

# Team Awareness Training

## For Workplace Substance Abuse Prevention

### Small Business 4-Hour Edition

## Module 6

### Encouragement: The NUDGE Model



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## Module 6

### Encouragement: The NUDGE Model

#### Participants will:

- Understand connection between stress, resistance, and poor communication
- Understand Resistance to Change and the NUDGE model
- Practice guidelines for effective communication
- Encourage others to get help (Use NUDGE)

#### Materials

- ✓ Handouts on EAP, other resources (AA, Al-Anon)
- ✓ Overhead or LCD projector and screen
- ✓ Slides or handout of slides for participants to follow
- ✓ Handout materials (see below)

#### Prepare before class

Review all overheads

Handouts: Have available or make copies for each participant:

More Guides for Effective Communication

Case Study Handouts (Role Plays for Step 4). There are six role plays from which to choose. We encourage you to create your own role plays. Use occupations or jobs similar to those of the employee population you will be working with.

"NUDGE" Cards. These cards require cutting and laminating.

Slides/Overheads

#### Step 1: Explore relationship between communication and stress (Slides 62-64)

The premise of this module is that even small and subtle gestures may be sufficient in effectively encouraging coworkers or others to seek out help for problems they may be having. Peer referral is likely to be most effective:

When it is part of everyday conversation,

When workers understand that they are not confronting others,

When everyday casual talk (connection) is understood as part of the way workers relieve stress, and

When self-disclosure or sharing personal feelings and concerns is not stigmatized

We call this a **NUDGE model**, because it seeks to draw on the natural and spontaneous opportunities for encouragement that emerge among workers as part of their ordinary conversations, discussions, or talks. This is not training in constructive confrontation, although participants will learn how to roll with resistance when the concerned party denies or resists being encouraged. This is also not training in formal peer referral; that is, participants who attend this training should not be considered as peer “counselors” or peer referral agents. However, participants should know about sources for referral, such as the employee assistance program, and this training may be adapted as part of a more formal peer referral program.

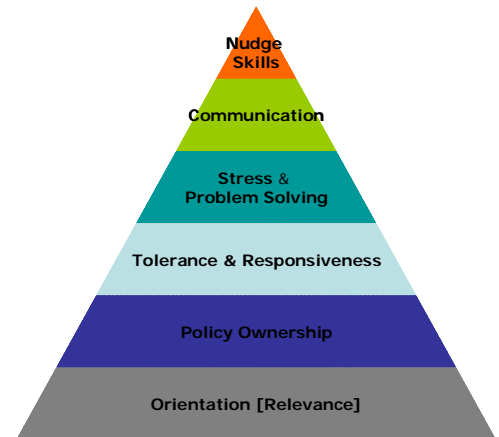
Importantly, workers may be encouraged to use their own slang (as appropriate) and work language when talking with each other. We encourage facilitators to read the GUIDELINES beforehand and derive language that will be most comfortable for participants.



**Nudging and the Butterfly Effect:** Another way to understand the NUDGE model is in terms of the “Butterfly Effect,” a phrase borrowed from chaos theory in mathematics. The butterfly effect is the idea that in a chaotic system, a very small change to the system applied at a certain point in time makes the future change in a very dramatic way. Something as small as a butterfly flapping its wings now might affect the weather system on a global scale six months in the future. In a similar manner, a small caring gesture from a coworker (at the right time) may have a positive, cumulative effect months later. In training, facilitators may say that nudging may be just

a causal statement, like “Are you doing OK today?” or “I have noticed you seem down lately.” It can also be a kind gesture, a caring look, an invitation, or any small way that we reach out to others.

**NUDGING as the Capstone of the training.** The NUDGE model is a capstone aspect of the *Team Awareness* training. In theory, it may be done independently of other modules. However, the previous modules can best set the stage, the social context, or the team climate in which nudging is most likely to work. A helpful analogy is plowing a field, providing the right nutrients, and waiting for the right water and temperature conditions before planting a seed.



In a few cases, the peer referral aspects of nudging may be able to “take root” without previous modules. In many cases, workgroups will need all modules, and others may need only some of the previous modules. The *Team Awareness* model has been examined in only a few organizations and it is an empirical question how much is needed or which components are essential.

We placed the NUDGE model at the very end of *Team Awareness* based on the assumption that the work climate—social relations between group members—must first be made salient or “tapped” into within the training setting. For example, the “Risks & Strengths” board game (Module 2) is intended to be socially fun, to release tension, and to build camaraderie. “Tolerance” (Module 3) increases awareness of how social attitudes impact individual attitudes.

“Set the stage” or tie things together with these tips:

Observe and monitor the social distance or closeness of participants during the previous activities

Use these observations to determine how to best gauge or calibrate the introduction of the NUDGE model

Refer back to any relevant participants’ disclosures or interactions from previous modules

**When introducing this module**, you may want to mention the ideas presented above: (Slides 62-63)

Butterfly Effect

NUDGE as Capstone

Setting the Stage

**Show Overhead** (Slide 64).

**Explain that another aspect of stress and communication is in the area of resistance.**

Sometimes we don’t communicate with each other because we resist change, resist hearing the truth, resist being told what to do, and resist doing things differently. Sometimes we just resist other people who—for whatever reason—we “just don’t like.” The three areas shown in the overhead are:

**“Problem” coworkers.** We assume or label others as “stubborn,” “difficult,” “troublemakers,” or “whining,” “nosy,” and “bothersome.” People who resist hearing us.

**The Grapevine.** This refers to how the grapevine (rumors, gossip) can sometimes cause stress.

**Avoids conflict.** Avoiding conflict is a form of resistance. If a workplace tends to avoid conflict, we may build up feelings of tension because no one is willing to talk things out or solve issues.

**Summary Points.** Conclude with the following points.

When we can find someone who is “easy to talk with” we often can find a way to alleviate stress.

Having a “confidante” or someone you can talk through problems with makes life a whole lot easier.

Communication is much less likely to cause stress when we have a confidante.

**Emphasize these next points:**

In addition, we can remove stress in our life by practicing and polishing our own communication skills.

And, we can also learn how to deal with resistance through better communication skills.

**Step 2: Rolling with Resistance** (Slides 65-67)

**Review 7 guidelines** (Review of Module 5) (Slide 65)

**Show Overhead 65**

**Review and discuss each of the 7 points.** Be sure to point out that this module deals especially with point # 6, “Roll with Resistance.” Provide examples and model appropriate nonverbal signals such as eye contact, level tone of voice, emotional neutrality, and active listening.

**Explain:** “If you suspect coworker impairment or other violations of policy, you are faced with several choices—do nothing, talk to a supervisor or manager, or talk to your coworker about getting help. Complaining to other coworkers or engaging in gossip may make you feel better, but it won’t solve the problem.

And that’s a key point. If you suspect violations or have concerns, problem solving communication is the kind to focus on.

**Let’s review some key ideas** for effective, problem solving communication (Slide 66):

**Think about what you want to say.** Before bringing up the issue, give it some consideration. Think about what you know, what you suspect, what you are concerned about. Make notes. Have some idea of what you want to have happen as result of the meeting.

**Make your move.** Request a meeting to discuss the issue. If you decide to talk with a supervisor or manager, ask for an appointment. If you are comfortable talking with the coworker, ask him or her to meet with you.

**Get right to the point.** When we are anxious or nervous, we may talk around a subject. This dilutes your effectiveness when the main point finally arrives.

**Practice good communication.** Use I-Messages and listening skills. I-Messages are non-blaming and non-aggressive ways of presenting ideas, feelings, and concerns. Listening creates a supportive atmosphere.

**Make a clear statement about what you want to see happen.** If you are reporting to a supervisor, this might be a request for action. If talking with a coworker, make a clear request that the behavior stop or that help be sought.

**Roll with resistance.** Supervisors may not want to hear about the problem or may downplay it. Coworkers may become angry or deny the problem. These are normal defensive reactions to hearing things we don't like as human beings. Listening respectfully and using a "broken record" can help dissipate strong feelings and make sure that your clear request for action is taken seriously.

**End on a positive note.** Thank the person for their willingness to listen. State your belief that the supervisor or coworker can and will handle the problem.

Ask for a volunteer to read Point 6 from the Handout Understanding resistance

Show Overhead 67.

**Explain.** In the area of addiction or dependence it is easy to understand that someone will resist giving up something that makes them feel good, that helps them deal with pain. Especially, if it is the one thing they have that helps. The truth is that most of us have some area that we resist changing in our lives, some old habit, or old way of seeing things.

Ask for a volunteer to read what is on the Overhead.

The "Stages of Change" model (Slide 68)

**Explain.** Research suggests that whenever we make a positive change in our behaviors, when we try to "kick a habit," we go through certain prescribed stages of change. This is not just about drug addiction, it could also be about stopping smoking, losing weight, adopting a more positive attitude, or even spending more time with the one's we love. Understanding how difficult it is to move through the stages of change will help us to have more empathy (compassion, concern) whenever someone is resistant to getting help.

Briefly explain each step (or ask volunteers to read and attempt to explain the meaning of each).\*

**No Thoughts of Change.** Individuals have no intention of changing behavior. They lack awareness or are in denial.

**Thinking About It.** Individuals are aware that a problem exists and begin to seriously think about dealing with it.

**Determination.** Individuals have a specific plan for behavior change that they seriously intend on implementing soon (within the next month) and/or they have made unsuccessful attempts to do something recently.

**Action.** Individuals modify their behavior, experiences, or environment in order to overcome their problems. Action involves the most overt behavioral changes and requires considerable commitment of time and energy.

**Ask:** “Why might it be helpful to know this model, before you try to encourage someone to get help?”

Answers could include that resistance is likely to be higher at earlier stages, that before encouraging it may help to know that the person is determined and that they need more than encouragement, or that they are ready for actions but only need to know specific resources.

**Some Quotes on Change you may wish to read:**

Be not angry that you cannot make others as you wish them to be, since you cannot make yourself as you wish to be. --Thomas a Kempis

There came a time when the risk to remain tight in the bud was more painful than the risk it took to blossom. - Anais Nin

God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.

**The Stages of Change model** shown here is a simplified and adapted version of the “Transtheoretical Model of Change.” This model was developed by James Prochaska and colleagues at the University of Rhode Island (URI). In the full model there are five stages: (1) Precontemplation, (2) Contemplation, (3) Preparation, (4) Action, and (5) Maintenance. Helpful references are given below. Visit the URI website (<http://www.uri.edu/research/cprc/about-us.htm>).

Prochaska, J. O., & DiClemente, C. C. (1983). Stages and processes of self-change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, 51, 390-395.

Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behavior. *American Psychologist*, 47, 1102-1114.

Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for Good*. New York, NY: William Morrow.

**More guides for effective communication (Slide 69)**

**Show Overhead 69 and Distribute Handout.**

**Explain:** “We have additional guidelines for effective communication that will help you to be more skillful when rolling with resistance.

**Ask for several volunteers to read what is on the Overhead.**

**Ask if there are any questions.** Give participants a minute to read the handout. Tell them to keep this handout with the previous handout and that they may use it in an exercise that is coming up.

## Practice Rolling with Resistance (Slides 70-73)

### Preparation for Facilitator

Overheads are materials for a lively exercise between you (the “resister”) and the participants (who play the role of “nudgers”). To make it fun, practice acting out the roles of the resisters beforehand. You may also use props.

**Explain:** “In this next exercise, I am going to call on volunteers to begin using their communication guidelines. I will play the role of someone who has a problem and who also is not thinking about changing behavior. I will be THE RESISTER. I want you to take on the role of the NUDGER who is Rolling with Resistance. This will be easy because I already have your lines ready for you in call-out clouds on these overheads.”

◆◆ **Option:** Create a handout from Overheads.

**Begin by showing Overhead and asking for a volunteer.**

**Say, pointing to the overhead:** “Thanks (name of volunteer). I am resisting your trying to help me. I am going to say the statement—‘The job pressure makes me drink!!’—and you respond with the entire Roll with Resistance statement ‘We have been under a lot of pressure. But drinking is a poor way of coping. It’s time to think about making some changes.’

Say your role.

Point to the screen to cue the volunteer for his or her role.

**Continue in this way for Overheads 70-73**, asking for a different volunteer to play the role of the NUDGER, who is meeting your resistance:

When you get to Overhead 73, with a blank call-out with question marks (???)...

Ask for one or more volunteers to come up with (ad-lib) their own rolling with resistance statement.

**Step 3: Introduction.** (Slide 74)

**Introduce the NUDGE model** as a tool for communicating with others when you want to express your concerns over other’s behavior. This can buffer stress, build team strength, and help you feel more confident.

The NUDGE model can be used to address coworker substance abuse or any problem behavior that blocks service or creates bad feelings.

**Review NUDGE Overheads and the 5 NUDGE points.**

You may use any ideas to illustrate the 5 points. Suggestions follow.



**NOTICE** someone with stress or problems.

You may notice several things IN YOURSELF that begin the process of encouraging someone to get help. These can be: ● signs of stress in yourself ● an inkling ● a change in the pattern of interaction ● symptoms from any of previous modules: stress/ costs vs. benefits/ tolerance ● a sense of rightness or synchronicity. ● You may also notice that the other is reaching out to you.

**UNDERSTAND** that you may have a role to play in the solution.

There are several things to understand before your decision to do anything. These include: ● your role in the situation ● costs/benefits of tolerating versus responding ● the right way to communicate ● stages of change in the help-seeking process (thinking about it, determination, etc.) ● your own spiritual values: acceptance, gratitude.

**DECIDE** if you should say something.

Realize that there are several decisions/ alternatives to make: ● call the EAP ● talk with your supervisor ● go to a meeting (AA/AL-ANON) ● talk to the person involved ● when talking to the person, be mindful of when, where, how, and what, and keep it brief at first (“the butterfly effect”)

Use **GUIDES** for communicating with effectiveness (refer to Guideline Handouts)

“I” statements ● “Avoid “You” statements ● Listen ● Body language ● Get to the point ● Make a clear request ● Roll with resistance ● End on a POSITIVE note.

**ENCOURAGE** him or her to get help (know your limits)

Give confidence ● hearten ● cheer ● share positive belief in person ● inspire ● raise spirits ● uplift ● motivate ● throw down a positive challenge ● use affirmations ● use hardiness statements ● draw on your own self-efficacy ● walk the talk

**Say:** “When encouraging, remember to know your limits. People can only change by themselves. If you fail in encouraging don’t take it personally.”

Conclude by noting that when we decide to use the NUDGE model, we are likely to experience resistance from the other person. This is why it’s a good idea to have some information about what resistance looks like and how to deal with it in any situation where another person is reacting to a request for change.

**Step 4: Role Plays: Practice Nudging (Slides 75-77)**

**Say:** “In a minute I am going to ask you to get into groups of three individuals and you are going to practice using the NUDGE model and the guides for effective communication. In each group, one will play the role of concerned coworker (nuder), one of resister, and one of observer.”

**Rules (Slide 75)**

**Show and review Overhead 75: "Rules for Role Plays."** Explain to participants that they will be working on a case study involving substance misuse issues, but that the skills can apply to any type of NUDGING to encourage others to change behavior.

Explain that they will have a chance to talk with their partner about how best to handle the case study situation and come up with ideas. Then they will role play the case study in their small group.

Explain that the Observers will watch role plays with an eye toward how well the "concerned coworker" follows the IDEAS and GUIDES for effective communication (refer to handouts). The person who plays the concerned coworker role should concentrate on the IDEAS handout.

**Case Studies (Slide 76)**

**Note.** Preview case studies to select those most appropriate or design your own.

Ask the pairs to read over their case studies together and discuss how to approach the situation. Then decide who will play each of the two parts in the role play. While they are doing this, encourage Observers to review the handouts.

**Show Overhead** to remind participants of all the tools they have to help them NUDGE.

**Distribute Case Studies.** Make sure each member of a small group has a copy of the same case study.

**Allow about 20 minutes for small groups to conduct role plays** at their seat (5 to 7 minutes for each pair). After about 7 minutes ask group participants to switch roles. Repeat after another 7 minutes. Walk around and encourage participants to use tools.

**Use the CASE STUDY slides to brief the larger group** about the role playing scenario of a given pair. Encourage partners to do their role plays, one at a time, before the larger group.

**Discussion of Role Plays in the larger group; NUDGE cards.**

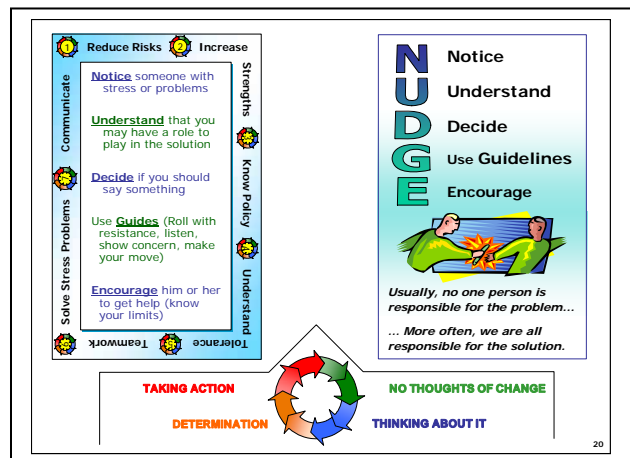
Ask Observers to comment on what they observed and how well the IDEAS were followed.

Ask role players how it felt to play the roles.

Invite the larger group to comment and give observations on how well the communication guides were followed.

**Distribute NUDGE cards.**

Explain that these cards are for participants to keep. They show the NUDGE model.



Thank participants for their participation. You can conclude with the *Team Awareness* motto; printed on the NUDGE card:

**Team Awareness Motto**

Usually, no one person is responsible for the problem... More often, we are all responsible for the solution.

**OVERHEADS**

- 62. Title page
- 63. Objective
- 64. Communication & stress
- 65. 7 guidelines...
- 66. 7 ideas ...
- 67. Understanding resistance
- 68. Stages of change
- 69. More guides...
- 70-73. Rolling with resistance
- 74. NUDGE
- 75. Rules for role plays
- 76. Case studies...
- 77. NUDGE

**HANDOUTS**

- 14. More guides...
- 15-20. Case studies
- 21. NUDGE cards