



Member Discipline: Steering the Hearing

Program Description

What if we told you that member discipline was one of the most important aspects of your sisterhood? Every executive council hearing is an opportunity to show care and concern for our sisters. In this session, you will learn the process for creating effective sanctions that will not only empower your members to change their behavior, but will also deepen their connection to the chapter.

Learning Objectives

- List possible hearing outcomes.
- Define personal responsibility.
- Identify three key ideas for effective discipline.
- Demonstrate the O.A.R.S. technique.
- Create effective sanctions.



Purpose and Outcomes of Sanctions

Why do we hold executive council hearings?

Any time an executive council hearing is held there are always four possible outcomes. What are they?

- **No sanctions.** If a member has upheld her responsibilities and obligations of membership and the executive council determines that no rules or policies have been broken, the executive council can elect to not place a member on local probation or another status.
- **Local probation.** A disciplinary action taken after an executive council hearing which can be handled adequately without action by International Council.
- **International suspension of membership.** Suspension denies all of the rights and privileges of membership for a specified period of time, imposed in the event of serious misconduct of a member. After an executive council recommendation, International Council is responsible to impose and set the duration of a suspension.
- **Recommendation for termination.** In cases of extreme misconduct, the executive council can recommend that a member be terminated. After an executive council recommendation, International Council has the sole right to expel a member.

Currently, what kind of sanctions do you most frequently recommend?



Three Key Ideas for Effective Discipline Processes

In order to have an effective discipline process, your executive council will need to keep three key ideas in mind.

The first is that your executive council should place an emphasis on **personal responsibility**. What is your definition of personal responsibility?

The second and third ideas are that the process should be **education-centered** and **prevention focused**.

The O.A.R.S. Method

- O – open questions
- A – affirmations
- R – reflective listening
- S – summarize

Questions for Developing Education-Centered and Prevention-Focused Sanctions

- What do we know about the problem?
- What contributed to the problem?
- Which of the above factors can we change or influence?
- Which specific behaviors need to change?
- What strategies will be effective in making change?



Quadrant Comparison

Will this be educational?	Yes		
	No		
		No	Yes
		Will this prevent a behavior?	



Case Studies

Like with anything else, the more you practice the O.A.R.S. technique and the more you use the sanction quadrant, the easier it will become, so let's look at a few scenarios and get comfortable with what we learned today.

Scenario 1: Rachel has been called to an executive hearing because she snapchatted a video of herself and another member taking shots in the chapter house before formal. What kinds of open-ended questions might you want to ask her?

Scenario 2: Molly has been called to an executive hearing because she has not made grades the last two semesters. During the hearing you learn that her dad has been very ill for several months. What types of affirmations might you tell her?

Scenario 3: Sally is a new member who was found getting sick outside the football stadium after having too much to drink. Sally is only 18. Using the sanctions quadrant, decide what types of sanctions you might consider giving to Sally.



Take It Home

- What situations are relevant to this topic at my chapter?
- What steps will I take to implement the O.A.R.S. method when preparing for, or during, an executive hearing?