



AIDE Behavioral Services

P.O. Box 41233 • Sacramento, CA 95841
(916) 969-9155

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Administrative Sources of Occupational Stress
in a Correctional Setting

ADMINISTRATIVE MANUAL

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Prepared by

Alan M. Ratner, Ph.D.

Director

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A C K N O W L E D G E M E N T S

My personal thanks to the National Institute of Corrections and the California Department of Corrections for funding the program described herein. Their doing so allowed the adaptation of a particularly effective stress-management program to the correctional work environment, and allowed me to personally develop a good understanding of just what's entailed in working within the walls of a correctional facility. Even more important though, their support of the program provided meaningful help many correctional employees during the program's pilot run, and will hopefully contribute to the effectiveness of future stress-management efforts in other correctional facilities.

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I N T R O D U C T I O N

The stressful atmosphere of correctional facilities represents a longstanding national concern and well-recognized problem.. Increased inmate populations are causing serious overcrowding in many institutions, a general reorientation from rehabilitation to custody, and often substantial reductions in inmate programs, each adding to the stress within our prisons.

For correctional personnel, these tensions are taking a greater and greater toll. Many recent studies have clearly shown an increasingly high incidence of both physical and emotional stress-related problems among correctional employees, including divorce, suicide, alcoholism and drug abuse, cardiovascular and digestive disease, early retirement and premature death (KirNham, 1976; McEntee & Lucy, 1982). Additionally, excessive stress among correctional personnel is also widely recognized as contributing to the possibility of disruption and violence within an institution.

Within the State of California, the current liability for stress-related disabilities among correctional employees exceeds \$40 million. This figure does not include the cost of day-to-day problems caused by excessive stress -- high absenteeism, poor morale and impaired job performance - nor reflect the personal suffering experienced by many correctional personnel and their families.

Investigating the causes of stress-related problems among the staffs of a variety of institutions across the country, several researchers have found that the most substantial sources of occupational stress do not stem from the employees' custodial role, but are instead derived from the administrative aspects of the job (Kroes et al., 1974; Cheek & Miller, 1979; McEntee & Lucy, 1982). In particular, it has become increasingly apparent that the most potent sources of occupational stress among correctional personnel include role conflict, a lack of job autonomy and input into decision-making, an absence of sufficient structural and administrative support, and poor communication with management.

Indeed, McEntee & Lucy (1982) have argued that if the work environment of our correctional facilities is to substantially improve, the administrators and managers of the facilities -- who themselves often work under substantial occupational stress - "must understand *the critical* role they play in either alleviating or worsening the effects of external pressures and acknowledge [their staffs'] increasingly difficult role."

Nonetheless, most stress-management programs developed for correctional employees focus exclusively on developing the participants' understanding of and means of coping with the stress they are personally experiencing. While this is certainly a relevant and important objective, the aforementioned research clearly indicates that another front of the attack on stress within the correctional setting ought to entail helping the institution's higher level staff recognize and minimize the ways in which the stress experienced by their subordinates is generated by their administrative policy and functioning.

In recognition of this, the National Institute of Corrections, in conjunction with the State of California Department of Corrections, funded the development of a training program -- Administrative Sources of Occupational Stress in a Correctional Setting - designed to better enable the managers and supervisors of a correctional institution to: (a) concretely recognize the means by which their policy, procedures and management/supervisory styles are adding to the occupational stress experienced by their subordinates, (b) identify means of reducing that stress and, relatedly, (c) how to better manage the occupational stress that they themselves experience.

Such a program would, given the implications of the previously described research, be a meaningful complement to the more usual provision of personally-oriented stress-management training. By also developing relevant interpersonal and administrative skills and insights, it was anticipated that the participating managers and supervisors would not only be better able to better manage their own stress, but also be better able to decrease the stress experienced throughout their institution.'

As a pilot, the program was first implemented at the Correctional Training Facility at Soledad, California. Soledad is rated at a maximum inmate capacity of 2981. During the past year over 5100 inmates have been simultaneously confined at Soledad. As a result of this overcrowding, officers are forced to concentrate on custody to the exclusion of other programming, resulting in inmate unrest and additional stress for officers and institution administration. This cycle feeds on itself, impacts all aspects of institution life, and has generated a very substantial incidence of stress-related problems among both the management and correctional officer staffs. Indeed, the employee turnover rate at Soledad is among the highest of all the state's correctional facilities.

The purpose of this administrative manual is twofold -- first, to summarize the procedures and techniques of the Administrative Sources of Occupational Stress in the Correctional Setting program and second, to summarize the feedback obtained from the Soledad staff as to the actual value and limitations of the program, as it was presented there. It is hoped that by doing so, the trial run at Soledad will be helpful in adapting the program to other correctional facilities.

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P R O G R A M O V E R V I E W & I M P L E M E N T A T I O N

The Administrative Sources of Occupational Stress in a Correctional Setting program consist of two successive phases. Initially, a work environment climate survey is administered to a stratified cross-section of an institution's staff. The results of this climate survey are then analyzed so as to both identify and localize the significant administrative sources of stress the staff experience. During the second phase, two-day training workshops are provided to the institution's managers and supervisors. The purpose of these workshops is to further develop, using the results and implications of the climate survey, the participants' skills and insights relevant to both better managing the stress they described and better reducing the stress described by their staffs.

Of course, the program can be limited to a particular functional or organizational grouping of an institution's staff, providing there are sufficient numbers of both staff (to insure confidentiality on the climate survey) and of managers and supervisors (to constitute a workshop of at least 10-12 participants).

This possibility will be evident later - the procedural details and objectives of the program's two phases are provided in the following two sections of this report. In the current section, more general aspects of the program that influence the effectiveness of any stress-management effort, perhaps especially within correctional settings, will be considered.

Three such aspects are most important: personalization, confidentiality and credibility and professionalism.

The Importance of Personalization

The effectiveness of any training effort is augmented by both its relevance to the participants' actual needs as well as the inclusion of personalized feedback allowing the participants to individually relate to the training's topics and objectives. Such personalization facilitates the participant's internalization of what is presented, and thereby encourages his or her actual attainment of the training's objectives.

This is particularly true of training that is focused on topics as personal and individual as stress and stress-management are - stress itself is usually a matter of individual perception, it's potential effects vary widely from one person to another, and everyone has his or her own way of managing daily stress and minimizing its potential problems. Less-than-desirable stress-management training only discusses this individuality; more effective training also provides a concrete means for each participant to individually and meaningfully relate to the discussion.

The use of a climate survey during the first phase of the Administrative Sources of Occupational Stress in the Correctional Setting program provides such personalization. Rather than just considering the most frequent sources of occupational stress experienced by correctional employees, the use of a climate survey allows the subsequent training to focus on those particular problems that are actually being experienced by both the participants and their staffs.

Also to this end, the program's second, training phase entails the administration of a battery of additional questionnaires. These focus on the participant's attitudes and values, lifestyle habits, and health and emotional problems relevant to stress and stress-management, and culminate in each participant being provided an individual, overall assessment of how he or *she* can personally better manage stress as well as minimize the stress-related problems described by the subordinate staff.

During the pilot program at Soledad, many participants, especially those who had previously participated in more general stress-management training, commented that they found the Administrative Sources of Occupational Stress in the Correctional Setting program particularly meaningful because of this highly personalized, individual feedback

Such personalization, however, does create problems. These are discussed next.

The Importance of Confidentiality

Correctional institutions breed distrust -- in dealing on a daily basis with conning inmates (and sometimes conning coworkers), many correctional employees understandably develop a skeptical and suspicious perspective. Such defensive postures are often brought to the fore in the context of a program focused on something as personal and possibly threatening as stress, its effects and its management.

Often, this distrust extends to higher-level employees, and those who generally perceive supervisory favoritism and vengefulness tend to strongly question the actual intention of departmental or institutional programs that are supposedly designed for their personal well-being. Many are concerned that a personal, revealing contribution to such a program will ultimately be used against them in job assignments, promotions, etc., and sometimes resist participating to the point of actual refusal.

Because the Administrative Sources of Occupational Stress in the Correctional Setting program entails the administration of a climate survey and several highly personalized workshop questionnaires, the issue of confidentiality becomes paramount. To provide the staff at Soledad full assurance of complete confidentiality, for example, the following measures were taken:

- > The whole program was implemented and coordinated by an outside consultant who was otherwise independent of affiliation with either the institution or the department. The selection of the stratified sample of staff to whom the climate survey was administered (through the mail and to the employee's home address) was also left to the consultant; neither the institution nor the department knew who contributed to the climate survey,

- > While the procedures of the program required that employees provide their names on the forms they completed, survey answer sheets were to be mailed directly to the independent consultant for scoring, and then either returned directly to the participant or shredded by an outside organization specializing in such. Completed workshop questionnaires were collected by the consultant on the first day of training, scored, and returned directly to the participant on the second day.
- > Preliminary meetings with both representative staff and union leaden were held prior to the program's implementation. During these meetings, the nature of the program was explained and concerns about confidentiality were addressed. The support of the department's Labor Relations office was also obtained.
- > Cover letters, one from the institution's superintendant and one from the program coordinator (Attachment 1), were mailed with the climate survey. Besides making clear all the aforementioned safeguards built into the program, these letters also provided personal assurances of complete confidentiality.

Despite these measures, only 47% of the sampled staff sufficiently completed and returned the climate survey. While this was generally sufficient for the subsequent statistical analysis, a higher response rate would certainly have been desirable.

Accordingly, any future application of the program in another institution should at least include the aforementioned measures to ensure confidentiality, as well as add whatever others are possible at that particular institution.*

The Importance of Credibility & Professionalism

The general atmosphere of skepticism described above often extends to the general concept of stress-management -- "meditating your life away," being "hippy happy," and general hocus-pocus are frequent connotations of what stress-management entails. To break through this barrier, any program offered to correctional employees should be structured in as strictly scientific and medical context as possible. Correctional staff relate better to getting rid of stomach acid than achieving spiritual oneness with the universe.

Relatedly, the instructor of the workshops should certainly not be a guru but should also be more than a trainer. Professional expertise in a relevant health field is required to prepare the extensive personalized feedback provided to each participant, and -- because it sometimes hits "raw nerves" -- to insure that the feedback is presented in a way that is most likely to be received constructively rather than upsettingly or defensively.

* One change we included in a more recent administration of the climate survey at California State Prison at Folsom, funded by the State Department of Corrections, was to not require names on the answer sheets. This is discussed more fully in the next section, which focuses on the climate survey in particular.

Another aspect of the instructor's credibility is his or her prior experience working in corrections. The consultant/trainer for the **Soledad** project was well-qualified professionally and had considerable related experience with non-correctional law enforcement organizations, but had done no prior work with a correctional facility. Until he had sufficient in-class time to fully develop the participants' confidence (final participant evaluations indicated that his overall instruction was outstanding), his lack of correctional work experience somewhat detracted from his effectiveness as a trainer. Accordingly, the choice of an instructor for any future adaptation of the program ought to be based on at least three criteria — general training ability, professional expertise, and experience in working with correction employees.

T H E C L I M A T E S U R V E Y

The Work Environment Scale (**WES**), published by Consulting Psychologist Press, Inc., was slightly modified for use as the climate survey during the pilot run of the **Administrative Sources of Occupational Stress** in the **Correctional Setting** program at Soledad (see Attachment 2).

The **WES** is often used in the resolution of disputed stress-related workers' compensation claims, and its initial standardization was based on a diverse sample of employees in a variety of occupations. Such standardization allows the comparison of an employee's (or group of employees') perception of his or her work environment to that of the "average worker in the average job."

This comparison is made with regard to several aspects of the work environment, each represented by a particular scale of the questionnaire. Extremes in the employees' description (represented by high or low average scores) identify the ways that their work environment differs from most others. While many of these differences simply characterize the unique (and sometimes positive) aspects of the employees' work environment, particular extremes are associated with widespread occupational stress.

These problematic extremes are identified in the following description of the climate survey's several scales:

SCALE DESCRIPTIONS

Work Environment Scale

Elements of Morale

Work Involvement -- Measures the extent to which employees describe the staff in their work environment as being dedicated to and enthusiastic about their work. Low scores indicate that they perceive a widespread lack of commitment to work responsibilities among themselves.

Cohesiveness -- Measures the extent to which employees describe staff in their work environment as being friendly and supportive of each other. Low scores indicate that they perceive widespread interpersonal friction and conflict among themselves.

Management Support -- Measures the extent to which employees describe the higher-level staff in their work environment as encouraging a cooperative team effort. Low scores indicate that they feel alienated from their superiors.

Nature of Work

Autonomy -- Measures the extent to which employees describe their responsibilities as entailing self-sufficiency and providing the opportunity for them to 'think for themselves. Low scores indicate that they find their work restrictive and personally unrewarding.

Task Orientation -- measures the extent to which employees describe their work environment as entailing efficiency and good planning. Low scores indicate that they frequently feel hindered by organizational roadblocks and disorganization.

Work Pressure -- Measures the extent to which employees describe their workload as being compatible with the time allotted for it. High scores indicate that they perceive frequently unreasonable deadlines, excessive overtime or work pile-ups within their work environment.

Conditions of Management

Clarity -- Measures the extent to which employees describe themselves as being provided with a clear understanding of their work responsibilities and the means of accomplishing them. Low scores indicate that they perceive widespread confusion concerning work responsibilities among the staff within their work environment.

Control -- Measures the extent to which employees describe their superiors as using structured rules and regulations as a supervisory tool. High scores indicate that they perceive their work environment as being depersonalized and regimented.

Innovation -- Measures the extent to which employees describe their superiors as being open and responsive to new ideas and fresh approaches. Low scores indicate that they perceive rigidity and stagnation within their work environment.

Additionally,

Physical Comfort -- measures the extent to which employees describe the physical aspects of their work environment as comfortable and conducive to their being productive. Low scores indicate that they perceive the discomfort of their working conditions as impairing their ability to work well.

It should be noted again that the norms established for the WES are based on the average work environment, not a correctional setting. As a consequence* problems within the work environment of an institution being surveyed can only be identified relative to that of the obscure "average job," not the typical correctional institution.

This lack of norms for correctional facilities was certainly a handicap in using the WES in the pilot program at Soledad -- it impaired distinguishing, during the second-phase training, those problems unique to Soledad (and perhaps most under management's immediate control) from those that are more "built-in" to any correctional facility. This limitation, however, was partially offset by our having included two additional, open-ended questions with the WES. These additional climate survey questions were as follows: "What aspects of administrative functioning or policy do you find particularly stressful," and "How might management reduce or eliminate this stress?" During the second-phase training, the discussion generated by the staffs' responses to these questions helped isolate, although subjectively and still without a comparative baseline, several problems particularly characteristic of Soledad and most under local management and supervisory control.

Nonetheless, the establishment of correctional norms for the WES will certainly augment the usefulness of the WES in any future use of the Administrative Sources of

Occupational **Stress** in the **Correctional Setting** program at other **correctional** facilities. Recognizing **this**, we **hope** to soon be able to initiate, in conjunction with the California Department of **Corrections**, a program aimed at **establishing WES** norms for correctional institutions throughout the state. **Once these norms are available**, we will gladly **share them** with any correctional **department** or facility that intends to **implement** the program in the future.

During the pilot program at **Soledad**, the climate survey (composed of the **WES** and the **aforementioned two open-ended** questions) was mailed by the **consultant** to the homes of a **randomly-chosen**, stratified (according to employee function and level) **cross-section** of the staff. **Forty percent** of the staff were surveyed. As noted in the previous section, while **complete** confidentiality was **assured** and maintained throughout, only 47% of those surveyed responded.

In considering this relatively low **response** rate, it seemed likely that it might have **been caused by** having **required** the sampled staff to include their names on their climate survey **answer sheets** (this was done to facilitate assigning each participant to the various groupings among which we wanted to **localize** the **evident** staff problems). Accordingly, in a **subsequent**, independent administration of the **WES** to the full staff of the California State Prison at **Folsom**, we did **not require** names on the answer sheet but instead had the employees classify themselves along the various staff groupings we wanted to distinguish (**see Attachment 3**).

This **procedure**, surprisingly, did not generate a higher **response** rate than obtained at **Soledad**. Many **Folsom** staff, however, noted on their **answer sheet** that the various groupings **into which they were** asked to classify themselves were so specific and thorough that individuals could often be identified even without their name on the form. **Indeed**, some saw the classification **scheme** as a **"*management trick"** and would have preferred a straightforward request for their name.

Nonetheless, the **procedure** used at **Folsom** seems to be, considering **all**, a **more efficient** means of administering the climate survey in a correctional environment. Accordingly, we **suggest** that any future adaptation of the program use a checklist of **employee** categories (perhaps less well-defined than used at **Folsom**) rather than requiring employee names. Also, it is worth considering **another possible improvement** (although costly) **relative** to our initial efforts -- namely, the administration of the climate survey during face-to-face group **meetings** with the staff, rather than by mail.

Getting back to the pilot program at **Soledad**, surveyed staff returned their **completed** answer sheets, through the mail, directly to the program consultant for scoring and analysis. The consultant then prepared a confidential report that summarized this analysis and **identified and localized** several significant **administrative sources** of occupational **stress** that were being experienced by the **Soledad** staff. The report was distributed among top administrative staff at both the institution and department headquarters in **Sacramento**, and a meeting held for them to question the consultant about the observations, conclusions and suggestions presented in the report. The following week, the training **classes** were begun.

T H E W O R K S H O P S

During the program's pilot run at **Soledad**, a series of two-day training workshops were started **approximately** six weeks after the administration of the climate survey. Provided to the institution's managers and supervisors, these workshops were composed of 20-25 participants (a comfortable, although perhaps larger than ideal number) and had two general **objectives** -- first, to help the managers and supervisors recognize, discuss and **reduce the evident** problems experienced by their staffs that ● **menate** from administrative functioning and policy, and **second**, to help the participants better cope with the **occupational stress** that they themselves described on the **climate** survey.

At **Soledad**, the managers and supervisors were assigned into workshops according to their position -- the first workshop was generally for top-level administrative staff, the second generally for their immediate **subordinates**, and the successive ones for **decreasing** levels of supervisors (down through sergeant). This arrangement was used to facilitate communication **between each** workshop's participants, but it was **evident** by the conclusion of the pilot program that our real concern should **have** been to **facilitate** communication **between the different** management/supervisory levels that we had instead **segregated**. In **future** adaptations of the program, it is worth waiting to decide on whether to have homogeneous or heterogeneous groupings until after the institution's problems are made evident by the climate survey. An additional alternative, **noteworthy** because it would facilitate **both types** of communication at appropriate times, would **be** to schedule the participants into **homogeneous** groups for the first day of the workshop, and then reassign them into **heterogeneous** groups for the second day.

A fairly **detailed** workshop outline is provided as **Attachment 4**. **Copies** of this outline (along with the instructor's professional resume, **Attachment 5**) were distributed to the managers and supervisors at the beginning of **each** workshop. The following considerations pertain to the topics listed in the outline, and casually **add some** additional thoughts relevant to instructing the workshop, many of which were **not realized** until the program's trial run at **Soledad**. Unlike the attached outline, the topics are **arranged** in the order of presentation, and a suggested **timeframe** is provided.

TOPICS, TIMEFRAMES & TRAINING TIPS

Introduction to the workshop - the first third of the morning, Day 1

The first minutes of the workshop are particularly important in that the instructor's credibility and the participants' openness -- as discussed earlier, potential problems -- are established.

More so than is true for employees in non-law enforcement occupations, it is important to keep the discussion as much as possible in the context of the participants' work environment. From the start, keep in mind that the best illustrative examples (as well as humorous sidenotes) are those that can be related to correctional work and problems.

During the introduction, the purpose of the training should be presented in terms of the high incidence of stress-related health problems experienced by correctional employees. (In the Soledad pilot, it was evident that participants were considerably more open to discussing potential physical rather than emotional or family problems, and for this reason consideration of these problems ought to be in the given sequence.) Discuss how these problems can affect job performance and morale in a correctional setting.

Recognizing the high incidence stress-related problems among correctional officers, the participants are then encouraged to discuss "Why?". After briefly considering some of the types of stress associated with correctional work, the question "What do you do about it?" is asked. Be prepared for a barrage of creative (as well as often healthy) answers, and direct the discussion to briefly consider the use and abuse of alcohol and tranquilizers. (At the same time, describe the side-effects of medication for hypertension and other physical stress-related ailments.)

To conclude the introductory section, emphasize that since stress is something the participants must try to manage -- and perhaps often have trouble doing -- one purpose of the training is to simply help them get better at it. As simple as that, and considering the high incidence of stress-related problems, also as important.

To now bring the focus to workshop-related staff concerns, ask the managers and supervisors if much of their on-the-job stress comes from "upstairs," and then point out that their subordinates would say the same thing! In this context, end the introduction by formally acknowledging both the personal and interpersonal objectives of the training, as defined on the participants' outline. Then take a break.

The Nature of Stress - the second third of the morning, Day 1

Begin again by pointing out that despite the previous discussion, the term "stress" had yet to be defined. Develop a definition in terms of the physiological stress reaction. Point to the reflex's adaptive effect on most body systems in terms of providing arousal for "fight or flight."

Then point to its frailty. Using a timeline graph, illustrate the reflex's gradually increasing turn-off time when it is overused or abused (i.e., when the arousal has to be held in). Illustrate how, in effect, the stress reaction can become "locked-on" if we're overloaded with stressful input.

Now ask "How much input do we have, and where does it come from?". Administer the self-scoring Stress Input Checklist (Attachment 6) and discuss the results. Then administer (or, for some participants, readminister) the WBS for later scoring by the instructor during the break for lunch.

The participants will have readily identified with the concept of a "locked-on stress reaction." Capitalize on this by now pointing out then when it becomes locked-on, the stress reaction strains each of the bodily systems it usually boosts. Describe how this strain has highly variable and individual consequences (depending on things like lifestyle habits, family history, and even perspective), but that it is the basis (i.e., the underlying cause) of each of the previously-discussed, stress-related physical and emotional problems (which are actually symptoms of the locked-on stress reaction).

Using the concept of a locked-on stress reaction, describe in detail how stress contributes to common physical (hypertension, ulcers, respiratory, immunity) and emotional (anxiety, depression, hostility, conversion) medical problems.

Before taking another break, point out that "Good stress management entails being able to control your stress reaction so that it doesn't control you!"

Administration of Additional Questionnaires - the last third of the morning, Day 1

After the break, summarize and ask for questions (much of the immediately preceding was probably a lecture). Then administer the self-scoring Productivity Impairing Stress-Related Symptoms checklist (Attachment 7) to enable the participants to better recognize stress-related early-warning signs in both themselves as well as their coworkers and subordinates.

Use the remaining time before lunch to administer the three questionnaires focused on management style (the Bureaucratic Orientation Inventory, Attachment 8, a modified version of the Psychological Corporation's Work Environment Preference Schedule), attitudes and values (the Perspective Buffering Ability questionnaire, Attachment 9) and lifestyle habits and personal health (the Holistic Health Survey, Attachment 10). Explain the focus of each in the terms of the morning's considerations, and also that the questionnaires have to be scored for them and will be returned on the second day of training for further discussion. (Names, obviously, have to be required on the answer sheets, but by this time the instructor has hopefully won the participants' confidence.)

Just before breaking for lunch, distribute copies of the report summarizing the institution's climate survey results. Give the participants an extra half-hour at lunch to read the report before meeting again that afternoon.

The Overstressed Employee - the first half of the afternoon, Day 1

The participants will likely be more than ready-to-go when they return from lunch. Plan for the first fifteen minutes or so to be a relatively unstructured, open discussion of the staff problems they had just read about in the climate survey report.

As things settle down, review the scales and the average scores obtained by the institution's staff and spend the next hour discussing these problems and how they might be reduced. Strive to keep the focus constructive — don't let finger-pointing even gain a toe-hold! — and distinguish between those problems that are a hard-core reality of correctional work and those that are under actual management and supervisory control (the eventual establishment of WES norms for correctional work environments will substantially facilitate this).

The content of this discussion focuses heavily on the information and suggestions provided in the climate survey report, and will certainly vary from institution to institution.

As the discussion begins to wind down, distribute the participants' scored WES answer sheets, which indicate just what each participant personally perceived as problematic within his or her own work environment. Have the participant's compare their scores to the averages of the most relevant staff grouping given in the report. Point out that problems perceived by a participant but not their immediate coworkers are likely to be an outgrowth of the participant's attitude or values, a topic to be considered on the second day of the workshop. Then take a break, suggesting that the participants refrain from caffeinated beverages until the end of the day's training.

The Relaxation Response - the second half of the afternoon, Day 1

When the participants return from their break, discuss the importance of turning-off (if not avoiding) a locked-on stress reaction by the end of the day. Question again how the participant's settle down after a stress-filled day, and have them distinguish the times when they're successful in doing so from those times when they're not (and have to go to bed that night with a "wired but tired" feeling). Channel the discussion to get the participants to realize that whether or not they're successful depends on whether their means of relaxing sufficiently diverts their thinking from the sources of stress they've experienced (or are going to experience) — ● emphasize that most means of relaxing are pleasant preoccupations for our thinking.

The participants will likely agree that it is often difficult to turn-off a locked-on stress reaction because the thinking, even though it is being channeled into what's relaxing, often wanders to the problems, keeping the stress reaction on. Suggest that a more effective means to their end might be to simply turn the thinking off, rather than try to divert it away from the problems.

It's at this point that some participants are likely to express negative connotations (e.g., meditating hippies) about what's being developed in the discussion. Respond by pointing out that what's being considered is so basic it's really much more like "grandpa's cat nap," the kind of fifteen-minute nap that gets you going again rather than leaving you wanting more sleep.

At this point it might also be advisable (especially if the negative connotations were strongly expressed) to distinguish (in terms of mental alertness and activity, as measurable on an EEG) between being awake, asleep, dreaming and a fourth, effectively relaxed state (where alertness without activity prevents thoughts, because they're absent, from drifting to the stressful problems, and thereby allows the stress reaction to completely turn off).

Present straightforwardly as a simple physiological reality that whenever a person is in this "awake without thinking" state, the stress reaction is always completely off. Have the participants try to stop thinking.

Most will be unable to **do so**, and **argue** that it's impossible. Point out that it happens by itself at least **twice a day** (as a **transition between wakeful** and sleep states) and that the **reason** it appears to **be** impossible to **control** consciously is **because they** simply **didn't know how to do it**.

Challenging the **participants** to figure it wt for themselves; use "highway hypnosis" as an example to help them identify the importance of repetition in consciously turning-off thinking. **Then distribute the Guidelines to Effective Relaxation handout (Attachment 11) for the participants to carefully read.**

Using **the** instructions it provides, have the participants practice **the** effective relaxation. Do so in two stages — have **them** try to **relax** for 5 minutes first, discuss what they experienced, and then for 15 minutes more.

Then again discuss what they experienced — most of what will **be** brought up will **be** explicable in terms of the physiological **changes that** take place **when** the **body** becomes completely relaxed. Suggest **the book**, The Relaxation Response for **further** information.*

Host **participants** will **be very surprised how relaxed** they got in **just a few minutes**. Point out that the real difficulty of this approach to managing stress is not how to **do it, but instead is that** it has to **be done** with **daily regularity**. Motivate **the participants to practice the** effective relaxation **once or twice each day between then and the second training day, when it will be** discussed again. Be sure to answer all **questions, and break for the day.**

Starting-Off Aagain - the first half of the-morning, Day 2

The **second training day should be at least one week** after the first. Scheduling at Soledad dictated having them a month apart, longer than ideal. The time **between the two days provides** the participants the opportunity to **practice the relaxation** response, but **more than two or three weeks somewhat interferes with the continuity of the program.**

The **second day begins** with a detailed **summary** of Day 1's topics and discussions. **Work toward** discussing the **participants'** experience with the relaxation technique. Elicit **questions** and **fully discuss any** problem the participants **encountered**. **Capitalize on those who have already experienced some noticed benefit from better relaxing. Reconsider other potential benefits.** Have the participants effectively relax for 20 **minutes.**

Then reconsider the climate survey report. Discuss its impact on the staff **since it was** "made public" on Day 1 as well as the **reaction** of the institution's administration to the **findings and how they plan to deal with the evident, institution-wide problems.** (At Soledad, this was **ascertained during the workshop composed of the administrators; in other applications of the program, it might be necessary to hold an additional meeting with the administrators between the two workshop days to find out their overall reaction and intentions.**) **Consider what, as supervisors, they need to do** as a group to **reduce** their subordinates' stress. Point **out** the next consideration will focus on what they **need to do** individually with regard to their particular **management or supervisory style. Then take the morning's first break.**

-
- Benson, H., M.D., The Relaxation Response. Avon Books, New York; 1976.

Attitudes+ Values & Management Style - the second half of the morning, Day 2

When the participants return, distribute their scored answer sheets from the **Bureaucratic Orientation Inventory** they had taken on the first training day. This questionnaire measures attitudes and values relevant to fitting into a bureaucratic work environment (subordination, rule-conformity and impersonalization). Discuss how low scores suggest sources of stress for the participant, but how high scores suggest ways the participant might be causing stress among his or her subordinates.

As the discussion generated by the BOI winds down, discuss more general attitudes and values. Direct the discussion to those changes in attitude that are encouraged as a means of coping with the kind of stress experienced in correctional work (increased emotional control, more authoritarian, ● fc3 Then question how these can manifest at home (callous, self-righteous, bossy), and contribute to the kinds of family problems common among correctional (and other law ● nforcement) personnel.

Then distribute the participants' scored answer sheets from the **Perspective Buffering Ability questionnaire**, also taken on the first training day. This questionnaire measures more general attitudes and values relevant to stress-management (responsibility, rigidity, past and future orientation, expressiveness, trust, self-esteem and emotional reactivity). Discuss how either high or low scores on each of the scales open the door for experiencing certain kinds of stress, both on- and off-the-job, and certain kinds of stress-related symptoms. Have the participants question whether these common relationships pertain to them personally. Describe the value of tempering perspective extremes that are indeed problematic. Discuss, for each scale, relevant "tricks of the trade" to help them do so. Point out the need to avoid "going from one extreme to the other."

(Note that the discussion is getting more and more personalized and increasingly likely to elicit defensive reactions. Be prepared to deal with these, and minimize them by introducing each extreme in terms of the positive it also implies about the individual.)

During the pilot of the program at Soledad, an additional report that was prepared between the two training days and entitled **Perspective, Lifestyle, Health & Morale Among the Managers & Supervisors of the California Correctional Facility, Soledad** (available on request), was distributed to the participants at the end of the morning meeting on Day 2. The participants were then given an extended lunch break and asked to read the report by the time they returned.

Final Considerations - the first half of the afternoon, Day 2

The aforementioned report summarized the actual relationships that were evident among the 149 managers' and supervisors' scores on the climate survey and various other questionnaires they had taken on Day 1. It pointed to several significant relationships between their bureaucratic values, general attitudes and lifestyle habits, on one hand, and the health and morale problems they described, on the other.

When the participants returned from lunch, the findings and conclusions presented in the report were fully discussed in the context of just what -- as described by the participants themselves -- contributes to a healthy and happy life as well as successful adjustment to Soledad's correctional work environment.

Note that this report, while not originally included in the program's plans and design, provided additional important **personalization** as well as a **concrete** context for the participants to discuss lifestyle habits relating to nutrition, exercise, drinking/drug abuse, etc. It is **strongly** recommended that a similar group **summary and analysis of the participants' questionnaire scores** be included in any future adaptation of the program at another institution.

As the discussion generated by the group findings slacks off, take the mid-afternoon break.

Wrapping It Up - the second half of the afternoon, Day 2

After the afternoon break, summarize the **conclusions** of the previous discussion, and take the **personalization** one step further by providing each participant a written, individualized summary of the feedback provided by the training (prepared by the consultant between the two training days). These **Lifestyle & Perspective** Assessments can be organized in a variety of ways -- at Soledad, they were arranged in terms of the extreme **PBA** scores obtained by the participant. For each extreme score there were three sections -- first, the personal qualities associated with the extreme; second, the types of stress and the potential health or interpersonal problems often experienced by people who are extreme in that way; and third, suggestions as to how the participant can temper the particular extreme and minimize or avoid the stress it would be likely to otherwise generate. The potential problems that were described by that participant as actual problems on the other questionnaires were asterisked. An example of one such summary is included as Attachment 12.

Have the participant read his or her lifestyle & Perspective **Assessment** carefully. Then describe the **intended** follow-up evaluations (discussed in detail in the next section). End the workshop 30 or so minutes early in order to give the participants the formal opportunity to individually and confidentially speak about or question the personalized feedback they had been provided.

PARTICIPANT FEEDBACK &
ADDITIONAL CONSIDERATIONS

At the conclusion of the second training day, a brief workshop evaluation form (Attachment 13) is distributed to the participants.

In completing this form, more than 83% of the Soledad respondents answered affirmatively (2 or 3 on a scale from 0 to 3) to questions about whether they thought the training would help them better manage stress, improve health or lifestyle, or be more effective on-the-job. In addition, 89% of the participating managers and supervisors found the climate survey report both informative and useful, and 90% felt that similar training would benefit the subordinate staff.

Few constructive suggestions or criticisms were provided in response to the open-ended questions asking for such -- the relatively few participants who tended to be critical of the training usually didn't provide any comments at all, or commented only about the discomfort of our training room. Many did, however, comment favorably about particular aspects and benefits of the training. A sample of these follow--

"The highly definitive analysis of stressful factors among employees at CTF by employee classification enables me to construct an ambitious 'Action Plan' to rectify these conditions. I feel I have gained valuable management information from this exercise. I support the expansion of this project to all other institutions in the Department.... Dr. Ratner was highly motivated and effective in his presentation and his assessment materials and data were first rate." (Superintendent)

"Enjoyed 95% of it. Learning different approaches, causes, techniques to relieve stress was excellent.... Needs to be given to our C.O.'s and hopefully other institutions and Central Office. Outstanding.... CDC needs this." (Chief Deputy)

"This program should be made available to as many of the subordinate staff as possible." (Program Administrator)

"Excellent program in a sea of mediocre ones!" (Psychiatrist)

"I now better understand stress, what it is and how I can deal with it.... It has been an education." (Trades Supervisor)

"It's high time this was done!" (Education Supervisor 1)

"Good training -- really enjoyed it. Should be afforded to all." (Supervising Counselor)

"Interpretation of the various surveys proved most interesting and informative. Excellent concept and approach to meaning of stress." (Captain)

"All of the training was significant. . .Instructor very well versed in his material/presentation. Recommend for line staff." (Lieutenant)

"The training pointed out the negative problems I have (high blood pressure, heavy drinking)... and I will personally benefit [now] that I can better manage stress because of this class." (Lieutenant)

"The presented information will be very beneficial to myself and all others present. The stress associated with the job is a big factor in morale. Now we have learned to deal with it. Thanks!" (Sergeant)

"You hit a lot of my personal problems on the head -- very enlightening class." (Sergeant)

"An excellent class that gave me a lot of useful information." (Sergeant)

"Thank you. I needed this." (Trades Supervisor)

Since the completion of the program, two long-term follow-ups have also been administered. The first of these entailed the mailing of the Workshop Follow-Up form (Attachment 14) to each of the participants two months after conclusion of the workshops. The second, six months after the last workshop, entailed a readministration of the WBS questionnaire to a portion of the staff that was sampled during the initial climate survey.

Two-Month Follow-Up Results

Approximately 72% of the participants completed and returned the two-month follow-up questionnaire. Of these, 83% reported at least one positive change in their lifestyle -- 36% were exercising more frequently than they did prior to the training, 60% were relaxing more often, and 72% described a constructive change in attitude or perspective. In addition, 36% of the respondents who drank report that they were drinking less than they did before the training.

Even more significant, 71% of the respondents who had been previously assessed (during the initial training) as being "heavy drinkers" reported that they were drinking less since the workshop.

In addition, 51% of the respondents reported improvement in stress-related health problems (in contrast to only 15% reporting a worsening of such problems) -- 32% described fewer physical symptoms and 44% described fewer emotional symptoms.

Furthermore, these health benefits were particularly apparent among those who had been assessed during the workshop as having substantial stress-related health symptoms -- 63% of such respondents reported improvements. Among those who reported exercising and relaxing more frequently, 78% described improvement in stress-related health problems.

In addition, 32% described their morale as having improved since the training; in contrast, only 9% described worsened morale. Relatedly, 41% of the respondents described their superiors as having become more aware of and sensitive to on-the-job stress among the CTF staff.

These morale benefits were most apparent among those respondents who had been previously assessed as having good, initial morale -- 44% of such respondents reported their morale as having improved since the training. Nonetheless, substantial on-the-job benefit were also evident among those who initially had average or poor morale -- 26% and 31%, respectively, of such respondents reported improvement in their morale.

The following comments were representative of those provided by the respondents describing the benefits they attributed to the program:

"The training provided another perspective from which to view the demands of my job."

"Less tension -- more patience and confidence."

"I don't become as upset about dumb things that occur on the job."

"I maintain a better, calmer attitude toward work."

"Less irritable -- I take a more calm approach to arising situations."

"I am less tense at work and the time I spend at home is more "quality time" with my family."

"When I relax now, the muscles around my face, arms and shoulder relax, and I've had much fewer headaches."

"My thinking has become clearer, my mind less cluttered. I'm maintaining a better attitude, outlook."

"I am able to function better both at home and at work"

"Less headaches and anxiety."

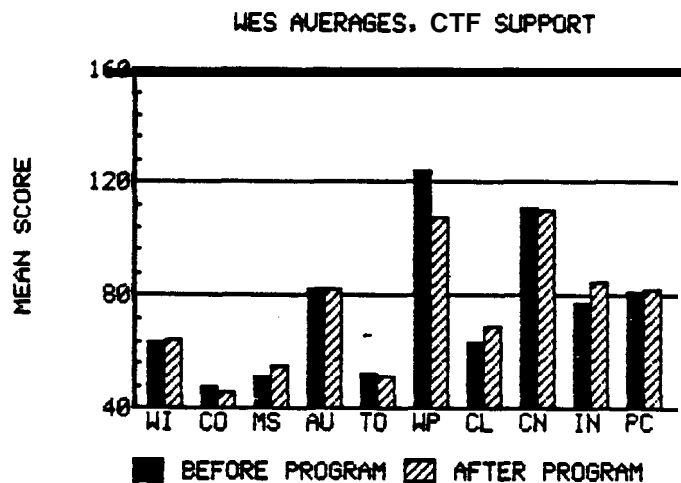
"More relaxed, easy to unwind emotionally and physically."

"I believe I'm resting better at night. I'm not so tired at the end of the day."

Apparently, many of the workshop participants derived substantial and meaningful benefit from the program. The six-month follow-up assessed whether some of this benefit "filtered down" to rest of the staff.

Six-Month Follow-Up Results

Six months after the completion of the workshops, a stratified (by employee function and level) sample of 80 Soledad rank & file who responded to the initial climate survey were randomly chosen and requested to retake the WES. The following figure illustrates the average “before” and “after” scores obtained from the 62 employees who responded to the follow-up. (Refer to pages 9 and 10 for full scale descriptions, and note that the average range for non-correctional work environments is 80-120 for each scale).



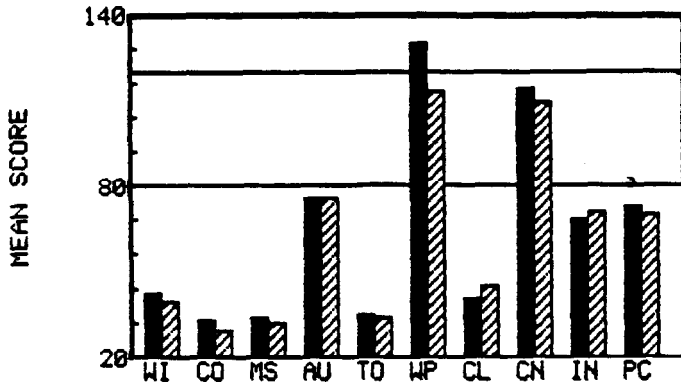
As is evident, there was little before/after change either in the respondents' morale (the first three scales) or in their perception of most work environment components that influence morale (the subsequent scales), with the notable exception of less work pressure (WP; $t=2.81, df=61, p<.05$).

However, it seems most likely that this change, rather than resulting from their managers and supervisors having participated in the program's training, was instead due to recent increases in staffing at the institution, and the concomitant reduction in overtime requirements.

A further analysis though revealed that additional before/after changes were evident among a particular grouping of the respondents. More specifically, this analysis entailed dividing the respondents into three approximately equal-size groups according to their initial overall morale (as measured during the initial administration of the climate survey). Those in the “Low Third” initially had the lowest average score on the three morale scales, those in the “Middle Third” initially had the mid-range average scores, and those in the “High Third” had the best initial morale.

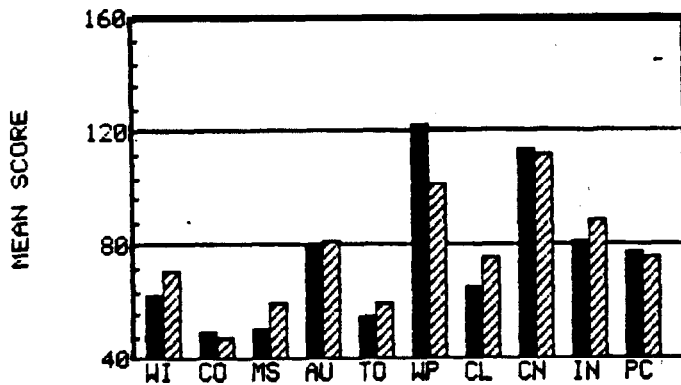
The following graphs illustrate the before/after changes described by these groupings of the follow-up respondents:

WES AVERAGES, LOU THIRD



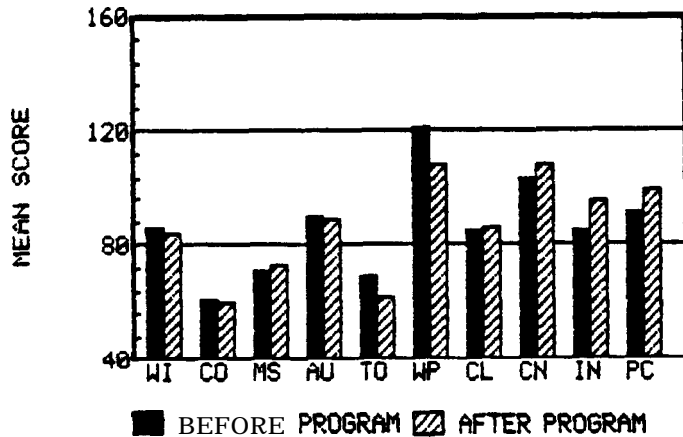
Among those that had the lowest initial morale, the only significant change was the widely-perceived decline in work pressure ($t=2.23, df=18, p<.05$). (Note that the "Mean Score" scale for this grouping is different than in the other graphs.)

WES AVERAGES, MIDDLE THIRD



In contrast, those that had moderate initial morale (relative to the rest of the subordinate staff) described several other significant changes. Besides work pressure being lower, this grouping perceived significantly more innovation (IN) and clarity (CL), and while still problematic, their morale -- with regard to both management support (MS) and work involvement (WI) -- showed significant improvement ($t>2.29, df=22, p<.05$).

WES AVERAGES, UPPER THIRD



Those who had the best (i.e., least problematic) initial morale also described the widely-perceived reduction in work pressure. In addition, they noted significantly more innovation, but also significantly less task orientation (TO; $t>2.46, df=19, p<.05$).

Apparently, the "filtering down" of program benefits depended on the morale of the rank & file employee. Those with mid-range morale noted several improvements in their work environment that were very consistent with what one would expect given the nature of the initially-identified problems at Soledad as well as the particular remedial actions made in response to them.

The program's indirect benefits, however, did not reach those rank & file with either particularly poor or relatively good morale. Perhaps those who had relatively good morale were less receptive to the work environment changes aimed at overcoming the morale problems made evident by the climate survey than were those who had initially perceived the problems to a (somewhat) greater degree. It might even be argued that those with good morale saw many of these changes as unnecessary -- although their morale did not decline, they perceived a surprising but significant reduction in task orientation since the program had begun.

Unfortunately, the program afforded the least indirect benefit to those rank & file who had the poorest initial morale. Apparently, their poor morale and alienation from their job made them relatively insensitive to the work environment changes prompted by the program.

This conclusion highlights an implication made in the introduction of this report -- namely, that while they have overlapping objectives, the Administrative Sources of Occupational Stress in the Correctional Setting program is not a substitute for the more usual provision of stress-management training to rank & file staff. The indirect benefits afforded subordinate staff by the current program do not appear to significantly improve the morale of those who need the most help; such rank & file would likely derive more benefit by being directly afforded a concrete opportunity to learn personal stress-management skills. Ideally, one should wage a two-front war, so to speak, on the occupational stress within an institution -- the provision of the current program to an institution's managers and supervisors, complemented by the provision of personal stress-management training to the subordinate staff. Like the training entailed in the current program, such support staff training could also be made particularly relevant and well-directed by focusing on the significant rank & file problems previously identified by the climate survey.

In all, the results of the 6-month follow-up, along with the feedback provided by the workshop participants and the 2-month follow-up, clearly indicate that the pilot program at Soledad was mostly successful in achieving its general objectives. Throughout this report, several suggested improvements in procedure and design derived from our experience there have been highlighted, and consideration of these in future applications of the program at other institutions will further add to both the staff and institutional benefits it provides.

ATTACHMENTS

- Attachment 1 -- Climate Survey **Cover** Letters
- Attachment 2 -- The Climate Survey and Answer Sheet
- Attachment 3 -- Folsom Prison Answer **Sheet**
- Attachment 4 -- workshop outline
- Attachment 5 -- Consultant/Instructor Resume
- Attachment 6 -- **Stress Input** Checklist
- Attachment 7 -- Productivity-Impairing **Stress-Related Symptoms**
- Attachment 8 -- Bureaucratic **Orientation** Inventory
- Attachment 9 -- Perspective Buffering Ability **Questionnaire**
- Attachment 10 -- Holistic Health Survey
- Attachment 11 -- **Guidelines** to Effective Relaxation
- Attachment 12 -- Lifestyle & Perspective Analysis (sample)
- Attachment 13 -- **Participant Evaluation**
- Attachment 14 -- **Workshop** Follow-Up Questionnaire



AIDE Behavioral Services
P.O. Box 41233 • Sacramento, CA 95841
(916) 969-9155

Training • Consultation • Publication

August 10, 1984

Given the extreme overcrowding and generally stressful atmosphere within most correctional facilities, the CDC -- in conjunction with the National Institute of Corrections -- has contracted with us to develop and implement a comprehensive stress-management program for its employees.

During the next several months, the Soledad staff will be provided the opportunity to participate in this program, which is directed at both (a) reducing the existent stress within the staff's work environment and (b) providing training designed to enable the staff to better avoid stress-related problems.

The program consists of several successive phases:

- (1) The administration of a *climate survey* to a randomly-chosen cross-section of the staff. This survey will focus on confidentially identifying and localizing those sources of occupational stress that are an outgrowth of administrative functioning and policy, and will provide CDC and Soledad management with input that will allow them to meaningfully address any widespread on-the-job problems and administration-caused sources of stress experienced by yourself and your coworkers.
- (2) The provision of *stress-management training* to the Soledad staff. During the training, the problems made evident by the climate survey will be discussed, and participants will be provided the opportunity to develop personal stress-management skills and insights that will enable them to better cope with the stress inherent in correctional work.
- (3) The administration of several *follow-up questionnaires* designed to assess the degree of actual improvement in both (a) the problems identified in the climate survey and (b) the health and well-being of those who participate in the training.

You are among the approximately 350 *Soledad* employees randomly chosen to participate in the initial phase of the program. To do so, please respond to the enclosed climate survey questionnaire and return the completed answer sheet directly to me using the post-paid envelope provided (approx. completion time: 30 minutes).

Return only the answer sheet, and be sure to do so by no later than Friday, August 17th.

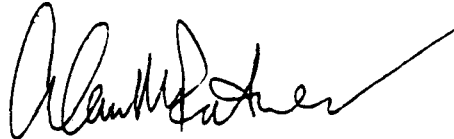
Please accept my full assurance that your individual answers will be held in the *strictest professional confidence*. Since our objective is to identify problems that are widespread rather than an outgrowth of any single individual's biases, the only information presented in our survey report will be the *average scores* of various groupings of employees. Your name is required only to allow us to determine into which of these groupings your scores will be averaged. No one outside of AIDE will see your individual answers or scores, so be honest and open in responding to the questionnaire.

To provide further assurance of confidentiality, let me add that the overall stress-management program has the full endorsement of your union. Having recently met with several union representatives to discuss the program, they are completely aware of the survey's purpose and procedure, and clearly recognize that management must first concretely assess and identify problem-areas before they are able to direct constructive attention to them.

This is a unique and meaningful opportunity for you to confidentially contribute to such an assessment, and to influence management direction, policy and functioning in the future.

Thank you in advance for your prompt cooperation. If you have any questions, feel free to give me a call.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alan M. Ratner", with a long horizontal flourish extending to the right.

Alan M. Ratner, Ph.D.
Director

pm
encls.

WORK ENVIRONMENT SURVEY

Respond 'True' or 'False' to the following items by putting an 'X' in the appropriate space on the answer sheet. Go with your initial, 'gut' reaction -- thinking too long will just bring to mind the exceptions, and make you want an 'in-between' answer, which is not an option. You'll sometimes answer in terms of your immediate work surroundings, sometimes in terms of Soledad overall, and sometimes in terms of CDC in general. That's fine -- your 'work environment' includes all you perceive or experience from where you are at work. Answer each item honestly and openly.

1. **Mb**st people I work with never volunteer.
2. My co-workers take a personal interest in each other.
3. **E**mloyees are criticized over minor things.
4. I can generally do things the way I like.
5. I work for a work-oriented, highly efficient organization.
6. It's hard to get people to do extra work.
7. My coworkers are usually frank about their feelings.
8. Where I work, supervisors usually talk down to the workers.
9. Learning is encouraged, even if it is not relevant to work.
10. Work rarely gets put off until the next day.
11. People take pride in the organization.
12. People I work with often talk behind others' backs and cause trouble.
13. Employees usually feel free to ask for a raise in salary.
14. Work is done without much supervision.
15. Considerable attention is paid to getting work done.
16. There's very little group spirit.
17. People who differ greatly from the other workers have a hard time.
18. Supervisors really support their workers.
19. Workers can do things on their own initiative.
20. **Mb**st emloyees are pretty inefficient.
21. I find my work quite challenging.
22. Co-workers usually eat meals together.
23. Supervisors generally discourage criticism from below.
24. **Mb**st employees do not try to be a bit unique.
25. There is pressure to finish work before taking a break.
26. Generally, the work is very interesting.
27. People go out of their way to make a new employee feel comfortable.
28. Far too much is expected of us at work.
29. When a problem arises, we're expected to be self-reliant.
30. People often come to work late.
31. Many of my coworkers are just passing time.
32. Personal problems are often shared between coworkers.
33. People usually get complimented when they do something well.
34. Supervisors regularly meet with employees to discuss future work goals.
35. Inefficiencies waste a lot of time.
36. My co-workers try hard at what they do.
37. The atmosphere at work is pretty impersonal.
38. Ideas contributed by employees are fully recognized by superiors.
39. Only a few employees have important responsibilities.
40. The people I work with value getting a lot done.

OVER....

41. **fly work place is quite lively.**
42. **After work, coworkers rarely do things** together.
43. **Employees discuss personal things with** supervisors.
44. Workers are **supposed to make their own decisions.**
45. My coworkers work very hard.
46. **You can take it easy and still finish your** work well.
47. **Policies and rules are in a constant state of** change.
46. **Supervision is continuous and close.**
49. **New ways to do things are rarely given a** chance.
50. fly work area is very crowded.
51. Work always **has a deadline.**
52. **Occasionally, things** are pretty disorganized.
53. **An employee who arrives late can make up for it by** staying late.
54. **Change and variation are not especially** important.
55. My work area **is well ventilated.**
56. There is **no** time pressure.
57. **Employees are provided full explanation of** their work **benefits.**
58. Workers are **expected** to strictly conform to rules **and customs.**
59. **Doing things** a different way is valued.
60. **It's often** drafty at work.
61. There's hardly **any time to take a break** to relax.
62. **We** are encouraged **to be neat and** orderly.
63. **Employees are expected to follow set rules in** doing their work.
64. **Things at work** rarely change.
65. **Sometimes the** temperature gets too hot.
66. Everything is always urgent.
67. **Rules and regulations are somewhat vague and** ambiguous.
68. **Supervisors do not often yield to employee** pressures.
69. **New and different ideas are often** tried out.
70. There is **sufficient lighting in the** work areas.
71. It's very hard to keep up with the work load.
72. Supervisors **have clearly defined** responsibilities.
73. **Following policy and procedures is** strictly **emphasized.**
74. **The same procedures have been followed for** quite a while.
75. **The workplace would benefit from some new** interior decoration.
76. **Employees often have to work** overtime.
77. The details of **an assignment are usually** explained.
76. Employees are rather **closely watched.**
79. The workplace has a **novel, fresh atmosphere** about it.
80. Furniture **and decorations are in good** taste.
81. There is **constant** pressure to **keep** working.
82. Workers are **confused as to what they're** **expected to do.**
83. **Rules and regulations concerning employees** are pretty well enforced.
84. **Things at work always seem to be** changing.
85. **The colors and decor of the workplace** make it warm and cheerful.
86. **Nobody works** too hard.
87. **Assignments are well-planned.**
88. **Employees are allowed to be as individual as** they like to be.
89. **We'd be the first to try out a new** idea.
90. Furniture is **usually** well-arranged.

PLEASE ALSO RESPOND TO THE TWO QUESTIONS ON THE REVERSE-SIDE
OF THE ANSWER SHEET.

WORK ENVIRONMENT SURVEY

ANSWER SHEET

Name (please print) _____

T F	T F	T F	T F	T F
1 __ __	2 __ __	3 __ __	4 __ __	5 __ __
6 __ __	7 __ __	8 __ __	9 __ __	10 __ __
11 __ __	12 __ __	13 __ __	14 __ __	15 __ __
16 __ __	17 __ __	18 __ __	19 __ __	20 __ __
21 __ __	22 __ __	23 __ __	24 __ __	25 __ __
26 __ __	27 __ __	28 __ __	29 __ __	30 __ __
31 __ __	32 __ __	3 3 , __	34 __ __	35 __ __
36 __ __	37 __ __	38 __ __	39 __ __	40 __ __
41 __ __	42 __ __	43 __ __	44 __ __	45 __ __

T F	T F	T F	T F	T F
46 __ __	47 __ __	48 __ __	49 __ __	50 __ __
51 __ __	52 __ __	53 __ __	54 __ __	55 __ __
56 __ __	57 __ __	58 __ __	59 __ __	60 __ __
61 __ __	62 __ __	63 __ __	64 __ __	65 __ __
66 __ __	67 __ __	68 __ __	69 __ __	70 __ __
71 __ __	72 __ __	73 __ __	74 __ __	75 __ __
76 __ __	77 __ __	78 __ __	79 __ __	80 __ __
81 __ __	82 __ __	83 __ __	84 __ __	85 __ __
86 __ __	87 __ __	88 __ __	89 __ __	90 __ __

DO NOT
WRITE
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RS SS

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OVER.....

WHAT ASPECTS OF ADMINISTRATIVE FUNCTIONING OR POLICY DO YOU FIND PARTICULARLY STRESSFUL?

HOW MIGHT MANAGEMENT REDUCE OR ELIMINATE THIS STRESS?

Thanks again for your cooperation.

WES Answer Sheet

For each of the categories below, please circle the grouping to which you belong:

1. **FUNCTION:** Administrative Technical Clerical Custodial
2. **LOCALE:** Folsom Main Folsom Camp
3. **SHIFT:** 1st watch 2nd watch 3rd watch
4. **LEVEL:** Management Supervisor Rank & File
5. **GENDER:** Male Female
6. **MARITAL STATUS:** Single Married Separated Divorced
7. **RACE:** Caucasian Black Hispanic Asian Other
8. **AGE:** Less than 25 25-29 30-34 35-39 40-44 45-49 50-54 55 or over
9. **EDUCATION:** Less than 12 yrs. H.S. Graduate 2 Yr. College 4 Yr. College Grad. Studies
10. **YRS. AT FOLSOM:** Less than 1 1-3 4-6 7-9 10 or more
11. **YRS. IN CORRECTIONAL WORK:** Less than 1 1-3 4-6 7-9 10 or more

					DO NOT WRITE BELOW							
T	F	T	F	T	F	T	F					
1	__	2	, __	3	, __	4	__	5	__	A	RS	SS
6	__	7	__	8	__	9	__	10	__		B	
11	__	12	, __	13	__	14	__	15	__	C		
16	__	17	__	18	__	19	__	20	__		D	
21	__	22	, __	23	, __	24	__	25	__	E		
26	__	27	__	28	, __	29	__	30	__		F	
31	__	32	__	33	, __	34	__	35	__	G		
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56	__	57	, __	58	, __	59	__	60	__	C		
61	__	62	, __	63	__	64	__	65	__		D	
66	__	67	__	68	__	69	__	70	__	E		
71	__	72	__	73	__	74	__	75	__		F	
76	__	77	__	78	__	79	__	80	__	G		
81	__	82	__	83	, __	84	__	85	__		H	
86	__	87	- v	88	__	89	__	90	__	I		
											J	



OCCUPATIONAL STRESS IN THE CORRECTIONAL SETTING

Personal & Interpersonal Concerns for Managers & Supervisors

Alan M. Ratner, Ph.D.
Director, AIDE Behavioral Services

Introduction to the Workshop -- Rationale and Objectives

- A- Stress & contemporary living -- realizing the nature and sources of stress that correctional employees experience both on- and off-the-job.
- B- Stress, health & job-performance
 - 1- Understanding how excessive stress causes or aggravates many of today's most common physical and emotional medical problems.
 - 2- Recognizing how such problems can manifest in the workplace and significantly impair an employee's morale and job effectiveness.
- C- Interpersonal concerns -- Developing skills and insights that will enable the participants to supervise their employees in ways that minimize the administrative sources of occupational stress they experience.
- D- Personal concerns -- Developing skills and insights that will enable participants to better manage the stress that they themselves experience.

The Nature of Stress -- A Potential Medical Problem

- A- Where it comes from -- consideration of the 'Stress Input Checklist,' the 'Work Environment Scale' and the organizational climate survey.
- B- What it does -- The stress reaction, an adaptive reflex.
 - 1- The concepts of stress level and stress-overload.
 - 2- The locked on stress reaction -- the consequence of abuse or overuse.
- C- Problems it can cause -- common emotional, behavioral and physical problems associated with excessive stress.

The Overstressed Employee -- A Serious Supervisory Problem

- A- Staff morale and job-performance -- recognizing the early-warning signs of impairment.
- B- Reducing the administrative sources of occupational stress.
 - 1- Consideration of the participants' staffs' scores on the 'Work Environment Scale.'
 - 2- Management or supervisory style -- does it contribute to the problem?
 - 3- Personalized consideration of appropriate modifications in management and supervisory style, including the "Bureaucratic Orientation Inventory."
- C- When referral for further help is appropriate -- options and further considerations.

Personal Stress Management -- an Ounce of Prevention

- A- The importance of lifestyle -- the "Holistic Health Survey."
 - 1- The role of exercise, nutrition and other aspects of one's lifestyle relevant to effective stress management.
 - 2- The 'Relaxation Response' -- an-effective means of developing and maintaining control over one's stress reaction.
- B- The importance of perspective -- stress is in the eye of the beholder.
 - 1- The 'Perspective Buffering Ability' questionnaire -- assessing the ways the participants' perspectives augment the stress that they (or their staffs) experience.
 - 2- Personalized consideration of better maintaining a healthy and productive perspective.
- C- Consideration of the 'Lifestyle & Perspective Assessment' that:
 - 1- Integrates the participants' scores on the various questionnaires.
 - 2- Provides specific and personalized suggestions to help the participant better manage stress and minimize stress-related problems, both personally and among his or her staff.

Discussion of the Planned Follow-Up



AIDE Behavioral Services

P.O. Box 41233 • Sacramento, CA 95841
(916) 969-9155

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Resume

Alan M. Ratner

EDUCATION

- 1965-1969** Undergraduate training at the State University of New York at Stony Brook, Stony Brook, N.Y.
Awarded B.A. in Psychology (1969).
- 1970-1974** Graduate training at Bryn Mawr College, Bryn Mawr, Pennsylvania.
Awarded M.A. (1972) and Ph.D. (1974) in Psychology.
- 1974-1976** Postdoctoral' Research Fellow at the University of California at Davis.
Under the auspices of Foundations' Fund for Research in Psychiatry, New Haven, Connecticut.

PROFESSIONAL EXPERIENCE

- 1974-1976** Lecturer in Psychology, part-time, University of California at Davis, Davis, California.
Conducted classes in **General Psychology, Comparative Psychology** and **Statistical Techniques.**
- 1975-1979** Instructor in Psychology, part-time, Los Rios Community College District, Sacramento, California.
Conducted classes in **General Psychology, Social Psychology** and **Personal & Social Development.**
- 1978-Present** Director, **AIDE Behavioral Services**, Sacramento, California.
Assesses job-stress and **stress-related** disability claims for the State of California **Workers' Compensation Appeals Board.** Provides management consultation fauwd on localizing and reducing significant sources of stress in the **workplace**, and performs **psychological evaluations** for effective employer selection and placement. Conducts **stress-management workshops** for **physician-referred** participants, and has developed and implemented **stress-management** and **productivity-enhancement** programs for the following organizations:
California Highway Patrol, Sacramento County Sheriff's and City Police Departments, Northern California Criminal Justice Training Canter; the State of California Boards of Equalization and Prison Terms; the State of California Controller's Office; thr State of California Departments of Alcohol & bug Programs, Corrections, Education, Finance, Food & Agriculture, General Services, Health Services, Housing & Community Development, Insurance, Justice, Parks & Recreation, Real Estate and Social Services; thr California Public Utilities Commission and Public Employees' Retirement System, and Wells Fargo Rank.

STRESS-INPUT CHECKLIST

Listed below are sources of stress that most people experience at some point in their lives. Based on the results of surveys conducted by Dr. Thomas Holmes at the University of Washington, these events have been assigned scale values reflecting **just** how much stress they typically generate. As you go through the checklist, score **the** scale value for each time you've experienced an event in the past year.

Event	Scale Value	Your Score
Death of spouse	100	_____
Divorce	73	_____
Marital separation	65	_____
Jail term	63	_____
Death of close family member	63	_____
Serious injury or illness	53	_____
Marriage	50	_____
Fired at work	47	_____
Marital reconciliation	45	_____
Retirement	45	_____
Injury or illness of family member	44	_____
Pregnancy	40	_____
Sex difficulties	39	_____
Gain of a new family member	39	_____
Business readjustment	38	_____
Change in financial state	38	_____
Death of a close friend	37	_____
Change to a different line of work	36	_____
Change in arguments with spouse	35	_____
Mortgage over \$30,000	31	_____
Foreclosure of mortgage or loan	30	_____
Change in responsibilities at work	29	_____
Son or daughter leaving home	29	_____
Trouble with inlaws	29	_____
Outstanding personal achievement	28	_____
Spouse begins or stops work	26	_____
Begin or end school	26	_____
Change in living conditions	25	_____
Revision of personal habits	24	_____
Trouble with boss or supervisor	23	_____
Change in work hours or conditions	20	_____
Change in residence	20	_____
Change in schools	20	_____
Change in recreation	19	_____
Change in church activities	19	_____
Change in social activities	18	_____
Mortgage or loan less than \$30,000	17	_____
Change in sleeping habits	16	_____
Change in number of family meetings	15	_____
Change in eating habits	15	_____
Vacation	12	_____
Christmas	12	_____
Minor violation of the law	11	_____
TOTAL SCORE FOR PAST YEAR		_____

PRODUCTIVITY-IMPAIRING
STRESS-RELATED SYMPTOMS

Directions: Ask yourself "How often is this true of me?" for each of the following statements. Mark your answer in the appropriate column on the right.

	Rarely	Sometimes	Often	Very often
1. I get cramps or stomach pains while at work.				
2. By the end of the workday, my muscles feel stiff & sore.				
3. The people I work with get on my nerves.				
4. Work piles up to the point that I don't know where to begin.				
5. I start workdays feeling more tired than I'd like to.				
6. My head starts spinning when I think of all the work I have to do.				
7. I am prevented from going to work by a cold or flu.				
8. I quickly get impatient when put on "Hold" during a phone call.				
9. I get worried when called to speak to a supervisor or manager.				
10. I have headaches that make it difficult to concentrate on my work.				
11. I get preoccupied with relatively unimportant details.				
12. I feel that most of the people I work with are incompetent.				
13. I stay home from work because I feel nauseous when I wake up.				
14. I notice a muscle twitch while at my desk.				
15. My bowel movement is irregular and interferes with my working.				
16. I feel I'd just about grab any other job that paid as well.				
17. I feel reluctant to make a decision.				
18. Even when the air is cool, I find myself perspiring at work.				
19. I feel dizzy when I get up from my desk.				
20. I take "mental health" days off from work.		☐		
21. I drink more than two cups of coffee a day at work.				
22. I worry about what my coworkers are thinking about me.				
23. I have trouble focusing my eyes while reading or writing.				
24. I question my ability to do my job as well as expected of me.				
25. My attention at work is distracted by "butterflies" in my stomach.				
26. I get upset when criticized.				
27. I feel my heart pounding while at my desk.				
28. By the end of the workday, I'm exhausted.				
29. I feel the organization I work with is really a "disorganization."				
30. I feel like I'm "running fast" on the inside.				
31. At work, I'm quick to decide and stick to my guns.				
32. There are days when I take lots of "bathroom breaks."				
33. By the end of the workday, my head feels like it is splitting.				
34. I am bothered by cold or flu-like symptoms at work.				
35. I get extremely hungry while at work.				
36. I wish I worked alone.				
37. I feel my work could <u>not</u> be less rewarding than it is.				
38. Monday mornings are depressing.				
39. There are times I know I'm right despite everyone else's opinion.				
40. My workload is more than I can deal with comfortably.				

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BUREAUCRATIC ORIENTATION ASSESSMENT

In most organizations, there are differences of opinion as to how the organization should be run. Following are a number of statements concerning these matters. You are asked to give your own personal opinion about each statement.

In each instance, check the space under the symbol that comes closest to representing your own opinion. Be sure to make only one choice for each statement, and do not skip any.

KEY: SA -- Strongly agree
 A -- Agree
 U -- Undecided
 D -- Disagree
 SD -- Strongly disagree

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
1. People at higher levels are in the best position to make important decisions for people below them.	—	—	—	—	—
2. Relationships within an organization should be based on position or level, not on personal considerations.	—	—	—	—	—
3. In dealing with others, rules and regulations should be exactly followed.	—	—	—	—	—
4. A person's expression of feeling about the organization should conform to those of his or her fellow employees.	—	—	—	—	—
5. A person's first real loyalty within an organization should be to his or her superior.	—	—	—	—	—
6. Formality, based on rank or position, should be maintained by members of an organization.	—	—	—	—	—
7. A person should avoid taking any action that might be subject to criticism by those above.	—	—	—	—	—
8. Outsiders who complain about an organization are usually ignorant of the facts or misinformed.	—	—	—	—	—
9. In a good organization, a person's future career will be pretty well planned out for him.	—	—	—	—	—
10. A person should think of him or herself as a member of the organization first, and an individual second.	—	—	—	—	—

S A A U D .

11. People are better off when the organization provides a complete set of rules to be followed.
12. Within an organization, it is unwise to question well-established ways of doing things.
13. A superior should expect subordinates to carry out his or her orders without question or deviation.
14. Within the organization, it is better to maintain formal relationships with other people.
15. There is really no place in a small organizational unit for the non-conformist.
16. Pins, written commendations, ceremonies, etc. are all signs of a good organization.
17. The most important part of a superior's job is to see to it that regulations are followed.
16. In general, a person's rank or level should determine his or her relationships toward other people.
19. Job security is best obtained by learning and following standard work procedures.
20. A person should defend the actions of the organization against any criticism by outsiders.
21. A person should do things in the exact manner that he thinks his or her superior wishes them to be done.
22. Within an organization a person should think of him or herself as a part of a smoothly running machine.
23. It is better to have a complete set of rules than to have to decide things for oneself.
24. Length of service in an organization should be given almost as much recognition as level of performance.

	<u>S</u>	<u>A</u>	<u>U</u>	<u>D</u>	.
11.	—	—	—	—	—
12.	—	—	—	—	—
13.	—	—	—	—	—
14.	—	—	—	—	—
15.	—	—	—	—	—
16.	—	—	—	—	—
17.	—	—	—	—	—
16.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—
22.	—	—	—	—	—
23.	—	—	—	—	—
24.	—	—	—	—	—

T:	s:	I:	R:	T:
— x 2 = —	— x 2 = —	— x 2 = —	— x 2 = —	— x 2 = —
— x 1 = —	— x 1 = —	— x 1 = —	— x 1 = —	— x 1 = —
==	==	==	==	=

Assessing Your
"Perspective's Buffering Ability"

- 33. When I can, I avoid assuming responsibility.
- 34. I avoid thinking about yesterday's mistakes.
- 35. I say what I feel and do as I see fit.
- 36. If I want something done right, I do it myself.
- 37. I take things in stride.
- 38. I live for what today has to offer.
- 39. I give people the benefit of the doubt.
- 40. My feelings are hurt easily.
- 41. My opinions are easily changed.
- 42. I avoid anticipating tomorrow's problems.
- 43. When meeting someone, I am open and honest from the start.
- 44. I wish people used more tact than they do.
- 45. I have trouble making decisions.
- 46. I feel that things will work out regardless of what I do.
- 47. I accept people at face value.
- 48. I get upset over little things.

PBA

• To a great extent, the amount of stress we experience is determined by how we tend to look at and feel about things. For example, you may be stressed by a supervisor at work not because he's particularly critical, but instead because you're particularly sensitive to criticism. Stress, as well as beauty, is in the eye of the beholder.

For this reason, it is evident that a healthy, constructive perspective of ourselves, others and our responsibilities contributes to our effectively managing stress. Such a perspective buffers or softens what might otherwise be a significant source of stress. On the other hand, a poor perspective augments potential stress input, and unnecessarily adds to our level of accumulated stress.

The PBA, by tapping on aspects of your perspective that are relevant to managing stress, will help you to delineate those that might detract from your perspective's overall buffering ability.

To take the test, simply ask yourself how often each of the following statements is true for you. Put an "X" in the appropriate space on the answer sheet. There is no time limit, but work quickly and without dwelling on any particular statement.

Your score will be confidential, so be honest with yourself. Accurately recognizing weaknesses in your perspective allows you to set goals for your future growth that will minimize the impact of stress on your personal and occupational lives.

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Sacramento, California

- I begin to feel restless when I sit and do nothing.
2. I find myself wishing I could change my past.
3. Meeting new people is very stressful for me.
4. I am afraid of failing.
5. I work on business matters after dinner.
6. What happened to me before makes me question my ability to deal with things now.
7. I try to contain the anger I feel when I'm contradicted.
8. I don't feel good about myself.
9. I try to live up to what others expect of me.
10. I feel guilty about something I've said or done.
11. I hesitate telling someone that I think differently than they do.
12. I feel like I don't fit in as well as others do.
13. I assume that things will work out as I plan them to.
14. I save good things for tomorrow's use.
15. I feel most people are selfish.
16. I feel little emotion.

17. I get upset when forced to change my routine.
18. I am concerned about what the future has in store for me.
19. I wonder what's being said behind my back.
20. I am unsure how I feel about things.
21. If one way of doing something works, I'm reluctant to change it.
22. I spend a lot of time preparing for things.
23. I look for ulterior motives when someone does me a favor.
24. Reasons are needed to justify things.
25. I like lots of free, unplanned time.
26. It's easy for me to forget a bad experience.
27. People who are domineering get ahead the fastest.
28. I feel like I can accomplish anything I decide to try.
29. Play comes before work.
30. I feel that my past has little influence on my future.
31. I like being in charge of things.
32. I can accept my weaknesses.

DBA Answer Sheet

Name _____

Date _____

1 _ _ _ _ _	2 _ _ _ _ _	3 _ _ _ _ _	4 _ _ _ _ _
5 _ _ _ _ _	6 _ _ _ _ _	7 _ _ _ _ _	8 _ _ _ _ _
9 - - - - -	T O - - - - -	11 _ _ _ _ _	12 _ _ _ _ _

13 _ _ _ _ _	14 _ _ _ _ _	15 _ _ _ _ _	16 _ _ _ _ _
17 _ _ _ _ _	18 - - - - -	19 - - - - -	20 _ _ _ _ _
21 _ _ _ _ _	22 _ _ _ _ _	23 _ _ _ _ _	24 _ _ _ _ _

RARELY SOMETIMES OFTEN VERY OFTEN	RARELY SOMETIMES OFTEN VERY OFTEN	RARELY SOMETIMES OFTEN VERY OFTEN	RARELY SOMETIMES OFTEN VERY OFTEN
--	--	--	--

25 _ _ _ _ _	26 _ _ _ _ _	27 _ _ _ _ _	28 _ _ _ _ _
29 - - - - -	30 _ _ _ _ _	31 _ _ _ _ _	32 _ _ _ _ _
33 _ _ _ _ _	34 _ _ _ _ _	35 _ _ _ _ _	36 _ _ _ _ _

37 _ _ _ _ _	38 _ _ _ _ _	39 _ _ _ _ _	40 _ _ _ _ _
41 _ _ _ _ _	42 _ _ _ _ _	43 _ _ _ _ _	44 _ _ _ _ _
45 _ _ _ _ _	46 _ _ _ _ _	47 _ _ _ _ _	48 _ _ _ _ _

Do Not Write Below

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IV MEDICAL/FAMILY HISTORY - Family characteristics tend to run in the future as they have in the past.

A- Among your blood relatives, how many have (or have had, if deceased) each of the following types of illnesses?

- ___ Cardiovascular (heart disease, hypertension, stroke, etc.)
- ___ Respiratory (asthma, emphysema, etc.)
- ___ Digestive (ulcers, colitis, etc.)

B- Have you ever been diagnosed as having any of the aforementioned illnesses?

___ Yes ___ No

If so, specify which and for how long:

C- Do you know what your blood pressure is? ___ Yes ___ No

If so, what is it? ___/___ Date of last reading: _____

D- List any medication you take regularly and what it was prescribed for:

E- Do you regularly take any "over-the-counter" medication? If so, specify:

Do not
Write
Below

FA _____

PE _____

BP _____

I:HV _____

P C -

' S _ _

AUT_ _

TO _____

HP _____

CL _____

CO:1 _____

III:1 _____

PC _____

Holistic Health Survey

HHS

Your ability to manage stress is dependent on several factors. Maintaining a good perspective on stressful events, for example, and "outputting" rather than storing-up the arousing effects of such events both help maintain a low level of accumulated stress.

Additional factors relevant to stress management also include your health and lifestyle habits. These often greatly influence how much stress you experience as well as your ability to withstand a barrage of stressful input.

The HHS, by questioning your health and lifestyle habits, will provide both clues as to how you might improve your stress-management abilities and understanding of how stress interacts with your overall well-being.

To take the survey, follow the directions for each section carefully and write your answers clearly.

Your scores will be confidential, so be honest with yourself. Successfully managing stress entails recognizing the effects it has on you and understanding the ways in which you may be adding fuel to your own fire.

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Name _____ Organization _____
 Address _____
 Phone No. _____ Sex _____ Age _____ Marital Status _____

WELLNESS ASSESSMENT - Health is more than just the absence of illness.

A. How often do you experience the following? Fill in each space with the appropriate number, depending on your answer.

- | | | | |
|----------------------------------|-------------------|-------------------|--------------------|
| _____ Headaches | _____ 1-sometimes | _____ 2-often | _____ 3-very often |
| _____ Excessive perspiration | _____ 0-never | _____ 1-sometimes | _____ 2-often |
| _____ Shortness of breath | _____ 0-never | _____ 1-sometimes | _____ 2-often |
| _____ Coughing or wheezing | _____ 0-never | _____ 1-sometimes | _____ 2-often |
| _____ Nausea or heartburn | _____ 0-never | _____ 1-sometimes | _____ 2-often |
| _____ Diarrhea | _____ 0-never | _____ 1-sometimes | _____ 2-often |
| _____ Dizziness or blurry vision | _____ 0-never | _____ 1-sometimes | _____ 2-often |
| _____ Fainting or lightheaded | _____ 0-never | _____ 1-sometimes | _____ 2-often |
| _____ Languid or bad colds | _____ 0-never | _____ 1-sometimes | _____ 2-often |
| _____ Hayfever or allergies | _____ 0-never | _____ 1-sometimes | _____ 2-often |
| _____ Stomach cramps | _____ 0-never | _____ 1-sometimes | _____ 2-often |
| _____ Constipation | _____ 0-never | _____ 1-sometimes | _____ 2-often |

B. Below are words that describe different kinds of moods and feelings. Put an "X" in the spaces beside the words that describe how you generally feel. Work rapidly.

- | | | | |
|----------|--------------------|----------|---------------------|
| _____ 1 | _____ awful | _____ 19 | _____ blue |
| _____ 2 | _____ calm | _____ 20 | _____ cheerful |
| _____ 3 | _____ agreeable | _____ 21 | _____ cooperative |
| _____ 4 | _____ enthusiastic | _____ 22 | _____ fine |
| _____ 5 | _____ afraid | _____ 23 | _____ desperate |
| _____ 6 | _____ good-natured | _____ 24 | _____ polite |
| _____ 7 | _____ glad | _____ 25 | _____ good |
| _____ 8 | _____ loving | _____ 26 | _____ pleasant |
| _____ 9 | _____ angry | _____ 27 | _____ bitter |
| _____ 10 | _____ discouraged | _____ 28 | _____ gloomy |
| _____ 11 | _____ nervous | _____ 29 | _____ panicky |
| _____ 12 | _____ tender | _____ 30 | _____ understanding |
| _____ 13 | _____ rejected | _____ 31 | _____ suffering |
| _____ 14 | _____ steady | _____ 32 | _____ thoughtful |
| _____ 15 | _____ disconcerted | _____ 33 | _____ disgusted |
| _____ 16 | _____ safe | _____ 34 | _____ strong |
| _____ 17 | _____ upset | _____ 35 | _____ worrying |
| _____ 18 | _____ irritated | _____ 36 | _____ mean |
| _____ 37 | _____ destroyed | _____ 47 | _____ lonely |
| _____ 38 | _____ contented | _____ 48 | _____ shakily |
| _____ 39 | _____ friendly | _____ 49 | _____ sociable |
| _____ 40 | _____ fit | _____ 50 | _____ happy |
| _____ 41 | _____ frightened | _____ 51 | _____ enervated |
| _____ 42 | _____ sympathetic | _____ 52 | _____ tense |
| _____ 43 | _____ lurchy | _____ 53 | _____ whole |
| _____ 44 | _____ secure | _____ 54 | _____ offended |
| _____ 45 | _____ disagreeable | | |
| _____ 46 | _____ shakily | | |
| _____ 47 | _____ shakily | | |
| _____ 48 | _____ sociable | | |
| _____ 49 | _____ sociable | | |
| _____ 50 | _____ happy | | |
| _____ 51 | _____ enervated | | |
| _____ 52 | _____ tense | | |
| _____ 53 | _____ whole | | |
| _____ 54 | _____ offended | | |

III LIFESTYLE ASSESSMENT - How we live influences much of our life.

A. How often do you drink?

_____ Daily _____ 2-3x/week _____ 1x/week _____ Rarely _____ Not at all

If you drink at all, answer the following questions:

1. Do you ever drink alone? _____
2. Do you often drink to the point of feeling "tipsy"? _____
3. Do you sometimes drink to obtain social ease? _____
4. Does drinking sometimes make you moody or irritable? _____
5. Has drinking ever caused your reputation to suffer? _____
6. Do you ever lose time from work due to drinking? _____
7. Has anyone ever told you your drinking is a problem? _____
8. Has your tolerance significantly increased? _____
9. Does drinking often make it difficult to concentrate? _____
10. Have you ever had a loss of memory after drinking? _____

B. How often do you smoke marijuana or use another controlled drug?

_____ Daily _____ 2-3x/week _____ 1x/week _____ Rarely _____ Not at all

If you do at all, which of the items in Part A is true of your drug use?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

C. How often do you take the time to relax?

_____ Daily _____ 2-3x/week _____ 1x/week _____ Rarely _____ Not at all

What are your most common means of relaxing?

_____ Daily _____ 2-3x/week _____ 1x/week _____ Rarely _____ Not at all

D. How often do you take the time to exercise?

_____ Daily _____ 2-3x/week _____ 1x/week _____ Rarely _____ Not at all

What are your most common means of exercising?

_____ A _____ H _____ D _____

E. How many packs _____ cigarettes do you _____ e each day?

_____ A _____ H _____ D _____

F. Are you overweight? _____

_____ A _____ H _____ D _____

Is your diet well-balanced? _____

_____ A _____ H _____ D _____

Do you regularly eat 3 meals each day? _____

_____ A _____ H _____ D _____

Do you eat at regular hours? _____

_____ A _____ H _____ D _____

Do you regularly take a vitamin supplement? _____

_____ A _____ H _____ D _____

Do not write below

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D

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Training

GUIDELINES TO EFFECTIVE RELAXATION

We all have our own ways of relaxing, our own means of unwinding at the end of a stress-filled day, that serve as outputs for the personal and occupational stress we've experienced. For many people, however, these everyday outputs are often insufficient to dissipate the stressful input that has accumulated.

How many times have you tried to relax but were unable to do so as completely as you had hoped? Once we begin starting each day with some of the preceding day's accumulation of stress remaining, we're on our way to running into trouble -- it's such 'residuals' that add up and, over time, lead to a chronic state of stress overload and encourage the development of stress-related problems.

Traditionally, the medical community has relied on drugs -- ranging from tranquilizers and analgesics to diuretics -- to treat such stress-related problems. While these drugs are generally effective at controlling the symptom they're prescribed for, they do little with regard to the cause of the symptom -- i.e., the underlying stress. It's for this reason, as well as because of the undesirable side-effects frequently associated with drugs, that alternative, non-drug means of avoiding or overcoming stress-related problems have in recent years been thoroughly researched and concretely developed.

One such widely-recognized means is a simple "Effective Relaxation Technique" -- effective because unlike our 'everyday' means of relaxing, this output works extremely well each time you try to settle down. Once mastered (it does take a bit of practice), the simple skills entailed in effectively relaxing give you control over your stress-reaction, rather than have it control you. By being better able to avoid or overcome your stress reaction locking-on, you begin to notice a remission of whatever stress-related symptoms you may have been experiencing.

As we consider how to effectively relax, keep in mind that what we're considering is how to accomplish something that you already try to do (simply settle down) and that, if you're like most people, you often have trouble doing. The main difference is that by capitalizing on what we know about the stress reaction, we can set up conditions that strongly encourage a complete and particularly effective relaxation.

The following is a brief summary of just what is entailed in setting up those conditions (as well as some of the problems you might initially experience):

1. Before beginning to relax, minimize the likelihood of distraction -- disconnect the phone (they'll call back), put the dog outside, and tell the kids to leave you alone and keep quiet for 20 minutes (good training in self-control).
2. In a semi-darkened room, sit upright in a comfortable but firm straight-back chair. Keep a watch or clock nearby.

3. With your feet flat on the floor and your arms uncrossed, take a few deep breathes. Exhale slowly and completely.
4. As you settle down, close your eyes and begin the repetitious mental activity discussed during the workshop. Let the repetition go 'around-and-around' in your head in an easy-going, smooth-flowing way. Don't concentrate on it in a way that turns it into "bursts" of mental activity; let it develop its own momentum and rhythm.
5. Soon after you begin, you will probably realize that you've drifted off the repetition and that some thought has popped into your mind -- perhaps you'll be thinking about what you'd ordinarily then be doing or about what's coming up next. Regardless, as soon as you realize this has occurred, simply drop the thought mid-stream and return to the repetition. Do the same if you're distracted by some external noise.
6. After a while, the repeated sound might speed-up or slow down to the point where it fades away for a moment or two, leaving you thinking nothing. Let this happen by itself -- it means things are working! Be sure not to defeat your own purpose by starting to think "Hey, I'm not thinking!" or "Boy, am I relaxed!" (if you do, just return to the repetition). Don't evaluate what's happening -- just let it happen.
7. Occasionally, glance at the time. After twenty minutes, open your eyes but remain seated. Begin to stretch. You may feel a bit "spacey" for a moment or two -- unless it's forced, it takes that long for the relaxed mental activity to fully resume. Don't force it! Just sit a couple of extra minutes and gradually begin to think before you get up to do. (Of course, sometimes something will come up during a relaxation that requires your immediate attention -- when this happens, be sure to return to the relaxation for at least 5 minutes as soon as you can, ending the second try gradually).

This last point is important. Just snapping out of a deeply relaxed state and plunging into activity can result in some degree of irritability -- things will seem to be intruding on the peaceful state of mind you put yourself into.

Another point worthy of mention is to not try to relax on a very empty or very full stomach -- digestive activity is distracting and will reduce the depth of your relaxation.

Schedule, as part of your regular **daily** routine, at least one, preferably two, 20-minute blocks of time for effectively relaxing.

Many people, when first starting this technique, encounter difficulty in achieving a deeply relaxed state. Problems often include an "ants in my pants" restlessness and an abundance of intruding thoughts or a sensitivity to outside sounds that disrupt the repetition. Such problems will occur less and less frequently as the practice itself gradually releases accumulated stress. It sometimes takes a few weeks to fully appreciate what effectively relaxing can do for you -- a chronic stress-overload takes time to develop, and cannot be eliminated overnight. With just a bit of patience, persistence and adherence to what we've just developed, however, you will become increasingly refreshed and calm and gradually overcome whatever stress-related problems you may now be experiencing.

Stick with it!

L I F E S T Y L E & P E R S P E C T I V E A S S E S S M E N T

Name: XXXXXXXXXX

Organization: XXXXXXXXXX

This assessment is a summary and interpretation of your scores on the various questionnaires taken during your participation in this stress-management workshop.

It is designed to:

- (a) point to both the strengths and weaknesses in your perspective and lifestyle,
- (b) note the personal, health and occupational problems often associated with the noted weaknesses, and
- (c) summarize those suggestions discussed during the workshop that will help you overcome or avoid these problems and the stress they entail.

Whenever a possible problem appears to be, in light of the overall pattern of your scores, an actual problem, it is preceded by an asterisk (*).

While those problems not asterisked do not appear to be relevant at the present time, they ought to nonetheless be considered problems to be avoided in the future.

HIGH RIGIDITY

Associated Qualities: Persistent, decisive.

Associated Problems & Causes of Stress:

- * Frequent disappointment, frustration and anger
- Excessive cynicism
- * Frequent headaches, dizziness, or blurry vision
- * Cardiovascular disorders
- Digestive problems
- Alcohol or drug abuse as a means of dealing with frustration
- Occupational stress due to:
 - * low peer cohesion (do you often have fixed expectations about how people should be or act?)
 - * low management support (are you often too resistant?)
 - * low clarity (can YOU often only see things your way?)
 - high innovation (do you expect things to be as persistent as YOU are?)

Suggestions to Manage & Minimize Stress:

- Be aware of your tendency to hold strong and fixed expectations about situations, people and perhaps yourself. Realize they invite disappointment and frustration, and often prevent enjoying things or people for what they otherwise have to offer.
- Practice being flexible -- think of the possible alternatives before they have a chance to surprise you.
- Strive to maintain a sense of humor.
- Be sure to exercise regularly and watch your weight. Keep tabs on your blood pressure.
- Effectively relax -- it'll help temper the frustration and anger and minimize any physical symptoms.
- Consider enrollment in an interpersonal relationships training class.

HIGH FUTURE ORIENTATION

Associated Qualities{ Well-prepared, precautions.

Associated Problems & Causes of Stress:

- * Excessive anticipation and worry
- * Frequent psychosomatic symptoms
- * Cardiovascular or digestive disorders
- 'Hurry sickness' -- frequent rushing and beating the clock
- * Augmentation of high responsibility or high rigidity
- Alcohol or drug abuse as a means of slowing down
- Occupational stress due to:
 - * low task orientation (are you overly concerned about the organization's inefficiencies?)
 - high work pressure (do YOU often try to do everything at once?)

Suggestions to Manage & Minimize Stress:

- Slow down! After sufficient planning, find something pleasant in the present to focus on.
- Recognize and accept the element of uncertainty inherent in the future -- it'll help YOU realize when you're getting past planning and beginning to worry.
- Be sure to exercise and eat regularly.
- Check your blood pressure regularly.
- Effectively relax -- it'll help you focus on the present and stay calm in the face of uncertainty.
- Consider enrollment in a time management training class.

LOW EMOTIONAL REACTIVITY

Associated Qualities: Logical, stable.

Associated Problems & Causes of Stress:

- Lack of sensitivity, callousness
- Suppressed emotion, denial of anger
- Explosiveness
- * Cardiovascular disorders
- * Headaches
- * Augmentation of low expressiveness or high rigidity
- Alcohol or drug abuse as a means of dissipating stored-up anger
- Occupational stress due to:
 - * low peer cohesion or low management support (do you often come across as being cold or distant?)

Suggestions to Manage & Minimize Stress:

- Strive to recognize emotions that aren't logical or that you don't like feeling -- they're still just as real.
- Use your emotional "gut reaction" as an element in your logical decision-making process.
- Effectively relax -- it'll help YOU stay in touch with and accept how you feel about things.
- Consider enrollment in a relevant personal growth training class,

ADDITIONAL COMMENTS

Some regular exercise and attention to your diet and weight will minimize the anger and headaches, and help keep the hypertension under control.

Give it a try!! If not now, when?



Occupational Sources of Stress in the Correctional Setting

CTF, Solidad; Managers & Supervisors

Participant Evaluation

Name (optional) _____

YES A Little NO

Do you think that the skills and insights developed during the training will help you to:

- | | | | | |
|-------------------------------------|-----|-----|-----|-----|
| --better manage your stress? | ___ | ___ | ___ | ___ |
| --improve your health or lifestyle? | ___ | ___ | ___ | ___ |
| --be more effective on-the-job? | ___ | ___ | ___ | ___ |

Was the information and implications of the climate survey valuable for either yourself personally or with regard to understanding the problems of-subordinates?

___ ___ ___ ___

Did you enjoy the training?

___ ___ ___ ___

Was the instruction satisfactory?

___ ___ ___ ___

Do you think similar training would benefit many of your subordinate staff?

___ ___ ___ ___

What particular aspect of the training did you find the most significant?

The least significant?

Any comments, criticisms, compliments, or suggestions?

WORKSHOP FOLLOW-UP

Name _____

Since the stress-management workshop, have you...

Exercised more of ten? 'Yes. No .

Taken the time to relax more often'? Yes___ No___

Managed to modify any aspect of your perspective in ways suggested during the training? Yes___ No___

Are you drinking less? Yes___ No___ I don't drink___

Since the training, have you noticed any change in the following symptoms?

	<u>Improved</u>	<u>Worsened</u>	<u>No Change</u>	<u>Never Had</u>
Headaches	___	___	___	___
Stomach upset	___	___	___	___
High Blood Pressure	___	___	___	___
Ulcer	___	___	___	___
Anxiety	___	___	___	___
Depression	___	___	___	___
Anger	___	___	___	___

Have you seriously tried the effective relaxation technique developed during the training class? Yes ___ NO___ I tried, but not very hard ___

If yes, please answer the following:

How many times a week do you effectively relax for at least 10-15 minutes?
8-14x___ 4 - h - 1-3x___

Has it generally worked? Yes___ No___

What benefit, either at home or at work, physically or emotionally, does it provide?

Since the training, have your superiors generally appeared to have become more aware or understanding of the stress you experience at work? Yes___ No___

Since the training, has there been any change in your morale or attitude toward your job?

___ My morale has improved.

___ My morale has worsened.

___ There's been no change in my morale.

Thanks again!

