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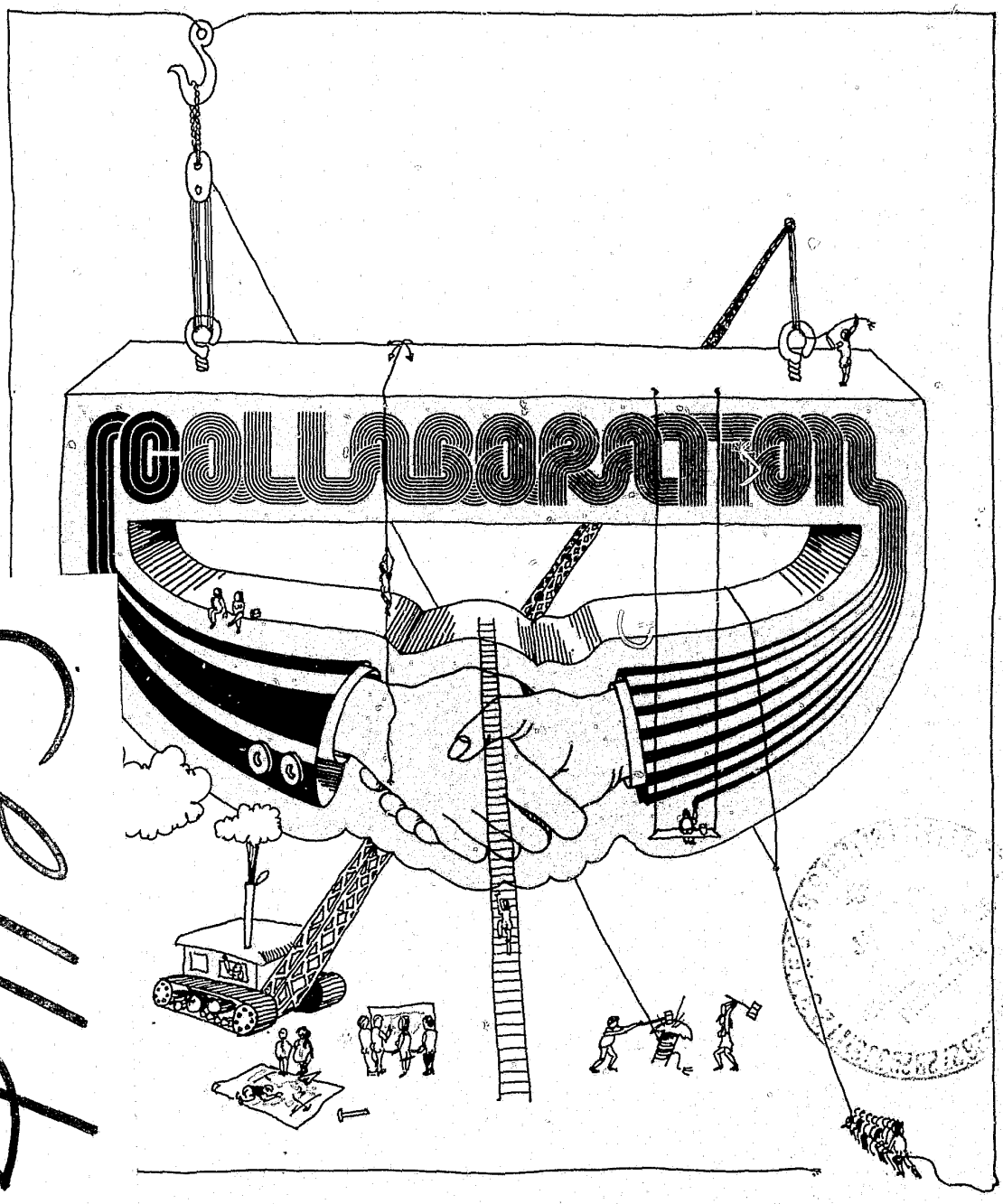

Enhancing Inter-agency Collaboration: A Workshop Training Manual

October, 1974

Enhancing Inter-agency Collaboration: A Workshop Training Manual

Bureau of Drug Rehabilitation
Department of Mental Health and Mental Retardation
Commonwealth of Virginia

NCJRS
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ACQUISITIONS

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THE PACKAGE

The following pages include all the written material needed to administer an interactive workshop on "Inter-Agency Collaboration." A project on Inter-Agency Collaboration funded initially by the Division of Drug Abuse Control and later by the Division of Justice and Crime Preventation forms the basis on which this workshop is derived. The project was carried out by the members of the project staff housed in the Bureau of Drug Rehabilitation of the Virginia Department of Mental Health and Mental Retardation from July 1973 through October 1974.

This workshop has been developed to present the ideas and findings of the "Inter-Agency Collaboration" project to social service agencies by involving the participants in an intensive learning process. The workshop day includes an introduction with discussion, simulation game, and closing discussion. Within the framework of the day we have set out four workshop goals: the development of the appreciation of collaboration and its effects and legitimation of the project's model; beginnings of skill training in terms of techniques and needs identification; improvement of relations between drug programs and the agencies participating; and investigation of possibilities for future work.

In addition to the interactive workshop discussed in this package, a workshop based on a table game has also been developed. The table game workshop can be used when fewer than 10 people are participating. The number of participants is the criterion on which to base a decision

concerning which workshop should be conducted. The primary difference between the games is that the table game does not emphasize the use of inter-personal techniques as much as does the interactive game. However, the goals of the interactive workshop are also the goals of the table game workshop.

This package is divided into three sections. Section one, "Workshop on Inter-Agency Collaboration," includes an abstract of the workshop, an abstract of the project on which this workshop is based, instructions for preparation and execution of the interactive workshop, and a list of written materials needed for the interactive game. A complete report on the project "Inter-Agency Collaboration in Drug Rehabilitation" is available through Dr. Thomas Updike, Bureau of Drug Rehabilitation, Department of Mental Health and Mental Retardation, 109 Governor Street, P. O. Box 1797, Richmond, Virginia 23214.

It is highly recommended that anyone who gives an inter-agency workshop read through various parts of the report, especially the chapter describing the theoretical base and the chapter on results.

Section two, "The Workshop", describes more specifically the workshop itself. Included is an outline of the prelude to the game which provides a framework for the opening remarks of the workshop. Next, there is an outline and narrative for the interactive game, followed by a brief outline of the suggested topics for the closing discussion. Finally, there are referee notes concerning the number of people who

participate in the workshop and how the number of participants affects the game.

Section three, "Materials for the Game," contains the actual materials needed for the interactive game. These materials include: name tags, profiles, role behavior needs sheets, techniques sheets, scorecards, network linkages, and "client bills." The outline and narrative instructions to the game show the pages in this package where the materials to the game can be found.

SECTION I

WORKSHOP ON INTER-AGENCY COLLABORATION

"INTER-AGENCY COLLABORATION IN DRUG REHABILITATION" PROJECT

Abstract of the Workshop

Bureau of Drug Rehabilitation
Department of Mental Health and Mental Retardation
Commonwealth of Virginia

A WORKSHOP ON "INTER-AGENCY COLLABORATION"

The Bureau of Drug Rehabilitation of the Department of Mental Health and Mental Retardation of the Commonwealth of Virginia, with the support of the Division of Justice and Crime Prevention, conducted a project on "Inter-Agency Collaboration in Drug Rehabilitation." The project attempted to shed as much light as possible on the means to achieve effective interaction or collaboration between drug rehabilitation programs and community agencies. To do this, inter-personal techniques designed for enhancing interaction, as well as fulfilling the personal and organizational role needs of agency staff members by drug rehabilitation staff, were examined.

The project outlines techniques which could be used by workers in their contact with staff of other agencies. These techniques include: initiating contact, varying types of contact, making resources accessible, providing expertise, and instilling cognitive clarity regarding the program. In addition to the above techniques, eight role behavior needs were identified: control of information, funding, power, professional competence, relatedness, status, support, and task attainment. The extent to which these "needs" of other service agency staff members

are met by the drug program staff members is a major determinant of whether the other community agency staff members will initiate or continue to engage in the referral of clients to the drug program.

Clients can benefit from the resulting inter-agency collaboration between the staffs of specialized services. Hopefully, improved appropriateness of referrals and client maintenance in drug rehabilitation programs can lead to greater program effectiveness for clients. The client may have a better chance of accomplishing his own rehabilitation goals with the aid of an appropriate referral to the program followed by inter-agency staff support for remaining in the program.

AN INTERACTIVE WORKSHOP

To communicate the project results in an interesting and informative way a workshop was developed for drug rehabilitation programs and other community service agencies. Although the workshop is scheduled for a full day, shorter workshops are possible. The workshop includes lectures, games, and discussion about inter-agency collaboration. The first hour and a half consists of an overview of the project including an explanation of the theoretical base of the project as well as its major findings. It also includes an introduction to the terminology that will be used in the game. The next three and a half to four hours will be taken up in (what we have called) an "interactive game." In this game participants will be actively involved with one another.

The workshop goals include: the development of the appreciation of

collaboration and its effects and legitimation of the project's model; beginnings of skill training in terms of techniques and needs identification; improvement of relations between drug programs and the agencies participating; and investigation of possibilities for future work.

The intentions of this game are to enhance existing interactive skills in inter-agency contact as well as to acquaint the participants with approaches and techniques they may be unaware of. Through the game the participants gain an understanding of the terms and conceptual framework we have used in examining inter-agency collaboration. The project emphasizes that awareness of the needs and problems of other agency personnel and attempts to meet those needs improves the quality of contact with personnel from other agencies.

These objectives are accomplished in the game through interactive role playing. The participants in the workshop are divided into two groups. The members of one group play the "drug program staff" and the members of the other group play different community agency personnel. One participant might be a sheriff, a nurse in an emergency room, a psychologist in a mental health center, a commonwealth attorney, a social worker in a welfare agency, a judge at the court, a probation and parole officer, or a counselor at the local high school. Within the course of the game, participants interact with each other in their roles as community agency representatives or as drug program staff members. Through the use of role playing, one incorporates the collaborative methods of this project into oneself and is therefore able to interact

more effectively, i,e., to collaborate with other agency personnel.

The last two hours of the workshop are spent in discussion of the day's activities, i.e., what the participants have gained from the workshop -- the difficulties they had in identifying and meeting the role behavior needs of the agency personnel, learning the terminology and concepts (such as techniques and network linkages) - - and the results of the inter-agency collaboration study. In addition, the results of this project are related to specific questions and answers directly associated with the participants' own program. In sum, the workshop is an interesting, informative and non-anxiety arousing means to share with others the results of the inter-agency collaboration project.

ABSTRACT OF THE

"INTER-AGENCY COLLABORATION IN DRUG REHABILITATION" PROJECT

Bureau of Drug Rehabilitation
Department of Mental Health and Mental Retardation
Commonwealth of Virginia

This study measures the effects of collaborative behavior of drug rehabilitation program staff with staff of community service agencies to secure appropriate referrals, i.e., higher number and maintenance of clients, for a drug rehabilitation program. The conceptual framework of this study is based on systems and inter-organizational theory. The conceptual framework delineates selected inter-personal techniques designed for enhancing interactions, as well as fulfilling the personal and organizational role needs of agency staff members by drug rehabilitation staff. The study suggests that if a drug program staff member invests in a relationship with a community agency staff member by using inter-personal techniques to fulfill role behavior needs, then the community agency staff member will reciprocate by referring appropriate clients to the drug program, and, further, by helping the client to make better use of the program. The quid pro quo of this collaborative behavior is therefore enhanced service to clients.

Five comprehensive drug rehabilitation programs in Virginia were included in the study. An interview schedule based on the study's conceptual framework concerning collaborative behavior was administered to 59 individuals (95% of the programs' treatment staff). Respondents were questioned about the quality and quantity of their contact with

staff of selected community agencies. A distinction was made between direct contact and the use of indirect network linkages to influence the community agency staff member. Data were collected on the referral sources and program participation for all clients (288) entering the programs during a four month period. A follow-up period of three months was used.

Using factor analysis the staff data showed that the variables comprising the conceptual framework's direct contact component load highly on one factor. The variables were weighted and treated as one factor. The same was true for the indirect contact components. No correlation was found between the two factors. The client data also showed that length of stay, level of program participation, and direction of stay comprise a highly loaded client maintenance factor.

The mean sum of frequency of contact between an entire drug program's staff and community agency's staff showed a very low and non-significant association with securing and maintaining clients.

The direct contact factor was found to be positively and significantly associated with securing numbers of referrals (Kendall's Tau B = .34 and P = .03) and maintaining clients (Kendall's Tau B = .22 and P = .01). The indirect contact factor, on the other hand, is strongly and inversely associated with number of referrals (Kendall's Tau B = .61 and P = .01) and not associated with maintenance (Kendall's Tau B = .10 and N.S.). Thus, it was found that the mean sum of frequency of contact of

drug programs' staff with community agency staff was positively associated with the direct contact factor but negatively associated with the indirect contact factor. This indicates, perhaps, that the use of indirect network linkages is ineffective, but still a necessary prelude to the more effective direct contact factor.

Two additional findings are: (A) The greater the number of referral sources, the greater the number of referrals secured by a drug rehabilitation program, and (B) Community agency referrals are more effective than non-agency referrals in terms of maintenance of clients in programs.

The narrow focus of the study and its limitations constrict the scope of conclusions and implications that can be drawn. Although further research is needed, this study has developed a conceptual framework for inter-agency collaboration, and it has shown that inter-agency collaboration does help secure and maintain clients in community-based comprehensive drug rehabilitation programs.

PREPARATIONS FOR THE INTERACTIVE WORKSHOP

The following outline lists the preparations and plans that need to be made for an interactive workshop.

1. Those invited to the workshop can be drug program staff alone or in combination with staff members from other community service agencies. It has been found that when a number of agencies are represented at the workshop, there is the opportunity for people to get to know each other better and the chance for agency representatives to share information. Moreover, one of the workshop's goals is to allow time for the drug program and community agencies to work at improving relationships with each other. It is therefore advisable that staff of other agencies participate.

2. To conduct an interactive workshop there must be no fewer than 10 and no more than 24 people.* If there are fewer than 10 people a workshop based on the table game would be more appropriate.

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* It is possible with minor changes to accommodate up to 32 participants. In the interactive game, there are two groups of role players. One group are drug program staff, the other group are community agency personnel. When there are 32 participants there will be 16 drug program staff and 16 community agency personnel. If there are less than 32 participants there will be as close to an even number of community agency personnel and drug program staff as possible. When having between 13-16 drug program staff, no changes are necessary except the addition of four (4) name tags and network linkages. (The ones available are possible to be used.) In order to have between 13-16 community agency personnel, it would be necessary to add a commonwealth attorney #2, a Psychologist #2, a judge #2, and a nurse #2 profile. This could be accomplished by adding the #2 to the appropriate original profile. Additional name tags and network linkages are also needed for the community agency personnel.

3. The normal duration of an interactive workshop is approximately 6 to 7 hours. Because of the workshop's structure, it is strongly advised that the participants make a commitment for the entire 6 to 7 hours to gain the most from the experience.

4. The structure of the facility in which the workshop is held is important to the success of that workshop. For the beginning of the workshop, a room which will hold up to thirty people is necessary. However, it is important that the room not be sterile, but create a relaxed, informal atmosphere. During the game we found that if a number of small rooms are available it allows those individuals with community agency personnel roles to set up offices. A word of caution, to provide for the greatest amount of exposure and ease in playing the game, it is helpful if the rooms are in a concentrated area so that participants do not wander.

5. The day includes an opening discussion, game, and closing discussion and remarks.

6. Because of the length of time involved and the number of people playing, two people ordinarily run the workshop. One person is in charge of the introduction and opening discussion. The other is charged with the explanation of the game, although at some points the assistance of the other person is necessary. It is useful if two people explain the game's instruction.

7. During the game the workshop leaders act as referees, that is, they are available for problem clarification and as the source of public announcements.

8. While giving the workshop it was found beneficial to break up the game with lunch. Lunch was used by some participants as a time to interact within their game roles and/or relax. Without the lunch break, we found that the game was too intense and the strain of pretense too difficult.

9. Enclosed in the package you will find an introductory outline which can be used for the opening remarks. It does not have to be followed exactly, rather your style of presentation might necessitate some change. It is advised, however, that the material in the outline is covered.

10. You will also find an outline and narrative of instructions to the game. Again, this information must be conveyed to the participants but the form presented here is simply a suggestion as to how it might be done.

11. Also we included a brief outline of questions and material for the closing discussion. The purpose of this last meeting is to discuss the workshop, its relevance, its applicability, its future impact and so on.

INTERACTIVE GAME KIT MATERIALS

For a Maximum of 24 Participants

** 2 sets of Community Agency Profiles
** 2 sets of Network Linkages for Drug Program Staff (on note cards)
** 2 sets of Network Linkages for Community Agency Personnel (on note cards)
** 2 sets of Community Agency Name Tags (on note cards)
** 2 sets of Drug Program Staff Name Tags (on note cards)
** 48 Community Agency Scorecards
24 Inter-personal Technique Description Sheets (2 pages)
24 Role Behavior Needs Description Sheets (2 pages)
12 Packets of about 20 "client bills"
1 box of Straight Pins
1 Referee Information Packet (which includes the following)

(1) Outline of Instructions for Interactive game
(2) Narrative Instructions for Interactive game
(3) Referee Notes on the number of Participants
(4) 1 copy of Inter-Personnel Techniques Sheet
(5) 1 copy of Role Behavior Needs Sheet
(6) 1 copy of Network Linkages for Drug Program Staff
(7) 1 copy of Network Linkages for Community Agency Personnel
(8) 2 copies of Drug Program Staff scorecards
(9) 2 copies of Community Agency Staff scorecards
(10) Prelude to the Game
(11) Suggested Closing discussion topics

*Only half the amount is needed if a role reversal is not used
** Materials needed to be handed out may be put in an envelopes.

SECTION II

THE WORKSHOP

Prelude to the Game

1. Everyone introduces himself, including name and agency.

2. Funding Source for developing the workshop was the Division of Justice and Crime Prevention through the Bureau of Drug Rehabilitation of the Virginia Department of Mental Health and Mental Retardation.

3. Subject of the Workshop is Inter-Agency Collaboration, specifically collaboration between drug program staff and other community agency personnel.

4. Briefly the day will include:

   a. An explanation of the objectives of the workshop as well as why we feel a workshop on inter-agency collaboration is important.

   b. A ten-minute discussion concerning your collaborative experiences.

   c. An overview of the project, the collection of data, its goals and the findings.

   d. A simulation game which will last for most of the remainder of the day. The game will give you a chance to get a clear idea

of what we are talking about, and we hope it will be more interesting than a lecture. There will be some free time during the game for lunch and phone calls.

e. After the game we will have a closing discussion to go over your perceptions about the game and the workshop and to discuss future work in this area.

5. WORKSHOP GOALS

a. To develop the appreciation of collaboration and its effects and legitimation of the project's model

b. To begin skill training in terms of the use in interaction of techniques and needs identification

c. To improve relations between drug programs and the agencies participating

d. To investigate the possibilities of future work.

6. Why collaboration is important? Why has interest in collaboration grown? Due to the growing specialization of services and often the resulting fragmentation. Illustration of specialization in the field of medicine-example of the general practitioner versus the specialists of today. Goal is to increase or improve the delivery of services to clients. (The reader is referred to Chapter 1, pages 1-6, in the "Inter-Agency Collaboration" Report.) In addition, the use of collaborative behavior is becoming one of the

criteria on which programs evaluated.

7. Nevertheless, collaborative behavior is not taught in schools or in disciplines of any sort. Schools emphasize the importance of collaboration but not the "how to's." In relation to this, through the project's data, we found that neither educational level or profession is related to collaborative behavior.

8. Before talking about the project, I would like to hear about your collaborative experiences. To begin: When do things go well for you with other agencies? When do they not go well? Note To Workshop Leader: Try to draw some common threads from the comments in the discussion. Indicate that some of the things they have been talking about are the things we will be dealing with today. Introduce the idea that collaboration is very complex-no one framework solves all the problems.

9. Now I would like to discuss with you the point of departure for the project. (The reader is referred to pp. 12-19 of the "Inter-Agency Collaboration" Report for a detailed discussion of the following terms.)

   a. Coordination - Involuntary, coming from above, difficult to force people into it, especially over the long run.

   b. Cooperation - more passive

   c. Collaboration - doing, active element, giving, reciprocity, mutual aid

10. Introduction of project - The project data forms the basis from which the workshops are derived. (The reader is referred to pp. 88-170 of the "Inter-Agency Collaboration" Report for further information on the data analysis and findings.)

a. Data were collected from five drug programs in the state. These include: Prelude, Crossroads, Alexandria, RADACC, and Renaissance.

b. Information comes from 60 staff interviews, and from 300 client records.

c. Goal of the project was to determine if the quality of contact influenced the number of clients referred to and maintained in the drug program.

d. The project used drug programs and referrals to them for the measurement of quality of contact. Thus the findings of the project are in terms of the referral of drug users to drug programs. However, that does not mean that the framework and the findings of the project concerning quality of contact and collaboration are specific to drugs. Quite the contrary, the approach of this project is easily transferred and applied to other fields.

11. Project Findings.

A. Sheer quality of contact, or how frequently people get to-

gether, will not alone guarantee more referrals or higher maintenance of clients to a drug program.

b. Quality of contact is more important than quantity of contact. Quality is what makes the difference. In other words the higher the quality of contact in terms of the use of techniques and the meeting of role behavior needs, the higher the referrals and maintenance of clients. (The reader is referred to pp. 133-170 of the "Inter-Agency Collaboration" Report for a further discussion of the findings.)

12. The Project looked at reciprocity as its framework and the idea of individualizing. Individualizing involves a process of determining where others are coming from. For example, when dealing with a client one sees him as an individual and ascertains his strong and weak points. In the same way, this can be applied to inter-agency relationships. Each individual is unique and one must determine his needs. The project identified eight needs including those that are:

a. Job related

b. Personality Related.

c. Examples of needs are such things as task attainment, status, power--help them get the job done, combining of services.
Note to workshop leaders: Give an example from yourself.

d. Everyone has the eight role behavior needs the project iden-

tified, however the importance of the eight needs shifts from individual to individual. You can satisfy the needs of an individual (give) by orienting your behavior to meet these needs as you would for a client, and at the same time acheive your goals.

(The reader is referred to pp. 27-31 of the "Inter-Agency Collaboration" Report for details concerning the role behavior needs and the perspective of the report.)

13. You will be given the opportunity to use and identify these Role Behavior Needs in the Interactive Game.

14. In addition, certain inter-personal techniques can be used in inter-action. Such things as:

    a. Do you wait for others to come to you?

    b. Do you go out and sell the program?

    c. Do you vary your contact with community agency people from formal to informal? Do you take others to lunch, do you talk to them on the phone, have meetings?

    d. Are you available for other agency personnel? Can they get in touch with you or your agency?

15. You will be given the opportunity to use and identify the inter-personal techniques in the interactive game. (The reader is

referred to pp. 63-69 of the "Inter-Agency Collaboration" Report for a discussion of the inter-personal techniques.)

16. Emphasize the fact that this is done to serve clients better -- it is not manipulative but giving. This approach will serve the client, resulting in enhanced maintenance of clients--more referrals and more appropriate referrals. End result is the benefit to the clients.

17. Proceed to the instructions for the game.

Narrative Instructions for the Interactive Game

For the last hour or so, we have been talking about inter-agency collaboration. Within this context we have mentioned a number of terms. We talked about role behavior needs, techniques of interaction, and quality of contact. Many of the ideas that we have talked about may not seem very new. I don't think they are. I think that the terminology that we are talking about will help identify and clarity ideas that you already have; with this framework we hope you will be able to use these ideas more effectively.

There were a number of options open to us for attempting to provide the framework to this group. Some of the options include: lectures, handouts, or discussions. The approach we are taking is to have interacting groups rather than straight discussion or handouts. Thus, to put these ideas across to you, we are going to make use of a game.

The object of this game is to increase your understanding of the terms we have been using and what we mean by quality of contact. Through this exercise we hope you will gain insight into the feelings and needs of other agency personnel, as well as the types of problems they face. Other objectives of this exercise are to facilitate interactive skills in agency contact. For example, it might be necessary to look at additional ways of contacting community agency personnel if we want others to know about our program. If one collaborates with other agencies, one will be in a position to secure more appropriate referrals to their programs and therefore better able to serve the client.

First, we need to divide this group into two smaller groups. One group will play the role of drug program staff, and the other group will play the roles of different community agency personnel. If you are part of the community agency personnel, you might be a probation and parole officer, a sheriff, a social worker, a commonwealth attorney, a nurse in an emergency room, a high school counselor, a psychologist in the mental health clinic, or a judge. To distribute these roles we are going to hand out a deck of cards and on each of the cards will be a name of a community agency personnel member or drug program staff member. The card you receive will determine the role you play. For example, the person who gets the card saying probation and parole officer will be the probation and parole officer for the rest of the game. If you get a role that is your real role (except for drug program staff) we would like you to trade your role with someone else. Note to Workshop Leaders: Shuffle and then hand out name tags (p.50) Have the participants put their own names on the name tags and then pass out straight pins.

The Community agency personnel will be assigned needs in what we have called profiles. It is important to realize that everyone has all eight role behavior needs, although certain needs may be more prominent at any given period. However, for the simplicity of this game we are going to assume that the community agency personnel have four major role behavior needs.

It is very important that you try to put yourself as best you can in the role of the community personnel, but communicate such that you

remain within the bounds of the needs that are outlined on the profile. In this way you can begin to play the role of a particular community agency person. Note to workshop leaders: Hand out profiles (p.52) and role behavior needs sheets (p.64) to everyone, including drug program staff.

When playing the different roles, try to think of the roles in terms of a community. The best approach might be to adapt the roles to this community to make them as real as possible.

The game will last between 3 1/2 to 4 hours. The referees should be used to answer any questions that might arise during the game. They will also be the source of "public announcements" about the community.

Groups Separate - Note to Workshop leader: Each leader of the workshop will take one group and explain the remainder of the game to that group only.

The object of the game for the drug program staff is to secure as many clients as possible. The object of the game for the community agency personnel is to refer as many clients as they possibly can, but only when they feel comfortable with the drug program staff to whom they are referring. The question then becomes, what is the exact mechanism under which this takes place. Those of you who are community agency personnel will get a community agency personnel scorecard. If you are a drug program staff member, you will get a drug program staff scorecard. Note to Workshop Leaders: Hand out scorecards. (p.68).

Next question: How do you win? How do you play?

The community agency personnel will be in a position to refer a client to the drug program staff when the appropriate number of contacts have been completed. During those contacts the drug program staff worker should try to learn as much as possible about the community agency person. The drug program staff should try to identify the community agency persons role behavior needs. In addition, he should try to meet the needs of the community agency person. The way one secures clients is through an exchange. The exchange is possible when two contacts have been made with a particular community agency person that the drug program staff wants to secure clients from. During these two contacts the community agency person must decide if the drug program staff worker has used at least four different inter-personal techniques. Note to Workshop Leader: Hand out inter-personal techniques sheets (p.66).

The inter-personal techniques perceived by the community agency personnel do not have to correspond exactly with the inter-personal techniques perceived to have been used by the drug program staff, as long as the community agency personnel can identify four different inter-personal techniques used by a drug program staff worker. Note to Workshop Leader: The techniques used and the techniques perceived columns on the Drug Programs Staff Scorescard and the Community Agency Scorecards respectively are for these purposes. When one has an exchange with a community agency person it is useful to find out if both groups perceived the same inter-personal techniques. However, when deciding if four different inter-personal techniques have been used, the community agency personnel have the final say.

When the drug program staff person has made two contacts and has used four different inter-personal techniques with any particular

community agency person, he may go to that community agency person and tell him what he thinks that person's needs are. The community agency person will then tell him if he is correct. However, the community agency person must also tell the drug program staff person, if he feels the drug program staff has met or attempted to meet the needs just identified.

It is the subjective evaluation of the community agency person whether or not his needs have been met. For each need the drug program staff person has correctly identified and tried to meet the community agency person will give the drug program staff one client card. This will be done when the community agency person and the drug program staff compare scorecards. The maximum number of client cards a drug program staff member can get from any one community agency person is four. The drug program staff can, in the exchange, guess as many needs as they think they have identified. For those needs identified but not met or incorrectly identified the drug program staff will lose a client. This penality is to make the game more interesting and does not have validity in the real world. (One might not get the client, but one does not usually lose him, although this is possible). Note: You cannot owe clients to any community agency person. Each community agency person has a maximum of four clients per drug program staff. In other words, if in the game there are ten drug program staff people then each community agency person will have forty clients altogether. They can only give four clients per drug program staff. If there were only seven drug program staff members, each community agency person would have a total of twenty-eight clients to give out. If a drug program staff member does

not correctly identify some of the community agency personnel needs, he has the opportunity to go back and try to determine any missing needs. The drug program staff should try to secure as many clients from as wide a variety of community agency personnel as possible. Note to workshop leaders: Hand out client bills (p.78). To do this effectively, the contacts between the drug program staff and the community agency personnel need not be long. The drug program staff should try to identify and meet the community agency personnel role behavior needs as quickly as possible. However, do not let the quantity of contacts interfere with the quality of contact. Remember, the quality of contact is most important for successful interaction. It is important to stress that the drug program staff decide when the exchanges should occur. The exchanges can be made at any time during the game, but all exchanges will have to be made when the referees say that the game will be over in the next 30 minutes. At this time, in order to receive clients, the drug program staff should seek out the different community agency personnel to find out what needs they have and which needs have been met. It is also important to stress to both groups the importance of sharing the perceptions of role behavior needs and techniques used between drug program staff and community agency personnel. This should occur during the exchanges.

The community agency personnel will also receive a card which we call the network linkage. Each card will tell the community agency personnel who he "knows" in the "community." An example might be that the sheriff and social worker are good friends. When a community agency person talks to a drug program staff member, the community agency person

might tell the drug program staff member who he knows (by way of the network linkage card) in the "community."

In addition to the community agency personnel's network linkages each drug program staff person will get a network linkage card stating who he (the drug program staff) knows. Note to Workshop Leader: Hand out all network linkage cards (p.70).

Note to Workshop Leaders: Have both groups come together.

You will notice that it's only a little bit after 10:30 or 11:00 and we have the game planned for about 3 1/2 to 4 hours. You might be wondering when we will eat lunch. Lunch will be included in the game, you can do anything at lunch you wish. It can be used as another time to meet with the drug program staff or community agency personnel.

Note to Workshop Leaders: Before the role playing give 10 minutes to read material.

We are now going to give you a demonstration of role playing and interaction. Please feel free to ask us any questions, either now or during the game.

The following is an example of what we think a role playing situation might be like. In the role playing illustrated here, one person plays the role of a social worker from a mental health clinic and the other plays the role of a drug program staff person from drug program X. The network linkage between the players is their mothers know each

other and they, the players, are very good friends. The interaction begins when the drug program staff person knocks on the door of the social worker's office.

Drug Program Staff Person: Hello, how are you today?

Community Agency Personnel: Fine, thank you, and you?

DPSP: Very well and how are things at the mental health clinic.

Cap: Well, we've had a lot of clients lately with drug problems coming to see us, primarily from mental hospitals, and we really need to find the best possible placements for them in the community. I am very interested in getting to know more about your drug program so that I will be able to make better referrals but, I have one concern. In the past, when we have referred clients to your program, we haven't received feedback concerning the client's progress. I find that I really don't know what is happening to the clients, once they are referred.

DPSP: Well, recently at our program, some changes have been made in procedures creating a mechanism for feedback to the referral agency. Possibly what might be helpful is for you to come to one of our staff meetings where we can explain more about the program and establish a feedback procedure to you and the mental health clinic. How would that be?

CAP: That sounds like it would be very helpful because I am really interested in finding the best possible community programs for my clients. There is something else, I don't know if your mother mentioned to you, but last month I was elected President of the local Chapter of the National Association for Social Workers.

DPSP: Congratulations on your election to the National Association. I know you've worked hard and done a real good job.

Cap: Thank you. I was very pleased. We have been giving a lot of attention lately to the whole problem of paraprofessionals, and I don't consider myself to be a run-of-the-mill social worker on this issue. On one hand, I think that I as well as many of my colleagues can learn a lot from paraprofessionals about the drug street culture and all that. But on the other hand, I have the feeling that the paraprofessionals don't know enough about the professional issues in mental health especially when referring clients with emotional problems. I feel they need and should get this kind of knowledge.

DPSP: You know, we might be able to work that in with our staff meeting. Maybe we could have you come, along with some of your colleagues, and talk about mental health issues.

CAP: That sounds very good but I am concerned about continual interactions and I am not sure a one time thing will be effective.

DPSP: Possibly on-going meetings between the staffs would be the answer. A good time to develop this might be at the end of the first meeting.

CAP: That sounds pretty good.

DPSP: Listen, its almost lunch time, would you like to go to lunch now?

CAP: I would like to very much.

Note to Workshop Leaders: Have a 10 or 15 minute discussion about the different techniques and role behavior needs used and depicted in the role playing situation. In this role play, the role behavior needs of the social worker were task attainment, professional competence, control of information, and status. In addition the techniques used by the drug program staff included face to face, a little shooting the bull, staff availability, a little bit of cognitive clarity regarding the program, and initiating contact. Note to Workshop Leader: after the role playing, have the community agency personnel set up their offices. At the same time give the drug program staff a chance to have a staff meeting.

Note to Workshop Leader: Although the game is scheduled to last 3 1/2 to 4 hours, it has been found useful after 2 1/2 hours to call all the participants of the workshop together for a "town meeting" to decide how the rest of the day will be spent. Three options are presented to the group to decide on. Option one is to continue the interactive game with no changes; the second option is to do a "role reversal" where all participants playing drug program staff switch to playing community agency personnel and vice versa. This option has yet to be chosen by

participants of any workshop given to date. The third option is a discussion in which the participants talk about their "real" agencies. This gives the participants the opportunity to find out more about each other and about their respective agencies.

Regardless of which option is chosen, the last thirty to forty-five minutes of the workshop is taken up with a closing discussion which allows for feedback from participants about the interactive game as well as the utility of the workshop for the participants. A copy of the suggested closing discussion topics follows the outline of instructions for the interactive game.

If more time is available, there is also the possibility of the presentation of additional project findings.

Outline of Instructions for the Interactive Game

I. Introduction to game

A. Discussion of terms

1. Role Behavior needs
2. Techniques of contact
3. Quality of contact

B. Learning terminology

1. Help us to get a handle on concepts

C. Use of Interactive game rather than discussion

1. Facilitate interactive skills in agency contact
2. Look at other ways of contacting agency personnel

D. If able to work better with other agencies, able to secure more appropriate referrals and therefore better able to serve the clients

II. Mechanics of game

A. Divide workshop participants into 2 groups

1. One group plays the role of drug program staff
2. Other group plays the role of community agency personnel

These roles include:

a. probation and parole officer
b. sheriff
c. social worker
d. nurse in an emergency room
e. counselor at a high school
f. psychologist in a mental health center
g. judge
h. commonwealth attorney

B. All roles, either community agency personnel or drug program staff, are determined by cards.

Note to Workshop Leaders: Shuffle and hand out name tags (p.50)

C. Determination of community agency personnel role behavior needs.

1. Awareness of 8 role behavior needs but for simplicity profiles have only 4 needs

Note to Workshop Leaders: Hand out profiles (p.52)

2. Adapt profiles to participants

Note to workshop leaders: hand out role behavior needs sheet (p.64)

D. Adapt the roles in the game to the community you know best in other words, to this one.

E. Length of Game

1. 3 1/2 to 4 hours

2. Use of referees for questions or for public announcements.

III. Object of Game - Groups Separate

Object of the Game:

A. Drug Program Staff: Secure from community agency personnel as many clients as possible

B. Object of the Game: Community Agency Personnel

1. Refer as many clients as possible

2. But only if comfortable with the drug program staff you are referring clients to

IV. How do you Win? How do you Play?

A. Materials for the exchange:

1. Community Agency personnel and Drug Program Staff scorecards. Note to workshop leaders: Hand out scorecards (p. 68)

B. Community Agency personnel refers a client when:

1. The drug program staff member has 2 contacts and has used four inter-personnel techniques

2. Identify and meet community agency role behavior needs during interaction and exchange

V. Mechanics of Interaction and Exchange

A. Drug Program Staff contact community agency personnel

1. Use four different inter-personal techniques during the 2 contacts. Note to Workshop Leaders: Hand out inter-personal technique sheets (p.66)

B. Interactions

1. Drug program staff learning role behavior needs of community agency personnel

D. Exchange

1. Drug program staff talks to community agency personnel

2. Drug program staff identifies community agency personnel role behavior needs.

3. Community Agency Personnel tell if the needs are identified correctly

4. Drug Program Staff not only identify role behavior needs but also try to meet the role behavior needs of the community agency personnel

   a. Not necessary to completely meet role behavior needs but at least make an attempt to do so

   b. A subjective evaluation is made by the community agency personnel to determine if their role behavior needs have been met or at least an attempt has been made to meet them by the drug program staff

5. Needs Identified or Met

   a. For each need correctly identified and met the community agency person gives the drug program staff one client. The determination of needs met is a subjective evaluation by the community agency personnel.

   b. Compare scorecards

   c. Maximum number of clients each drug program staff

can get are 4 clients from each community agency personnel

d. The drug program staff member loses 1 client for each need not identified correctly

e. Can't Owe Client

f. Use of penalty for game not in real world

g. If the drug program staff does not identify all community agency personnel needs correctly, they can go back to try to identify other needs

h. 4 clients times the number of drug program staff people

Note to Workshop Leaders: Hand out client bills (p.78)

i. Drug Program Staff try to secure as many clients from as many different community agency personnel as possible

6. Exchanges

a. Can occur at any time during the game

b. The drug program staff decide when to have the exchange

c. All exchanges will have to be made when the referees say that the game will be over in 30 minutes

d. During the exchange, drug program staff and community agency personnel should check out their perceptions of techniques and role behavior needs used with each other

7. Network Linkages

a. Both community agency personnel and drug program staff will have network linkages Note to workshop leaders: Hand out the Network linkages (p.70)

Note to Workshop Leaders: Bring the two groups together again

VI. Lunch

A. Included as part of the game

B. Use lunch time any way you want

VII. Before Role Playing give the participants time (10 minutes) to read the materials

VIII. Role Play - - an illustration of a role play can be found in the narrative.

XI. Suggestions for Play

A. Community Agency Personnel set up offices

B. Community Agency Personnel give out linkages

C. Drug Program staff have a staff meeting before beginning the game.

X. After 2 1/2 to 3 hours have a town meeting

A. Present three options

1. Continue the Interactive game as is

2. Have a role reversal

3. A discussion of the "real" Drug Program with "real" Agencies.

XI. Suggested Closing Discussion Topics

A. Questions for the Group

1. How did the game go for you?

2. How relevant was the workshop to you?

3. What did you get out of it?

4. Did you get what you came for?

5. How does the workshop relate to your experiences with other agencies?

6. Can you see the workshop making any difference in how you carry out your job?

7. Were the workshop's goals accomplished?

B. Presentation of Additional Findings:

1. When and how indirect contacts were effective. (the reader is referred to pp. 143-146 of the "Inter-Agency Collaboration" report for a discussion of the findings on indirect contacts.)

C. Suggest that participants remain after the workshop to talk with one another

REFEREE NOTES ON THE NUMBER OF PARTICIPANTS

The community agency personnel roles to be included in the game are dependent on the number of people participating in the workshop. Divide the total number of participants in half and have half of the group play community agency personnel and the other half play drug program staff. Below are notes on which community agency roles not to be included depending on the number of people playing.

Total number of Participants*	Total number of Community Agency Personnel	# of Community Agency Personnel to be taken out**
22	11	Social Worker #2
20	10	Sheriff #2
18	9	Counselor #2
16	8	Probation and Parole Officer #2
14	7	Social Worker
12	6	Nurse
10	5	Probation and Parole Officer

*If there is an odd number of participants, there is always an extra drug program staff person.

** One should take out the community agency personnel mentioned in addition to all the community agency personnel above the appropriate one.

Note: If there are more than eight community agency personnel or eight

drug program staff people, then it is necessary to give out a second scorecard to drug program staff and community agency personnel.

Note: A second Commonwealth Attorney, Psychologist, Judge and Nurse will not exist if there are twelve or fewer community agency personnel.

SECTION III

MATERIALS FOR THE GAME

NAME TAGS - COMMUNITY AGENCY PERSONNEL

SOCIAL WORKER AT WELFARE AGENCY

PSYCHOLOGIST AT MENTAL HEALTH CLINIC

COUNSELOR AT HIGH SCHOOL

JUDGE

NURSE AT EMERGENCY ROOM

PROBATION AND PAROLE OFFICER

COMMONWEALTH ATTORNEY

SHERIFF

SHERIFF #2

SOCIAL WORKER AT WELFARE AGENCY #2

COUNSELOR AT HIGH SCHOOL #2

PROBATION AND PAROLE OFFICER #2

NAME TAGS - DRUG PROGRAM STAFF

DRUG PROGRAM STAFF #1

DRUG PROGRAM STAFF #2

DRUG PROGRAM STAFF #3

DRUG PROGRAM STAFF #4

DRUG PROGRAM STAFF #5

DRUG PROGRAM STAFF #6

DRUG PROGRAM STAFF #7

DRUG PROGRAM STAFF #8

DRUG PROGRAM STAFF #9

DRUG PROGRAM STAFF #10

DRUG PROGRAM STAFF #11

DRUG PROGRAM STAFF #12

Commonwealth Attorney

You are a Commonwealth Attorney for the County. At home, your two sons have been talking to you about drug abuse and the need for rehabilitation versus punishment. They feel that it is your responsibility to take the initiative in establishing some type of rehabilitative effort in the county. Although you are increasingly coming to agree with your sons, you have not yet made that commitment nor attempted to contact the local drug rehabilitation program.

You are beginning to feel that a comprehensive approach to mental health difficulties emphasizing the abuse of drugs is an approach the county should consider. You also realize that it would be the first such program in the Commonwealth of Virginia, and if it was successful, it would enhance your position and status. However, you want to maintain your power and authority within the county. You do not want this effort to get out of hand. If you decide to push a comprehensive rehabilitation effort, you will need support and help in setting up such a program.

In summary, you are coming to believe that additional effort should be made on your part to deal with those individuals who have drug related problems; at the same time you need support because your idea is innovative for Virginia. If it is successful, you will also be successful but you wish to maintain your control over the situation.

The Commonwealth Attorney's Role Behavior Needs:

Support
Task Attainment
Status
Power

Counselor at High School

You are a counselor for the local high school. Originally your job involved handling people with problems in course scheduling and course work. Sometimes this also included your working with the parents of students with disciplinary problems. However, recently you have had to deal with students experimenting with drugs. The principal of the high school does not want to turn these students over to the authorities if their offenses are minimal. Because of this, he has asked that your office develop a drug education program in the school. This involves utilizing the appropriate agencies within the community as resources. To take on this added responsibility, you want more information about the use of drugs among the students and the efforts the community is making for rehabilitation. You realize you have to know what is going on before you can do anything yourself. You feel certain of your abilities to handle the job, although you think that you will need more expertise before feeling skilled enough to deal with the drug problem. Already you feel very much a part of the community effort after making preliminary inquiries to the local drug rehabilitation program. But you hope to become an integral part of that effort, doing your job as best you can. Working at the local high school you feel you are in a position to make a definite impact on the students.

The Counselor's Role Behavior Needs:

Task Attainment
Professional Competence
Control of Information
Relatedness

Judge

You have just been reelected Judge. You have served this court for many years. In the last few years you have seen a large increase in drug-related cases. Until recently there have been very few drug programs in the State, and their use by the courts has been minimal. Now, you are becoming increasingly aware of the use of drug programs and their benefits. You want to learn more about them in order that you can refer your cases to the drug programs rather than to a detention home.

Another advantage to learning more about the drug program is that you will be able to influence other judges to refer court cases to the drug program. This is important to you for your influence over others will put you in a position of high regard and respect. You have always liked being a judge because there is a certain amount of respect that goes along with your position. Finally, you see that other people will support you in your efforts when you have a good overview of what is happening within the courts.

The Judge's Role Behavior Needs:

Power
Support
Status
Control of Information

Nurse at Emergency Room

You are a nurse in the emergency room of the community hospital. Being a nurse has been both a rewarding and frustrating experience for you. Lately, things have not been going well for you.

One of your best friends who is also a nurse was transferred from the emergency room to another floor. You miss his/her company and his/her counsel. Even worse, you know that you are capable of doing a better job. You find that your greatest difficulties are with those who come to the emergency room because of drugs. To help these patients, you feel you need additional knowledge and skill concerning drug abuse, but you are not sure of how to go about getting it.

You are very concerned now because you are being considered for a promotion, and your abilities are being evaluated. This promotion would make you the head of the nursing service in the emergency room. The status that accompanies the new position is something you want very much. You hope that as head nurse you would be able to do more and command more respect.

The Nurse's Role Behavior Needs:

Support
Task Attainment
Professional Competence
Status

Psychologist at Mental Health Center

You are a psychologist with the community mental health clinic. Since you left school, you have been working for the clinic. Now, you are wondering if a private practice would be more rewarding. Moreover, there is a rumor that the budget of the mental health clinic is going to be cut. Because of this possible budget cut, you are worried about the clinics ability to operate in the future. In the past few months, the mental health clinic has been working primarily with clients with drug related problems. You find that you must call on the community drug rehabilitation program to help with some of the clinic's patients. This is bothering you since you like being in command of the clinic and the patients. Yet you want to do the job that has been given you even if it does mean that you need help from the local drug rehabilitation program.

Thus you have considered leaving the clinic. You hesitate because working there has meant total involvement both with your co-workers and your patients ,and it would be very difficult for you to leave as you need that sense of involvement and accomplishment with others.

The Psychologist's Role Behavior Needs:

Funding
Task Attainment
Power
Relatedness

Probation and Parole Officer

You are a probation/parole officer attached to the local court. Of late, considerable demands have been placed upon you by your supervisor to deal with a large number of cases. A large percentage of your caseload have drug related problems.

You will get the best possible results for your clients with drug abuse problems, by connecting them up with a program that gives them the best service. The evaluation of you by the Judge and your supervisors rests on your success in making appropriate referrals and seeing that the clients keep out of trouble as long as they are on probation. However, your knowledge of drug use and its abuse is less than you would like it to be. You must learn more about drug abuse not only to refer clients more appropriately but also to develop yourself professionally. If you are going to refer clients to the drug program, you feel you must understand how the program works and develop a feedback mechanism for information concerning the clients you have referred. However, you are hesitant about approaching the drug program for you fear a negative reaction. Your drug abuse clients are also causing you headaches. They exhibit aggressive behavior in your office and you feel at a loss in dealing with them. You need professional advice in dealing with this as well as continued support.

The Probation and Parole Officer's Role Behavior Needs:

Control of Information
Professional Competence
Support
Task Attainment

Social Worker at Welfare Agency

You are a social worker from a welfare agency and have been promoted to a new position within the agency. Because of this move, your work will now be primarily with clients who have a history of drug abuse. You feel very strongly about your clients and their needs, and want to help them the best you can. Although you are fully aware of the difficulties, you are hesitant about your ability to help. Since it is a new area, you feel you need more information about drug rehabilitation efforts in the community, and knowledge and skill in dealing with that type of client.

Moreover, you want to become a part of the drug rehabilitation effort in the community. You are eager to learn about the problems in drugs and how to deal with them. Already you feel a certain rapport with others working in drugs.

In short, you are interested in involving yourself in the drug rehabilitation effort, learning more about the drug problem, and ways to deal with it. In this way, you will be able to do your job.

The Social Worker's Role Behavior Needs:

Relatedness
Task Attainment
Professional Competence
Control of Information

Counselor at High School #2

You are a counselor for the local high school. Originally your job involved handling people with problems in course scheduling and course work. Sometimes this also included your working with the parents of students with disciplinary problems. However, recently you have had to deal with students experimenting with drugs. The principal of the high school does not want to turn these students over to the authorities if their offenses are minimal. Because of this, he has asked that your office develop a drug education program in the school. This involves utilizing the appropriate agencies within the community as resources. To take on this added responsibility, you need to have the support of the other teachers, and the trust of the students. You feel certain of your abilities to handle the job, although you think that you will need more expertise before feeling skilled enough to deal with the drug problem. Already you feel very much a part of the community effort after making preliminary inquiries to the local drug rehabilitation program. But you hope to become an integral part of that effort, doing your job as best you can. Working at the local high school you feel you are in a position to make a definite impact on the students.

The Counselor #2's Role Behavior Needs:

Task Attainment
Professional Competence
Support
Relatedness

Probation and Parole Officer #2

You are a probation/parole officer attached to the local court. Of late, considerable demands have been placed upon you by your supervisor to deal with a large number of cases. A large percentage of your caseload have drug related problems.

You will get the best possible results for your clients with drug abuse problems, by connecting them up with a program that gives them the best service. The evaluation of you by the Judge and your supervisors rests on your success in making appropriate referrals and seeing that the clients keep out of trouble as long as they are on probation. However, your knowledge of drug use and its abuse is less than you would like it to be. You must learn more about drug abuse not only to refer clients more appropriately but also to develop yourself professionally. If you are going to refer clients to the drug program, you feel you must understand how the program works and develop a feedback mechanism for information concerning the clients you have referred. In short, you are interested in becoming a part of the drug rehabilitation effort in your community. You like to feel that you and your co-workers are working toward the same goal. But you are worried about the type of treatment you will receive by the program and as a result you are hesitant to take any action.

The Probation and Parole Officer #2's Role Behavior Needs:

Control of Information
Relatedness
Support
Task Attainment

Sheriff

You are the sheriff for the local community. Over the past few months, you have noticed that the number of drug users being arrested has been steadily increasing and that community concern with the drug problem is on the rise.

The large number of drug related arrests concerns you because you feel that it is a reflection on your professional skills both in controlling the flow of drugs and in effective law enforcement. Moreover, your creditability and status within the community is in the balance since the community feels you are not adequately handling the problem. Because of the growing drug problem, your budget is in question and you are worried about the money to be allocated to the sheriff's office.

Yet, you have had very little contact with the local drug rehabilitation program and have minimal knowledge concerning drug traffic in the local community. If you were able to find out what was going on in the street and in drug rehabilitation efforts in the community, it is possible you would be able to do more.

The Sheriff's Role Behavior Needs:

Control of Information
Professional Competence
Status
Funding

Sheriff #2

You are the sheriff for the local community. Over the past few months, you have noticed that the number of drug abusers being arrested has been steadily increasing and that community concern with the drug problem is on the rise.

The large number of drug related arrests concerns you because you would like to retain your influence in the community and to be seen as a proponent of drug rehabilitation efforts. Moreover, your creditability and status within the community is in the balance since the community feels you are not adequately handling the problem. Because of the growing drug problem, your budget is in question and you are worried about the money to be allocated to the sheriff's office.

Yet, you have had very little contact with the local drug rehabilitation program and have minimal knowledge concerning drug traffic in the local community. If you were able to find out what was going on in the street and in drug rehabilitation efforts in the community, it is possible you would be able to do more.

The Sheriff #2's Role Behavior Needs:

Control of Information
Power
Status
Funding

Social Worker at Welfare Agency #2

You are a social worker from a welfare agency and have been promoted to a new position within the agency. Because of the move, your work will be primarily with clients who have a history of drug usage. You feel very strongly about your clients and their needs, and want to help them the best you can. Although you are fully aware of the difficulties, you are hesitant about your ability to help. Since it is a new area, you feel you need more assistance in dealing with the difficult problems your clients are bringing to your office.

Moreover, you want to become a part of the drug rehabilitation effort in the community. You are eager to learn about the problems in drugs and how to deal with them. Already you feel a certain rapport with others working in drugs.

In short, you are interested in involving yourself in the drug rehabilitation effort, learning more about the drug problem, and ways to deal with it. In this way, you will be able to do your job.

The social worker #2's Role Behavior Needs:

Relatedness
Task Attainment
Professional Competence
Support

Control of Information

You have a need to know what's happening in the service providing agencies in your community and you like to be aware of any changes within those agencies. It is important for you to know what is going on in order that you can carry out your job function smoothly.

Funding

You are very aware that having an appropriate amount of funds available for the program enables you and your co-workers to do their job well. Therefore, you place great importance on determining and/or ensuring that the necessary financial support for the organization is available.

Power

One of the things you like about your job is the opportunity it provides you to influence others for your own ends. This influence is not at all negative but stems from your having certain skills and abilities which enable you to tactfully influence others. For example, this may include having authority over others.

Professional Competence

You have had a number of jobs before this one, although previous jobs were not as challenging. It is important for you to acquire the specialized knowledge and skills that are specific to your job. You have a strong need to be seen as a professionally competent person by your fellow workers.

Relatedness

One of the components of your job that you like is the sense of belonging and affiliation you feel towards your job and its goals. It has always been important to you to feel a part of the group. Another aspect of your job that you like is that you feel you and your co-workers are working towards the same goals.

Status

It is very important to you that people recognize your abilities and respect you for them. This respect is due you because of your fine job record and the efforts you are making in your present job.

Support

One reason you enjoy your job so much is that some of the other workers really care about you and you care about them. The help you provide each other is verbal and/or emotional. It can involve such behaviors as spending time with another person, expressions of empathy or agreement with some position they have taken.

Task Attainment

Because you have to work with so many different people and because your job responsibilites are so large, you have a strong desire to see the outcome of your work and obtain feedback. This is important to you because it is one of the avenues from which you derive satisfaction and pride in your job.

INTER-PERSONAL TECHNIQUES

1. Initiating Contact

Initiation of contact occurs when an individual begins interaction with another. It is important for staff to initiate contact with other agency personnel.

2. Shooting the Bull

Shooting the bull refers to an informal meeting between a staff member and other agency personnel. This might include going to the persons office and just rapping or meeting with them over lunch. It differs from face to face contact in its degree of informality.

3. Face to Face

Face to face contact refers to the direct meeting between staff and agency personnel. It differs from shooting the bull in that face to face contacts are more formal.

4. Staff Availability

Staff availability refers to the extent to which a program's staff is available to meet with staff of other agencies. There is always the need for an open channel of communication between staff and personnel from other agencies. The ability to move quickly and flexibly to meet other agency personnel at their time and place of convenience is important.

5. Sharing the Client

Sharing the client pertains to the fact that staff members and agency personnel often have clients in common. The interaction concerning the client can be of importance to both the client and the staff members involved. When staff and agency personnel share a client, there is the chance for them to come in contact, discuss the development of the case, provide feedback, and thus, further involve the client in both programs.

6. Providing Expertise

Providing expertise refers to the use of teaching, consulting, and other means by staff to impart to agency personnel relevant information to help the agency personnel improve his/her skills.

7. Instilling Cognitive Clarity Regarding the Program

Instilling cognitive clarity regarding the program refers to the description of the program's function and operation to agency personnel by the staff. It is assisting the agency personnel in gaining a better understanding of the program.

Community Agency Personnel Scorecard Your Agency_____

Name of Staff (Fill in name of drug program staff)								
Techniques you perceived								
1. Initiating Contact								
2. Shooting the Bull								
3. Face to Face								
4. Staff Availability								
5. Sharing the Clients								
6. Providing Expertise								
7. Instilling Cognitive Clarity Re: The Program								

Note: Mark a (1) next to technique(s) used during first contact
Mark a (2) next to technique(s) used during second contact

Note: Drug program staff must make two contacts and use at least four different techniques (you decide if they have) with you before an exchange can take place.

Drug Program Staff Scorecard Your Name_____

Techniques Used	Proba. & Parole	Commonwealth Attorney	Sheriff	Social Worker at Welfare Agency	Nurse Em.Rm.	Counselor at H.S.	Psychol. at M.H. Clinic	Judge
1. Initiating Contact								
2. Shooting the Bull								
3. Face to Face								
4. Staff Availability								
5. Sharing the Clients								
6. Providing of Expertise								
7. Instilling Cog. Clarity Re: Program								
ROLE BEHAVIOR NEEDS								
1. Control of Information								
2. Funding								
3. Power								
4. Professional Competence								
5. Relatedness								
6. Status								
7. Support								
8. Task Attainment								

Note: Mark a (1) next to technique(s) used during first contact
Mark a (2) next to technique(s) used during second contact

You must make two contacts and use at least 4 different techniques (as indicated by each community agency personnel) with each community agency personnel before an exchange can be made.

Commonwealth Attorney

You work closely with the Sheriff and are personal friends.

In addition, you have already been introduced to Drug Program Staff #4.

Sheriff

You work closely with the Commonwealth Attorney and are personal friends. You also belong to the same influential political group as the Judge and often form a coalition with him for political purposes.

In addition, your spouse's first cousin is Drug Program Staff #2.

Psychologist at Mental Health Clinic

You used to work at the high school together with the Counselor. You also have cases in common with the Nurse at the emergency room.

In addition, you go fishing with Drug Program Staff #3 quite often and are good friends.

Counselor at High School

The Psychologist used to work with you at the high school. You also have a close relationship with the Probation and Parole Officer.

In addition, you have known Drug Program Staff #5 all your life.

Judge

You have a close working relationship with the Probation and Parole Officer. You belong to the same influential political group as the Sheriff and often form a coalition with him for political purposes.

In addition, you belong to the same political group as Drug Program Staff #1.

Probation and Parole Officer

You have worked with the Judge in the past, and you both get along well. You also have a close working relationship with the Counselor from the local high school. You also know the other Probation and Parole officer, if any.
In addition, Drug Program Staff #6 used to be a Probation and Parole Officer and you know him quite well.

Social Worker at Welfare Agency

You have many cases in common with the Nurse.

In addition, you met Drug Program Staff #8 at a county-wide meeting on new welfare regulations.

Nurse at Emergency Room

You have many cases in common with the Social Worker as well as with the Psychologist.

In addition, you attend the same church as Drug Program Staff #7 and are also close friends.

Social Worker at Welfare Agency #2

You have worked with Seriff #2 many times before and are close friends.

In addition, you met Drug Program Staff #12 at a county-wide meeting on new welfare regulations.

Probation and Parole Officer #2

You have worked with the Sheriff #2 in the past, and you both get along well. You also have a close working relationship with the Counselor #2 from the local high school. (You know the other Probation and Parole Officer.)

In addition, you go fishing with Drug Program Staff #9 quite often and are good friends.

Sheriff #2

You have worked with the Probation and Parole Officer #2 in the past, and you both get along well. You and the Social Worker #2 are close friends.

In addition, you have known Drug Program Staff #11 all your life.

Counselor at High School #2

You have a close working relationship with the Probation and Parole Officer #2.

In addition, you have known Drug Program Staff #10 all your life.

Drug Program Staff #1

You belong to the same political group as the Judge and can call on him at any time.

Drug Program Staff #2

The Sheriff's spouse is your first cousin.

Drug Program Staff #3

You go fishing with the Psychologist quite often and are good friends.

Drug Program Staff #4

A staff member has introduced you to the Commonwealth Attorney.

Drug Program Staff #5

You have known the counselor all your life.

Drug Program Staff #6

You used to be a Probation and Parole Officer and know the present P.O. quite well.

Drug Program Staff #7

You attend the same church as the Nurse and are also close friends.

Drug Program Staff #8

You met the Social Worker at a county-wide meeting on new welfare regulations.

Drug Program Staff #9

You go fishing with the Probation and Parole Officer #2 quite often and are good friends.

Drug Program Staff #10

You have known the Counselor #2 all your life.

Drug Program Staff #11

Sheriff #2's spouse is your first cousin.

Drug Program Staff #12

You met the Social Worker #2 at a county-wide meeting on new welfare regulations.

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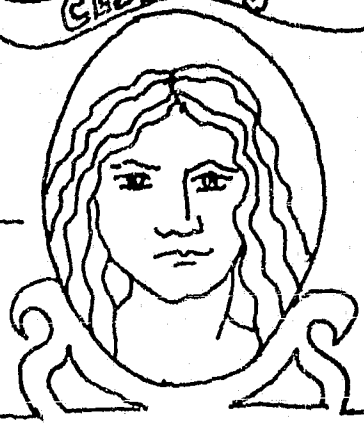

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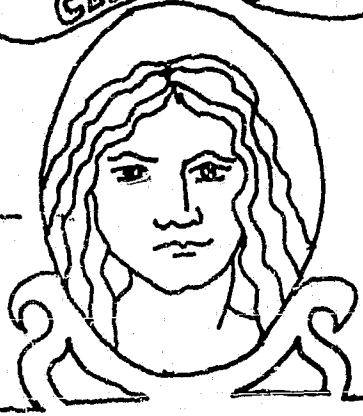

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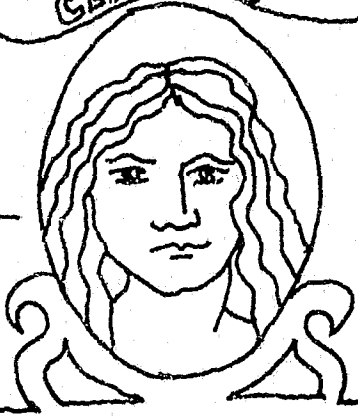

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