
11. Financial Aid				
12. Interviewing Skills				
13. Writing a Resume				
14. Leadership Skills & Techniques				
15. Automotive Repairs & Tune-ups				
16. Traditions of FarmHouse				
17. Recruitment Skills				
18. Buying Insurance				
19. Photography				
20. Parliamentary Procedure				
21. Consumer Education				
22. Admission to Professional Schools				
23. Personal Budgeting				
24. Communication Skills				
25. Conversationalist				
26. Publicity & Public Relations				
27. Starting a Business				
28. Contraceptives & Birth Control				
29. Farm Machinery & Equipment				
30. Sports/Athletic Speakers				
31. University Administration				
32. Bicycle Care & Maintenance				
33. Issues of the State Legislature				
34. National Political Issues				
35. Political Involvement				
36. Honoraries at the University				
37. Organizing & Budgeting Time				
38. Classical Music				
39. Jazz Music				
40. University Honors Program				
41. Topics on Religion				
42. Board of Regents				
43. Public Speaking				
44. Speed Reading				
45. The Greek System				
46. Interfraternity Council				
47. PanHellenic Council				
48. Astronomy				

Title of Session	New Members	Member Ed	Mini	N/A
49. Art Appreciation				
50. Plant Care				
51. Tropical Fish & Aquariums				
52. Stock Market & Investments				
53. The Student Center				
54. Management by Objectives				
55. Personal Goal Setting				
56. Personal Fitness & Health				
57. Student Services				
58. Racism				
59. Poetry				
60. Sensible Dieting				
61. Buying A Car				
62. Backpacking & Camping				
63. Skiing & Places to Ski				
64. Dining Out & Restaurants				
65. Preparation for Marriage				

Recreational	New Members	Member Ed	Mini	N/A
<u>Arts & Crafts</u>				
1. Macrame				
2. Photography				
3. Guitar				
4. Leather Work				
5. Silk Screening				
6. Jewelry Making				
7. Pottery/Ceramics				
8. Stained Glass				
9. Tie Dye/Batik				
10. Oriental Cooking				

Classes Or Groups

1. Bridge
2. Chess
3. Pinochle
4. Cribbage
5. Dancing Lessons

Demonstrations

1. Gymnastics
2. Karate/Judo/Tae-Kwon-do
3. Yoga

Projects

1. Recycling
2. Community Volunteer Work
3. Tutoring other students

Recreational

New Members

Member Ed

Mini

N/A

Sports

- Bicycle Touring
- Backpacking
- Soccer
- Tennis
- Fishing
- Wrestling
- Paddle Ball/Racquetball/Handball
- Flying/Skydiving
- Golf
- Bowling
- Riflery
- Canoeing/Rafting
- Skiing
- Cross-country Skiing
- Rock Climbing/Repelling
- Basketball (intramural)
- Football (intramural)
- Softball (intramural)
- Volleyball (intramural)
- Fly Tying
- Boxing
- Lacrosse
- Skate Boarding
- Badminton

Cultural Programs

- Artisans (ceramics, weaving)
- Blue-grass, folk musicians
- Drama
- Dance

Informational

- Hunter Safety
- Ski Equipment
- Women's Rights/Consciousness Raising
- Major Career Choices
- Political Candidate Speakers
- Alcohol Use & Misuse
- Environmental Issues
- Human Sexuality
- Rap Sessions by Campus
- Security & P.D
- Christian Living
- Natural Foods
- Foreign Students-Customs & Politics
- Administrators on University Policy issues
- Homosexuality
- Faculty Visitations

Recreational

New Members

Member Ed

Mini

N/A

- Gun Control
- Citizen Band & Ham Radios
- Inter-racial Relations
- Political Awareness
- Campus Resources
- Student Center, Health Center
- Search & Rescue
- Science Fiction
- Medicinal Herbs
- Buying a Stereo
- Energy Crisis
- Haircutting
- Hypnotism

Social Activities

- Talent Show
- Snow Sculpture Contest
- International Theme Dinner
- Dinner/Dance
- Trivia Contest
- Film Series
- Frisbee Contest
- Football Tournament

Self-Improvement Programs

- Stop-smoking Clinic
- Assertiveness Training
- Leadership Development
- Communication Skills
- Test Anxiety Reduction
- Body Building/Weight Lifting
- Summer Employment
- Social Survival Skills
- Career Exploration
- Male/Female Relations
- Fashion, clothing, hairstyles

Chapter Development

- Alumni Relations
- Public Relations
- Rush
- Pledge Education
- Financial Management
- Officer Training
- Academic Programming
- Publications
- Social

FarmHouse Program Evaluation

TO: All Chapter Members
FROM: Total Member Educator

This survey was prepared as an aid in determining what programs and activities of the Chapter are felt to be the most pertinent and desirable.

In the top half of the attached survey under "Frequency," indicate the number of times you feel the program or activity listed should take place in the time period listed. In the bottom half under "Areas of Concern", circle the number listed behind each area that best indicates the level of concern you feel about the area: (1) indicates this is a high concern area; (5) indicates little or no concern.

Evaluation

Name	Frequency
▪ Serenades (per month)	
▪ Song Practices (per month)	
▪ Membership Education	
▪ Mini-Sessions (per month)	
▪ Alumni for Dinner (per month)	
▪ Retreats (per year)	
▪ Social Functions (per quarter)	
▪ With Sororities or	
▪ Resident Halls	
▪ With the Brothers	
▪ Formal Meal (per month)	
▪ Church Services (per month)	
▪ Buzz Sessions (per month)	
▪ Firesides (per year)	
▪ House Meeting	

Areas of Concern

Name	Level of Concern (1) = high; (5) = little or none
▪ House Improvement (Physical)	
▪ Intramural	
▪ Scholarship	
▪ Membership Education	
▪ Alumni Relations	
▪ Singing	
▪ Campus Involvement	
▪ Service Projects	
▪ Pledge Education	
▪ Recruitment	
▪ Public Relations	
▪ Religious Life	

FarmHouse Member Education Program Form

1. The programs are limited to one hour so that a chapter member does not have to be afraid that he is committed to a whole evening if he attends. This allows time for studies, other meetings, etc.
2. All chapter members, alumni and their guests are involved. This encourages alumni involvement, friends, wives, prospective members, etc. to attend.
3. Topics are confined only to the needs, interests, and resources of the chapter and community.

WHAT: The Six o'clock Series, a Total Membership Education Program
WHEN: Tuesday evenings from 6:00 to 7:00 – normally dead time in a student's day
WHO: All interested Chapter Members, Alumni and their guests
WHERE: The Chapter Living Room
TOPIC: (e.g. Study Abroad Program)

Program Topics & Best Practices

Intellectual Development

1. Study Room
2. Study Tables – 24 - hour quiet area
3. Study Tables - required for new members & members on academic probation in chapter
4. \$25/Rent - 3.0 and \$50/Rent - 3.5
5. Quiet Hours 7pm - 7am
6. B or Better Board
7. Take classes/study together
8. Drawing once a week for pizza - "A" on a test or "A" on 3 quizzes
9. Big Brother/Little Brother GPA competitions with \$200 prize or more
10. Keep track of classes missed, announce at chapter
11. Post schedules on doors
12. Wake brothers for classes
13. Snacks during Dead Week
14. Compete for #1 in grades with other fraternities
15. Encouraged to go to scholarship/financial aid office
16. Communication with professors
17. Big Brother/Little Brother in similar major
18. Time management seminar
19. Encouraged to take freshmen seminars
20. Book exchanges for classes with Brothers
21. Library
22. Grade Competitions
23. Check on Grades
24. High - Lo pairing
25. Quiz dinner
26. Test Calendar
27. Partners
28. Class Cards
29. Attendance competitions
30. Grade card from teachers
31. Tutor programs
32. GPA award
33. Self discipline
34. Guest speakers
35. Chart reports/ active/pledge
36. Workshops - career placement, study abroad
37. Highest active/pledge grade scholarships
38. \$\$\$ for not skipping classes - .25 cent skip jar
39. Class lists
40. Post chapter grade goals/set goals individually
41. Study groups by major
42. Social probation for low grades

Physical Development

1. Weight room in house
2. Taking Physical Education classes together
3. Workout partners
4. Challenging other Fraternities to games
5. Annual House Football games
6. Iron man challenge/ boxing
7. Rent whole swimming pool for evening
8. Hosting IFC hockey tournament
9. Group of guys running regularly together
10. Supportive of brother's varsity or club team efforts
11. Cooking healthier meals
12. Intramurals
13. Tennis tournament
14. Basketball tournament

15. Greek week
16. Building projects/work days
17. Bowling
18. In-house tournaments
19. Post chapter recreation night
20. Set goals for physical achievement

21. Encourage participation in other philanthropy tourneys
22. Practices
23. Workout program
24. Service activities
25. Fundraisers

Social/Moral Development

1. Mixers
2. Mixed service activities
3. Tailgating
4. Formals/date parties
5. Milk and cookies
6. High and dry
7. Roommate's revenge
8. Ice Fishing
9. Coffee house
10. Talent show
11. Cookouts
12. Hayrides
13. Paintball
14. Road trips
15. Overall party
16. Crawfish and shrimp boil
17. Jail break
18. Yellow rock
19. Big Monday
20. Founders Day
21. Etiquette seminars
22. Dance Lessons
23. Dinner Exchanges
24. Crush party
25. BBQ with other houses

26. Welcome back BBQ - all campus
27. Free concert
28. Breakfast for sororities
29. Boxing contest
30. All Greek ice cream social
31. Mystery dates
32. Faculty dinner
33. Ice skating party
34. Dances with sororities
35. Big brother/little brother functions
36. Serenading
37. Escort service for sororities on campus
38. Weekly dress meals with guests
39. Homecoming/ Greek Week
40. Volunteer work
41. Alcohol awareness programs
42. Etiquette workshops
43. Campus awareness programs - rape, safe sex, alcohol
44. Dress for success
45. Alumni functions
46. Leadership conferences
47. Attending football games
48. Dinner x-changes with sororities
49. Invite women's teams to dinner

Spiritual Development

1. Bible study
2. Prayer breakfast
3. Chapter church
4. Devotions
5. Blessing
6. Religious organizations retreats
7. Church attendance lists
8. Attend in groups
9. Prayer groups within chapters
10. Pastor meal
11. Attend church with other Greeks

12. House prayer
13. Church before finals
14. "Campus Christians" attendance
15. Spiritual challenge of the day
16. Spiritual theme for week
17. Scripture reading/ devotion at chapter
18. Formal initiation ceremony in church
19. All Greek Bible study
20. Campus crusade
21. Prayer box
22. Promise keepers

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