

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.

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Reducing Stigma and Tolerance and Increasing Responsiveness

Module 3 of

Team Awareness Small Business Training



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

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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

Sequence Notes for Facilitator on TOLERANCE

STEP 1 - Present Purpose and explain objectives (Next Slide)

STEP 2 – Define Tolerance – OVERHEAD #1

STEP 3 - What do you / don't you tolerate? – OVERHEAD #2

STEP 4 - Administer handout, individuals complete (see Notes to Overhead #3) – STEP 5 – Group Discussion (Reach Consensus) on Handout/ REVIEW

STEP 6 - INCREASE RESPONSIVENESS (4 TOOLS CAN BE USED HERE)

TOOL # 1: DISTINGUISH BETWEEN DOING SOMETHING / DOING NOTHING

TOOL # 2: DISCUSS DRINKING CLIMATES - Faces of Tolerance"

TOOL # 3: DISCUSS CAUSES & CONSEQUENCES OF TOLERANCE

(SUGGESTION TO ALWAYS END SESSION WITH TOOL # 4)

TOOL # 4: IDENTIFY WAYS IF BEING MORE RESPONSIVE

Understanding Tolerance

PURPOSE OF SESSION

- Recognize and reduce risky levels of tolerance
- By identifying both personal & group levels of tolerance
- And generating alternative responses to problem coworkers



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STEP 1 –

>> Introduce the session topic.

(You may use your own words, but cover the three main ideas below)

- 1) "This session will focus on our attitudes toward real or imagined coworkers who have problems with alcohol or drug use. Specifically, the session examines the attitude of unhelpful or harmful tolerance."
- 2) "Sometimes we tolerate problems because there is nothing we can do about them, we feel helpless about them, and decide that the best attitude is to just "put up with" or tolerate the situation."
- 3) "This session is designed to increase awareness of this unhelpful attitude and to help participants generate alternative, more helpful, and more responsive attitudes."

>> Show Purpose of Session Overhead.

You can elaborate with specific objectives (below).

- 1) Identify both personal and group attitudes toward coworkers with alcohol, drug, or other behavior problems.
- 2) Recognize and potentially reduce risky levels of supervisor and coworker tolerance (stigma, enabling, codependence).
- 3) Increase responsiveness to problems

Tol-er-ance

Yes

No

Definition

1: capacity to endure pain or hardship:
ENDURANCE, FORTITUDE, STAMINA

2: sympathy or indulgence for beliefs or practices
differing from or conflicting with one's own

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STEP 2 –

Prepare flipchart; record responses to following.

ASK participants what “tolerance” means or what does it mean to “tolerate” a situation or a particular person.

LISTEN for and write down responses and examples that participants provide. Individuals might say “put up with” or “ignore” or “endure” or “stomach.”

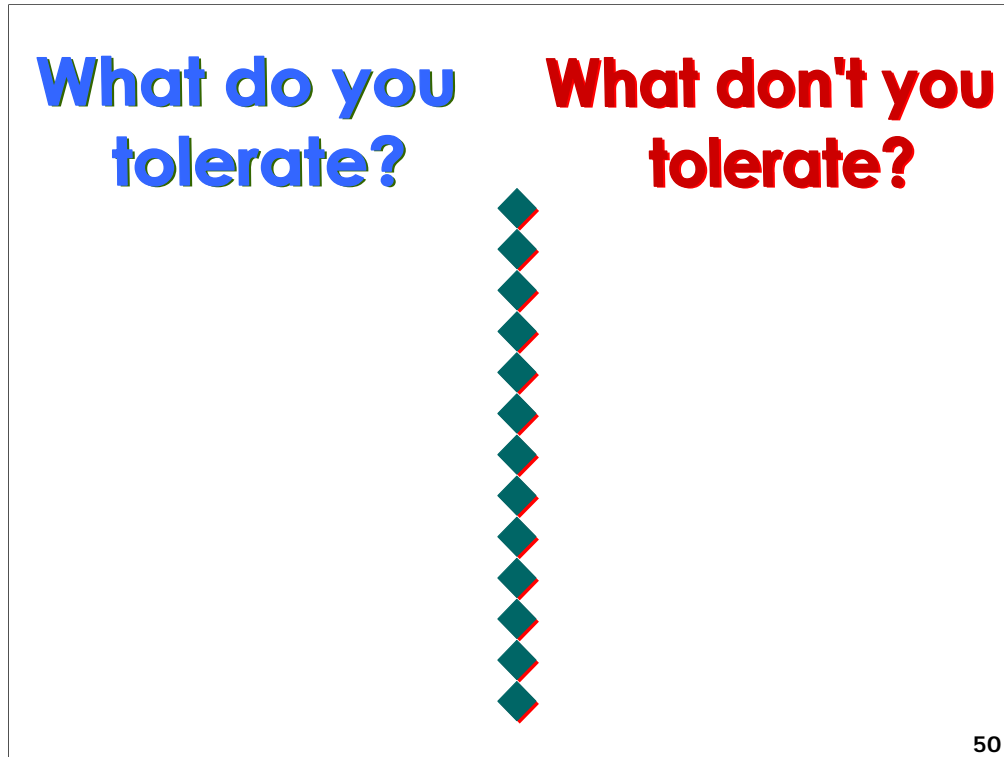
SAY and CONVEY ACCEPTANCE:

“The ideas and definitions you give are all accurate and acceptable. This is because tolerance **can be a very personal feeling or attitude**. Very often when we tolerate something it is because it is causing us pain or discomfort.”

“We also tolerate something because we believe that taking action to correct the situation would cause us pain, discomfort, and anxiety. Instead of taking action, we resign ourselves to the situation.”

“In fact, the dictionary definition of tolerance reads:”

(then put up overhead # 1)



Step 3- What do you / don't you tolerate?

> **Introduce this exercise** by encouraging participants to think about all the different situations and people that they tolerate and that they do not tolerate. Set the tone by encouraging a fun atmosphere and giving some examples. For example, in some sessions participants have come up with the following items that they do or don't tolerate:

- Toilet paper rolled under or over the toilet roll.
- People who take more than 10 items on the "Quick Checkout" 10-item grocery line.
- A certain style or genre of music (e.g., rap, opera, electronic, etc.).

> **Distribute Handout 1 (copies of Overhead #2) or Flipchart**

Format the exercise by using any one of the following, or starting out with individual/solo work, moving to paired exercises, and then to large group:

Individual: Ask people to complete on their own.

Paired or trio Exercise: Break the group into groups of two to three and provide them with one hand-out.

Large Group Participation: Work directly off the prepared flip-chart or blackboard or use the overhead.

> **To begin the exercise SAY:** "Please list what you do and what you don't tolerate"

⌚ Take 3 minutes for each list (maximum).

GROUP TOLERANCE	Highly Tolerable	Highly Intolerable
1. A coworker comes to work late several days in a row in the past few weeks, and explains that he/she has problems at home.	1 2 3 4 5 6 7 8 9 10	
2. A very efficient and productive coworker has recently become withdrawn and isolates him/herself. Her productivity level is slipping, but they insist that nothing is wrong.	1 2 3 4 5 6 7 8 9 10	
3. A group of hard-working employees get together for a few beers on a regular basis after work. Sometimes they drink so much they get drunk and have to get rides home.	1 2 3 4 5 6 7 8 9 10	

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>>STEP 4: Individuals Self-Assess Tolerance At Work

> **Randomly assign participants into groups of four to six people.** Ask participants to number themselves out loud ("1" or "2" or "3") as they go in sequence around the room. Indicate that all "1s" go to one area, all "2s" go to another area, etc.

> **Distribute Handout "Individual Tolerance" (shown in Notes of next slide)**

> **SAY:** "Please complete the six items on this (*hold it up*) questionnaire on your own. Circle the number that shows your degree of tolerance. When you are done turn the survey over and look up. This should take no more than 5 minutes."

>> STEP 5: Group Decision-Making & Tolerance

Distribute Handout– one to each of the newly formed groups, immediately following Step 4.

> **SAY:** "In this next exercise, we would like each of your small groups to discuss the six-items one at a time. Your objective is to reach consensus and come to total agreement about each item. Please circle the number that best fits the overall agreement or consensus for the group."

> Prepare Overhead #3 and have an erasable marker to write down (circle or mark) scores for a participating group. (See diagrams below)

> After all groups are done, ask for one group to report it's final scores.

> Circle or mark these scores on the overhead. Ask participants in the group the following questions:

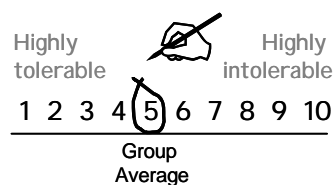
[Write responses on flipchart or blackboard]

Who changed their original scores? Did you become more or less tolerant?

• **KEY QUESTION: What factors influenced you to change your scores?**

As time permits, ask other groups the same questions.

1. Circle on Overhead



2. Show change of individual response (example)

