Empowering Your Members to Act: Applying Behind Closed Doors Training to Fraternity/Sorority Life

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Applying Behind Closed Doors
Training to Fraternity/Sorority Life

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http://works.bepress.com/lldlong/
Learning Outcomes

As a result of this program:

• participants will be able to describe the Behind Closed Doors program and explain how it can be used to empower fraternity and sorority members to act when conflicts or crises arise.

• participants will be able to modify the Behind Closed Doors framework and apply it to their membership education program.
Overview

• Background
• Applying BCD to fraternity/sorority life
• Format and Resources
• Practice Activity
• Limitations
• Questions?
Traditional Approach

- Greek 101 lectures
- Policy oriented vs. personal empowerment
Behind Closed Doors

- Structured role plays that allow students/staff to practice addressing conflicts/crisis
- Empowers students to act
Benefits of Using BCD

- Interactive
- Allows students/staff to practice
- Can give instant feedback
- Can measure learning
- Trains chapters/councils/staff to handle situations
- Possible collaboration between Greek Life and Residence Life departments
Preparation

• Educate students/staff about policies and procedures
• Develop scenarios
• Identify actors/actresses (graduate students, student leaders, professionals, volunteers)
• Identify guides
• Set-up rotations
# Sample BCD Rotation

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<th>1:00-1:15</th>
<th>1:15-1:30</th>
<th>1:35-1:50</th>
<th>1:55-2:10</th>
<th>2:15-2:30</th>
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<tbody>
<tr>
<td><strong>Scene 1</strong></td>
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<td><strong>Scene 2</strong></td>
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<td><strong>Room 202</strong></td>
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<td>Grp C</td>
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<td><strong>Scene 4</strong></td>
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<td>Grp D</td>
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**Set-up and Prep**
Example Scenario 1

**Situation:** You were studying late at the library and just returned to the chapter house. You hear the unmistakable sounds of vomiting coming from a nearby bathroom.
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**Situation:** You were studying late at the library and just returned to the chapter house. You hear the unmistakable sounds of vomiting coming from a nearby bathroom.

**Actor/Actress Role:** You are vomiting in the toilet when another member arrives. You have had nine shots of vodka at a party off-campus. You finally managed to make it home, with help. You were stumbling around until you realized you needed to vomit and then you made your way to the bathroom. Now, you are incoherent, cannot stand without assistance, are slurring your speech. You are able to stay conscious, but have trouble responding to questions.

**Actors/Actresses:** 1 student

**Points to stress:**
- Implications of alcohol poisoning or drug overdoses
- Assessing need for immediate medical attention & emergency response protocol
- Importance of professional support – Police, medical emergency response, F/S Life Office
- Fact finding for an incident report
- Maintaining student privacy
- Alternative, non-alcoholic, activities on campus
- Resources available at Counseling Center

**Process questions:** Each scenario will use the same 10 reflection/process questions.
Example Scenario 2

**Situation:** You are a recruitment guide. You overhear a PNM telling a friend that she does not have to go through anymore rounds because ABC already promised her a bid.
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**Situation:** You are a recruitment guide. You overhear a PNM telling a friend that she does not have to go through anymore rounds since ABC already promised her a bid.

**Actor/Actress Role:** The two of you are discussing how recruitment is going. One person tells the other that she does not have to worry about the next set of rounds.

**Actors/Actresses:** 2 students

**Points to stress:**
- Recruitment guide should discuss implications of promising a bid
- Ascertain who promised her the bid
- Follow-up with Panhellenic Advisor/Recruitment Chairs
- Fact finding for an incident report
- Maintaining student privacy
- Resources available at Counseling Center

**Process questions:** Each scenario will use the same 10 reflection/process questions.
Additional Resources

• University of Texas Arlington Rubric
  – Approach
  – Assessment of the Situation
  – Addressing Concerns
  – Handling Policy Situation
  – Professionalism
University of Texas - Arlington BCD Rubric

Please rate the **approach**:

- **Beginning**: Does not have grasp of proper approach. Aggressive or inappropriate.
- **Developing**: Staff approach is uncomfortable or awkward.
- **Accomplished**: Staff approached situation in a calm and collected manner.
- **Exemplary**: Handled superiorly displaying full knowledge of proper approach.
- **Not applicable**: Unable to determine based on scenario.
University of Texas - Arlington BCD Rubric

Please rate the **assessment of situation:**

- **Beginning:** Staff did not assess situation correctly, was inappropriate with handling.
- **Developing:** Staff had trouble assessing situation but continued in a professional manner.
- **Accomplished:** Staff assessed situation appropriately and proceeded in an acceptable manner.
- **Exemplary:** Staff assessed situation and proceeded accordingly displaying greater knowledge than required.
- **Not applicable:** Unable to determine based on scenario.
Training Tool

BCD can be used as a training tool for:

• Recruitment counselor training
• Staff
• Counsel conflict resolution
• Recruitment chairs
• Alumni/Advisor/Chapter relations
Limitations

• Resource and time intensive
• May not be practical for all populations
• Pre-meeting training
Alternatives

- Performance assessments
- Reflective journaling
- Peer mentoring
- Train the trainer
  - Certify members to train their own chapters
Performance Assessment

Focuses on future behavior. Here is a sample question one might ask a member of a social responsibility committee (party monitor):

“Describe how you would inspect a social event. What would you look for? What would you document? How would you follow-up?”
Reflective Journaling

Focuses on past behavior. Can use past incidents or newspaper clippings.

“Thinking upon the event that just happened, what do you think went well and what do you think could have been handled better? What will you do to avoid a similar incident from happening again?”
Audience Suggestions

BCD alternatives suggested by participants:

• Use videos – Record the scenarios and then have people respond.

• Create an interactive online experience – See “I got 2 kno” fire safety training as an example: http://www.pbfeducation.org/courses/igot2kno

• Create a BCD toolkit for traveling consultants that they can use when visiting chapters

• Consultants can use campus-based professionals as resources

• Might consider using BCD framework at leadership retreats or regional conferences
Summary

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