



## **Report on the SOLVE Course Directors' Course**

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Capetonian Hotel**

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### **Background**

1. Drugs and alcohol, violence, stress, tobacco and HIV/AIDS are major threats to the survival of modern enterprises. For the worker, these psychosocial problems may result in stigmatization, isolation, illness, injury or even death. For the enterprise, these issues may result in disruption, a negative image, low morale, absenteeism, turnover, occupational accidents, burnout and compensation. For the enterprise, these problems impact on productivity, increase costs and negatively affect the overall capacity of an enterprise to be competitive. These problems impact on all countries, all sectors and all categories of workers. Any one of the above-mentioned psychosocial problems may be a causal factor for the others may be an end result or find its roots among them. The traditional response normally ignores this cause and effect type of interrelationship. The response is often of an occasional and palliative nature, is rarely properly coordinated and usually quite costly.
2. In most countries there is limited expertise and limited resources available to deal with these problems. Additionally, when more than one of these issues is

present, they have a compounding effect, feeding on each other. Enterprises and organizations need to have a comprehensive policy in being able to deal with these issues along with strategies and solutions.

3. The ILO has developed the SOLVE programme, which is designed to allow an organization or an enterprise to integrate psychosocial issues (drugs and alcohol, tobacco, stress, violence and HIV/AIDS) into overall corporate policy and establish a framework for preventative action. (For further information on SOLVE please visit the SafeWork home page at [www.ilo.org/safework/solve](http://www.ilo.org/safework/solve)).
4. SOLVE offers an integrated workplace response to the above-mentioned psychosocial problems. It also introduces an innovative approach whereby workers' health, safety and well being become integral parts of the economic sustainability and organizational development of enterprises.
5. The SOLVE methodology consists of educational interventions at five levels. The course offered in Cape Town was the Course Directors' Course which enables individuals who have already completed the Five-Day Policy Course to organize and coordinate all SOLVE courses themselves. By implementing this course in Southern Africa with participants from six different countries, the capacity to further expand SOLVE in the region was significantly strengthened.

## **DAY ONE**

### **Introduction**

6. Dr. Steinman opened the session explaining the importance of the SOLVE programme to Southern Africa. She personally welcomed the participants noting that this was a pilot course offered by the ILO and it included participants from six different countries. Dr. Gold who welcomed the participants and proceeded to address administrative issues including the location of fire exits, evacuation procedures in case of fire and other facilities offered by the hotel. He noted that as this was a high-level course with a prerequisite of having attended the Five-Day Policy-Level SOLVE training course, he was pleased to see such a large number of participants representing numerous institutions in Southern Africa. He also noted with gratitude that the course was funded primarily through an ILO / UN Office for Drug Control and Crime Prevention (ODCCP) project addressing Southern Africa with the participation of an Italian project addressing the implementation of SOLVE. Dr. Gold also expressed his gratitude for the excellent organizational work Dr. Steinman and her associates initiated in putting the Cape Town Course Directors' Course together.

7. Mr. Mthethwa led the participants through a participant introduction exercise with each participant introducing the participant seated to his/her right.
8. Dr. Gold presented an overview of the programme for the three-day course, after which a discussion was opened focusing on the course goal and expectations of participants. Agreement was reached that the course goal and the perceived expectations of the participants were the same. The agreed course goal was that the participant in the SOLVE Course Directors' Course will be able to develop the knowledge and skills necessary to organize, implement, manage and evaluate the Five-Day Policy-Level Course, Addressing Psychosocial Problems at Work and the course SOLVE for Managing Directors.
9. Dr. Beke gave an overview of the entire SOLVE programme. Items discussed included the courses SOLVE for Managing Directors, SOLVE for Workers' The Five-Day Policy-level SOLVE Course and MicroSOLVE. This was followed by a question and answer session.

### **Instructional Techniques**

10. Ms. Håkansta opened the discussion on instructional techniques by providing an overview of this part of the programme and sharing the objective. Dr. Gold explained the importance of having pre-established goals and that these goal needed to be seen from the perspective of the three domains of learning, the affective, cognitive and psychomotor domains. He explained that the use of behavioural objectives was an integral and important part of every element of the SOLVE programme and the behavioural objectives needed to be presented during educational activities. Dr. Steinman and Mr. Mukosiku stressed the importance of lesson planning, distributed lesson plans for the Five-Day Policy-Level SOLVE course and explained the elements of the lesson plan and how it linked with the manual and supplemental materials.
11. Dr. Beke focused on the adaptation of the lesson plan to the audience emphasising the need for flexibility while retaining the content. He stated that SOLVE has a curriculum that needs to be followed while respecting the knowledge that people come with. He also went on to highlight the different cultural, religious and ethnic perceptions that people from various backgrounds may have towards one and the same thing.
12. As there are four pieces of audio-visual equipment used in SOLVE programmes, Mr. Mthethwa and Dr. Steinman discussed with the group the advantages, disadvantages and techniques for use for each piece. The equipment covered included the computer projector, the overhead projector and transparencies, the flip chart and the whiteboard. This was followed by a brief overview of different instructional methodologies by Ms. Håkansta. The

group concluded that a combination of instructional methodologies best served the SOLVE programme.

13. Under the guidance of Ms. Mwape-Magolo, the workshop was divided into five working groups with a view to explore how each of the five lesson plans needed to be modified taking into account cultural differences, language difficulties, vocabulary to be explained, gender sensitivities, specific examples to be cited, ways to encourage participation and foreseeing and pre-empting problems. Dr. Gold using the first module, Managing Psychosocial Problems at Work, provided an example.

**DAY TWO**

14. Dr. Gold welcomed Ms. Modise-Mnisi, a trade unionist from South Africa and Mr. Jama Hanshi from Kenya to the workshop.

15. Ms. Mwape-Magolo and Dr. Gold facilitated the plenary reporting of the working groups. Discussions were lively and interesting.

16. The following 5 key suggestions were made for each module;

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| Stress          | <p>At the request of the group working on stress, the ten minute segment of the movie Modern Times that is used in SOLVE training was shown to participants to afford all the chance of seeing it. The political correctness and sensitivities were debated but were considered insignificant considering the nature and character of Charlie Chaplin as a comedian and the fact that the movie is more than 80 years old. The consensus was that it could be used effectively for teaching the stress lesson in Africa.</p> <p>The following considerations were proposed by the group working on the stress module:</p> <ul style="list-style-type: none"> <li>• Video / DVD visual materials must respect group sensitivities</li> <li>• Statistics and examples from own country should be given</li> <li>• Participants to describe typical work place stress situations and how policy of their organisation deals with it</li> <li>• More discussions after exercises to see value of it</li> <li>• Background of model used and reason for it</li> </ul> |
| Alcohol & Drugs | <ul style="list-style-type: none"> <li>• Specify by using examples</li> <li>• Presentation: slides should correspond to the lesson plan</li> </ul>   |

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|          | <ul style="list-style-type: none"> <li>• Vocabulary: simplify terms e.g. kidney impairment, mental health slides</li> <li>• Expand information to include data and statistics</li> <li>• Adapt to specific work environment</li> <li>• Adapt information to age category of audience</li> <li>• More information needed on heroin addiction</li> </ul>  |
| Tobacco  | <ul style="list-style-type: none"> <li>• Discuss cultural issues /ceremonies that necessitate people to smoke to communicate with ancestors e.g. snuff/marijuana</li> <li>• Sensitivity of participants from denominations such as religious denominations that prohibit smoking and drinking</li> <li>• Raise issues about ethic groups that prohibit women but allow men to smoke</li> <li>• Invite medical expert on tobacco as presenter</li> </ul>   |
| HIV/Aids | <ul style="list-style-type: none"> <li>• Objectives: To add “elements of a policy statement” and “ to provide basic knowledge on HIV/AIDS. To explain myths around HIV depending on audience.</li> <li>• Methodology: Use local statistics.</li> <li>• Explanatory notes: Explain statistics and concepts e.g. ensure social protection</li> <li>• Technicalities: Voluntary testing and counselling should be allowed at the workplace, slides to be numbered.</li> <li>• Draw up new lesson plan, to start with objective,⇒ general HIV/AIDS, ⇒workplace issues.</li> </ul> |
| Violence | <ul style="list-style-type: none"> <li>• Move the definition of violence from present position to the beginning of presentation</li> <li>• Elicit participants’ discussions of various forms of behaviour that constitutes violence in their cultural environment</li> <li>• Adapt definitions</li> <li>• Use local statistics, avoid stereotyping and use e.g. of female being perpetrators as well</li> <li>• PowerPoint presentation needs to have more colour added to graphics</li> <li>• Demonstrations: an optional extra with videos / newspaper clippings</li> </ul> |

### Course organization

17.Ms. Håkansta provided an overview of this part of the programme and introduced the behavioural objective related to course organisation. Mr. Mthethwa led a discussion on participant selection for the Five-Day Policy-

Level SOLVE course, emphasising the need for tripartite representation. Mr. Mukosiku went further to guide participants on instructor selection. He started with a discussion on sustainability of the programme. He underscored the importance of buy-in of governments, commitment and support of companies, financial resources and human resources for the presentations. He concluded with a PowerPoint presentation on the essential criteria for instructor selection.

18. Dr. Gold led a discussion on the methods used to evaluate SOLVE. He started the discussion by describing the importance and use of pre-course questionnaire. Other evaluation instruments discussed were the pre-test and post-test and qualitative evaluation form. He emphasised the need for anonymity when filling in these forms, especially the qualitative evaluation form. He also stressed the importance on the submission of the pre-test, post-test and pre-questionnaire to the ILO.
19. The participants were then given the SOLVE Web address and facilitators' site address, user name and password. Dr. Gold then moved on to administrative requirements and requested everyone to send the "intent to teach" forms to the ILO so that courses can be posted on the Web. After a SOLVE course is completed Dr. Gold also explained that the course roster needed to be sent to the ILO to make it possible to enable certification.
20. In discussing certification, Dr. Gold requested that the course director provide the ILO with the logo of the co-sponsoring institution, name of signatory and designation.
21. Ms. Håkansta addressed the issue of training instructors. It was emphasised that even if one were to invite a professor to instruct a certain module, it is imperative that parameters are set on how far and how deep into the subject they are supposed to go. She also asked the participants to make sure that all instructors complete the Five-Day Policy-Level SOLVE course.

### **Interactive Demonstrations**

22. Ms. Håkansta, Dr. Steinman and Mr. Mukosiku demonstrated SOLVE for Managing Directors, asking the workshop participants to play the role of a managing director during the demonstration. An exercise was done and all participated actively. In the discussion that followed the demonstration, a suggestion came up that it would be better if in the case study, the profit and loss issues are linked directly with psychosocial issues.
23. Ms. Modise-Mnisi and Mr. Mukosiku then asked the participants to select a MicroSOLVE module they would like to see in demonstration the next day. The MicroSOLVE addressing the Prevention of Workplace Stress was chosen.

## **DAY THREE**

24. Ms. Håkansta and Ms. Modise-Mnisi demonstrated the course, SOLVE for Workers. A case study was presented and an exercise was done that was linked with Aziza's wheel, emphasising the interrelation of psychosocial problems as well as the fact that both the origins and solutions may be found with the individual, the family, the social environment, the community and the workplace or organization. Everyone seemed to understand and enjoy the concept of the wheel. The interrelationship between the five subject areas of SOLVE was demonstrated by Ms. Håkansta and a question was posed as to where the problems start. There were various responses from the participants ranging from monetary problems to stress caused by the people around you. Ms. Modise-Mnisi led a discussion centred on what kind of goals should be set workers and the organization in dealing with these issues. Suggestions ranged from having a childcare facility for employees, recreational facilities, educational programmes, counselling facilities, and the election and training of safety and health representatives.
25. Dr. Gold then led the discussion on the implementation of SOLVE for Workers. It was suggested that it is most important to adapt the language used to suit the audience so that everyone understands what is being talked about.
26. Ms. Deidre Nel and Ms. Nelouise Geyer led the participants through the MicroSOLVE they had selected the day before, Preventing Workplace Stress. A case study was presented and the participants were asked to describe a means of preventing stress for each of the five given categories of stressors. The participants came up with a comprehensive list of possible means for preventing stress based on the five subject areas.
27. A discussion on the implementation of MicroSOLVE modules followed.

### **Practical Information**

28. Dr. Gold explained how the SOLVE web site operates. He gave the participants the Course Directors' site user name and password and assured them that their names and email addresses would be added in the site so that they could be easily reachable.
29. He then moved on to Frequently Asked Questions and emphasised that the ILO would very much appreciate if we were to add questions to the FAQ site so that whoever would visit the site and have questions would find that they would have already been answered. The course was then closed with farewells and promises that people would take SOLVE further.

## Summary

30. The SOLVE team of Dr. Gold, Ms. Håkansta, Dr. Steinman, Dr. Beke, Ms. Magolo, Mr. Mukosiku, Mr. Mthethwa, Ms. Mnisi and not forgetting our very active administrative secretary, Mr. Everhard Smith, succeeded in delivering a very comprehensive programme. The group of 27 very enthusiastic professionals from different countries and a variety of backgrounds received the Course Directors' Course very well and participated actively giving much needed submissions and suggestions. They expressed their heartfelt appreciation to their fellow participants for their active participation as well as to the instructional team for a dynamic and informative three days.

*SOLVE is now ready to rock n' roll in Southern Africa.*

Respectfully submitted,

M'zwandile Mthethwa