

Team Awareness Training

For Workplace Substance Abuse Prevention

Small Business 4-Hour Edition

Module 1:

Relevance to You and Your Work Group: Orientation and Risk Identification



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Module 1

Relevance to You and Your Work Group: An Orientation to Team Awareness Training

Participants will:

Recognize the importance of addressing employee alcohol or drug (AOD) abuse and how AOD abuse is relevant to teamwork and group performance

Identify current levels of behavioral risk in the work setting related, but not limited, to AOD abuse (hostility, harassment, withdrawal on the job)

Set specific goals for enhancing team communication as a way of reducing risks

Materials

- ✓ Flip Chart or chalkboard
- ✓ Overhead or LCD projector and screen
- ✓ Calculator
- ✓ Markers or chalk
- ✓ Pencils for participants
- ✓ Slides or handout of slides for participants to follow
- ✓ A water soluble or erasable pen for overheads
- ✓ Handout materials (see below)

Prepare before class

- ✓ Review all overheads and/or flipchart statements.
- ✓ Handouts-Make copies for each participant:
 - Personal Exercise: "Initial Assessment of Risks & Strengths" (2 sided copies).
 - "Ounce of Prevention" Pocket Cards
- ✓ In addition, to the above, you may wish to practice your simple drawing or art skills for Tool # 1 (7 Prevention Principles).

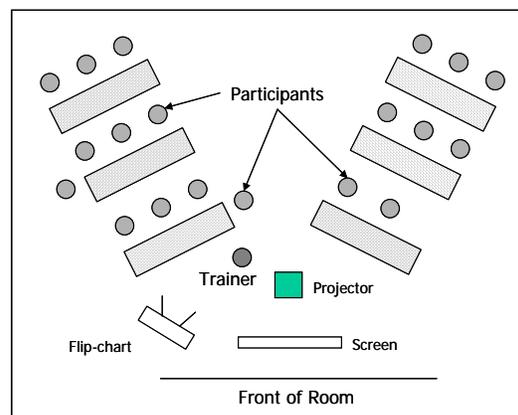
Participant and Classroom set-up

Number of Participants: 8-24

This session involves participants working solo, in pairs, and as a large group.

When possible, set up the room so that individuals can write on a table and also participate in a large group discussion.

We have used the herringbone style of table set-up. The diagram below shows one possible configuration. **Make sure you have space to move around to facilitate group interaction.**



Slides/Overheads

Step 1: Welcome, training introduction, and session introduction (Slides 1-8)

Welcome participants as they arrive.

1.1 Training overview (Slide 1-2)

Introduce the overall topic and purpose. (You may use your own words, but cover the three main ideas below)

"Team Awareness training has the purpose of creating or helping you to maintain a healthy work environment, especially a healthy work group. By "healthy" I mean several things: positive communication, safe work practices, a sense of purpose and meaning, team spirit, and also actually physically and emotionally healthy workers"

"Researchers have studied how the workplace can either contribute to employee health or cause health problems. What do you think are some of the important causes—in the work environment—of individual physical health?"

Perhaps the most important factor is having supportive and helpful coworkers and supervisors. Employees who feel they belong to a good work group or have supportive coworkers and supervisors are generally healthier than employees who lack a supportive work environment.

"This training is really designed to give you tools to help you make the workplace more supportive. Our commitment is to both give you the tools and show you how to use them. We hope that—if you need to—you will actually use them."

"The real focus is substance abuse (both alcohol and drugs) because we recognize that such abuse can lead to the above risks (whether the problem is in oneself, in a coworker, or in a friend or family member)."

“So, we designed the training to be relevant to all these things and hope you find something relevant to you.”

1.2 Some Core Distinctions (Slides 3-6)

For the Trainer: There are two basic core distinctions that form the core ideas to this training. These distinctions are described in Overheads 4 – 5 and Overheads 6 – 7:

Substance abuse is:
a private problem

Substance abuse is:
a public concern

Workplace training should:
Focus on individuals

Workplace training should:
Help work groups and teams

As you put up the overheads, simply explain that:

“The current training is different than traditional trainings in workplace substance abuse awareness because it seeks to give the entire work group tools for dealing with problems and improving communication.”

Add the following, especially if linking the program with any quality, team building, or service initiatives:

“We also recognize that substance abuse can have effects on your ability to provide services as a team.”

ADVISORY AND SUPPORT TO TRAINERS

Note. In some settings, participants may complain or believe that this is “Narc” training; that they will be learning skills to “turn their buddies in.” Explain the training is sensitive to concerns about confidentiality and refer to the following information at any point during the training.

To the trainer: the following information is provided to help you allay any concerns employees have about the intent of the training.

The training is completely confidential, what participants choose to say to their coworkers is completely up to them. The training does not advocate “snitching” or “whistle blowing” or “turning anyone in.” In fact, it seeks to do just the opposite, to encourage employees to get help before problems get so bad that some intervention is required. Explain rules for confidentiality.

Policies in the current workplace (if they are developed) may stipulate that coworkers are required to report problems. If so, explain that is about policy not about this training. Explain that you will be reviewing policy in the next module (Module 2).

If the workplace does not have a fully developed policy, or it has no provision for coworker awareness, you may add: “One possible outcome of this training is that you, as employees, can form some advisory council or committee that helps to draft a policy.” If appropriate, explain: “Sometimes the most effective policies are those that you create yourselves. One workplace, who received this training, did just that.”

Emphasize that the first and most important purpose of the training is (as explained in Slide 2)—“Enhance team communication” and that, in fact, it would contradict the purpose of the training to promote any “snitching” or “indirect” communication. If appropriate, explain that Modules 5 and 6 will cover this.

Step 2: *Substance Use & Blocks to Service* (Slide 7)

This activity introduces the topic of stress management and offers a prelude to Step 5. Stress management, especially the ability to cope as a work group, is a major strength that counters the different risks just discussed in Step 3.

Tell Participants “Research suggests that when people get along together they increase their ability to cope—both individually and as a group. Communication, group coping, or team problem solving, also increases employee health and makes workers more resistant to disease.”

Tell Participants “In addition, stress can cause problems in being productive and servicing customers or clients.”

Step 3: *Ground Rules* (Slide 8)

For the Trainer: The GROUND-RULES are essential to display.

Step 4: *Prevention Principles* (Slides 9-10)

Explain: “This training is really about prevention. If you have problems NOW this training can help. If you don’t have problems NOW this training can help you prevent them from happening in the future. Training skills can help you stop little problems from becoming BIG PROBLEMS.”

Seven Principles Guided Mnemonic

1. Display slide of the **Seven Principles** and direct participants attention to the Seven Principles cards in their packets (or distribute cards listing the Seven Principles).
2. Review these Principles by reading them aloud and offering clarification. Encourage participants to add ideas or comments.
3. Tell participants that you want to lead them in a brief exercise designed to help them remember these principles.

4. Explain that purposefully and thoughtfully associating a picture or mental image with an idea can help us remember that idea. Ask if anyone has ever taken a course or read an article on memory "tricks." Use example of how to remember a grocery list (celery dancing like Carmen Miranda, eggs being juggled by a clown, a man slipping on a banana peel, a penguin looking in the freezer for some frozen fish sticks, etc.). Taking time to mentally associate a thing with a mental picture (especially if the image is relevant but slightly off the wall) helps memory.
5. Explain that you would like to have the group come up with Seven mental pictures or images to help everyone remember key words/ideas associated with the Seven Principles.
6. With group input, use flip chart to draw a picture/image for the key word/idea in each of the principles. For example, risks may be a "gun" or "spilled water on the floor" or "an ambulance." Quickly get group consensus, then draw the picture. Do for each principle.
7. Review the list and associated images when task is completed.
8. Thank participants for their help; compliment the list/images.

Step 5: Introduce Personal Exercise (Slide 11)

Review Orientation to Relevance Module. Review the purpose and indicate that we will begin by completing an anonymous/confidential self-assessment.

Introduce this exercise by telling participants that we start the training by looking at the first two principles.

1. Identify and reduce risks that cause or aggravate the problem

2. Identify and increase benefits & strengths that address the problem

Explain:

"To help you get the most out of the training, we want you to think about and share your own impressions about the risks and strengths you see. We have designed a Personal Exercise to help you do this. Be as honest as you can"

INSTRUCTIONS FOR PERSONAL EXERCISE 2 (Use Handouts 2a-2b as 2-sided, folded pamphlet)

EXPLAIN: "In this pamphlet (hold up/point to a Personal Exercise pamphlet), I would like you to be as honest as you can. You will not be asked to share your responses with anyone. However, I want to give your group (as a whole) feedback about how you scored on this. We will be reviewing your responses later in this session."

EXPLAIN: "THIS IS NOT A TEST; NO ONE WILL KNOW RESULTS OF THE GROUP EXCEPT FOR PARTICIPANTS IN THIS ROOM."

EXPLAIN: “You get to keep this pamphlet. After you write down your responses, please add them up following the instructions. Record your score in the spaces provided for Steps 2 and Step 4 at the bottom of the page. THEN PLEASE ALSO WRITE THE SCORES ON THE PROVIDED SLIPS AND I WILL COME AROUND AND COLLECT THEM AFTER YOU ARE ALL DONE.”

INSTRUCTIONS TO FACILITATOR:

Before proceeding, ask participants to complete the survey anonymously. Make sure to get their responses by having them write their SCORE ON PROVIDED RED AND GREEN SLIPS OR BY TEARING OFF THE BOTTOM SLIP OF THE PAMPHLET BELOW THE DOTTED LINE.

It is best to ask an assistant to tabulate feedback. You can take a short class break just before giving feedback (see slide #11).

HOW TO TABULATE

1. Collect all slips (See below for sample)
2. Separate into two piles, one for risk scores and one for strength scores
3. For each pile, add all scores and get the average score

For example, in a class with 12 participants, you have the following scores:

Risks: 0, 1, 1, 2, 0, 4, 1, 5, 6, 3, 3, 0—When summed = 26; $26/12 = 2.2$

Strengths: 7, 14, 23, 23, 21, 15, 16, 19, 22, 8, 19, 11- When summed = 198; $198/12 = 16.5$

You will show these scores later with an erasable marker on Overhead #13 (see page 29).

For example, the first participant listed above had a “0” risk score and a “7” strength score.

Step 6: Introduction to Communication

NOTE TO FACILITATOR:

Do this activity as a flipchart to help participants begin identifying beliefs and assumptions about communicating or not communicating, particularly when there is a problem, a concern, a conflict, an unresolved issue or when things could be improved.

Draw two columns on the flipchart. Show Overhead 12. ASK FOR PARTICIPANT RESPONSES.

RISKS OF COMMUNICATING	RISKS OF NOT COMMUNICATING

If participants are not forthcoming you can prompt:

Risks of communicating include: being seen as whiny, as a troublemaker, as rocking the boat, upsetting those who might be in control, causing stress for yourself or others, possibly losing one's job, etc.

Risks of not communicating include: the problem continues, stagnation, risks accumulate, isolation, alienation, withdrawal, etc.

If appropriate and you plan on using Modules 5 or 6, add:

"Later in this training we will learn more about communication (Module 5) and also some skills for being able to break through some barriers to communicating (Module 6)"

If appropriate and you plan on using Module 3, add:

"Sometimes we feel it is just better to TOLERATE problems, rather than go through the trouble of communicating about them; later in the training we will explore your tolerance levels." Add: Who remembers which principle this relates to (Answer: 4. Understand your own tolerance for the situation & adjust if necessary)

Step 7: Assess Risks and Strengths (Review of Personal Exercise) (Slide 13)

Before introducing the next overhead be sure to have collected and tabulated the risk and strengths scores from all participants from their PERSONAL EXERCISE 2.

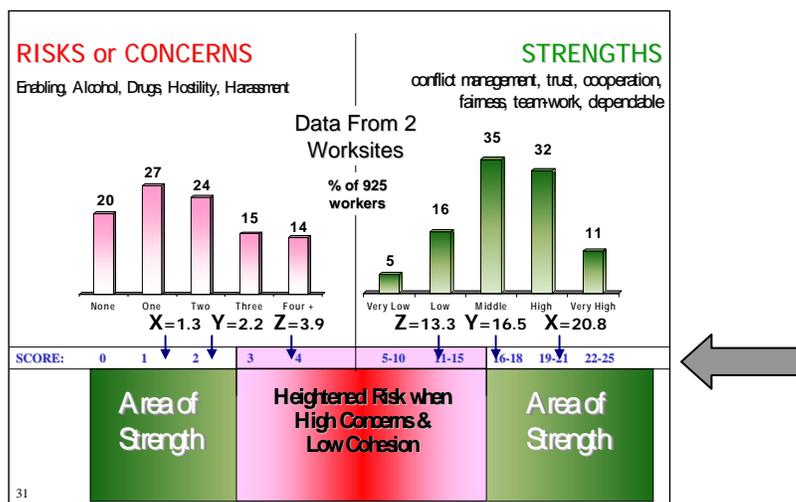
>> DO NOT COLLECT THE ACTUAL SURVEY PAMPHLET, ONLY THE SCORES FROM INDIVIDUALS. (YOU MAY HAVE USED THE RED & GREEN SLIPS OF PAPER OR JUST ASKED THEM TO TEAR OFF THE BOTTOM SLIP OF THE PAMPHLET BELOW THE DOTTED LINE).

NOTE ABOUT FEEDBACK AND DEBRIEFING OVERHEAD

In giving quantitative and real-time feedback to a group of individuals about their own scores, several things should be kept in mind.

1. You may wish to explain your role to clarify any concerns or reduce anxiety. That is, explain that you are not here as a psychologist or evaluator; rather you are here to HELP participants understand risks so that they can take action to do something.
2. If all participants are from the same group and/or coworkers spend a good deal of time together, the scores may accurately reflect the dynamics of the assembled group. Participants may become uncomfortable. Facilitator comments should always balance sensitivity, and confidentiality, while addressing curiosity (avoid/disarm confrontational comments). This activity could be a very powerful icebreaker for a group that has high risks and low cohesion.
3. It is important to emphasize that the scores are NOT DIAGNOSTIC (THIS IS NOT A TEST); that is, they cannot be used to determine with certainty that PROBLEMS ACTUALLY EXIST, because the survey is based on self-report and attitudes and personal biases can influence ratings. EMPHASIZE this is an exploratory activity.

4. If you (the facilitator) have never given feedback on survey scores, we strongly encourage you to become familiar with professional ethical standards of either organization below:
- American Psychological Association Ethical Principles of Psychologists and Code of Conduct (visit <http://www.apa.org/ethics/code.html>)
 - American Educational Research Association (visit <http://www.aera.net/about/policy/ethics.htm>)



Present feedback on Overhead 13. After you tabulate and get average scores for the group you can circle the average RISK score (in red) and the average STRENGTH score (in green) on the overhead with an erasable marker.

Remain sensitive to high risks and maintain confidentiality. **DO NOT REPORT THE SCORE OF ANY SINGLE INDIVIDUAL.** It is useful to know if some participants are experiencing high risks and may help you be more sensitive to the needs of the group.

It may help to review **Ground Rules**.

EXAMPLE X (MOST SHOW LOW RISK with one high risk participant)

In a class with 10 participants, you have the following scores:

Risks: 0, 1, 0, 1, 2, 1, 0, 1, 1, 6—When summed = 13; $13/10 = 1.3$

Strengths: 21, 18, 24, 23, 21, 21, 25, 24, 22, 10—Summed = 204; $204/10 = 20.4$

The average suggests that the group as a whole is doing well, with low risk (1.3) and high cohesion (20.8). However, one individual reports all risks. If all participants are from the same workgroup and work together, this could mean that either one individual is exposed to problems that others are not, that individual is distorting their responses, or the rest of the group is “faking to look good.”

EXAMPLE Y (MODERATE RISK)

In a class with 12 participants, you have the following scores:

Risks: 0, 1, 1, 2, 0, 4, 1, 5, 6, 3, 3, 0—When summed = 26; $26/12 = 2.2$

Strengths: 7, 14, 23, 23, 21, 15, 16, 19, 22, 8, 19, 11—Summed = 198; $198/12 = 16.5$

This would suggest a group that is on the borderline (between 2 and 3) with regard to their risk scores; and also on the borderline (middle range between 16 and 18) on their strength scores. You might say that a group with these scores may have a particular need for training and ask participants to identify what they think their special needs are.

EXAMPLE Z (MODERATE TO HIGH RISK)

In a class with 10 participants, you have the following scores:

Risks: 3, 1, 2, 4, 5, 6, 3, 5, 4, 6—When summed = 39; $39/10 = 3.9$

Strengths: 16, 18, 10, 12, 14, 11, 15, 12, 13, 10—Summed = 131; $131/10 = 13.3$

The average suggests that different members of the group as a whole may be experiencing several different types of risks or all individuals are exposed to the same type of risk. At the same time, group cohesion is relatively low. If participants work together, you may want to inquire about the special needs of the group and also ask them if there has been any attempt to deal with the situation. A real potential problem may be revealed in discussion (a hostile employee or harassment situation that has not been corrected). If so, ask the participants if you have their permission to support them to get additional help. You may help them to contact their human resources director, employee relations director, or employee assistance program. At all times, maintain confidentiality and provide support and encouragement to employees to get help.

Conclude. Thank participants for being willing to examine themselves and their workplace. In concluding Step 5, you can make many points about healthy communication, honoring privacy, and also reinforce the importance of honesty and self-awareness as keys to healthy relationships.

Say: "One important quality of a healthy workplace is it includes employees who are willing to self-assess how healthy they are. This is what we just did. I encourage you to talk about the results with each other when you can. If you have coworkers attending a different session, ask them about their own scores, as well. We think it is important to get problems out in the open. However, we also want to remind you about confidentiality and encourage you to talk directly to each other and not go behind anyone's back. Remember the primary purpose of this training is...?"

Say: "Identifying risks and strengths is also the first step toward correcting situations. Additional skills may be needed to take the next steps. These steps, which we will cover next and in other modules are:

- Communicating clearly about ways to get help
- Overcoming resistance to communicating
- Generating options for getting help
- Reducing stigma to getting help
- Increasing your ability to respond to others in need
- Getting support to make changes

OVERHEADS

1. Title page
2. Overall purpose
3. Private concern
4. Public concern
5. Traditional training
6. Team training
7. Substance use & service quality
8. Ground rules
9. Ounce of prevention
10. 7 Principles
11. Risk & strength assessment
12. Risk of communicating/not communicating
13. Risk & strength feedback

Handouts:

1. Ounce of prevention cards
2. Risk & strength assessment (Copy Handout 2a as front and 2b as back; then fold to make assessment as a pamphlet.)