

Handouts

Team Awareness Training **For Workplace Substance Abuse Prevention Small Business 4-Hour Edition**

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***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.sbwi.org.

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Module 1 Handouts

1. Identify and reduce risks that cause or aggravate the problem
2. Identify and increase benefits & strengths that address the problem
3. Know and appreciate policy as your guide and safeguard
4. Understand your own tolerance for the situation & adjust if necessary
5. Work together as a team to communicate & solve problems
6. Develop or enhance stress problem solving skills (alternative solutions)
7. Communicate the problem & support others (don't isolate & withdraw)



Reduce your Risks

An Ounce of
Prevention
is Worth
a Pound of
Cure

Increase your Strengths



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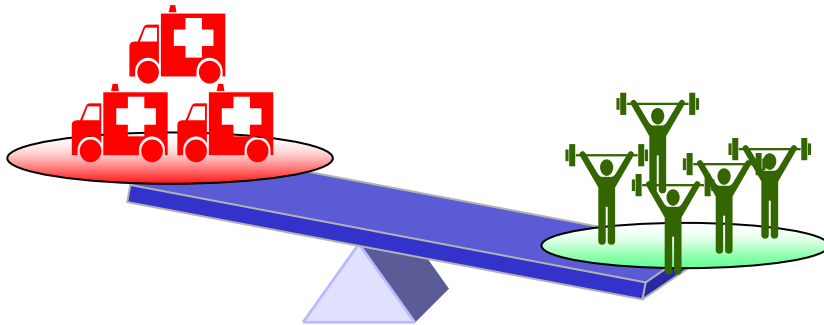


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Personal Exercise 2

Initial Assessment of Risks & Strengths

This questionnaire is for you to take.
Please answer questions about your everyday work.
Think about the people and places
(in the office or outside) that are most
common or familiar to you.

Do not write your name on this form.

GROUP RISK

1 → In the past six months, have you experienced any of the problems below while at work and from co-workers or supervisors? (Circle '0' for NO and '1' for YES)

	<u>NO</u>	<u>YES</u>
1. Verbal abuse, anger or rudeness from a co-worker or supervisor.....	0	1
2. An employee failed to get help for a personal problem, and this increased the risk of productivity or safety problems.....	0	1
3. You witnessed sexual harassment from another co-worker either toward you or someone else (lewd comments or jokes, inappropriate touching).....	0	1
4. Co-workers work under influence of alcohol or affected by alcohol (work with hangover).....	0	1
5. Co-workers work under influence of illegal drugs (such as marijuana or cocaine), selling drugs, or using any drugs that negatively affect their work.....	0	1
6. If their work was affected by an employee with a drinking or drug problem, would your co-workers ignore the problem, cover for, or "pick up the slack"?.....	0	1

2 → When you are done, add all '1' scores and write the total here and again below:

TOTAL

TOTAL (SCORE BETWEEN 0 and 6)

GROUP STRENGTH

3 → Indicate how much you disagree or agree with the statements by circling a number from 1 to 5 below.

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>In Between</u>	<u>Agree</u>	<u>Strongly Agree</u>
1. The people in my work group trust each other and cooperate to get the job done.	1	2	3	4	5
2. In my work group, there are individuals who do not do their fair share of the work.	5	4	3	2	1
3. There is often too much friction among the members of my work group.	5	4	3	2	1
4. People in my work group work together as a team for group objectives and goals.	1	2	3	4	5
5. When I face a difficult job, my co-workers can be counted on to help me out.	1	2	3	4	5

4 → When you are done, add all five scores and write the total in the square here and below:

TOTAL

TOTAL (SCORE BETWEEN 5 and 25)

2b

Module 2 Handouts

Company policy

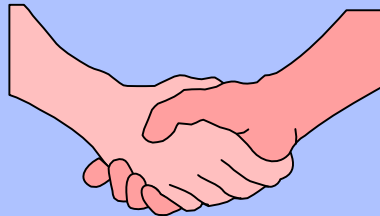
(optional)

Prepare new for Module 2, Step 1

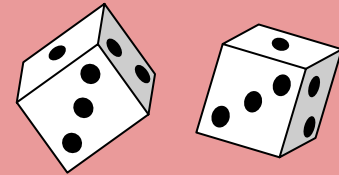
Getting Help

Costs

Benefits



Getting Caught



Employee Assistance Program

Insert EAP Information Here

EAP Provider

EAP Phone Number

EAP Website, if applicable

Number of sessions

Community resource guide

Prepare new. See Module 2,
Appendix II for instructions.

Module 3 Handout

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

Module 4 Handouts

Stress at Work

Print separate PDF file for the handout “Stress at Work”,
<http://www.cdc.gov/niosh/pdfs/stress.pdf>.

See Module 4, Step 1 for more information.

Stress, Problem Solving, and You

Print separate PDF file for the handout “Stress, Problem Solving, and You,”

<http://www.sbwi.org/programs/documents/StressBooklet.pdf>.

See Module 4, Step 2 for more information.

Module 5 Handouts

Seven Guidelines for Effective Communication

THINK ABOUT WHAT YOU WANT TO SAY

MAKE YOUR MOVE

GET RIGHT TO THE POINT

USE GOOD COMMUNICATION SKILLS

MAKE A CLEAR REQUEST

ROLL WITH RESISTANCE

END ON A POSITIVE NOTE



Controversial Topics

See Module 5, Step 3 for more information and a sample.

Listening Do's and Don'ts

DO:

- Let the speaker have his/her say.
- Show that you are paying attention and interested.
- Use your own words to restate what the speaker said.
- Ask the speaker to say it again, if needed.

DON'T:

- Tune out or plan what you will say next.
- Interrupt to object, explain, or correct.
- Give off signals that you are bored or in a hurry to say something.
- Add sarcasm or put-downs when you restate the speaker's ideas.

Really Listening Activity

- Select one of the issues (or pick your own "controversial" topic). This will be the topic you will talk about with each other during this activity. You will discuss your topic by following the guidelines below.
- Before beginning, read over the following guideline. Make sure all group members understand.
 - Each person can speak only after restating the ideas & opinions of the previous speaker, accurately & to that speaker's satisfaction.
- Someone should volunteer to begin the discussion by talking briefly about his/her thoughts & opinions about the chosen issue.
- You must first show the previous speaker that you got his/her meaning. If the previous speaker is satisfied that you "got his/her meaning," then you can give your opinion.



Module 6 Handouts

More Guides for Effective Communication

Use I-Statements

“I am concerned about...”

“I’d like for you to...”

“I am not going to ignore...”

Avoid You-Statements

“You’re messed up...”

“You’ve really got a problem....”

Listen

Listen with concern and respect

Don’t interrupt the speaker

Use prompts; request clarification

Restate and reflect

Body Language

Use a calm, level tone of voice

Maintain eye contact

Avoid angry gestures or threats



CASE STUDIES



Al, a facilities technician, has a problem with gossiping. Lately, he has been very careless & has upset several people with the things he's said. Al is your friend, he's a good guy & never means any harm by what he says. But lately, you've realized just how much damage this seemingly innocent habit of Al's is causing. In addition, you have heard other workers say that they just can't trust him anymore. This is causing tension in the work group.

What might you say to set up a meeting with Al?

How might you present your concerns? What might you say?

How might you respond if there is resistance/denial?

CASE STUDIES



John is a mechanic in your work group. John is casual & easy-going. Recently you've noticed that he's gained a few pounds. At first, you thought it was just growing older. Later, you overheard that he's been diagnosed with diabetes, but recently you caught a glimpse of him eating candy bars & drinking soda during lunch break. You're concerned that he's jeopardizing his health & may need additional help dealing with the changes needed to treat his diabetes.

What might you say to set up a meeting with John?

How might you present your concerns? What might you say?

How might you respond if there is resistance/denial?

CASE STUDIES



Sam, an electrician, is often described as “the life of the party”. When co-workers gather after work for socializing, he’s always the first to order a “second round” & the one who always has “just one for the road.” On several occasions lately, Sam has smelled of stale alcohol when he comes to work in the morning. You suspect that he’s probably very hung over from the night before. Sam needs to be alert for his safety & the safety of everyone else.

What might you say to set up a meeting with Sam?

How might you present your concerns? What might you say?

How might you respond if there is resistance/denial?

CASE STUDIES



Joan is the athlete of the work group. She jogs, hikes, plays tennis, swims, & coaches softball. Lately, she has been moody & difficult to work with. Joan used to be easygoing & fun to be around, but lately she loses her temper over every little thing. No one wants to work with her anymore, because of her unpredictable angry outbursts. Other co-workers have confided in you that they are also “worried about” Joan.

What might you say to set up a meeting with Joan?

How might you present your concerns? What might you say?

How might you respond if there is resistance/denial?

CASE STUDIES



George is a carpenter with an excellent work record. Lately, you've noticed that he's becoming a loner. His unwillingness to work or communicate with coworkers has led to several mistakes resulting in major project delays. He no longer goes to lunch with everyone else. You never see him in the break room anymore. You're worried about George not being himself, but he doesn't seem to want to talk to or be around anyone.

What might you say to set up a meeting with George?

How might you present your concerns? What might you say?

How might you respond if there is resistance/denial?

CASE STUDIES



Mark is a grounds worker. Recently, some of the grounds keeping procedures have changed. At first, no one seemed to like the changes, but everyone has gotten used to them, except for Mark. He refuses to adopt the changes. His unwillingness to change has led to several conflicts with his team & his supervisor. Mark is your friend; usually, he's laidback & easygoing. You don't understand why he's making such a big deal about these small changes. You're worried that Mark's job might be in jeopardy.

What might you say to set up a meeting with Mark?

How might you present your concerns? What might you say?

How might you respond if there is resistance/denial?



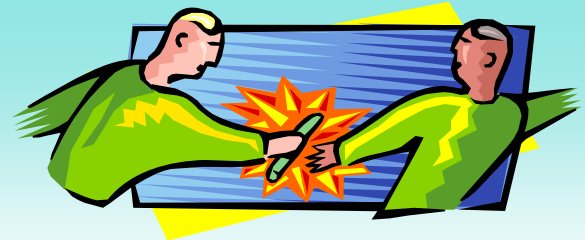
N Notice

U Understand

D Decide

G Use Guidelines

E Encourage

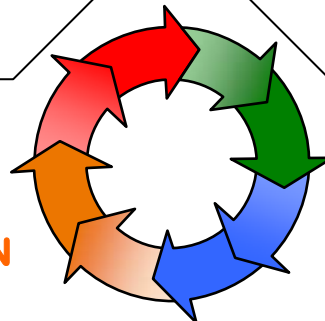


Usually, no one person is responsible for the problem...

... More often, we are all responsible for the solution.

TAKING ACTION

DETERMINATION



NO THOUGHTS OF CHANGE

THINKING ABOUT IT