

# TIME & STRESS MANAGEMENT

## TRAINER GUIDE

Professional  
Development for  
Child Abuse Hotline Operators





## INTRODUCTION

Time and Stress management is one in a series of training offerings developed for Child Abuse Hotline Operators. This offering includes a Participant Manual in addition to Handouts.

While the intended audience is new operators, there may be more experienced staff in attendance. Be prepared to ask questions that tap into the expertise of these participants as needed.

## Learning Outcomes

- Participants will articulate and implement time management concepts into their day-to-day work.
- Participants will list 14 steps to successful time management and develop personal strategies to manage work time.
- Participants will identify 3-5 ways they waste time and implement strategies for improvement.
- Participants will recognize 3-4 physical/behavioral indicators of stress and assess their personal levels of stress.
- Participants will develop strategies to reduce stress in the workplace.
- Participants will identify 5-8 roles that demand their time and energy and discuss how to prioritize and say “no” to some of these roles that create this conflict.

## SECTION 1 INTRODUCTION

### A. Introductions

Keep this section brief. Likely, the students already know one another since they are in the same work unit. Review the agenda (**Handout 1**).

### B. Cover any housekeeping issues.

Some suggestions for thorough attention to this area include:

- Sign-in Sheets. Sign-in sheets must be completed. Direct participants to print names and information legibly to ensure proper information is available to enter into the database.
- Cell Phones/Office Work. Turn cell phones to vibrate or off during training. Do not bring office work to training.

## MATERIALS LIST

Sign-in Sheets

Participant Manuals

Flip Chart Set-ups for Small Group

Work (easel, pad, markers, tape)

Name Tents

Crayons or colored pencils

Time Test Answers (Trainer Resource)

Handout 1 – Agenda

Handout 2 – The Numbers Game

Handout 3 – Wellness Index

Questions

## TRAINER RESOURCES

- Evaluations. We ask every participant to evaluate the training and the trainer at the conclusion of the training. The evaluation form has sections for comments about this training and suggestions for future trainings.

- C. Quickly review the anticipated learning outcomes (**page 1, Participant Manual**).

## SECTION 2 TIME MANAGEMENT

### A. Time Test

Begin this section of training by sharing the importance of time management and how utilizing good principles, tips, and tools will help participants accomplish their work more effectively and efficiently. Convey to participants that we realize there is never enough time in the day to accomplish all that needs to be completed. However, by utilizing some of the principles that we will look at today, we can get more done and manage our workloads and resources better.

Begin the exercise. Refer the students to **page 2** in the Participant Manual.

#### Purpose

The purpose of this activity is to allow participants to assess how they manage time.

#### Materials

Participants will need **page 2** in their manuals.

#### Methodology

1. Ask participants to take the Time Test individually.
2. Call time after about 5 minutes and discuss the answers as a large group. The answers can be found in the Trainer Resource.

## TEACHING NOTES

### Processing

During the discussion, go over each question and the explanation for each answer on the Answer Key. Remind participants that having more organization in the office can help them have less stress as well, which we will cover in detail later.

Ask participants to turn to **pages 3-5** in their manuals, “Thirteen Steps to Successful Time Management.” Briefly go over the points listed on these pages, since they relate to and reinforce the points just discussed on page 4. If time is running short, be sure to emphasize the following points:

- Analyze List (#3)—Remind participants that they should create a to-do list the night before so they will be ready to start the next morning.
- Batching Tasks (#9)—If participants can cluster appointments and errands, they can save time and gas as well.
- Energy Levels (#11)—Finding out your most productive time of the day (morning/afternoon/evening) can help you plan accordingly.
- Email (#13)—There should be a limit to the number of times email is checked. Checking email 2-3 times a day is a good rule of thumb. *Caveat: Work duties may require checking more frequently – may be a discussion point for the class.*
- Finally, remind participants to avoid sending confidential information through email.

### B. Time Wasters Inventory

Ask participants to turn to **page 6** in their manual for the Time Wasters Inventory.

### Purpose

The purpose of this activity is to help participants identify their top time wasters.

## TEACHING NOTES

### Materials

Participants will need page 8 in their manuals.

### Methodology

1. Ask participants to complete the inventory individually. They should pick the top three areas in which they feel they waste the most time.
2. After about five minutes of working individually, ask the participants to get into small groups of about 3-4 to compare answers.
3. In their small groups, they should pick one or two time wasters they all have in common and together decide on solutions to overcome the time wasters. For example, if people are always dropping by to chat, one solution might be to put books on your chair so they can't sit down and stay long.
4. After about 10-15 minutes, ask the small groups to share their ideas with the larger group.

### Processing

As the groups share, the trainer should record the answers on the flip chart or white board. During the discussion, briefly talk about prioritizing and explore some techniques that Operators can use to prioritize their work. Emphasize once again that prioritizing and managing time can expedite their work and maximize their time usage.

### C. The Number Game

Ask participants to turn to **page 7** in their participant manuals to complete the Number Game activity.

## TEACHING NOTES

### Purpose

The purpose of this activity is to show participants that when they can find a pattern or a system for accomplishing activities, their work can be done more quickly and efficiently.

### Materials

Participants will need **Handout 2**.

### Methodology

1. Using **Handout 2**, ask participants to draw lines connecting the numbers in chronological order. Tell them they will be timed for 60 seconds.
2. After they have finished, ask them the following questions:
  - How did you feel about this exercise?
  - Was this task easy?
  - What could have been done to make the task easier?
3. Next, tell participants they will have an opportunity to do the exercise again with some instruction. Pass out second (clean) copies of **Handout 2**. Give the following instructions and demonstrate as you go:
  - Divide the paper into 4 quadrants by folding it in half vertically, then horizontally.
  - Notice how the odd numbers are all on the left side of the page, while the even numbers are on the right side. Also point out that certain number progressions cluster in the top quadrant (1-6), then move to the bottom quadrant (7-12) and then up to the top again (13-18).
  - Make sure everyone understands the number progressions and the quadrants.

## TEACHING NOTES

4. On **Handout 2 (Copy 2)**, given the new information, ask participants to draw lines connecting the numbers in chronological order once again. They will have 60 seconds to complete their task.
5. After they have finished, ask them the following questions:
  - How did you feel this time with directions and a clearer understanding of the patterns?
  - What do you think is the purpose of this exercise?
  - Can we use this lesson in our work? How so?

### Processing

During the discussion, be sure to emphasize that when working within a structured environment, with clear communication and expectations, time usage can be maximized. Having organized systems in place greatly enhances productivity. Again, this is not only helpful for Hotline Operators; it is also helpful for the people in their lives. Use this point to lead into the next exercise, the Time Management Activity.

### D. Time Management Activity

Ask participants to turn to **page 7** in their manuals to complete the following activity.

### Purpose

The purpose of this activity is to provide an opportunity for participants to brainstorm ways to manage their time at work and to brainstorm ways they might help others better manage their time as well.

### Materials

Participants will need page 7 in their participant manuals.

### Methodology

1. Ask participants to get into groups of 3-4, depending on the size of the class.

## TEACHING NOTES



2. Next, ask the small groups to generate lists for both 'A' and 'B' on page 7.
3. After all groups have had a chance to make their lists, ask each group to share with the larger group. Be sure to record answers on the flip chart.

### Processing

During the discussion of time management techniques for work, ask participants to look at **page 8** in their manuals, "Tips for Managing Your Work Area." When discussing ways to manage our own time better, it is important to teach those around us some techniques to help them manage their time and establish a routine.

## BREAK

Trainer Note: While participants are on break, set up some soft music to play in the background for the last activity of the day. Be sure that crayons are ready to be used.

### SECTION 3 STRESS MANAGEMENT

#### A. What is Stress?

Begin this portion of training by asking the participants the following question: **How many think it would be good to get rid of all stress?** Although it may sound like a good idea, eliminating all stress just can't happen. Ask participants to turn to **page 9** in their manuals. As it states at the bottom of the page, stress can be positive. It is how we react to stress that makes the difference. Give the example of fight or flight.

Explain to the group that it's essential at the awareness level to understand the definition of stress. Explain that stress is a physical response to an outside event or demand. Be sure to cover the following points:

## TEACHING NOTES

- 1) Stress is neither good nor bad, it's merely a physical response. Point out that our bodies respond the same way each time, no matter what the stimulus is (answering a phone call, responding to a crying baby, testifying in court).
- 2) Stress is with us 100% of the time:
  - 10% of stress is the environment or event.
  - 90% of stress is the way we react to the environment or event.
- 3) Change is a major source of stress. Since change is constant, so is stress.

Use stress to your advantage by making it a positive thing. When a person is stressed, their body reacts in the following ways: blood sugar levels increase, adrenaline flows, blood pressure and heart rate increase, and pupils dilate. The fact is, we are truly able to think faster, be more creative, and have more strength during this time. Use this knowledge about stress to your advantage!

#### B. Physical and Behavioral Signs of Stress Activity

##### Purpose

The purpose of this activity is to allow participants to identify which signs they typically exhibit when they are stressed.

##### Materials

Participants will need **page 10** in their manuals for this activity.

##### Methodology

1. Ask participants to complete **page 10** individually by checking any of the signs that apply to them when they are feeling stress.
2. After everyone has had a chance to finish, ask for volunteers to share with the larger group.

## TEACHING NOTES

## TEACHING NOTES

**Processing**

During the discussion, the trainer should emphasize that physical and behavioral signs of stress differ from person to person. The key is to recognize your signs early so that you can hopefully manage your stress better. It is important to learn to counteract the eroding effects of stress through avenues that lead to a healthy lifestyle.

**C. Where Does Stress Come From?**

Ask participants to turn to **page 11** in their manuals to complete the following activity.

**Purpose**

The purpose of this activity is for participants to assess where and how much stress they have experienced within the past year. This activity will also allow them to understand that even positive events can produce stress.

**Materials**

Participants will need **page 11** in their manuals for this activity.

**Methodology**

1. Read over the directions at the bottom of the page before asking participants to complete this activity individually.
2. After everyone has had an opportunity to score their test, ask for volunteers to share.

**Processing**

During the discussion, point out that even seemingly positive events such as outstanding personal achievements or a vacation may be stressful. The trainer should reemphasize the importance of managing one's stress by telling the participants the following statistics:

- 50-80% of all diseases are stress induced.
- 150+ billion dollars per year are spent by insurance companies for stress-induced illnesses.

Transition to the next topic in the participant manual, Reducing Stress, by explaining the importance of stress management.

#### D. Reducing Stress

Ask participants to turn to **page 12** in their participant manuals. Explain that the KEY to coping with stress is maintaining an optimal range of tension, as the graph shows. On the graph, point out the critical zone for performance, health, and well-being. Believe it or not, some people's stress levels are too low. For example, a client might be depressed. When this is the case, something needs to be done to raise the tension back to the optimal range of functioning. If time permits, ask the group for suggestions on how to raise the tension back to the optimal range of functioning. Again, you can't eliminate all stress. However, there are some techniques at the bottom of **page 12** for dealing with stress.

#### E. Reducing Stress Activity

##### Purpose

The purpose of this activity is to encourage participants to think of ways to help themselves reduce stress at work.

##### Materials

Participants will need paper and a pen or pencil for this activity.

##### Methodology

1. Ask the participants to get into groups of 3-4, depending on the size of the class.

## TEACHING NOTES

## TEACHING NOTES

2. In their small groups, ask the participants to answer the following questions (the trainer may choose to write these questions on the board or flip chart):
  - What are some strategies for reducing stress at work?
  - What are some strategies for helping your clients reduce stress?
3. After each group has generated some ideas for about 10-15 minutes, ask them to share with the larger group.

**Processing**

During the discussion, point participants to **page 13**, “Strategies for Helping Ourselves and Others Manage Stress.” Be sure to ask participants if they have any other ideas to share throughout the discussion.

**F. Wellness Index Questions****Purpose**

The purpose of this activity is to encourage participants to take inventory of their own wellness and to see in which areas they might improve.

**Materials**

Participants will need **Handout 3**, “Wellness Index Questions,” and crayons and/or markers. This exercise also requires soothing music. Play the music at a low volume while participants complete the work.

**Methodology**

1. Read over the directions before the participants begin. Be sure they all understand that they are to complete page 1 first. Then, based on their answers on page 1, they will color in the graph accordingly

on page 2. The graph on page 2 will give them visual representation of their wellness.

2. Turn on the music and let the class begin the activity.
3. When you see that most of the class is finished, turn off the music.
4. After each person has completed his/her wellness index, ask for volunteers to share.

### Processing

During the discussion ask the following question: *What can you do to improve your wellness?* For example, if you are lacking in the physical awareness section, you might try taking a walk during lunch. Ask for volunteers to share.

The main teaching point during this activity is that you are limited in being able to help others if you don't help yourself.

### G. Multiple Roles and Role Conflict

**Trainer Note:** If time is running short, skip this activity. If not, draw the page 18 diagram on the white board for reference when you do your example.

Ask participants to turn to **page 14** in their manuals for the following activity. Our energy is channeled away from ourselves in various ways—worrying and negative self-talk are ways by which we sabotage ourselves and drain our energy. But *people* are our biggest “drainers.” And it is the multiple roles that we must carry at the same time which gives us the feeling of loss of control. The Multiple Roles and Role Conflict sheet on **page 14** is designed to allow you to see where much of your energy goes to certain people.

At this time, the trainer should fill out his/her own poster-sized worksheet so that the participants can see an example. Some examples of the roles that might be filled in are mother, wife, friend, employee, Sunday School teacher, sister, etc. Suggest to participants that they use

## TEACHING NOTES

arrows to indicate where their energy is going (either away from them or back to them or both directions). Now it's time for the participants to complete their own worksheet on page 18.

### Purpose

The purpose of this activity is to identify what roles participants play and how much energy those roles demand.

### Materials

Participants need page 14 in their manuals. They may also choose to use crayons or markers, but it is not necessary.

### Methodology

1. Ask participants to fill in the circles with the various roles they play in their lives.
2. They may also choose to draw arrows to represent where their time and energy are going.
3. After everyone has had about 10 minutes to finish, ask for volunteers to share.

### Processing

During the discussion, it is important for participants to think about whether they are being drained. If so, the trainer may ask: Do you have to take on all roles? If you are giving a lot of energy to one role, are you getting any energy back?

This worksheet prepares us to understand why priorities need to be set in our lives and encourages us to begin to say "no" to things. If we can begin to identify the most important things or priorities in our lives, then a conflict of scheduling is easier to settle because priorities and values have been settled. As stated earlier, being able to prioritize can help you both professionally and personally.

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## H. Seven Secrets to Work-Life Sanity

Finally, ask participants to turn to **page 15** in their manuals to review the Seven Secrets to Work-Life Sanity. The tips listed on page 15 can help participants remember to keep things in perspective and remember to prioritize the important things. Briefly review this page with participants.

Dismiss the class.

## TEACHING NOTES



## TIME TEST ANSWERS

Answer true or false to each of the following questions:

1.     F     The harder you work, the more you get done.  
Working harder may be efficient but not effective.
2.     F     It is best to work a short time on one job, then switch to another to avoid boredom.  
Some studies have shown that repeatedly beginning a task can result in as much as 500% wasted time.
3.     T     It is sometimes important to say “no” to requests.
4.     F     If your thoughts are organized, a cluttered work area really has no negative effect.  
Research supports a clean work environment for enhancing productivity.
5.     T     Many people waste time trying to reach perfection.  
You can’t be perfect in the world of imperfect human beings.
6.     F     Prepare your “to do” list first thing in the morning.  
Prepare and review your list the night before, while it’s fresh on your mind.
7.     T     When going through mail, it is best to make immediate decisions on most items.  
Handle paper only once by deciding on what to do with it quickly.
8.     T     80% of the things you value most can be found in 20% of the things you actually do.  
80/20 rule.
9.     T     Set a deadline for each job, even if your supervisor hasn’t.  
Setting a deadline will keep you organized and motivated.
10.    T     Schedule time in your day for unexpected events.  
For supervisors, 50% of their day should be scheduled for unexpected events.

# TIME & STRESS MANAGEMENT STRATEGIES PARTICIPANT MANUAL

Professional  
Development for  
Child Abuse Hotline Operators





## LEARNING OUTCOMES

*At the completion of this training, the Hotline Operator will:*

- Articulate and implement time management concepts into their day-to-day work.
- List 14 steps to successful time management and develop personal strategies to manage work time.
- Identify 3-5 ways they waste time and implement strategies for improvement.
- Recognize 3-4 physical/behavioral indicators of stress and assess their personal levels of stress.
- Develop strategies to reduce stress in the workplace.
- Identify 5-8 roles that demand their time and energy and discuss how to prioritize and say “no” to some of these roles that create this conflict.



## TIME TEST

**Answer true or false to each of the following questions:**

1. \_\_\_\_ The harder you work, the more you get done.
2. \_\_\_\_ It is best to work a short time on one job, then switch to another to avoid boredom.
3. \_\_\_\_ It is sometimes important to say “no” to requests.
4. \_\_\_\_ If your thoughts are organized, a cluttered work area really has no negative effect.
5. \_\_\_\_ Many people waste time trying to reach perfection.
6. \_\_\_\_ Prepare your “to do” list first thing in the morning.
7. \_\_\_\_ When going through mail, it is best to make immediate decisions on most items.
8. \_\_\_\_ 80% of the things you value most can be found in 20% of the things you actually do.
9. \_\_\_\_ Set a deadline for each job, even if your supervisor hasn’t.
10. \_\_\_\_ Schedule time in your day for unexpected events.

## THIRTEEN STEPS TO SUCCESSFUL TIME MANAGEMENT

1. Goal Setting
  - What is to be accomplished?
    - Who are you?
    - Where are you going?
    - What do you need to do to get there?
  - Personal, Family, and Self-Development Goals
  - Don't strive for perfection in your goal setting efforts. Remember, you can't be perfect in a world of imperfect human beings!
2. Organized Plan of Action
  - Write down steps to be accomplished.
  - Steps need to be realistic and ones which can be implemented within time, resources, and capability framework.
3. Analyze List
  - Work from the list each day.
  - Review the list for the next day the night before.
  - Check things off – it provides a sense of accomplishment.
4. Prioritize
  - 80/20 rule – 80% of things you value most can generally be found in 20% of things you actually do.
  - What is the most valuable use of your time right this minute?
  - What action will result in the greatest payoff?
5. Concentration
  - Some studies have shown that repeatedly beginning a task can result in as much as 500% wasted time.
  - Much job-related anxiety comes from focusing on irrelevant and unrelated tasks.
  - Rule to follow: (ABCDE)
    - A: Must Do
    - B: Need to Do

C: Would Be Nice to Do

D: Delegate

E: Eliminate

6. Deadlines/Rewards

- It is estimated that as much as 85% of what is done is based on expected consequences; structure specific rewards for self.
- Deadline Self – Give yourself a deadline if you don't have one. Plot deadlines on a calendar.

7. Time Log

- Keep track of where time goes.
- Self-discipline is critical.

8. Procrastination

- It is estimated that less than 2% of the population has a sense of urgency.
- Set priorities and get the job done fast.

9. Batching Tasks

- Reports all at once, phone calls all at once, reading all at once
- "Cluster" appointments whenever possible.
- Schedule time in your day for unexpected events (for supervisors, 50% of their day should be scheduled for unexpected events).

10. Neatness

- A clean environment enhances work productivity – handle only once.
- Neatness Rule:    D – Delete       R – Refer       A – Action       F – File

11. Energy Levels

- Assess if you are a morning, afternoon, or evening person and plan accordingly.
- Late Lunch, Early-Bird Shift, After Normal Hours

- Just working hard during your most productive time may be efficient but it is not always effective!

12. Telephone

- Prioritize calls.
- Take notes – power is with the person who took notes.
- Avoid telephone tag. Leave detailed messages.
- Use email.

13. Email

- Read twice daily.
- Use short and simple messages.
- Limit message to one subject.

**NOTE: Avoid sending confidential information via email!**



## TIME WASTERS INVENTORY

(Adapted from Alec Mackenzie, Time for Success: A Goal-Getter's Strategy, McGraw-Hill, 1989.)

**"An excellent time manager is also an excellent personal and life manager."**

- \_\_\_\_\_ Lack of objectives and planning; lack of daily priorities so you don't know what to do first, second, etc.
- \_\_\_\_\_ Attempting too much; resistance to choosing; refusing to accept help or ask for help or delegate when legitimate and appropriate.
- \_\_\_\_\_ Crisis management, arising from failure to plan for what could go wrong.
- \_\_\_\_\_ Computer.
- \_\_\_\_\_ Meetings, both scheduled and unscheduled.
- \_\_\_\_\_ Telephone interruptions.
- \_\_\_\_\_ Clutter, mental and physical; personal disorganization.
- \_\_\_\_\_ Lack of self-discipline in staying with one project until you get it done.
- \_\_\_\_\_ Inability to say "no" to requests.
- \_\_\_\_\_ Procrastination, indecision.
- \_\_\_\_\_ Perfectionism or getting bogged down in details.
- \_\_\_\_\_ Leaving tasks unfinished.
- \_\_\_\_\_ Waiting time (e.g., between calls, appointments, etc.).
- \_\_\_\_\_ Time estimates that are unrealistically low.
- \_\_\_\_\_ Visitors dropping in without appointments.
- \_\_\_\_\_ Doing the easy rather than the important.
- \_\_\_\_\_ Poor intra-office communication.

## TIME MANAGEMENT ACTIVITY

A. Generate a list of tips for managing your time at work.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

B. Generate a list of tips for helping others manage their time more effectively.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

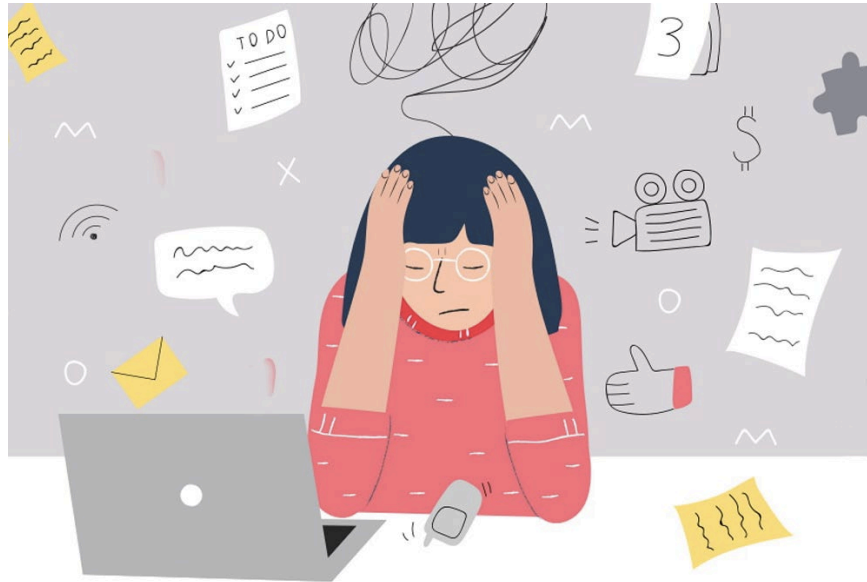
## TIPS FOR MANAGING YOUR WORK AREA

Jarrow, C. Time management Ninja. <http://timemanagementninja.com/2014/02/10-tips-to-keep-your-desk-clean-organized-productive/>

### Here are 10 Tips to Help You Keep Your Desk Clean and Organized:

1. **Designate a Physical Inbox** – We all have too many email inboxes, yet many people no longer have a physical one on their desk. You need one place for incoming papers to reside. Otherwise, they will scatter all over the existing documents on your desk.
2. **Have a Trash Can Within Reach** – If you have to get up from your desk to reach the trash, then it is too far away. (Nor do you want to be playing trashcan paper toss...) Make sure that you can easily and quickly reach the trash from your chair.
3. **Minimize Incoming Paper** – Stop that incoming paper flood, or at least minimize it to the extent possible. Eliminate unnecessary subscriptions, reduce the number of paper reports and memos. If you don't need something in hard copy, then stop it from coming to your desk.
4. **Get Rid of Unnecessary Clutter** – Do you need all those knickknacks and office accessories laying all over your desk? Unless they serve a purpose, get them off your work surface. You don't have to go to the extreme of creating a sterile workspace, but if you are not using it, move it off your desk.
5. **Schedule Regular Cleaning Time** – If you have not cleaned your desk in a month, it could take you a few hours to tidy it up. However, if you do it daily, it should only take a few moments. Avoid compounding your organizing time by scheduling a designated time each day.
6. **Never Put Trash Down** – Whether it is a piece of paper or a food wrapper, never set trash down. Get in the habit of holding it in your hand until you can reach your trash can (See #2). You don't want to put trash on your desk and forget about it. As well, that half-empty soda is an accident waiting to happen.
7. **Take a Picture** – Do you have items on your desk that are simply for reference? A battery or ink cartridge that you need to replace? Or a clipping or article? Instead of leaving these items on your desk, take a picture with your smartphone. You will be more likely to have your phone with you when you need to reference the item.
8. **When in Doubt, Throw It Out** – You will never need 99% of the papers that you are saving. When in doubt, throw it out. If you truly need a hard copy, make sure you have a filing system to put it where you will know where to locate it.
9. **Scan It** – Is the price of a scanner worth the peace and organization it will bring? Yes! Clear that paper clutter, by scanning it into soft copy or PDF.
10. **Clean It Before You Leave It** – If your boss were to come to your desk after you departed for the day, would you be proud of what he or she would see? One of the best times to clean your desk is the end of the day. It brings closure to your work day and sets you up for a clean start tomorrow.

## WHAT IS STRESS?



- Stress is a non-specific response to an outside event.
- The physical response to stress is the same each time.
- Stress is always with us:
  - 10% of stress is environmental
  - 90% of stress is our reaction to an outside event perceived as stressful
- Stress can be positive, so use it to your advantage.

**PHYSICAL & BEHAVIORAL SIGNS OF STRESS**

**Instructions: Please check the following signs which apply to you.**

- \_\_\_\_\_ General irritability, hyper excitation, depression
- \_\_\_\_\_ Pounding of heart indicative of high blood pressure
- \_\_\_\_\_ Dryness of the mouth and throat
- \_\_\_\_\_ Impulsive behavior, emotional instability
- \_\_\_\_\_ Overpowering urge to cry, or run and hide
- \_\_\_\_\_ Inability to concentrate, scattered thoughts, general disorientation
- \_\_\_\_\_ Feelings of unreality, weakness, or dizziness
- \_\_\_\_\_ Fatigue, loss of zest for living
- \_\_\_\_\_ "Floating" anxiety with no specific source of fear
- \_\_\_\_\_ Emotional tension, feeling hyper alert, and keyed up
- \_\_\_\_\_ Trembling, nervous tics
- \_\_\_\_\_ Startle reactions
- \_\_\_\_\_ High-pitched giggle, nervous laughter
- \_\_\_\_\_ Stuttering, other speech problems
- \_\_\_\_\_ Bruxism (grinding one's teeth)
- \_\_\_\_\_ Insomnia or major change in sleep patterns
- \_\_\_\_\_ Hyperactivity (difficulty relaxing)
- \_\_\_\_\_ Sweating
- \_\_\_\_\_ Frequent need to urinate
- \_\_\_\_\_ Digestive problems (diarrhea, indigestion, nausea)
- \_\_\_\_\_ Migraine headaches
- \_\_\_\_\_ Premenstrual tension; missed menstrual cycles
- \_\_\_\_\_ Neck or lower back pain
- \_\_\_\_\_ Diminished or excessive appetite for food
- \_\_\_\_\_ Increased use of tobacco and alcohol
- \_\_\_\_\_ Increased use of medications (tranquilizers, sedatives, etc.)
- \_\_\_\_\_ Chemical addiction (alcoholism, drug addiction)
- \_\_\_\_\_ Nightmares
- \_\_\_\_\_ Neurotic behavior
- \_\_\_\_\_ Psychoses
- \_\_\_\_\_ Accidents
- \_\_\_\_\_ Decreases in productivity or non-productivity
- \_\_\_\_\_ Poor listening skills
- \_\_\_\_\_ Late for work or failure to show up at all
- \_\_\_\_\_ Failure to complete specific tasks
- \_\_\_\_\_ Rashes, eczema
- \_\_\_\_\_ Nail biting

Adapted with permission from Hans Selye, *The Stress of Life*, rev. ed. (New York: McGraw-Hill, 1978), pp. 174-77.

## WHERE DOES STRESS COME FROM?

## TEST YOURSELF

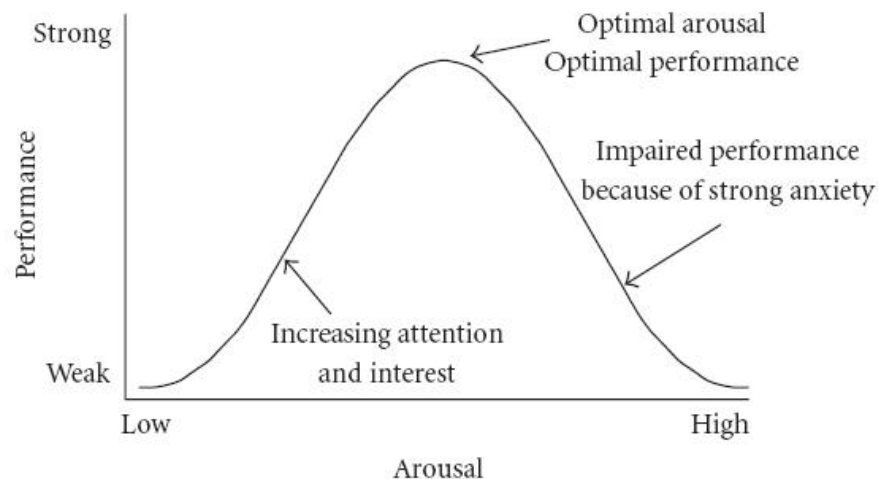
HOLMES-RAHE STRESS TEST							
Rank	Event	Value	Score	Rank	Event	Value	Score
1.	Death of spouse	100		22.	Son or daughter leaving home	29	
2.	Divorce	73		23.	Trouble with in-laws	29	
3.	Marital separation	65		24.	Outstanding personal achievement	28	
4.	Jail term	63		25.	Spouse begins, or starts, work	26	
5.	Death of close family member	63		26.	Starting or finishing school	26	
6.	Personal injury or illness	53		27.	Change in living conditions	25	
7.	Marriage	50		28.	Revision of personal habits	24	
8.	Fired from work	47		29.	Trouble with boss	23	
9.	Marital reconciliation	45		30.	Change in work hours, conditions	20	
10.	Retirement	45		31.	Change in residence	20	
11.	Change in family member's health	44		32.	Change in schools	20	
12.	Pregnancy	40		33.	Change in recreational habits	19	
13.	Sex difficulties	39		34.	Change in church activities	19	
14.	Addition to family	39		35.	Change in social activities	18	
15.	Business readjustment	39		36.	Mortgage or loan under \$10,000	18	
16.	Change in financial status	38		37.	Change in sleeping habits	16	
17.	Death of a close friend	37		38.	Change in number of family gatherings	15	
18.	Change in number of marital arguments	35		39.	Change in eating habits	14	
19.	Mortgage or loan over \$10,000	31		40.	Vacation	13	
20.	Foreclosure of mortgage or loan	30		41.	Christmas season	12	
21.	Change in work responsibilities	29		42.	Minor violation of the law	11	
<b>TOTAL SCORE</b>							

SCORING: Add up the point values of all the items checked. If your score is 300 or more, you stand an almost 80 percent chance of getting sick in the near future, as a result of the events. If your score is 150 to 299, the chances are about 50 percent. Less than 150, about 30 percent. This scale suggests that change in one's life requires an effort to adapt, and then to regain stability. This process probably saps energy the body would ordinarily use to maintain itself, so susceptibility to illness increases. **Reprinted with permission from the *Journal of Psychosomatic Research* (vol. II), by Thomas H. Holmes and Richard R. Rahe (Pergamon Press, 1967).**

## REDUCING STRESS

The objective of stress management is to keep stress or tension levels within the optimal range for performance, health, and well-being.

At *high* levels of stress, performance is low because stress impairs physical and intellectual functioning. In this state it feels as if you are spinning your wheels. High stress interferes with creative performance and may be manifested by hyperactivity, forgetfulness, frequent mistakes, lack of concentration, or irritability. Unrelenting high stress can damage your health.



## STRESS LEVEL

When over stimulated, you must *try to reduce your tension level* to bring it back down to the ideal range. Place a checkmark by activities as you use them.

- ☐ Meditate
- ☐ Breathe deeply
- ☐ Systematically relax your muscles
- ☐ Imagine a relaxing scene
- ☐ Listen to slow, melodic music
- ☐ Take a day off
- ☐ Watch fish swim in an aquarium
- ☐ Take a warm bath
- ☐ Lie on a soft bed
- ☐ Eat bland food
- ☐ Drink warm milk or herbal tea
- ☐ Take a stroll
- ☐ Run/jog
- ☐ Other

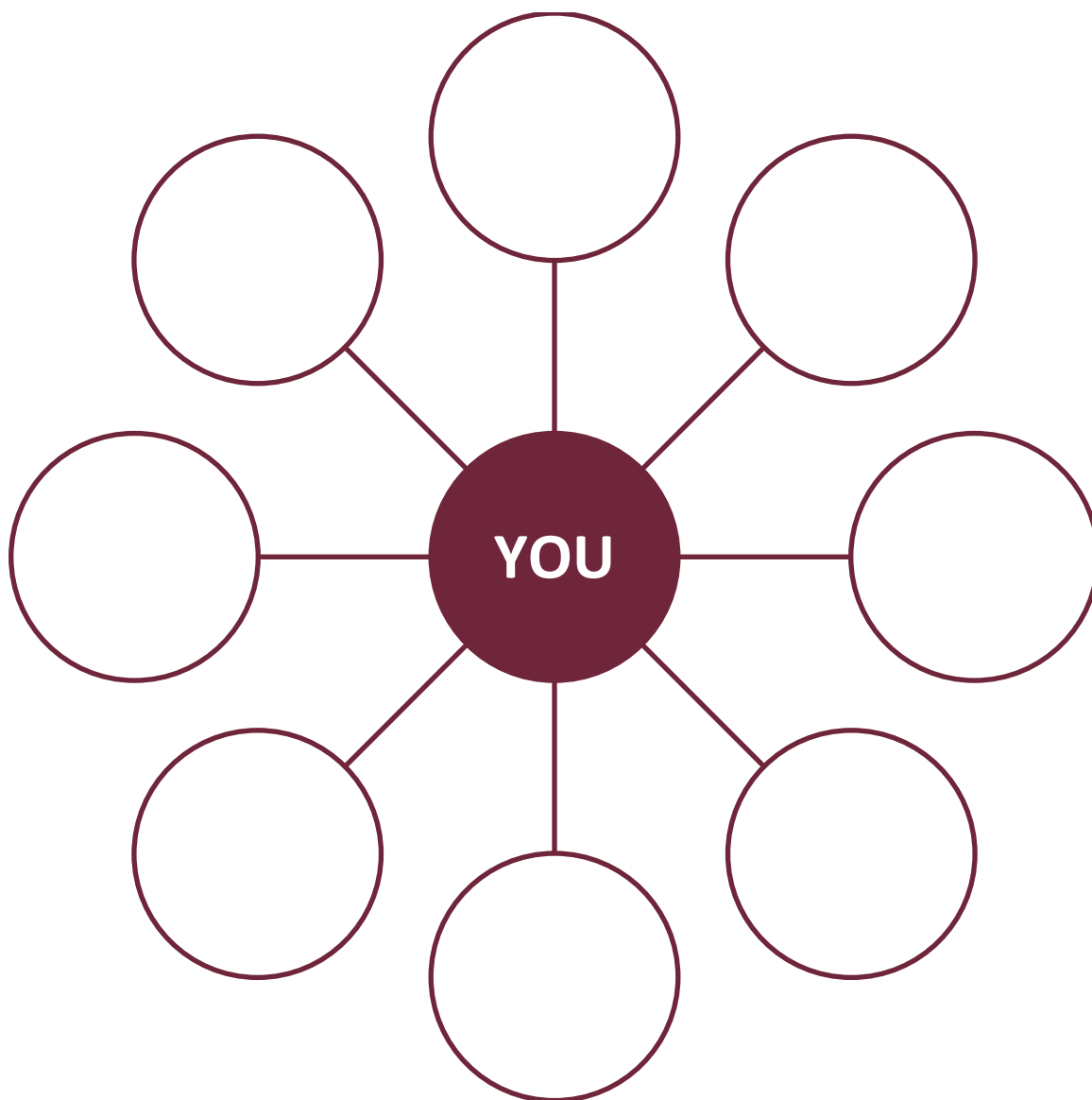
## **STRATEGIES FOR HELPING OURSELVE AND OTHERS MANAGE STRESS**

1. Involve people, as much as possible, in decisions that affect their work environment.
2. Outline objectives clearly and be sure instructions are clear.
3. Evaluate completion deadlines; are they reasonable?
4. Have regular “check-ins” to provide accurate and timely feedback on progress.
5. Give reassurance that good work is noted and appreciated. Praise staff and co-workers for small successes!
6. Establish a system of support for staff/co-workers. Refer yourself and others to support groups when appropriate.
7. Teach staff/co-workers stress reduction techniques and coping skills.
8. Others:



**INDIVIDUAL EXERCISE: MULTIPLE ROLES AND ROLE CONFLICT**

What roles in your life demand your time and energy? List them in the circles below. HINT: Try using arrows to indicate where the energy is going and whether or not it is reciprocal.



## SEVEN SECRETS TO WORK-LIFE SANITY

### **Secret #1: Know What You Want**

Be clear about who and what's important to you. Then make choices to support your decision. If you don't know what you want, there will always be someone who will try to determine it for you.

### **Secret #2: Say "No" Without Apology**

When you're saying "no" to what you don't want, you're saying "yes" to what you do want. Saying "no" doesn't mean you're being mean or hurting someone else. It means you're taking care of yourself and, often, those you most care about. That's something we should never ever apologize for!

### **Secret #3: Focus on What's Going Right**

Focusing your attention on those things that are working and helping you feel good about yourself gives you the necessary self-esteem and staying power for dealing with difficult situations and creating sanity.

### **Secret #4: Stay Away from Whiners**

Life is too short and requires too much of us to be spending lots of time with people or in situations that don't cheer us on to the best we can be and to go for our dreams.

### **Secret #5: Get Someone Else to Do It**

You really don't have to do it all! Delegate the things in your life that really can be done by someone else.

### **Secret #6: Take Care of You and You and You**

Take care of all of you – the physical you, the emotional you, the mental you, the social you, and the spiritual you. Taking care of yourself gives you staying power. You're not only worth it, you are the only "you" you've got.

### **Secret #7: Be Serious About Not Being So Serious**

Don't miss the fun along the way. Be playful! Laugh as much as possible and find the humor that's begging to be discovered. The demands of your fast, full life temporarily melt away.

**Quote: "Forget balance. Strive for sanity instead!"** ©Mary Foley

## **TIME MANAGEMENT AGENDA**

### **I. Introduction to Time Management**

- A. Why Discuss Time Management with Hotline Operators?
- B. Agenda
- C. Time Test

### **II. Awareness**

- A. Time Wasters Inventory
- B. Principles of Time Management

### **III. Skills**

- A. Prioritizing
  - 1. Prioritizing Techniques
- B. Planning/Organizing
  - 1. Organizing Your Workspace – The Number Game
  - 2. Tips for Managing Your Work Area
  - 3. Helping Others with Time Management

### **V. Summary**

## **STRESS MANAGEMENT AGENDA**

### **I. Introduction**

- A. Why are we talking about stress?
- B. What do you want to work on?

### **II. Awareness of Stress**

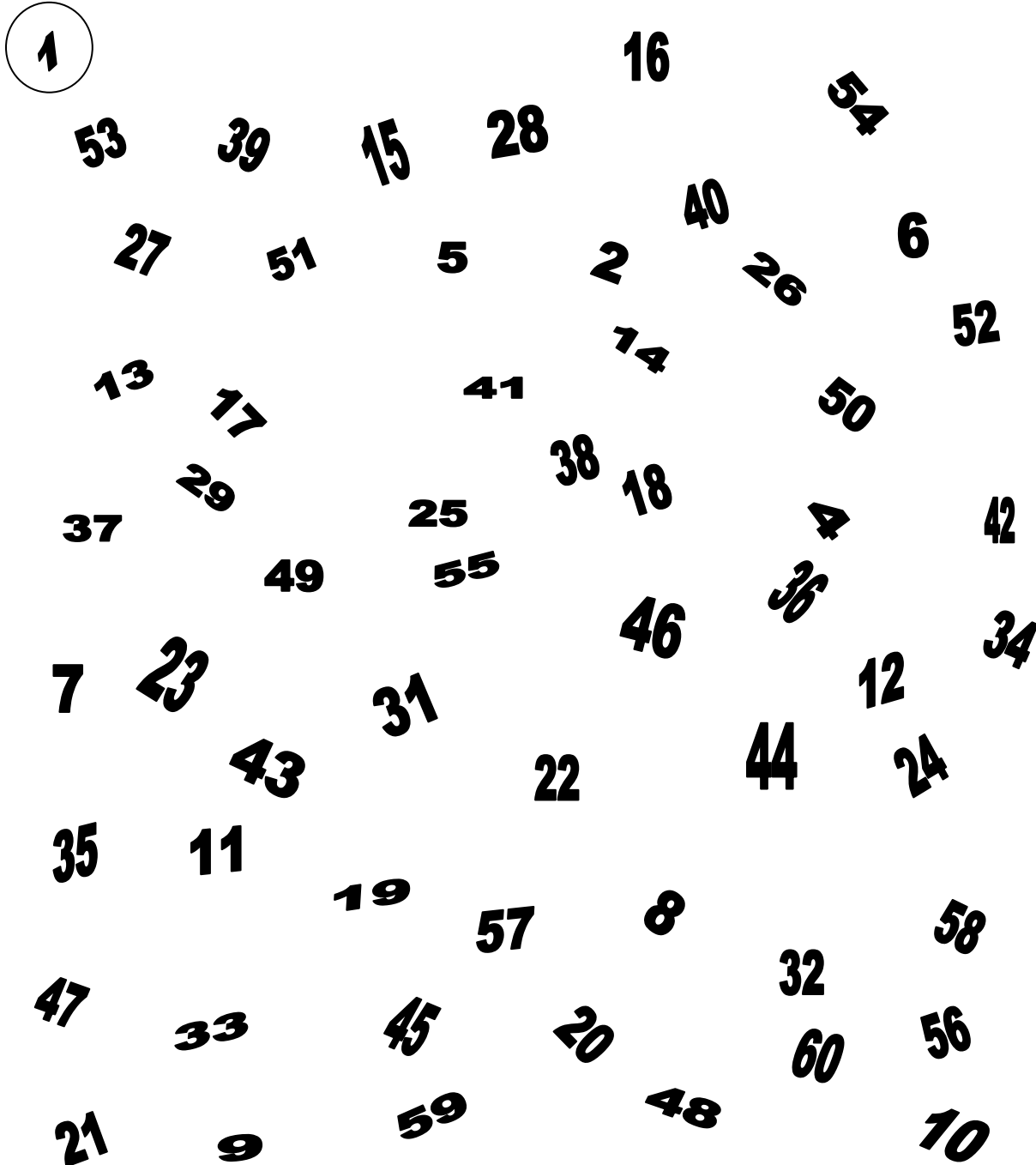
- A. Defining Stress
- B. Signs and Sources (Exercise)
- C. Awareness Activity (Wellness Index)

### **III. Response to Stress**

- A. Coping Skills
  - How can you reduce stress? (Group Exercise)
- B. Action Skills
  - Helping Yourself and Others Manage Stress
  - Multiple Roles & Role Conflict
  - Seven Secrets to Work-Life Sanity

### **IV. Closure**

# THE NUMBER GAME



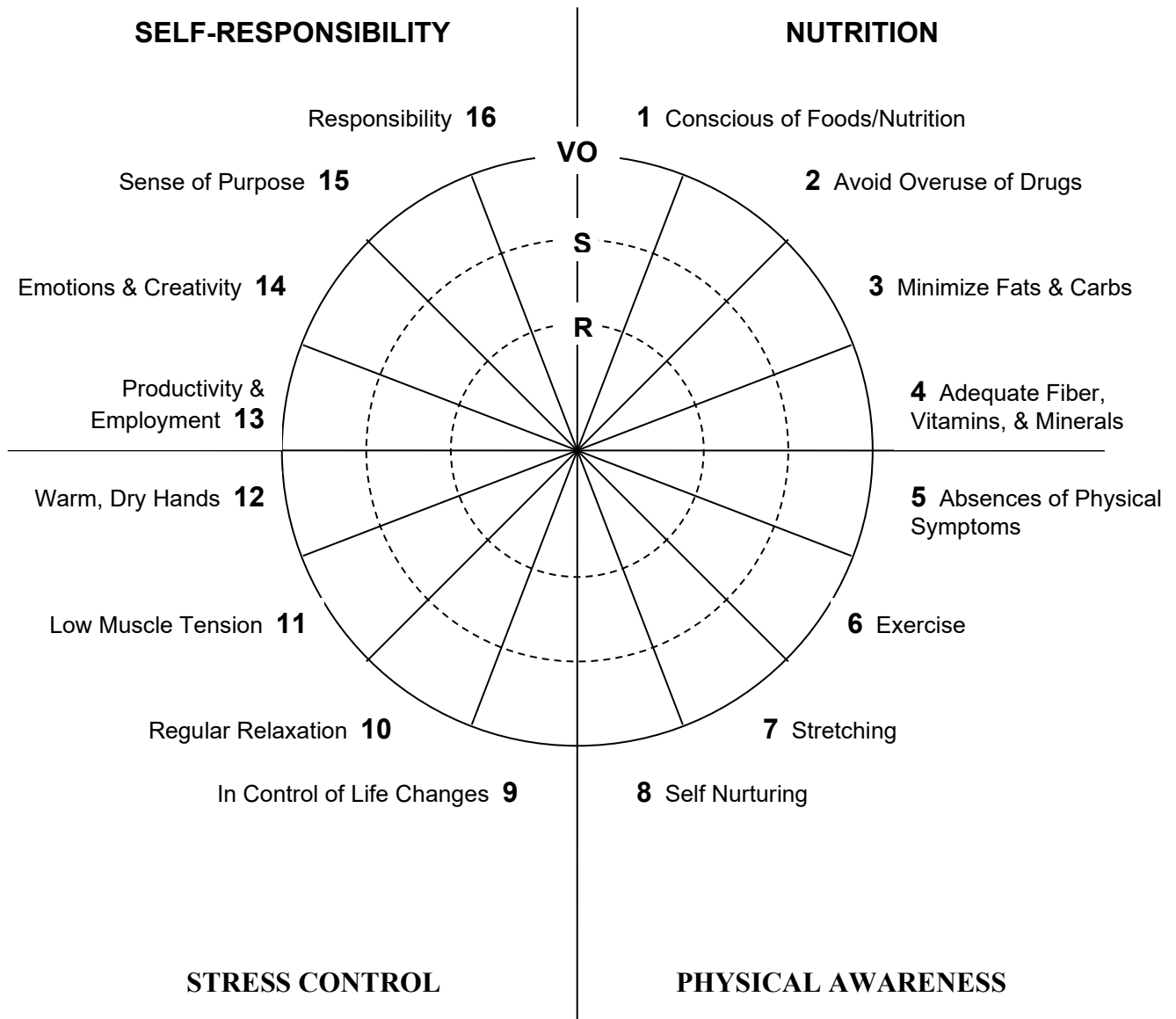
## Handout 3

**WELLNESS INDEX QUESTIONS**

(Circle the category which most closely answers the question.)

**Rarely (R), Sometimes (S), Very Often (VO)**

1.	I am conscious of the ingredients of the foods I eat and their effect on me.	R	S	VO
2.	I avoid overeating and abusing alcohol, caffeine, nicotine, and other drugs.	R	S	VO
3.	I minimize my intake of refined carbohydrates and fats.	R	S	VO
4.	My diet contains adequate amounts of vitamins, minerals, and fiber.	R	S	VO
5.	I am free from physical symptoms.	R	S	VO
6.	I get aerobic cardiovascular exercise.	R	S	VO
7.	I practice yoga or some other form of limbering/stretching exercise.	R	S	VO
8.	I nurture myself. (Nurturing means pleasuring and taking care of oneself; for example, massages, long walks, buying presents for self, "doing nothing," sleeping late without feeling guilty, etc.)	R	S	VO
9.	I pay attention to changes occurring in my life and am aware of them as stress factors.	R	S	VO
10.	I practice regular relaxation. (Suggested: 20 minutes a day "centering" or "letting go" of thoughts, worries, etc.)	R	S	VO
11.	I am without excess muscle tension.	R	S	VO
12.	My hands are warm and dry.	R	S	VO
13.	I am both productive and happy.	R	S	VO
14.	I constructively express my emotions and creativity.	R	S	VO
15.	I feel a sense of purpose in life, and my life has meaning and direction.	R	S	VO
16.	I believe I am fully responsible for my wellness or illness.	R	S	VO



Material for this exercise adapted from:  
Dever, G.E. Community Health Analysis, Aspen Publication, 1991.