



Ethical Versus Unethical Recruitment Workshop

Workshop Facilitation Instructions

As you prepare to facilitate this workshop, first familiarize yourself with this entire document. Then, identify a room that will meet the needs of your group and the activities identified, select your supporting personnel, gather all needed resources and prepare the materials.

The success of this workshop is in your hands!

Document layout

- *Italicized* words are instructions for you, the facilitator.
- **Highlighted** words are the parts of the facilitation guide that you should read aloud to participants.
- [Brackets] indicate where you need to customize the text you are reading aloud.
- Times listed next to each section are guidelines to complete the workshop in the time identified.
- Facilitation questions used within this guide are suggestions. You can change the questions and narrative to reach the objectives within the activities.

Workshop Logistics

This workshop is adaptable for facilitation with either individual chapter members or the College Panhellenic community. Presenting this to the College Panhellenic community will increase the diversity of perspectives. When planning, adjust the room size and the number of groups accordingly to ensure that participants find the activities meaningful. Don't forget to adapt the materials to match the number of groups or members.

Learning objectives

- Sorority members will be able to identify what constitutes ethical and unethical recruitment behaviors.
- Sorority members will be able to explain the importance of ethical recruitment.

Time

55 minutes

Recommended participation

- Maximum of 50 participants
- Groups of no more than five for each scenario
- One lead facilitator

Room set up

- Classroom style
- Flexibility of space so participants can move around

Materials

- Flip chart
- Markers
- Scenarios (copied and cut for number of groups)

Introduction (five minutes)

Eliminate your introduction if you are presenting to your own chapter or if each participant knows you.

Hello! Welcome, and thank you for joining me today. My name is [insert name] and I serve as the [presenter's title] for [presenter's organization or institution name College Panhellenic]. Today we are going to discuss ethical and unethical recruitment practices using two different activities.

When we look at our Panhellenic values, as organizations we all share commonalities including sisterhood, scholarship, leadership, service, character, community and more. Above all, when we engage in recruitment, we try to share these values with potential new members (PNMs). However, sometimes we forget to do that.

Before we begin our first activity, let's talk about what the word "ethics" means. Can someone share a definition?

Pause for answers, write answers on flip chart paper and summarize answers before reading the definition below.

According to Merriam-Webster dictionary (<http://www.merriam-webster.com/dictionary/ethic>), ethics are "an area of study that deals with ideas about what is good and bad behavior." During our lives we are often faced with the difficult decision of determining what is ethical and what is unethical. That's what we are going to discuss, as it relates to recruitment, right now.

Pair and share (25 minutes)

Have participants pair off. Determine whether you would like them to find a person they aren't sitting by, or if you would prefer that they talk to the person next to them. If participants do not all know one another, instruct them to introduce themselves, describe their roles in their individual chapters and cite their affiliations prior to beginning the activity. Write the five questions below on the flip chart so participants can reference them as they progress through their conversations.

We are going to start with a "pair and share" activity to get us thinking about what constitutes ethical and unethical recruitment behavior. So, I would like each of you to find a partner. [Directions for pairing.] With your partner, please discuss the following questions on the flip chart as they pertain to recruitment within our [chapter or College Panhellenic community].

- What comes to mind when you hear about unethical conversations during recruitment?
- What topics or subjects are inappropriate to discuss when talking to PNMs? Why are they inappropriate?
- Where do you see a lack of honesty throughout the recruitment process? How does modern technology play a role in this?
- What does it mean to be a woman (or a chapter) behaving ethically during recruitment?

After participants have spent 15-20 minutes discussing the questions, call the group back together. Be sure to monitor the room to during the discussion to see when the conversations shift from the questions to other topics to keep the workshop moving. Call the group together if a majority of the pairs have concluded their dialogue.

What are some topics, items or themes that came up in your conversations with your partners when discussing the first three question sets?

Write common answers and themes on the flip chart. Responses may include:

- Bid promising
- Sharing information about or promoting a chapter in a way that is incongruent with the day-to-day reality of the chapter or being “fake”
- Talking about with the use of alcohol
- Speaking negatively about other chapters
- Discussing with PNMs the reasons why your chapter is the only one worth joining
- Talking to PNMs at social events (if recruitment happens after school has begun)
- Texting, posting and ranking on sites that do not create transparency or honesty about sorority experiences or other chapters

If our members are recruiting unethically, then we are not living our organizational or Panhellenic values. So, what does it mean to be a woman or a chapter behaving ethically during recruitment? What are some tangible ways we do this as a [College Panhellenic community or as a chapter]?

Write on another piece of flip chart paper the ways that women or a chapter can act ethically during recruitment.

When we live our values and recruit honestly, we will welcome members who share our values.

Recruitment scenario discussion (25 minutes)

Break the participants into five groups with no more than five people per group. Distribute the scenarios, and give the same scenario to multiple groups as necessary.

Each group will have four-seven minutes to discuss the scenario. If you have two groups discussing the same scenario, limit their discussion to five minutes, then have those groups collaborate on responses to the scenario before bringing everyone together to report. There should only be five reports — one for each scenario.

Next, we are going to transition to recruitment scenario discussions. Count off into five — or more if necessary — groups of five. Each group will discuss its scenario by identifying the following issues:

1. What are the problems displayed in the scenario?
2. What could you do to resolve the problems you identified?
3. What could have been done proactively to prevent the problems from happening?

After the counting has concluded assign locations in the room for the groups to meet. Distribute the scenarios, which are listed below for your reference.

Scenario 1

During work week when chapters prepare for recruitment, the officer in charge of educating chapter members on the purpose of primary recruitment discusses how the chapter should select new members. She clearly states multiple times in multiple ways that the chapter should only recruit women based on their appearance. She never discusses other criteria the chapter should use to determine membership and certainly does not dialogue with members about the chapter’s values.

Scenario 2

It is Bid Day, and your chapter is excited to meet its new member class and welcome the women into the chapter. All is going well until a woman, now a new member of a different chapter, approaches a member from your chapter and asks, “Why didn’t you give me a bid? One of your members told me in preference yesterday that she couldn’t wait to see me on Bid Day!”

Scenario 3

It’s the first week back on campus, and all the College Panhellenic chapters are excited to begin recruitment, which is evident at tabling events, the numbers of Greek-letter shirts sported by active members and the marketing of College Panhellenic recruitment throughout campus. During this time, interaction with PNMs is limited to “normal friendly contact.” It comes to your attention that members of a chapter are texting PNMs to invite them to off-campus social events, go shopping for recruitment attire and more.

Scenario 4

During the philanthropic round, you overhear a group of PNMs discussing chapter members who spent the entire event talking about how many philanthropic competitions their chapter wins. You also hear the PNMs say that they don’t know what that organization’s philanthropy even is, because it was never discussed during the round.

Scenario 5

A recruitment counselor insists that each night her group of PNMs debriefs about their experiences at each chapter. Specifically, she asks each PNM to name her top chapter. Instead of allowing each PNM to have her own opinion, she challenges each one, asking her why the “other” chapters aren’t at the top. It is clear that she only questions the PNMs who don’t list her chapter as their top choice.

Have someone from each group read the scenario out loud and then answer the questions identified. After each scenario, debrief with the whole group, asking follow-up questions as needed.

Conclusion (two minutes)

Wrap up the workshop. Collect all materials left by the group and discard them. Clean up all resources you brought for this event. Leave the room as you found it.

Thank you all for your participation and energy today! Having a values-based recruitment is important within the Panhellenic community and within each chapter. When discussing recruitment, be sure to follow all policies from the NPC Manual of Information and from your own member organizations, in addition to the campus-specific recruitment rules. Our fraternity/sorority advisor, [name], is always available and can be found in [office location] if you have questions about recruitment policies or ethics. It is our duty as members of Panhellenic organizations to be women of integrity and to exemplify this value throughout the recruitment process.

Scenario 1

During work week, the week prior to the start of recruitment when chapters prepare for recruitment, the sister in charge of educating chapter members on the purpose of primary recruitment spends time discussing how the chapter should select new members. She clearly states multiple times in multiple ways that the chapter should only recruit women based upon their appearance. She never discusses other criteria the chapter should use to determine membership and certainly does not dialogue with members about the values of the chapter.

Answer the following questions:

1. What is the problem(s) identified in the scenario?
2. What could you do to resolve the problem(s) identified?
3. What could have been done to prevent the problem(s) from happening in the first place?

Scenario 2

It is Bid Day and your chapter is excited to meet its new member class and welcome them into the chapter. All is going well until a woman, now a new member of a different chapter, approaches a member from your chapter and asks, "Why didn't you give me a bid? One of your members told me in preference yesterday that she couldn't wait to see me on Bid Day!"

Answer the following questions:

1. What is the problem(s) identified in the scenario?
2. What could you do to resolve the problem(s) identified?
3. What could have been done to prevent the problem(s) from happening in the first place?

Scenario 3

It's the first week back on campus and all of the College Panhellenic chapters are excited to begin recruitment, which is evident at tabling events, the numbers of Greek-letter shirts sported by active members and the marketing of College Panhellenic recruitment throughout campus. During this time, interaction with potential new members (PNMs) is limited to "normal friendly contact." It comes to your attention that members of a chapter are texting PNMs to invite them to off-campus social events, go shopping for recruitment attire and more.

Answer the following questions:

1. What is the problem(s) identified in the scenario?
2. What could you do to resolve the problem(s) identified?
3. What could have been done to prevent the problem(s) from happening in the first place

Scenario 4

On the day of the philanthropy round, you overhear a group of potential new members discussing the chapter who spent the entire event talking about how many philanthropy competitions it wins. You also hear them say that they don't know what that organization's philanthropy even is because it was never discussed during the event.

Answer the following questions:

1. What is the problem(s) identified in the scenario?
2. What could you do to resolve the problem(s) identified?
3. What could have been done to prevent the problem(s) from happening in the first place?

Scenario 5

A recruitment counselor insists that each night her small group of potential new members (PNMs) debriefs about their experiences at each chapter. Specifically, at the end of each night she asks each PNM to name her top chapter. Instead of allowing each PNM to have her own opinion she challenges each one, asking her why the "other" chapters aren't at the top. It is clear that she only questions the PNMs who don't list her chapter as their top choice.

Answer the following questions:

1. What is the problem(s) identified in the scenario?
2. What could you do to resolve the problem(s) identified?
3. What could have been done to prevent the problem(s) from happening in the first place?