



HAZING
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Practicing Values-Based Leadership & Decision Making

An Abbreviated Facilitator's Guide



A workshop to reflect on group values and values-based decision making among leaders to promote healthy group environments.



Suggested citation:

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Purpose

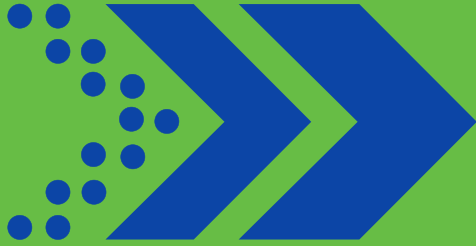
This workshop will help participants identify group values and understand how leadership decisions reflect group values in an interactive way. Participants will have a chance to engage in activities that allow them to consider their own practices and work with other student-leaders to think through the decision-making process with group values in mind.

Relation to Hazing Prevention

These activities will help student leaders consider how they can make decisions that align with group goals and values, and develop an awareness of behaviors that conflict with their values or that compromise the health of the group and its members.



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Audience

This workshop facilitation guide is intended for a general audience of student-leaders, however, we recommend a tailored approach for more specific audiences such as student-athletes, fraternity and sorority members, honors and traditions societies, and so on. For example, utilize specific language and references to processes, terminology, traditions, and culture that fit your audience.

Other Logistics

Time: 60-75 minutes

Materials: paper, pens, poster, 'Start, Stop, Stay' handout, PowerPoint slides (as needed), pre- and post-assessments based on learning outcomes (recommended).

Virtual: ability to create group breakout rooms, screenshare, and hold space for discussion.

INTRODUCTION

<5 min.

Overview

- Introductions, Learning Outcomes, & Community Guidelines
- Organizational Values Activity
- Leadership Dilemma - Small Group Activity and Discussion
- "Start, Stop, Stay" Action Plan
- Hazing Prevention Education
- Wrap-up & Closing

Community Guidelines

Take a few moments ahead of time and then as a group to consider community guidelines appropriate for the audience.

- If virtual - be prepared to utilize breakout rooms for small groups/pairs
- Set expectations for discussions and engagement
- Introduce the concept of 'Think-Pair-Share'

Learning Outcomes

1. Reflect on your current group values, culture, and behaviors and how they support the goals of the group.
2. Consider how you can craft a group culture that is welcoming to all members and supports the goals of the group.
3. Utilize a process that uses your groups values to inform decision-making that intentionally shapes the group in a healthy way.

Adapt these as appropriate. Use to build pre- and post-assessments.



WARM-UP AND DISCUSSION

5 min.

Facilitate the first **think-pair-share** with a question related to group experience(s) that will help participants get warmed up with self-reflection, such as:

"Why did you want to be a leader in your organization?"

Think (1min) - Pair (2min) - Share (2min)

Note: if virtual, try a large group share out, but as an alternative be ready to utilize the chat function or an engagement tool such as Mentimeter.

Transition to the activity.

VALUES - DISCUSSION

15 min.

Part I (10min)

Think - Individually think about and respond to each question.

Pair - With a partner, talk through responses.

- **Why are organization values important?**
- **What are your organization values? If there were values that you would associate with your organization, what would they be?**

Commonly shared responses:

- Help accomplish goals
- Guide leaders in making tough decisions
- Provide direction and focus
- Help develop respect and trust among the group
- Build the group foundation
- Determine how group members treat one another
- Establish behavioral norms
- Help grow personally and professionally

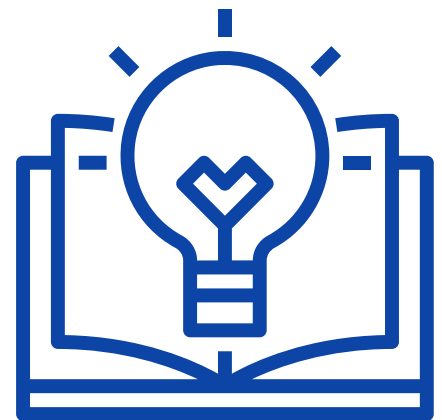
Discussion Tips:

- [Click here](#) to see a list of values. Share this on screen/with participants.
- Ask participants to think of words to describe group culture.
- Consider asking participants to spend more time thinking about the questions or suggest they 'free write' before discussing with a partner.

Part II (5min)

Share - Facilitate a group discussion.

- Have participants shout out 1-2 of the most salient values they want to keep or begin practicing.
- As participants share, create a running list of the values shared on a whiteboard or a blank document. Consider using a virtual tool like Mentimeter to collect responses and display them on the screen.



LEADERSHIP DILEMMA: SMALL GROUP ACTIVITY 10-15 min.

Assign each small group a scenario. Instruct them to read the scenario and answer the discussion questions. See next page for discussion details and Appendix section for scenario handouts.

Scenario #1

The marching band leaders are looking for ways to have returners and new members spend time together and bond as a group. To help with this, the leaders decided that each new member would have to take a group of returners out to dinner once a week. The new members have to pay for everyone's meals using their own money or campus dining plan.

Scenario #2

In order for the newest teammates to understand the competitive spirit, the men's soccer team has a tradition of making the rookies dress up as players from a rival team for a house party and are given hard alcohol to drink. Throughout the night, returners must treat the rookies as their rivals until they finish their alcohol.

Scenario #3

At a new member retreat for a sorority on campus, it is a tradition for the new members to stay overnight at the chapter facility and participate in bonding activities throughout the night. During this time, members are not permitted to leave and must keep their phones off to ensure they are focused on spending time together. Typically, senior members will plan the activities for the new members to do.

Scenario #4

New members of the campus honor society, are given silly hats and instructed to wear them around campus for the week. The distinct identifiers allow for other students to recognize the new members and for group-mates to identify one another. If a new member is seen without a hat on, the honor society leaders can potentially revoke their membership offer or require them to redeem themselves through acts of servitude for the group.

Note: Consider revising or changing the scenarios to be more relevant or appropriate for your audience and the potential situations they may face.

LEADERSHIP DILEMMA ACTIVITY CONT'D.

Part I - 10 min.

Assign each small group a scenario. Instruct them to read the scenario and answer the discussion questions.

Discussion Questions

- What message does this activity send to members of the group?
- What are some possible negative impacts for group members? What about the leaders?
- How might this activity impact the culture of the group? What about the reputation/perception of the group and the greater community?
- What could the group do differently to achieve the desired outcomes of the activity while reducing the potential negative impact?
- How could group leaders seek assistance or use resources to support their decision making?

Part II - 10 min.

As a large group, debrief the discussion portion. As time allows, ask groups to share their discussion highlights.



For example, ask groups to share:

- examples of impacts activities can have.
- variations or different activities that groups could use that don't result in any potential negative impacts.
- types of assistance or resources that leaders can use to support their decision making and the health of the group.
- examples of the values that are met given changes in or discontinuation of certain activities.



Facilitation Tips:

- Ensure diversity and inclusion are kept in mind as participants discuss. Use prompts like: "How would this activity make ____ feel (insert person of color, not able-bodied, a person of lower SES, a person with PTSD, health concerns, etc.)"
- Cue groups to make connections with specific values that group stated earlier.
- Ask participants to identify the goals of the given activity, then ask what other activities could be used instead to reach those goals. Reference StopHazing resources to support this.
- Ask participants to consider a time when they were uncomfortable with a group activity or went along with it because it was 'tradition' - This can help to make connections to hazing, hazing awareness and prevention, bystander intervention, healthy group dynamics.

"START, STOP, STAY" ACTION PLAN

10-15 MIN. SEE APPENDIX FOR WORKSHEET

Instructions:

First individually, then in small groups, fill out the action plan chart (see appendix) with activities you want to start doing, stop doing, and continue doing. There may be some activities you currently do that you don't want to completely stop but should revise, note those too. Think back to the organizational values discussion and reference the list made earlier in the workshop.

Note: If there are multiple leaders from the same organization in the room, it may be more effective to group them together.



START: Activities you will you start doing.



STOP: Activities you will stop doing.



STAY: Activities you will continue doing.

If participants are having trouble getting started, ask them to reflect on their experience as a group member. What has worked well in the group? What has not worked well?

Facilitation tips:

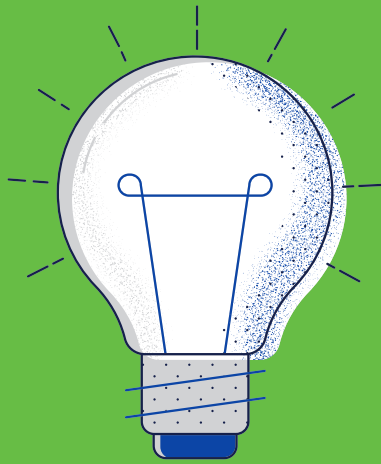
- Cue participants to reflect on the new member and group bonding activities their group(s) currently does while considering the previous discussion on organizational values informing decisions and how to create activities that support a welcoming community.
- If it hasn't come up in discussion yet, explicitly mention group activities that involve hazing, or that may serve as warning signs to hazing, undermine group values and missions.
- Be prepared to discuss hazing and how non-hazing activities can quickly become hazing given various circumstances (e.g., power dynamics, coercion, etc.).
- Have more information and the list of group activities from StopHazing's [Building Healthy Groups and Teams](#) page available to provide support in brainstorming group activities.

Written Reflection

If time allows, have participants free-write reflecting on the following questions.

- What kind of a leader do you want to be?
- Reflect on your own experience joining a group. Was it mostly positive? Mostly negative? Why?

More info at StopHazing.org.



HAZING PREVENTION EDUCATION 15 min.

Transition note: Now is the time to transition the group to discussing the connection(s) between leadership and hazing behaviors.

Discussion Recommendations

Consider creating slides to support the discussion:

- Definition of hazing including the three key components
- Spectrum of Hazing™
- Discussion about groups, teams, and organizations as living-learning laboratories
 - Mission of group
 - Leadership of group
 - Ethics, values, morals, and leadership skills and perspectives
 - Culture of group
- Discussion on the impact and pervasiveness of hazing (mentally, emotionally, physically)

- Impact on student well-being, belonging, inclusivity, connectedness, safety, broader communities, and experiences, etc.
- Be prepared to talk about group traditions, loyalty, building trust.
- Be prepared to make connections to the examples of group dynamics, behaviors, activities, and so on from the Leadership Dilemma and Start, Stop, Stay activities.
- Reiterate the purpose and connection of hazing prevention education to the workshop activities as well as the group members as student-leaders.
- Encourage continued reflection and consideration of group and personal values, and how they are in misalignment with hazing and other harmful behaviors, activities, and dynamics that can be created in group spaces
- Discuss how values-based decision making can create safer, welcoming, and healthy group spaces - and can be a means of preventing hazing.

WRAP-UP & CLOSING <5 MIN.



Facilitate a 'closing' or 'check-out' activity to reiterate action steps and continued reflection.

Administer post-assessment.

Thank participants for being present, vulnerable, and exploring their values and leadership skills.



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APPENDIX

SCENARIO #1

Read the scenario and answer the discussion questions as a group

The marching band leaders are looking for ways to have returners and new members spend time together and bond as a group. To help with this, the leaders decided that each new member would have to take a group of returners out to dinner once a week. The new members have to pay for everyone's meals using their own money or campus dining plan.

Discussion Questions:

- What message does this activity send to members of the group?
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- How might this activity impact the culture of the group? What about the reputation/perception of the group and the greater community?
- What could the group do differently to achieve the desired outcomes of the activity while reducing the potential negative impact?
- How could group leaders seek assistance or use resources to support their decision making?

SCENARIO #2

Read the scenario and answer the discussion questions as a group

In order for the newest teammates to understand the competitive spirit, the men's soccer team has a tradition of making the rookies dress up as players from a rival team for a house party and are given hard alcohol to drink. Throughout the night, returners must treat the rookies as their rivals until they finish their alcohol.

Discussion Questions:

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SCENARIO #3

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At a new member retreat for a sorority on campus, it is a tradition for the new members to stay overnight at the chapter facility and participate in bonding activities throughout the night. During this time, members are not permitted to leave and must keep their phones off to ensure they are focused on spending time together. Typically, senior members will plan the activities for the new members to do.

Discussion Questions:

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SCENARIO #4

Read the scenario and answer the discussion questions as a group.

New members of the campus honor society, are given silly hats and instructed to wear them around campus for the week. The distinct identifiers allow for other students to recognize the new members and for group-mates to identify one another. If a new member is seen without a hat on, the honor society leaders can potentially revoke their membership offer or require them to redeem themselves through acts of servitude for the group.

Discussion Questions:

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START: Activities you will start doing

STOP: Activities you will to stop doing

STAY: Activities you will continue doing

START

STOP

STAY

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REFERENCES & NOTES

Ethics and Compliance Initiative (n.d.) *Definitions of Ethical Values in Organizations*. Retrieved from <https://www.ethics.org/resources/free-toolkit/definition-values/>.

Acknowledgement to the Brian Joyce, Ph.D, Caitlin Barthelmes, MPH, - Hazing Prevention Consortium™ (HPC) campus liaisons from Dartmouth College and to the members of the Dartmouth HPC working group (Caitlin Barthelmes, Benjamin Bradley, Anna Hall, Heather Somers, and Katelyn McPherson), who developed the original workshop, *Leadership Dilemmas: Values-Based Decision Making*, as an HPC evaluated case study, which served as the basis for this workshop.

This resource was compiled by Meredith Stewart, M.Ed., Program & Outreach Coordinator, and StopHazing graduate intern, Hannah Lee.

StopHazing offers a wide range of services to supplement your hazing prevention efforts. [Click here](#) for more information, email us at meredith@stophazing.org for programmatic services and trainings, or visit us on the web at StopHazing.org.

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