

SigEp



RISING LEADERS

Participant Guide



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(NAME)

(CHAPTER)

HOW TO MAXIMIZE YOUR TIME AT CARLSON

AT CARLSON:

- **Meet brothers from different chapters.** Go out of your way to sit with members that are not from your chapter to build your SigEp network.
- **Be vocal in small group sessions.** You come from a far different chapter experience than everyone else in your track and your ideas and best practices can be very helpful to others, if you voice them.
- **Be an active listener.** Just as you have ideas that can be helpful to others, they have plenty of experiences and information that will be useful for you to take back to your own chapter.
- **Come prepared to every session.** The better prepared that you are going into each session, the more equipped you will be to participate and you will leave with more takeaways that can be implemented back at your chapter.
- **Write down everything that you can.** There is a lot of information that is imparted upon you throughout the weekend and it is easy to forget some important details if you do not write things down. When you go back to your chapter, your notes will help guide you in your post-Carlson planning.

AFTER CARLSON:

- **Review the goals that you set in your session with the rest of your executive board and volunteers.** This opens the conversation about the direction of your chapter and allows you to align your goals to those of the chapter as a whole (in addition to your fellow officers).
- **Create your action plan for carrying out your goals.** In doing this, you will be laying out the roadmap to achieve your goals with the rest of your executive board and your chapter. You probably started this within your track while at Carlson; spend time refining and finalizing when you return home.
- **Build momentum with your chapter.** At your next chapter meeting, have all the brothers who attended Carlson present to the other members about what was learned and the goals that were set for the chapter. It is important to get their feedback and, ultimately, their buy-in to the vision in order to accomplish these goals.
- **Keep your relationships strong.** Stay in touch with your facilitators and the brothers you met at Carlson and utilize them as a resource in the planning and execution of your goals.

2020 Carlson Leadership Academy Substance-Free Policy

We are fortunate to have opportunities such as the Carlson Leadership Academy made possible through the hard work of our undergraduates and volunteers, and the generosity of our Sigma Phi Epsilon Educational Foundation.

When such opportunities exist, Sigma Phi Epsilon must strive to make the most of it. As such, we expect the very best from everyone throughout the weekend. From the Creed of Sigma Phi Epsilon, artfully crafted by Past Grand President Oscar E. Draper '28-29, we affirm:

*That the word **Virtue** is an inclusive term; that it is not enough that I be merely passively virtuous: I must be positive on virtue's behalf. Therefore, I will stand aggressively for honesty in all walks of life, and I will speak cleanly, play cleanly, and live cleanly. Whenever I can, I will oppose lawlessness and vice.*

*Unless I succeed in being **Diligent**, I cannot be a good fraternity member. Believing that my fraternity can be no greater than any of its members, I shall strive to make it so high and so worthy that men will consider it an honor and privilege to belong to it, and will strive to be admitted to it.*

*That **Brotherly Love** must be given in order to be received, and that it cannot exist without the triumph of the principles of **Virtue** and **Diligence**, for these are essential parts of it.*

Brother Draper went on to say that the role of the citizen is vital to that of a Sigma Phi Epsilon.

I believe that obedience to the laws of my community and my country is essential to good citizenship; that the laws and rules of my fraternity and my chapter are intended to regulate the actions of its members, one with another, and that without fidelity to those laws and rules I cannot be a good citizen and a worthy member of Sigma Phi Epsilon.

From Brother Draper's thoughts and those of legendary college coach, Lou Holtz, we find three essential tenets for this weekend:

- **The 'Do Right' Rule.** You know the difference between right and wrong.
- **Commit to Excellence.** Do your best every time.
- **The Golden Rule.** Treat others the way you wish to be treated.

Rules of engagement:

1. **The Carlson Leadership Academy is substance-free for all undergraduates from arrival on Friday until the close of ceremonies on Saturday evening. Throughout the program, all local, state and federal laws apply.**
2. **Substances, including all illegal and illicit substances, alcohol, marijuana, or controlled substances without an appropriate prescription issued to the user by a licensed professional, are not permitted in any undergraduate hotel rooms through the duration of the program. Throughout the program, all local, state and federal laws apply.**

Start with "why"

Why are some people and organizations more innovative, more influential and more profitable than others?

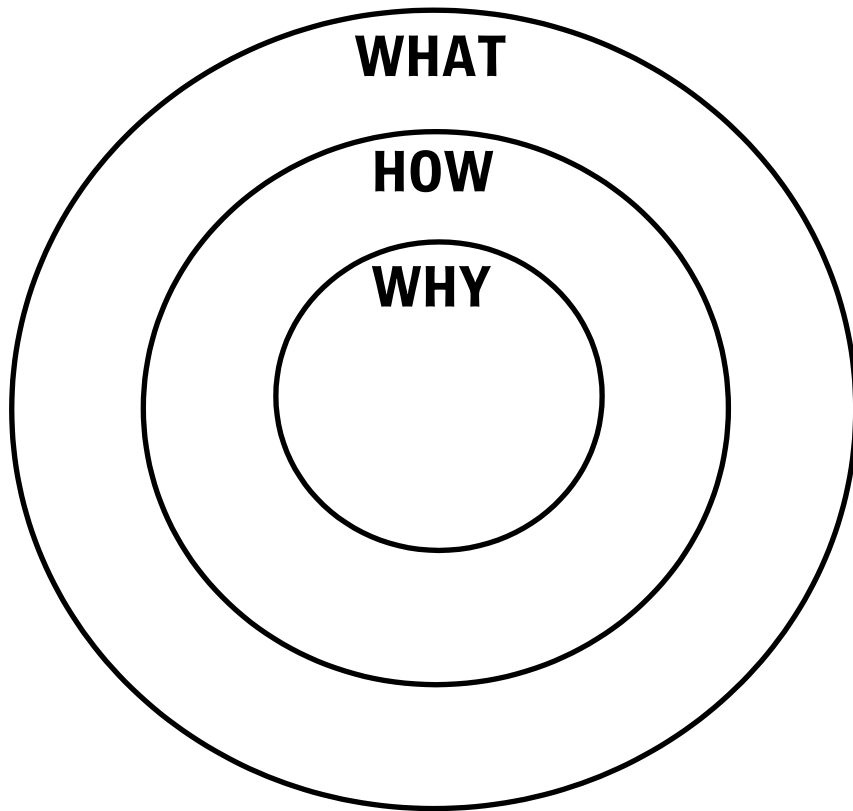
Even among the most successful, why are so few able to repeat their success over and over?

The leaders who have the greatest influence in the world all think, act and communicate in the same way - and it's the complete opposite to everyone else.

Most people can explain what they do. Some can explain how they do it. But very few can articulate why.

Our "why" is the overarching purpose or cause that drives us when we are at our best.
It's what inspires us to get out of bed in the morning.

The Golden Circle Note Page



WHY:

HOW:

WHAT

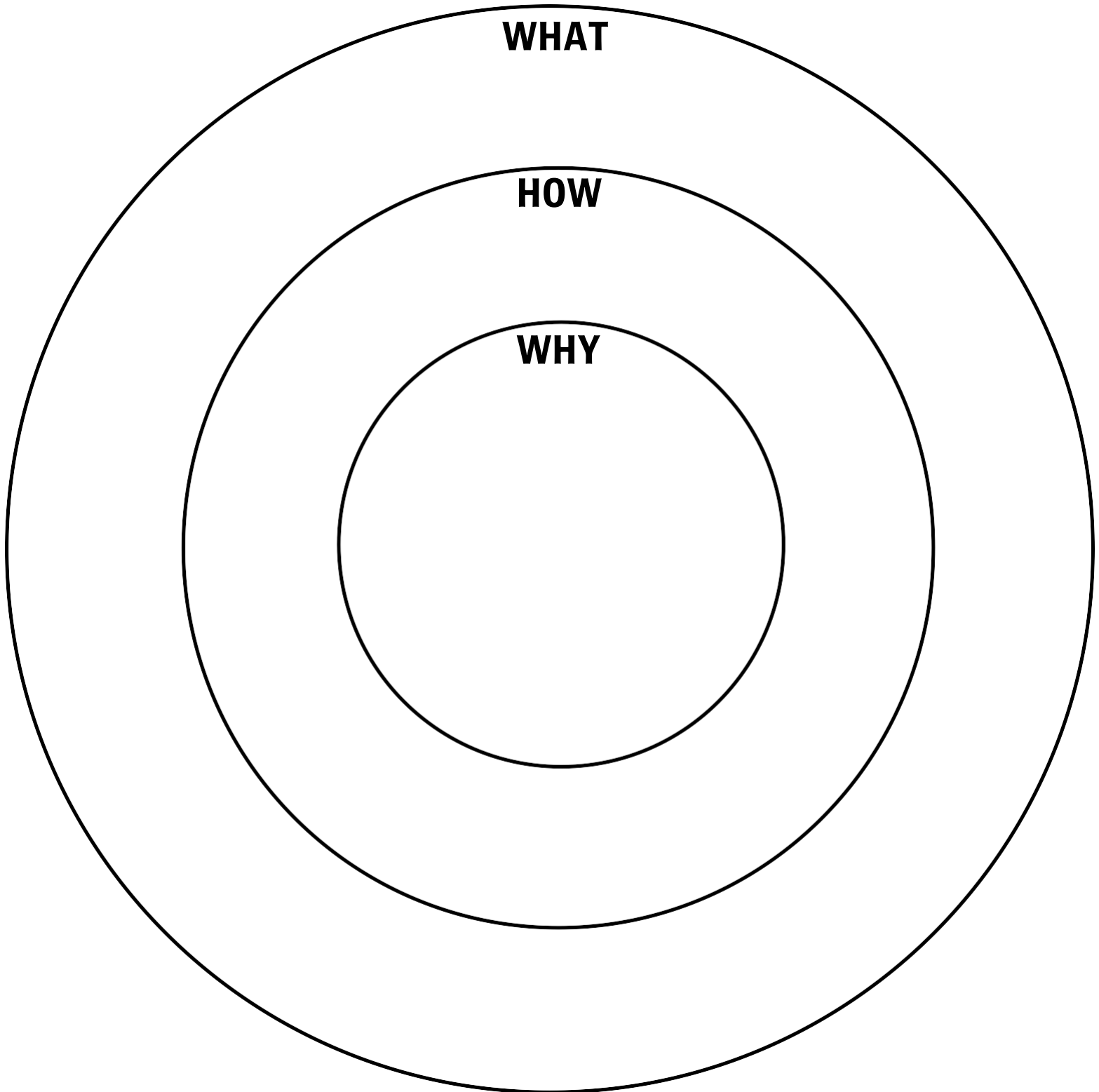
Start with why reflection

Why am I at Carlson?

Why did I join SigEp?

Why do I want to develop as a leader?

SigEp in the Golden Circle



Leadership Challenge

Model the Way

- Finding your voice by clarifying your personal values
- Setting the example by aligning actions with shared values

Inspire a Shared Vision

- Envision the future by imagining exciting and ennobling possibilities
- Enlisting others in a common vision by appealing to shared aspirations

Challenge the Process

- Searching for opportunities by seeking innovative ways to change, grow and improve
- Experimenting and taking risks by constantly generating small wins and learning from mistakes

Enable Others to Act

- Fostering collaboration by promoting cooperative goals and building trust
- Strengthening others by sharing power and discretion

Encourage the Heart

- Recognizing contributions by showing appreciation for individual excellence
- Celebrating the values and victories by creating a spirit of community

Leadership Challenge

	<u>Model the Way</u>	<u>Inspire A Shared Vision</u>	<u>Challenge the Process</u>	<u>Enable Others to Act</u>	<u>Encourage the Heart</u>
<u>Commitments</u>	<p>Clarify your personal values</p> <p>Align actions with shared values</p>	<p>Envision the future by imagining possibilities</p> <p>Enlist others in a common vision</p>	<p>Search for new and innovative opportunities</p> <p>Experiment and take risks while generating small wins and learning from mistakes</p>	<p>Foster collaboration</p> <p>Strengthen others by sharing power and discretion</p>	<p>Recognize your team's contributions</p> <p>Celebrate victories</p>
<u>Behaviors</u>	<p>Sets a personal example</p> <p>Aligns others with their principles and standards</p> <p>Follows through on promises</p> <p>Gets feedback about actions</p> <p>Builds consensus on values</p> <p>Talks about values and principles</p>	<p>Looks ahead and communicates future</p> <p>Describes ideal capabilities</p> <p>Talks about vision of the future</p> <p>Shows other how their interests can be realized</p> <p>Paints "big picture" of group aspirations</p> <p>Communicates purpose and meaning</p>	<p>Develops skills and abilities</p> <p>Helps others take risks</p> <p>Searches for innovative ways to improve</p> <p>Asks "what can we learn?"</p> <p>Makes certain that goals, plans and milestones are set</p> <p>Takes initiative in experimenting</p>	<p>Fosters cooperative relationships</p> <p>Actively listens</p> <p>Treats others with respect</p> <p>Supports decisions other people make</p> <p>Gives people choice about how to do their work</p> <p>Provides leadership opportunities</p>	<p>Praises people</p> <p>Encourages others</p> <p>Provides support and appreciation</p> <p>Publicly recognizes alignment with values</p> <p>Celebrates accomplishments</p> <p>Creatively recognizes people</p>

A “how” of effective leadership – Using *The Leadership Challenge*

Practice:

Leader / organization:

Exhibiting commitments:

My Leadership Challenge commitments

How will you utilize and improve your skills in each area of
The Leadership Challenge?

Reflect back on your SLPI results and the commitments for each practice.

Practice:	One step I can take to improve this area:
Model the way	
Inspire a shared vision	
Challenge the process	
Enable others to act	
Encourage the heart	

Project management process

Initiating = the idea for the project emerges and the purpose is determined

Planning = the work for the project is fully outlined, including steps to completion, roles, deadlines and resources needed

Executing = responsibilities and tasks are executed

Controlling and monitoring = managing the progress of the project and status of tasks associated with the project

Closing = the intended outcome is achieved and the project is assessed

"Management is, above all, a practice where art, science and craft meet." -Henry Mintzberg

Elements of a project plan

Tactical items = the sub-projects that support a project being completed

- Ex: if the main project is planning the Balanced Man Scholarship banquet, there will be tactical items of booking the venue, planning for a speaker, etc.

Ownership = there should be one point person who oversees the planning and execution of tactical items (although it will require the collaboration of many)

- Ex: the Balanced Man Scholarship chairman would provide strategic oversight of planning and implementing the banquet and would engage committee members to accomplish tactical items.

Steps for completion = each tactical item should have designated steps to ensure accomplishment

- Ex: to accomplish the tactical item of arranging for a speaker for the banquet, someone will need to determine the message they are trying to get across, find a speaker with that experience, confirm participation, etc.

Support needed and roles = determine the individuals who will be involved in providing support for the project and communicate the expectations of each person's involvement and responsibilities

- Ex: planning the banquet will not be possible without support from the VP finance (to pay bills), and committee members (helping with tactical items) and informing them of what help you need in advance will better ensure their participation.

Resources = determine the resources needed to complete the project successfully

- Ex: if planning the banquet includes providing meals for guests, the resources needed would include financial support to pay for food.

Status = this is important so the project manager understands where things stand and whether or not they have been started, completed or delayed for some reason

- Ex: once the date of the banquet has been selected, the status field for planning the meal could be "meet with catering staff" or "menu selected".

Deadline for completion = designating when something is due for each tactical item

- Ex: the payment for the banquet venue is due on January 15th (which is your deadline)

Project planning scenarios

Project 1: Plan a chapter retreat.

You are the president of your chapter. In recent weeks, the chapter's morale has been low and members feel unmotivated to contribute. In a regular check-in with your chapter counselor, you discuss the current state of the chapter. Your chapter counselor suggests holding a chapter retreat so members can reconnect, re-energize and get back on the same page for the rest of this semester and next.

Project 2: Develop a recruitment training program.

You are the vice president of recruitment and your chapter has recognized there is a need to transition to year-round, values-based recruitment methods. This will be a cultural shift for the chapter, but can be achievable with the right support and training for the chapter. You and your committee will need to develop an on-going training program that educates all chapter members on effective recruitment strategies to utilize outside of formal rush and recruitment events. You will need to develop regular training sessions that engage professional recruiters and sales experts as coaches and trainers.

Project 3: Increasing alumni engagement.

Your chapter has historically struggled to keep alumni engaged and informed with what is going on with the chapter. This has resulted in low volunteer involvement and support for the chapter. As chapter president, you will need to engage multiple chapter leaders to increase alumni engagement through communication and programming. You decide to improve your chapter newsletter and host an alumni/undergraduate softball game.

Project 4: Service learning partnership development.

You currently serve as the vice president of programming. Your chapter wants to develop a service learning partnership with a local non-profit organization. As service and philanthropy programming falls under the responsibility of the vice president of programming, you and your committee will need to develop and manage the service learning partnership. However, you should also collaborate with the vice president of member development to ensure service learning is an element of the challenges within the Balanced Man Program. Your job is to establish a service learning partnership with the local branch of Big Brothers Big Sisters.

Project 5: Facilities cleanliness and management.

You have recently been elected as the housing manager, a newly created position because the house has not been well taken care of and the lack of cleanliness is impacting the experiences of the residents. Your chapter president and AVC president have charged you with creating a plan to ensure the facility is well maintained and all chapter members are engaged and have responsibility for taking care of the facility.

Project Planning

Project:						
TACTICAL ITEM	OWNER	STEPS FOR COMPLETION	SUPPORT NEEDED/ROLES	RESOURCES	STATUS	DEADLINE

Common project management mistakes

The project does not fit with the organization's priorities.

The alignment may not be clearly stated or communicated so few people recognize the importance of the project. If only a few people recognize it, the project is not seen as a priority; therefore, buy-in is low which influences low engagement or involvement with the project.

Proper training is not provided for managing the project.

The right people can be in place but if they are not trained properly, this will delay their progress and an on-time completion.

Members are not recognized for their work on the project.

Without recognition for their work, members will not feel motivated to continue to work on the project.

Project management processes and tools are inconsistent.

The process for a project (ex: event) changes each year, "re-inventing the wheel."

The organization does not have the structure to support the project.

There are not enough or too many individuals working on the project or there are not adequate finances to support the project.

The wrong people are working on the project.

Members on the team do not have the competency in skills/abilities to implement.

The scope of the project is unclear.

The scope of a project is essentially, "what is going to get done" or "what will be delivered at the end". The focus of the project can change overtime, which changes the project's original purpose. The reach of the project can be misunderstood and the project can become much larger or much smaller than anticipated.

The project plan is not detailed enough.

Without enough detail, deadlines and budgets can be misunderstood causing the project to take longer or cost more than it should.

The risk of the project is underestimated or mismanaged.

Unexpected events occur and impact the successful implementation of the project that could have been anticipated and avoided at the beginning of the project.

Collaboration and cooperation

Collaboration = working with someone/group to produce/create something

Cooperation = a group working together towards the same end

What is the difference between these two concepts?

How can you achieve collaboration?

- Understand the vision/goal/objectives
- Listening
- Ask questions
- Build and come to consensus
- Assign roles based on strengths, and individuals feeling ownership
- Accomplish the task
- Learn from the process
- Make plans to improve for the future

***"As you navigate through the rest of your life, be open to collaboration.
Other people and other people's ideas are often better than your own."***

-Amy Poehler

Steps for successful delegation

Prepare - Determine intended outcomes and expected results. Be prepared in the specific ask of delegating a task/responsibility.

Assign - Determine who will be responsible for executing a task/project. Ensure deadlines, budget, and context are well communicated to involved parties. Do your best to assign roles, responsibilities and tasks to people who have a skill set and interest that fits the needs of the assignment. This will provide an additional layer of empowerment for individuals involved.

Confirm understanding - Avoid assumptions being made and miscommunication affecting the progress. Confirm understanding with involved parties. Have individuals summarize and paraphrase to ensure they understand what is expected and their responsibilities.

Commitment - As you confirm understanding, make sure you gain the individual's commitment to the task. Ensure they have learned all necessary skills and have all necessary knowledge to be successful. This may require additional training, but can be worth the payoff if individuals feel empowered to complete their tasks.

Avoid "delegating back" - Delegating back occurs when an individual does not have the appropriate amount of time to accomplish a task they have been delegated and tasks are then given back to the leader or manager. To avoid delegating back, make sure that those you are delegating tasks fully understand the time and effort the task will take. If an individual hits a snag or obstacle, leaders should coach them through it, not take the task back.

Accountability - This requires ongoing check-ins and progress reports. Expectations cannot just be communicated during the introduction and assignment stages. You should be revisiting expectations throughout the process of project management and execution.

"Good leaders do not take on all the work themselves; neither do they take all the credit." -Woody Williams

Delegation scenarios

Scenario 1

Delegator: You are the VP of communications. Your position is in charge of upholding the chapter's brand through social media. You are not well-versed in social media brand management, but excel in project management and leading a team. You do have a committee member who has great social media presence and is studying marketing. Ask the committee member if they are willing and able to take on the task.

Delegatee: You are a member of the communications committee. You enjoy contributing and providing insight but have not taken on a formal role as you are also a busy marketing major pursuing an internship. At the time, you are not sure you have the appropriate time to fully commit to adding something to your already busy schedule.

Scenario 2

Delegator: You are a VP of recruitment and need to appoint a new Balanced Man Scholarship chair for the upcoming year to plan and execute all initiatives related to the BMS, including overseeing the application, interviews and the recognition banquet. You really care about the BMS and want it to be successful this year. A member recently joined your committee with a passion for recruitment and a knack for event planning. Ask the committee member if they are willing and able to take on the task.

Delegatee: You recently joined the recruitment committee because you personally had a great recruitment experience and want to give back in that area. You also have event planning experience from your involvement in high school and other clubs on campus, but you do not have a great deal of experience with the background logistics of the BMS aside from applying when you joined.

Scenario 3

Delegator: You are the vice president of member development and need to appoint a Sigma challenge coordinator to revamp your chapter's new member programming. It is a job that will take some experience and knowledge of programming. You are busy with the oversight of the other three challenges, coordinating rites of passage, and managing your chapter's members challenge completion. A member of your committee has served as a Phi and Epsilon coordinator and is in the brother mentor challenge. He just finished his internship and has some newfound availability in his extracurricular schedule. Ask the committee member if they are willing and able to take on the task.

Delegatee: You are a member of the development committee and have experience as a successful Phi and Epsilon challenge coordinator. You have been a member of the development committee for a few semesters but had to take a break to complete an internship last semester. You have completed your internship have newfound availability in your schedule and want to get back involved with the development committee. However, you do not really have any experience educating new members.

Scenario 4

Delegator: You are a member of the programming committee and are in charge of planning and executing an upcoming social mixer with a sorority on campus. You will need to engage a fellow committee member to help plan the event. Specifically, you need someone to assist with coordinating the guest list and preparing the venue space with decorations prior to the event. All members of the programming committee are in charge of an event throughout the semester so you want to be conscious of others' time. Ask a committee member if they are willing and able to take on the task.

Delegatee: You are a member of programming committee and have already planned and executed your event for the semester. However, a fellow programming committee member needs assistance with an upcoming social mixer with a sorority.

Scenario 5

Delegator: You are the chapter president and have received feedback from the Alumni and Volunteer Corporation (AVC) that the chapter needs to do more outreach and engagement to alumni. You understand the benefits of having alumni more informed and engaged: alumni are more likely to support the chapter (with time and money) if they are kept in the loop. You agree there is room for improvement but your current workload with school and duties as president would make it difficult to spearhead this project alone. The VP of programming has already agreed to make this more of a priority through events. However, you need to include the VP of communications in these initiatives to collaborate with the VP of programming to communicate and engage alumni. This will include creating a regular newsletter and event related information to be sent out to alumni. Ask the VP of communication if he is willing and able to take on the task.

Delegatee: You are the VP of communications and have been successful so far in managing the chapter's brand and online presence. You recognize there are still ways your chapter can improve and reach more audiences, however you are worried about how much time it will take to add these responsibilities to your plate.

Scenario 6

Delegator: You are the vice president of programming for your chapter. One of your chapter's goals for this year is to develop and sustain an ongoing service learning partnership with a local non-profit. This partnership would engage all members at some point throughout the semester. With the oversight of all programming for the chapter on your plate, you cannot dedicate the time and energy necessary to fully support the service partnership. There is a member of the programming committee who is passionate about service but has not been assigned an on-going project for the year. Ask the committee member if they are willing and able to take on the task.

Delegatee: You are a member of the programming committee. You are very passionate about service and involvement in the community. You are a member of another club on campus that focuses on community service.

Leadership in SigEp

As groups present on their assigned officer position,
take notes on the position's roles/responsibilities, skills/attributes, etc.

Chaplain	<hr/> <hr/> <hr/> <hr/>
President	<hr/> <hr/> <hr/> <hr/>
VP Communications	<hr/> <hr/> <hr/> <hr/>
VP Finance	<hr/> <hr/> <hr/> <hr/>
VP Member Development	<hr/> <hr/> <hr/> <hr/>
VP Programming	<hr/> <hr/> <hr/> <hr/>
VP Recruitment	<hr/> <hr/> <hr/> <hr/>

"I wish I would have known..."

Role and responsibility

- "I wish I knew how much hard work and dedication it takes."
- "I wish I had a full understanding of what was lacking in my position. That way in the planning stages I would have been able to focus on solutions and innovations to the position."
- "Just how important the role I took over was. It seemed to be an assumed role by members outside of the executive board."
- "I wish I knew the technicalities of each individual position and what really goes into each"

Delegation & Collaboration

- "I wish I would have known the art of delegation more. I put almost all the weight on my shoulders for everything but it is important, especially in a leadership role, to delegate tasks. It builds leadership qualities to those not in an exec position."
- "I wish I understood that utilizing your committees is key and to not try and do everything yourself."
- "I wish I knew how to positively lead a group of individuals rather than tell them what to do."
- "I wish I had known how to better delegate for myself. I had multiple things on my plate, and at times it was overwhelming. I tried to micromanage too often, instead of delegating jobs and trusting those who I'd delegate to. It's just very difficult to do that, because I was a person who wanted things to be done a certain way to ensure they were done efficiently."

Time management

- "Being an executive board member is so much more than I could imagine. It is a huge time commitment, you have to represent the chapter, and you have to be committed to the position."
- "I wish I knew more about time management and how each position worked hand in hand with each other."

Leadership style

- "I wish that I knew more about different leadership styles and how I can optimize my leadership style as an executive board officer."
- "How to best leverage my leadership style to work effectively with the rest of the executive board."

Project management

- "I was unaware just how difficult it would be to organize all the different moving parts that need to be managed constantly."
- "I wish I was aware of more ways to effectively lead large groups of people."
- "I wish I knew how much project management and task completion I would be involved in."

Position planning

**What position(s) on the executive board or in the chapter
are you most interested in and why?**

What experiences have you had that would help you be successful in this position?

**What skills and attributes do you possess
that would make you a good fit for this position?**

What areas of improvement can you focus on to prepare for running for this position?

Who can help you prepare and provide support/guidance?

What are your next steps in preparing to run for this position?

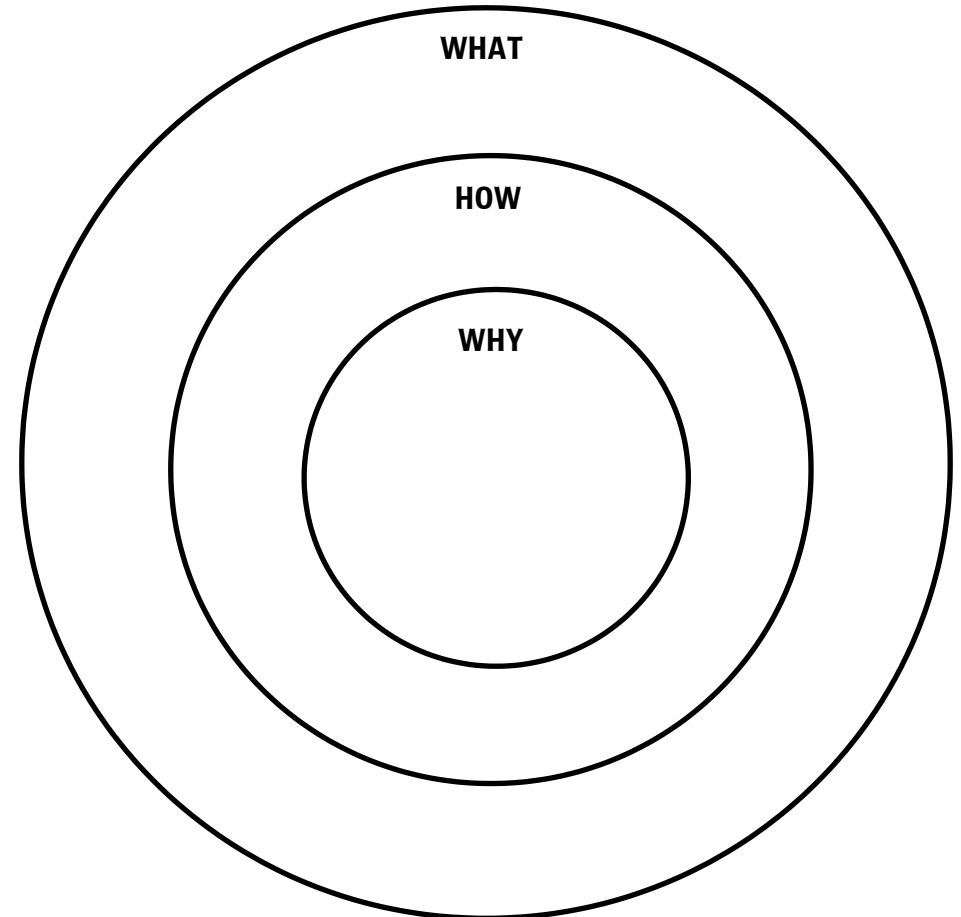
Program Recap: How to take it home

Program Recap: Begin by reflecting on each session, your biggest learning moment, and what you will commit to.

Session:	Learning moments: <i>What are your biggest takeaways from this session?</i>	My Commitments: <i>Based on your biggest takeaways, what will you commit to you when you return to your chapter?</i>
<i>The Golden Circle</i>		
<i>The Leadership Challenge</i>		
<i>Project Planning & Management</i>		
<i>Collaboration & Delegation</i>		
<i>Leadership in SigEp</i>		

My Golden Circle

WHAT: Your title, roles and behaviors
HOW: Your strengths, values and guiding principles
WHY: Your purpose as a leader



SMART goals

Leadership development is an on-going process that takes focus and proactive planning. Review the SMART goal criteria below then develop SMART goals for this semester, this year, and remainder of college that will help you achieve your "why" and be an effective leader. Each goal should have a direct connection to how it will help you achieve your "why."

A SMART goal is a convenient acronym for the set of criteria that a goal **MUST** include in order for it to be realized by the goal achiever. There are numerous variations on the SMART acronym, however, the one we will follow is:

Specific: goals must be something that can be described and understood easily by others – finite conditions, not general feelings.

Measurable: how can you measure your success? Whenever possible, use numbers or percentages to mark achievement of the goal. You can't rely on personal opinion.

Attainable: is the goal realistic? Goals should be a stretch to obtain but not impossible to achieve. Members will work toward what they believe they can achieve and are not inspired by boring, easy goals.

Relevant: why does this goal matter? Explain how this goal connects to the larger picture or goal.

Timely: when is your deadline? Goals must have an end date when they are due. Creating a sense of urgency will push you and those you're leading to work harder.

Examples:

Non-SMART Goal: *I need to find a mentor.*

SMART Goal: *By the end of the semester, I will find a mentor that will foster my leadership development through in-person meetings and phone calls on a bi-weekly basis.*

Connection to "why": *Having a mentor provides an additional support system and layer of accountability and advice to help achieve my leadership development goals.*

My plan for Leadership Development

SMART goals and action planning:

Use this worksheet to document your SMART goal(s) and corresponding action plan

SMART goal:

Connection to "why":

Deadline	Task	Owner	Who is involved

SMART goals and action planning

Use this worksheet to document your SMART goal(s) and corresponding action plan

SMART goal:

Connection to "why":

Deadline	Task	Owner	Who is involved

SMART goals and action planning

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SMART goals and action planning

Use this worksheet to document your SMART goal(s) and corresponding action plan

SMART goal:

Connection to "why":

Deadline	Task	Owner	Who is involved

NOTES

[illegible]

MEMBER ACCIDENT PROTECTION PROGRAM

A benefit of membership of the Sigma Phi Epsilon Fraternity

What is the Member Accident Protection Program?

The member accident protection program of the fraternity is a benefit of membership. The program is intended to compliment the health insurance of every undergraduate member of the Fraternity for injuries as a result of accident. The premium for this program is paid by the Fraternity and the program may be cancelled or changed at the sole discretion of the Fraternity at any time. The information provided is for informational purposes only and is not intended to replace the insurance contract. For specific information regarding any claim, please contact Holmes Murphy.

Who is an insured person under the member accident program?

All eligible undergraduate members of the fraternity are insured for covered injuries that are incurred while the policy is in force and occur while:

- The member is in good standing with the Fraternity. Membership will be verified with SigEp. Therefore, it is important that new members are reported in a timely manner and that all dues and insurance fees have been paid; and
- The member is enrolled as a student at an institution of higher learning where there is an undergraduate chapter. If a covered injury occurs during the holiday or summer break, then the eligible member must have been enrolled in school as a student during the prior school term and be continuing in school the following term.

What protection is provided?

The following limits of protection are provided;

- \$10,000 accident medical expense and/or dental accident injury maximum
- \$5,000 accidental dismemberment and/or accidental death benefit
- 52 week benefit period
- \$0 deductible

How are benefits paid?

- Additional benefits will be paid only when the eligible medical expense is not recoverable from any other insurance policy, service contract or workers' compensation policy. This policy will reimburse deductibles and co-pays of health insurance programs.
- Benefits for any one accident shall not exceed, in the aggregate, the medical expense maximum.
- In the absence of any other applicable coverage, this coverage is primary.

What is accidental dismemberment?

When, because of covered injuries, the Insured sustains any of the following losses within 52 weeks after the date of the accident, the Company will pay benefits for loss of:

Paraplegic or greater.....100%
Two or more members.....100%
One member.....50%

Member is defined as hand, foot or sight of eye. The percentage shown is applied to the accidental dismemberment principal sum. Loss means severance of the limb at or above the joint and total and irrecoverable loss of the entire sight. Loss must occur within 52 weeks after the date of the accident. Only one of the amounts (the largest applicable) will be paid for any one accident.

What is accidental death?

The Company will pay the accidental death principal sum when a covered injury results in the Insured's death. Death must occur within 52 weeks of the covered accident. If accidental dismemberment benefits have been paid for a loss resulting from the same accident, the accident death benefit will not be payable. To receive benefits, loss must be independent of sickness and all other causes.

What are the exclusions on this policy?

The policy does not cover loss nor provide benefits for:

- Sickness or disease, in any form;
- Infections except pyogenic or bacterial infections caused wholly by a covered injury;
- Fighting (unless an innocent victim);
- Injury due to participation in a riot;
- Injuries due to intramural tackle football, hockey or rugby. All other intramural activities are covered;
- All intercollegiate sport participation including off season conditioning;
- Injuries resulting from the use of any illicit drug and/or narcotic unless administered upon the advice of a physician;
- Claims occurring while parachuting or hang-gliding;
- Suicide, attempted suicide or intentionally self-inflicted injury;
- Injury resulting from any declared or undeclared war;
- Injury while in the armed forces of any country;
- Cosmetic surgery;
- Hernia in any form;
- Expenses for treatment on or to the teeth, except for treatment resulting from injury to natural teeth;
- Eyeglasses, hearing aids, and examination for the prescription or fitting there of;
- Loss resulting from air travel, except as a fare-paying passenger on a commercial airline;
- Treatment provided in a government hospital unless the Insured is legally obligated to pay such charges;
- Injury covered by any workers' compensation or occupational disease law;
- Expenses covered by any other policy.

Important notes:

- **The Member Accident Protection Program is NOT a substitute for health insurance. It provides NO protection for sickness or illness. Every member of the Fraternity must be certain that they obtain health insurance coverage from their parents or another source.**
- **Coverage applies to United States students only. Coverage does not apply in Canada.**
- **Policy requires reporting within 180 days. A delay in reporting can cause your claim to be denied or have your benefit payments delayed.**



To whom are claims reported?

Holmes Murphy
13810 FNB Parkway
Suite 300
Omaha, NE 68154

(800) 736-4327

Fax: (800) 328-0522

fraternityclaims@holmesmurphy.com

www.holmesmurphyfraternal.com

When you call to report a claim you will need to reference that you are reporting this claim as a member of the fraternity program and provide the name of the fraternity and the university/college at which you are a member.



Underwritten by:

Markel Corporation
Glen Allen, VA

Ruck was a mind-changing experience. It's one thing to sit in a classroom and be told what leadership is. It is another to learn what leadership is, to experience it and to discuss it with men who are like-minded, full of potential and invested in the same goal of improving themselves.



**June 17-21, 2020
Richmond, Virginia**

**Apply by March 1
sigep.org/ruck**