# Team Awareness Training For Workplace Substance Abuse Prevention

## Module 6

# *Encouragement: The NUDGE Model*

*Developed by*

**Joel B. Bennett, Ph.D.**
**Norma G. Bartholomew, M.A.**
**G. Shawn Reynolds, M.S.**
**Wayne E. K. Lehman, Ph.D.**
*Principal Investigator*

This manual 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 are solely the responsibility of the developers and do not necessarily represent the official views of NIDA.

This **Team Awareness** training module and all related data collection forms may be used freely for personal, educational, research, and/or information purposes only. Permission is hereby granted to reproduce and distribute copies of content material (except reprinted passages from copyrighted sources) for nonprofit educational and nonprofit library purposes, provided that copies are distributed at or below costs and that credit for author, source, and copyright are included on each copy. No part of any material may be copied, downloaded, stored in a retrieval system, or redistributed for any commercial purpose without the express written permission of Texas Christian University.

For more information, please contact:

*VISIT OUR WEB-SITE www.ibr.tcu.edu*

> **The purpose of this 3-year project was to refine, implement, and evaluate a team-based substance abuse prevention program for work settings. The program is designed to increase employee awareness of issues relating to workplace alcohol and other drug use and its consequences. Because these issues and consequences occur within an organizational context, the training addresses specific factors that aggravate employee substance use and prevent effective policy implementation.**

# OVERVIEW OF THE TCU DRUGS IN THE WORKPLACE PROJECT

The Drugs in the Workplace Project at Texas Christian University has studied the prevalence, antecedents, and consequences of employee substance use for over 12 years. Results have emphasized the importance of work environments, policies, and employee characteristics in understanding the pervasiveness and impacts of substance use in the workplace.

In recognizing the changing social contexts in today's workforce, Principal Investigator Dr. Wayne Lehman and researcher Dr. Joel Bennett spearheaded the development of two prevention programs. This manual contains material from the participatory "team-based" program and emphasizes the impact of substance use problems on all team members in a work group (in terms of lost productivity, having to cover for absent co-workers, and work-place safety). The approach promotes awareness of group dynamics that serve to condone or create tolerance for drinking or drug use in a workgroup. Issues such as stress management, communication, risk identification, and how to gently "nudge" a troubled co-worker to seek professional help are discussed. The second program is an enhanced "informational" training that primarily uses didactic presentations to familiarize employees with their workplace substance abuse policy, the effects of alcohol and various drugs of abuse, and Employee Assistance Programs (EAP).

Both programs have been evaluated in two municipal workforces -- a medium-sized suburban city in which work groups from all city departments (except uniform fire and police) were included, and departments that had previously been identified as "at-risk" for substance abuse problems from a larger urban city.

Work groups were randomly assigned to receive either the team-based or informational training, or were assigned to a no-training control group. Work groups were assessed two weeks before and after the trainings, and again at six months post-training. Overall, employees who attended either of the two training conditions showed improve-



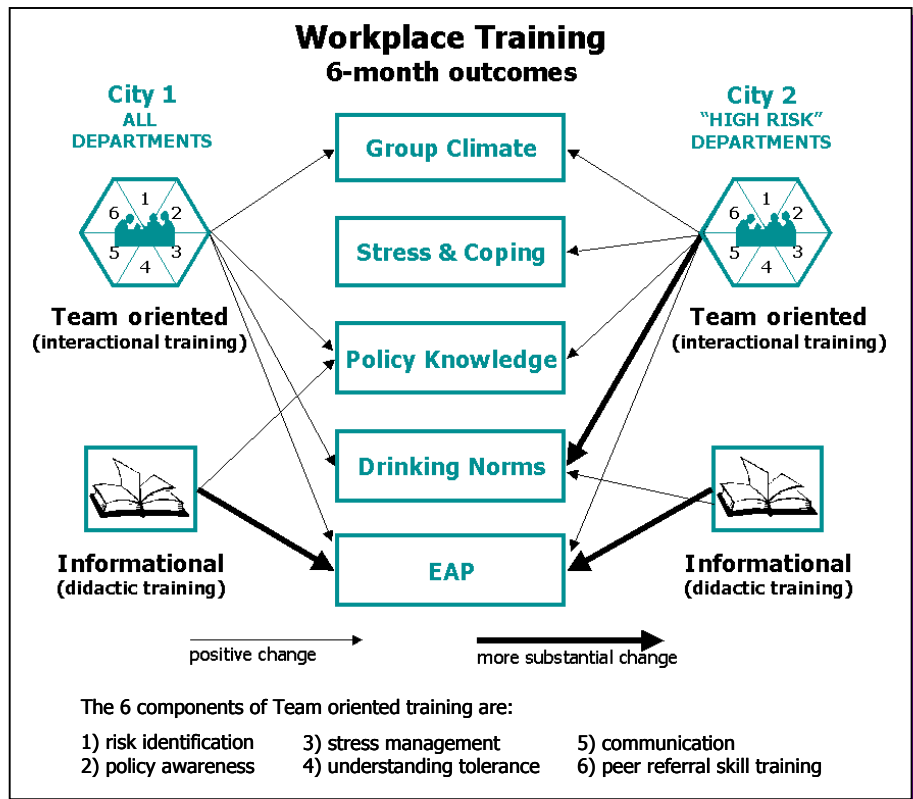ments in important areas compared to employees in the control condition. **Figure 1** summarizes the results at 6-month follow-up for both cities. Five domains of outcomes were examined, including a supportive group climate, stress and coping, drinking norms, policy knowledge, and information about the EAP. Arrows from the training condition to the outcome domain indicate a positive change. The bold arrows indicate more substantial change.

# TEAM AWARENESS – TABLE OF CONTENTS TO ALL MODULES

In its original form, the Team Awareness program was delivered as two 4-hour (half-day) sessions, each session delivered a week apart. Session I consisted of Modules 1 and 2. Session II consisted of Modules 3 through 6. We used slightly different steps in different work sites and so the length of the modules here are longer, if facilitators choose to use all the steps provided. These different options and an overview are explained in the manual titled "Introduction and Facilitator Overview." Each module has (1) an accompanying manual in Acrobat/PDF format and, (2) overheads and speaker notes as separate PDF files.

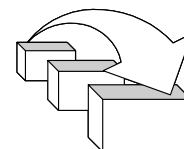| Module | Manual | Overheads/Speaker Notes |
|---|---|---|
| **Introduction & Facilitator Overview** | Teamaware.pdf | None |
| **Session 1** | | |
| (1) Relevance to you and your work group: Orientation and Risk Identification | Module1(Relevance).pdf | Module1(Relevance)ho.pdf<br>Module1(Relevance)ho-notes.pdf |
| (2) Team Ownership of Policy: The Risks & Strengths Game | Module2(Policy).pdf | Module2(Policy-Part1)ho.pdf<br>Module2(Policy-Part1)ho-notes.pdf<br>Module2(Policy-Part2)ho.pdf<br>Module2(Policy-Part2)ho-notes.pdf<br>Module2(gameboard).pdf |
| **Session 2** | | |
| (3) Reducing Stigma & Tolerance and Increasing Responsiveness | Module3(Tolerance).pdf | Module3(Tolerance)ho.pdf<br>Module3(Tolerance)ho-notes.pdf |
| (4) Work Stress, Problem Solving, and Substance Use | Module4(Stress).pdf | Module4(Stress)ho.pdf<br>Module4(Stress)ho-notes.pdf |
| (5) Improving Workplace Communication | Module5(Communication).pdf | Module5 (Communication)ho.pdf<br>Module5 (Communication)ho-notes.pdf |
| (6) Encouragement: The NUDGE Model | Module6(NUDGE).pdf | Module6(nudge)ho.pdf<br>Module6(nudge)ho-notes.pdf<br>Module6(casestudies)ho.pdf<br>Module6(casestudies)ho-notes.pdf |

# 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)**

### Facilitator Overview and Session Outline:

- The following page (Page 2) shows an outline of the different steps in this module.

- As with other modules in this program, we wanted to give different options or different tools for delivering this module.

- Each of the four (4) steps are integral to this module. It should be noted that Step 2a (Review 7 guidelines for communication) is a review of Step 2 in Module 5. We recommended that these guidelines be repeated. However, in the interest of time, facilitators may refer back to Module 5. In either case, be sure that participants have copies of the related handout.
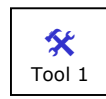
*Objectives*

# Outline

Following an introduction, this "NUDGE" module has four core steps. You also have three basic **TOOLS [ ✕ ]** to involve participants.

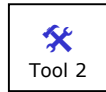**1. Explore the relationship between communication and stress** *(Overheads #2 to #5)*
   a. What makes someone easy to talk with?
   b. How much stress is caused by poor communication?
   c. Summary Points

**2. Rolling with Resistance** *(Overheads #6 to #15; Handouts #1*,#2)*
   a. Review 7 guidelines for communication (see Module 5; Step 2)
   b. Understanding resistance
   c. The "Stages of Change" model
   d. More guides for effective communication
   e. Practice rolling with resistance

*[✕ Tool 1]*
*[✕ Tool 2]*

**3. The NUDGE Model** *(Overheads #16, #17)*
   a. Introduction
   b. Review of 5 Steps
      ❖ **Notice** someone with stress or problems
      ❖ **Understand** your role in the situation
      ❖ **Decide** if you should say something
      ❖ Use **Guidelines** (e.g., roll with resistance, listen)
      ❖ **Encourage** him or her to get help

**4. Role Plays: Practice Nudging** *(Overheads #18 to #20; Case Study Handouts)*
   a. Rules
   b. Case Studies
   c. Enactment of Role Plays
   d. Discussion and NUDGE Cards

*[✕ Tool 3]*

*Note. Handout #1 "Seven Guidelines for Effective Communication" is the same Handout for Module 5 (Handout #1)

---

**Which steps do you use?**

*We suggest using all steps for this module in order to prepare participants for the role play (**Step 4**), which offers skills training in peer referral.*

*For some relaxed and more open groups, it may be possible to launch directly into the NUDGE model (**Step 3**) and then do role plays (**Step 4**).*

<u>MODIFIED PROGRAM</u>
*Alternatively, the materials in Module 5 may be offered in condensed form and combined with only some steps used here.*

*This modified program is more interactive and experiential and may be best suited for groups requiring more hands-on experience.*

**Use Module 5**
▪ *Steps 3 and 4*

**Use Module 6**
▪ *Steps 2a, 2e, 3 and 4*

# 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)**

| Step | Segment Name | Time |
|------|--------------|------|
| 1 | **Communication & Stress** | 15 minutes |
| 2 | **Roll with Resistance** | 15 minutes |
| 3 | **The NUDGE Model** | 10 minutes |
| 4 | **Role Plays: Practice Nudging** | 40 minutes |
| **Module Length** | | **80 min.** |

*Objectives*
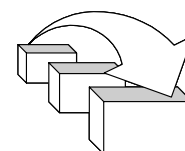
*Session Structure*
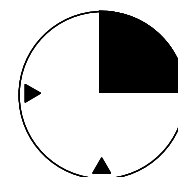
*Facilitator Materials and Preparation*

*Be creative if you need to:*

## ❖ Materials

- Handouts on EAP, other resources (AA, Al-Anon) (see p. 18]
- Flip Chart or chalkboard
- Overhead or LCD projector and screen
- Markers or chalk
- 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, especially your role in #12 through #15.
- Handouts - Have available or make copies for each participant:

  1. Seven Guidelines for Effective Communication (Overhead #7 or Overhead #13 from Module 5)

  2. More Guides for Effective Communication (Overhead #15)

  3. Case Study Handouts (Role Plays for Step 4). There are nine (9) role plays from which to choose (Overheads #21 to #29). 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.

### CASE STUDY 6

Joe, a member of your team, has the responsibility of servicing automobiles and vans used by other workers. Joe is a casual, easy-going guy. You've noticed that he wears sunglasses almost all the time, even when indoors. At first you thought it was just part of the current youth fad, but recently you caught a glimpse of him smoking what appeared to be a small glass pipe in an alley behind the garage. Later that day, he flew into a rage over a minor incident with another co-worker and stormed out of the building.

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

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

How might you respond if there is resistance/denial?

26

For example, Case Study #2 and #6 both depict the same worker, "Joe, a member of your team." However, in #2, Joe oversees client files and records. In Case #6, Joe services vans and vehicles used by other workers. Whenever possible, try and adapt materials to your setting.

  4. "NUDGE" Cards. These cards require cutting and laminating. The cards are located on Overhead #30. Instructions for cutting are in the "Notes" section of Overhead #30.

  ◇◇ **Option**: Create a handout from Overheads #12 through #15

## ❖ Slides/Overheads

All slides and overheads are available on the PDF companion version of this manual (see "Module6(NUDGE)ho.pdf").

There are a total of 20 overheads. Overheads #7 and#15 are also handouts. There are 9 case study handouts. You may wish to make your own overhead showing local resources (e.g., EAP) for help.

# Step 1

## Explore relationship between communication and stress

**15**
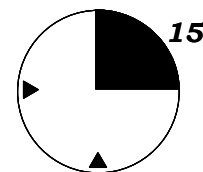
**Includes the following components:**

      a) What makes someone easy to talk with?
      b) How much stress is caused by poor communication?
      c) Summary Points

❖ **Rationale (for the facilitator)**

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 <u>not</u> 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 <u>not</u> 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 (Handouts #1 and #2) beforehand and derive language that will be most comfortable for participants.

*Get perspective and overview before proceeding. Know the "butterfly effect."*

**Step 1 continued**….
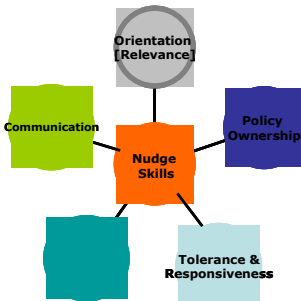
❖ **Nudging and the Butterfly Effect:** Another way to understand the NUDGE model is in terms of the "Butterfly Effect," a phrase borrowed from chaos theory in mathematics. The butterfly effect is the idea that in a chaotic system, a very small change to the system applied at a certain point in time 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, work groups 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. "Group Decision Making and Tolerance" (Module 3) increases awareness of how social attitudes impact individual attitudes. "Grapevine Communication" helps increase awareness of communication networks.

❖ **"Set the stage"** or tie things together with these tips:
   o Observe and monitor the social distance or closeness of participants during the previous activities
   o Use these observations to determine how to best gauge or calibrate the introduction of the NUDGE model
   o Refer back to any relevant participants disclosures or interactions from previous modules

**Step 1 continued**….

❖ **Session Purpose -- *Show Overhead 2.***

When introducing this module, you may want to mention the ideas presented above:

- Butterfly Effect
- NUDGE as Capstone
- Setting the Stage

| **PURPOSE** |
|---|
| **PURPOSE OF SESSION** |
| • **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)** |

## A)  What makes someone easy to talk with?

❖ ***Show Overhead 3.***

You may flipchart responses to the question shown on Overhead # 3.

❖ ***ASK:*** *What makes someone easy to talk with?;* As participants give their responses, reinforce any reference to specific behaviors, such as "they show you they are listening… facing you, making eye contact, being relaxed, smiling, they spend time with you, don't allow disruptions or distractions to take away from spending time, etc." Mentioning of other traits or qualities is also good—such as approachable, attractive, warm personality, honest, friendly, easy going. Facilitators want to impress the idea that a relaxed or easy going style has specific behaviors and manners associated with them.

## B)  How much stress is caused by poor communication?

❖ ***Show Overhead 4.***

You may flipchart responses to the question shown on Overhead # 4.

❖ ***ASK:*** *How much stress is caused by poor communication?;* There are several different ways to ask this question:

*Invite Discussion:*

**Step 1 continued**....

(1) How is stress and communication related?

(2) In the past week, have you experienced stress because of poor communication?

❖ ***Record Responses and Explain (if necessary because participants failed to respond):*** *"*We may feel stress in communication situations for a number of reasons:

- We feel that associates do not listen to what is needed
- We feel that we do not have a voice at work or home
- We feel that others "talk down" to us
- We have an important message to give to someone but we are anxious about saying the wrong thing
- We are not shown appreciation for the work we do
- We dislike conflict and have unrealistic expectations
- There are language barriers because of foreign coworkers

**Overhead 5**

**Stress & Resistance**

❖ ***Show Overhead 5.***

***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, 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 Module 5 (Step 3) and 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. This refers to Module 4 (Step 4) and how group problem solving involves willingness to talk and work through problems.

*Link to other Modules*
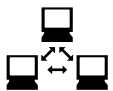
**Step 1 continued**....

### C) 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.

*Affirm positive points*
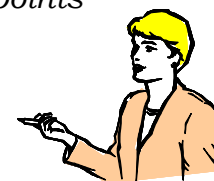
# Step 2

# Rolling with Resistance
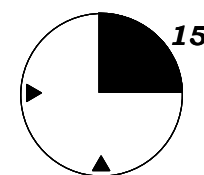
**Includes the following components:**
a. Review 7 guidelines for effective communication (see Module 5)
b. Understanding resistance
c. The "Stages of Change" model
d. More guides for effective communication
e. Practice rolling with resistance

**A. Review 7 guidelines (Review of Module 5)**

❖ **Show Overhead 6.**

❖ **Distribute** handout *Seven Guidelines for Effective Communication (Overhead # 7).* Review and discuss each of the 7 points below. 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.

**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

**15**

***Note.*** *You may only need to quickly review the 7 guidelines if participants have received Module 5. However, emphasize "Roll with Resistance" in the overhead and in the handout.*

**Overhead 6**
*7 Guidelines*

**Step 2 continued**….

❖   ***Explain:*** "If you suspect co-worker impairment or other violations of policy, you are faced with several choices – do nothing, talk to a supervisor or manager, or talk to your co-worker about getting help. Complaining to other co-workers 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:

1. **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.

2. **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 co-worker, ask him or her to meet with you.

3. **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.

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

5. **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 co-worker, make a clear request that the behavior stop or that help be sought.

6. **Roll with resistance.**  Supervisors may not want to hear about the problem or may downplay it.  Co-workers 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.

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

**Step 2 continued**….

❖ **Ask** for a volunteer to read Point 6 from the Handout

> **Roll with resistance.** Denial is a normal response to "bad news." Most people with problems are aware of the impact of their behavior at some level, but may be ambivalent about change. They may become angry or deny the problem. Listening respectfully and calmly repeating your request for action will help make sure that your message is taken seriously.

**B. Understanding resistance**

❖ *Show Overhead 8.*

❖ *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.

**Understanding Resistance**

It's normal to feel ambivalent about change - even when we are aware that we need to change.

Ambivalence may be expressed through denial, minimization, rationalization, indifference, helplessness, or anger.

To help another person deal with their ambivalence
• **Listen** and reflect
• **Convey** acceptance
• **Avoid** labeling or blaming
• **Offer** support and advice

**Overhead 8**
*Understanding Resistance*

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

**C. The "Stages of Change" model**

❖ *Show Overhead 9.*

❖ *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 helps us to have more empathy (compassion, concern) whenever someone is resistant to getting help.

**Stages of Change Model**

NO THOUGHTS OF CHANGE
TAKING ACTION
THINKING ABOUT IT
DETERMINATION
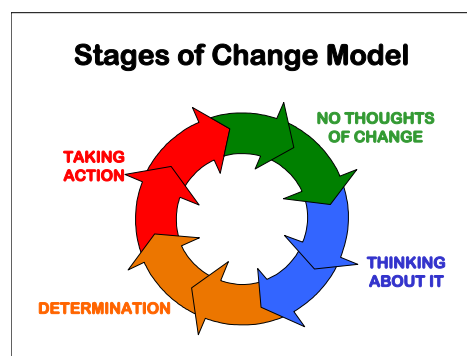
**Overhead 9**
*Stages of Change*

**Step 2 continued**….

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

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

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

3. **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.

4. **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*

*Invite discussion on this question to get insights on change:*

**Tool 1**

For "***Ideas about the model***" see references

---

\* 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.

**Step 2 continued**….

### D. More guides for effective communication

❖ **Show** Overhead # 10 and **Distribute Handout # 2** (Overhead # 11)

❖ **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.

### E. Practice Rolling with Resistance

❖ *Preparation for Facilitator*
Overheads #12 through #15 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 resistors beforehand. You may also use props; for example in # 12, a man holding is head has his shirt open and tie is disheveled. You can act that out.

❖ **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 #12 through #15.

**Step 2 continued**….

❖ *Begin by showing Overhead #12 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 bean** to cue the volunteer for his or her role.

❖ *Continue* in this way for Overheads #13 and # 14, asking for a different volunteer to play the role of the NUDGER, who is meeting your resistance:

➢ *You Resist*

➢ *They Roll with Resistance*

➢ *You Resist*

➢ *They Roll with Resistance*

➢ *You Resist*

➢ *They Roll with Resistance*

➢ *You Resist*

➢ *They Roll with Resistance*

**Overheads 12 to 15**
*Roll w/resistance*

*Project a fun attitude AND remind participants to be firm and sincere in their tone.*

**Tool 2**

*Encourage Engagement & Interaction*



ROLLING WITH RESISTANCE

The job pressure makes me drink!!

We <u>have</u> been under a lot of pressure. But drinking is a poor way of coping. It's time to think about making some changes.

Who died and made you my boss? I don't take orders from you. Mind your own business!

I'm not your boss, but I do have a stake in our team. When your behavior hurts the team it becomes my concern.

That you've tried is an excellent sign. Many people who keep trying finally do make it. If you are willing to work with the EAP, we'll support you as you try again.

That's what worries me. Being able to drink a lot and not feel it is a warning sign for alcohol dependence. It's nothing to be proud of. I suggest you talk with your doctor.

I understand that being creative is important to you. But this is not your normal quality of work. We care about you. Now is the time to show that you care about yourself, too.

Fine. But can you quit when someone asks you to? If you can, now is the time. If you can't, here's an opportunity to get the help you need.

**Step 2 continued**….

❖ ***When you get to Overhead # 15***, 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.
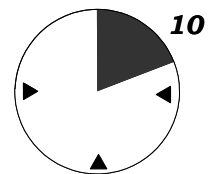


# Step 3

# The NUDGE Model

**Includes the following components:**

   a. Introduction
   b. Review of 5 Steps
   - **Notice** someone with stress or problems
   - **Understand** your role in the situation
   - **Decide** if you should say something
   - Use **Guidelines** (e.g., roll with resistance, listen)
   - **Encourage** him or her to get help

**A. Introduction.**

❖ ***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 co-worker substance abuse or any problem behavior that blocks service or creates bad feelings.

**Step 3 continued**….

**B. Review NUDGE - Overheads #16 and/or #17-- the 5 NUDGE points.**

> **Note**. We have used different images in the two overheads to convey that sometimes nudging is akin to dealing with stubbornness (#16), sometimes a more gentle process (#17), and sometime both with the same individual. How you nudge will depend on you, your style, and the personality of the resister.



---

**Overheads
16 to 17**
*NUDGE*

---
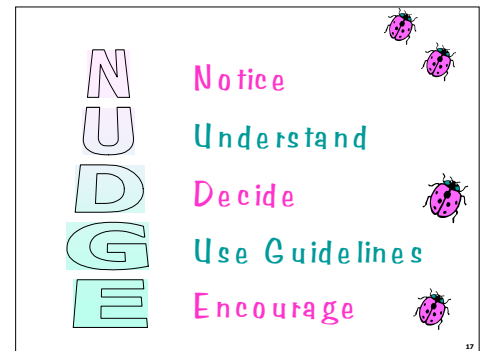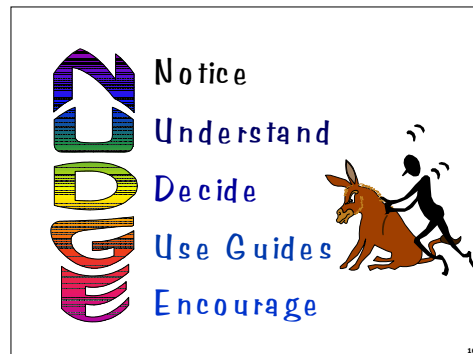
❖ You may use any ideas to illustrate the 5 points. Suggestions are below.

- *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")

*Review briefly, emphasize key points that may be needed:*
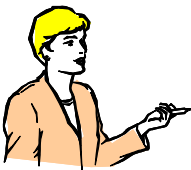
**Step 3 continued**....

- **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

**Includes the following components:**

   a. Rules
   b. Case Studies
   c. Enactment of Role Plays
   d. Discussion and NUDGE Cards

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

*40*

**Step 4 continued**….
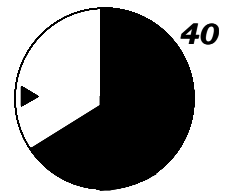
**A. Rules**

Overhead
18
*Role Play Rules*

*Explain and
provide
direction:*

❖ ***Show and review
Overhead #18: "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.

### Rules for Role Plays

**For Players**
• Be yourself. Try to respond naturally.
• Use the suggested communication guides.
• Pay attention to your reactions as you play your part.

**For Observers**
• Listen carefully to what happens.
• Don't distract the role players.
• Imagine how you might handle the roles.

18

❖ ***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 co-worker" follows the IDEAS and GUIDES for
effective communication (refer to handouts). The person who plays the
concerned co-worker role should concentrate on the IDEAS handout.

**B. Case Studies (see Overheads #21 through #29)**

**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.

EAP
Phone #

AA Contact
Information
EAP
Phone #

Make sure to provide pamphlets, leaflets, pocket cards and other materials
from your EAP (Employee Assistance Program), and/or local counseling
centers and/or local Alcoholics Anonymous or other 12-step programs (e.g,
Al-Anon, CODA). These are "real" props to be used in the role play.

**Step 4 continued**….

❖ *Show Overhead #19* to remind participants of all the tools they have to help them NUDGE.



**Case Studies: How to NUDGE**

- Use Guidelines for Effective Communication
  - Seven Guidelines (Think → → End on Positive Note )
  - More Guidelines (Use "I" Statements, Listen, Body Language)
- Use the NUDGE Model
- Roll with Resistance
- Understand Stages of Change

19

**Overhead 19**

*Case Studies*

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

*Distribute Case Studies*

*1 to each small group*

❖ *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.

**C.  Enactment of Role Plays**

**CASE STUDY 1**

Mary, your co-worker and interviewer, must interact with the public in a face-to-face job. Lately, she has been very careless and has made several glaring mistakes. Her appearance has changed, too. She used to be very neat and well-groomed, but lately she shows up to work looking like she slept in her clothes. You have overheard her more than once talking about "partying hard" the night before. In addition, you have heard from someone you trust that Mary has not been reliable in all her duties.

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

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

How might you respond if there is resistance/denial?

**CASE STUDY 2**

Joe, a member of your team, has the responsibility of overseeing client files and data records. Joe is a casual, easy-going guy. You've noticed that he wears sunglasses almost all the time, even when indoors. At first you thought it was just part of the current youth fad, but recently you caught a glimpse of him smoking what appeared to be a small glass pipe in an alley during your day off. Later that day, he flew into a rage over a minor incident with another co-worker and stormed out of the building.

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

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

How might you respond if there is resistance/denial?

**CASE STUDY 3**

Sam, your co-worker, 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" and 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 is a computer programmer, in charge of payroll and personnel computer programs.

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?

**Tool 3**

❖ *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.

*Encourage Engagement & Interaction*

**Step 4 continued...**

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

❖      After each role play, ***process*** as follows:

>    **1.**      Ask Observers to comment on what they observed and how well the IDEAS were followed.

>    **2.**      Ask role players how it felt to play the roles.

>    **3.**      Invite the larger group to comment and give observations on how well the communication guides were followed.

❖      ***Distribute*** NUDGE cards* and ***Show*** Overhead #20.

*Distribute NUDGE cards*



❖      ***Explain*** that these cards are for participants to keep. They show the 7 prevention principles from Module 1 and the NUDGE model.

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

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

---

* The instructions for cutting and laminating the NUDGE cards can be found on Overhead #30.

# OVERHEADS AND HANDOUTS

There are 20 slides or overheads and 4 Handouts. Handout # 1 (Seven Guidelines) is a repeat of Handout in Module 5. There are 9 Case Studies to choose from. We recommend giving many different scenarios. All of these are also located in the accompanying "nudge" and "casestudies" PDF files for Module 6.

| ◆ STEP 1:  Explore Relationship Between Communication and STress | |
|---|---|
| **OVERHEADS ONLY** | |
| 1. TITLE | |
| 2. PURPOSE OF SESSION | |
| 3. WHAT MAKES SOMEONE EASY TO TALK WITH | |
| 4. HOW MUCH STRESS… COMMUNICATION? | |
| 5. COMMUNICATION & STRESS | |
| | |

| ◆ STEP 2:  Rolling with Resistance | |
|---|---|
| **OVERHEADS** | **HANDOUTS** |
| 6. SEVEN GUIDELINES | |
| 8. UNDERSTANDING RESISTANCE | 7.  SEVEN GUIDELINES (Overhead 7) |
| 9. STAGES OF CHANGE MODEL | |
| 10. MORE GUIDES..COMMUNICATION | 11. HANDOUT FOR GUIDES (Overhead 11) |
| 12. ROLLING WITH RESISTANCE | |
| 13. ROLLING WITH RESISTANCE | OPTION: HANDOUT#12 to #15 |
| 14. ROLLING WITH RESISTANCE | |
| 15. ROLLING WITH RESISTANCE | |

| ◆ STEP 3. THE NUDGE Model | |
|---|---|
| 16.    NUDGE IMAGE #1 | |
| 17.    NUDGE IMAGE #2 | |

| ◆ STEP 4. Role Plays | |
|---|---|
| 18. RULES FOR ROLE PLAYS | |
| 10. CASE STUDIES: HOW TO NUDGE | 21 to 29. CASE STUDY HANDOUTS |
| 20. NUDGE CARD IMAGE | 30. NUDGE CARDS |
| | |