

***Team Awareness Training for Workplace Substance Abuse Prevention (Small Business 4-Hour Edition)***

This manual was developed as an abridged version by Beth Mivedor, MEd, as part of the Small Business Wellness Initiative (SBWI) through funding by the Substance Abuse Mental Health Services Administration (SAMHSA). This version was based on the Small Business Four-Hour Edition of *Team Awareness* as part of the SBWI, a community collaborative project funded by the Department of Health and Human Services through a grant from SAMHSA. The Small Business Four-Hour Edition of *Team Awareness* was developed by Joel Bennett, PhD, *Principal Investigator*, Darlene Beard, Erin Kelley, Renee Lovett, LCDC, Camille Patterson, PhD, Richard Sledz, LCDC, and Wyndy Wiitala, PhD. The training presentation is also available in Spanish; special thanks to Erin Kelley and Maria Rojas for translating these materials. This project combined the efforts of three organizations: Tarrant Council on Alcoholism & Drug Abuse, Organizational Wellness & Learning Systems, and the Small Business Development Center: Technical Assistance Center of North Texas. For more information, visit [www.sbwj.org](http://www.sbwj.org).

The original manual, on which the SBWI manual is based, was developed as part of a NIDA Grant (DA04390), Drug Use in the Workplace: A Prevention Training Program, to the Institute of Behavioral Research, Texas Christian University. The contents were solely the responsibility of the developers and did not necessarily represent the official views of NIDA. The developers were Wayne E. K. Lehman, Ph.D., *Principal Investigator*, Joel Bennett, PhD, Norma G. Bartholomew, MA, and G. Shawn Reynolds, MS.

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

**Module 1 of**

**Team Awareness Small Business Training**

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This training is adapted from **Team Awareness**, developed at the Workplace Project, Institute of Behavioral Research, Texas Christian University ([www.ibr.tcu.edu](http://www.ibr.tcu.edu)), Fort Worth, Texas, 76129

**Team Awareness** *Small Business*



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**We strongly encourage that trainers review the manual for this module before using the overheads. The manual is available in downloadable PDF (Acrobat Reader) format from [www.ibr.tcu.edu](http://www.ibr.tcu.edu)**




# OVERALL PURPOSE

## PURPOSE OF TEAM AWARENESS

- Enhance team communication
- To help reduce any risks

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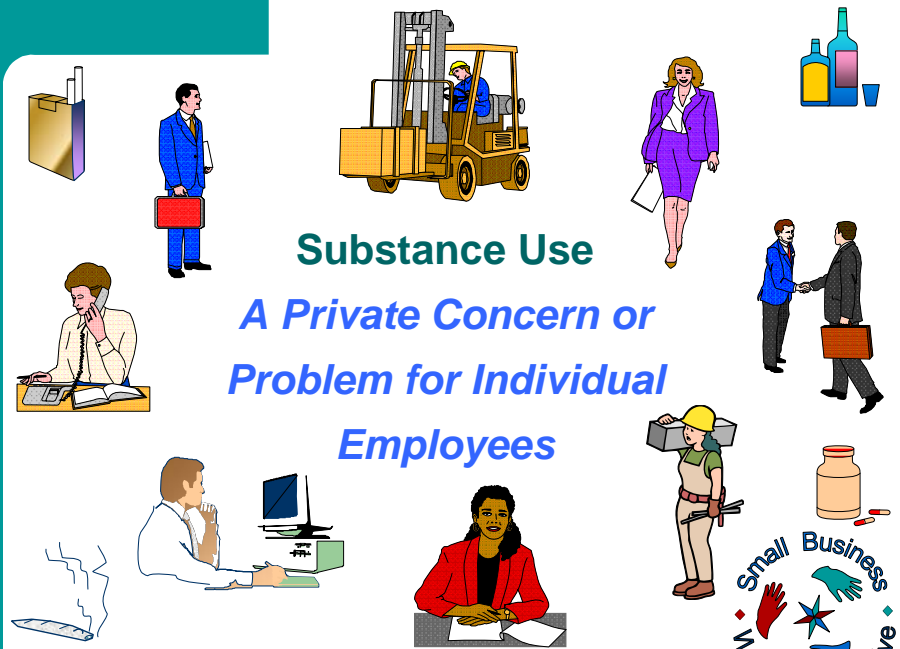
>>> **STEP 1.** Read slide and explain that this is the overall purpose of the entire Team Awareness training.

[The first part of the slide presentation reviews the overall purpose. This includes Slides 4 through 14:

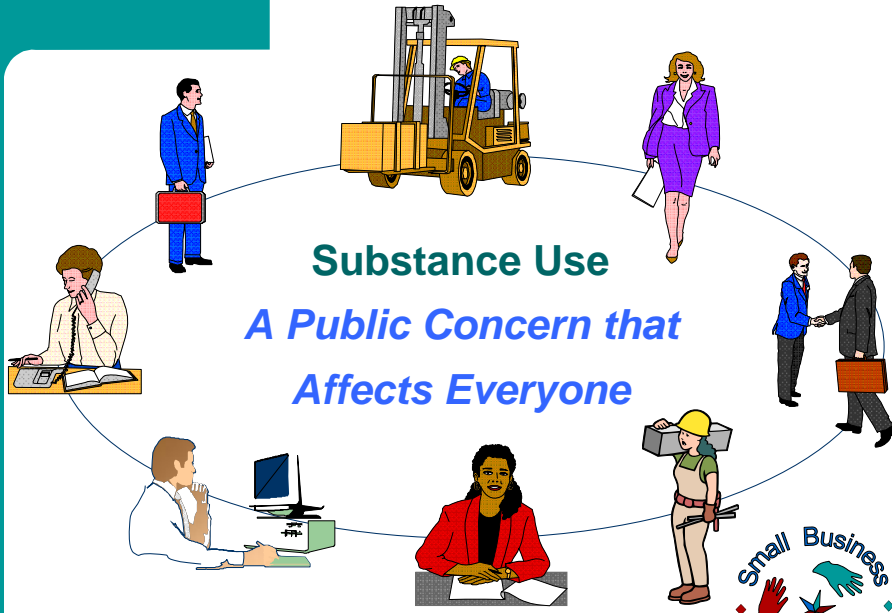
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| <ul style="list-style-type: none"> <li>4. PRIVATE CONCERN 1</li> <li>5. PUBLIC CONCERN 1</li> <li>6. TRADITIONAL TRAINING</li> <li>7. TEAM TRAINING</li> <li>8. AOD &amp; SERVICE QUALITY</li> </ul> | <p><b>These slides provide a general rationale<br/>To the entire Team Awareness Training</b></p> |
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| <ul style="list-style-type: none"> <li>9. GROUND RULES</li> <li>10. WARM UP 1</li> <li>11. WARM UP 2</li> </ul> | <p><b>The ground rules and warm ups can be used after the<br/>initial overview or before (i.e., before slides 4 through<br/>10)</b></p> |
|---|---|

- 12. OUNCE OF PREVENTION
- 13. 7 CORE PRINCIPLES
- 14. EMPLOYEES KNOW



**Substance Use**  
*A Public Concern that Affects Everyone*



## Traditional Drug-Free Workplace Training

Focus on Individuals As Separate and Vulnerable to Substance Use Problems



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>>> STEP 1 (continued).

Explain that most training programs attempt to give **individuals** **information** so that those individuals know how to stop using alcohol or drugs or know how to get help.

## Team-Oriented Workplace Training

### Focus on Individuals *together* in Groups (Social Climate, Team Productivity, Group Stress)




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>>> **STEP 1 (continued).**

Instead, the current training attempts to give groups, social networks, colleagues, the work community **information and skills** that have been showed to help reduce risks for substance abuse.

**Note.** In some settings, some participants may complain or believe that this is a “narc” training; that they will be learning skills to “turn their buddies in.” Explain the following if necessary:

- (1) 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 that you will go over rules for confidentiality in a minute (Slide 9).
- (2) Policies in the current workplace (if they are developed) may stipulate that coworkers are supposed to report problem. If so, explain that this is about policy not about this training. Explain that you will be **reviewing policy in the next module**.(Module 2)
- (3) 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”
- (4) 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.
- (5) As a last resort, if there is still great resistance you may wish to go immediately to the Grapevine Activity in Module 5.

## Substance Use & Service Quality

- A substance abuse training program is relevant for service quality.
- Substance misuse and abuse (and related factors) can hurt:
  - Performance
  - Teamwork
  - Customer service.
- Substance abuse in the workplace takes place in a work culture that may condone and enable it.
- In a teamwork environment, use by any member affects other members in terms of productivity, safety, morale.

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### >>> STEP 1 (continued).

In some worksites, it may help to include the training as part of any service, customer, or quality initiative. Too often, substance use is marginalized as a secondary problem. The goal of this training is to show **how substance use is really relevant to productivity.**

This slide can be useful in creating more interest among participants who do not see how the training is relevant to them. If necessary, you can explain the following:

*(adapted from "Moving Beyond Drug Testing: Recent Innovations in Workplace Substance Abuse Prevention" by Joel B. Bennett and Wayne E. K. Lehman)*

There are at least **four compelling reasons** why prevention programs may be a sound investment for businesses.

**First**, substance abuse is relatively prevalent in the workforce; over 70% of illicit drug users or heavy drinkers are employed full-time, nearly 1 in 10 employee abuses drugs or alcohol, and many Americans do not even start using drugs or alcohol until after they join the workforce.

**Second**, such abuse has significant costs to employers—including absenteeism, accidents, theft, performance problems and medical expenditures as well as costs to public image and stakeholder trust.

**Third**, as substance abuse is often associated with other behavioral problems (e.g., poor stress management, argumentativeness, hostility, withdrawal on the job, and illegal activities) and collateral costs to coworkers, prevention can enhance social health and safety within a company.

**Finally**, because prevention programs can encourage employees to get help and be referred to the right form of treatment, there is a good chance that employees will get better. Scientific evidence has established the effectiveness of drug abuse treatment and the cost of treatment and rehabilitation is often less than the cost of firing and having to replace an employee.



## GROUND RULES

### Confidentiality

What You Say Here Stays Here

### Honor (disagree, privacy)

Focus on "I"  
(e.g., "This is how I see it..")

### Anonymity

No Sensitive Info, Names or I.D.  
(e.g., "There was.." or "Imagine a situation...")

### Team Trust

No Domination  
Everyone Gets a Chance

*Have Fun!*

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Explain as shown.

# An Ounce of Prevention

## GOALS

- Increase Awareness of Risks & Strengths
- Develop Support in the Work Culture
- Increase Awareness of Benefits
- Use Appropriate Programs and Services
- Adopt Appropriate Policies


# Is Worth A Pound of Cure

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>>> STEP 1 (continued).

USE THIS SLIDE TO REVIEW OVERALL GOALS OF THE TRAINING

|  |   |
|--|---|
| <p><b>Ounce of Prevention Principles</b></p> <p>These apply to all areas of work &amp; life in general</p> | <ol style="list-style-type: none"> <li>1. Identify and reduce <u>risks</u> that cause or aggravate the problem</li> <li>2. Identify and increase benefits &amp; <u>strengths</u> that address the problem</li> <li>3. Know and appreciate <u>policy</u> as your guide and safeguard</li> <li>4. Understand your own <u>tolerance</u> for the situation &amp; adjust if necessary</li> <li>5. Work together as a <u>team</u> to communicate &amp; solve problems</li> <li>6. Develop or enhance stress problem solving <u>skills</u> (alternative solutions)</li> <li>7. <u>Communicate</u> the problem &amp; support others (don't isolate &amp; withdraw)</li> </ol> |
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### Seven Principles Guided Mnemonic

**Display** slide of the Seven Principles and direct participants attention to the Seven Principles cards in their packets (or distribute cards/handouts listing the Seven Principles). **(SEE CARDS ON SLIDE 33)**

**Review** these Principles by reading them aloud and offering clarification. Encourage participants to add ideas or comment as you make your points.

**Tell participants** that you want to lead them in a brief exercise designed to help them remember these principles.

**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 (e.g., 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.

**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.

**With group input**, use flip chart to draw (as best you can) 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 this for each principle.

**Review** the list and the associated images when the task is completed.

**Thank participants** for their help and compliment the list/images.

## TIP!

**Throughout the remainder of the training:** Reinforce these images by occasionally referring back to them when relevant material is discussed. Let the images become the group metaphors for the ideas. For example, if a group has generated "tight rope walker" as their "risk" image, then in subsequent discussions, refer to having a lot of workplace risks as "having a lot of tight rope walkers in your group", etc.



When there is a problem, a concern, a conflict, an unresolved issue

When things could be improved or made better

## WHAT ARE THE RISKS ???!

**RISKS OF COMMUNICATING**

**RISKS OF NOT COMMUNICATING**

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Do this activity as a flipchart to help participants begin identifying beliefs and assumptions about communicating or not 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. 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 to yourself or others, possibly losing one's job;

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

Use this activity to segue into PARTICIPANT EXERCISE #3.

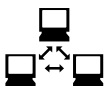
>>> If appropriate and you plan on using Modules 5 or 6, add:

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

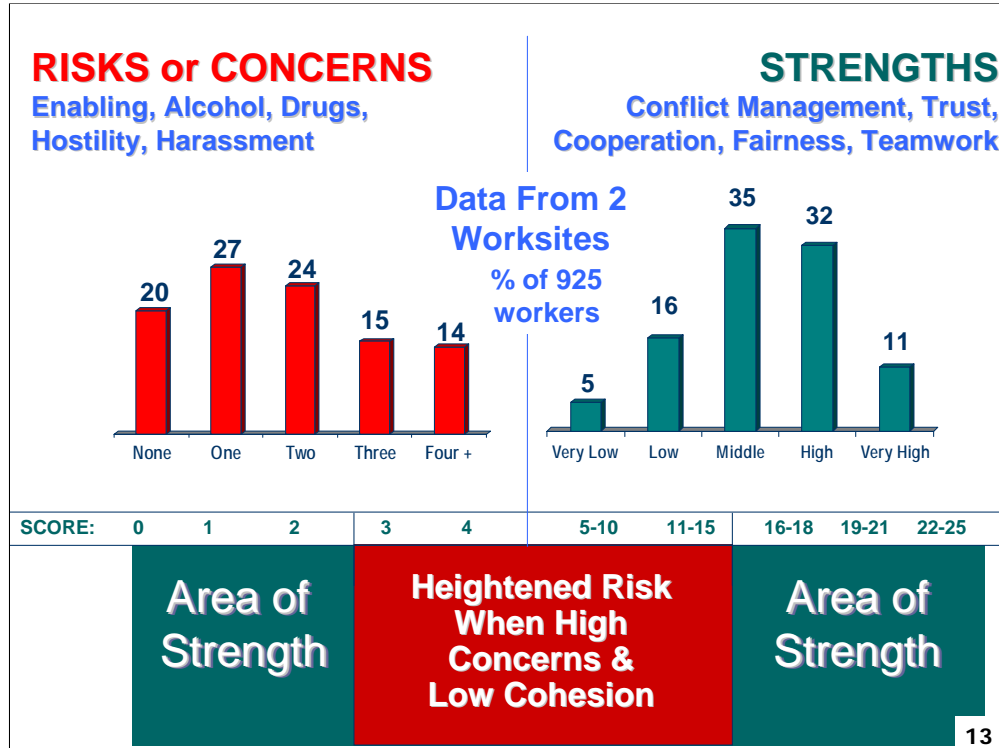
>>> If appropriate and you plan on using Module 3, add:

"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)

**Link to  
Modules 5/6**



This slide and flipchart activity helps set the stage for Modules 5 and 6 on Communication. You can include this activity in Module 5 or revisit/review participant responses when you commence Module 5.



## REVIEW AND FEEDBACK FROM PERSONAL EXERCISE 2

Before introducing this slide be sure to have collected and tabulated the risk and strengths scores from all participants from their PERSONAL EXERCISE 2 (see slide # 19)

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

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.

IT IS BEST TO NOT SHARE OR REPORT BACK THE INDIVIDUAL SCORE OF ANY SINGLE INDIVIDUAL. However, it can be useful to know that some participants are experiencing high risks and may help you be more sensitive to the needs of the group.

### EXAMPLE 1 (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- When 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 2 (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- When summed = 204;  $204/10 = 20.8$

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 work group 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."