

# Leader Awareness and Planning Tool

## Overview

### BEFORE YOU START

You'll find this tool more helpful if you first complete the **Member Alcohol Profile**.

### WHO IS THIS TOOL FOR?

This tool should be used by you (the leader of your group) and the members of the group's leader team.

### WHAT DOES THE TOOL HELP YOU DO?

- Identify your organization's risk for negative consequences related to members' alcohol use so that you can make a plan for managing the risk effectively.
- Think through how you will use the remaining tools in the **FailSafe toolkit**.
- Develop a plan for maintaining successful approaches to risk and creating change in areas where new approaches are needed.

### HOW DOES THE TOOL WORK?

The **Student Leader Questionnaire** in this tool contains questions that you and your leader team should answer to help focus your planning. **Making the Plan**, which follows the questionnaire, contains three parts:

- An **Answer Key** to help you and your leader team understand what your responses to the **Student Leader Questionnaire** mean.
- A **Risk Management Inventory**, which helps you identify the risk management practices your organization has in place and how effective they are in reducing the probability of harm and negative consequences related to members' alcohol use.
- A **FailSafe Plan**, which leads you through a set of decisions to become or remain FailSafe, accompanied by action steps and tools to support your group.

### HOW DO YOU START?

- Ask each member of the leader team to complete the questionnaire on their own.
- Plan a time for the leader team to come together to share your answers using the **Answer Key**.
- Decide whether your leader team will also use this meeting to continue on to the **Risk Management Inventory** and the **FailSafe Plan**. You can schedule another meeting to work on those, but don't let too much time pass between meetings.

# Leader Awareness and Planning Tool

## Student Leader Questionnaire

For each statement, select the answer that is correct for you. There are no right or wrong answers, and no one but the leader team will see your answers unless you want them to. **Be honest:** the answers are for your own and your group's awareness, not for anyone else's judgement.

1. My student group is respected by campus administrators.

Never     Seldom     Sometimes     Often     Almost Always

2. Other students outside my group generally feel positively about my group.

Never     Seldom     Sometimes     Often     Almost Always

3. Residents in the neighborhood/community generally feel positively about my group.

Never     Seldom     Sometimes     Often     Almost Always

4. Members of my student group are committed to the success of the group's mission and goals.

Never     Seldom     Sometimes     Often     Almost Always

5. Members of my student group fully participate in our group's planned activities.

Never     Seldom     Sometimes     Often     Almost Always

6. Our student organization is in good shape financially.

Never     Seldom     Sometimes     Often     Almost Always

7. Members of my student group get along well; conflict among members is resolved quickly.

Never     Seldom     Sometimes     Often     Almost Always

8. Members respect my and others' leadership of the group.

Never     Seldom     Sometimes     Often     Almost Always

9. We generally have many new students interested in joining our student organization.

Never     Seldom     Sometimes     Often     Almost Always

10. Most new members actively contribute to the success of our organization.

Never     Seldom     Sometimes     Often     Almost Always

11. The members who join our organization remain active throughout their college careers.

Never     Seldom     Sometimes     Often     Almost Always

**12. Members of our group have good grades/academic success.**

Never     Seldom     Sometimes     Often     Almost Always

**13. Members of our group graduate within six years.**

Never     Seldom     Sometimes     Often     Almost Always

**14. Members of our group are generally mentally and physically healthy.**

Never     Seldom     Sometimes     Often     Almost Always

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*Answer each of the following questions based on what you know about the experiences of the group's membership since you became a member.*

**15. Since you became a member of the group, how many members of the group have faced negative legal, physical, personal, or academic consequences as a result of being high or drunk?**

Never     One Time     Two Times     Three Times     Four or More Times

**16. Since you became a member of the group, how many times have you faced legal, physical, or personal consequences as a result of being drunk or high?**

Never     One Time     Two Times     Three Times     Four or More Times

**17. Since you became a member of the group, how many times has the group as a whole faced judicial sanctions or civil citations because of drinking or substance use practices?**

Never     One Time     Two Times     Three Times     Four or More Times

**18. Since you became a member of the group, how many times have emergency medical services been needed for someone (a member or a guest) attending one of the group's formal or informal parties?**

Never     One Time     Two Times     Three Times     Four or More Times

**19. Since you became a member of the group, how many times have the group's formal or informal parties encountered campus or community police?**

Never     One Time     Two Times     Three Times     Four or More Times

**20. Since you became a member of the group, how many group members have faced charges of sexual assault or rape?**

Never     One Time     Two Times     Three Times     Four or More Times

**21. Since you became a member of the group, how many group members have been victims of sexual assault or rape?**

Never     One Time     Two Times     Three Times     Four or More Times

**22. Since you became a member of the group, how many members have been unable to participate in your organization because of poor grades or poor academic progress?**

Never     One Time     Two Times     Three Times     Four or More Times

**23. I see members of my group doing things that could easily result in negative physical, legal, personal, or academic consequences.**

Never     Seldom     Sometimes     Often     Almost Always

**24. New members have left the group because of the group's drinking practices.**

Never     One Time     Two Times     Three Times     Four or More Times

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*Indicate the degree to which you agree or disagree with the following statements based on your experience since becoming a member of the group.*

**25. The same group members always seem to be involved in some way whenever there are negative experiences or outcomes related to alcohol use.**

Strongly Disagree     Disagree     Agree     Strongly Agree

**26. The same group members always seem to be featured in stories shared in my group about the things they do when they get drunk or high.**

Strongly Disagree     Disagree     Agree     Strongly Agree

**27. I can articulate the policies and practices that help us manage our group's risk taking related to alcohol and other substances.**

Strongly Disagree     Disagree     Agree     Strongly Agree

**28. People in my student group look to me to know what is appropriate or inappropriate behavior when they drink/get drunk.**

Strongly Disagree     Disagree     Agree     Strongly Agree

**29. People in my student group look to other people in the group to know what behaviors are appropriate or inappropriate when they drink/get drunk.**

Strongly Disagree     Disagree     Agree     Strongly Agree

**30. Our group has rituals or traditions that usually result in members becoming intoxicated.**

Strongly Disagree     Disagree     Agree     Strongly Agree

**31. Our members believe that the use of alcohol during these rituals or traditions is essential.**

Strongly Disagree     Disagree     Agree     Strongly Agree

**32. Our members would not participate in these rituals or traditions if they could not drink alcohol during or around them.**

Strongly Disagree     Disagree     Agree     Strongly Agree

**33. I like to get drunk when I drink alcohol.**

Strongly Disagree     Disagree     Agree     Strongly Agree

**34. I like to be around people who get drunk when they drink alcohol.**

Strongly Disagree       Disagree       Agree       Strongly Agree

**35. I like to do crazy or wild things when I am high or drunk.**

Strongly Disagree       Disagree       Agree       Strongly Agree

**36. I like to be around people who do crazy or wild things when they are high or drunk.**

Strongly Disagree       Disagree       Agree       Strongly Agree

**37. I am aware of the negative consequences that I or others might experience when I am high or drunk.**

Strongly Disagree       Disagree       Agree       Strongly Agree

**38. I believe that I am able to avoid experiencing significant harm or negative consequences when I get high or drunk.**

Strongly Disagree       Disagree       Agree       Strongly Agree

**39. I take specific actions to avoid harm or negative consequences when I get drunk or high.**

Strongly Disagree       Disagree       Agree       Strongly Agree

**40. Most people in my student group take specific actions to avoid harm or negative consequences when they get high or drunk.**

Strongly Disagree       Disagree       Agree       Strongly Agree

# Leader Awareness and Planning Tool

## Making the Plan

### ANSWER KEY

It is time to get the leader team together to discuss your answers to the **Student Leader Questionnaire**. You will look at your answers in four sections. Each set of questions provides a different kind of insight into your organization and how it manages risk.

*Some suggestions for using this Answer Key:*

- Take one set of questions at a time.
- Don't talk about actions or remedies at this point. For now, just learn what you can about your group and yourself as leaders.
- The goal of this conversation is to connect the dots. When it comes to being a risk-successful organization, how are you doing?
- Each member of your leader team may have different answers to the questions. Examining the differences is important. You don't need to come to agreement; each person's answers may provide a unique view that is important for the team to see.
- There are questions for your leader team in each section of this Answer Key. Your answers to these questions can help you create a plan. Have a member of your leader team write down your team's answers so you can use them later.

### Questions 1–14: The Overall Health of the Group

Questions 1–14 help you think about your organization's overall health. It's the real reason you're doing this, right? Healthy organizations thrive and unhealthy organizations tend to wither and sometimes die.

Looking at your group's health can provide clues about the impact of your group's risk-taking practices. Student organizations that manage risk successfully tend to be healthy. Those that don't tend to have lots of problems that don't relate to alcohol use.

- Compare how each member of your leader team answered these questions. Talk through why each person answered the way they did. Try to give concrete examples that explain why your answers differ.
- Discuss the meaning you assigned to questions that seem open to interpretation. For example, what does it mean for your group to be viewed positively by others in the community? Why is that important?
- Does someone on your leader team see something differently than everyone else? Why might that be? Are some of your leaders more aware of things going on in your organization than others?
- Some of the questions ask for your view of the "facts" (such as whether most members graduate in six years). Some or all of your team may not know the answers to these questions. What value might knowing that information have for the group? How could you get this information?
- Based on your leader team's answers in this section, what picture emerges about your group's overall health? What contributes to this impression?

## Questions 15–24: The Organization’s Risk Results

These questions explore the ways in which your organization has experienced harm or negative consequences from alcohol use. In your **Member Alcohol Profile**, you were able to look at some of these items for yourself. Here you’ll think about the group’s experiences as a whole.

**Remember:** this isn’t about judging your organization as bad or wrong. The goal is to get a good sense of how often your group’s members have these kind of negative experiences. This provides important clues about the group’s ability to use alcohol successfully and what you might need to help them.

### Questions to consider as a team:

- How do you know the answers to these questions? Are you as group leaders directly aware when situations happen to your members, or do you hear about it second-hand (or not at all)? Are you aware of these situations in real time or only after the fact? What does this imply about your awareness of the risks being taken by your group members?
- If your group has experienced judicial sanctions or civil citations, what were the circumstances? If you “walked back” the event as described in the Module 2 video, what would the earlier contributors be?
- What about non-members who come to your events? Have individuals who come to your group’s parties or other activities where alcohol is present experienced any of these consequences? How often do the risk failures of non-members at your events create problems? Is the leader team contributing in any way that enables non-members to get the group into trouble?
- What do your answers in this section tell you about how well your group manages risk-taking related to alcohol use?
  - How widespread is the problem? Is this an issue for only a small group of members, or is it widespread among your membership?
  - What do your answers say about the ways in which you attract non-members to events who fail at managing their risky behaviors?

## Questions 25–32: Organization Influencers

This set of questions will give you insight into how your organization’s members—especially new members—learn the “rules” related to alcohol use.

No one actually tells us that we should look or act a certain way to be accepted by others. We pick it up by watching others or by paying attention to what gets accepted by others, especially those whose opinions seem to matter most. We learn by watching what other people do (especially group leaders), by trying out behaviors, and by seeing how people react.

### Some issues to consider as your leader team discusses your answers to these questions:

- **What are the biggest influences on how students in your group think about using alcohol?**
  - What roles do your group’s rituals, traditions, and shared stories play?
  - What role do the school’s policies have on your group’s drinking practices?
  - How do the actions or reactions of your school’s administrators and police influence drinking practices?
  - What role do your organization’s formal policies have in your group’s drinking practices?

- **When it comes to the use of alcohol, who are the greatest influencers in your organization?**
  - Are certain people consistently featured in or telling most of the drinking stories in your group?
  - Who do you think other members look to for modeling what is appropriate or acceptable behavior around alcohol use or drunken behavior?
  - What influence do you as group leaders have? How important are your opinions to members?
- **If you had to put into words the message you think most of your members get about the way your organization uses alcohol, what would it be? What about non-members?**
  - How do these messages fit with the risk-success and risk-failure experiences of your group as a whole?
  - How do they fit with the experiences of individual members?
  - How do the messages connect to your general health as an organization?
  - If you could, would you rewrite that message to better ensure risk success or to change your organization's reputation in any way? What would the new message be?

### Questions 33–40: Follow the Leader

Like the **Member Alcohol Profile**, the final set of questions gives you a chance to look at your own relationship to risk. Why? Because most organizations mirror the personalities and traits of their leaders. The goal is not to make you or the team feel good or bad about who you are. But it is important to consider how risk success and risk failure in your organization may reflect your leader team's own risk-management approaches. Recognizing this can help you understand your influence on the group and support you in making decisions about your own behavior before addressing risk management with the rest of the group.

#### A few questions to guide your discussion with the leader team:

- What do these answers say about your use of alcohol as a leader team?
- If your members were asked to describe your leader team to someone outside the group, what would they say? How much of their description would be about the way your leaders like to party or the things the team does when high or drunk?
- In what ways has your alcohol use affected the risk success or risk failure of the group?
- If members of your leader team have experienced risk success, are others in the group aware of the strategies you use to manage risk when using alcohol? Why or why not? How could these strategies be shared?
- What do you need to do individually and as a team to address your leader team's risk success or risk failure prior to raising this topic with the organization? How could you do that? Who could help?



# INVENTORY OF YOUR RISK MANAGEMENT ACTIVITIES

## Risk Management Strategies For Student Organizations

|  |  |
|--|--|
| <b>Set Clear Standards and Policies</b>            | Everyone understands what is acceptable and unacceptable related to using alcohol or being drunk or high. There are clear and consistent consequences for not following these standards.       |
| <b>Help Members Know What to Expect</b>            | Minimizing the risk for negative outcomes by not overdrinking is considered “normal” for the group. Group members are clear about what good and bad things they can expect from getting drunk. |
| <b>Use Bystander Intervention/Peer Enforcement</b> | Everyone in the group agrees to step in with each other in non-confrontational ways to minimize harm and negative consequences for group members and others when members are drinking.         |
| <b>Adopt Safe Party-Hosting Practices</b>          | When hosting formal and informal parties, group members use practices known to reduce or eliminate unwanted behavior related to alcohol use.   |
| <b>Follow Up With Individuals After Problems</b>   | The group identifies and addresses individual members who have difficulty with risk success or with alcohol use in general.  |

### Your Inventory

#### Group Standards and Policies

- What are your group’s policies related to:
  - Showing up at a group event drunk or high?
  - Causing disruption at a group event because you are drunk or high?
  - Causing harm to yourself or someone else because you are drunk or high?
  - Driving to or from a group event when you are drunk or high?
  - Drinking alcohol if you are under 21 years old?
  - Buying or giving alcohol to someone under 21 years old?
- How do your policies align with state and local laws and college/university policy?
- How are members educated about these policies?
- How many members understand and agree with your policies?
- What happens when a group member violates one of these policies?
- How frequently do members have repeat violations?
- Does your group need to improve the way you create, educate, enforce, or adjudicate your policies?

#### Norm and Expectation Setting

- What common beliefs do members of your organization have about what is “normal” alcohol use?
  - Do members think that getting very drunk at events or doing high-risk things when drunk are normal for the group? Or do they think that enjoying alcohol at events without getting really drunk is the norm for the group?
  - What do they think are normal things to do when they are drunk?

- How do new and potential group members learn about what is normal alcohol use for your group?
  - What kind of stories about alcohol use do members tell, and do these stories represent the typical drinking habits of the group?
  - What do new members see when they watch your group use alcohol?
  - What do new members see when someone from your group steps over the line when using alcohol?
- Are following the group's alcohol-use policies and helping keep each other safe seen as normal by most of your members?
- What does a new member or guest expect will happen if they get very drunk at one of your group's formal or informal events? Do they think they'll have more fun? Do they think they will be accepted by the group? Do they think they'll have social or sexual success?
- Do you need to change what your group's members see as normal alcohol use?
- Do you need to change new members' expectations about what will happen if they get drunk at one of your group's formal or informal events?

### **Bystander Intervention/Peer Enforcement**

- In what ways are members encouraged to "step in" to keep another member from causing harm to themselves or someone else?
- How are members taught to intervene with someone who shows the symptoms of acute intoxication/ alcohol poisoning?
- How do members enforce your group's policies and standards with each other?
- How do members respond to another member who "steps in" to keep them from causing harm to themselves or someone else?
- Do you need to adapt or improve the ways that group members intervene with one another to keep each other safe and avoid problems when drinking?

### **Party-Hosting Practices**

- What do you currently do to make sure the events your group hosts that involve alcohol are well-managed?
- Do members of your group who host parties in their off-campus residences use any practices to ensure the party is safe and guests drink responsibly?
- Do you need to change your group's party-hosting practices or the way you plan for formal and informal group events that involve alcohol?

### **Follow Up with Individuals After Problems**

- What happens to a member the day after a significant problem caused by alcohol has occurred? (A "significant problem caused by alcohol" includes a member having to go to the hospital, having a run-in with police, causing a major disruption, or harming someone or being harmed by someone.)
  - Does anyone speak to the member to help them avoid the problem in the future?
  - Are there consequences for the individual? How are the consequences determined and communicated?
  - What happens when it is the second or third time a member has repeated a given action or a similar action?
- What resources are available on-campus and beyond for a member who seems to have ongoing problems when he or she uses alcohol?

## CREATING A FAILSAFE PLAN FOR YOUR ORGANIZATION

You and your team have dug deep into understanding your organization's risk taking with alcohol and the things—including your own leadership—that may be influencing the risk success or risk failure of your members.

*It is time to make some decisions.*

### DECISION 1: What Are Your Goals?

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Take a few moments to write out, as a team, a set of goals and objectives for making your organization FailSafe. Your goals should be SMART:

**Specific**——— Clear, simple statements that describe what, who, how much

**Measureable** — Can you see when and if the goal is attained? How?

**Achievable** —— Is the goal realistic given your current situation?

**Relevant** —— Is the goal really in line with what you need?

**Time-bound** —— In what time frame do you want to see results?

Be as specific and complete as possible. Using what you've learned, set clear goals related to the negative outcomes you'd like to see reduced or the positive outcomes you'd like to see increased.

Sample goal and objectives:

By the end of the semester, members of our organization will experience 25 percent less harm and negative consequences caused by the use of alcohol.

1. We want to reduce the number of times a member is too drunk to participate in an activity from \_\_\_\_\_ to \_\_\_\_\_.
2. We want to reduce the number of times a party hosted by one or more of our members is visited by police from \_\_\_\_\_ to \_\_\_\_\_.
3. We want to reduce the number of times we receive a citation or inquiry from the police or judicial affairs from \_\_\_\_\_ to \_\_\_\_\_.
4. We want to reduce the number of times a member is unable to successfully complete his or her academic work due to partying from \_\_\_\_\_ to \_\_\_\_\_.
5. We want to see \_\_\_\_\_ percent of new members able to become active members in good standing.

### DECISION 2: What Strategies Do You Need to Use?

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The next decision you'll want to make is about the strategies you'll use to achieve your goals. In the table below, check off the areas of weakness or risk vulnerability that your leader team feel most need to be addressed. For each area identified as a weakness, note the recommended strategy/strategies and tool(s) available to help you address the weakness. This will become your FailSafe plan.

| <b>Where We See a Weakness</b><br><i>(check all that apply)</i>   | <b>What We Need</b><br><i>(strategies to address each weakness)</i> | <b>Which Tools to Use</b>                                 |
|---|---|---|
| <input type="checkbox"/> We don't have policies related to use of alcohol.  | Policy Formation  | <b>Living Policies Tool</b>                               |
| <input type="checkbox"/> Our policies aren't clear about what is or is not OK related to alcohol use and/or our policies aren't effective.  | Policy Change   |   |
| <input type="checkbox"/> Our members don't know our policies related to alcohol use.  | Policy Education  |   |
| <input type="checkbox"/> Our members don't follow our policies related to alcohol use   | Policy Enforcement  |   |
| <input type="checkbox"/> Our adjudication of policy violations related to alcohol use is ineffective.   | Policy Adjudication/<br>Member Accountability                       |   |
| <input type="checkbox"/> Our members have inaccurate perceptions about our organization's drinking norms.   | Norms Challenging   | <b>Group Feedback Tool</b><br><br><b>Risk Mentor Tool</b> |
| <input type="checkbox"/> Risk-management practices aren't seen as the norm in our organization.   | Norm and Expectation Setting  |   |
| <input type="checkbox"/> Inaccurate or high-risk norms about alcohol use are not challenged in our group.   | Norm Reinforcement  |   |
| <input type="checkbox"/> Our members don't know when or how to step in to help another member.  | Bystander Education   | <b>Stepping In Tool</b>                                   |
| <input type="checkbox"/> Our members are uncomfortable helping each other keep safe.  | Bystander Agreement   |   |
| <input type="checkbox"/> The ways that our members help keep each other safe aren't used consistently or aren't working.  | Bystander Reinforcement   |   |
| <input type="checkbox"/> Our organization doesn't have policies related to safely hosting formal or informal events with alcohol and/or the things we do to keep our parties safe aren't working. | Responsible Host Policy and Practice Setting                        | <b>Party Planner Tool</b>                                 |
| <input type="checkbox"/> Our members don't know how to host a party safely.   | Responsible Host Education  |   |
| <input type="checkbox"/> Our members don't see any value in doing things to keep our parties safe and/or we don't consistently use safe practices related to hosting parties.                     | Responsible Host Reinforcement                                      |   |
| <input type="checkbox"/> Our leaders/officers don't know how to talk to someone who caused problems for themselves or others because of their alcohol use.  | Individual Member Support & Accountability Training                 | <b>Check-In Tool</b>                                      |
| <input type="checkbox"/> We have members who aren't responding to other strategies and aren't changing their high-risk alcohol use practices.   | Individual Member Referral to External Resources                    |   |

## Setting the Plan in Motion

1. Share your plan with your organization's members using the **Group Feedback Tool**.
2. We recommend that you take on the strategies in the order they are provided in the toolkit. After the Group Feedback session, we recommend that you focus on Policy, followed by Stepping In, followed by Party Planning, followed by the Check-In Tool, and lastly the Success Measure Tool.

**Congratulations!** You and your leader team have taken a giant step toward a healthier, safer, and happier student organization!

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