Theta Delta Chi New Member Education Workbook 2nd Edition

Preface

A New Beginning...

This is a new beginning for you as a new member, but also a new beginning for our organization. As you proceed through your journey from Stranger to Brother in Theta Delta Chi, this new workbook will help track your progress. Throughout the program, we are focusing on your **intellectual, moral, and social being**.

For Theta Delta Chi, it marks a new era. This workbook is connected to the new *17th Edition of the Membership Handbook*. It diverged from the whos, the whats, and the whens of the organization and now focuses on the hows and, most importantly, the why of our beloved Fraternity.

We are going to ask you to focus on your **endeavors to improve and reform** while simultaneously asking you to help us in ours. We encourage you to provide feedback to help us understand what you need to be successful. It is **our mutual esteem and dependence** that will allow us to flourish both personally and as a Fraternity.

The first and last question: "Why are you here?" will mark the beginning and end of new member education and launch you off on your lifetime membership until you enter Omega.

In The Bonds,

James D. Leuck YA '09

James D. Leuck
Upsilon Deuteron '09
67th PGL

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Lesson Schedule

Lesson Name	Suggested Weekly Schedule		Date/Time/Location	Check When Done
	4-Week Program	6-Week Program		
Setting Expectations	1	1		☐
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Policies	1	1		☐
Setting a Path for Academic Success	1	1		☐
Breakdown a Project	2	2		☐
Officer Roles	2	2		☐
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Social Media	3	4		☐
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Charge History	4	5		☐
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Objectives to be completed

Due Date	Membership Handbook	Completed
	Journal/Reflection questions (p.13)	☐
	Journal/Reflection questions (p.23,31)	☐
	Journal/Reflection questions (p.47)	☐
	Journal/Reflection questions (p.57)	☐
	Journal/Reflection questions (p.62)	☐
	Journal/Reflection questions (p.62)/Write a short piece reflecting on "Why are you here?"	☐

Due Date	Intellectual	Completed
	Individual Academic Success Plan/Review the list of campus resources and pick one to present in Week 6.	☐
	Visit the location of a campus resource. Set up an appointment to interview. Start thinking about 8-10 questions for the interview.	☐
	Finalize 8-10 questions for the interview with a campus resource.	☐
	Interview the campus resource representative and draft a presentation.	☐
	Practice presentation to ensure it aligns with rubric and skills session.	☐
	Deliver presentation.	☐

Objectives to be completed

Blue bolded signifies a group task.

Due Date	Moral	Completed
	Brainstorm a community service event.	☐
	Set timelines after the breakdown of project planning for organizing a community service event.	☐
	Follow the service project action plan (to be completed before initiation).	☐
	Execute service project.	☐

Due Date	Social	Completed
	Identify three interests and passions.	☐
	Identify three organizations that match your interests and passions.	☐
	Research one of the three organizations. Determine when they host meetings, who the officers are, and how to join.	☐
	Interview one Charge officer.	☐
	Email the organization to interview an officer. Brainstorm 8-10 questions.	☐
	Complete the interview with the organization officer.	☐
	Join the organization (if desired).	☐

Why are you here?

Before you begin your journey from stranger to Brother, write a short piece on why you decided to join Theta Delta Chi and what you believe your purpose for joining is.

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PREAMBLE

REDACTED

(Preamble to the Constitution)

Reflecting on the Preamble

My Selection

Select your favorite word, phrase, and an extended-phrase below.

Word	
Phrase (3-5 words)	
Extended phrase (8-10 words)	

Group Consensus

Talk with your group. Select a favorite word, phrase, and an extended-phrase below.

Word	
Phrase (3-5 words)	
Extended phrase (8-10 words)	

Our Shared Values

Using the Circle below, add the values from the two lists.

Personal SHARED *Fraternal*
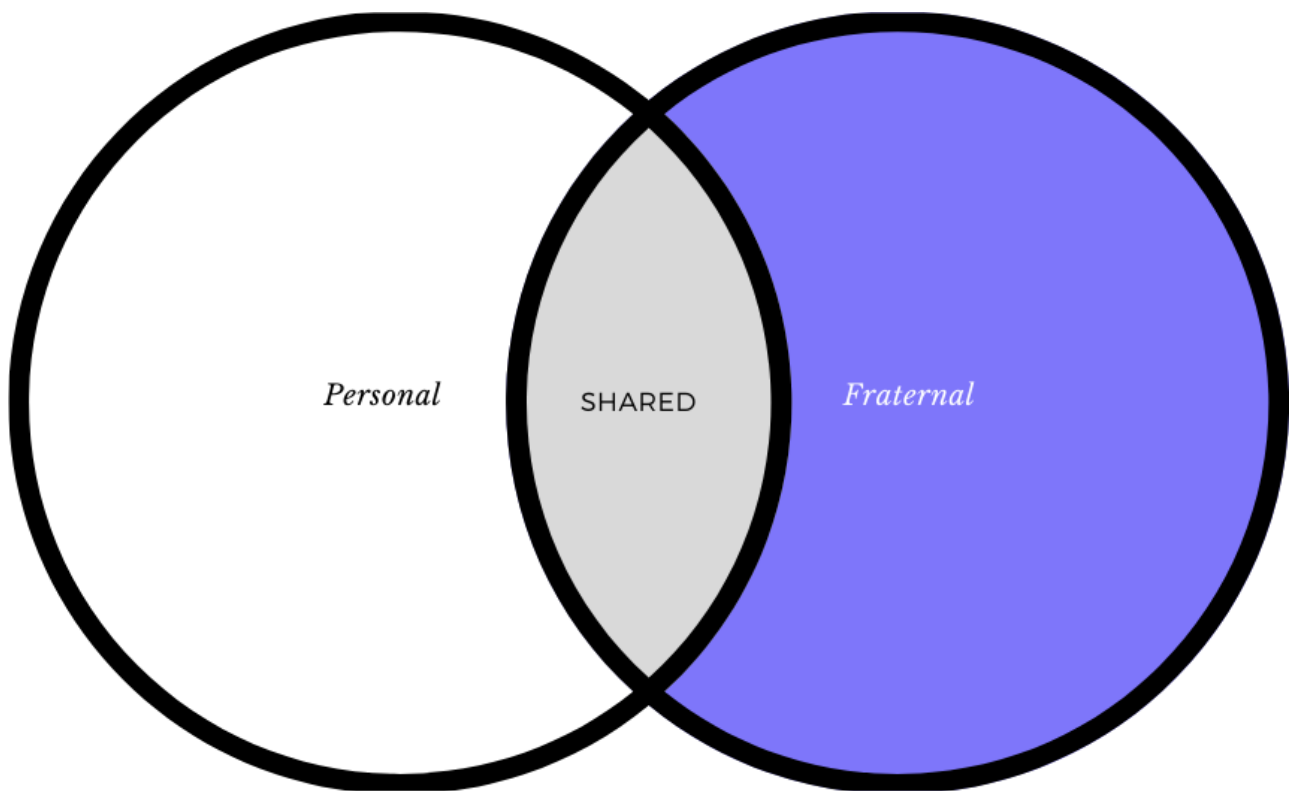
Values Lists

Personal   Fraternal

Theta Delta Chi Internal Fraternity Policies

Overview

Policies are approved by the Grand Lodge and voted on by the delegates at the Annual Convention. All members must know and follow all policies to ensure the safety of all members and guests.

Direct link to access policies:

http://thetadeltachi.co/policies

Essential Phone Numbers:

Hazing Hotline: 1.888.668.4293

Central Fraternity Office: 1.800.999.1847

Theta Delta Chi Internal Fraternity Policies

Review of Policies

As you read Theta Delta Chi's policies, write down important takeaways you can share with the group.

Policy Name	Read	Takeaways
Academic Standards	☐	
Alcohol & Drugs	☐	
Assault & Battery	☐	
Fire, Health, & Safety	☐	
Hazing	☐	
Open Expansion & Recruitment	☐	
Partnership with Host Institutions	☐	
Retaliation	☐	
Sexual Misconduct	☐	
Women's Auxilliary Groups	☐	

Theta Delta Chi Individual Academic Success Plan

Overview

One size does not fit all. As our Founders said, one of the most important duties we have as human beings is the improvement of our intellectual being. Additionally, they made a point of telling us that while we need to pardon the faults of each, we also need to improve and reform. While growth might be optional for some, it is required to be a Theta Delt. We need to think systemically about our academic endeavors. Fill out your plan, keep a copy for yourself, and give an electronic copy to your Academic Chairperson.

Direct link to the academic plan:

https://thetadeltachi.co/asp

Types of Learning Styles

To get the most out of your educational experience, it's important to understand what style(s) of learning work best for you. Everyone is different, and there is no one way to learn. You have to experiment.

Types

Visual learners learn best from visual images that do not include writing. Graphs and diagrams are easy for them to understand. They remember faces and places and tend to recall information by picturing them. In college, a visual learner is going to find it relatively easy to "read" a pie chart in a business class or perceive differences between artists' styles.

Aural or auditory learners do well with hearing information. They remember words to songs and can recall conversations in detail by hearing them in their minds. In college, an aural learner will remember lecture material in a variety of classes and may be skilled at memorizing things like music or lines for a theatrical production.

Reading/Writing learners are at home with written material. They comprehend and remember what they read, and they often enjoy writing. College classes have traditionally been geared toward the reading/writing learning style; these learners can take notes in most classes and will benefit from reading them as a method of study.

Kinesthetic learners learn by doing. Hands-on activities and real-life experiences help them remember. College classes like science labs, acting, or sports teach to the strengths of kinesthetic learners.

Intrapersonal learners learn through reflection. These learners learn best by asking themselves what the content means to them. In college, they strive when they are allowed to work independently.

Interpersonal learners learn through conversations and working with others. These individuals strive by working in groups and being in contact with others. In college, the interpersonal learner excels in leading group projects, study groups, and other opportunities to dialogue with others.

Types of Learning Styles- Strategies

Visual learners

- Doodle diagrams of your written information in the margins
- Create a flowchart for the progression of your notes and ideas
- Make flashcards that include pictures or diagrams as visual clues
- Highlight key information in your texts or notes
- Create a chart or a series of boxes to remind you how to complete math equations.
- Use a computer to convert data and notes into charts, tables, graphics, pictures, etc.
- Vocabulary mnemonics
- Timelines

Aural or auditory learners

- Use a computer to record your notes read aloud. Convert this information to download for iPod using iTunes
- Read your notes aloud when studying (mind your surroundings!)
- Work with a regular study partner to review out loud
- Work in a group where you can discuss the information
- Tape lectures. Review these recorded times later for extra review.
- When learning new material, especially equations, talk your way through the material.
- Singing/ creating a song
- Use of metaphors/similes to compare and remember (as long as they are voiced)
- Invent acronyms and mnemonic devices

Reading/Writing learners

- Re-write your notes after class and/or print them for later review.
- Use colored pens and highlighters to focus on key ideas
- Write notes to yourself in the margins
- Write out key concepts and ideas
- Compose short explanations for diagrams, charts, graphs
- Write out instructions for each step of a procedure or math problem
- Post note cards/post-its in visible places
- Vocab mnemonics
- Organize your notes/key concepts into a Powerpoint slideshow
- Compare your notes with someone else's

Types of Learning Styles

Kinesthetic learners

- Type your notes after class
- Create a YouTube video as a group to study later individually
- Write your notes onto flashcards
- Make posters
- Review flashcards while walking, at the gym, etc.
- Dog-ear pages in the reading where you can find critical information
- Sit near the front of the room
- Walk back and forth, move in some way when studying notes
- Read your notes out loud
- As much as possible, create models for the information at hand
- Use the internet to research your subject material
- When possible, visit locations for your material (library, museum, historical sites, etc.)
- To learn a sequence or equation, use one note card for each step.
- Highlight material when reviewing/studying
- Use a dry-erase or chalkboard to study or review
- Correlate physical movements with ideas/terms

Intrapersonal learners

- Setting up a learning contract, such as the individual academic success plan
- Independent study (provide resources such as books, websites, and videos)
- Allow learners to set goals and tasks for themselves
- Allow learners to study quietly and free from distractions

Interpersonal learners

- Talking about projects/assignments/concepts with classmates
- Group study sessions
- Class discussions and debates
- Peer/group tutoring
- Teaching what you learned to others
- Engaging in school clubs and social gatherings

Breaking Down a Project

Sometimes, we mistake projects for tasks. Let's break down a research paper.

Steps to Breaking Down the Project	Questions to Help Guide Your Thoughts
1: Brainstorm items using the questions on the right and write them below (order is unimportant). 2: Number the items from start to finish (in # column). 3: Rewrite items in order on the right.	• What will the final product look like? • What do you need to do to plan before starting the work? • Who are the people that can help you? • What resources on and off campus can assist you? • How will you know you completed the project?

#	Brainstorm	Project List in Order
		1.
		2.
		3.
		4.
		5.
		6.
		7.
		8.
		9.
		10.
		11.
		12.
		13.
		14.
		15.

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		1.
		2.
		3.
		4.
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		7.
		8.
		9.
		10.
		11.
		12.
		13.
		14.
		15.

Officer Roles

Title	Responsibilities
President	
Recording Secretary	
Corresponding Secretary	
Treasurer	
Herald	

Officer Interview

Title & Name

What are your goals and vision for your position?

Why did you choose this opportunity?

What are some of the challenges you faced in this position?

What do you enjoy most about the position you hold?

What skills or traits would benefit someone in this role?

Other Questions:_____

Management Guidelines

Following organizational guidelines and policies is crucial in reducing risks. Guidelines and policies are implemented to ensure members understand how to function safely and effectively.

Organizational guidelines and policies provide a framework that helps make informed decisions. By adhering to the same set of standards, members can work together more effectively and efficiently. This promotes teamwork, collaboration, and a sense of shared responsibility.

Adhering to organizational guidelines and policies helps to minimize legal and financial risks. Failure to follow established policies and guidelines can lead to accidents or incidents that result in lawsuits or financial losses. By following these guidelines, members can help to minimize these risks and protect the organization from legal and financial liabilities.

In conclusion, following organizational guidelines and policies is critical in reducing risks. It is the responsibility of every member to understand and adhere to these guidelines and policies to ensure a safe and productive environment.

Charge Guideline Document	Key Takeaways
Risk Management	
Event Management	
Crisis Management	

I have read and will abide by all local policies and guidelines. X_____

(Signature)

Pause. Paraphrase. Probe.

Overview

Pause, paraphrase, and probe is a communication strategy that can help you effectively communicate with people inside and outside of Theta Delta Chi. **It's important to listen with the intent to understand, not the intent to reply.**

Pause

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

Paraphrase

Using a paraphrase starter that is comfortable to you – "So…" or "As you are…" or "You're thinking…" – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

Probe

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations; and to invite others to inquire into their thinking. For example, "What might be some conjectures you are exploring?" Use focusing questions such as, "Which students, specifically?" or "What might be an example of that?"; to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.

Pause. Paraphrase. Probe.

Types of Questions

Questions that clarify

- How much time will it take?
- What will it cost?
- When you say everyone, exactly how many are you talking about?

Questions of examples

- Could you give me an example of …?
- Tell me about a time when . . .?

Questions that Suppose a future

- What would happen if . . .?
- What would be the result when we . . .?

Putting Ideas/Issues on the Table

When you put an issue on the table, don't get up there with it or put anyone else on the table with it. It is not about the person; make sure it is an issue such as:

Attendance at recruitment events is problematic. I wonder:

- How can we improve it?
- What are the barriers to everyone attending?

Presume Positive Intent

Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm. **Be clear, concise, and courteous.**

Pause. Paraphrase. Probe.

How would you use it in other areas?

Recruitment

_____

Conflict Management

_____

Risk Management

_____

Crisis Management

_____

Working with Administrators/Faculty

_____

Social Media

Social media usage can be a beneficial tool or pose a significant risk to the Charge. One significant benefit is that it can help your Charge reach a broader audience and engage with alumni, potential members, and other organizations. Platforms like Facebook, Twitter, and Instagram can help Theta Delta Chi members stay connected and organized, share news and updates, and promote events.

However, social media also poses some risks for Theta Delta Chi. One of the most significant risks is reputational damage. If members of the Fraternity post inappropriate content or engage in cyberbullying or harassment online, it can reflect poorly on the entire organization and lead to negative consequences. Theta Delta Chi must have an online presence aligned with all guidelines and policies.

By establishing clear guidelines and policies related to social media usage for your Charge, Theta Delta Chi can reap the benefits of social media while minimizing its downsides.

Social Media Brainstorm

List out possible posts, templates you want to create (e.g., brother of the week), what events you want to highlight, and what you want to share with alumni, new members, or other students. You can use the boxes below for inspiration.

Intellectual
Moral
Social
More

Presenting to the Charge

Overview

Many people spend much time preparing for a presentation by making slides without much focus on what they are going to say. Apply these to help create a more engaging presentation.

Speaking and Vocal Variety

- Be aware of verbal tics such as (um, ah, like, and so). Replace them with pauses.
- Use different levels of voice inflection. Avoid speaking in a monotone voice. Find opportunities to bring positive energy.
- Pause when you want people to reflect on what you said.
- Start and end with a powerful statement.
- Ensure all audience members can hear you.

How to Use Body Language

- Vary your eye contact with various locations of the audience.
- Use intentional body language to help describe what you are saying or express emotions.
- Vary your speaking position.
- Maintain a relaxed and balanced position.

Rehearsing

- Practice ideas, not words.
- Prepare a mental draft.
- Finish each rehearsal entirely.
- Make gradual improvements.
- Get feedback from others on your delivery.
- Identify the room and what technology you can use and practice with them.
- Identify any handouts or visual aids you want to bring and practice with them.

Preparing Your Presentation

Overview

Use the following outline to help organize your thoughts for a presentation about the campus resources you have identified. The document will start with general thoughts and go into more depth later.

> Why is this resource valuable to you? The Brotherhood?

> What stories in your life can be used during the presentation to show how this resource can benefit the Brothers?

> Goals for the Presentation: What do you want the Brotherhood to learn/do?

Goal 1:

Goal 2:

Goal 3:

Outlining Your Presentation

Capture Their Interest

> What is something that you can say to capture their attention from the beginning?

Introduction

> What is a story about you and why you chose the resource?

Transition

> Name the three main points you want to share.

Main points

> Main Point 1:

1-2 pieces of Supporting evidence:

Transition statement to main point 2:

Main Point 2:

1-2 pieces of Supporting evidence:

Transition statement to main point 3:

Main Point 3:

1-2 pieces of Supporting evidence:

Transition statement to conclusion:

Conclusion

Conclusion

Restate main point 1:

Restate main point 2:

Restate main point 3:

End with an impactful statement and call to action (can be close to or the same as the beginning statement to capture their interest:

CAMPUS RESOURCE PRESENTATION RUBRIC

Category	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Thoroughness and Accuracy of Resource	Demonstrates deep understanding and thorough research with accurate and up-to-date information.	Shows a good understanding and effort with mostly accurate information.	Displays some understanding and effort, but some information might be lacking or outdated.	Lacks thorough understanding and uses limited or incorrect information.
Clarity and Cohesiveness of the Presentation	Presentation is well-organized, structured logically, and easy to follow. Transitions are seamless.	Presentation is organized and mostly easy to follow, with some transitions between points.	Presentation lacks clear organization and may have some disjointed transitions.	Presentation is disorganized, lacks structure, and is difficult to follow.
Vocal variety and Body Language	Keeps the audience engage with appropriate reflection and body language throughout.	Uses moderate amounts of inflection and has many moments of effective body language.	Uses some inflection and minimal use of body language effectively.	Use monotone language and utilize no or distracting body language.
Verbal Presentation	Utilizes pausing to prevent use of verbal tics and double clutching. Uses mastery of grammar.	Has minimal use of verbal tics, double clutching, and improper grammar.	Has moderate use of verbal tics (i.e. um, ah, so, like), double clutching, and improper grammar to a distracting level.	Utilizes verbal tics (i.e. um, ah, so, like), double clutching, and improper grammar to a distracting level.
Creativity and Effectiveness in Presentation	Highly creative and innovative presentation method chosen. Engages the audience effectively with a unique approach.	Presentation method is creative and engaging, effectively conveying the research findings.	Presentation method is somewhat creative and engaging, but may lack a unique or highly engaging aspect.	Presentation method is conventional or lacking creativity, making it less engaging for the audience.
Overall Score	20-16	15-12	11-8	7-1

PRESENTATION REFLECTION

Use the questions below to help you reflect on your experience with the presentation.

What are **three** things that you did well in the presentation?	What are **two** things that need work from your presentation?

What is one way this presentation has improved you?

Charge History

Charge Founding date & year	
Closing & Re-founding date(s)	
Charge Designation-English & Greek Letter	
Why was your Charge founded?	
Awards & Recognitions	
Notable Alumni	
Important Facts & Trivia	
Closest Active/Dormant Charge?	
Other--address(es), social media handle, advisor name & email, # of alumni	

Charge History

Dedication of a Lifelong Member

Commitment for a lifetime is what we are signing up for when we join. Thinking about the speech you just heard…

What do you hope to accomplish as a member?
What is the importance of staying engaged?

Interviewing an Alumnus

Ask the following questions of any alumnus of Theta Delta Chi (regardless of Charge).

Why did you join?
How has Theta Delta Chi impacted your life?
What accomplishment in Theta Delta Chi are you most proud of? Life?

Why are you here?

Now that you are ready to complete your journey from stranger to Brother, write another short piece on why you continuing in Theta Delta Chi and what your purpose is as a member.

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"Endeavors to Improve and Reform…"

Weekly Journal

Theta Delta Chi believes in continual improvement. There is no pinnacle to what one can achieve. Weekly reflection and journaling will help you to set targets for continual improvement.

Week One

Question	Intellectual	Moral	Social
What's going well?			
What needs work?			
What are you committing to do?			

Week Two

Question	Intellectual	Moral	Social
What's going well?			
What needs work?			
What are you committing to do?			

Improvement Journal

Week Three

Question	Intellectual	Moral	Social
What's going well?			
What needs work?			
What are you committing to do?			

Week Four

Question	Intellectual	Moral	Social
What's going well?			
What needs work?			
What are you committing to do?			

Improvement Journal

NOTE: This is only used in the six-week Program.

Week Five

Question	Intellectual	Moral	Social
What's going well?			
What needs work?			
What are you committing to do?			

Week Six

Question	Intellectual	Moral	Social
What's going well?			
What needs work?			
What are you committing to do?			

Membership Handbook Reflection Questions

Write the answers to the reflection questions below. Be sure to annotate page numbers for referencing during educational sessions.

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