

**In the Bond**  
**Associate Member Counselor Facilitation Guide**



**SESSION SEVEN: ACADEMIC SUCCESS AND CAREER SUPPORT**

# HOW TO READ **THIS GUIDE**

SECTION TITLE HEADER WILL GO HERE   ## MINUTES	
<b>LEARNING OBJECTIVES FOR EACH SESSION WILL BE LISTED IN THE FIRST BOX</b>	Each session begins with the following in the top boxes: <ul style="list-style-type: none"><li>○ <b>Room Setup</b> - how the room should be set up for each session, including any items you need to prepare in advance</li><li>○ <b>Supplies</b> - the items needed for each session</li><li>○ <b>Time</b> - each header will include the estimated time it will take to complete the section. It may be helpful for you to add in your own start/end times depending on your meeting schedule.</li></ul>
<b>GUIDE MATCH</b> Anything listed below this heading indicates that the AMC should direct AMs to reference or complete an activity in their workbook page	<b><i>AMC Notes are in red, bold, italicized text. These are instructions and information for you as the AMC and should not be read out loud.</i></b> <ul style="list-style-type: none"><li>● AMC scripts items are in plain text with a bullet point. While an Associate Member Counselor is discouraged from reading directly from the guide to participants, they should do their best to stay close to the text and spirit of the curriculum.</li></ul>

## AMC SESSION **NOTES + REFLECTIONS**

At the end of each session, there will be a text box available for you to make some notes about the strengths of the session and opportunities for improvement, along with some guided questions to consider. Use this space after each session to improve facilitation and note ideas for the future - this will also be helpful for you to reference and then respond to the IHQ feedback survey!



<p><b>GUIDE MATCH</b> THE EISENHOWER MATRIX: PAGE 35</p>	<ul style="list-style-type: none"> <li>• This tool is directly attributed to the 34th United States President, Dwight D. Eisenhower and his philosophy and approach to time management.</li> <li>• Turn to your workbook and find the outline of the Eisenhower Matrix.</li> <li>• Things that are urgent and important are items that you need to do first and focus on. These are the tasks that require your immediate attention and contribute to your long-term goals, and where there would be consequences for not taking immediate action. This could be everything from finishing a major assignment by a deadline to seeking medical attention for yourself or someone you care about.</li> <li>• Things that are not urgent, but still important, are items you need to schedule to make sure they get done, but perhaps not right away. These are the tasks or items that are still meaningful but can be planned to be accomplished later. They might not have a set deadline but could bring you closer to some goals and might be easy to procrastinate on. This could be everything from exercise to professional development and skill building opportunities.</li> <li>• Things that are urgent but not important to you are those things you can delegate. These might be tasks that do need some immediate attention, but that you can ask someone else to take on for you. They are tasks that need to get done but might not require your specific skills or could be some busy work. It might be asking someone to take on a task in a group project or getting some help with scheduling or responding to emails.</li> <li>• Finally, things that are not urgent or not important are things you should delete from doing. They are the distractions that probably make you feel worse after doing them because you prioritize this over something else. It can be okay, but only in moderation. These are the things like scrolling on social media or playing video games - when you really should be doing something else.</li> <li>• To help practice this, I want you to look at a position description for an officer role or chair position within Delta Chi. It might be a role you're interested in holding someday, or one that you just want to learn more about. You can find the website you need to look at all the job descriptions in your workbook</li> <li>• Take each of the points of their job description and put them on the part of the matrix where you think they need to go. Think about if they are urgent/important vs not urgent/not important.</li> </ul> <p><b><i>AMC Note: You should provide about six minutes to complete the activity. It's okay if they don't add every responsibility to the chart, it's just a chance to practice using this tool.</i></b></p> <p><b><i>If you notice that everyone seems to default to the same role, encourage associate members to explore multiple options. You may also choose instead to assign each Associate Member a different officer position or chair for the activity to make it easier.</i></b></p>
<p><b>DEBRIEF</b></p>	<ul style="list-style-type: none"> <li>• What are some of the expectations you had about the role you selected, and how did putting the responsibilities in this matrix change or reinforce that perspective?</li> <li>• How do you think you could apply this decision-making tool to your own responsibilities and competing priorities?</li> <li>• How does this tool display leadership?</li> </ul>
<p><b>TRANSITION</b></p>	<ul style="list-style-type: none"> <li>• The importance of prioritizing responsibilities, in all aspects of your life, is a skill that takes time and practice to develop.</li> <li>• Taking a look at an officer or chair position that you might want to hold one day, and seeing all that goes into the role, is a way to begin your own development and think about the plan you want to develop within Delta Chi.</li> </ul>



<p><b>GUIDE MATCH</b> SEVEN BEHAVIORS FOR BETTER GRADES / PREPARING FOR AN EXAM: PAGE 39</p>	<ul style="list-style-type: none"> <li>• This all relates back to Delta Chi’s first basic expectation: “I will strive for academic achievement and practice academic integrity.”</li> <li>• The next page in your workbook is a reference for you about some desirable behaviors for better grades and preparing for an exam. Take just a few moments to read through these.</li> <li>• Put a check next to behaviors you are already doing, and circle those that you want to start practicing.</li> </ul> <p><b>AMC Note:</b> Give Associate Members two or three minutes to complete the task, if you have time, you can ask for some volunteers to share one behavior they circled and want to start practicing.</p> <ul style="list-style-type: none"> <li>• Providing resources is an important aspect that Delta Chi can offer you as a member, and we aim to encourage behaviors that can help you to be more successful in and out of the classroom.</li> </ul> <p><b>AMC Note:</b> You should end this section by discussing any academic resources or expectations provided by the chapter directly (ex. Study hours, workshops), as well as the expectations to maintain any academic standards or the consequences for not meeting academic standards (ex. Academic probation, unable to attend certain events, etc.).</p>
<p><b>DEBRIEF</b></p>	<ul style="list-style-type: none"> <li>• Where are you currently succeeding academically?</li> <li>• What is your best advice or tip for academic support?</li> <li>• Where do you think you may need some additional academic support or guidance?</li> <li>• Why is it important to have these conversations within a Fraternity setting?</li> </ul>
<p><b>TRANSITION</b></p>	<ul style="list-style-type: none"> <li>• The Delta Chi Foundation is another resource and tool for you to utilize and apply for additional funding to support your academic career. You need to make sure to be aware of any deadlines for these, as well as financial aid and scholarships at our school.</li> <li>• Part of being a successful student is not just showing up in the classroom but taking ownership of the administrative and financial part of your academic career.</li> </ul>
<p><b>CAREER READINESS COMPETENCIES   15 MINUTES</b></p>	
<p><b>FACILITATOR TALKING POINT</b></p>	<p><b>AMC Note:</b> Many campuses have a Career Services Office that will also provide a quick overview presentation of their services, and it may be beneficial to co-facilitate or supplement the content in this section with that presentation, or simply by pulling up their website and showcasing the resources for student employment, career fairs, job search preparation guides</p> <ul style="list-style-type: none"> <li>• When thinking about your future career, that should be a goal you have when looking at a specific academic major. It’s important for you to begin working on your network and building your skills as early as possible.</li> <li>• Building connections and gaining experience in a job, internship or research role, or academic/career student organization is an important step, but an easy first one is to create free online accounts with professional networking sites like LinkedIn, CareerShift, and/or GlassDoor.</li> </ul> <p><b>AMC Note:</b> If your university uses something like Handshake or a campus-specific networking site, it’s important to mention those resources and how associate members can sign up. It may be helpful to demonstrate how to sign up or showcase your own profiles on any of these sites.</p>

<p><b>ACTIVITY INSTRUCTIONS</b></p> <p><b>GUIDE MATCH</b> CAREER READINESS COMPETENCIES: PAGE 40</p>	<ul style="list-style-type: none"> <li>● In addition to everything that is available on campus to support your future career pursuits, there's a piece that we need to highlight about the actual skills you are building within Delta Chi.</li> <li>● According to the National Association of Colleges and Employers (NACE), there are eight career readiness competencies, each of which can be demonstrated in a variety of ways, and many of which you'll have the chance to build during your journey as a member.</li> <li>● Being career ready means that you've developed a foundation to demonstrate the things that employers are looking for in an employee.</li> <li>● Look at your workbook at the eight career readiness competencies. Talk with someone next to you about how you've seen these play out already in Delta Chi, and how you might articulate these skills to a future employer.</li> </ul> <p><b>AMC Note: Give associate members a few minutes to review the competencies and discuss them with a partner before moving to debrief.</b></p>
<p><b>DEBRIEF</b></p>	<ul style="list-style-type: none"> <li>● What competencies have you already seen with Delta Chi? How have you seen those demonstrated?</li> <li>● How can Delta Chi help you to achieve these skills to prepare you for your future career? How would you articulate that to an employer?</li> <li>● What is something you feel like you need to develop further? How can Delta Chi benefit you to achieve that area?</li> </ul>
<p><b>TRANSITION</b></p>	<ul style="list-style-type: none"> <li>● Developing a foundation for your future career, and helping you to develop the skills employers are looking for, is a huge benefit to being a Delta Chi.</li> <li>● We can provide you with a support network of alumni not just at our university, but across North America, made up of members who have the same shared values as you.</li> <li>● We will get to hear from some alumni in our next session to bring to life how you can put these competencies into practice.</li> </ul>
<p><b>REFLECTION AND WRAP UP   5 MINUTES</b></p>	
<p><b>FACILITATOR TALKING POINT</b></p>	<ul style="list-style-type: none"> <li>● This has been a lot of useful information. Some of it may already have been familiar to you, and other parts might have sparked something. What's one new idea or key takeaway you have from today's session?</li> </ul> <p><b>AMC Note: Pause for at least two or three responses.</b></p> <ul style="list-style-type: none"> <li>● This session really helps us to set the stage for what the bulk of our onboarding has been working toward, if you realized it or not, and it's not only being initiated into full membership.</li> <li>● Your onboarding will also conclude with creating a final draft of a plan encompassing your academic, professional, and personal/Fraternity goals.</li> <li>● After initiation, you'll have the opportunity to continue to work with a mentor to help refine and accomplish the goals you set during your onboarding.</li> </ul>
<p><b>TRANSITION</b></p> <p><b>GUIDE MATCH</b> CALL TO ACTION: PERSONAL DEVELOPMENT PLAN FIRST DRAFT: PAGES 41-44</p>	<ul style="list-style-type: none"> <li>● Before our next session, you will need to complete the Call-to-Action pages about your Personal Development Plan First Draft. This will give you a chance to reflect on what we've been covering in our onboarding, as well as other Call to Action pages to try and work through what it is that you truly want to aspire to, and how Delta Chi can be a catalyst of support.</li> <li>● Finally, review Chapter 9 - Order of Business in the Cornerstone.</li> <li>● As you've come to expect with our Delta Chi events and meetings, let's end this session by singing the Bond Song.</li> </ul> <p><b>AMC Note: Verify with the "C" that the Initiation Application was submitted.</b></p>

# AMC SESSION 7 **NOTES + REFLECTIONS**

- What went well during this session?
- What unexpected challenges came up?
- How did the group respond to the teambuilder and discussion?
- What feedback did I receive from participants (verbal or nonverbal)?
- What would I improve about this session in the future?
- Did I meet the session's learning outcomes? Why or why not?