**EDUCATIONAL SESSIONS** 



AUSTIN . JULY 2019

ΦΚΘ

# Copyright © 2019 by Dr. Michael S. Brown **All Rights Reserved.**

No part of this publication may be reproduced or utilized in any form, including photocopying, without permission in writing from the author, and in the case that permission is granted, appropriate citations demonstrating original authorship must be included.

# RECRUITMENT REIMAGINED

# A New Approach To Growth

page 1

**CAPITOL BALLROOM F-G** 

Learn10:10-10:45amor2:45-3:25pmLive10:45-11:20amor3:25-4:05pmLead11:20-11:55amor4:05-4:45pm

# BEYOND BELIEF

# **Spiritual Development Curriculum**

page 9

**CAPITOL BALLROOM A-B** 

Learn 10:10-10:45am Live 10:45-11:20am Lead 11:20-11:55am

# THE NEXT CHAPTER

# **Chapter Performance Coaching**

page 19

**CAPITOL BALLROOM H** 

Learn10:10-10:45amor2:45-3:25pmLive10:45-11:20amor3:25-4:05pmLead11:20-11:55amor4:05-4:45pm

# DISCOVERY XP

# **Immersive Alumni Experience**

page 25

**CAPITOL BALLROOM A-B** 

Learn 2:45-3:25pm Live 3:25-4:05pm Lead 4:05-4:45pm

Visit **dmbcoaching.com/pkt** to download and explore complete resource guides for each program.

#### CAPITOL BALLROOM F-G 10AM & 2:45PM

# RECRUITMENT REIMAGINED



#### **LEARN**

Integrity is doing the right thing, even when no one is watching.

C.S. LEWIS

## **The Big Picture**

#### CATALYST THE WHY

We all want to recruit men of integrity. Time and time again we find that we are recruiting individuals with split personalities. By day they are the hardworking student, and proud brother. By night they are the alcohol-dependent, predatory personality committed to pushing the boundaries of both safety and legality. This, of course, is a small minority of our membership, but that small minority of peer-pressuring, addicted, insecure brothers represent the caricature of the "frat guy" depicted in culture.

Odds are that despite all of the good that is done by your organization, your neighbors both on and off campus have a skewed perception of what it means to be a Phi Kap. From where does the schism in these young men develop? How is it that they can claim to believe in the same pillars on which the fraternity has been built, and yet in their actions they speak much louder about the role they believe this fraternity plays in their collegiate experience.

We may call these men to be out of integrity-claiming that they are saying one thing, but doing another, and that this flaw is their fault, not ours, but wait one moment and examine our **recruitment** process and the manner in which they were brought into our lives, and I believe you will see a different story emerging.

When the young men are recruited through parties and alcohol, how can we expect them to shift their expectation once initiated. When young men are recruited out of desperation to fill rooms and make rent, rather than an end in and of themselves, how are they to view their role in the house? When potential pledges are superficially interviewed, how can we hope for deep relationships? When the support and attention directed to a new member suddenly disappears once membership is obtained, how are they expected to feel? When peers are expected to hold peers accountable to codes of ethics, but no formal training on conflict management is delivered, how are we expecting successful resolution of these disagreements? When disagreements are not properly managed, a lack of support is perceived, isolation occurs, and in isolation, a disregard for accountability to one's actions is the predictable result.

We wish to raise leaders, but we must first create learners, and before that we need to teach these entering children how to live so that in four years they may emerge as men who are prepared to take on the world and the myriad obstacles and opportunities before them.

We must impart the principles of grit, of lifegiving habits, and of direction through mission in order to achieve the desired result. These traits are not developed in a class, in a workshop, through strategies, or through a series of online modules. These traits are learned through the consistent modeling of behaviors both in and out of the spotlight.

Creating brothers of integrity starts with living in integrity and results in brothers

being about the discounties of sections of and second of four life lives discounties.

being attracted, recruited, retained, and rewarded for a life lived well.		

#### CURRICULUM THE WHAT

In the **Recruitment Reimagined** curriculum we will be taking concepts from the business world and applying them to how we select our members. In short, to quote Apple's Dan Jacobs, "It's better to have a hole in your team than an a-hole in your team."

We will be opening our minds to broader audiences, and targeting our recruitment efforts toward the cream of the crop on campus, rather than the low-hanging fruit. We will have a culture of high invitation and high accountability, in other words, all are welcome, but once accepted, all are held to the same high standard.

To learn from the curriculum through the lens of "LEARN" I have prepared content on how and why setting "who goals" is more effective than setting "what goals" or "how goals."

### What are what goals?

- This type of goal is designed to change a result.
- Compare yourself to someone who has lost 50 lbs and say "I have a goal of losing 50lbs as well."
- They are the weakest sort of goals and least likely to persist because no systems are in place to change behaviors, and motivation will only suffice for so long.
- If the environment does not change, bad habits will win.

## What are **how goals**?

- This type of goal is designed to change a system.
- Compare yourself to someone who has lost 50 lbs and say "I have a goal of going to bed at 9pm so that I can wake up at 5am and work out for an hour every morning. Additionally, I commit to meal prepping every morning, tracking my macros, and my activity on my watch."
- They are better than **what goals** but still are not likely to persist.
- Systems make behaviors easier to maintain, but consistency to persist through obstacles or any sort of unplanned event not compatible with the system will through the entire system off.
- Once off track, getting an entire system back in action is more difficult.

# What are who goals?

- This type of goal is designed to change an identity.
- Compare yourself to someone who has lost 50lbs recently and say "I have a goal of becoming the sort of person who prioritizes their health, makes decisions that require self control and finishes what they start.
- They are better than both what goals and how goals and are most likely to persist.
- When faced with a tough decision, no system can fall apart, only a question need be asked: "Am I the kind of person who engages in this sort of activity?"

	, ,	tity, all subs	equent deci	sions are ea	sier to mai	ce.
NTEVT TIL						
, IN I E A I   H	F WHFRF	& WHEN				
	ersity	& WHEN				
		& WHEN				
		& WHEN				
		& WHEN				
		& WHEN				
		& WHEN				
		& WHEN				
high Unive		& WHEN				

# <u> LIVE</u>

"There is some good in this world, and it's worth fighting for."

J.R.R. TOLKIEN

# The 30,000 Foot View

#### **INITIAL ACTION**

GETTING BUY-IN FROM MEMBERS

- 1 Train E-board on principles of recruitment and manage expectations of friction as culture shifts.
- 2 Lead up and down the chain of command from pledge to national office clear communication as to who the ideal PKT member is, how to identify them, how to attract them, and how to offer to them what no other fraternity can.
- Coordinate with Greek Affairs Representatives to observe and support these young men as they do something that has never been done before.
- 4 Rally alumni and national PKT support and buy-in for new program with one deliverable: a branded PKT gentlemen who is a thought leader on campus, a sought-after job prospect, and one who not only carries with him the core values of this organization in his heart, but wears it openly on his sleeve both in public and in private.

#### INTERMEDIATE ACTION

#### DEVELOPMENT OF OUR PRODUCT

- 1 Import concepts designed to change culture by taking cues from some of the most successful corporations in the world.
- 2 Concepts such as these will not only benefit our members following graduation, but will make them highly valuable, and influential leaders on campus:
  - Management skills
  - Leadership skills
  - Marketing concepts
  - Entrepreneurship
  - Negotiating prowess
  - · Personal growth
  - Time management
  - Sales training
  - Grit development
  - Hiring and firing
  - · How to hold a productive meeting
  - How to encourage creativity
  - How to develop a value proposition
  - How to close a deal

3	Communicating effectively up the chain of command, establishing healthy relationships with Greek Affairs representatives on campuses, and establishing an ongoing relationship with local alumni who are curious about chapter activity.

### SUPPORTIVE ACTION

EARNING TRUST FROM POTENTIAL INVESTORS (ALUMNI)

1	What do they get in return? A healthier and stronger fraternity for all posterity, better positioned to exemplify servant leadership from a genuine and overflowing position of abundance. Present the new business plan of a new PKT to our internal supporters to show what is to come.
2	With the help of alumni leadership and involvement through the donation of time, talents, and money, we unleash a recruitment plan that will target students who never had considered Greek life before, as they had an outdated concept of what it could offer them.
	OSING ACTION LING OUR HOUSE WITH THE VERY STRONGEST
1	Implement our fully formed recruitment process with the central value proposition, the thing that a potential member could find no where else being, the caliber of man that Phi Kap now helps to forge. With our superior product (our people, and their collective lifegiving prowess and leadership potential) we will dominate the marketplace.
2	We will be implementing recruitment and retention workflows, hiring procedures, interview training, proper review training, job description creation, bonus structures, raises, punishment, firing policies, conflict resolution, management skills, marketing, investment strategy, and much more throughout the process in order to ensure that Phi Kap culture remains in line with the core values, not just at chapter or in word, but also in deed.

#### FEEDBACK ACTION

REASSESSING ACTION

1	We will check in with our chapters following each recruitment season in order to see what parts of this iterative process can be improved upon, removed, streamlined, or kept exactly the same.



"When an idea reaches critical mass, there is no stopping the shift its presence will produce."

**MARIANNE WILLIAMSON** 

# **Activities Imported from Curriculum for Alumni**

#### **CHOOSE YOUR OWN ADVENTURE**

Download the full resource guide at dmbcoaching.com/pkt and turn to:

Page 69 for Navigating Tense Situations

Page 71 for **Negotiating with Unreasonable people** 

Page 61 to see the Twelve Dimensions of a Person's life

Page 46 for what it means to be a Lifegiver

Page 25 to see how **Rebranding Starts with Believing** 

Page 19 for How to Improve by Running Chapters Like Successful Companies

# BEYOND BELIEF



#### LEARN

#### CATALYST THE WHY

In response to Phi Kappa Theta's passion and priority for the spiritual development of their members and the encouragement for brothers to explore their natural curiosity about spirituality and individual purpose, there has been a renewed commitment to develop a comprehensive spiritual development curriculum.

This robust resource will celebrate the Fraternity's Catholic heritage while welcoming the diverse perspectives of all brothers, with the hopeful expectation that the entire brotherhood will embody the moral values upon which the Fraternity was established.

Navigating the complexities of how college men make sense of spiritual beliefs, questions, and concerns is a challenging feat. However, recent research underscores the fact that college men continue to exhibit high levels of spiritual interest and involvement, although they are redefining their spiritual beliefs and reframing their spiritual journeys in far different ways.

As a result, two DMB Coaches, who have a combined 35 years of experience in mentoring tens of thousands of college men, have taken the lead in this spiritual development project. With special attention given to the spiritual dimension of male college student development theory, these experts have produced this first rendition of a **ΦKO**-contextualized *Facilitator's Resource Guide* to better equip spiritual alumni volunteers with fresh and innovative resources to mentor our Vice Presidents of Spiritual Development across the nation.

Furthermore, this user-friendly "toolkit" or "playbook" is filled with a variety of helpful insights and ideas for undergraduates within each chapter to craft environments for their brothers that include spiritual experiments, exercises, and encounters that will strengthen each brotherhood across all five developmental areas (fraternal, intellectual, leadership, social, and spiritual).

We anticipate that this new material will be the first step to enlarging and expanding the notion of spiritual development for our brotherhood, educating our membership in Catholic theology and traditions, encouraging diversity and pluralism in the context of personal spiritual growth, extinguishing religious biases and bigotry among the undergraduates, and empowering college vice presidents to elevate spiritual development in all of the chapters.

#### CURRICULUM THE WHAT

This Resource Guide is divided into eight modules (plus an Appendix of Additional Resources) that can be utilized in whatever order and pace that best serves each local chapter in light of the unique personalities and preferences of its members.

Each of the eight modules are bolstered by content in six main areas: Context, Curriculum, Contemplation, Conversations, Choices, and Challenge.

**MODULE 1** 

EXPLORE your own ultimate questions

**MODULE 2** 

EVALUATE your own spiritual beliefs

**MODULE 3** 

EXPRESS your own spiritual challenges

**MODULE 4** 

ENGAGE your brothers in spiritual dialogue

**MODULE 5** 

EXAMINE your own spiritual biases

**MODULE 6** 

EMBODY your own spiritual values

MODULE 7

EXPERIMENT with spiritual activities

MODULE 8

**EDUCATE** yourself about our Catholic heritage

We anticipate that this new material will be the first step to enlarging and expanding the notion of spiritual development for our brotherhood, educating our membership in Catholic theology and traditions, encouraging diversity and pluralism in the context of personal spiritual growth, extinguishing religious biases and bigotry among the undergraduates, and empowering college vice presidents to elevate spiritual development in all of the chapters.

#### CONTEXT THE WHERE & WHEN

Over the next few years, Dr. Michael Brown and Mr. Shawn Cramer will be hosting face-to-face training workshops and/or retreats for designated volunteer mentors and elected undergraduate officers in how to best utilize this Resource Guide within individual chapters across the country.

These interactive onsite workshop environments will be important for a more

comprehensive explanation of the material, modeling the presence and proficiencies of a spiritual mentor, and role-playing the various nuances of spiritual dialogue and activities.



Activity Option #1: Evaluating Your Own Spiritual Beliefs

# The ΦKΘ Spiritual Quotient (SQ) Personal Assessment

Year in Colle						
1st :	2nd	3rd	4th	5th		
l would desc	cribe my hon	netown as in	the			
City	Suburbs	Count	ry			
l am a first-g	generation c	ollege studei	nt (first	of my family	y to attend col	lege).
Yes	No					
l am present	tly and activ	ely involved	in religi	ious or spirit	ual practices.	
Yes	No					
l am present	ly and activ	ely involved	with a r	eligious or s	piritual comm	unity.
Yes	No					
The belief tr	adition that	my family ra	ised me	e within wou	ld best align w	<b>rith</b>
Jewish	Christian	Muslim	В	uddhist	No Tradition	
Protestant	Hindu	Catholic	M	lormon	Other	
My present a	and personal	l spiritual ori	entatio	n would bes	t align with	
Skeptic	Uncertain	Excited	_	isinterested	Fearful	On Hold
Done With It	Convinced	l Disillusio	ned S	earching	Open	Other
l would defi	ne or describ	oe spirituality	y as			
Spirituality i	s / is not (ci	rcle one) imp	oortant	to me, beca	use	

# The ΦKΘ Spiritual Quotient (SQ) Personal Assessment (cont.)

Put a small  $\checkmark$  next to whichever statements are true for you right now.

I am interested in spiritual questions.
I am on a spiritual search that is positive or exciting.
I am on a spiritual search that is unsettling or disturbing.
I explore one or more of the spiritual belief systems of the world.
I think about my purpose for being here on this earth.
I think about the differences between various spiritual perspectives.
I think about the possibility of being created by a God/Higher Power.
I believe that human life is affected by spiritual forces.
The idea of life after death seems possible to me.
God/Higher Power gives me strength to face life's challenges.
I feel obligated to follow my parents' religious practices.
I feel disillusioned with my spiritual upbringing.
To feel doubt is a normal phase in spiritual discovery for me.
To feel doubt is a signal of spiritual weakness for me.
I experiment with spiritual practices different from those of my childhood.
If I found a spiritual perspective that fits what I want, I would choose to follow it.
If God exists, I think I would want to connect with this Being.
I feel that I have a personal connection with God/Higher Power.
I seek to be spiritual in my everyday life.
I am involved with a spiritual community at college.
I spend time with at least one close friend who is very spiritual.
I would enjoy having a conversation about spirituality with a friend.
I talk with friends about spiritual topics or ideas.
I have spiritual conversations with fellow students on campus.
I can clearly articulate my most basic spiritual beliefs to a friend.
I have a spiritual mentor

#### The ΦKΘ Spiritual Quotient (SQ) Personal Assessment (cont.)



#### **CONVERSATION**

Choose one of your closest friends in the chapter with whom you will swap your SQ Assessment to be reviewed by each other. Take some time to talk about the similarities you share and the differences that are interesting, as well as ask each other thoughtful questions of why, who, when, where, and what in regards to your observations of each other's SQ Assessment.



#### **CHOICES**

#### WHO'S WHO IN THE CHAPTER

During a scheduled chapter brotherhood event, invite all the brothers to position themselves standing up in a square facing inward toward one another.

In advance of this activity, have all the brothers complete the SQ Assessment and bring a completed copy with them to the gathering.

Have a volunteer facilitator slowly read outloud the 26 statements at the end of the SQ Assessment... one at a time... inviting members to step forward if that particular statement is true for them.

**Example**: Step forward if you are "on a spiritual search that is unsettling or disturbing" or step forward if you "feel obligated to follow your parents' religious practices."

After the activity, debrief together on your observations, thoughts, and feelings about the exercise.						

### Six Guidelines for Controversial Conversations



#### CONTEXT

Many of the questions listed in the previous section are lighthearted and/or enjoyable to chat about with friends or family members. However, there will be certain questions that will trigger disruptive or defensive feelings inside of you.

When this happens, you will need to review the Six Guidelines for Controversial Conversations as highlighted in this next section and try to apply these helpful hints in your interactions with others.

At this point, I pose the question: Has the renewed emphasis on critical thinking (particularly on the college campus), helped us to evolve into a better version of ourselves? In the attempt to expose errors in others' thinking and achieve intellectual superiority, what has been the cost? In light of the toxic vibe permeating social media, do young men know how to artfully engage in dialogue and discussions about politics, social issues, and religious ideas in a way that is inspiring and uplifting, or have they been socialized to be close-minded and combative?

Dr. Michael Brown (influenced by Drs. Robert Nash and Carney Strange) offers a different paradigm for fraternal dialogue, where mutual understanding, empathy, and compassion trump winning the argument... as noted in the next curriculum section.



#### **CURRICULUM**

1. Telling someone what you believe is not the same as discussing beliefs.

"Turn down the volume in our moral conversations by turning up our empathy meters."

#### Six Guidelines for Controversial Conversations (cont.)

- 2. Every belief deserves at least initial respect.
  - Have confidence that the person knows what they are talking about.
  - Have confidence that what they say is worthwhile in some way.
  - At least consider the possibility that you are wrong, and be willing to critique your own beliefs.
  - Have confidence that the other person means well.
- 3. The Golden Rule: be willing to see the problems in what you believe, and the truth in what you oppose.

See the good in others' perspectives, and the pitfalls of your own.

4. All-or-nothing, either-or thinking is always a threat to meaningful moral conversation.

The idea of "either you are with me or against me" does not leave room for discussion and finding common ground.

5. Since who we are is shaped by our past, each of us has a different idea of what constitutes religious and spiritual truth.

So, it would be wise for us to try and understand the backgrounds of others as we try to understand what they believe.

6. Find the balance between being true to yourself and being open to new perspectives.

For some of us, our beliefs are so precious that to doubt them seems like being dishonest with ourselves. However, at the very least we must respect one another, grow to understand one another, and even find some common ground.

#### Six Guidelines for Controversial Conversations (cont.)

#### A FEW ADDITIONAL CONSIDERATIONS

- Don't think of things as you or me, but "we."
- Respond instead of react.
- Try not to enter a discussion thinking there will be a winner or loser; more often than not, discussion will be more helpful than debate.
- Many disagreements and negative feelings come from misunderstanding so ask questions!
- Speak about things personally, not from the viewpoint of an impersonal cause.
- Have patience with one another.
- Listen to what others have to say; don't just wait for your turn to speak.
- Discussions are two-way, give-and-take; talk with, not at, others.

Adapted by Dr. Michael Brown from:

Nash, R. J. (2001). Religious pluralism in the academy: Opening the dialogue. New York, NY: Peter Lang.

Nash, R. J., Bradley, D. L., & Chickering, A. W. (2008). How to talk about hot topics on campus: From polarization to moral conversation. San Francisco, CA: Jossey-Bass Publishers.



#### CONTEMPLATION

As you interact with your brothers, which guideline(s) do you think is the greatest challenge for your friends to apply in controversial conversations within your particular chapter?
Which guideline(s) is most difficult for you to personally apply?

# **Ø**

#### LEAD

#### **Catalogue of Thirty Spiritual Experiments**

Under the leadership of Spiritual Alumni Mentors and Undergraduate Vice Presidents of Spiritual Development, Phi Kappa Theta brothers can choose to participate and engage in a variety of experimental spiritual activities that might include a broad assortment of chapter discussions, brotherhood events, reflective exercises, service projects, field trips, and immersion experiences.

The goal of such experimentation is to encourage personal and fraternal spiritual development as emphasized by the Fraternity's Founding Fathers and currently reprioritized by both the Fraternity and Foundation Board Members, as well as Professional Staff.

The catalogue of "faithing" or meaning making experiments are situated within the seven hallmarks of *mentoring communities* (Parks, 2000) listed below:

#### 1 Creating a Network of Belonging

Mentoring Relationships, Conversation Clubs, Spiritual Development Social Media Group, Spiritual Partners, and Circles of Trust

#### 2 Posing Big Enough Questions

Genealogies and Life Maps, Big Questions Blog, Big Questions Cafes, and Moral Conversation Nights

#### **3 Offering Encounters with Otherness**

Interfaith Dialogues, Multi-Generational Encounters, Panels of Perplexity, and Tours of Spiritual Places & People

#### 4 Encouraging Habits of Mind

Current Event Chat Sessions, Wednesday Workshops, and Book Clubs

#### 5 Exploring Worthy Dreams

Journey Journals, Question of the Week, 'Saving the Planet' Service Projects, and 'Serving the People' Service Projects

#### 6 Accessing Images

Nature Encounters, Art Adventures, Music Meditation, Sacred Religious Literature Study Groups, Everyday Spirituality Exercises, and Faith in Film Excursions

#### **7** Being Communities of Practice

Spiritual Discipline Workshops, Exploration Field Trips, Dinner for Eight, Clearness Committees, and Spiritual Retreats

**Note:** While many of these thirty spiritual activities are self-explanatory, there are several experiments listed here that will require further explanation and additional coaching. Feel free to reach out to Dr. Michael Brown or Mr. Shawn Cramer directly (mobile numbers and email addresses are listed with their bios in the final pages of the resource guide) for clarification, or connect with your designated Phi Kappa Theta Spiritual Alumni Mentor.

#### CAPITOL BALLROOM H 10AM & 2:45PM

# THE NEXT CHAPTER



#### **LEARN**

#### CATALYST THE WHY

The Next Chapter serves as a template to guide on-site conversation with high value chapters who need additional support.

#### CURRICULUM THE WHAT

The Five Essential Elements of Every Great Story

- Characters: Now-Leaders, Next-Leaders, Not-Leaders, Never-Leaders
- **Setting**: \_\_\_\_\_ University
- Plot: Reimagining & Renovating the Culture of the Chapter
- Conflict: The Culture of the Chapter & the Choices of its Members
- Resolution: Comprehensive Three-Year Growth Plan

#### The Three Cultural Bookmarks

- Convictions: what I believe
- Character: how I behave
- Community: where I belong

### Mapping the Three-Year Developmental Storyline

- Plotline #1: Leadership
- Plotline #2: Fraternal
- Plotline #3: Intellectual
- Plotline #4: Spiritual
- Plotline #5: Social

Each plotline contains six open-ended prompts, designed to spark chapter discussion: dream culture, describe challenges, develop competencies, determine choices, decide checkpoints and define completion.

Plotline #1: Leadership

**BIG IDEA:** Phi Kappa Theta leaders are known for their ability to inspire and serve others, take intelligent risks, and learn from their mistakes.

Plotline #2: Fraternal

**BIG IDEA:** Phi Kappa Theta challenges its members to accept responsibility for all Brothers, their communities and society.

Plotline #3: Intellectual

**BIG IDEA:** Phi Kappa Theta attracts intellectually motivated men who share a passion for lifelong knowledge, learning and development.

Plotline #4: Spiritual

**BIG IDEA:** Phi Kappa Theta embraces its Catholic heritage, welcomes diversity, and embodies the moral values upon which it was established.

Plotline #5: Social

**BIG IDEA:** Phi Kappa Theta members are socially engaged, recognizing their responsibility to affect positive change in themselves and others.

#### CONTEXT THE WHERE & WHEN

- Northern Illinois University
- Penn State University
- Lehigh University



# **Three Year Framework**

YEAR 1 (REBUILDING - ALUMNI OBSERVE)  Fall						
Introduction & Build Trust						
Discuss Culture & Challenges						
Discuss Galture & Chancinges						
Spring						
Discuss Competencies & Choices						
YEAR 2 (RELAUNCHING - ALUMNI CO-FACILITATE)						
Fall						
Define Checkpoints and Completion						
Spring						
Monitor progress						
Create a shared vision between brothers and alumni						

Leadership Fraternity Intellectual Social Spiritual

# **Three Year Framework (cont.)**

#### YEAR 3 (REPLICATING - ALUMNI FACILITATE)

What outcomes do we need our chapters and brothers to reach?

- ✓ Articulate Phi Kappa Theta mission✓ Identify individual and collective actions steps for each developmental area
- ✓ Attitude toward alumni
- ✓ Attitude toward national office
- ✓ Brotherhood quotient
- ✓ Willingness to change chapter culture
- ✓ Awareness of chapter challenges

# CAPITOL BALLROOM A-B 2:45PM DISCOVERY XP



### **LEARN**

#### CATALYST THE WHY

The core curriculum of Make Your Move® and Maximize Your Life® initially created for Phi Kappa Theta undergraduate brothers is now in the process of being expanded and contextualized within the Four Seasons of a Man's Life® framework.

Instructional Experiences (XP's) in order to assist brothers throughout their lifetime to evolve into their best selves and achieve their fullest potential in each season of life.

This tailored content will be be utilized as part of Discovery Onsite Immersion & Online

#### CURRICULUM THE WHAT

### The Four Seasons of a Man's Life

### Age 0-20

#### SEASON OF *IDENTITY* (LEARNING ABOUT MYSELF)

In this season, you need to Embrace Five Truths:

- 1 I am **someone** (I am more than just a something)
- 2 I am **significant** (I can make a difference)
- 3 I am **special** (I am like no one else in the entire world)
- 4 I am **spiritual** (I am more than meets the eye)
- 5 I am **strong** (I have the ability to follow through on my decisions)

### Age 20-40

#### SEASON OF INVESTIGATION (DECIDING WHAT TO DO)

In this season, you need to Expose Five Lies:

- 1 My value is determined by what I accomplish.
- 2 My worth is measured by power, position, and possessions.
- 3 My self-image is dependent on the approval and affirmation of people.
- 4 My sense of security is rooted in career, capital, and control.
- 5 My happiness is a result of serving and satisfying myself.

#### Age 40-60

#### SEASON OF INFLUENCE (MAKING A REAL DIFFERENCE)

In this season, you should be in a sweet spot where you are only doing those things that only you can uniquely do.

## Age 60-80

#### SEASON OF INSPIRATION (MENTORING THE NEXT GENERATION)

In this season, you invest most exclusively in meaningful relationships and pass along transformational wisdom and powerful life lessons to those who will follow behind you.

### Make Your Move Table of Contents

- 1 Envision Your Possibilities I
- 2 Envision Your Possibilities II
- 3 Examine Your Problems I
- 4 Examine Your Problems II
- 5 Explore Your Potential I
- 6 Explore Your Potential II
- 7 Explore Your Potential III
- 8 Execute Your Plan I
- 9 Execute Your Plan II

# Maximize Your Life Table of Contents

- 1 Envision Your Best Self
- 2 The Personal Dimension
- 3 The Physical Dimension
- 4 The Emotional Dimension
- 5 The Relational Dimension
- 6 The Intellectual Dimension
- 7 The Spiritual Dimension
- 8 The Moral Dimension
- 9 The Vocational Dimension
- 10 The Cultural Dimension
- 11 The Recreational Dimension
- 12 The Financial Dimension
- 13 The Sexual Dimension
- 14 Inspiring Your Brothers to Maximize Their Lives

#### CONTEXT THE WHERE & WHEN

#### **Onsite Immersion XP**

Phi Kappa Theta is piloting a first-of-a-kind immersion experience for thirty self-selected alumni graduates who find themselves in the Investigative Season of Life (20-40 years old).

The first Discovery XP is scheduled for:

# November 8-10, 2019 at Powder Mountain in Eden, Utah

#### **Online Instructional XP**

Phi Kappa Theta is piloting a comprehensive online educational resource (by subscription only) for an unlimited number of self-selected alumni who want to stay closely connected to brotherhood of the Fraternity, while continuing to expose themselves to self-guided learning opportunities (complete with ever-evolving dynamic curriculum and relevant conversations) from mentors, life coaches, and esteemed brothers.



LIVE

Make Your Move Activity Option #1

# The Art of Becoming



#### INTROSPECTION

Imagine yourself being asked the question by a parent or respected mentor, "So **who** do you want to be when you grow up?" Notice: the question is not, "So **what** do you want to do for a career when you grow up?"

The heart of this reflective probe is to think about the *qualities* and *characteristics* of your life that you hope will be remembered by others once you are no longer on this earth.



#### INTERACTION

What are some of the qualities and characteristics that came to mind as you quietly and personally reflected?							
	-						
Why do you think that young men are more prone to think about these ultimate questions only during seasons of confusion or crisis?							
	-						



The Eight Essentials for both Envisioning & Experiencing Personal Possibilities

#### **PERSPECTIVE**

the dream of who I want to become and how I envision my future

#### **PREPARATION**

the development of character and competencies to become that person

#### **PASSION**

the deep desire that fuels motivation

#### **PRIORITIES**

those outcomes that are most primary and important in my life

#### PLAN

the decision to establish specific and achievable goals

#### **PROACTIVITY**

actually doing the details of the decision on a daily basis

#### **PEOPLE**

discussions and deliberations with inspiring people who share my vision

#### **PERSISTENCE**

the dogged drive to push through barriers, climb over obstacles, and maneuver around roadblocks that threaten my growth, progress, and success



#### **INTROSPECTION**

For you personally, in which of the eight essentials do you feel the most strength?
For you personally, in which of the eight essentials do you feel the most struggle?



#### INTERACTION

As you will notice, there are eight designated spaces throughout the room that represent each of the Eight Essentials. First, walk to the space that represents your strength and chat with those who share that same strength.

Secondly, walk to the space that represents your struggle and chat with those who share that same struggle. Now split the group in half, and do the same exercise two more times, but combine the strong and the strugglers at each space.



#### INSIGHT

Often for young men who have not been exposed to these kind of big ideas and bold conversations throughout adolescence and into early adulthood, they feel a vacuum of vision for who they might become. With that reality in mind, Dr. Michael Brown offers this potential portrait of a Possibility that he believes reinforces the powerful vision and values of the Phi Kappa Theta brotherhood. Here it is for your consideration:

"Servant leaders are in the process of becoming R.E.A.L. Men® who are growing as Lifegivers® while developing in all Twelve Dimensions® of Life."

## A PORTRAIT OF REAL MANHOOD

#### REJECT PASSIVITY AND IRRESPONSIBILITY

Men don't have to be lazy, undisciplined, unproductive, or numb. They can stop coasting and instead choose to live life on purpose and with clear intentions and direction.

#### **EXHIBIT HONESTY AND INTEGRITY**

Men don't have to hide, lie, pretend, distance themselves from people, or keep that big secret. They can be truth-tellers in every situation and in every relationship.

#### APPRECIATE TRANSPARENCY AND CONNECTEDNESS

Men don't have to wear a mask, keep real feelings bottled up, or trudge through life alone. They can initiate, cultivate, and enjoy transformative platonic friendships and meaningful intimate relationships with others.

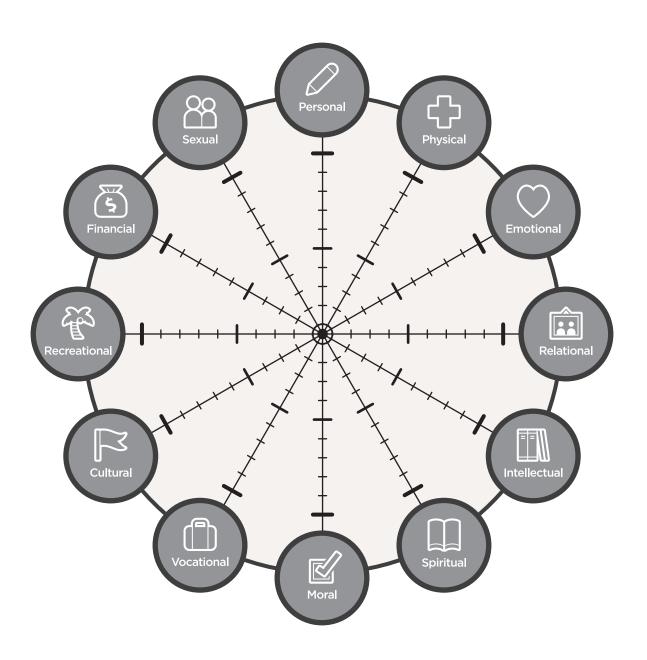
#### **LEAD INTENTIONALLY AND AUTHENTICALLY**

Men don't have to shrink back, hesitate, avoid risks, or wait for someone else to take the initiative. They can try new things, seize opportunities, and refuse to be immobilized by insecurity or fear of failure.

# THE LIFEGIVER MODEL

- Loving
- Intentional
- F Fun
- Expressive
- **G** Generous
  - / Inquisitive
- Vigorous
- **E** Enthusiastic
- Responsive

## TWELVE DIMENSIONS OF LIFE



#### **Maximize Your Life Activity Option #2**

#### **Choosing a Career**



#### **IDEA**

The **Vocational Dimension** is the aspect of a man's life that focuses on his choices concerning educational pursuits, career aspirations, and workplace habits.



#### INTRODUCTION

I am far more than my job.

You are far more than your career. In fact, the vocational dimension represents only 1/12 of our lives. Yet, for most men, this alluring dimension drives most of their decisions and defines many of their values.



#### **INTERACTION**

#### Brainstorm the Differences Between a Job and a Vocation

JOB	VOCATION

#### INTROSPECTION

In what season of life do you find yourself?
Have you successfully learned the lessons of the previous season?
Are you effectively learning the lessons of this current season?
INTERACTION
Rank from 1-10 (1=Most Important and 10=Least Important) which perks and amenities are your considerations when choosing a career and accepting an actual position.
Salary
Flexible Hours
Enjoyable Co-Workers
Calling & Cause Orientation
Health Benefits
Vacation Time
Retirement Package
Great Boss
Promotion Opportunities
Other:
Let's survey the room



#### **Shaping a Fantastic Future**

#### SEVEN PARANOIAS ABOUT THE FUTURE

- 1 What if I am not successful?
- 2 What if I do not achieve my dreams?
- **3** What if I miss that one opportunity of a lifetime?
- 4 What if I do not find that special someone?
- **5** What if I do not attain financial security?
- 6 What if I get stuck in a job I hate?
- 7 What if I never find happiness?

#### SEVEN PERSPECTIVES ABOUT THE FUTURE

- 1 I am not the center of the universe, and life is bigger than my individualized plan.
- 2 Compared to most of the world's population, I am extremely privileged.
- 3 I am not entitled to nor deserve to satisfy every desire or achieve every dream.
- 4 Worrying about the future is a worthless investment of my energy.
- 5 Obsessing about the future robs me of today's opportunities.
- 6 While I cannot control my future, I can participate in shaping my future.
- **7** Be today who I want to become tomorrow.



#### INSTRUCTION

#### Formula for Finding a Good Career Fit

Enthusiasm x Education x Experiences x Expertise = Employment

Enthusiasm (I like it)

Education (I have knowledge about it)

Experiences (I am trained to do it)

Expertise (I am really good at it)

Introspection: How would you grade yourself in each of the Four E's?

#### INSTRUCTION

#### **Ten Powerful Workplace Habits**

- 1 Do every task with excellence and give attention to details; do not ever cut corners.
- 2 Work both hard and smart.
- **3** Be an optimistic problem-solver, and not a pessimistic complainer.
- 4 Refuse to participate in workplace gossip.
- 5 Present yourself well knowing that personal grooming, professional attire, and common courtesies really do matter.
- 6 Pursue opportunities with the intent to develop character qualities and competencies, and not just to pad your resume.
- **7** Reflect on the fact that value-added (and not just longevity) is the best gift you can give your supervisor and coworkers.
- **8** Guard against entitlement, jealousy, and comparison.
- **9** Take advantage of professional development opportunities, including coaching and mentoring.
- 10 Be all-in all the time when on the clock.

Introspection: Have you ever struggled with living out one or more of these workplace habits?

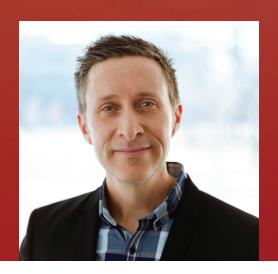


#### INTROSPECTION

If asked by a potential employer at any point, "Why should I hire you?" have you formulated and memorized your response?

### ✓ LEAD

What is your personal growth plan as you consider each of the Twelve Dimensions of Life?
As alumni, what are a few of your unique challenges and struggles during your particular season of life?
Would you welcome Phi Kappa Theta to continue to play an active role in your life and make an investment in assisting you to become your best self through the various seasons of your life?
Brainstorm topics that you would like addressed, educational environments you might appreciate, events that you would attend, and experiences you would enjoy to better inform the consultants, coaches, mentors, and distinguished alumni who are tasked to design these on-site and online opportunities.



#### MEET THE **CONSULTANTS & TRAINERS** Dr. Michael Brown

Dr. Michael Brown is the Founder, Lead Coach, and Chief Consultant of **DMB Coaching**. Over the past two decades through national leadership as a management consultant, life coach, motivational speaker, and organizational architect, Michael has engaged thousands of clients in exploring their purposes, relationships, and directions, with special emphasis on developing in each of the Twelve Dimensions ® of Life.

Michael travels extensively regionally and nationally - sharing with higher education professionals, business leaders, association executives, college students, and faith communities his insights on innovative leadership paradigms, the art of relationship marketing, the nature of high-powered teams, interpersonal conflict resolution, human development, life management, dynamic relationships, emotional intelligence, health and wellness, social justice, redesigning and rebranding organizations for success, and his original Lifegiver ® Leadership Model. At the request of numerous organizations and companies, Michael has developed volumes of tailored curriculum on hundreds of topics that help companies and clients become the best version of themselves.

Having studied journalism [B.A.] and political science at Ohio University; counseling and communication [M.Min] at a seminary in Chicago; and higher education administration [Ph.D.] at Bowling Green State University, Dr. Brown is the author of the "Twenty-One Father-Son Conversations About Love, Dating, Marriage, and Sexuality." One interesting fact about Michael is that he worked as a Walmart television personality for the Midwest in 2014, when he filmed 24 commercials with this #1 Fortune 500 Company. He is also developing a new partnership with the NFL, and will soon launch a podcast entitled The Game of Life with Emmy Award-winning sportscaster James Brown.

Michael has a passion for leading the charge with his wife (Teresa) of 27 years, four sons, and five daughters to be a force of positive change within society. The Brown Family has served as a household for dozens of foster children over the past 17 years and were selected as the 2008 Bowling Green Family of the Year. Michael's personal hobbies include rigorous exercise, people watching, and peanut butter.

**J** (419) 494-5382



michael@dmbcoaching.com



dmbcoaching.com



@DrMichaelSBrown



facebook.com/michaelscottbrown linkedin.com/in/drmichaelsbrown



## MEET THE CONSULTANTS & TRAINERS Dr. Tyler Schwanz

Dr. J. Tyler Schwanz helps to lead one of the largest and fastest growing chiropractic masterminds in the nation. He holds weekly conference calls with graduate students and business owners in an effort to collectively raise the bar within the chiropractic profession, as well as inspire every human being he encounters to dream a bit rebelliously, take risks courageously, and live life without fear. Based out of Waterville, Ohio, he co-owns and operates Rebel Chiropractic, and serves the Northwest Ohio region with Gonstead chiropractic care. He graduated magna cum laude from The Ohio State University with a degree in Health Sciences and summa cum laude from Life University in Marietta, GA with his Doctor of Chiropractic degree.

Most recently, Tyler has joined DMB Coaching as a featured blogger to share his inspiring insights and expand his voice nationally. Already a sought-after motivational speaker on a variety of health and wellness topics, Tyler is a featured presenter at AMPED (Advanced Mentorship Program for Entrepreneurial Development) Live Events across the country, where he speaks about life transitions, creating cultures of community, and ironically, servant leadership.

Dr. Schwanz is husband of seven years to Kelsey and father to two sons: Ellet and Holden. When Tyler is outside of the office or not speaking at large-scale events, he enjoys deer hunting, traveling, and snowboarding.



**J** (419) 392-5680





### MEET THE CONSULTANTS & TRAINERS Gabe Dunbar

Gabe Dunbar has served as a higher educational professional for the past seven years at three different universities: Michigan State University as a mentor in the Honors College, Siena Heights University as the Director of Student Engagement and Assistant Dean for Students, and most recently at Bowling Green State University working predominantly with military and non-traditional students. While at Siena Heights University near Detroit, Gabe worked closely with Greek Life chapters at this Catholic liberal arts institution in their recruitment efforts, philanthropic priorities, and leadership development.

At the center of each of Gabe's professional roles is mentoring and coaching students who find themselves within a variety of seasons and stations of life. Even now, he serves as a mentor for the Vanguard Men's Community at BGSU, a thriving men's movement on campus where highlyvisible Greek leaders gather to become the best versions of themselves. Gabe graduated with a degree in Mathematics from Indiana Wesleyan University, and he earned a Master's degree in Student Affairs Administration from Michigan State University.

Gabe is married to his wife Shauna of five years and father to two children: Harper and Griffin. Gabe is a sports enthusiast and loves being outside working on his lawn and chasing his kids around!



**(231)** 670-3379

