Coping with Stress in the Workplace

Facilitator Reproducible Guided Self-Exploration Activities

Ester R.A. Leutenberg & John J. Liptak, Ed.D.
Using This Book

In today’s economy, almost everyone feels workplace stress. Stress is difficult to define because it means different things to different people. However, when we think of stress, we think of it as a negative feeling (distress) rather than a positive feeling (eustress).

While a little stress is to be expected, even though motivating, too much stress can interfere with both productivity and motivation, and can impact an employee’s (and employer’s) mental, emotional and physical health. Even the perfect job has stressful deadlines and other seemingly unreasonable expectations.

Outcomes of stress in the workplace:

- Increased absenteeism
- Decreased productivity
- Increase in health insurance claims
- Decrease in motivation and energy among employees
- Heightened body reactions creating physical illness
- Increase in unhealthy eating habits
- Increased concern about layoffs
- Increase in poor cognitive decision making
- Increase in job turnover among employees
- Increase in family problems among employees
- Increase in fear of effects of management changes
- Increase in conflict among employees
- Worry about budget cuts

Emotions are contagious. Stress has an impact on interactions between the employer and employees, the employees and employer, and co-workers. There is a tremendous need for employees and employers to learn effective techniques for managing stress that is inherent in the workplace.
Sources of Stress

People experience stress in the workplace in three primary ways. When these sources of stress are ignored, they can lead to accidents in the workplace, injuries, and even more stress. Stress from one of these sources can be difficult to overcome, but stress from more than one of these sources can be debilitating.

1) **Stress generated from within a person:** Stress can be self-imposed through low self-esteem, anger, feelings of hopelessness, feelings of helplessness, anxiety, excessive negativity, the need to be in total control, perfectionistic tendencies, jealousy and hostility. For example, people who are perfectionistic often bring stress upon themselves by being too careful and worrying about tasks being perfect.

2) **Stress generated from the environment:** Stress can be felt from the result of the work environment including overly demanding supervisors, low pay, poor working conditions, noisy work environments, too many commitments required for the work being done, long hours, lack of technology for employees to accomplish the work, lack of a safe place to work, whining co-workers, and complaining customers. Any of these external stressors can negatively affect the job performance of an employee. For example, a person who must work with an abrasive supervisor will feel uncomfortable most of the work day.

3) **Stress from a poor job fit:** Sometimes stress is felt by employees who do not have a good fit between their interests and skills and the demands of their jobs. Many people find that a good job fit is critical in being productive and being able to cope with stress. For example, a person who is not satisfied working a repetitive job may find a lot less stress in a job that is creative and flexible.

One of the reasons that many employees are unable to cope with the stress of the workplace is that they live by a set of outdated myths.

- **The best employees work the longest hours.** In fact, working smarter rather than harder is more productive.
- **I need stress to meet deadlines.** In fact, people who manage their time well and who are not pushed to deadlines are more productive and do a better job.
- **You will not get ahead in the workplace if you are not worrying about your work 24/7.** In fact, your capacity to do well occurs when you are stress-free, not stressed about work.
- **The business is at fault.** In fact, blaming the system does not help people to be less stressed and more productive. People who take responsibility for themselves and their work are the least stressed and more productive employees in any business.

Above are just a few of the rationalizations that people tell themselves about work, stress, and productivity in the workplace. In order to deal with all of the various types of stress in the workplace, it will help to understand workplace stress and acquire tools and techniques for managing it. The *Coping with Stress in the Workplace* workbook provides assessments and self-guided activities to help participants learn useful skills for coping with the various forms of stress in the workplace.
Format of Book

The *Coping with Stress in the Workplace* workbook contains assessments and guided self-exploration activities that can be used with a variety of populations to help participants cope more effectively with the stress in their places of work. Each chapter begins with an annotated Table of Contents with notes and examples for the facilitator. Each chapter contains two primary elements: 1) a set of assessments to help participants gather information about themselves in a focused situation, and 2) a set of guided self-exploration activities to help participants process information and learn ways of coping with workplace stress.

Assessments

Each chapter begins with an assessment that provides participants with valuable information about themselves. These assessments help identify patterns of behavior and life skills which are productive and unproductive, and encourage development of an awareness of ways to interact with the world. Assessments provide a path to self-discovery through the participants’ exploration of their own unique traits and behaviors. The purpose of these assessments is not to “pigeon hole” people, but to allow them to explore various elements that are critical for coping with workplace stress. This workbook contains *self-assessments* and not *tests*. Traditional tests measure knowledge or right or wrong responses. For the assessments provided in this book, remind participants that there are no right or wrong answers. These assessments ask only for opinions or attitudes about topics related to a variety of coping skills and abilities.

The assessments in this book are based on self-reported data. In other words, the accuracy and usefulness of the information is dependent on the information that participants honestly provide about themselves. All of the assessments in this workbook are designed to be administered, scored, and interpreted by the participants as a starting point for them to begin to learn more about themselves and their coping skills. Remind participants that the assessments are exploratory exercises and not a final determination of abilities. Lastly, the assessments are not a substitute for professional assistance. If you feel any of your participants need more assistance than you can provide, please refer them to an appropriate professional.

As your participants begin the assessments in this workbook give these instructions:

- Take your time. Because there is no time limit for completing the assessments, work at your own pace. Allow yourself time to reflect on your results and how they compare to what you already know about yourself.
- Do not answer the assessments as you think others would like you to answer them or how you think others see you. These assessments are for you to reflect on your life and explore some of the barriers that are keeping you from living a calmer, more rational and less anxious life.
- Assessments are powerful tools if you are honest with yourself. Take your time and be truthful in your responses so that your results are an honest reflection of you. Your level of commitment in completing the assessments honestly will determine how much you learn about yourself.
- Before completing each assessment, be sure to read the instructions. The assessments have similar formats, but they have different scales, responses, scoring instructions and methods for interpretation.
- Finally, remember that learning about yourself should be a positive and motivating experience. Don’t stress about taking the assessments or discovering your results. Just respond honestly and learn as much about yourself as you can.
Guided Self-Exploration Activities
Guided self-exploration activities are any exercises that assist participants in self-reflection and enhance self-knowledge, identify potential ineffective behaviors, and teach more effective ways of coping. Guided self-exploration is designed to help participants make a series of discoveries that lead to increased social and emotional competencies, as well as to serve as an energizing way to help participants grow personally and professionally. These brief, easy-to-use self-reflection tools are designed to promote insight and self-growth. Many different types of guided self-exploration activities are provided for you to pick and chose the activities most needed by your participants and/or will be most appealing to them. The unique features of self-guided exploration activities make them usable and appropriate for a variety of individual sessions and group sessions.

Features of Guided Self-Exploration Activities
Quick, easy and rewarding to use – these guided self-exploration activities are designed to be an efficient, appealing method for motivating participants to explore information about themselves – including their thoughts, feelings, and behaviors - in a relatively short period of time.

• Reproducible – Because the guided self-exploration activities can be reproduced by the facilitator, no more than the one book needs to be purchased. You may photocopy as many items as you wish for your participants. If you want to add or delete words on a page, make one photocopy, white out and/or write your own words, and then make photocopies from your personalized master.

• Participative – These guided self-exploration activities help people to quickly focus their attention, aid them in the self-reflection process, and learn new and more effective ways of coping.

• Motivating to complete – The guided self-exploration activities are designed to be an energizing way for participants to engage in self-reflection and learn about themselves. Various activities are included to enhance the learning process related to developing important social and emotional competency skills.

• Low risk – The guided self-exploration activities are designed to be less risky than formal assessments and structured exercises. They are user-friendly, and participants will generally feel rewarded and motivated after completing these activities.

• Adaptable to a variety of populations – The guided self-exploration activities can be used with many different populations and can be tailored to meet the needs of the specific population with whom you work.

• Focused – Each guided self-exploration activity is designed to focus on a single coping issue, thus enhancing the experience for participants.

• Flexible – The guided self-exploration activities are flexible and can be used independently or to supplement other types of interventions.
Coping with Stress in the Workplace Introduction

Chapter Elements

The *Coping with Stress in the Workplace* workbook is designed to be used either independently or as part of an integrated curriculum. You may administer any of the assessments and the guided self-exploration activities to an individual or a group with whom you are working, or you may administer any of the activities over one or more days. Feel free to pick and choose those assessments and activities that best fit the outcomes you desire.

The first page of each chapter begins with a Table of Contents annotated with ideas and examples for the facilitator.

**Assessments** – Assessments with scoring directions and interpretation materials begin each chapter. The authors recommend that you begin presenting each topic by asking participants to complete the assessment. Facilitators can choose one or more, or all of the activities relevant to their participants’ specific needs and concerns.

**Guided Self-Exploration Activities** – Practical questions and activities to prompt self-reflection and promote self-understanding are included after each of the assessments. These questions and activities foster introspection and promote pro-social behaviors and coping skills. The activities in this workbook are tied to the assessments so that you can identify and select activities quickly and easily.

The activities are divided into four chapters to help you identify and select assessments easily and quickly:

**Chapter 1: Workplace Sources of Stress**
This chapter helps participants identify their sources of stress in the workplace and learn ways they can more effectively cope with stress at work.

**Chapter 2: Stress-Prone Personality Traits**
This chapter helps participants identify the type of personality they exhibit at work, and learn tools to enhance their ability to cope with stress in the workplace.

**Chapter 3: Work Habits**
This chapter helps participants identify the work habits that they exhibit in the workplace and how those habits can lead to increased stress.

**Chapter 4: Workplace Relationships**
This chapter helps participants identify ways their relationships at work are increasing or decreasing their level of stress.

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Have participants explore the various external sources of stress in the workplace and how these sources affect their levels of stress. Have them explore ways to reduce their stress levels.

<table>
<thead>
<tr>
<th>Types of External Sources</th>
<th>How This Affects My Stress Level</th>
<th>What I Can Do About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Supervisor - Too demanding</td>
<td>I panic every time she walks into my area of work.</td>
<td>I can take deep breaths when I see her coming. I can communicate assertively.</td>
</tr>
</tbody>
</table>

Making Changes in the Workplace ........................................ 19

Have participants identify a change or changes that they could make to reduce their external stressors, internal stressors, and stressors related to job fit.

TIPS on How to Deal With a Difficult Boss ............................ 20

This activity is designed to help participants explore various methods they can use to deal with a difficult boss. Ask participants to share their responses.

Internal Worrying ............................................................... 21

This activity is designed to help participants learn to control what they can control and let go of the aspects of their job that they cannot control.

Reduce Internal Stress by Making Lemonade ............................ 22

For this activity, bring in some lemons and cut them up as participants identify their stressors. Use a juicer to actually make lemonade. Show participants that something good can be made when life gives them lemons.

Workplace Stress Haiku ....................................................... 23

Participants do not need to focus on the word Haiku or Haiku style. Feel free to talk about any poem structure that they like. Read several Haiku examples, or examples of poems.

Silver Screen Visualization .................................................... 24

For this activity, discuss the benefits of visualizations including the fact that visualizations can increase relaxation, enhance motivation towards change and build self-confidence.
**Table of Contents and Facilitator Notes**

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<th>Page</th>
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<td>The Workplace Serenity Prayer</td>
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<tr>
<td>Doodling My Worries</td>
<td>28</td>
</tr>
<tr>
<td>Consider Another Job?</td>
<td>29</td>
</tr>
<tr>
<td>Career Fantasy</td>
<td>30</td>
</tr>
</tbody>
</table>

**Stress Busters**
This activity is designed to help participants explore how many stress busters they are currently using and would like to use in the future. Supply participants with highlighters of different colors.

**Physical Activity**
Remind participants that physical activity can be very beneficial in reducing the stress they experience in the workplace. Ask participants to develop a weekly plan for their physical activities that states the activity, when they engage in it, and how the activity benefits them.

**The Workplace Serenity Prayer**
After completing the activity, ask participants to share their serenity prayers with each other.

**Doodling My Worries**
Before beginning the session, ask for a volunteer to come up and give some more examples of doodling on a board or flip chart.

**Consider Another Job?**
Discuss with participants the need to sometimes search for another job if the stressors in a current job cannot be changed or managed.

**Career Fantasy**
Ask participants to fantasize about the types of work they would really enjoy doing. Tell them that at this point, no career fantasy is unrealistic. Allow participants to use several sheets for multiple career fantasies. Then, ask participants to describe what they need to do to get closer to their career fantasies.
Workplace Sources of Stress Scale

Jobs are key to the life we live. They provide a source of income, allow us to fulfill personal goals, give us a social network, and engage us in serving our profession and/or communities. Jobs are also a source of stress.

In the workplace, one encounters many sources of stress. Some people feel stress because of external sources such as too much work to do and not enough time to do it; some people feel stress because of internal factors such as the constant fear of job loss and layoffs; some feel stressed because of the lack of fit between their skills and interests and the duties of the job; and some feel stressed because of difficult relationships with other people on the job.

Even the perfect job can have stressful deadlines, expectations and responsibilities. Stress can be a motivation to get things done, but it can also overwhelm one’s life.

The Workplace Source of Stress Scale is designed to help you explore the major sources of stress for you at work. For each of the sections that follow, read each of the statements and decide if the statement applies to you always, sometimes or never. If it is always true for you, circle the number 3 next to the statement. If it is sometimes true for you, circle the number 2 next to the statement. If it is never true for you, circle the number 1 next to the statement. Complete all of the items before going back to score this scale.

In the following example, the circled 1 indicates that the item is never true for the participant completing the assessment:

In the workplace . . .

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do my job in poor conditions</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

This is not a test and there are no right or wrong answers. Do not spend too much time thinking about your answers. Your initial response will be the most true for you. Be sure to respond to every statement.

Turn to the next page and begin.
Workplace Sources of Stress Scale

In the workplace . . .

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do my job in poor conditions</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I have a demanding supervisor</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I have too many requirements in my job description</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I receive a low salary</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>My supervisor has unrealistic expectations of me</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I lack the technology I need to do my job</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I must work long hours</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I lack the instruction to do my job competently</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I have co-workers who bully others</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I must deal with complaining customers</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>People in authority talk down to me</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Management is inconsistent</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Nasty competitions happen with co-workers</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The company lacks organization</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I work in a hostile environment</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I receive no credit for a job well done</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>My work area has no windows, daylight or proper lighting</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I do not have proper heat or air conditioning in my area</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The work facility is dirty</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am asked to do jobs that are not in my job description</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I do not feel safe at the job</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Communications with management are not acceptable</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

E - TOTAL = ____________

(Continued on the next page)
## Workplace Sources of Stress Scale (Continued)

**In the workplace . . .**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am concerned about a lay off</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel pressured to accomplish tasks in an unreasonable time frame</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel a loss of control</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel underappreciated</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am constantly fearful of losing my job</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel uncertain of my job description</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I worry about what others think of my work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel powerless</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I need feedback about my work, but I do not receive it</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I don’t have time to get everything completed</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel depressed at work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am treated unfairly</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel stuck</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel pressured to accept more than I can handle</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I have too many distractions</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel isolated</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am uncertain about expectations of me</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am not in control of outcomes</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel burned out</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I only receive negative feedback, never positive</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I see other people who are less competent than I getting promoted</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I have been in this job too long</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

I - TOTAL = ____________

(Continued on the next page)
### Workplace Sources of Stress Scale (Continued)

#### In the workplace . . .

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not really qualified to do my job</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I need more of a challenge</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I don’t like the work I do</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I constantly feel anxious at work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I don’t understand the technology used at work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I need more training to do my job well</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am in a repetitive job</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I need to find a job that will suit me better</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>My job just isn’t the right fit for me</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I don’t feel productive</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The work that I do is not meaningful to me</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The technology is not up to date at work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>My job is just a job, not a career</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Everything talked about in meetings is too complicated for me</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I constantly worry about getting my much needed raise</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I need more vacation time to be with family</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Bureaucracy demands conflict with my personal philosophies</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The company’s policies go against my values</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I’m a team player and there is no team spirit in this company</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am older and everyone else is way younger than me</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel discriminated against because of my culture</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am asked to work odd hours. I can’t because of family duties</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

![](image.png)

F - TOTAL = ____________

*Go to the Scoring Directions on the next page*
Workplace Sources of Stress Scale

Scoring Directions

The Workplace Sources of Stress Scale is designed to help you to identify the primary sources of stress for you in the workplace. To score the scale look at the items you just completed. Add the numbers you’ve circled for each of the three sections (E, I, and F) on the previous pages. Put that total on the line marked TOTAL at the end of each section.

Transfer your totals for each of the three sections to the lines below:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

The Profile Interpretation section that follows will help you understand your scores.

Profile Interpretation

<table>
<thead>
<tr>
<th>Individual Scale Score</th>
<th>Result</th>
<th>Indications</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 to 36</td>
<td>Low</td>
<td>If you scored in the Low range on any of the scales, you do not experience very much workplace stress in that area.</td>
</tr>
<tr>
<td>37 to 51</td>
<td>Moderate</td>
<td>If you scored in the Moderate range on any of the scales, you experience some workplace stress in that area.</td>
</tr>
<tr>
<td>52 to 66</td>
<td>High</td>
<td>If you scored in the High range on any of the scales, you are experiencing very much workplace stress in that area.</td>
</tr>
</tbody>
</table>

Scale Descriptions

SCALE E: External
Stress that comes from your job, supervisor, and co-workers, that includes the environment in which you work, how you are supervised, and the amount of work you have to accomplish.

SCALE I: Internal
Stress regarding your job that comes from inside you, that is created by you and includes your feelings about the work you do, the feedback you get, and the pressure you feel.

SCALE F: Fit
Stress that is the result of a poor fit between you and your job, and includes how you feel about the work you do, and how meaningful the work is to you.
## External Sources of Stress

Think about the various external and environmental aspects causing you stress in the workplace. Identify those external sources and explore ways to reduce your level of stress.

<table>
<thead>
<tr>
<th>Types of External Sources</th>
<th>How This Affects My Stress Level</th>
<th>What I Can Do About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount or Type of Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What external stressor do you want to change most? Why? How will you make the change?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Making Changes in the Workplace

Making a change in the workplace is a process. Think about the types of changes that you can make to reduce your external stressors, internal stressors, and stressors related to job fit.

1) An EXTERNAL STRESSOR CHANGE that needs to be made:

What is your possible change? __________________________________________________________

____________________________________________________________________________________

Steps to making this change:

Step 1: __________________________________________________________

Step 2: __________________________________________________________

Step 3: __________________________________________________________

2) An INTERNAL STRESSOR CHANGE that needs to be made:

What is your possible change? __________________________________________________________

____________________________________________________________________________________

Steps to making this change:

Step 1: __________________________________________________________

Step 2: __________________________________________________________

Step 3: __________________________________________________________

3) A JOB FIT CHANGE that needs to be made:

What is your possible change? __________________________________________________________

____________________________________________________________________________________

Steps to making this change:

Step 1: __________________________________________________________

Step 2: __________________________________________________________

Step 3: __________________________________________________________