



DELTS TALKING ABOUT ALCOHOL

FACILITATOR GUIDE

Since 1986, *Delts Talking About Alcohol* has been one of the preeminent alcohol education programs in the Greek world. “DTAA” has evolved through the years from three-day conferences training alumni and chapter leaders, to traveling interns, and now, to [DTAA’s e-learning course](#). While the delivery methods have changed, one thing remains the same – the purpose of *Delts Talking About Alcohol* is for Delts to share with their brothers specific ways to reduce the risk of alcohol-related problems.

[DTAA’s e-learning course](#) allows our members to have a personalized and confidential alcohol education course through any internet-connected computer. In order to preserve the *Delts Talking About Alcohol* tradition, this facilitation guide is provided to further the discussion about the [DTAA’s e-learning course](#).

The items in this document may be facilitated by chapter leaders (new member educator, risk manager, etc.), chapter advisors, or campus personnel (Greek advisor, health/safety staff, etc.). Regardless of who leads the conversation, it is important that we have these conversations to build on the knowledge acquired through [DTAA’s e-learning course](#).

Table of Contents

Activity	Page
What Affected You?	6
High-Risk Drinking	7
Reframing the Future	8
Values Congruence	10
SWOT Analysis	12
Values vs. Norms	15
Respect <i>(best used when co-sponsored with a sorority)</i>	16
Resources	18

Thoughts on Facilitating these Discussion Topics

Facilitation is making things easier. It includes...

Creating connections of shared information and experience.
Helping participants get good information and affirmation.
Providing focus and direction.
Appropriately challenging and questioning participants.

An effective facilitator is...

Natural and genuine.
Interested in others.
Open about using his/her experiences as examples.
Clear and non-judgmental.
Flexible and able to adapt to different situations.
One who avoids making promises.
One who focuses on others, not on him/herself.

Effective Facilitation Tools

Communication

- Listening
- Reflecting
- Questioning
- Restating

Observation

- Reading Nonverbal Cues
- Flexibility
- Empathy
- Timing

Content Depth/Breadth

- Information
- Personal Experience
- Referral Skills

Facilitator Competencies

The facilitator will exhibit skills in communicating by...

- Expressing ideas clearly and accurately.
- Showing a lively interest in the subject.
- Thinking well on his/her feet.
- Showing a sense of humor with a sense of seriousness.

The facilitator will regulate his/her remarks to...

- Calling the group's attention to particularly helpful statements.
- Rephrasing participants' ideas to clarify and reinforce.
- Avoiding expressing personal opinions.
- Summarizing at appropriate times.

The facilitator encourages group participation by...

- Seeing that participation is distributed evenly among members.
- Maintaining eye contact with the entire group.
- Being alert to nonverbal cues of interest and boredom.

The facilitator creates an accepting atmosphere by...

- Insisting that group members respect each other's opinions.
- Showing an interest in the opinions of all members.
- Accepting and supporting minority views.

The facilitator shows skills in guiding the discussion by...

- Providing "meat" for the discussion without monopolizing the discussion.
- Providing examples and facts to emphasize points.
- Listening critically for puzzling aspects that are giving the group trouble.
- Directing the discussion away from inappropriate remarks.

The facilitator will establish an accepting climate by...

- Encouraging freedom to express feelings without threat of reproach.
- Supporting participants as they arrive at their own conclusions.
- Supporting participants as they engage in critical thinking.

The facilitator demonstrates skills in summarizing by...

- Having participants summarize main points.
- Encouraging participants to explain how their ideas/opinions have changed.
- Encouraging participants to predict how the discussion could affect future behavior.

What Affected You?

One hour of open forum. This exercise is intended to create an opportunity for members to share what they learned from EverFi – GreekLifeEdu for College. Everyone should be given the opportunity to speak.

- What is one new thing you learned about alcohol or its effects? What did you learn in this program that you think a new pledge should know about alcohol and its effects on the mind and body?
- What behaviors might you change because of this program? How or why did the program affect you?
- What information surprised you?
- What “hit home” for you?
- How do you think this information is valuable for Delta Tau Delta?
- What role do you think alcohol plays in Delta Tau Delta? How does this benefit or harm our organization?
- Is there anyone who would like to share a negative experience they had with alcohol and lessons learned from this experience? (*Facilitator should add a statement that we are not asking participants to make confidential, personal disclosures.*) Have you gotten support from other members on how to deal with difficult experiences with alcohol? What kind of support do you think makes a difference? What campus or community resources could be helpful? What are the barriers to using those resources? How could those barriers be overcome?
- Are there any seniors/leaders who would like to provide their thoughts or “share their story” on the role of alcohol in the organization?

High-Risk Drinking

One hour of group facilitation. Facilitator poses these questions to the participants:

- What does the term “high-risk drinking” mean to you? What do you associate with high-risk drinking? What benefits/consequences are connected to high-risk drinking?
- If we asked the same question to your parents, campus administration, to the parents of prospective members, the Arch Chapter, and to Central Office staff, would it mean something different to them?
- How do we see high-risk drinking marketed? What behaviors are promoted by advertising? How do these behaviors contrast with your experience? What groups, aside from Greek organizations are associated with high-risk drinking?
- What does high-risk drinking consist of for our organization? What types of activities, traditions, or rituals do we engage in that involve alcohol? (Examples might include the following: 21st Birthday, Spring Break, and Bid Nights.)
- Are any of you surprised by the role that alcohol plays in our fraternity? Why or why not?
- Has the role that alcohol plays in our organization negatively affected our image? Recruitment? Retention of members (inactive juniors and seniors)? Condition of the physical property – house/lodge? Relations with alumni?
- Have there been problems with individual alcohol usage and behavior within this fraternity? Do you think they could have been prevented? If so, how?
- What behavior is not acceptable as determined by this chapter in regards to alcohol and behavior?
- Have there been problems with social events and risk management in this fraternity? Why have these problems occurred? What types of measures have been taken to correct them in the past?
- If you allow things to continue as they are now, what will your future look like?
- What do we want our future to look like as a fraternity?
- What steps do we need to take to ensure our vision is a reality?
- Who is responsible for implementing these steps and helping the chapter define known, reasonable, and fair consequences when individuals make poor choices?
- How can members support these steps so the President and other officers aren’t always chastised for enforcing known consequences?

Reframing the Future

One hour of facilitated group discussion. Facilitator begins by suggesting to the participants that the ability to examine the current state of their fraternity and speculating about its future is a good way to change the present.

Objectives to discuss with chapter:

- This activity will provide an excellent opportunity to generate organizational learning and stimulate some community building.
- It will assist fraternity members to become clearer about the issues they are all facing and potential courses of action.
- This activity will encourage members to think about the process of change and how it can be started within this organization.
- Having the courage to focus on the long term or to do the right thing is a choice. This experience will help participants see that you have a choice about what kind of organization you will be and how your future will play out.

The value of the group discussion is to create three stories where participants can fully explore options for reframing the future of their organization. They are not to be found in precise predictions. Rather, each of the stories offers an early warning system for creating greater flexibility for dealing with potentially changing circumstances. The participants will have the beginning of alternate plans for the future.

Facilitator instructs participants that they are going to engage in an activity where they reframe the future of Greek life. The participants will be divided into three groups. Each group will have ten minutes to prepare a story for the large group based on the following set of questions for their given outcome. Encourage participants to think realistically and not to limit themselves.

Instructions:

Participants should break into three groups by counting off or some other method. Assign each of the three groups one of the three endings:

1. Ending far exceeds the current reality – things become dramatically better
2. The status quo continues – nothing changes
3. The end falls short of current expectations – things become dramatically worse

The stories should critically examine the ending based on the question set provided. Stories should focus on behaviors and practices that will either need to change or continue in order to fit along with the given outcome. Presentations should take on a global perspective of Greek life. Groups will have ten minutes to prepare and three to five minutes to present.

Questions to consider while preparing the stories:

1. What is the challenge being presented?
2. What are the driving forces behind the movement?
3. What is the dramatic conflict?
 - What is at stake?
 - What are the trade-offs?
 - What if we do not succeed?
4. Resolution:
 - How did this change the lives of those involved?
 - What new relations or partnerships were formed?
 - How were community standards and practices rewritten?
 - What did we have to give up/gain?
 - What did the leadership do to achieve this new result? What did they learn?

Follow-up Questions:

After each of the groups has presented their story to the large group, the facilitator can open the floor for discussion.

- What is the purpose of this activity?
- Are the things in this scenario likely or unlikely to happen?
- What trends do you see in the presentations?
- What role, if any, did high-risk drinking behaviors play in the scenario? (The facilitator may choose to take time to have the group agree on one definition of “high-risk drinking.”)
- What kinds of things are you going to face in the upcoming year? In the next five years? (i.e., job interviews, conferences, weddings, graduation parties, etc.)
- What about the issues addressed in the scenarios – are the changes or issues discussed ones you all believe are possible? Are there things that we can do to change the course of events?
- How are these future possibilities relevant to today’s Greek communities and their struggles with high-risk drinking and the associated behaviors? Can we draw some correlation?
- What are the things that we as fraternity members need to be doing to ensure a bright and successful future (i.e., policy development, revision, or enforcement; programming; outreach; etc.)? What barriers challenge these activities? Where do the barriers come from?

Values Congruence “Do what you say you will do.”

One hour of group discussion. Necessary materials include flipchart and markers.

Presenter should begin by explaining to participants how the focus of today’s discussion is on the role of values within their organization. Presenter will then invite the participants to list their individual values on a sheet of paper.

Presenter should ask engaging questions, such as the following:

- What people or organizations influence the development of personal values?
- How have your personal values developed over the course of your life?
- How do your personal values guide your everyday life?
- What are some of the things that you, as members of this organization, all value?
- Have other people had an influence over your personal values?
- Are there times when it is okay to ignore your values?

Presenter should summarize the values of the individual conversation and move to the next set of questions.

- Do you think our fraternity is a values-based organization? *If participants answer no to this question, facilitator needs to be prepared to discuss the values contained in the Ritual.*
- What are some of the things that you value as a fraternity? *These should be listed on a flipchart so the group can see.*
- Where do your Greek values come from?
- Where can you go to find out what it is that your organization stands for? *Possible answer might be Ritual, alumni, mission statement, values statement, creed, by-laws, and constitution.*
- How do these personal values guide our everyday behavior?
- Are there times it is OK to ignore our values as a Greek organization?

Presenter should introduce the concept of a values-based organization and raise questions that apply to their organization.

A values-based organization is a group that has its purpose deeply rooted in a strong set of values. The actions and behaviors of the group and its members are guided by the values of the organization.

Have definition written on a flipchart.

- Are values-based organizations still relevant today?
- Is it possible to live up the high standards/values embodied in our Ritual?
- Are there times when as a fraternity that we ignore our values?
- Would campus of community leaders describe us in a way that is consistent with our values? Why or why not?



Presenter summarizes information and moves to the next set of questions.

- What is the role of alcohol in your fraternity?
- Do you believe our founders intended for alcohol to play such a dominant role in our organization?
- How has the use and impact of alcohol changed since we were founded?
- What would be their reaction to the current state of affairs?
- What role does alcohol play in our organization as it relates to our values?
- Does alcohol deter our organization from being values-based? Why?

Introduce the concept of congruence, and address values congruence.

Congruence = Values and Actions being aligned
Have definition written on a flipchart.

- Are we living in congruence with the values that we say we hold so dear?
Are our actions aligned with our values?
- If our values were based on our actions, what would our values be?
- What steps can we take TODAY to be in congruence with our values?
These steps should be listed on a flipchart so everyone can see.

Presenter should close with the following information being covered.

- Do what you say you will do.
- Every choice and decision you make determines if your organization is a values-based organization.
- Consider your commitment level to be a values-based organization.
- Decide what behaviors you are committed to change as an individual to ensure you do what you say you will do.

SWOT Analysis

One hour for one-on-one meetings followed by group discussion. Necessary materials include flipchart, markers, and handout(s) for each participant.

The presenter should utilize the information below to assist individuals in a chapter with a SWOT analysis. An alternative is having groups of 3-4 complete this exercise or share answers in a small group before the chapter discussion. Once each individual/small group completes this analysis, hold a discussion with the chapter and go through each area. Listen for common themes/patterns for each area. Use this discussion as groundwork for setting goals or discussing changes in regards in behavior related to alcohol.

Why Use the Tool?

SWOT Analysis is a very effective way of identifying your Strengths and Weaknesses, and of examining the Opportunities and Threats you face as a fraternity chapter. Carrying out an analysis using the SWOT framework helps you to focus your activities into areas where you are strong and where the greatest opportunities lie.

Simple Rules for Successful SWOT Analysis

- Be realistic about the strengths and weaknesses of your organization.
- Your analysis should distinguish between where your organization is today, and where it could be in the futures.
- Be specific. Avoid grey areas.
- Keep your SWOT short and simple. Avoid complexity and over-analysis.
- SWOT is subjective.
- Be honest.

How To Use the Tool

To carry out a SWOT Analysis, consider the following four categories.

Strengths

Consider your strengths from your own point of view and from the point of view of the people you deal with. Don't be modest - be realistic. If you are having any difficulty with this, try writing down a list of your characteristics. Some of these will hopefully be strengths!

In looking at your strengths, think about them in relation to your Greek organization and to other Greek organizations on campus - for example, if all of the other organizations have high GPAs, then a high GPA is not a strength, it is a necessity.

- What are your advantages as a fraternity?
- What does your organization do well?

- What do other people see as your strengths?
- Take time to go around the room and ask each person to name a unique strength of the person to their left (make a list of these strengths on a flipchart).

Weaknesses

Again, consider this from an internal and external basis - do other people seem to perceive weaknesses that you do not see? It is best to be realistic now, and face any unpleasant truths as soon as possible.

- Ask each person to name one unique area for improvement within in the organization.
- How could our organization improve?
- What do you wish you could do better?
- What should you avoid?

Opportunities

A useful approach to looking at opportunities is to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask yourself whether you could open up opportunities by eliminating them.

- Where are the good opportunities facing you? Facing our organization?
- What are the interesting trends you are aware of?

Threats

Consider what threatens your opportunities from becoming realities. Carrying out this analysis will often be illuminating - both in terms of pointing out what needs to be done and in putting problems into perspective.

- What obstacles do you face?
- Could any of your weaknesses seriously threaten your organization?
- What are other Greek organizations doing better than our organization?
- Does your chapter disregard university and/or fraternity policies?
- Does your chapter disregard any federal or state laws?
- Does your chapter have a low GPA?
- Does your chapter have low membership numbers?

Once each individual completes this analysis, hold a discussion with the chapter and go through each area. Listen for common themes/patterns for each area. Use this discussion as groundwork for setting goals or discussing changes in regards to alcohol-related behaviors.

Strength

Weaknesses

Opportunities

Threats



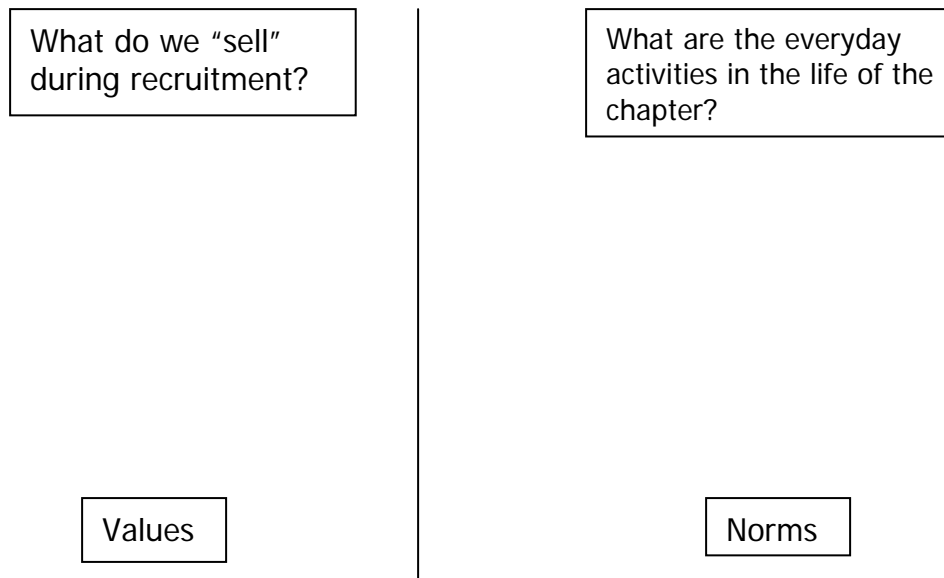
Values versus Norms

Thirty minutes of group discussion. Necessary materials include flipchart and markers.

Ask participants: "What does your organization 'sell' during recruitment? This includes what we talk about to our potential new members and what we do through parties/events with our potential new members." (*Possible answers will include leadership, scholarship, Ritual, brotherhood, etc.*)

"Now let's make a realistic list about our everyday activities and what we focus on as an organization."

Record answers on the flipchart (see sample below).



What we 'sell' during recruitment are what we say are the values of our organization.

Norms define acceptable way of doing things. These cultural norms encourage all behavior that is accepted, expected, and supported. Norms are a continual part of our lives - it is HOW we do things day to day.

How are values and norms related? Norms teach us what we value. If the norms do not teach and reinforce fraternal values through our behavior, language, and attitude, then members will not learn to value the values of our founders. They will never KNOW those values.

- What are the current norms of Greek systems if I were a parent reading the paper?
- How can you influence norms in your chapter?
- What are steps your chapter can take so your values and norms are aligned?

Respect

Forty-five minutes of facilitated discussion. Necessary materials include flipchart and markers. This program is designed to be co-sponsored with a sorority, but could be altered for Delts only.

Facilitator begins by discussing how respect for self and others affects potential development. Fraternity chapters are designed to help each member reach his or her highest potential. They do that by being LEADERSHIP LABORATORIES that start new members with committee assignments, progressing to minor offices and in the next years of membership to major offices. Those officers and members are running a small business, so that the president is a CEO and the treasurer is a CFO.

Along the way, members learn to live and work closely with people who are not like themselves in various ways, to negotiate, to stand up for their values when necessary and to compromise where appropriate. They learn cooperation in order to accomplish the group's goals and most of all they learn to respect themselves and each other for the assets each brings to the chapter and its activities. If members do not learn to respect themselves and others, they find that their own development cannot mature to the maximum potential. Respect is vital in working with others because it includes trust. Those who cannot be trusted find themselves lacking when the most rewarding opportunities in life become available.

Respecting oneself and others plays a large role in drinking and other drug use especially when men and women misread the reasons that others are drinking.

Objectives to discuss with the participants (a mixed group of men and women is best):

- This exercise will provide an excellent opportunity for being truthful about the reasons for drinking and for learning to respect the decisions of others.
- It will educate members on ways to be clearer when communicating with others about what they expect from the evening's activities.
- This exercise will introduce the process of changing a member's views on why others choose to drink.
- Members will see that they have a choice on how to approach others, especially those in whom they may have romantic or sexual interest, who have been drinking. Those choices essentially are: 1) with respect or 2) with selfish interests foremost. (The second choice holds the possibility of long-term negative consequences for both parties and can devastate the potential development of both.)

Participants should break into a group of men and one of women.

Instructions:

1. On a flip chart, have each group list their 3 most primary reasons for drinking on any given day or night. They need to be totally truthful, i.e. if the reason is “to score with a hot chick,” they need to say so. *(They will have to pick the 3 mentioned most by the majority in a process of elimination. This should take no more than five or ten minutes.)*
2. Break each of the groups into 4 sub-groups and combine for 4 mixed discussion groups.

Discuss the women’s list first by asking:

- Does this reason seem reasonable when you are sober? Why or why not when one or both individuals are drunk?
- Does respect for the other person disappear when he or she has been drinking? Why? Has he or she ceased to be deserving of respect?
- Do these reasons for drinking show respect for others who will be drinking, or may not be drinking, at the same time and place? If not, why not?

Discuss the men’s list in the same way.

3. Bring all groups together for a discussion on the best ways to make your intentions and reasons for drinking clear to others.
 - How do you stand up for yourself when questioned or pressured to “do shots,” “go up to a room,” “drink from a common container,” etc.? Have you seen members stand up for themselves successfully? Unsuccessfully?

Follow-up Questions:

- Why do you think we did this?
- Are the things discussed here likely or unlikely to happen?
- Are you personally likely to face some of the things discussed here?
- How do your choices in these matters reflect upon yourself and your fraternity?
- Who might be affected by the choices involving respect that you make when drinking?
- How might the organization be affected by the choices involving respect?
- What needs to change for you and your fellow members to be more respectful of others when drinking?

Follow-Up Exercises:

- In a chapter meeting before an event with alcohol, discuss how members plan to implement the lessons learned.
- In a chapter meeting after an event with alcohol, discuss how well members implemented the lessons learned in this exercise.

Resources

Alcohol Summit Program Guide & Workbook compliments of the North-American Interfraternity Conference and Geof Brown

Brotherhood Building Activities compliments of the North-American Interfraternity Conference

Connecting Personal & Pi Kappa Phi Values compliments of Pi Kappa Phi Fraternity

Facilitation Materials compliments of Alpha Sigma Phi Fraternity

Fisher Retreat Facilitators Manual compliments of Delta Tau Delta Fraternity

Phi Kappa Psi Cabo Alpha Leadership Curriculum compliments of Jerry Nelson

Respect compliments of Marilyn Fordham and the National Panhellenic Conference

SWOT Analysis - Understanding Strengths, Weaknesses, Opportunities and Threats by James Manktelow, editor of Mind Tools and an experienced business strategist