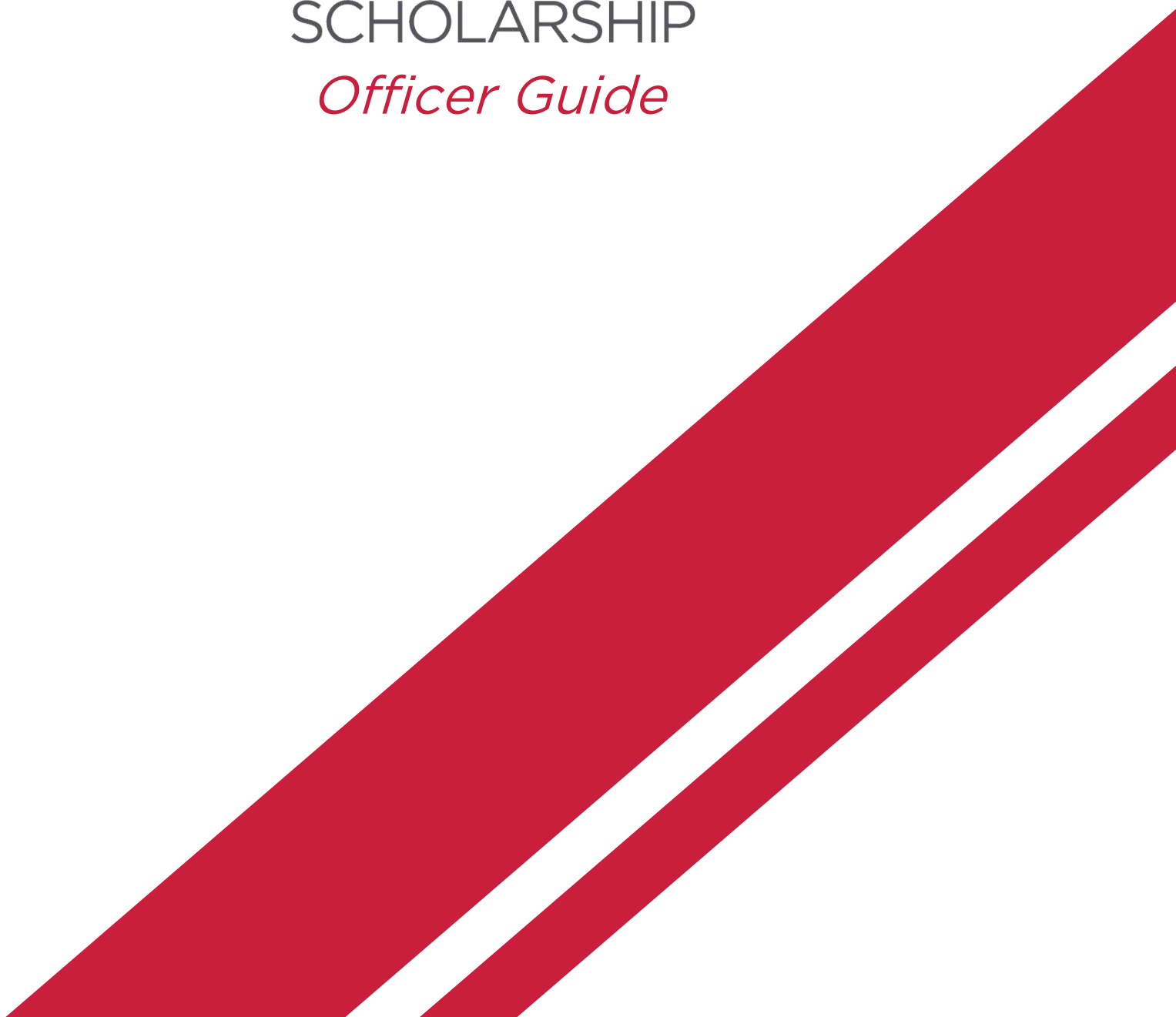


CARDINAL JOURNEY



SCHOLARSHIP

Officer Guide



CARDINAL JOURNEY

SCHOLARSHIP

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INTRODUCTION TO *SCHOLARSHIP IN PHI SIGMA KAPPA*

Cardinal Journey Overview

Cardinal Journey is Phi Sigma Kappa's comprehensive member development program that begins when brothers join the Fraternity and continues throughout their undergraduate experience.

Focused on understanding and utilizing strengths, *Scholarship in Phi Sigma Kappa* is designed for initiated brothers to learn new skills and build upon their natural talents. Participants will become more self-aware and develop stronger skills in the areas of academics, leadership, professional/career development, and personal success. Chapters also have the opportunity to lead members through the CliftonStrengths™ assessment so members can better understand their natural strengths. More information can be found below and in the **Clifton Strengths for Students** guide.

Expectations

This program should be facilitated by the Scholarship Chairman, the Vice President or another appointed officer that best fits the chapter's officer structure.

Chapters can choose to complete the programming expectations either as a group, such as conducting workshops and discussions at chapter meetings, or have members complete individual tasks on their own time. Individual tasks could include listening to a specific podcast or visiting the campus career center to have your resume reviewed.

Chapters should cover at least one topic per semester, utilizing the list of topics below as a guide.

Topics

The following topics can count towards *Scholarship in Phi Sigma Kappa* programming expectations:

- Resume and cover letter writing
- Interview practice
- Career development
- Personal brand/social media presence
- Financial literacy/money management
- Academic success (study skills, research and writing skills, etc.)
- Goal setting
- Obtaining leadership roles on campus or within Phi Sigma Kappa
- Teamwork and working with others
- Obtaining mentors/mentorship
- Physical health, nutrition, wellness

- Success in college
- General leadership skills/personal success

CliftonStrengths for Students™

Chapters may also choose to have members complete the CliftonStrengths for Students assessment. More information **can be found here** to obtain assessment codes at a discount through International Headquarters (IHQ). This assessment will especially be useful in some of the workshop discussion guides provided by International Headquarters.

Resources provided by International Headquarters

IHQ has provided the following discussion guides; each is noted with the topic it covers from the list above. Links to the facilitator guide are provided within each title below.

- **Academic Goal Setting** (*academic success or goal setting*)
- **Leadership Roles in Phi Sigma Kappa** (*leadership roles on campus or in Phi Sigma Kappa*)
- **Seven Ways to Improve your Financial Health** (*financial literacy*)
- **Succeeding in Teams** (*teamwork*)
- **Understanding Learning Styles** (*academic success*)

Tips for success in completing *Scholarship in Phi Sigma Kappa*

1. Seek out campus events, speakers, and workshops that are already offered to students on your campus and have members attend.
 - Discuss as a brotherhood at your next chapter meeting.
 - You can utilize the discussion questions provided in the **Additional Resources and Conversation Starters** to debrief.
2. Invite someone from your campus to come and speak to your chapter.
 - For example, someone from career services or academic success center could present on a topic within their expertise.
 - They can present their own material or utilize the discussion guides for one of the IHQ-provided workshops.
 - See the **Tips for Hosting a Guest Speaker** resource in your chapter to make the workshop a success.
3. Ask different brothers or one of your local Chapter Advisers to facilitate the workshops so it doesn't fall on one officer.
 - For example, the Treasurer could facilitate the financial literacy/money management topic, or your Chapter Adviser could facilitate a workshop on personal branding since he works in marketing and is in charge of hiring new team members.
 - If you or another undergraduate officer are facilitating, check out the **Facilitation Best Practices** resource to prepare yourself to best lead the conversation.
4. Plan ahead—figure out at the beginning of the semester which topic will be covered how, and when.
 - See the **Sample Programming Calendar** resource for how to incorporate Cardinal Journey programs and Member Safety Programming expectations within your chapter's calendar.
5. Mix up chapter-level workshops with individual tasks or challenges.

- For example, cover the physical health and wellness topic by having members visit the free nutritionist in your health center and partner with a sorority to conduct a mock interviewing workshop where members of each organization practice interviewing each other and give feedback.
6. Provide incentives for members to complete expectations.
 - For example, offer points for how many topics members cover on their own and give a gift card prize at the end of the semester for who has the most points.
 7. Be sure and work with your IHQ chapter coach and let them know what programming topics you are choosing to focus on.
 - They can also help you come up with ideas to complete programming expectations!

The three phases of Cardinal Journey:

Cardinal Journey was never just for associate members. As a Fraternity, we value lifelong learning through the continuous pursuit of our three Cardinal Principles. This is why the program was designed to reflect our three Cardinal Principles—as this is an expectation for all members: associate, initiated, and alumni. See the chart below to differentiate between the three phases of Cardinal Journey and better understand their purpose, audience, what materials are provided, and the expectation of the chapter to complete programming.

	<i>BROTHERHOOD</i>	<i>SCHOLARSHIP</i>	<i>CHARACTER</i>
PURPOSE	Integrate associate members into Phi Sigma Kappa	Developing academic, personal, and professional skills	Developing interpersonal skills
AUDIENCE	Associate members	Initiated members	Initiated members
MATERIALS PROVIDED	Meeting guides and associate member worksheets	Discussion guides, podcast lists/discussion questions, how to use campus resources	Discussion guides, podcast lists/discussion questions, how to use campus resources
EXPECTATIONS	Minimum of eight topics covered before initiation, which should occur after six weeks; some topics to occur in specific order	Minimum of two topics covered each academic year at any point	Minimum of two topics covered each academic year at any point

CARDINAL JOURNEY

SCHOLARSHIP

ACADEMIC GOAL-SETTING

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation, or the Scholarship Chairman. Consider asking one of your local Chapter Advisers or a guest speaker from the learning center, academic success center, or new student orientation office to facilitate this workshop.
- This workshop consists of information using Gallup's CliftonStrengths for Students™ assessment.
 - If you have taken the assessment through your campus, you can facilitate the workshop with members knowing their five Signature Themes.
 - If you have not taken the assessment, it is not necessary and can be facilitated without it.
 - If you are interested in members taking the assessment, you should visit your career center, new student orientation office, or academic advising office to see if they provide codes for students for free. You can also purchase codes using local chapter funds through the Grand Chapter. Visit the **CliftonStrengths for Students Information guide** for more information.
- It could be helpful to have the **34 Themes of Talent handout**, provided by CliftonStrengths for Students. This is necessary if your members have not taken the assessment. You can either email it out ahead of time, share the list digitally during the workshop, or have printed copies ready to go.
- You may want to prepare to have a projector to share content on a screen if in person.

TOTAL ESTIMATED TIME: 35 MINUTES

WORKSHOP OUTCOMES:

- Identify or recall individual five Signature Themes of Talent.
- Apply five Signature Themes to work in classes.
- Apply talents and Signature Themes to academic goals.

INTRODUCTION: 15 MINUTES

Share instructions:

- Today's workshop will focus on setting academic goals and using your natural talents and skills to achieve those goals.
- First let's identify a few goals that you want to focus on today.
- What goals do you have before you graduate, related to your academics?

- Do you want to achieve Dean's List honors at least once?
- Obtain a work-study job in your academic college or school?
- Study abroad or secure an amazing internship?
- Or simply pass a really difficult class required for your major?
- Think of at least two specific goals that you want to accomplish prior to graduation. Feel free to jot them down on scrap piece of paper or in the Notes app in your phone, so you do not forget. We will revisit them later.

Give participants a few minutes to think about their two goals and jot them down.

Facilitator note: *The below section is written to cater to those who have not taken the CliftonStrengths for Students assessment. If the majority or all your members have taken the assessment (see above notes in Preparation section of this guide), then you can just have them use their results of their top five Signature Themes. If not, or if you have a mix of members who have and have not taken the assessment, you can share what's written below.*

Share instructions:

- Research shows that focusing on building your strengths, as opposed to fixing your weaknesses, will better help you achieve your goals.
- Gallup's CliftonStrengths for Students is an assessment that can help you identify five natural talents you are strongest in to help you grow your strengths.
- They have created a list of 34 Themes of Talent after years of research of human behavior.
- You may have already taken this assessment in high school or college and know your top five Signature Themes. If you do, you can recall those five Themes or utilize the provided list to jog your memory.
- If you have not taken the assessment, the list of the 34 Themes of Talent from Gallup will be provided. Review the list and select the five that most resonate with you.

Either pass out printed copies of the list of 34 Themes of Talent or have them pull it up online on their phone. If virtual, you can drop the file in the chat, or share your screen. Have them take a few minutes to read and select their top five themes.

After everyone has selected their top five, ask people to share what they picked and why.

Facilitator tip: *If you have a large group (20 + people); consider having them pair or break into small groups to discuss.*

EVALUATING SIGNATURE THEMES: 10 MINUTES

Share:

- The first step in utilizing your talents in any setting, especially your academics, is coming to terms with "where you're at" with that Theme.
- You probably don't use all five talents you've identified at all times. You may think it's a talent of yours, but you do not actively think about using it. Wherever you are at, it's important to work towards leveraging them to the best of your ability.
- I first want to share a model to help you begin to think about how you can put these strengths into practice.
- The model is called BAAM, and it stands for Believe, Appreciate, Apply and Motivate.

Facilitator note: It's best to share this model on a projector screen or share your screen if presenting virtually.

- **Believe:**
 - Do you even believe in your strengths? Do you feel as though you have talents?
 - What you believe about your talents can affect whether you will even try to achieve your goals.
 - Your beliefs directly influence your emotions, attitudes, behavior patterns and motivation.
- **Appreciate:**
 - If you do believe them, what value do you think they bring to your life? Where and when do you see them play out? How can they benefit you?
 - One of our primary goals is to increase your understanding of and appreciation for your greatest talents.
 - This forms the basis for increasing your confidence and for building achievement patterns.
- **Apply:**
 - Now that you believe and find value in your talents, let's build upon them and apply them to daily tasks and interactions to turn them into strengths.
 - You should provide the initiative for designing your education around your talents.
 - This is likely going to produce superior results, because you won't be "getting" an education, you'll be creating one. And it will be based on who you really are and the person you have the capacity to become.
- **Motivate:**
 - Numerous studies identify motivation as the single most important factor in academic achievement and graduation from college. Specifically, they point to two important motivational dynamics:
 - First, you must have multiple motives for achieving and persisting.
 - Second, these motives must be important to you personally. Having only one reason for achieving (for example, to make more money or to please someone else), usually results in lesser achievement.
 - So, what motivates you?
 - How can you use your themes to motivate you to persist through your tough classes?

Discuss:

- Take a few minutes and think about your five Signature Themes you picked.
- Where would they fit into this model?
- Do you actively think about and apply all five on a daily basis? It's likely that you do not and that's okay.
- Which ones do you use more often? Which ones motivate you?
- Think about it and talk with your partner about where you believe you are "at" with each theme, using the BAAM model.

Give participants a few minutes to discuss and then bring back to the large group. Have a few participants share aloud what they discussed with their partner. Then transition into the next section.

ACADEMIC GOAL-SETTING: 10 MINUTES

Share:

- Lastly, I want to share some tips on using your natural skills and strengths to develop your academic strengths in college.
 - **Define college success in terms of meeting your own goals.**
 - What is the best outcome of college that you can imagine?
 - Most people have specific goals such as getting a 4.0 GPA, getting a well-paying job, or gaining admission to graduate or professional school.
 - These are great, but your ideal experience should go beyond these goals and your college years. Defining success in terms of identifying and building upon your greatest talents emphasizes building yourself into a person of excellence.
 - **Select classes on the basis of your strengths and interests.**
 - It is important to select the right classes so you can set yourself up for success and build confidence. When selecting a class, ask yourself two questions:
 - Which of my talents will I be able to apply in this class?
 - What strengths will this class help me create?
 - If you do not know the answer to either of these questions, find out more information before you sign up.
 - If the answer is “no” you may want to ask yourself why you are signing up in the first place. Is it a requirement? Can you take a different course that you are better suited for, that will also fulfil that requirement?
 - **Consider your skillset when selecting extracurricular activities and employment opportunities.**
 - It’s important to be involved, and you have already taken the first step in joining Phi Sigma Kappa and likely other organizations on campus.
 - Your involvement should be intentional—seek opportunities to build on your talents.
 - What work opportunities allow you to build upon your strengths even if it’s not related to your desired career goals?

Discuss:

- Have you already succeeded in any of these tactics?
- How do you feel like you could use your strengths to create a more intentional, impactful college experience?
- Let’s revisit your two goals from earlier in this workshop.
 - Have your goals changed given everything we discussed? If so, how?
 - Do you need to refine your goals to make them more specific, achievable, or relevant to your overall career goals?
 - How can you use your strengths to achieve these goals?
- Use this time to refine and create objectives for your goals so you can leave here with tangible steps to work towards your bigger dreams.

Give participants a few minutes to jot down notes and/or discuss either in small groups or with the large group. When finished, close out the workshop by doing the following:

- *Re-capping any of the talking points you feel are important or that did not stick with participants.*

- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Scholarship in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Any other applicable closing chapter announcements.*

CARDINAL JOURNEY

SCHOLARSHIP

LEADERSHIP ROLES IN PHI SIGMA KAPPA

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation, or the Scholarship Chairman. Consider asking one of your local chapter advisers or a guest speaker from the fraternity and sorority life office.
- This workshop consists of information using Gallup's CliftonStrengths for Students™ assessment.
 - If you have taken the assessment through your campus, you can facilitate the workshop with members knowing their five Signature Themes.
 - If you have not taken the assessment, it is not necessary and can be facilitated without it.
 - If you are interested in members taking the assessment, you should visit your career center, new student orientation office, or academic advising office to see if they provide codes for students for free. You can also purchase codes using local chapter funds through the Grand Chapter. Visit the **CliftonStrengths for Students Information guide** for more information.
- It could be helpful to have the **34 Themes of Talent handout**, provided by CliftonStrengths for Students. This is necessary if your members have not taken the assessment. You can either email it out ahead of time, share the list digitally during the workshop, or have printed copies ready to go.
- You may want to prepare to have a projector to share content on a screen if in person.
- You need the [officer position descriptions](#) found on Officer Portal or shown below in this guide; it is helpful if you have them printed or emailed out ahead of time. This way, participants can look at the descriptions themselves.

TOTAL ESTIMATED TIME: 30 MINUTES

WORKSHOP OUTCOMES:

- Discuss strengths in leadership roles.
- Identify or recall individual five Signature Themes of Talent.
- Connect Signature Themes to officer/leadership roles within the chapter.

INTRODUCTION: 15 MINUTES

Welcome everyone to the workshop and introduce the topic as discussing ways they can get more involved in the chapter and take on leadership roles.

Share:

- You have seen other brothers take on formal leadership roles in the chapter. Some of them have probably been successful and others may have not been as successful.
- There could have been a variety of reasons for why someone may not be successful in their officer role, but a huge factor could have been that the position was not right for them.
- It also could be a lack of motivation or lack of purpose to make the chapter better. Or maybe the Executive Board was not working well as a team to accomplish the chapter's goals.
- This is where thinking about your natural strengths can be very helpful in identifying some good positions for you, as well as applying your strengths to help improve the chapter.
- This workshop is going to help you identify some roles that you could naturally succeed in—as we are giving ourselves more of a chance to succeed when we get to utilize our natural talents.

Facilitator note: *The below section is written to cater to those who have not taken the CliftonStrengths for Students assessment. If the majority or all your members have taken the assessment (see above notes in Preparation section of this guide), then you can just have them use their results of their top five Signature Themes. If not, or if you have a mix of members who have and have not taken the assessment, you can share what is written below.*

Share instructions:

- Research shows that focusing on building your strengths, as opposed to fixing your weaknesses, will better help you achieve your goals.
- Gallup's CliftonStrengths for Students is an assessment that can help you identify five natural talents you are strongest in to help you grow your strengths.
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- If you have not taken the assessment, the list of the 34 Themes of Talent from Gallup will be provided. Review the list and select the five that most resonate with you.

Either pass out printed copies of the list of 34 Themes of Talent or have them pull it up online on their phone. If virtual, you can drop the file in the chat, or share your screen. Have them take a few minutes to read and select their top five themes.

After everyone has selected their top five, ask people to share what they picked and why.

Facilitator tip: *If you have a large group (20 + people); consider having them pair or break into small groups to discuss.*

Share instructions:

- Think about a time where you contributed to our Fraternity. Maybe you have already held an officer leadership role like a Committee Chairman, or an Executive Board position.

- Maybe you helped plan a social or philanthropy event, you held a position in your associate member class, or you participated on a team for another fraternity/sorority's philanthropy event or a campus activity.
- If you do not have an example for Phi Sig, think about a time where you have contributed to another group, organization, or team.

Give participants a few minutes to think about their example and discuss the answers to the following questions either as a large or smaller group.

- Describe the project or contribution.
- How were you successful?
- How were you challenged, or what mistakes did you make, if any?
- How do you think these align with your natural talents/your five Signature Themes?

Provide a few examples below:

- **Belief:** *I'm passionate about our motto of The Golden Rule and believe in the purpose of our Fraternity, which helped motivate me to organize my associate member classes' Good Samaritan service project.*
- **Developer:** *I enjoy helping others realize and accomplish their goals, which has allowed me to be a really good mentor to my little brother in the Fraternity.*
- **Harmony:** *I'm good at seeing a lot of sides to different situations and help others find consensus. When the chapter was divided on what type of recruitment events we wanted to hold, I was able to mediate the discussion and help us come to a decision.*
- **Positivity:** *When the chapter morale was low after we got put on probation by our campus, I had the ability to see the positive in the situation and help us work towards change and growth.*
- **Self-Assurance:** *I'm confident in who I am and trust my gut when it comes to decision-making. Serving on the Judicial Board has allowed me to hold my brothers accountable by being unbiased and providing clear guidance.*

OFFICER POSITION DESCRIPTION REVIEW: 15 MINUTES

Facilitator note: *This activity works best if you have printed or emailed out ahead of time copies of the officer descriptions. You can find these position descriptions on Officer Portal under the Document Library. Below are shortened examples of the main six Executive Board positions and three Chairmen positions that you can share via screenshare drop a file in the chat if virtual, or project on a screen if in person. If you have more/different positions specifically for your local chapter, you may also share those descriptions.*

Share instructions:

- Now we're going to take a look at the different officer positions available and evaluate them based on your five Signature Themes.
- As we review the officer descriptions, be thinking of your five Signature Themes and how you may see them play out in one of these roles.

Either review the officer position descriptions together using the information below, or have participants review them on their own. Then lead the discussion that follows.

President

Purpose: The President shall be the executive leader of the local chapter. He manages the chapter activities of the chapter internally and serves as the face of the chapter externally. He leads the process of goal setting for the chapter, motivates members to work towards these goals, and tracks progress. The President sets the tone of the chapter and establishes group norms that influence the chapter's culture. He is a liaison between multiple entities and should communicate information across these entities.

Competencies: adaptability, balance stakeholders, communication, credibility, decision quality, integrity, manage change, motivate others, and purpose/vision/goal setting

Vice President

Purpose: The Vice President assumes the role of second-in-command of the local chapter, behind the President, while also aiding him with pressing tasks or large projects. The Vice President is responsible for overseeing all internal affairs of the chapter. This can be done by setting goals and monitoring the progress of all chair positions in achieving their goals. The Vice President should have a thorough knowledge of the local chapter bylaws and oversees all bylaw changes.

Competencies: accountability, attention to detail, decision quality, direct work, mentorship, motivating others, purpose/vision/goal setting, provide feedback, and relationship building

Secretary

Purpose: The Secretary makes sure that all relevant parties are informed of the events of the local chapter, including chapter members, Executive Board, and the International Headquarters. Secretaries understand the importance of clear and accurate information sharing and instill that within their work. Secretaries should have a thorough knowledge of the chapter bylaws and communicate with the Executive Board or chapter when those bylaws are not being followed by the chapter leadership. Secretaries should have excellent and professional communication skills, as without it, the chapter will fail to function properly.

Competencies: action-oriented, communication, credibility, establish priorities, follow-through, learner, organized, resourcefulness, and timeliness

Treasurer

Purpose: The Treasurer is responsible for maintaining the financial health of the local chapter. He should work with the chapter's Budget Committee to create and maintain an annual/semesterly/quarterly budget, while also maintaining the chapter's financial accounts. The Treasurer works with his brothers to ensure that the financial responsibilities of the chapter are prioritized responsibly and met punctually. This office requires its holder to have the utmost integrity and transparency with his actions, as he is given the important task of managing the finances of the chapter.

Competencies: accountability, collaboration, communication, confidence, credibility, establish priorities, integrity, perspective, and respect

Inductor

Purpose: The Inductor has the responsibility of overseeing the chapter's associate member education, utilizing the *Brotherhood in Phi Sigma Kappa* program. He is responsible for clearly communicating expectations for members' involvement in the associate member process and after the Ritual for the Initiation of New Members. He should also foster a chapter culture of incorporating associate members into the chapter in a way that reflects Phi Sigma Kappa values. The Inductor serves as the main liaison between the chapter and the associate members.

Competencies: accountability, adaptability, creativity, influence, mentorship, purpose/vision/goal setting, relationship building, resourcefulness, and service mind-set

Sentinel

Purpose: The Sentinel acts as a role model of the ideals and values of Phi Sigma Kappa. Sentinels hold local chapter members accountable for their actions by serving as Judicial Board Chairman, and provide guidance when expectations are not met. Sentinels set the stage for all ritual chapter meetings by creating the desired atmosphere of professionalism. A working knowledge of all relevant rituals is of key importance for Sentinels, ensuring these important ceremonies are performed accurately and with dignity, and instilling the importance of Fraternity rituals into the chapter.

Competencies: accountability, collaboration, conflict management, credibility, decision quality, influence, integrity, motivating others, and presence

Recruitment Chairman

Purpose: The Recruitment Chairman should initiate and oversee all membership recruitment efforts of the local chapter. He should foster a responsibility among all members to help the chapter grow by recruiting throughout the year and provide members the resources to do. He should collaborate with chapter leaders and members to identify unique aspects of the local organization that could be appealing to potential associate members and work with the chapter to help publicize those unique qualities on campus. He should encourage members to bring in future brothers who will further the goals of the organization and live the three Cardinal Principles.

Competencies: accountability, action-oriented, authenticity, confidence, creativity, direct work, motivate others, purpose/vision/goal setting, and relationship building

Risk Management Chairman

Purpose: The Risk Management Chairman is responsible for understanding and implementing all policies regarding risk management and member safety in the local chapter. He should be involved in member accountability processes within the chapter. The Risk Management Chairman is also responsible for communicating all relevant risk management policies from the campus, the Grand Chapter, the North American Interfraternity Conference (NIC), and the local Interfraternity Council (IFC). He should collaborate with other appropriate Chairmen and officers to effectively educate all members on current risk management policies. The Risk Management Chairman may also coordinate or provide educational programming to members, such as Member Safety

Programming, to help prevent harm to members and how to help brothers in the case that an incident has occurred.

Competencies: accountability, attention to detail, collaboration, communication, conflict management, establish priorities, integrity, learner, and presence

Scholarship Chairman

Purpose: The Scholarship Chairman should lead the local chapter and its members in their efforts To Stimulate Scholarship. He fosters an environment within the chapter that supports and celebrates academic endeavors and personal and professional enrichment. He collaborates with the Judicial Board and Executive Board to hold members accountable for their grades, assists members who are struggling in their academics to find ways to excel, and recognizes brothers for their academic and professional accomplishments.

Competencies: action-oriented, communication, create trust, creativity, integrity, learner, mentorship, presence, and resourcefulness

Discuss (either as a large group or in smaller groups):

- What did you learn about these leadership positions within our chapter?
- Did you know all of these exist? If so, did you learn about any responsibilities these positions have that you didn't know about before?
- Where do you see your natural strengths in these roles?
- What role do you think may be a good fit for you, based on your strengths?
- Are there any roles you definitely think would not be a good fit?

Share:

- Hopefully, you have been able to learn a little bit more about formal leadership opportunities within our chapter and what roles you may succeed in.
- However, you do not have to hold a formal officer position to lead, and we hope you contribute to our brotherhood regardless of role.
- If you do not have these competencies/strengths, that does not mean you cannot take that role if you are interested in it.
- Any leadership role you take should challenge you but also help you grow stronger in your natural talents.

When finished, close out the workshop by doing any or all of the following:

- *Re-capping any of the talking points you feel are important or that did not stick with participants.*
- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Scholarship in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Sharing any other applicable chapter announcements.*

CARDINAL JOURNEY

SCHOLARSHIP

SEVEN WAYS TO IMPROVE FINANCIAL HEALTH

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation, or the Scholarship Chairman. Consider asking one of your local Chapter Advisers or a guest speaker from the money management or health and wellness office on campus to facilitate this workshop.
- This discussion guide consists of several videos that are best if the participants watch ahead of time. If that is not feasible, make sure you have proper audio/visual capabilities to show the video in a way that everyone can see and hear. It is suggested to watch at least two of the videos, but you do not have to watch them all. You can also split the videos between different workshops over the course of different terms, and lead as separate workshops.
- After participants have watched the video(s), use the discussion questions at the end of this guide to facilitate conversation.

TOTAL ESTIMATED TIME: 10-60 MINUTES

WORKSHOP OUTCOMES:

- Learn tips on how to manage money while in college.
- Understand your personal credit score.
- Identify good and bad types of debt.
- Differentiate between different types of retirement accounts.
- Know the difference between checking and savings accounts.
- Gain tips on saving money and re-booting your financial health.

VIDEO VIEWING: 0-35 MINUTES

See the Preparation section of this guide to understand how to watch these videos and lead discussion.

1. [Start practicing now.](#) The best thing you can do to improve your financial health for the future, is to create good habits now while you are in college. This video is specifically tailored towards money management practices you can do as an undergraduate. In less than 10 minutes you can walk away with some useful tips from Clever Girl Finance.
2. [Understand credit score.](#) You've probably heard of a credit score. You may even know that you need one...and a good one at that. But what is it? What all goes into it? How can you improve it? Kal Penn explains the basics in this three-minute video from Mashable.

- a. After you learn what a credit score is, how do you know what YOURS is? Some credit card companies (such as Discover), provide yours for free on your monthly statement. You've also likely heard of companies like Credit Karma that advertise free credit score checking. In fact, you can check it for free, a certain number of times a year without having to sign up for an app or website. Learn more about this in this [quick-read article](#) from NerdWallet.
3. [Learn how much to save—and fast!](#) You likely know that saving is better than spending, but what does that actually look like? Where can you start? Watch this three-minute video, from our friend Kal Penn with Mashable, for some quick tips and good rules of thumb.
4. [Learn more about the good, bad, and ugly of debt.](#) You read that right—there are some good types of debt. The horror stories of being tens of thousands of dollars in debt are true, but there is a healthy way to have debt to help your credit score. This two-and-a-half-minute video is brought to you by Kal Penn via Mashable.
5. [Start a bank account.](#) Your parent(s) or guardian may have set you up with one when you were a teenager, but you will likely need to start another one at some point in your life. Knowing the difference, and benefits, of a checking versus a savings accounts is an important skill that no one ever teaches you. Kal Penn is here to help, via Mashable.
6. [Understand retirement plan options.](#) Why are there so many? What is the difference? Depending on your employer, you will have different options of what type of retirement accounts you get and what contributions (from you and them) look like. This 11-minute video from Humphrey Yang goes into detail about the pros and cons of each one.
7. [Do a financial reboot.](#) Overwhelmed by all this information? Unsure where to start? Feeling like you're already in a black financial hole? Not true. Watch this three-minute video to get a few steps on how to do a "financial reboot." Kal Penn from Mashable is back again with our last video in the list.

DISCUSSION QUESTIONS: 5-20 MINUTES

After participants have watched the video(s), lead a discussion using these questions:

- What did you learn that was new?
- What is something you knew already, but was a helpful reminder?
- What is the biggest tip you're going to start implementing?
- What do you want to learn more about?
- What are your current strengths with managing your money? What about weaknesses?
- How can you hold yourself accountable to your financial goals?
- How can your brothers help you?

Give participants a few minutes to discuss either in small groups or pairs, or with the large group, depending on group size.

WRAP UP: 5 MINUTES

When discussion finishes, close out the workshop by doing the following:

- *Re-capping any of the talking points you feel are important or that didn't stick with participants.*
- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Scholarship in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Any other applicable closing chapter announcements.*

CARDINAL JOURNEY

SCHOLARSHIP

SUCCEEDING IN TEAMS

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation, or the Scholarship Chairman. Consider asking one of your local Chapter Advisers or a guest speaker from the fraternity and sorority life office.
- This workshop is good for the current Executive Board, chapter committees, or those interested in leadership positions within the chapter, but can be facilitated for anyone.
- This workshop consists of information using Gallup's CliftonStrengths for Students™ assessment.
 - If you have taken the assessment through your campus, you can facilitate the workshop with members knowing their five Signature Themes.
 - If you have not taken the assessment, it is not necessary and can be facilitated without it.
- If you are interested in members taking the assessment, you should visit your career center, new student orientation office, or academic advising office to see if they provide codes for students for free. You can also purchase codes using local chapter funds through the Grand Chapter. Visit the **CliftonStrengths for Students Information guide** for more information.
- It could be helpful to have the **34 Themes of Talent handout**, provided by CliftonStrengths for Students. You can either email it out ahead of time, share the list digitally during the workshop, or have printed copies ready to go.
- You may want to prepare to have a projector to share content on a screen if in person.

TOTAL ESTIMATED TIME: 30-35 MINUTES

WORKSHOP OUTCOMES:

- Discuss leadership and strengths in team settings.
- Differentiate the Four Domains of Leadership.
- Practice identifying and utilizing strengths in a group setting.
- Practice using strengths in a team to solve a goal.

INTRODUCTION: 2 MINUTES

Welcome everyone to the workshop and introduce the topic as working and succeeding in teams.

Share:

- Working in groups is something that will show up throughout several areas in your personal and professional life and is something you have likely become familiar with in college.
- Things such as group projects in classes, serving on an Executive Board of the chapter or another organization, and even coordinating trips or outings with family and friends are all examples of when you work in teams.
- Similarly, as you grow older, you will likely need to work with others in groups at work and work with partners in building your life and/or family together.
- We all bring different strengths and talents to the teams and groups we are a part of—and each strength plays an important part in accomplishing tasks and goals.
- Today we are going to talk about how you contribute to group settings and how this awareness may benefit you in future roles on a team.

FOUR DOMAINS OF LEADERSHIP: 5-10 MINUTES

Facilitator tip: It is helpful to review the list of 34 Themes of Talent handout beforehand, and/or share with the group.

- To better conceptualize talents and how they function in a team-environment, Gallup has created the 34 Themes of Talent by researching human behavior. They continued to research how people use their natural strengths in a team setting and have categorized them into the Four Domains of Leadership.
- If you have already had experience with CliftonStrengths—you may see some familiar terms underneath each Domain of Leadership. If you can find your top five Signature Themes, that’s great, but is not the focus of today’s workshop.
- If you have never seen or heard of the 34 themes of talent, not to worry as we are mostly focusing on the Four Domains of Leadership.
- On the screen here is the chart of all the Themes and their domains. As I review the chart, take note of what domain you believe you are strongest in.

Review the chart below by sharing your screen if virtual, or showing on a projector if in person, then transition into the discussion questions.

EXECUTING								INFLUENCING					RELATIONSHIP BUILDING						STRATEGIC THINKING														
Leaders with dominant strength in the Executing domain know how to make things happen. When you need someone to implement a solution, these are the people who will work tirelessly to get it done. Leaders with a strength to execute have the ability to “catch” an idea and make it a reality.								Those who lead by influencing help their team reach a much broader audience. People with strength in this domain are always selling the team’s ideas inside and outside the organization. When you need someone to take charge, speak up, and make sure your group is heard, look to someone with the strength to influence.					Those who lead through Relationship Building are the essential glue that holds a team together. Without these strengths on a team, in many cases, the group is simply a composite of individuals. In contrast, leaders with exceptional Relationship Building strength have the unique ability to create groups and organizations that are much greater than the sum of their parts.						Leaders with great Strategic Thinking strengths are the ones who keep us all focused on what could be. They are constantly absorbing and analyzing information and helping the team make better decisions. People with strength in this domain continually stretch our thinking for the future.														
Achiever	Arranger	Belief	Consistency	Deliberative	Discipline	Focus	Responsibility	Restorative	Activator	Command	Communication	Competition	Maximizer	Self-Assurance	Significance	Woo	Adaptability	Connectedness	Developer	Empathy	Harmony	Includer	Individualization	Positivity	Relator	Analytical	Context	Futuristic	Ideation	Input	Intellection	Learner	Strategic

Discuss:

- Which domain do you believe you are strongest in?
- Which domain do you believe you are the least strong in?

- Can you think of past projects or group settings where you saw these domains play out?

Share:

- As I mentioned at the beginning, the Domains are to further explore how individual's strengths are utilized in a team setting.
- Groups need each of these Domains to accomplish a goal:
 - You need to get things done, which is Executing.
 - You need to motivate other members of the team, which is Influencing.
 - You need to be able to work together, which is Relationship Building.
 - And you need to think and plan, which is Strategic Thinking.

USING YOUR SIGNATURE THEMES: 15 MINUTES

Share instructions:

- Now we are going to do an activity to see how your individual strengths show up among you and your brothers.
- In this activity, your group is serving as the Brotherhood Committee for the chapter. Your task from the Executive Board is to plan brotherhood events that help engage members of the chapter who are not usually involved, to help integrate associate members and older members, and to break down cliques within the chapter.
- Your budget for this term's events is \$500.
- Work together as a group to decide what events you hold, when they will occur, and about how much they will cost. Remember that this is for an entire semester/quarter and your budget is \$500.

Give groups about ten minutes to think and plan. If they finish early, challenge them to think a little deeper, make sure they are using all their budget, come up with a "why" for each event and be intentional about what the events are and when they are held.

When the ten minutes is up, have groups present their plan to you and/or other group members. If there are multiple small groups, you can have other members ask questions and provide them feedback. When the planning and presenting is done, move on to the discussion questions.

Discuss:

- What was the group's process like?
- How did you all work together to plan the brotherhood events for this term?
- Did you notice you or your group member's domains during the activity?
- What domains was your group most dominant in? Were there any that were missing?
- Do you think that affected your group's approach to the task at hand?

Share:

- While it is certainly ideal for a group or team to have all four domains equally represented—that certainly is not necessary.
- No matter what domains you or your team represents or does not represent, you still are able to get things done, build relationships with others, think strategically, and motivate each other to accomplish a goal.

GOAL-SETTING: 8 MINUTES

Share instructions:

- Take a few minutes to think and jot down some notes to the following questions:
 - What stood out to me the most during this workshop?
 - What is a strength of mine in a team environment? How do I contribute well?
 - What is an area of improvement of mine in a team environment? How do I sometimes detract from the group?
 - How can I use my strengths or most prominent domain to better advance a team and work towards our goal?
 - What is a tangible step I can take, using what I learned today, to help my chapter grow?

Allow a few minutes for participants to think and write. Then, either have them share their goal with a partner, or ask a few to share aloud. When finished, close out the workshop by doing any or all the following:

- *Re-capping any of the talking points you feel are important or that did not stick with participants.*
- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Scholarship in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Sharing any other applicable chapter announcements.*

CARDINAL JOURNEY

SCHOLARSHIP

UNDERSTANDING LEARNING STYLES

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation, or the Scholarship Chairman. Consider asking one of your local Chapter Advisers or a guest speaker from the learning center or academic success center to facilitate this workshop.
- Decide ahead of time if you'd like participants to take the VARK assessment before this workshop. You can access the assessment here: <https://vark-learn.com/the-vark-questionnaire/>
- It may be helpful to plan to have a projector (if in person) to share content such as the VARK styles while discussing them.

TOTAL ESTIMATED TIME: 20-30 MINUTES

WORKSHOP OUTCOMES:

- Discuss individual talents and skills related to academic success.
- Review VARK (visual, aural, reading/writing, kinesthetic) learning styles.
- Apply learning styles and strategies to academic goals.

INTRODUCTION: 2 MINUTES

Share:

- In Phi Sigma Kappa, one of our Cardinal Principles is To Stimulate Scholarship, which is why the second phase in Cardinal Journey is called *Scholarship in Phi Sigma Kappa*.
- This program within the *Scholarship* phase of Cardinal Journey will allow us to focus on our individual skills and how we can utilize them to improve our academics.
- During this session, you should be thinking about what you are naturally drawn to and good at, and how that can help you study better.
- You likely study differently than your classmates and find success in different aspects of your classes.
- Some of you may test really well, as you enjoy reading and re-reading information in order for it to stick. Or you are very organized and detail-oriented which helps you memorize facts and figures.
- Some of you may succeed in writing papers or more hands-on projects and presentations, as you can be creative, communicate your ideas, and bring your learning to life.

- Some of you may thrive in partner and group projects, as you enjoy working with others to accomplish a goal.
- All of these relate to different aspects of your natural strengths.
- We are going to discuss a model that can help you identify specifically how you study and learn best.

VAR K MODEL: 10-20 MINUTES

Share:

- The VARK model was initially developed in 1987 by Neil Fleming and is comprised of four learning styles.
- The four learning styles it measures are:
 - Visual
 - Aural
 - Reading/writing
 - Kinesthetic
- We are not going to take the assessment itself, but we are going to provide some information on each learning style so you can self-identify which one(s) help you succeed.
- If you want to take the assessment, here is a link to take the free version online: <https://vark-learn.com/the-vark-questionnaire/>
- **Facilitator note:** *Facilitator can share the link above in the chat, if done virtually, or can share the website for later reference.*

Facilitator tip: *Share these four learning styles on a projector if in person or share your screen to show this facilitator guide if virtual.*

Visual:

- People with a Visual learning style prefer:
 - To draw or sketch out their ideas
 - Working with plans, maps, and diagrams
 - Written information that is filled with graphs, charts, and diagrams
 - To use colors and shapes; they appreciate different and interesting layouts, design, and the clever use of color and space
- They take in/retain information by:
 - Using flowcharts, decision trees, organization charts, and graphs
 - Reading words and converting them into their own-designed diagrams
 - Using different fonts, upper/lower cases, underlining, different color fonts and highlighting
 - Using different spatial arrangements on a page
 - Using tools like [Padlet](#) to organize thoughts and ideas

Aural

- People with an Aural learning style prefer:
 - To explain things by talking
 - To learn from the ideas of others and from what others say about their ideas
 - To listen to those who know a lot and who have authority
 - Putting forward their own point of view
 - Using different voices/tones to emphasize things
- They take in/retain information by:

- Joining or setting up discussion/study groups
- Explaining new ideas to other people
- Listening to podcasts or audio books
- Using voice recorders to re-listen to information later
- Paying attention when others are speaking
- Record professor's lectures (if allowed) and listen later to retain information

Reading/Writing

- People with a Reading/Writing learning style prefer:
 - To use lists and to order things into categories
 - To arrange words into hierarchies and points; create order and structure in anything presented
 - Extracting meanings from headings and titles
 - Correcting mistakes; finding clarity in what has been written
- They take in/retain information by:
 - Sorting and listing important points into categories
 - Using bullet points and numbered paragraphs
 - Using dictionaries/glossaries to learn words they don't know
 - Writing notes
 - Reading books, essays, and journals

Kinesthetic

- People with a Kinesthetic learning style prefer:
 - Talking about real things in their life
 - Applying theories to practice
 - Demonstrations followed by applying what they have learned
 - Problem solving techniques
 - Learning through their own experience, or through the real experiences of others
- They take in/retain information by:
 - Using hands-on approaches; labs, projects, museums, field trips, etc.
 - Case studies/problem-solving
 - Watching videos that show real things
 - Taking notes of real-life examples and scenarios
 - Trial and error
 - Applying what is learned in the classroom to the "real world"

After sharing about each learning style, ask members to share and discuss which one they think they are and how they study best. If they believe they utilize multiple learning styles, ask for examples, and talk through that. It's okay for people to be good in more than one learning style.

Facilitator tip: *If you have a large group (20 + people); consider having them pair or break into small groups to discuss.*

Discuss:

- When have you succeeded at a class project or exam? What did you do to prepare?
- Do you see any ties between hobbies or other skills and your learning style? For example, you appreciate visual elements in video games or movies, and you feel you

are a visual learner. Or you really enjoy podcasts, and you get a lot from professors teaching verbally, therefore are an aural learner.

- What study tactics do you enjoy and utilize the most? What learning style does that fit in?
- What study tactics do NOT work for you? What do you absolutely dread?

After discussion has wrapped up, transition into the next section.

NOW WHAT: 8 MINUTES

Share instructions:

- Taking everything we have discussed here today, it's time now to create a mini-action plan so you can leave here with tangible ways to improve your academics.
- Take one of the strategies you learned from the VARK learning styles or another idea you obtained during this workshop, and let's break it down into a goal.

Share these steps and have them jot down notes/ideas on a blank sheet of paper, or Notes app in their phone. If virtual, they can share in the chat as well.

Mini action plan steps:

1. What is the strategy that you have decided to try out or alter? What idea did you hear or come up with that can help you use something you are naturally good at to improve your academics?
2. What are the specific actions you need to do to make that strategy a reality? Jot down a few things you can do this week to utilize that strategy.
3. What are the desired results of your actions? What is the ultimate goal?

Give participants a few minutes to jot down responses to each of the three prompts. Then either have them share their goals with a partner or ask a few to share aloud. When finished, close out the workshop by doing the following:

- *Re-capping any of the talking points you feel are important or that did not stick with participants.*
- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Scholarship in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Any other applicable closing chapter announcements.*

ADDITIONAL RESOURCES & CONVERSATION STARTERS

The following list includes podcasts, articles, and videos that you can have members read, watch, or listen to, lead a discussion around, and count it towards *Scholarship in Phi Sigma Kappa* programming. You will find a few suggested episodes, articles, and videos for each resource below, but you can certainly use others that fit the same topic. Below the list of resources are discussion questions to debrief the any of these resources, as well as some additional tips on how to utilize campus-based resources.

Podcasts are categorized into *Scholarship in Phi Sigma Kappa* topics that they cover; topics are bold sub-headers. For videos and articles listed, the topic it covers is below the resource. For a full list of topics, visit the **Introduction to *Scholarship in Phi Sigma Kappa*** resource.

PODCAST LIST

Career development

Career Cloud Radio

This podcast is designed for jobseekers to obtain real-world tips and tricks on landing a job. Seasoned recruiters, career coaches, and HR experts are interviewed to provide the latest and greatest tips on how to stand out from the crowd. Suggested episodes:

- Lesley Mitler Advice for Recent Graduates
 - ([Apple](#)) ([Spotify](#))
- Lessons in Entrepreneurship with Sean Castrina
 - ([Apple](#)) ([Spotify](#))
- How to Network Yourself into a Dream Job
 - ([Apple](#)) ([Spotify](#))
- Diving Into resume Composition and What it Means to Employers with Virginia Franco
 - ([Apple](#)) ([Spotify](#))

Get a Job, Here's How

CEO of Back to Business, Katie Dunn, share effective strategies to use during a job search either through her own experience as a career coach or through interviewing guest speakers. Suggested episodes:

- How to Find Job Opportunities with Guest Amanda Augustine
 - ([Apple](#)) ([Spotify](#))
- How to Master Answering Interview Questions
 - ([Apple](#)) ([Spotify](#))
- How to Grow a Network from Scratch
 - ([Apple](#)) ([Spotify](#))
- How to Master the Video Interview and Build a Video Resume with Ryan Carey
 - ([Apple](#)) ([Spotify](#))

The Twenty Minute VC

Great for those looking to becoming venture capitalists or working with venture capitalists to launch and promote their startups. Hosted by Harry Stebbings, listeners will walk away

with characteristics needed to woo venture capitalists to invest in their dreams. Suggested episodes:

- Episode 005: Be the Best CEO with Kent Godfrey
 - ([Apple](#)) ([Spotify](#))
- Episode 008: Startup 101 with Mark Peter Davis
 - ([Apple](#)) ([Spotify](#))
- Episode 021: Gender Equality, Startup Valuations and ‘Friend Raising before Fund Raising’ with Sharon Wienbar
 - ([Apple](#)) ([Spotify](#))

Work Life with Adam Grant

Work/life balance and enjoying the work that you do are important factors to a positive professional life. Join organizational psychologist Adam Grant as he takes you inside the minds of some of the world’s most unusual professionals to discover the keys to a better work life. Suggested episodes:

- Navigating Career Turbulence
 - ([Apple](#)) ([Spotify](#))
- The Real Reason You Procrastinate (*can also count towards the academic success topic*)
 - ([Apple](#)) ([Spotify](#)) ([Discussion Guide](#))
- Networking for People Who Hate Networking
 - ([Apple](#)) ([Spotify](#)) ([Discussion Guide](#))

Mentorship

The following suggested episodes are all from different podcasts; all centered around finding a good mentor for you.

- NPR: The Right Mentor Can Change your Career. Here’s How to Find One.
 - ([Article and podcast](#))
- The Next Right Thing: How to Find a Mentor with Natasha Sistrunk Robinson
 - ([Apple](#)) ([Spotify](#))
- Life Kit: Mentorship: A Game Changer
 - ([Apple](#)) ([Spotify](#))

Financial literacy/money management

How To Money

This podcast includes money advice geared towards a younger audience who are trying to get a handle on their finances for the first time. Friends Joel Larsgaard and Matthew Altmix tackle financial issues, often while enjoying a beer together. Suggested episodes:

- Episode 347: Grit: The Number One Factor in Winning with Your Money
 - ([Apple](#)) ([Spotify](#))
- Episode 344: Debunking Common Tax Misconceptions
 - ([Apple](#)) ([Spotify](#))
- Episode 334: Dissecting the Truthfulness of Common Money Phrases
 - ([Apple](#)) ([Spotify](#))

You Need a Budget

This podcast includes quick episodes that help you stay motivated and on-track financially. It is provided by the company that publishes the YNAB budgeting software and is hosted by Jesse Mecham. It is not necessary to use the budgeting software to be inspired by this podcast! Suggested episodes:

- Episode 001: Stop Living Paycheck to paycheck
 - ([Apple](#)) ([Spotify](#))
- Episode 002: Setting and Achieving Mini Financial Goals (Budgeting)
 - ([Apple](#)) ([Spotify](#))
- Episode 003: The Power of Rule Two (Plus Rule One)
 - ([Apple](#)) ([Spotify](#))
- Budgeting and...Nutrition? How the Four Rules can Improve your Eating Habits with Kali Langevin
 - ([Apple](#)) ([Spotify](#))
 - Read more about the Four Rules Here:
<https://www.youneedabudget.com/the-four-rules/>

Health & nutrition

Ultimate Health Podcast

The focus of this series is to empower listeners to make proactive choices about health by providing a holistic view of mental and physical wellness. It is co-hosted by Marni Wasserman and Dr. Jesse Chappus. Suggested episodes:

- Episode 001: Welcome to the Ultimate Health Podcast
 - ([Apple](#)) ([Spotify](#))
- Episode 002: The 6 Pillars of Health
 - ([Apple](#)) ([Spotify](#))
- Episode 100: Highlights and Insights after Interviewing the Best of the Best in the Health World
 - ([Apple](#)) ([Spotify](#))

Nutrition Facts with Dr. Gregor

Usually no longer than 15 minutes each, this podcast includes quick episodes that feature Dr. Michael Gregor discussing nutrition from an evidence-based perspective. These podcasts are highly informative and no-nonsense that debunk common nutrition myths and provide easy-to-understand information. Suggested episodes:

- Men's Health
 - ([Apple](#)) ([Spotify](#))
- Beating Colds and Flu
 - ([Apple](#)) ([Spotify](#))
- The Effects of Alcohol
 - ([Apple](#)) ([Spotify](#))

NPR Life Kit: Tools to Help You Get It Together (<https://www.npr.org/lifekit>)

Everyone needs a little help. From sleep to saving money and more, the NPR Life Kit team talks with experts to get the best advice out there. Suggested episodes:

- 7 Tips to Get Back on Your Home Exercise Game
 - ([Website](#)) ([Apple](#)) ([Spotify](#))
- Americans Are Drinking More During the Pandemic. Here's How to Cut Back
 - ([Website](#)) ([Apple](#)) ([Spotify](#))
- Here's How to Eat Healthy on a Budget
 - ([Website](#)) ([Apple](#)) ([Spotify](#))
- Sleep Better with These Bedtime Rituals
 - ([Website](#)) ([Apple](#)) ([Spotify](#))

General leadership skills/personal success

Adulthood Made Easy

Host Sam Zabell helps work through listeners' real-life problems that many young adults face when entering the "real world." This podcast includes takeaways you will never learn in the college classroom. Suggested episodes:

- Develop your "Cooking Habit"
 - ([Apple](#)) ([Spotify](#))
- Getting your S**t Together with Sarah Knight
 - ([Apple](#)) ([Spotify](#))
- Breaking Through your Quarter Life Crisis
 - ([Apple](#)) ([Spotify](#))

Collegehood Advice

Build a life you love now! College is supposed to be the best time in your life, so why not make it so? Host Katy Oliveira shares strategies to help improve your grades, get organized, and make the most of the best four+ years of your life. Suggested episodes:

- 3 Ways COVID is Getting You Ready for College & Career
 - ([Apple](#)) ([Spotify](#))
- How to Fight Zoom Fatigue with Dr. Jill Grimes
 - ([Apple](#)) ([Spotify](#))

General leadership/personal success

The Habit Coach

This podcast can help you build—and stick with—good habits. Quick episodes are to the point, teaching you how to improve your productivity, health, stress management and relationships. Hosted by Ashdin Doctor, the Habit Coach. Suggested episodes:

- Episode 451: Ask Questions That Change You
 - ([Apple](#)) ([Spotify](#))
- Episode 452: Mindset is Critical featuring Sonia Jhas
 - ([Apple](#)) ([Spotify](#))
- Episode 402: Building Your Personal Brand with Raj Shamani
 - ([Apple](#)) ([Spotify](#))

The Science of Happiness

Based in research, this podcast will give you strategies for a happier, more meaningful life. Hosted by award-winning professor Dacher Keltner, you will learn how to approach life with gratitude and mindfulness. Suggested episodes:

- Are You Setting the Right Goals?
 - ([Apple](#)) ([Spotify](#))
- What Does it Take to Really Listen to Someone?
 - ([Apple](#)) ([Spotify](#))
- Give Yourself a Break
 - ([Apple](#)) ([Spotify](#))

The Tim Ferriss Show

In this show, Tim Ferriss deconstructs world-class performers from eclectic areas, (investing, chess, pro sports, etc.) digging deep to find the tools, tactics, and tricks that listeners can use. Suggested episodes:

- Episode 37: Tony Robbins on Morning Routines, Peak Performance and Mastering Money
 - ([Apple](#)) ([Spotify](#))

ARTICLES

American Psychological Association (APA) [Help Center](#):

A collection of psychological and emotional well-being resources and references. When using these resources, members should read the articles ahead of time before meeting. Suggested articles:

- Career development
 - [Off Campus and into the “Real World”](#)
 - [Stress in the Workplace](#)
 - [Sport Psychology Off the Field](#)

TED TALKS & TEDX (<https://www.ted.com>)

A collection of short, powerful talks (18 minutes or less!) covering almost any topic you can think of. Suggested videos:

- [Everyday Leadership](#), Drew Dudley
 - General leadership skills/personal success
- [Inside the Mind of a Master Procrastinator](#), Tim Urban
 - Academic success, general leadership skills/personal success
- [The Power of Believing That You Can Improve](#), Carol Dweck
 - Academic success/goal setting
- [Why Some of Us Don't Have One True Calling](#), Emilie Wapnick
 - Goal setting, career development, general leadership skills/personal success

DISCUSSION QUESTIONS

Use these questions to debrief any of the podcast episodes above if they do not have a correlated discussion guide.

- What are your initial reactions to the topics discussed?
- What new things did you learn?
- What did you hear that reinforced what you already knew?
- What tips or advice can you apply to your life now?
- What do you think may be helpful to revisit in the future?
- What questions do you still have around this topic?
- How does this relate to the Cardinal Principle To Stimulate Scholarship?

STRATEGIES FOR UTILIZING CAMPUS RESOURCES AND PROGRAMMING

Chapters are encouraged to take advantage of campus resources and programming to help them meet Cardinal Journey (and Member Safety Programming) expectations. This could include having your members attend or view a presentation related to the topic, invite a member of campus to a chapter meeting to lead a conversation, or attend a campus event hosted by another student organization. If you are ever not sure if a presentation or workshop fits the expected outcome, please reach out to your International Headquarters chapter coach, campus fraternity and sorority life adviser, or one of your local Chapter Advisers. Here are some additional ideas and suggestions:

- Ask your fraternity and sorority life adviser if they know of any upcoming speakers, presentations or events that are coming up that could count towards the chapter's programming expectations.
- If your fraternity and sorority life or student organization office has similar programming expectations for chapters, you are not expected to double the work. If the chapter was required to attend a workshop or speaker on campus, and it meets a Grand Chapter expectation, you can use it for both.
 - For example, your campus requires 80% of your chapter to attend a hazing speaker or a diversity, equity, and inclusion (DEI)-focused speaker. These can count towards Member Safety Programming (both speakers would count) or Cardinal Journey programming (just DEI speaker).
- Follow other relevant campus offices' social media accounts to get updates about upcoming programming and workshops the chapter can take advantage of. A couple of good ones to start with include career services, counseling services, health and wellness center, or cultural affinity/diversity offices.
- See the **Sample Programming Calendar** for more ideas on how to incorporate these resources into your chapter's calendar.

CLIFTONSTRENGTHS FOR STUDENTS™ ASSESSMENT INFORMATION

CliftonStrengths for Students™ is an assessment tool that helps you understand your natural talents and invest in those talents to become strengths. Some of the discussion guides provided in *Scholarship in Phi Sigma Kappa* focus on how to best utilize your five Signature Themes from the assessment to maximize your potential as a leader.

FREQUENTLY ASKED QUESTIONS

What exactly is the assessment? What does it measure and how?

The CliftonStrengths assessment is a web-based assessment of normal personality from the perspective of Positive Psychology. It is the first instrument of this type developed expressly for the internet.

Over a secure connection, the CliftonStrengths assessment presents 177 items to you. Each item consists of a pair of potential self-descriptors, such as “I read instructions carefully” versus “I like to jump right into things.”

The descriptors are posed as opposite ends of a continuum. You are then asked to choose the descriptor that best describes you and to identify the extent to which that chosen option is descriptive of you.

You are given 20 seconds to respond to a given pair of descriptors before the assessment automatically presents the next pair. This is in order to get your true “gut reaction.”

What does the CliftonStrengths assessment measure?

The CliftonStrengths assessment measures the presence of talents in 34 general areas referred to as Themes of Talent. Talents are ways in which we naturally think, feel, and behave as unique individuals, and they serve as the foundation of strengths development.

Upon completing the CliftonStrengths assessment, you will receive a report displaying your top five (most dominant) Signature Themes. You then have the opportunity to delve into those Themes to discover your greatest talents. The CliftonStrengths assessment and the report of your five Signature Themes were designed to help you learn about and build upon your greatest talents in order to create strengths that will enhance all aspects of your life.

Do we have to take the assessment to do the workshops?

It is not required to take the assessment to do any provided *Scholarship in Phi Sigma Kappa* workshops. However, there are some that can be an enhanced experience for members if the assessment is utilized. For those workshops, there are also alternatives provided for those who are unable to do the assessment.

If we choose not to take the assessment, what alternatives are there?

In this guide, you will find the list of **34 Themes of Talent**. You can have members review that list and pick the five Themes that most resonate with them. Each workshop provided from International Headquarters is written with this alternative.

What discussion guides utilize the CliftonStrengths assessment?

The International Headquarters-provided discussion guides within *Scholarship in Phi Sigma Kappa* that utilized CliftonStrengths are: **Academic Goal Setting**, **Leadership Roles in Phi Sigma Kappa**, and **Succeeding in Teams**. Additional Phi Sigma Kappa programs that may or may not use CliftonStrengths are the Zillgitt Leadership Institute and Conclave: Officer Academy. se

How can I access the assessment?

If you and/or your members are interested in taking the assessment, you can obtain codes to take the assessment in a variety of ways:

1. Visit your career center, new student orientation office, or academic advising office to see if they provide codes for students for free. Some campuses provided codes to all first-year students the summer prior to the start of term, or during orientation/new student week.
2. If you cannot find free codes through your campus, contact International Headquarters. We can purchase them for your chapter at a 50% discount than what you would get normally on the site.
3. Email support@phisigmakappa.org indicating you are interested in purchasing CliftonStrengths codes, how many you will need, and when you will need them by. Please provide your full name, officer position, and local chapter name (i.e. Alpha Epsilon Chapter of Phi Sigma Kappa at Emporia State University).

After you obtain codes, members can take the assessment by visiting <http://www.strengthsquest.com> and clicking the green “Redeem Access Code” button in the top right-hand corner. They will be prompted to create an account to take the assessment. Members can then login at any point and access their results.

What if members have already taken the assessment elsewhere?

They may absolutely use their five strengths from taking the assessment through another course or leadership program. In fact, this is encouraged as their top five Signature Themes are likely very similar over time.

FACILITATION BEST PRACTICES

Facilitation is a big part of Cardinal Journey and it is not an easy skill to master. The most important part of facilitation is the ability to know your members and read the room to adapt to their needs. Overall, keep in mind these main two concepts when facilitating:

- Any discussion or activity debrief is a time for you to lead the conversation. The questions provided are to help guide you, but do not feel restricted by them. If the conversation flows in a different direction, you as the facilitator have the power to lean into that or steer it back towards the content if it gets too off-topic.
- If there is an activity that you feel would not work for your chapter, take note of that, and talk to your Chapter Adviser or contact International Headquarters. There are a variety of ways to get to the same learning outcome and you have the ability to be creative and come up with a different approach that will better connect with your chapter.

Read through the tips below to help you be a successful facilitator before throughout each workshop.

- Before the meeting:
 - Logistics and location:
 - Think of creative spaces on campus you can use and what best fits the need of the meeting.
 - Ensure you will have the technology, equipment, and room set up you will need.
 - Reserve rooms on campus and space for all meetings and events ahead of time so you do not have to scramble last-minute to find a room and to help you stay on schedule.
 - Meeting preparation:
 - Make sure to read the meeting facilitator guide top-to-bottom to fully understand the content, gather any materials you may need, and print any worksheets or handouts you may need.
 - This also is a time for you to edit the session or customize certain discussions to make it a better fit for your members.
 - Make sure you build credibility with the members by speaking confidently and positively about the meeting beforehand. If you are negative about the meeting, they are also going to have a negative attitude, making it more difficult for everyone.
- During the meeting:
 - Set the tone:
 - At the beginning, set the tone for the workshop by sharing any expectations you may have for them, or share a story to make the topic relevant to them. The “Introduction” part of each facilitator guide gives you suggestions to set the tone correctly.
 - It is important to showcase the “why” behind the meeting topic and its importance. Make it relevant to them and they will be more interested and more participatory.
 - If you are nervous at the very beginning, have members do a quick pair-and-share. Give them a fun question such as “what was the best thing

- that happened to you this past week?” or something related to the topic such as “Describe a time you were a strong leader.” This will give you a minute to breathe while they chat amongst themselves.
- Engaging your audience:
 - If you are losing the attention of the audience...
 - ask questions at the end of a section of content or hold a discussion to check the group’s understanding.
 - have everyone stand and stretch or do a quick icebreaker or activity to re-engage members.
 - If you are only getting short or “yes” or “no” answers...
 - turn a large group conversation into a pair-and-share first, and then have individuals share what they discussed with their partner.
 - make sure you are asking open-ended questions. Ask “why” if somebody gives a short answer. Why do you feel that way? What is your thought process? Why do you agree or disagree?
 - If brothers keep steering the conversation off track...
 - create a “parking lot” sheet or PowerPoint slide with questions/ideas unrelated to the topic that you may be able to revisit later in the session, after the session individually, or in a future meeting.
 - offer to have a private conversation after the meeting if an individual is continuously bringing something up that’s off-topic.
 - feel free to inform participant(s) that their question/comment will be addressed later in the session or in a later meeting if applicable.
 - After the meeting:
 - Follow up on any questions you did not know the answer to or send out any materials used such as PowerPoints.
 - Touch base with any individuals who did not seem engaged or who left early, especially if it was abnormal behavior for that person. If it was a “heavier topic,” you will want to ensure that person is okay if something made them uncomfortable or upset.
 - Evaluate yourself and ask for feedback from others. What went well? What didn’t go so well? Consider sending a survey at the very end of the semester after a few programs to see which topics/activities stood out to them, what they liked, what they didn’t like, and how you could improve as a facilitator.
 - Continue to build credibility. Be confident, even if it didn’t go well. Do not talk poorly of yourself to brothers because that will put the idea in their heads that you are not a good facilitator. Learn from it and try again in the next meeting.
 - General facilitation tips:
 - **The facilitator should be listening more than talking;** 70% of the time should be participant interaction and 30% should be on the facilitator.
 - **Silence is okay.** Sometimes participants need time to process the question or the discussion before they respond. The facilitator should not feel like they need to fill the void by talking more. If you struggle with silence and have the

- urge to jump in anytime the group goes quiet, count to 15 before speaking or moving on to the next question.
- **Be aware of your facilitation strengths and weaknesses.** If you say “um” frequently or get nervous and shaky at the beginning of each meeting, work to overcome that by practicing.
 - **Create a space** within your meetings where **brothers can be authentic and share freely** what is on their mind. Set ground rules, especially for “heavier topics,” for brothers to be respectful, actively listen, and to keep information shared in the meetings to themselves.
 - If you are finding it challenging to facilitate certain activities or discussion, **seek out help from campus resources** including your campus fraternity and sorority adviser or a leadership or career development office. They may be able to provide some materials or training to help you become a better presenter and/or facilitator.

Smaller Chapter Tips

Sometimes you may feel like your chapter is too small for the activities or conversations to be meaningful, but that is absolutely not the case. Read below for some tips on how to make this program work with a small group:

- **Plan ahead.** Read the facilitator guides ahead of time to determine which activities need to be adjusted.
 - Can the activity be done as an individual?
 - Is there another way to complete the activity?
 - Do you have a different activity in mind that can reach the same concept?
- **Consider the group a “small group.”** Any time a facilitator guide suggests splitting the group into smaller groups—don’t worry about it. Just have them share in pairs, or with each other as one group.

Larger Chapter Tips

Just as smaller chapters may need to adjust certain activities to better meet the needs of the group, larger chapters may also run into obstacles due to their size. Here are a couple of tips for making programs work with a large group:

- **Plan ahead.** Read the facilitator guides ahead of time to determine which activities need to be adjusted.
 - Can the activity be done as an individual?
 - Is there another way to complete the activity?
 - Do you have a different activity in mind that can reach the same concept?
- **Use small groups to save time.** Some activities ask for individuals to share responses to the whole group. With a large chapter, this could take up a lot of time, so consider having members share with a small group instead of the whole group at large.
- **Consider if you need additional facilitators.** You can always split up the workshop content with another person (consider an adviser or guest from the campus). If you’re breaking groups out into small groups, you could also have older members of the chapter or even local alumni serve as small group facilitators.

TIPS ON HOSTING A GUEST SPEAKER

When bringing guest speakers into your chapter, you want to show them the best you have to offer. It should be a positive experience for them, just as you want it to be a positive experience for your members. You should want to give them a good impression of your chapter, of Phi Sigma Kappa, and of fraternities in general. Here are some tips to make sure it is beneficial for both them and your members.

Before the workshop:

- When first reaching out to the guest speaker/facilitator, make sure to give them at least three weeks' notice (if local) of when you would like them to come to your meeting. If this person would need to travel (more than an hour), be sure and give them about six weeks' notice, if not more.
- When reaching out to make the 'ask,' be sure and let them know what the meeting is for, what you are hoping members will get from it, and the desired date/time for the presentation. If using the International Headquarters-provided facilitator guides, you should send it to them ahead of time.
- Once they confirm, begin to work out the details such as date and time, location, length of presentation, how many members to expect and audio/visual capabilities.
- After the workshop date/time/location is confirmed, be sure and inform your chapter members. Consider asking them to put their best foot forward by dressing appropriately (does not have to be suit and tie, but nicer than looking like they just rolled out of bed) and ask them to arrive early to make sure they are on time.
- Additionally, send an email a few days before to remind the speaker of the details and consider asking them to arrive about five to ten minutes prior to the meeting start time and let them you plan to arrive early to meet them. It is also helpful to let them know if there is any secondary portion of the meeting (such as a general chapter meeting or announcements) that would occur after the workshop, so they can leave after they are finished with their portion.
- We suggest having the meeting in a classroom on campus, but if your chapter facility is a place where you would be proud to welcome a guest, make sure it is clean and organized, spacious enough and has adequate seating for the group, and has all of their desired technology capabilities.

Day-of the workshop:

- Make sure to arrive about ten to fifteen minutes early to set up, make sure technology is working and be there when the guest speaker arrives.
- When the guest speaker arrives, make sure and introduce yourself, be genuinely welcoming and thank them for coming. Make sure to show them any technology needs and offer to grab them a water or help them set up.
- At the beginning of the meeting, be sure and introduce the speaker, where they work and what they do, and the topic of the workshop.
- Ask members to give the guest speaker their undivided attention.
- After the presentation, make sure the members applaud the guest speaker to thank them and ask if they need any help gathering their materials.

After the workshop:

- Within a few days, be sure and send a thank you email or hand-written thank you card. This extra step will go a long way in making them feel appreciated, support the chapter, and want to come back and do more presentations for the group.
- Be sure and ask your members for feedback. Did they like the topic? Format of the workshop? Speaker's style of presentation? This will help inform what you do for future programming, such as Member Safety Programming or other Cardinal Journey workshops.

CliftonStrengths® Themes

Achiever®	People exceptionally talented in the Achiever theme work hard and possess a great deal of stamina. They take immense satisfaction in being busy and productive.
Activator®	People exceptionally talented in the Activator theme can make things happen by turning thoughts into action. They want to do things now, rather than simply talk about them.
Adaptability®	People exceptionally talented in the Adaptability theme prefer to go with the flow. They tend to be “now” people who take things as they come and discover the future one day at a time.
Analytical®	People exceptionally talented in the Analytical theme search for reasons and causes. They have the ability to think about all of the factors that might affect a situation.
Arranger®	People exceptionally talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity.
Belief®	People exceptionally talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their lives.
Command®	People exceptionally talented in the Command theme have presence. They can take control of a situation and make decisions.
Communication®	People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
Competition®	People exceptionally talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
Connectedness®	People exceptionally talented in the Connectedness theme have faith in the links among all things. They believe there are few coincidences and that almost every event has meaning.
Consistency®	People exceptionally talented in the Consistency theme are keenly aware of the need to treat people the same. They crave stable routines and clear rules and procedures that everyone can follow.
Context®	People exceptionally talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
Deliberative®	People exceptionally talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.
Developer®	People exceptionally talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.
Discipline®	People exceptionally talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
Empathy®	People exceptionally talented in the Empathy theme can sense other people’s feelings by imagining themselves in others’ lives or situations.
Focus®	People exceptionally talented in the Focus theme can take a direction, follow through and make the corrections necessary to stay on track. They prioritize, then act.
Futuristic®	People exceptionally talented in the Futuristic theme are inspired by the future and what could be. They energize others with their visions of the future.

Harmony®	People exceptionally talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
Ideation®	People exceptionally talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
Includer®	People exceptionally talented in the Includer theme accept others. They show awareness of those who feel left out and make an effort to include them.
Individualization®	People exceptionally talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how different people can work together productively.
Input®	People exceptionally talented in the Input theme have a need to collect and archive. They may accumulate information, ideas, artifacts or even relationships.
Intellection®	People exceptionally talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
Learner®	People exceptionally talented in the Learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.
Maximizer®	People exceptionally talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
Positivity®	People exceptionally talented in the Positivity theme have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.
Relator®	People exceptionally talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
Responsibility®	People exceptionally talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
Restorative™	People exceptionally talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
Self-Assurance®	People exceptionally talented in the Self-Assurance theme feel confident in their ability to take risks and manage their own lives. They have an inner compass that gives them certainty in their decisions.
Significance®	People exceptionally talented in the Significance theme want to make a big impact. They are independent and prioritize projects based on how much influence they will have on their organization or people around them.
Strategic®	People exceptionally talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
Woo®	People exceptionally talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with someone.

SAMPLE PROGRAMMING CALENDAR

Between the two phases of Cardinal Journey for initiated members, *Scholarship in Phi Sigma Kappa* and *Character in Phi Sigma Kappa*, and Member Safety Programming expectations, it can feel like you have a lot of programming to organize. However, some of what you are already doing within your local chapter or campus programming requirements can count towards the Grand Chapter's programming expectations as well. Below is a sample annual programming outline to help give you an idea of how to effectively schedule workshops and presentations to meet Phi Sigma Kappa's expectations. You will also find additional tips to help make the process even easier below, as well as on the **Introduction to *Scholarship in Phi Sigma Kappa* guide**.

August

- Member Safety Programming: Risk Management Policy Review (Priority Topic)
 - Chapters can do this at the start of the year in conjunction with a chapter retreat to prepare everyone for the upcoming term. The chapter retreat could also include chapter and/or committee goal setting, team building activities, or recruitment planning and practice.
- *Character in Phi Sigma Kappa*: TED Talk Conversation
 - As a part of the chapter's first meeting for the year, everyone watches Chimamanda Ngozi's TED Talk, "The Danger of a Single Story", or Drew Dudley's "Everyday Leadership," and discusses how it applies to their experiences as fraternity men, and how it will inform their goals and actions for the upcoming year. See the list of **Additional Resources and Conversation Starters** for more ideas on how to incorporate podcasts and Ted Talks.
- *Scholarship in Phi Sigma Kappa*: **Academic Goal Setting or Understanding Learning Styles**
 - A beginning-of-term chapter retreat or meeting is also a great opportunity to engage members in the above *Scholarship in Phi Sigma Kappa* workshops to help make sure everyone is starting the year off on the right foot academically or as a student leader. These workshops have discussion guides that are provided by International Headquarters (IHQ) in the *Scholarship in Phi Sigma Kappa* program.

September

- Member Safety Programming: Healthy Brotherhood/Hazing Prevention (Priority Topic)
 - National Hazing Prevention Week is usually the last full week of the month of September. This would be a great time to have a conversation about hazing and healthy brotherhood using the provided discussion guide from IHQ or attend a campus-based speaker or film screening and debrief as a chapter. Use discussion questions found on the **Additional Resources and Conversation Starters** resource.
- Member Safety: Mental Health and Wellness (Supplementary Topic)
 - Suicide Prevention Awareness Week is usually the first week of September, so chapters could take advantage of campus programs exploring mental health and suicide prevention or invite a speaker from the counseling center to a chapter meeting.

October

- Take a break! Your chapter has already covered so many programs in the first six to eight weeks of the semester. We know that October is a busy month for a lot of campuses, especially with midterms, fall breaks, and everything else happening on campus. If you are able, swap a chapter meeting out for a fun brotherhood event to help everyone have a good time and recharge a bit.

November

- Member Safety Programming: Healthy Masculinity (Supplementary Topic)
 - Chapters can participate in Movember, a month dedicated to raising awareness around men's health. This would be a great time to include a conversation around healthy masculinity. Chapters can use the resources provided by IHQ, check out some of the conversation starters available through [Movember](#), or see if there is a related presentation happening on campus.

December/January

- Between finals and wrapping up the fall term, winter holidays and breaks, and starting a new winter/spring term, there is already a lot going on in December and January. Take time to account for and report, if necessary, the programs the chapter has already completed and double check what still needs to be completed in the upcoming term. Don't forget to sign up for Conclave: Officer Academy, too!

February

- Member Safety Programming: Protective Alcohol Behavior Strategies (Priority Topic)
 - February is a great time to explore the conversation around alcohol, especially as the weather begins to warm up and spring break nears. Chapters can use the Protective Alcohol Behavior Strategies discussion guide and PowerPoint provided by IHQ on Officer Portal or connect with their campus health and wellness office to discuss strategies for safer alcohol consumption or how to make social events safer for everyone.
- *Scholarship in Phi Sigma Kappa*: NPR Life Kit Podcast Discussion
 - To build off the previous example, the chapter can have members listen to the NPR Life Kit Podcast episode "Americans are Drinking More During the Pandemic. Here's How to Cut Back" and discuss how members can use the strategies provided to make, or continue to make, smart choices.

March

- *Character in Phi Sigma Kappa*: Talking About Tough Stuff
 - Being in a fraternity is hard work. One thing that can make it easier is being able to have tough conversations with each other. Using the IHQ-provided discussion guide, the chapter will develop their communication skills to better address tough issues facing the group and individuals. Turn this into a Brotherhood Circle where members share about what is going on in their lives and what they need from their brothers.

April

- Member Safety Programming: Healthy Relationships/Sexual Violence Prevention (Priority Topic)
 - April is Sexual Assault Awareness Month, so there will likely be a few on campus presentations or workshops that the chapter could attend. Chapters

could also consider co-sponsoring an event with other members of the fraternity and sorority community and invite a speaker to campus.

Tips for Successful Planning:

- Get creative with the presentations or workshops you attend. If you know that the annual sexual assault awareness speaker does not connect well with your members, and you can skip it, find a different speaker to visit the chapter.
- If you are planning a podcast or Ted Talk conversation, have members listen to it ahead of time. This will save time during the discussion, which will help keep members engaged and interested in future discussions.
- Pick the topics that your members are interested in. If your members are not interested in topics on physical health and wellness or interpersonal communication skills, switch to something else that grabs their attention.
- Try to schedule out programs at the start of the term. This will help give you a better idea of what needs to get done each term and can help avoid any expectations falling through the cracks or you are cramming programming in at the end of the term.
- Try designating one chapter meeting a month as a “programming meeting”. This can help the chapter build in time for presentations and guest speakers or discuss a campus speaker from earlier in the week.
- Think of when topics would be most useful. For example, academic success at the beginning of the semester, mental health conversations around midterms or final exams, and alcohol or drug education during football season or Halloween.

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