

*Per National Policy, the Pledge Education Guide, including this document,
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Pledge Education Meeting Plan 3 **Risk Management Application**

Broad Topics: Delta Sigma Pi Risk Management Policy (Review and Application); Ethical Decision Making; Campus Resources

Learning Outcomes:

- Pledges will be able to apply elements of the Delta Sigma Pi Risk Management Policy to selected scenarios
- Pledges will be able to identify at least two (2) campus risk reduction/education resources
- Pledges will be able to apply the concepts of ethical decision making to select scenarios

Materials Needed for Meeting:

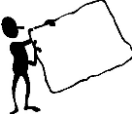
- Copies of [The Crown & Delta](#)
- Selected scenarios from [Risk Management Scenarios](#) document
- DISPLAY

Additional Suggested Items for Meeting:

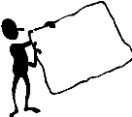
- Printed copies of scenarios to be utilized

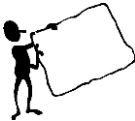
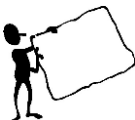
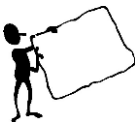
Notes for Meeting:

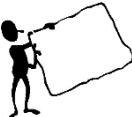
- ★ VPPE should be intimately familiar with the Delta Sigma Pi Risk Management Policy ([from National Policies and Procedures](#))
- ★ VPPE will choose one “Understanding Risk” activity to facilitate
- ★ VPPE will be expected to facilitate discussion without interjecting personal thoughts and/or opinions

2/2	Pledge Check In	
	The VPPE should allow a few minutes to discuss how the pledges are doing within the program. A few conversation topics may include: • Are they meeting/getting to know brothers during chapter meetings/events or through small gatherings? • Are they as a group meeting the stated expectations from the first meeting? • What questions do they have about anything already covered? Or to be covered later in the program? • General feedback for the program or the facilitation style of the VPPE.	
3/5	Meeting Objectives/Module Recap	Suggested: DISPLAY (DSP Risk Management Policy)
 DISPLAY	Prior to the start of this meeting pledges will have watched and answered questions regarding Delta Sigma Pi's Risk Management Policy. Pledges should be made aware that during this pledge education meeting, they will utilize the knowledge of the Delta Sigma Pi Risk Management Policy to engage in the activities.	

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	<i>Who can help me in listing out the nine (9) categories of our risk management policy?</i> VPPE should expect answers from a variety of pledges. They do not need to be referred to in a specific order: • Individual Code of Conduct • Alcohol, Drugs, and Fraternity Events • Hazing • Discrimination • Assault & Battery • Sexual Misconduct • Weapons, Firearms, Explosives, Incendiary Devices • Chapter Houses and Meeting Facilities • Retaliation <i>Tell me something specific about the (insert one of the categories) policy.</i> VPPE should do this for each of the nine categories. Pledges should discuss some of the nuances for each of the categories. There is nothing specific the VPPE should seek for an answer here. Pledges should simply mention some of the pieces they learned about the Risk Management Policy from the module. If they are struggling the VPPE should allow them to reference <i>The Crown & Delta</i>.							
	VPPE will choose one “Understanding Risk” activity to facilitate with group							
10/15	Understanding Risk ACTIVITY OPTION #1	Suggested: DISPLAY (for responses)						
	<i>Risk comes in a variety of forms. From the moment we wake up to the moment we go to sleep risk surrounds us. One of the goals of this meeting is understanding risk and how to manage it.</i>							
 DISPLAY	<i>Let’s talk about some everyday risks we encounter, outside of a fraternity context. What are some examples of low-risk activity we engage in every day:</i> VPPE should ask pledges to provide 3-4 examples of low-risk behaviors people engage in every day. VPPE can choose to DISPLAY responses Examples may include: <table border="1" data-bbox="272 1480 1502 1606"> <tbody> <tr> <td>Taking a shower</td><td>Getting dressed</td><td>Making food</td></tr> <tr> <td>Walking around campus</td><td>Straightening your hair</td><td>Cleaning your room</td></tr> </tbody> </table> <i>There is somewhat limited risk involved in these activities. There could be the occasional burn of the curling iron or hair straightener, small cut from a knife, or trip over something while you are looking at your phone while walking around campus. However, probably minimal.</i>		Taking a shower	Getting dressed	Making food	Walking around campus	Straightening your hair	Cleaning your room
Taking a shower	Getting dressed	Making food						
Walking around campus	Straightening your hair	Cleaning your room						

 DISPLAY	<i>Let's move on to things that have <u>some</u> risk involved.</i> VPPE should ask pledges to provide 3-4 examples of behaviors that have some risk involved. Examples may include: <table><tr><td>Driving a car</td><td>Riding a bicycle</td><td>Playing sports</td></tr><tr><td>Going to class without an assignment completed</td><td>Climbing a ladder</td><td></td></tr></table> <i>Again, there is an elevated level of risk involved with these activities because interactions are not solely impacted by the self. It's pretty easy to "roll an ankle" for a minor sprain playing a pick-up game of basketball, but usually not intramural/rec league career threatening. If you are paying attention to your surroundings and objectives the likelihood of risk is minimal.</i>	Driving a car	Riding a bicycle	Playing sports	Going to class without an assignment completed	Climbing a ladder	
Driving a car	Riding a bicycle	Playing sports					
Going to class without an assignment completed	Climbing a ladder						
 DISPLAY	<i>How about some things that may have some moderate risk. And these don't have to be simply physical risk. There may be some things we do that also entail emotional risk.</i> VPPE should again ask for 3-4 examples of moderately risky activities that could be physically or emotionally risky: Examples may include: <table><tr><td>Visiting an aging or sick relative (emotional)</td><td>"Creeping" on a former partner on social media (emotional)</td><td>Minimally exceeding the posted speed limit while driving</td></tr></table> <i>These are all instances where there can be a significant impact on an individual in one way or another.</i>	Visiting an aging or sick relative (emotional)	"Creeping" on a former partner on social media (emotional)	Minimally exceeding the posted speed limit while driving			
Visiting an aging or sick relative (emotional)	"Creeping" on a former partner on social media (emotional)	Minimally exceeding the posted speed limit while driving					
 DISPLAY	<i>Lastly, let's talk about high-risk behaviors. What are some of those high-risk behaviors we sometimes choose that may impact more than just ourselves?</i> Examples may include: <table><tr><td>Skydiving/bungee jumping</td><td>Cliff diving</td><td>Excessive speeding</td></tr><tr><td>Rapid and unmonitored substance consumption (food, drink, illegal drugs, and/or alcohol)</td><td>Sleep deprivation</td><td>Selfie on a cliff</td></tr></table> <i>These activities could have catastrophic consequences on their own or when combined with other risky behavior that can endanger you or others around you.</i>	Skydiving/bungee jumping	Cliff diving	Excessive speeding	Rapid and unmonitored substance consumption (food, drink, illegal drugs, and/or alcohol)	Sleep deprivation	Selfie on a cliff
Skydiving/bungee jumping	Cliff diving	Excessive speeding					
Rapid and unmonitored substance consumption (food, drink, illegal drugs, and/or alcohol)	Sleep deprivation	Selfie on a cliff					

10/15	Risk or Reward ACTIVITY OPTION #2	Suggested: DISPLAY (for responses)
 DISPLAY	Materials: None Instructions: 1. Divide into groups: ○ Break into small groups of 3-4 people. 2. Small Group Scenario Brainstorm (5 minutes): ○ Each group will be assigned one scenario from the list below. ○ Discuss the scenario and answer the following questions: ▪ What are the potential risks involved in this situation? ▪ What are the potential rewards or benefits? ▪ How could the person in the scenario make a more informed decision? ▪ Are there ways to minimize the risks? 3. Large Group Share and Discuss (5 minutes): ○ Come back together as a large group. ○ Have small groups share their scenario and the key points from their discussion. ○ The larger group can then add additional thoughts or perspectives. College Life Scenarios: • Academic: ○ Skipping a class to catch up on sleep vs. attending and potentially failing a quiz. ○ Collaborating with a classmate on an assignment vs. doing it alone and potentially getting a lower grade. ○ Taking a challenging course outside your major vs. sticking to easier classes and potentially missing out on a valuable learning experience. • Social: ○ Attending a party where you know there will be underage drinking vs. staying in and studying. ○ Confronting a friend who is making offensive comments vs. staying silent to avoid conflict. ○ Joining a new club or organization vs. focusing on your current commitments and potentially missing out on new friendships and opportunities. • Personal Choices ○ Trying a new sport or activity you're not good at vs. sticking to what you're comfortable with and potentially missing out on personal growth. ○ Speaking up in class even if you're nervous vs. staying quiet and potentially missing out on contributing to the discussion. ○ Taking a part-time job to earn money vs. focusing on your studies and potentially missing out on financial independence. Hypothetical Situations: • Ethical Dilemmas: ○ Finding a wallet with a large sum of money and no ID. Do you keep it or try to find the owner? ○ Witnessing a friend cheating on an exam. Do you report it or stay silent? ○ Being offered a promotion that requires you to compromise your values. Do you accept it or decline?	

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15/30	Risk Management Policy Application	Needed: Copies of <i>The Crown & Delta</i>, selected Risk Management Scenarios Suggested: Printed copies of scenarios being used and/or DISPLAY
	The VPPE will have the responsibility to best decide how the next activity will be most effective. Pledges will be provided with scenarios with various risk management conversations. Pledges can analyze and discuss with the VPPE as one large group or smaller groups. The VPPE should take into consideration the total number of pledges present. Effective group discussion tends to be in small groups of 3-5. The small groups are more likely to engage all group members in discussion. The VPPE should review the scenarios in the Risk Management Scenarios document and select 2-3 scenarios that may reflect the culture of the chapter and/or the campus. Selected scenarios may be printed out for the groups.	
 Pg. 15	<i>Now that we've looked at some basic risk, let's put things back into the perspective of the Fraternity. In your group(s) please review the selected scenarios. With your knowledge of the Delta Sigma Pi Risk Management Policy, and some common sense, please take 10 minutes to apply your knowledge to the questions posed following the specific scenario. You can use <i>The Crown & Delta</i> to assist you.</i>	
	VPPE will assign out to small groups specific scenarios (or everyone will review as a group). If assigned out, allow the group(s) approximately ten (10) minutes to review their scenario and devise answers to the questions. After the 10 minutes has expired, have the group(s) share their scenarios as well as their answers to the questions. This Guide will provide some key points for the VPPE to make sure pledges address in the questions for each scenario.	
	The VPPE should use the following questions for discussion when each group presents their scenario: <u>Note:</u> the questions pledges are asked to think about in the scenario may be more in depth than the questions to be asked during the facilitated discussion. 1. <i>What are the issues in this scenario?</i> 2. <i>Are there potential violations to the Delta Sigma Pi Risk Management Policy? What are they?</i> 3. <i>What resources do you have available to assist you in managing this issue?</i> 4. <i>What do you believe is the best course of action?</i> Additional guidance for facilitating this discussion can be found with each scenario in the document.	
5/35	Introduction to Ethical Decision Making	Needed: DISPLAY/VIDEO
 VIDEO	<i>Now that we have explored applying the Delta Sigma Pi Risk Management Policy to some scenarios, there are other times where our values and ethics may be challenged. In thinking about ethics and ethical development a model that can be used.</i> The VPPE should navigate and play the video "An Ethical Decision Making Process" posted by Anne Miesel (https://www.youtube.com/watch?v=RH6ZfEd_fe4)	

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	<i>What are the three steps the video listed for ethical decision making?</i> 1. The Compliance Test (what are the decisions/options? – INVESTIGATE) 2. The Ripple Effect (evaluate the impact of the decision on particular groups? - EVALUATE) 3. The Gut Check (reflect on the decision – REFLECT) <i>What are some of the questions the video told us to ask ourselves when thinking about ethical dilemmas?</i>
	<i>As we move into our next activity, I want you to consider this framework throughout.</i>

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15/50	Ethical Decision-Making Application	Needed: Diagram of each of the four corners (Ethical, Somewhat Ethical, Somewhat Unethical, Unethical) Suggested: Posting on corners of the room what each corner represents (using masking or blue painters' tape)
	In this exercise the VPPE will read off statements to the pledges. Thinking about the ethical decision-making model above, they will silently select which corner to retreat to (Ethical, Somewhat Ethical, Somewhat Unethical, Unethical). Pledges are to make these decisions on their own and not be encouraged or coerced into a specific decision. Pledges <u>MUST</u> pick a corner; they cannot stand between two choices. <pre> graph TD subgraph Matrix direction TB Row1["Ethical Somewhat Unethical"] Row2["Somewhat Ethical Unethical"] end </pre> Once the statement has been read and all the pledges have selected their corner, the VPPE may ask them to walk through their thought process using the steps in the model previously discussed. <u>VPPEs should note they are NOT to make statements such as “there are no right or wrong answers.”</u> These prompts clearly have right and wrong answers. VPPEs should <u>select statements from the list that seem most relevant</u> to the chapter and/or participants. Begin with five (5) statements and as time allows add more. THERE WILL NOT BE ENOUGH TIME TO GO THROUGH ALL STATEMENTS! Additional notes to consider during the exercise: - This is <u>not intended to be a debate</u>. Sharing must focus on personal opinion and justification of personal opinions. - Participants' varying viewpoints are important, and sharing should be encouraged. - Pledges should be considering the previously discussed Ethical Decision-Making Model when discussing their viewpoints. - Pledges may shift from the corner they originally choose due to the discussion. This is ok as thoughts may be fluid. - Be mindful of time, <u>you will not be able to read through all of the statements</u> and discuss them. - There is a suggested way we hope pledges will “lean” for each statement. It is <u>not</u> the job of the VPPE to change anyone’s mind. - Some of the statements are intentionally vague to allow for pledges to interpret them in their own way. - If pledges ask for clarification of the statement, the VPPE can repeat the statement and/or say, “Interpret the statement in your own way.”	

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	<i>It is important to put yourself in situations where your ethics may be challenged so you can think about how you would react. I am going to read a series of statements. After each statement, move to the area of the room that reflects your level of agreement with the statement. There is no option to remain neutral. You should feel free to share your true opinion regarding whatever statements are read.</i> <i>After everyone has chosen their corners, I will give an opportunity for a <u>few</u> individuals to share their viewpoint and why they took the stance they did. This is not a debate, and in sharing your perspective, you should do just that, rather than respond to the comments of others. The purpose of this exercise is to explore how we think about things ethically.</i> <i>During this exercise, we will respect everyone's opinions. This is an opportunity to listen to and learn from each other. If you find yourself being swayed by the opinions of another person, you should feel free to change your own opinion. When answering these questions, don't respond related to what any relevant policies may or may not say about the situation, but focus solely on your beliefs and how they intersect with the scenario presented.</i>
	For facilitating purposes: ○ Lean: refers to quadrant we would hope pledges migrate to. These will typically say Unethical. ○ Key: refers to key points that we hope to hear from pledges when they discuss their decisions. Remember, pledges will interpret the statements in their own way. The VPPE should not correct pledges or tell them which quadrant they should be in. Also, it should not be a debate between the VPPE and/or pledges.

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- *There are things we do that we just do not need to tell our advisors (District Director and/or Chapter Advisor) about. They would not understand anyway.*
 - Lean: Unethical
 - Key: Advisors are there to help. If doing good things, they can promote them. If a chapter is doing things they know they shouldn't, but don't know how to change, Advisors can assist.
- *There are things we do that we just do not need to tell the institution about. They would not understand anyway.*
 - Lean: Unethical
 - Key: Advisors are there to help. If doing good things, they can promote them. If a chapter is doing things they know they shouldn't, but don't know how to change, Advisors can assist.
- *Your off-campus apartment/house does not include internet/Wi-Fi in the rent. Your neighbors do not have password protected Wi-Fi, and you use that.*
 - Lean: Unethical
 - Key: By using the Wi-Fi without permission or contributing to the cost you are essentially stealing from the individual(s) who are paying for it.
- *Posting about other chapters or organizations on private social media sites like GroupMe is okay because it is just our members who see it.*
 - Lean: Depends on interpretation/arguments
 - Key: Anyone can ultimately figure out who is posting what and screen shots can turn up anywhere.
- *Your team misses an important deadline, and you're tempted to tell your boss/supervisor you reached it anyway.*
 - Lean: Unethical
 - Key: What will be the greater impact of the project/deadline? What other projects need this project to be completed before they can be completed?
- *Your coworker is giving their sibling a major discount on your product.*
 - Lean: Depending on interpretation/arguments
 - Key: What would be the policy of the company?
- *Stretching the truth on a job application to make yourself seem more qualified.*
 - Lean: Unethical
 - Key: During an interview, a hiring manager may ask specific questions you may not be able to answer which will lessen the opportunity of being hired.
- *Taking credit for a group project, even though you didn't contribute much.*
 - Lean: Unethical
 - Key: It is important to be honest about your contributions and respect the work of others.
- *Because I am a senior, you should overlook my choices.*
 - Lean: Unethical
 - Key: All members are expected to meet the minimum requirements of the chapter. If members are engaging in activity that may be unlawful and or harmful to themselves or others, it will have an impact on the chapter and/or individuals within the chapter. Depending on the action(s), this may perpetuate a negative culture.
- *Having party themes, T-shirts, or fliers that are disrespectful to people of other ethnicities or identities than me are "not a big deal."*
 - Lean: Unethical
 - Key: We are a Fraternity of diverse individuals and stereotyping, misrepresenting, or making fun of any identity is disrespectful to our Founders, our Purpose, and any past, present, or future members.

(more on next page)

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- *Using a bus to get to our chapter formal or off-campus social event means we can get as drunk as we want.*
 - Lean: Unethical
 - Key: We are always representing the Fraternity and increased alcohol consumption will lower the inhibitions of our members and guests. This may lead to not presenting ourselves and the Fraternity well. Additionally, this mentality increases the health risk of attendees.
- *We should not have to follow our policies, because no one else follows theirs.*
 - Lean: Unethical
 - Key: Policies are in place to keep order of our local and national operations and to keep our members safe.
- *When a potential pledge asks about the time constraints or expectations of the Pledge Education Program it is ok to mislead them a little bit to get them to join.*
 - Lean: Unethical
 - Key: Destroys the trust between the pledge and the chapter before it even starts. Additionally, it could potentially create a cycle that leads down a dangerous path for the future of chapter.
- *Seeing someone shoplifting and you tell a security guard/attendant.*
 - Lean: Ethical
 - Key: Reporting theft helps protect the property of others. By reporting theft, you're taking responsibility for ensuring that unethical behavior is addressed rather than ignoring it.
- *You're close to finalizing a deal when you find out some of the information you've provided the client isn't true. You close the deal anyway without sharing the information.*
 - Lean: Unethical
 - Key: Whether information was casually left out, intentionally incorrect, or changed from the beginning of talks through the near closing of the deal, members of Delta Sigma Pi should be considered to have the utmost integrity not only in their collegiate careers, but also as an alumni member in their professional roles.
- *If we have our social event at an off-campus location we don't need to follow the Risk Management Policy.*
 - Lean: Unethical
 - Key: The Delta Sigma Pi Risk Management Policy covers all on campus and off campus events. It is not solely a document for social events but covers all events.
- *I would not hold a chapter member accountable for something I have done as well.*
 - Lean: Unethical
 - Key: Members should be held accountable for all violations. While accountability may not result in individual discipline, there are a multitude of ways to consider being held accountable.
- *Since it's homecoming (or family weekend, etc.) the rules do not apply.*
 - Lean: Unethical
 - Key: The Delta Sigma Pi Risk Management Policy covers all on campus and off campus events. It is not solely a document for social events but covers all events.
- *Brotherhood extends to sharing prescription medicine with brothers that need help.*
 - Lean: Unethical
 - Key: The sharing of prescription medication is an unlawful act and a violation of the Delta Sigma Pi Risk Management Policy.

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	There are no right or wrong answers to the following questions. They are gauging the feelings of pledges. • <i>What was challenging about this?</i> • <i>How did the choices of others affect the confidence you had in your opinion?</i> • <i>How are our personal ethics influenced or not by those around us?</i> • <i>What do our choices say about us? How does this relate to our ethics?</i> • <i>Why does there sometimes seem to be a disconnect between what we believe is right and what we actually do?</i>
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5/55	State of the Fraternity Today	
	<i>Over the course of the last three pledge education meetings, chapter meetings, chapter events, and online modules you have learned and reflected upon:</i> 1. <i>The Purpose of Delta Sigma Pi</i> 2. <i>The Founding and history of the Fraternity</i> 3. <i>History of your local chapter</i> 4. <i>The leadership of our Founders</i> 5. <i>Your personal leadership</i> 6. <i>Risk Management Policies and application</i> 7. <i>Ethical decision making</i>	
	After each of the following questions, the VPPE should pause for discussion. There are no right or wrong answers to these questions. They are to generate discussion. • <i>How would our Founders view our chapter today?</i> • <i>How would our Founders view the Fraternity as a whole today?</i> • <i>How would our Founders view fraternities and sororities today?</i> • <i>What are some things we as a chapter and you as an individual can do to change the perception surrounding fraternities and sororities?</i> ○ Some responses may include: Not skipping class, not using Fraternity activity as an excuse for missing class/activities/assignments, being courteous to all they interact with, making decisions in the best interest of themselves, the chapter, the campus, and the surrounding community, etc.	
5/60	Commitment to Purpose	Needed: <i>The Crown & Delta</i>
 Pg. 17	<i>Reflecting upon all the information you have gathered about the Fraternity, it's Purpose, and its place in history, take some time and record in <i>The Crown & Delta</i> on page 17 some actions you are willing to commit to in improving yourself and thus the perception of fraternity on our campus and around the world. These are your commitments and should align with the Purpose of Delta Sigma Pi.</i>	
	The VPPE can choose to have pledges share at least one commitment, however, should not force them to share if they choose not to. These may be personal and emotional to discuss. VPPE also has the option to allow the time and then move into meeting recap.	

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5/65	Wrapping up Meeting 3	Suggested: Calendar of Events; Agenda/Slides for upcoming chapter meeting
	During this meeting we covered: 1) Understanding risk 2) Applying the Delta Sigma Pi Risk Management Policy 3) Ethical decision making 4) The perception of Fraternity and Delta Sigma Pi	
	**For chapters conducting a four (4) meeting program the VPPE must assign <u>both</u> online module 3: Organizational Structure and online module 4: Living the Purpose to be attempted prior to the next meeting. All other chapters will assign online module 3: Organizational Structure Remind pledges: • When modules are expected to be completed with satisfactory score • Date/time/location/attire of next chapter meeting • Date/time/location of next pledge education meeting • Date/time/location/attire of any chapter events pledges should attend ○ Be mindful pledges may not participate in organized Fraternity activity more than six (6) hours per week (Sunday-Saturday) Adjourn	