

Mind-Body Medicine for Job Stress

This class integrates material from “Mind/Body Medicine for Stress” a baseline Behavioral Health Education class with Job Stress Curriculum developed by Joe A. Mattox Phd. Additional modifications and material developed by Danie Van Deventer, Ph.D. and Kitsy Schoen, LCSW.

Week One: Overview of Work Stress, Introductions, Resources and First Steps

Overview of course and communication guidelines for class and beyond
Understanding the link between work related stress, health, and wellbeing
Stress Survey
Relaxation Response
Importance of staying rooted in your core values
Resources and home practice

Week Two: Common Causes of Work Stress, Communication Skills, Avoiding Burnout

Common causes of work related stress and its impact
Burnout: impact on you and your family "
Old vs. New" contract
Techniques for adapting to the new employment "contract"
Building effective communication skills
Action plan for avoiding burnout

Week Three: Managing Organizational Change

Managing opportunities and challenges
Typical emotional reactions to organizational change
Strategic Influence techniques
Action plan for managing change

Week Four: Self-Empowerment and Next Steps

Empowering yourself in the workplace: Concepts and tips
Maintaining Composure at work
Reviewing skills, acknowledging growth
Next steps

WEEK ONE

Stress, Mind, and Body

Communication Agreements

“TRY ON”: Be willing to “try on” new ideas or ways of doing things. Changing old behaviors, trying new ones often feels awkward.

PRACTICE SELF FOCUS: Speak about your own experiences and perspective. Avoid speaking for others.

UNDERSTAND THE DIFFERENCE BETWEEN INTENT AND IMPACT: When something you’ve said or done has upset another, acknowledge the impact of your words or behavior. Denying the impact of something we’ve said by on our intention is often more harmful than the initial interaction.

When feeling hurt by something another said or did, avoid assuming bad intent.

PRACTICE “BOTH/AND”: When speaking, substitute “and” for “but.” This practice acknowledges and honors multiple realities – our own as well as our partner’s. (“Everything after ‘but’ is b.s”.)

REFRAIN FROM BLAMING OR SHAMING SELF & OTHERS:

SPEAK UP/LISTEN UP: Encourage full participation by all present. Take note of who is speaking and who is not. If you tend to speak often, listening more, and visa versa.

PRACTICE MINDFUL LISTENING: Try to avoid planning what you’ll say as you listen to others. Be willing to be surprised, to learn something new. Listen with your whole self.

NO ADVICE WITHOUT PERMISSION

CONFIDENTIALITY: Take home learnings but don’t identify anyone other than yourself, now or later. If you want to follow up with anyone regarding something they said in this session, ask first permission and respect their wishes.

RIGHT TO PASS: You can say “I pass” if you don’t wish to speak. However, please stay present for others.

Stress Inventory

Below is a list of factors people say impact stress levels in their work. For each one, please indicate how significant the impact is on your stress level at work.

	<i>Not significant at all</i>	<i>Not very significant</i>	<i>Somewhat significant</i>	<i>Very significant</i>
Low salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of opportunity for growth or advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too heavy a workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unrealistic job expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Long hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uncertain job/undefined job expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work interferes with personal or family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inflexible hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems with my supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems with my coworkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal problems interfering with work life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commuting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical illness or ailments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of job loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perceived unfairness or inequity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perceived discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

From the list below, please select the symptom(s) you have experienced over the last 30 days.

<input type="checkbox"/>	Headache
<input type="checkbox"/>	Sleep disturbances
<input type="checkbox"/>	Difficulty concentrating
<input type="checkbox"/>	Short temper
<input type="checkbox"/>	Upset Stomach
<input type="checkbox"/>	Job dissatisfaction
<input type="checkbox"/>	Low morale

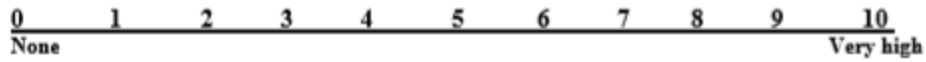
How much do you agree or disagree with the following statement?

During my workday, I typically feel tense or stressed out?

<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STRESS INVENTORY

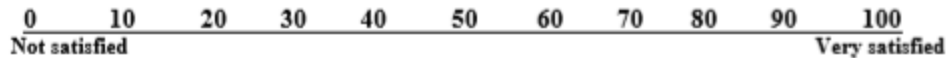
1. What is your average daily level of stress?



What accounts for the percentage that is satisfying to you?

Is there a small change that's within your control that could raise that percentage by 5 points?

2. How satisfied are you with your job? Please put a mark by the percentage representing your current level of job satisfaction. (Avoid rating zero, it's rare that the 'all or nothing' answer is the whole story)



What accounts for the percentage that is satisfying to you?

STRESS AND RELAXATION RESPONSES

The Fight-or-Flight Stress Response

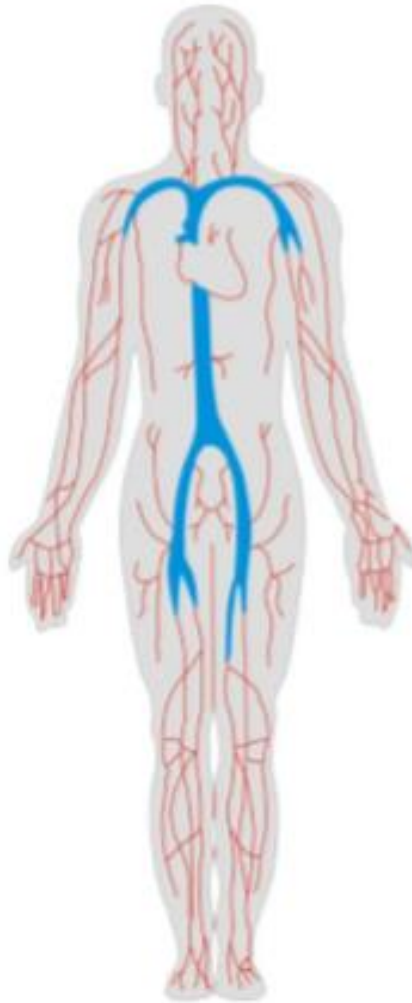
When stress reaches certain levels, the body's fight-or-flight stress response (a natural protective system) is activated. This is an automatic response that protects you when there is danger by preparing you for action.

The Relaxation Response: How the Body Counters Stress Symptoms

The relaxation response causes changes that counteract the fight-or-flight response and relax the body. The relaxation response produces

- slowed heart rate
- decreased blood pressure
- slower, deeper breathing (sigh of relief)
- relaxed muscles
- normal digestive processing
- normal blood flow in surface blood vessels (warm hands/feet, normal skin color)

Stress Response (Sympathetic Nervous System)	
↑	heart rate
↑	pulse
↓	blood vessel size
↑	blood pressure
↑	shallow/chest breathing
↓	digestive action
↑	muscle contraction / tension
↓	skin temperature
↑	release of stress hormones
↑	preoccupied thinking



Relaxation Response (Parasympathetic Nervous System)	
↓	heart rate
↓	pulse
↑	blood vessel size
↓	blood pressure
↑	deep/abdominal breathing
↑	digestive action
↓	muscle contraction / tension
↑	skin temperature
↑	release of "feel good" hormones
↑	rational thinking

Six Mini-Relaxations

Neck and shoulder release	Take a deep breath and bring your attention to your head, neck, and shoulders; hold your breath, then exhale gently. Breathe in again and gently raise your shoulders toward your ears. As you breathe out, imagine all the tension in your neck, shoulders, and back leaving through this breath. Allow your shoulders to drop slightly as your exhale. Repeat.
Breathing to a count	Breathe in slowly and deeply through your nose while counting to six; hold your breath, then slowly breathe out through your nose while counting to six. Repeat.
Cleansing breath	<p>Step 1: Breathe in slowly through your nose while counting to six. Then breathe very slowly out through your mouth, as if you are ever-so-slowly blowing on a candle so it flickers but doesn't go out. Repeat.</p> <p>Step 2: Breathe in slowly through your nose while counting to six. Then breathe strongly out through your mouth, blowing out the imaginary candle, and blowing out as much tension as you can.</p>
Body scan	Take an inventory of your body, moving your attention slowly from your head to your feet. Notice any areas of tightness or tension. As you exhale, let the areas of tension or pain soften and release. Inhale and repeat.
Tense, hold, release	Breathe in and tense all the muscles you can at once. Hold your breath, then slowly breathe out, letting all the tension go. Repeat this several times. Note: This exercise is not recommended for fibromyalgia patients or those with other chronic musculoskeletal pain.
Relaxing sigh	Sit or stand up straight, then breathe in and hold your breath. Exhale, sighing deeply; exaggerate the "sigh of relief" as the air rushes from your body ("ahhhhhh . . ."). Repeat.

Tuning in to Your Body

Food and Moods

Moods can affect your eating habits. When under stress, many people - on purpose or by mistake - react by:

- overeating
- skipping meals
- eating junk food and empty calorie foods
- drinking too much caffeine ☑ smoking more cigarettes
- drinking more alcohol
- eating quickly on the run

To add to the problem, this occurs at a time when your body needs to call on additional—not used up—resources. The following suggestions can help you balance your diet and moods:

- **Don't skip meals.** Even a small amount of nourishing food for breakfast can give you a better start to your day.
- **Take a moment** before eating to relax and breathe deeply.
- **Eat slowly** and chew well. Don't eat while you're standing, on the run, or in the car.
- **Enjoy a variety of foods.** Include vegetables and fruits, whole grains, nuts, seeds, beans, and dairy products in your diet.
- **Eat a number of small meals** throughout the day. Eat in response to hunger rather than when you are depressed, bored, tired, anxious, angry, or to distract yourself from pain.
- **Relax a while after eating.** Then, do some light exercises, like walking, to help digest the food and circulate the nutrients.
- **Use certain things in moderation.** The following can contribute to feelings of depression and stress:
 - *Sugar*—especially refined sugar, corn syrup, soft drinks, cookies, cake, pies, and chocolate. Simple sugars are absorbed directly into the blood. This causes the glucose level to rise rapidly, and then fall rapidly a short time later.
 - *Caffeine*—including coffee, black tea, chocolate, and some soft drinks. Caffeine is a stimulant that increases muscle tension and blood pressure. Large amounts can mimic the fight-or-flight response, causing symptoms such as anxiety, restlessness, irritability, sleep disruptions, heart palpitations, and digestive problems.
 - *Nicotine*—which acts as both a stimulant and a tranquilizer. Both effects are short-lived, leaving the user more depressed and possibly more anxious than before smoking.
 - *Alcohol*—which is high in calories and without nutritional value. Alcohol is actually a depressant and may contribute to depressed mood and sleep difficulties. If used within 2 hours of bedtime, it can disrupt sleep by decreasing deep sleep and dream stages. (Moderate use is viewed as one or two drinks per week and not more than one per day.)
- **Read ingredient labels** for additions such as salt, sugar, artificial flavorings, stabilizers, and preservatives. In general, the more processed and chemically treated the food, the less nutritional value it holds. Instead, eat fresh and seasonal foods.

Coping with Stress

We have a wide variety of behaviors to choose from when we cope with stress. Researchers have grouped these behaviors into the following categories:

ACTION-FOCUSED COPING

We do this when:

We believe something useful can be done.
We have some control over the situation.

Examples:

- Focus first on the problems that make the most difference.
 - Seek advice or information (action and emotion coping).
 - Plan. Come up with action strategies. Figure out what the best steps are to handle the problem.
 - Set goals. Take action.
-

EMOTION-FOCUSED COPING

We do this when:

We can't control or change the situation.
We decide we must undergo the stress.

Examples:

- Learn to accept the stress.
 - Seek moral support, sympathy, or understanding.
 - Cry, vent, or express emotions.
 - Think of the benefits, if any, created by the problem.
 - Find the humor in the situation.
-

PHYSICAL-FOCUSED COPING

We do this when:

We have physical distress in any kind of situation.

Examples:

- Exercise or do some physical activity.
- Rest or relax.
- Do crafts or hobbies we enjoy.
- Prepare and eat healthful meals.

Coping Checklist

Look over the following examples of coping responses. Check two or three of the coping responses you will practice over the next few weeks.

Action-Focused Coping

- Make a plan of action.
- Try to come up with a strategy about what to do.
- Stop yourself from doing anything too quickly.
- Put aside other activities in order to focus on this.

Emotion-Focused Coping

- Ask people who have had similar experiences what they did.
- Talk to someone about how you feel.
- Try to get emotional support from friends or relatives.
- Accept that this has happened and that it can't be changed.
- Look for something good in what is happening.
- Set aside worry time to let yourself focus on and worry about your problems.
- Let your feelings out, cry, breathe, and sigh. Make sure to laugh.
- Seek help from your faith.

Physical-Focused Coping

- Walk, swim, or ride your bike.
- Practice a technique of relaxation.
- Eat regular, nutritious meals.
- Soak in a hot bath.
- Plan activities you enjoy, like a drive in the country or an afternoon in the garden.
- Schedule a massage or other body work.

The Holmes-Rahe Life Stress Inventory

The Social Readjustment Rating Scale

INSTRUCTIONS: Mark down the point value of each of these life events that has happened to you during the previous year. Total these associated points.

LIFE EVENT	MEAN VALUE
1. Death of spouse	100
2. Divorce	73
3. Marital Separation from mate	65
4. Detention in jail or other institution	63
5. Death of a close family member	63
6. Major personal injury or illness	53
7. Marriage	50
8. Being fired at work	47
9. Marital reconciliation with mate	45
10. Retirement from work	45
11. Major change in the health or behavior of a family member	44
12. Pregnancy	40
13. Sexual Difficulties	39
14. Gaining a new family member (i.e. ... birth, adoption, older adult moving in, etc.)	39
15. Major business readjustment	39
16. Major change in financial state (i.e. ... a lot worse or better off than usual)	38
17. Death of a close friend	37
18. Changing to a different line of work	36
19. Major change in the number of arguments w/spouse (i.e. ... either a lot more or a lot less than usual regarding child rearing, personal habits, etc.)	35
20. Taking on a mortgage (for home, business, etc. ...)	31
21. Foreclosure on a mortgage or loan	30
22. Major change in responsibilities at work (i.e. promotion, demotion, etc.)	29
23. Son or daughter leaving home (marriage, attending college, joined mil.)	29
24. In-law troubles	29
25. Outstanding personal achievement	28
26. Spouse beginning or ceasing work outside the home	26
27. Beginning or ceasing formal schooling	26
28. Major change in living condition (new home, remodeling, deterioration of neighborhood or home etc.)	25
29. Revision of personal habits (dress manners, associations, quitting smoking)	24
30. Troubles with the boss	23
31. Major changes in working hours or conditions	20
32. Changes in residence	20
33. Changing to a new school	20
34. Major change in usual type and/or amount of recreation	19
35. Major change in church activity (i.e. ... a lot more or less than usual)	19
36. Major change in social activities (clubs, movies, visiting, etc.)	18
37. Taking on a loan (car, tv, freezer, etc.)	17
38. Major change in sleeping habits (a lot more or a lot less than usual)	16
39. Major change in number of family get-togethers ("")	15
40. Major change in eating habits (a lot more or less food intake, or very different meal hours or surroundings)	15
41. Vacation	13
42. Major holidays	12
43. Minor violations of the law (traffic tickets, jaywalking, disturbing the peace, etc.)	11

Now, add up all the points you have to find your score

TOTAL

150pts or less means a relatively low amount of life change and a low susceptibility to stress-induced health breakdown.
 150 to 300 pts implies about a 50% chance of a major health breakdown in the next 2 years.
 300pts or more raises the odds to about 80%, according to the Holmes-Rahe statistical prediction model.

Your Core Values

On the next page is a partial list of values. Review and add to the list and select your top 5 Values.

My Top 5 Core Values

1) _____

2) _____

3) _____

4) _____

5) _____

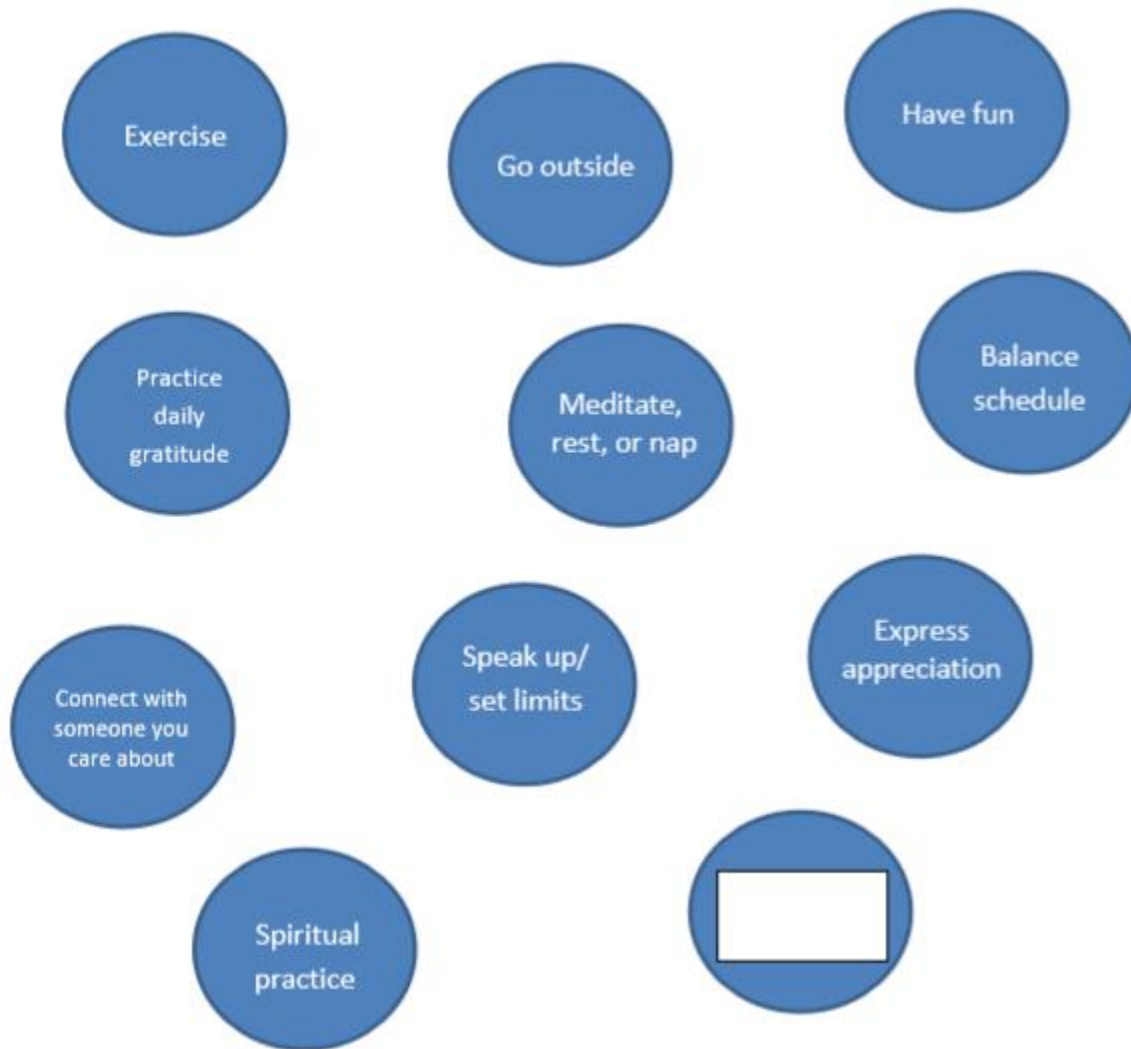
What's one value you'd like to give more time and attention to?

What is one specific step I can take to bring that value forward in my daily life?

What changes might result from taking that step?

Ambitious (hard-working, aspiring) Capable (competent, effective) Cheerful (lighthearted, joyful) Clean (neat, tidy) Courageous (standing up for your beliefs) Forgiving (willing to pardon others) Honest (sincere, truthful) Helpful (working for the welfare of others) Imaginative (daring, creative) Independent (self-reliant, self-sufficient) Intellectual (intelligent, reflective) Logical (consistent, rational) Loving (affectionate, tender) Obedient (dutiful, respectful) Open-minded (accepting, broad-minded) Responsible (dependable, reliable) Self-Controlled (restrained, self-disciplined) A comfortable life (a prosperous life)		An exciting life (a stimulated, active life) A sense of accomplishment (lasting contribution) A world at peace (free of war and conflict) A world of beauty (beauty of nature and the arts) A healthy planet Equality (brotherhood, equal opportunity for all) Family security (taking care of loved ones) Freedom (independence, free choice) Happiness (contentedness) Inner harmony (freedom from inner conflict) Mature love (sexual and spiritual intimacy) Pleasure (an enjoyable, leisurely life) Salvation (saved, eternal life) Self-respect (self-esteem) Social recognition (respect, admiration) True friendship (close companionship) Wisdom (a mature understanding of life)		
Acceptance	Dignity	Friendship	Loyalty	Responsiveness
Accomplishment	Direct	Fun	Magnificence	Risk
Achievement	Discover	Generosity	Mastery	Safety
Acquisition	Diversity	Grace	Merriment	Schooling
Adventure	Economic	Gratitude	Nobility	Self-awareness
Alignment	Security	Guidance	Nutrition	Self-worth
Altruism	Education	Happiness	Order	Sensations
Amusement	Effectiveness	Harmony	Organization	Sensuality
Assistance	Elegance	Health	Originality	Serenity
Attractiveness	Emotional Wellbeing	Honesty	Peace	Service
Authenticity	Empathy	Honor	Peacefulness	Simplicity
Awareness	Encourage	Hope	Perception	Spirituality
Beauty	Encouragement	Humility	Personal Development	Stability
Being	Energy	Imagination		Stimulation
Bliss	Enlightenment	Improvement	Play	Strength
Calm	Entertainment	Independence	Pleasure	Strengthen
Charity	Environment	Influence	Positive attitude	Success
Coach	Equality	Information	Power	Superiority
Community	Ethics	Inner Peace	Preparation	Support
Compassion	Excellence	Innovation	Presence	Teaching
Comprehending	Experience	Inspiration	Proficiency	Tenderness
Connection	Experiment	Instruction	Provider	Touch
Consciousness	Expertise	Integrity	Quest	Tranquility
Consideration	Explain	Intelligence	Radiance	Trust
Constancy	Exquisiteness	Inventiveness	Recognition	Truth
Contentment	Facilitation	Joy	Relatedness	Truthfulness
Contribution	Fairness	Justice	Relationships	Understanding
Cooperation	Faith	Kindness	Relaxation	Victory
Courage	Fame	Knowledge	Reliability	Vision
Creation	Family	Laughter	Religion	Wealth
Creativity	Feeling good	Leadership	Resourcefulness	Wholeness
Dependability	Fitness	Learning	Respect	Winning
Detection	Freedom	Love	Responsibility	Wisdom

Self-Care for Stress, Burnout, Depression & Anxiety



Small steps really help: Don't set your self-care expectations too high. That just adds stress.
Remember: Motivation FOLLOWS behavior change.

Plan one activity just for you in the next week. Get specific. You'll be more likely to follow through.

What: _____

Where: _____

When: _____

With Whom: _____

The Mind-Body Health curriculum was developed by the Southern California Regional Mind-Body Health Patient Education Committee. The Committee is sponsored by Southern California Permanente Medical Group (SCPMG) Regional Health Education and is comprised of health professionals representing the various Southern California Kaiser Permanente Medical Centers.

This curriculum was adapted from the Mind-Body Medicine program developed by The Permanente Medical Group (TPMG) Regional Health Education in Northern California. The original program design and educational materials were developed by a team of professionals from TPMG.

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WEEK TWO

Introduction to Workplace Stress

Work Stress Source Checklist

Check each of the following sources of stress you experience currently at work.

<input type="checkbox"/>	Conflict with superior	<input type="checkbox"/>	Perceived lack of fairness/equity
<input type="checkbox"/>	Conflict with co-workers	<input type="checkbox"/>	Perceived discrimination
<input type="checkbox"/>	Fear of job loss	<input type="checkbox"/>	Competition and change
<input type="checkbox"/>	Increasing workload	<input type="checkbox"/>	Technological change
<input type="checkbox"/>	Challenges performing at expected levels	<input type="checkbox"/>	Generational conflicts
<input type="checkbox"/>	Lack of employee empowerment	<input type="checkbox"/>	Downsizing
<input type="checkbox"/>	Work/home conflict	<input type="checkbox"/>	Organizational change (supervisors, workload, relocation)

Checking Yourself for Job Stress Related Burnout

Instructions: for each question, circle the number in the column that best represents how a you experience what is stated in the survey question. When finished, simply sum the numbers you have circled to calculate your “total Score” and check your result using the scoring table underneath.

#	Question	Not at all	Rarely	Sometimes	Often	Very often
1	I feel run down and drained of physical energy at work.	1	2	3	4	5
2	I have negative thoughts about my job.	1	2	3	4	5
3	I am harder and less sympathetic with my coworkers than perhaps they deserve.	1	2	3	4	5
4	I find myself getting easily irritated by small problems at work, or by my coworkers.	1	2	3	4	5
5	I feel misunderstood un under appreciated by my boss.	1	2	3	4	5
6	I do not feel supported by others at work.	1	2	3	4	5
7	I find myself blaming or criticizing my customers or clients.	1	2	3	4	5
8	I feel under increasing pressure to perform all that is expected of me in my job.	1	2	3	4	5
9	I have difficulty sleeping.	1	2	3	4	5
10	I think about quitting or changing this job.	1	2	3	4	5
11	I do not look forward to coming to work.	1	2	3	4	5
12	Organizational policies or bureaucracy hinder my ability to do a good job.	1	2	3	4	5
13	I try to find places to hide or get away from people at work.	1	2	3	4	5
14	I do not have the time to complete all the work that is expected of me.	1	2	3	4	5
15	I find myself becoming easily irritated or angry with people outside of work.	1	2	3	4	5

TOTAL = _____

(Add all the numbers you circled to get your total score.)

Score interpretation

- 15–18 Little sign of burnout
- 19-32 Little sign of burnout here, but note any scores of 4 or higher
- 33-49 Be careful – you may be at a moderate risk of burnout
- 50-59 You may be at a serious risk of burnout
- 60-75 You may be at a very severe risk of burnout

My Personal Action Plan to Prevent Burnout

1. Recognize my signs of burnout. My score: _____.

a. My top signs of burnout:

i. _____

ii. _____

b. Do not isolate yourself. Use others for support. Task: List below people you trust and who you can count on for support. Identify who you might go to for any current stress you are experiencing at work.

i. _____

ii. _____

iii. _____

2. Mentally remove yourself from your job when you return home. Put yourself in the frame of reference of your partner, spouse, and/or other family members you have at home. What do they expect from you when you return from work? How might your preoccupation with work issues affect their expectations and your relationships with them?

Assignment:

Write down three things you are willing to do to stop taking your work related problems home with you so you can focus your attention on the people you have at home.

1. _____

2. _____

3. _____

3. List some things you will do for self-care at WORK:

- a. _____
- b. _____
- c. _____
- d. _____

4. Get involved in exercise.

Task: Indicate below how frequently you engage in physical activity or exercise each week and for how long. Also rate how satisfied you are with your current level of physical activity/exercise.

Approximate number of minutes you engage in exercise or some form of physical activity:

Each day: _____

Each week: _____

Below circle the number on the scale provided to indicate how satisfied you are overall with your current level of exercise/physical activity.

1	2	3	4	5	6	7
Not satisfied						Satisfied

List some ideas you are willing to try to increase your amount of exercise and physical activity:

Mindfulness of Emotion

Observe, simply noticing the emotion as it comes. Be attentive to the emotion, neither trying to push it away nor trying to cling to it. Just let the emotion come and go naturally.

Describe, putting words on your emotion. When the emotion rises up, say to yourself, “the emotion of _____ is moving through me,” or “I notice that I’m feeling _____,” and describe the body sensation you are experiencing.

Participate. Fully participate in what is happening, and fully experience your emotion. Let go of any ruminating or worry thoughts about whether it is ok to be feeling this feeling. Live presently with your emotion for as long as it lasts. Continue to participate in the moment with your emotion, become one with the situation, not leaving it mentally. Act intuitively and do only what the situation calls for.

Take a nonjudgmental stance. See only the facts and focus on what is present, not on what you think *should, must, or ought* to be going on and not what you think will happen. Accept your emotion, judging it as neither good or bad, but simply as an emotion that is present. If you find yourself judging the situation or the emotion, let go of your judging and gently come back to a nonjudgmental stance.

One-mindfully. Give your full attention simply to the emotion you are feeling. Just experience this emotion and note all the sensations and thoughts as they come and go. You may also notice images and impulses to do or say something. Do not act on these impulses, simply notice them. Concentrate your mind to make sure you are only doing one thing, and if you notice that you have begun to do two or more activities, simply return to your one activity. Let go of anything that distracts you from this moment. Tolerate your emotion.

Effectively focus on what works in this situation. Do only what the situation calls for. Don’t get hung up on *right versus wrong or fair versus unfair or should versus should not*. Just do the best you can, keeping your goals and intentions in mind. Remember your goals and intentions and stay grounded.

A suggested goal or intention: My intention is to learn how to respond and not be reactive. My goal is to calm down and get a clear head before I speak. My goal is to be clear in expressing myself to others. My intention is to know myself better so I can communicate better.

What is your goal/intention?

Are these feelings? We often believe we are expressing feelings, when in fact we are describing our REACTIONS that are based on assumptions we are making about the other person's intent or motive , often before we even know we have made that leap.

These are words we discourage you from using. See the next page page for feeling words that are more simple and direct and avoid the labeling of the other person's motive/intent.

Abandoned	Distrusted	Put Down
Abused	Interrupted	Rejected
Attacked	Intimidated	Taken for granted
Betrayed	Let Down	Invisible
Boxed in	Manipulated	Unappreciated
Bullied	Misunderstood	Unheard
Cheated	Neglected	Unseen
Coerced	Overworked	Unsupported
Co-opted	Patronized	Unwanted
Cornered	Pressured	Used
Diminished	Provoked	Defeated

Feeling Words

Feelings we are likely to feel when our needs **ARE** being met.

Words of Happiness: I feel. . .

Excited	Cheerful	Content	Restored	Touched	Joyful
Relieved	Optimistic	Pleased	Complete	Comfortable	Satisfied
Lucky	Lighthearted	Delighted	Hopeful		

Feelings we are likely to feel when our need ARE NOT being met.

Words of Unhappiness: I feel. . .

Sad	Lost	Exhausted	Tearful	Bitter	Hurt
Heavy	Hopeless	Bored	Lonely	Pessimistic	Crushed
Guilty	Regretful	Burdened	Worn out	Wounded	Helpless
Miserable	Depressed	Tired	Negative	Discouraged	Disappointed

Words of Anger: I feel. . .

Angry	Annoyed	Vengeful	Aggressive	Disgusted	Frustrated
Insulted	Mad	Impatient	Irritable	Enraged	Exasperated

Words of Anxiety: I feel. . .

Cautious	Worried	Afraid	Caught	Hesitant	Embarrassed
Distrustful	Anxious	Rushed	Panicky	Suspicious	Threatened
Self-conscious					

Other Assorted Feelings: I feel. . .

Confident	Curious	Envious	Obstinate	Interested	Apologetic
Determined	Confused	Mischievous	Puzzled	Skeptical	Mystified

Needs Inventory

CONNECTION	HONESTY	AUTONOMY
Acceptance	Authenticity	Choice
Affection	Integrity	Freedom
Appreciation	Presence	Independence
Belonging		Space
Cooperation	PHYSICAL WELL-BEING	Spontaneity
Communication	Air	
Closeness	Food	MEANING
Community	Movement/Exercise	Awareness
Companionship	Rest/Sleep	Celebration of Life
Compassion	Sexual Expression	Challenge
Consideration	Safety	Clarity
Consistency	Shelter	Competence
Empathy	Touch	Consciousness
Inclusion	Water	Contribution
Intimacy		Creativity
Love	PEACE	Discovery
Mutuality	Beauty	Efficacy
Nurturing	Communion	Effectiveness
Respect/Self-Respect	Ease	Growth
Safety	Equality	Hope
Security	Harmony	Learning
Stability	Inspiration	Mourning
Support	Order	Participation
To know and be known		Purpose
To see and be seen		Self-expression
To understand and be understood	PLAY	Stimulation
Trust	Joy	To matter
Warmth	Humor	Understanding

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Collaborate: Brainstorm new ideas to prevent burnout

Assignment: In addition to the tips above, discuss with the person next to you some additional strategies to prevent burnout from your stress at work. List the ideas that you are willing to try in the space below:

Self-Empowerment Tips

Self-empowerment based on two principles:

1. We have more control and influence over opportunities and challenges at work that appear, at first glance, to be **Out of Our Control**.
2. In order to exercise our influence, successfully overcome challenges, and take advantage of potential opportunities, we must avoid giving our personal power away.

The following Self-Empowerment Tips are designed to help you avoid giving your personal power away.

1. Maintain your composure.
2. Find meaning in the work you do.
3. Avoid negative thoughts about others (supervisor or co-workers).
4. Revisit what is important to you and your family. Write down your longer-term goals for your life, not just your job.
5. Make a list of appreciations about your current life, and review them daily.
6. Practice self-care by taking regularly assigned breaks throughout your day.
7. Create a healthy barrier between work stress and your personal and home life.
8. Develop strategies to maintain your self esteem at all times.
9. Reconfirm your personal values; operate from them at all times.
10. Carefully examine what is in your control and what is not; (you may have more control than you realize).
11. Do not stay miserable; weigh the pros and cons of staying in the current situation. Take action: either change the situation or change your reaction to it.
12. Do not isolate yourself; seek help and support from others.
13. Know your rights, review all procedures and policies and make sure you are in compliance.
14. Pick your battles.

The Building Blocks of a Mutually Respectful Request

Observations (separate the facts from the feelings) - An observation sticks to the “facts”, without evaluation or interpretation. In other words, name what you experienced with your senses: I saw, I heard, I smelled, I tasted, I touched...

Example: “I notice that the sink is full of the dirty dishes from last night’s dinner.”

Feelings (acknowledge without blaming) - Other people cannot “make you feel” a certain way. Your feelings are “triggered” by events, but they are “caused” by your own needs and values. Refer to the list of feeling words (page 24). Do not use the words “like” or “that” or “as if” after the feeling word. And avoid using words like “abandoned” or “invalidated” because these words are interpretations of others, not feelings.

Example: “When I come home and find dirty dishes in the sink, I feel angry.”

Needs - Most of us have not been taught to think in terms of needs. Instead, we think about what is wrong with other people when our needs are not being met. Refer to the list of basic human needs (page 25).

Example: “When I find dirty dishes in the sink, I feel angry because I need to be treated with respect.”

Requests (*specific, behavioral, do-able, one at a time*, not a demand) - Use clear, positive concrete action language.

Example: “When I find dirty dishes in the sink, I feel angry because I need to be treated with respect. Will you please put your dirty dishes in the dishwasher right after you finish eating?”

Mutually Respectful Request

When:

(a neutral statement of your observation – without interpretation.)

I feel:

(one word – avoid using the words “like,” “that,” or “as if” after the word “feel.”)

Because I:

(need, want, think, assume, believe, expect, hope for, etc.)

And what I would like is:

(make a positive, specific, behavioral request.)

Action Plan

Instructions for action plan: The goal of this exercise is to increase your sense of empowerment by developing an action plan for taking control of what is within your control (your attitude, your reactions, your behavior) and thinking about how you can influence things constructively that are not in your control.

Three Types of Communication

Passive	Aggressive	Assertive
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Passive Communication

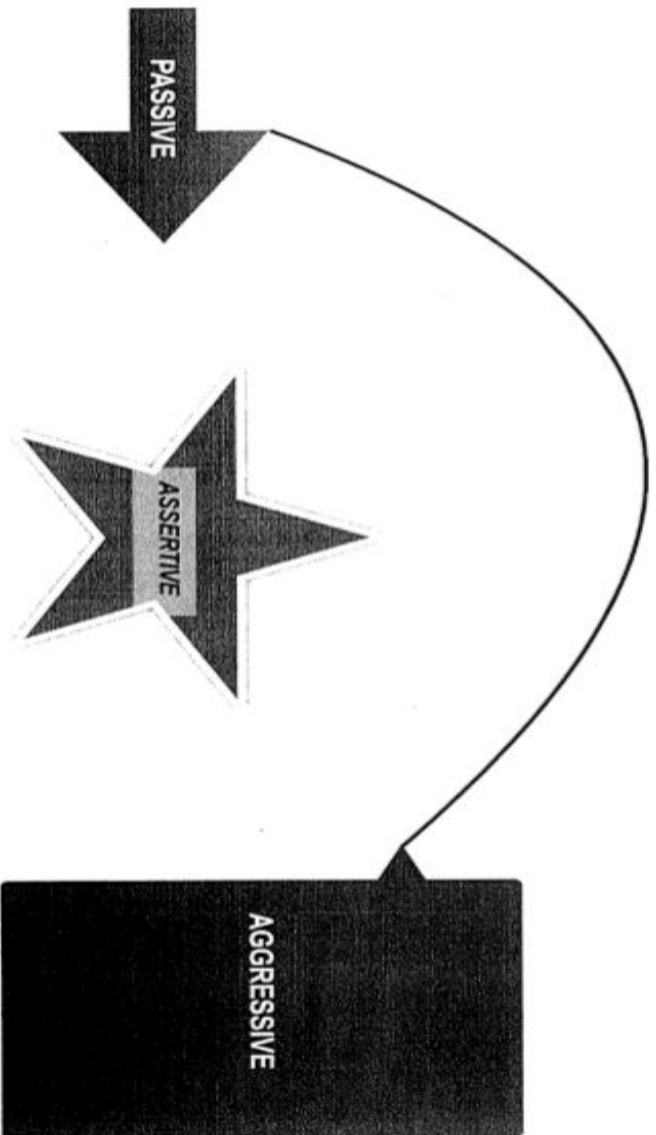
Behaviors	Impact
<ul style="list-style-type: none">• Keep issues and concerns to oneself• Remains in the background during discussions• Allows others to speak for you• Conflict avoiding and accommodating• Silence viewed by others as agreement when it is not• Speaks in monotone without much expression• Avoids eye contact when speaking	<ul style="list-style-type: none">• You lose, everyone else wins• Unlikely to get what you need• May not get what you deserve• Anger and resentment can build up over time; resulting in aggression• Increase in negative self-talk or perceptions• Increase in helplessness, hopelessness, and apathy

Passive Communication Group Discussion

What is Effective?

What is Ineffective?

Dr. M's Passive - Aggressive Leap!



How does Passive – Aggressive Leap occur?

Passive communication techniques often fail, resulting in anger! When this happens, people by - pass assertiveness and become very frustrated and aggressive. This leap is NOT effective; however, it can be prevented if you use assertive communication techniques.

Aggressive Communication

Behaviors	Impact
<ul style="list-style-type: none">• Open expression of hostility or anger via tone of voice and body language• Use of loud voice to intimidate or cut off others• Tendency to dismiss input from others• Confrontational and argumentative without consideration of personal costs• Threatening statements that you may or may not intend to carry out• Impulsiveness – act first, think later• Sarcasm• Inappropriate joking• Passive-aggressive behavior (late, not competing assignments, missing work)• Spreading rumors about others	<ul style="list-style-type: none">• Shuts down communication and undermines collaboration• You win, everyone else loses• Short-term gains may be achieved but at expense of harm to relationships• The impact of the communication becomes the focus while issue being discussed is lost• Loss of personal power and self-control• Loss of focus on personal goals• Regret actions taken• May trigger threat concerns• May impede career advancement

Mutually Respectful Requests

What is Mutual Respect?

1. Mutual Respect assumes that each person's feelings and needs are valid.
2. Mutual Respect asserts my commitment to express myself and to empathize with you in an honest, compassionate way.
3. Mutual Respect expresses my desire to work with you to find a solution that meets everyone's needs.

Is Your Objective Mutually Respectful?

When we speak, the clearer we are (in our own mind) about what we are wanting back, the more likely we are to get it.

When you are about to speak, take a moment to ask yourself: What is my objective? What am I really trying to accomplish by speaking up in this situation?

If your objective is to change other people or their behavior, or to get your way, your stance is not Mutually Respectful. The mutually respectful stance intends to establish a relationship based on honesty and empathy. We communicate that our primary commitment is to the quality of the relationship and that we expect this process to fulfill everyone's needs.

Asking for What You Want

When making requests it can be useful to observe the following guidelines:

1. Clarify (for yourself) your objective in making the request. Make sure that your stance is Mutually Respectful.
2. Use positive language - express what you are requesting rather than what you are not requesting.
3. Avoid vague, abstract, or ambiguous phrasing.
4. Word your requests in the form of concrete actions that others can undertake. Avoid indicating how you want others to feel or be.
5. Be sure your request is a request, and not a demand (see page 29).

What gets in the Way of Mutually Respectful Communication?

Is your primary intention to connect with the other human being in front of you through expressing (your) and receiving (the other person's) feelings and needs. If not, what is in the way?

Aggressive Communication Group Discussion

What is Effective?

What is Ineffective?

Assertive Communication

Behaviors	Impact
<ul style="list-style-type: none">• Owns the communication- Uses “I” statements rather than “you” statements• Calmly and directly express concerns/issues• Non accusatory and avoids blaming• Considers others’ needs• Say what you mean, mean what you say• Uses the broken record technique• Recognizes and responds to yes or no questions• Assumes full responsibility for your actions, statements, and commitments• If you do not know, say “I don’t know” and try to get the answer• Choose the right time and place• Maintain eye contact	<ul style="list-style-type: none">• Everyone wins• You may get what you need• You typically get what you deserve• Flexible and adaptable

Assertive Communication Group Discussion

What is Effective?

What is Ineffective?