HELPING HUMAN SERVICES EMPLOYEES DEVELOP EMOTIONAL LABOR AWARENESS AND COPING STRATEGIES

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By

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ABSTRACT

HELPING HUMAN SERVICES EMPLOYEES DEVELOP EMOTIONAL LABOR AWARENESS AND COPING STRATEGIES

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Employment trends show a projected growth in human service occupations in the United States. Current statistics show that employees are feeling increased levels of work stress. Research shows that the increased demands on employees' emotional resources has increased stress and emotional exhaustion. Thus, the purpose of this project is to create and develop a step-by-step workshop on emotional labor, signs of burnout, and coping strategies for human service employees. The workshop includes definitions and activities on emotional labor, signs of burnout as well as coping strategies. The name of the workshop is How to Deal with Stressful Customer Service Jobs: Strategies for Caring for Oneself While Caring for Others Workshop. This workshop will help employees learn about, and successfully practice, coping strategies for when they work with difficult clients.
Chapter One

Introduction

Employees in all occupations are expected to experience some form of job training, but the human service worker is in a unique occupation requiring unique job training; this is so because the employee is expected to display a cheerful and helpful demeanor while serving the public regardless of a client’s attitude. The existing social service agencies’ training session focuses primarily on job knowledge and skills acquisition, how to utilize automated tools to enhance time management skills, and ways to maintain interview control. However, little time is spent during training actually discussing the emotional toll of interacting with clients all day and the available coping strategies that are known and effective. Human service workers are reporting increased burnout and stress levels. They need support in the form of instructional aids that will assist them in realistically dealing and coping with negative customer service experiences.

Statement of Need

Stress and job burnout are modern day terms used to describe critical issues affecting workers in today’s business environment. Maslach, Schaufeli, and Leiter (2001), pioneering researchers on job burnout and developers of the Maslach Burnout Inventory (MBI), describe burnout as encompassing emotional exhaustion, negative feelings about recipients, and decreased feeling of personal accomplishments. Much research has been done on job burnout, but little focus has been on the emotional labor of
one’s occupation. In the book, The Managed Heart - Commercialization of Human Feeling by Arlie Russell, Hochschild defines emotional labor as requiring “one to induce or suppress feelings in order to sustain the outward countenance that produces the proper state of mind in others - in this case, the sense of being cared for in a convivial and safe place” (1983, p.7). U.S. Bureau of Labor Statistics (2012) shows that human service occupations are projected to grow by 14.3 percent by 2020. In addition, the American Psychological Association Stress in America (2010) study found that people between the ages of 19 and 31 years old reported that work stress caused them the most stress in their lives (p.27). With the increase of human service occupations, the focus is on providing formal training that addresses the emotional labor component of these jobs; to lack the tools required to deal with one’s emotions after serving difficult clients all day long can lead to job burnout (Kinman, McFall, & Rodriguez, 2011, Van Dierendonck, Schaufeli, & Buunk, 2001). Barad (1979) contends that customer service employees who become compassionless and who view their clients in derogatory ways do so not because they are bad people but because they have adapted this behavior as a defense mechanism in reaction to years of being treated in a rude and hostile manner by the public. As these employees begin to become burned out, they are increasingly unable to deal with the stress of the job and their anger, guilt, and indifference actually increases. It is a dangerous catch-22 that can affect the emotional health of these employees, their relationships with their families, and ultimately their ability to stay in their jobs. Emotional Labor in a customer service job is an obvious aspect of a work setting but when little attention is paid by employers to that unique aspect of the work setting, job burnout can occur. Maslach, et al., (2001) found that human services employees’
common reactions to their work environments is to feel emotional exhaustion from working with individuals with high emotional needs; employees reacted to these environments by creating a sense of separation from their clients which caused them to depersonalize their emotions (2001, p.400). Wilczek-Rużyczka (2011) found that participants who were made aware of the “causes and effects of burnout” were able to develop their empathetic skills; an awareness that “prevents professional burnout” (p.531). To combat the effects of burnout, employees seek out support from their colleagues and supervisors (Kinman, McFall, & Rodriguez, 2011). The anticipated growth of human service workers in the United States and their potential for developing signs of burnout points to the need for an instructional training workshop. This workshop will help human service workers nurture their awareness of emotional labor and to develop effective coping strategies through activities that support the development of perceived organizational support.

**Purpose of Graduate Project**

The purpose of this project is to develop a step-by-step guide on emotional labor, signs of burnout, and coping strategies workshop for human service employees. The *How to Deal with Stressful Customer Service Jobs: Strategies for Caring for Oneself While Caring for Others Workshop* (aka, the Self-Caring Workshop) helps employees learn about, and successfully practice, coping strategies for when they work with difficult clients. The workshop helps employees identify and reduce signs of job burnout before they occur. It teaches employees how to recognize their reactions to stressful situations, their personal needs, and to master the coping strategies required to deal with difficult
clients. The workshop also offers exercises for employees to use at their worksites once they have completed the training.

The framework of the Self-Caring Workshop is based on the empirical studies in the literature review; these theories recommend certain conditions and opportunities be in place in order for employees to be successful in reducing their stress levels. The workshop is made up of three sections, with an introduction page revealing each section. First, the use of the Self-Caring Workshop presents the basic ideas of emotional labor and brings awareness of emotional labor in the workplace. Emotional labor is explored through self-reflection questions that provide opportunities for individuals to discuss their personal experiences in a small group and then with a larger group. Second, defining the signs of burnout helps employees identify their emotional needs in the workplace. The participants reflect on and express in words or pictures a time they felt any of the signs of burnout. They are given a formal space to discuss their feelings, both positive and negative, without being guided on how to react to the emotional demands of their worksites. The workshop provides employees with a formal space in which to engage other individuals in a group dynamic environment; this promotes perceived organizational support. The final section on coping strategies begins by first defining what the experts say about coping and then provides examples of strategy categories. The participants engage in coping exercises via a role-playing activity.

**Terminology**

The following section provides definitions of important terms used in the paper.
Job Stress: “Job stress refers to a situation wherein job-related factors interact with a worker to change (i.e., disrupt or enhance his or her psychological and/or physiological condition) such that the person (i.e., mind-body) is forced to deviate from normal function (Beehr & Newman, 1978).

Perceived Organizational Support: Duke, Goodman, Treadway, and Brelan assert that the assistance offered by an organization through formal support programs may serve as an antidote for the stress-related consequences of emotional labor” (2009, p.1014).

Job burnout: Maslach, et al. define job burnout as characterized by “three key dimensions: overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment” (2001, p.399).

Emotional Labor: Dieter Zapf define emotional work as the psychological processes necessary to regulate organizationally desired emotions as part of one’s job (2001, p. 593).

Coping: Lazarus and Folkman define coping as “constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person” (1984, p.141).

Self-Care: Green Cross Academy of Traumatology non-profit organization created self-care guidelines that are twofold:

First, do no harm to yourself in the line of duty when helping/treating others.

Second, attend to your physical, social, emotional, and spiritual needs as a way of
ensuring high quality services for those who look to you for support as a human being (Self Care Guidelines section, para. 1).

**Workshop:** The Oxford Advanced Learner’s Dictionary defines workshop as “a period of discussion and practical subject, in which a group of people share their knowledge and experience” (2013).

The following chapters lay the framework for the design and development of the workshop, How to Deal with Stressful Customer Service Jobs: Strategies for Caring for Oneself While Caring for Others. The Chapter two literature review focuses on research areas of raising awareness of emotional labor and job burnout through self-reflection, developing organizational social support through individual and group processes, and the effectiveness of training programs. Chapter three focuses on the intended audience and personal qualifications, the setting in which it is to be used, and a description of the workshop contents and activities. Chapter four presents a summary, evaluation, and discussion of the future plans for the project. The Appendix contains images of the JIP evaluation form, the Self-Caring Workshop Evaluation Survey, and the workshop title pages and definitions.
Chapter Two

Literature Review

Introduction

This chapter presents a literature review on issues relevant to the design and development of an emotional labor coping strategies training workshop for developing self-awareness and organizational support. The reviewed research focuses on the following topic areas: raising awareness of emotional labor and job burnout through self-reflection, developing perceived organizational support through individual and group processes, and the effectiveness of training programs. The chapter ends with a discussion supporting the development of the Self-Caring Workshop.

Review of Research

Raising Awareness of Emotional Labor and Job Burnout through Self-reflection

Hochschild (1983) “first identified emotional labor as a component of work stress that went unnoticed by employers for one-third of United States workers” (p.11). Sixteen years later such countries as Germany passed laws that have focus and govern on the issue of psychological stressors (Zapf, Vogt, Seifert, Mertini, & Isic, 1999). The American Psychological Association (APA) brings attention to the varying psychological stressors existing in the workplaces of psychologists themselves; its guidelines stating that a psychologist must seek out education and reasonable steps to prevent the inability to help one’s clients professionally. The research of Coster and Schweb (1997) focuses on psychologists who are well-functioning, meaning: “the enduring quality in one’s
professional functioning over time and in the face of professional and personal stressors” (p.5); these well-functioning professionals being successful in practicing self-caring strategies such as self-awareness (i.e. self-reflection). By studying psychologists who engage in self-caring strategies, the researchers help identify traits most effective in combating job related stress. The researchers conducted a two part study: the first study includes interviews with six professional psychologists with extensive work experience; they are asked to list factors that “contribute to their ability to function well” (1997, p.5). In the second study, 339 randomly selected psychologists are sent questionnaires regarding the factors that foster their ability to continue working well. The first study respondents are selected as follows: “Faculty members of a university-based school of professional psychology submitted up to three names of well-functioning, licensed professional psychologists in the specialties of clinical, counseling, or school who were at least 10 years postdoctoral” (Coster & Schweb, 1997, p.6). The respondents are equally male and female and “the interviews last from 1.5 to 2 hours and are audio recorded” (Coster & Schweb, 1997, p.6). From the provided responses, the researchers are able to identify 10 self-caring strategies. The order in which the strategies are listed is based on what the researcher perceives as particular emphasis by the interviewee. The first items are “peer support, stable personal relationships, supervision, a balanced life, graduate department or school, personal psychotherapy, continuing education, family of origin, the costs of being impaired, coping mechanisms” (Coster & Schweb, 1997, p.6). In the second study, 950 questionnaires are sent to licensed New Jersey Psychological Association members who are randomly selected from 1,535 listed licensed psychologists. 432 initially returned the questionnaires but only 339 are used as the
researchers are looking especially for psychologists who spend time directly with clients (Coster & Schweb, 1997, p.6). The psychologists responded to a 29-Likert scale well-functioning questionnaire asking them to “assess the variables practicing psychologists believe contribute to well-functioning” (Coster & Schweb, 1997, p.8). The researchers find that psychologists most often refer to the following seven variables: self-awareness/self-monitoring, personal values, preserving a balance between personal and professional lives, relationship with spouse/partner/family, vacations, relationships with friends, and personal therapy (Coster & Schweb, 1997, p.8). By examining the commonly preferred self-care strategies expressed by well-functioning psychologists, the research bolsters the underlying principle of the Self-Caring Workshop, which is the need of raising awareness of emotional labor and job burnout through self-reflection. The Self-Caring Workshop teaches the not-well-known basics of emotional labor along with these seven effective coping strategies. In addition, it promotes self-reflection via discussion of the worksite specific examples.

A study by Richards, Campenni, and Muse-Burke (2010) focuses on mental health professionals’ self-care practices of self-awareness and mindfulness. Richards et al. (2010) further the study of self-care by researching whether there is a direct link between self-awareness and self-care activities; the research reveals that there are none. Fenigstein, Scheier and Buss (1975) define self-awareness as an “awareness or knowledge of one’s thoughts, emotions, and behaviors and that can be considered a state” (as cited Richards et al. 2010, p. 250) that can be altered based on the situation. Richards et al. (2010) survey 148 mental health professionals practicing in the northeastern United States with a minimum of a bachelor’s degree. The respondents are 77.1% female, 94.3%
White, 2.1% Asian American, 2.1% Latino/Latina, 0.7% African American, and 0.7% Native American (Richards et al. 2010). The respondents work in varying settings such as community mental health center, inpatient hospital, partial hospitalization program, practicum/internship, Veterans Affairs clinic, nonprofit organizations, and children’s welfare center (Richards et al. 2010). The respondents’ average age is 42.38 years and average years in practice are 13.8 (Richards et al. 2010). The subjects are given the Self-Reflection and Insight Scale that measures self-reflection and insight. Self-reflection is defined as “the inspection and evaluation of one’s thoughts, feelings, and behavior” and insight as “the clarity of understanding one’s thoughts, feelings, and behavior” (as cited in Richards et al. 2010, p. 253). The researchers discover that when subjects engage in self-awareness activities, the areas of the brain that control emotions are affected. The researchers propose that self-awareness and well-being be considered independent from self-care (Richards et al. 2010); meaning that self-awareness is not needed to practice in self-care activities but for those who have knowledge of self-care activities there is an increase in well-being. Therefore, in the development of the Self-Caring Workshop, the self-reflection questions are intended to bring awareness to emotional labor; this can lead to the beginning of the quest of self-knowledge and an awareness of one’s coping strategies to enhance overall mental health.

Dieter Zapf et al., (2001) further the emotion work literature with a comprehensive study addressing how emotion work and job stressors affect employee burnout. The Zapf et al., (2001) study of 5 occupational subgroups of 1241 subjects in total takes place in Germany. The first group of employees is working in south Germany in group homes for disabled children, the second group in hotel business, the third group
are 14-call centers that deal directly with client’s voice-to-voice and directly with clients to some extent, the fourth group is in 7 banks, and, lastly, kindergarten employees from 70 of the 140 public kindergarten schools are selected. All employees are given the Frankfurt Emotion Work Scales (FEWS), a Likert-scale based instrument. The FEWS instrument operationalizes the different aspects of emotion work: positive emotions, negative emotions, sensitivity, interaction control, and emotional dissonance. Zapf et al., (2001) finds that emotion work variables and the number of times an employee interacts with a client, positive or negatively, does impact job burnout. Limitations of this study are that respondents self-reported and that there are theoretical overlaps of emotion work variables to job burnout variables because of the limited empirical studies on emotion work (Zapf et al., 2001). Although the study took place in Germany, it reaffirms the Canadian and English studies that emotional labor, in regards to having to regulate one’s emotional display, does have an effect on an employee’s road to burnout (Zapf et al., 2001). In addition, the Totterdell and Holman (2003) study identifies that there are two types of emotional regulation in emotional labor; the first is that employees change “their perceptions of a situation” by redirecting their felt emotions to emotions that are expected and changing how they think about a situation, while the second emotional regulation has employees altering their “reactions to situations” (p.56-57). The researchers discover that engaging in self-awareness activities influences the area of brain that controls emotion. The brain activity is reduced when the subjects are made aware of their emotions (Herwig et al., 2010). Therefore, the design of the Self-Caring Workshop incorporates the awareness of one’s emotional regulation by asking employees specific questions; namely those that move them to reflect on their personal reactions to emotional situations that
they may face at work. For example: ‘Have you ever thought of yourself as working in a field that requires emotional labor? Please describe examples.’ Employees are asked to describe a positive or negative encounter they have recently had. They are asked to examine which emotions were presented to the client and which actual emotions were personally experienced.

**Developing Organizational Social Support through Individual and Group Processes**

The greatest need of those facing burnout is relatedness (Baumeister and Leary, 1995). It will not matter if individuals feel in control or if they feel that they are able to affect their environment if they have no meaningful place in which to do so. The need to belong is so ingrained in our subconscious that those who do not engage in meaningful and stable relationships may begin to show signs of mental distress in the work environment (Baumeister & Leary, 1995).

The work of Eisenberger, Stinglhamber, Vandenberghe, Sucharski and Rhoades (2002) consists of three studies whereby respondents in two countries and varying occupational categories are asked about their perceived organizational support. The first study group consisting of 578 alumni graduates from 1997-1998 of Belgium university are sent surveys regarding their thoughts about their work environments. 314 alumni respond to the initial questioning and follow-up questionnaire packets and respondents vary in occupational categories from heavy and chemical industry, public administration, computer science, banking and insurance, consulting, research, law, transportation and communication, construction, media and advertising, public health, environmental agencies, and commerce. Through Eisenberger et al., (2002) a second study consists of
300 retail sales employees from a large discount electronics and appliance store located in the northeastern United States. The third study’s subjects consist of 493 employees from the same employer as Study 2. In the third study, the employees are given the same questionnaire at the same time interval with one exception: the 226 employees are given the survey of the perceived supervisor organizational status. In Study 1, the survey has to be translated from English to French and then back again in order to be administered to the respondents (Eisenberger et al., 2002). The retail sales employees of Study 2 also receive questionnaire packets and three months later follow-up questionnaire packets regarding their perceived organizational support. Study 1 reports that employees who perceive supervisor support feel a perceived organizational support. Study 2 and 3 find that perceived supervisor support is connected to perceived organizational support; meaning, employees are less likely to terminate their employment if they feel that their managers are concerned about their well-being as they are intrinsically motivated to promote the organization. If the employees perceive that their managers do not value their contributions, they are mostly likely to terminate their employment. The implications for the development of the Self-Caring Workshop, then, are an inclusion and encouragement of both individual and group interaction to build a sense of organizational support. The Self-Caring Workshop contains three sections which are What Is Emotional Labor? , Signs of Burnout, and Coping Strategies; each section includes activities that are carried out in small groups for the purpose of brainstorming and discussions. The small groups then present their findings to the larger group.

Duke, Goodman, Treadway, and Breland (2009) investigate whether perceived organizational support helps employees feel that their emotional needs are of
concern to the organization. The researchers survey two areas in the United States but for the same retail services employer. The first location is in the southeastern and second northeastern region. 1,433 surveys are sent to employees’ households and 338 respond to the survey. 67.2% are female and 73.4% are Caucasian which, according to the retail organization, is essentially the make up of the employees in those regions (Duke et al., 2009). The surveys ask employees to self-report on various scales: a 20-item scale to rate on average how they experience distress, interest, and hostility; a 10-item scale on emotional labor with statements such as “I feel emotionally drained after work”; and an 8-item scale about their perceived organizational support with such statements as ‘Help is available from my organization when I have a problem’; and finally a 3-item scale on overall job satisfaction with their current employer (Duke et al., 2009). The study finds that employees with a greater sense of organization support feel a lessening of emotional demands from their jobs (Duke et. al., 2009).

Duke et al., (2009) offer the Conservation of Resources (COR) theory as a “plausible stress framework” for viewing emotional labor (Duke et al., 2009, p.1026). The authors of the study suggest: future research and practical applications based on their empirical findings, that organizations introduce a realistic preview of the emotional labor that an employee will be engaged with on the job, and encourage organizations to provide space to discuss the emotional demands of the job (Duke et al., 2009). This study supports the framework of the Self-Caring Workshop in creating a training program that enhances an awareness of emotional labor in the workplace. The authors note a limitation of the study in that they do not control for organizational tenure in the respondents but instead do control for age; therefore, in designing the Self-Caring Workshop, the opinions
of those who have long standing tenure with their organizations are sought out. The role playing and group discussion is introduced to capture the tenure staff members’ thoughts regarding emotional labor and their perception of their organization.

Jawahar, Stone, and Kisamore (2007) study how individuals and organizations deal with the emotional demands of a job and how perceived organizational support affects emotional demands. The study is done in the West Coast United States where 171 subjects participate in a survey done in a software development organization (Jawahar et al., 2007, p.149). 74% of the respondents are men with an average of 3.67 years of job tenure (Jawahar et al., 2007). The participants are given various scales: an 8-item scale on perceived role conflict, a 17-item perceived organizational support, an 18-item political skill inventory and an 22-item scale on job burnout. The results indicate that employees who feel a greater sense of support from their organization are less likely to be affected by their jobs and are less likely to experience emotional exhaustion (Jawahar et al., 2007). The authors note in their study that while perceived organizational support “helps individuals cope with emotional exhaustion, such perceptions do nothing to prevent feelings of inefficacy (reduced personal accomplishment), suggesting a potential limit for the benefits of support (Jawahar et al., 2007.p.155). The researchers illustrate that the study captures the employees’ perceived organizations support at one point in time of the employees work history and that a fuller picture of how emotional demands and their perceived organizational support could be stronger in a longitudinal study. Thus in the Self-Caring Workshop guidelines, the trainer is asked to set up group interaction opportunities encouraging employees to discuss support issues common to their organization.
The Effectiveness of Training Programs

Stress in the workplace can be expected as evidenced in all of the research done on the subject matter; but what makes an employee remain at a job that is fraught with an added dimension of emotional labor? Employees who are provided formal spaces in the workplace by their employers to express their unique stressors at work will feel supported by the organization (Jawahar, Stone & Kisamore, 2007). Employees’ coping strategies draw from their personal experiences to deal with workplace stress (Lazarus, R. S., & Folkman, S., 1984). Heaney, Price, and Rafferty, (1995) developed a training program called Caregiver Support Program (CSP) to determine the “effects of a worksite coping intervention for human service workers” (p.337). The subjects are managers and direct care staff who work in “group homes for the developmentally disabled or mentally ill adults in 11 counties of Michigan” (Heaney et al., 1995). 55 agencies agree to participate with one manager and one direct staff attending the CSP training, then returning to train other staff at their respective agency. The study is an experimental construct with one group randomly being selected to attend the CSP and another not attending the intervention training program. However, all 55 agency’s employees receive self-report surveys to determine their perceived organization support in decision-making and confidence in coping ability (p.341-342). A total of 1375 employees participate and 81% of those participants are female. Also, 80% of the 1375 are White. The training program takes place over eight weeks and is made of up of six sessions, each lasting four to five hours each. “The first three training sessions are held one week apart and the final three sessions are held every two weeks” (Heaney et al..1995). There also is a pre-test (one month before) and post-test after the training sessions (five weeks after the training
concluded). Heaney et al. (1995) find that those who participate directly in the training session show increased supervisor support and coping ability. The authors note in the limitation of their study that the timing of pre-test and post-test needs to be reviewed based on best practices (p.349). Also, they mention due to their “train the trainer” approach that some of the experimental group participants are not provided any information from the training sessions. Therefore the authors note that the training program could have seen greater impact if all direct staff would have attended the training program (p.349). In the design of a Self-Caring Workshop, an emphasis is placed on encouraging all employees who have direct contact with clients to attend the training session; this leads to possibly the greatest impact of the training session.

Craig and Sprang (2010) provide a study of behavioral health professionals working with traumatized clients and use a random, national sample of self-reported health professionals. Craig and Sprang look at how the evidence-based practices used in health professionals’ workplaces impact their feelings of job burnout, compassion fatigue and compassion satisfaction. They define evidence-based practices as those that can be used during a counseling session, developed by the International Society for Traumatic Stress Studies, such as “exposure therapy, cognitive-behavioral interventions, and eye movement desensitization and reprocessing (EMDR), all having the strongest efficacy for treating trauma in adults” (p.332). The respondents are found through the National Association of Social Workers and the American Psychological Association. A 1000 random sample is selected from each registry but only 542 respond. Of the 542, 10 subjects are removed due to not having a licensure of masters or PhD level; therefore, 532 respondents are used to conduct the analysis (p.323). Craig and Sprang (2010) find
that behavioral health professionals with no “special training on trauma assessment and treatment have increased rates of burnout” (p.328). The authors of the study do not set out to determine if special training is a buffer against burnout but it becomes a variable that deserves additional review. They identify that professional development may buffer the effects of emotional exhaustion as it allows employees time with colleagues (social support) and time away from their normal work schedules. In the Self-Caring Workshop, social engagement is promoted through activities such as group discussion and role playing activities that bring awareness and practice of such strategies as problem solving.

Shimazu, Umanodan, and Schaufeli (2006) examine the “effectiveness of a single-session small-group stress management program on knowledge, coping skills, psychological distress, and physical complaints among workers” (p.61). The study is conducted in western Japan by a construction machinery company. The organization is in the midst of running various mental health programs and the entire 300 employees of research and development are the subjects. The researchers are not able to randomize the intervention group and control group because the company does not want to disrupt their business practices (Shimazu, et al., 2006). The researchers give a pre-test and post-test 8 weeks later and the stress management program based on problem-solving training lasts two hours during work hours (Shimazu, et al., 2006). The program is made up of four parts: “first, a lecture on psychological stress (20 min) (provided basic knowledge about stress based on Lazarus 1996; Lazarus and Folkman 1984 model), second, small-group discussion (45 min) (subjects are split into smaller groups during the training to discuss stressors, describe strategies on how best to deal with stress and then create a plan that can be used in the workplace), third, group presentation (45 min) (subjects present the
group information), fourth, general discussion (10 min)” (Shimazu, et al., 2006, p.63).

The study finds that a single-session stress management program is beneficial for employees 8 weeks after the conclusion of the intervention (Shimazu, et al., 2006). However, limitations are addressed: the short 8 week follow-up may not have been enough time to allow participants to practice their new coping skills, the small size of the study and that it is not fully randomized possibly has unexpected effects on results of the study. Another limitation is that the study subjects are primarily men and that woman in Japanese workplaces are more likely to “suffer from interpersonal problems than males”, according to Japanese Ministry of Health, Labor and Welfare 2002 (as cited in Shimazu, et al., 2006). The Self-Caring workshop incorporates both problem-solving and emotional-solving activities such as role playing and group discussions to enhance knowledge of different coping strategies.

**Synthesis**

The overall design and development of the Self-Caring Workshop is based on the empirical studies in this literature review. These studies recommend that such a workshop contain certain opportunities such as group discussion for employees to be successful at reducing their stress. The Self-Caring Workshop covers three basic sections: First, it presents the basics of emotional labor and how to bring about awareness of emotional labor in the workplace. Emotional labor is explored through self-reflection questions that open opportunities for individuals to discuss their personal experiences in a small group and then within a larger group. Second, it defines the signs of burnout and how to bring about awareness of their self-identified signs of burnout. The participants are asked to
describe or creatively illustrate examples of an instance when they have experienced any of the signs of burnout; they are given a formal space to explore and discuss their feelings, both positive and negative, and the ways in which they react to the emotional demands of their worksites. The training session gives employees a formal space to engage other individuals in a group dynamic environment, which promotes perceived organizational support. The final section on coping strategies first starts by defining what the experts say coping is and then provides examples of categories of strategies. The participants are then asked to engage in coping exercises through role-playing activities. The role-playing activities begin in one of two ways: the participants either select a pre-determined scene or create their own scene. The created scenario centers around an irate customer (participants pick the issue that is creating the dissatisfaction) who escalates the confrontation by asking to speak to the supervisor of the participant. Once the scene is played out, the follow-up questions are asked and the group discusses amongst themselves and then within the larger group: ‘How did it make you feel as the customer escalated the situation?’, and ‘Did you notice what coping strategy you first used, and finally did you use more than one strategy?’ The final coping exercise encourages participants to draw or list examples of their own coping strategies. They then share their examples with the group to enhance the group’s repertoire coping strategies.
Chapter Three

Audience and Implementation Factors

Introduction

Chapter one introduced the issue of job-related emotional stress and employees’ need for formal spaces in which to discuss their stress. This points out the necessity of a self-caring workshop that can assist employees in raising their awareness of emotional labor and in learning about effective coping strategies to handle workplace stress before it leads to job burnout. Chapter two, the literature review, established that employees formally seek out spaces to discuss their emotional needs and that there are effective methods for coping with stressful situations at work. The *How to Deal with Stressful Customer Service Jobs: Strategies for Caring for Oneself While Caring for Others Workshop* is developed and designed as a workshop to assist employees in raising their awareness of emotional labor and effective coping strategies. The following chapter goes into further detail about the Self-Caring Workshop, the intended audience and personal qualifications, the environment in which it is to be used, and a description of the product.

Development of Product

The Analysis, Design, Development, Implementation, and Evaluation (ADDIE) Model was used to design and develop the Self-Caring Workshop; it is an early instructional-development (ID) model which is formulated for the U.S.Army and is created by the Center for Educational Technology at Florida State University (as cited Clark, D. 2012). The ADDIE model describes all the phases of an iterative process and
ease to change the product as need be (i.e., a repetitive or looping process); it starts by identifying instructional goals and ends with summative evaluation. The five phases are Analysis, Design, Development, Implementation, and Evaluation. One reason it is one of the best known models is because it is applicable across a range of topic areas, users, and contexts.

This is especially important when developing the workshop because there are many departments involved in its creation. The various departments’ feedback is critical to the content formation of the workshop. The ADDIE model describes a given learning environment. For example, employees are going to learn about the coping strategies through group exercise such as role playing to practice their new found awareness of a component of their job.

**Analysis Phase.** The analysis phase is the first phase of the ADDIE Model. The Self-Caring Workshop addresses the problem that human service employees tenure have dropped from 11.5 years in 2000 to 9.5 years in 2012 (U.S. Bureau of Labor Statistics). Possible sources of the problem include the following: human services workers’ increased and varied interaction with clients may lead to feelings of emotional exhaustion and cynicism (Totterdell & Holman, 2003). The solution to the problem is to create a motivational workshop that brings awareness of their emotional needs and a place to discuss the varied emotional demands of their employment so as to reduce the possible risk of burnout. The teaching goal is the following: human service workers who attend Self-Caring training session will practice skills necessary to enhance their repertoire of coping strategies and awareness of emotional labor. This is accomplished by partaking in
awareness-building through self-reflection of emotional labor and burnout within their occupation and engaging in individual and group exercises that foster social support within the organization. The trainer facilitates the initial discussion of emotional labor, signs of burnout and coping strategies but it is the interaction of the participants that leads to the exploration of the topics that pertain to the stressors that are present at their organizations; thus, employees are able to apply coping strategies at their workstations.

Performance objectives: when at work and interacting with their colleagues, employees engage in self-reflection and social activities to grow their self-coping strategies and increase their perceived organizational support via the positive interactions with their colleagues. Instructional goals: employees articulate their emotional coping strategies while they explore their perceptions of self and work throughout their work history. Employees foster positive peer relationships in their work environment by engaging in open and cooperative interchange of ideas. Trainers and employees encourage each other to engage in developing a myriad of coping strategies that can be used throughout their career.

**Design Phase.** Plan for instruction on how to meet the goals and learning objectives indicated in the Analysis phase: design a training workshop to effectively teach employees how to use their emotional coping strategies skills to enhance their repertoire of coping skills in the workplace. The training workshop creates a positive perceived organizational social environment in order for employees to add to their coping strategies. The employee and trainer engage in discussion after each activity to reinforce their pre-existing skills. The self-reflection and role playing activities in each section are chosen to reflect the diverse employee population who is attending the session. Some
employees, due to their unique cultures, may not want to participate during the orientation; when this is the case, the self-reflection activities still allow them to practice at their own pace.

To stimulate attention, the training session include a color-coordinated outline per section and the overall learning objective. The introduction page introduces each section and is in a unique color; for example, the section of emotional labor is highlighted in blue and the corresponding PowerPoint background slides are in the corresponding color, thus creating a visual roadmap for the participants to follow. The section on burnout is green and coping section is orange. The content of the workshop also contains components of significance related to human service unique to their work environments. Trainers and employees will respect the each other’s choice of self-disclosure by creating an atmosphere of trust and respect by including the statement following the outline “The (name of organization) value cultural diversity as including racial, ethnic and class backgrounds, national origins, religious, spiritual and political beliefs, physical abilities, ages, genders and sexual orientations. All in the training session are expected to be respectful and supportive to all who are different from themselves in terms of age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status. It is expected that all in the training session work to create a climate of safety and trust for all concerned. (This statement has been adapted from the following Universities and/or Counseling Psychology Program Statements: Auburn University, Miami University, the University of North Dakota, and University of Missouri – Columbia). The self-disclosure statement holds all in the training session accountable for their actions and behaviors by making
them aware of the expected rules of conduct during the training session. The training workshop design includes the employee’s senses of sight, sound, and touch through social interaction. To support self-awareness, the training workshop facilitates employees in practicing their self-reflection skills, supportive social interactions. Coping strategies comprehension is promoted through the open-ended questions in each section, encouraging the participants to draw from their personal experiences and reflect on their coping strategies. To motivate employee interaction, the group activities such as the self-reflection questions, drawing a picture on their coping roadmap or role playing assist employees to give unique and creative responses to the activities.

**Development Phase.** The design phase lays out the foundation of the instructional product. During this phase, I developed a training workshop to foster employee awareness of emotional labor and effective coping strategies. Included in the training workshop is a 15 slide PowerPoint and the accompanying printed slide workbook. The PowerPoint can be sent electronically to each attendee before the training session. The training workshop workbook allows participants to take what they have learned back to their workstations in order to refer back to it. A further description of the training workshop is included in the Product Description section.

**Implementation Phase.** Following the completion of the development phase, employees from various human service fields are asked to attend a training session. An evaluation of the effectiveness of the training workshop is conducted after it is implemented to the intended audience. In addition, pre-tests and post-tests are given to human service employees before and after the training session. The pre-test and post-test
are self-administered questionnaires. Lastly, feedback collected from human services employees regarding their experience of the effectiveness of the training workshop is reviewed. A further look at the process is found in Chapter Four.

**Evaluation Phase.** The goals and objectives of the workshop are assessed by the formative evaluations of the workshop throughout all mentioned phases. Furthermore, a summative evaluation will be conducted after the implementation of the training workshop. Currently-employed Human service workers from various fields have evaluated the Self-Caring Workshop. Their responses and suggestions regarding Self-Caring help refine the product into a more effective tool. Four adults from various human service occupations (higher education, call center employee, preschool teacher, and US flight attendant employee) are asked to evaluate Self-Caring and answer a survey regarding the efficacy. Their feedback was invaluable in the development of the product.

**Evaluation of a Similar Product**

In visiting two universities and one public library looking for similar training workshops or workshops that address self-awareness and emotional labor, I employ the use of Google Scholar. Typing the words “emotional labor training” with the quotation marks in the advanced Google search brings 11,900 results. There are peer-reviewed articles, dissertations, conference workshops and professors’ classroom presentations to name a few examples that come up in the results. Wading through the enormous number of results, the workshop closest to Self-Caring that can be linked to a specific organization is one created specifically for training employees: Emotional Intelligence in the Workplace produced by Susan Dingman University Center for Training and
Development Published in March 2010 from Binghamton University. I evaluated the product using the JIP evaluation form created by Dr. Carolyn Jeffries (see Appendix A for the complete JIP evaluation form). The Emotional Intelligence in the Workplace is a workshop addressing four areas of self-awareness: emotional self-awareness, accurate self-assessment, and self-confidence. The workshops four components first define the topics and then provide two activities. The first activity follows the Self-Awareness definition; the participants fill out a form How Self-Aware Are You? They answer yes or no. A discussion follows the answering of the questions. The second activity follows the Self-Management definition. The Self-Management Skills activity is a list of skills where the participants are to mark next to the ones that make them “unique” for example, “Able to make important decisions on my own”. Once they have done that they choose two-three skills and create a sentence using those words by giving examples of how they use those skills. The final slide gives tips on how to improve their emotional intelligence at work. This workshop also offers opportunities for social interaction and building self-awareness. Emotional Intelligence in the Workplace does not incorporate graphics beyond boldface titles. Research on effective instructional media suggests that the use of art and basic graphic layouts principles makes training materials more pleasing and user-friendly. Also, the Emotional Intelligence workshop lacks the promotion of varying social interaction that encourages all participants to engage in order to establish self-awareness in different situations. The workshop was practical and easy to read and there was no excess use of difficult terminology, which allows a novice to use it as a reference. The workshop offers per section various sample questions and two reflection exercises throughout the workshop and a tip sheet that are helpful to the employee to take back to
their workstations. Thus, an important design component of the Self-Caring Workshop is its focus on, fostering employee interactions and sharing their unique coping strategies through exercises throughout the workshop.

**Intended Audience**

In this section, I give an overview of the intended audiences who will interact directly or indirectly with the finished product.

**Workshop participants.** The participants will be human service workers in the United States between the ages of 18 and 70 years. Human service employees encompass diverse socioeconomic, sexual orientation, cultural backgrounds, and racial populations. Employees read and speak English at the high school level and possess knowledge on how to operate a computer. Some employees may not feel stress at work or be interested in the self-knowledge component of the training; but only how to control an interaction with clients. Others may want to learn more about themselves in order to decrease their stress levels and be better equipped to help the public. Below is additional information about the target audience:

- Entry skills and prior knowledge of content: Human service workers are expected to have a year of customer service experience.

- Entry skills and prior knowledge with delivery mode: Employees have attended job training.

- Education and ability levels: Employee may have some post-secondary available from local community colleges, vocational schools, and university.
• Learning preferences: Employees are typically visual and auditory learners.

• Attitudes toward content: Human service workers are generally interested in learning about how to cope with job stress.

• Attitudes toward delivery system: Human service workers’ attitudes towards workshops in general range from indifferent to enthusiastic.

• Attitude toward learning situation: Human service workers are indifferent to enthusiastic in the training room based on their prior job training experience.

• Motivation levels: Human service workers motivational levels are generally high for learning about this topic.

• Developmental levels: Human service workers developmental levels vary, according to Erik Erikson. Erikson’s eight stages of adult development focus on the person and social cultural environment and the way this interchange helps form individual identity. Erikson also postulated that middle-aged adults work to be productive and feel a sense of accomplishment (Bee, 1992).

• Cognitive development levels: Piaget’s theory of adult cognitive development states that individuals ages 12 years and into adulthood move into a formal operational stage. Piaget explained that the formal operational stage is reached when adults are capable of deductive logic and are able to see problems from varying angles (Bee, 1992).

**Personal Qualifications**
Professional trainers using this product need positive, warm, and active listening skills. In addition, they need be able to communicate and read English. Professional trainers also need experience working in the human service occupations and an understanding of their related unique challenges such as frequency of interactions with clients, control of interactions with clients, and workload. Professional trainers also need to be aware of the average population they serve and the organizations’ emotional display rules. The professionals are there to provide a supportive environment so that employees can openly discuss their work environments, emotional demands, and how they use their coping strategies to deal with those demands. In doing so, the professionals allow other colleagues to learn new strategies they may have never thought of before. It is necessary for the trainer to have read Arlie Hochschild’s book, *The Managed Heart - Commercialization of Human Feeling*. R. S. Lazarus, and S. Folkman book, *Stress, Appraisal, and Coping* to have a framework of emotional labor and stress theories.

**Environment and Equipment**

The Self-Caring Workshop can be conducted in any organization that works closely with people and can create space for employees to meet. It can be conducted in a space as informal as a lunchroom or in a space as formal as one designed for specific trainings. The best environments for the Self-Caring Workshop to foster a supportive environment are meeting spaces that are enclosed and with round tables that have employees face each other in order to foster group dynamics. The environment should be encouraging for all to speak and be free from negative or critical opinions. The PowerPoint and handouts are critical components of the workshop.
**Product Description**

**Product Components.** The Self-Caring Workshop includes a Microsoft Office PowerPoint presentation made up of 25 slides along with trainer information at the bottom of each slide plus participant materials and graphics. Each section is designated with a color specific to the topic: section one is on emotional labor, which continues the same light blue; the second section is signs of burnout, which is in light green; the final section, coping strategies, is orange. The second page is the outline page with overall learning objectives in the same light blue. On the top right corner is the title Self-Caring to remind participants that this training session is about their emotional needs and their coping strategies. The next slide is the Self-Disclosure statement of expected training values; The (name of organization) value cultural diversity as including racial, ethnic and class backgrounds, national origins, religious, spiritual and political beliefs, physical abilities, ages, genders and sexual orientations. The workshop facilitator is prompted to remind the participants that they are expected to be respectful and supportive to all who are different from themselves in terms of age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status. Facilitators are also prompted to foster and state the expectation that all in the training session will work to create a climate of safety and trust. Each section begins with a definition and then follows with an activity. For sample workshop slides, see Appendix D.
Product Activities. The workshop activities vary by section. The first activity includes self-reflection questions and discussion about emotional labor. The next activity is devoted to the topic of emotional labor and burnout. Another activity centers on role-playing coping exercises. The final activity allows each employee to reflect on the specific coping strategies that have worked for them in the past and some new strategies they can utilize in the future.

Chapter four summarizes the project and goes into detail of the workshops’ formative and summative evaluations. Lastly, future usage for the Self-Caring Workshop is explained.
Chapter Four

Conclusion

Summary

Human services employees, as discussed in Chapter one, are trained to acquire their needed job skills but that training lacks a focus on the emotional needs of their occupations (Hochschild, 1983); this deficit in training can lead to career burnout (Van Dierendonck, Schaufeli, & Buunk, 2001; Totterdell and Holman, 2003). The Department of Labor and Statics shows that human service occupations are projected to grow by 14.3 percent by 2020. The purpose of this project is to develop a step-by-step, effective, and current description of job burnout signs and a coping strategies workshop for newly hired customer service employees working for a social service agency. Chapter two, the literature review, establishes that employees formally seek out avenues to discuss their emotional needs and how to effectively cope with stressful situations at work. Self-Caring is developed and designed as a training workshop to assist employees in raising their awareness of emotional labor and effective coping strategies. Chapter three further details the formation of Self-Caring, the intended audience and personal qualifications, the environment in which it is to be used, and a description of the product. Chapter four summarizes the project and details the formative and summative evaluation of the training workshop. Lastly, future usage for Self-Caring is explained.

Evaluations
Formative Evaluation. The first evaluation of Self-Caring was done by a female Marriage Family Therapist Ph.D, with 30 years of private practice experience and 10 years as a California community college professor. Her feedback was invaluable in further improving the workshop design and development. She first commented that the inclusion of artwork enhances the slides’ appearance and that the products have a nice flow from subject to subject. She comments specifically on the section on Emotional Labor and Burnout and requests clarification on the definitions to make it audience-friendly; for example, the use of him/herself is initially used to be inclusive but becomes cumbersome to the reader. She suggested to either change it to s/he or oneself. The final recommendation is to change the Coping Strategies slide. The coping strategies slide had too much information visually on the left and right. The evaluator suggests separating the dual content into their own slides; giving each strategy its own space and importance and providing participants with more focused time to reflect on those strategies.

Following the initial review by Evaluator A, three additional individuals (Evaluator B, C, D) working in the human service sector evaluate Self-Caring using a survey (see Appendix B). The survey is made up of eight questions designed to gauge the effectiveness of the product, the objectives, and the goals of Self-Caring. After each question, the survey includes space for feedback. Evaluator B currently has worked in the human service occupations for 8 years. Evaluator B is currently a preschool teacher of 1 year and 8 months. Evaluator C has worked as a flight attendant for 7 years and Evaluator D has worked as a call center employee for 7 years. The results of the survey indicate that all four evaluators find the content of the workshop to contain invaluable information that could enhance the emotional well-being of human service employees.
Evaluator B suggests that the coping strategies slide go before the activity as some employees might not be fully be aware of the varying coping strategies. Evaluator B also requests seeing information regarding stress in the coping section as dealing with emotions can cause stress. Evaluator C and D both state concerns with regards to language usage in the definitions. Evaluator C suggests rephrasing the definitions so that they are more lay-friendly. In addition, Evaluator C remarks that it is important for employers to provide training helping employees anticipate realistic work situations that might arise and to practice their emotional responses to those situations. The final recommendation is to change the Coping Strategies slide, as it contains too much information visually on the left and right. The evaluator also suggests separating content into their own slides; this will provide each strategy its own focus, giving individuals more time to reflect on those strategies. Evaluator D wants to see an inclusion of using exercising regularly, eating well, and getting enough sleep as a means of reducing stress in the coping strategies section. After reviewing the recommendations of the evaluators, further information is added to the notes for the trainer on the slides. The evaluators’ suggestions add to the clarity of the content of Self-Caring.

**Summative Evaluation.** The summative evaluation of the Self-Caring workshop will be accomplished by conducting an experiment using the target audience in real-world settings. Participants will be human service workers from various occupations throughout the United States. They will be made up of both genders and diverse cultural backgrounds and will include employees with disabilities and impairments. Participants will be divided into two groups: one control group and one experimental group. The control group of human service workers will listen to a presentation on stress and coping
strategies. The experimental group, however, participates in the Self-Caring workshop will be given the pre-test online as a self-report questionnaire on topics relating to their awareness of emotional labor, coping strategies, and increase of organizational support. The control group will attend the presentation and the experimental group will attend the 60 minute workshop. The post-tests will contain the same questionnaire as the pre-test. Data from the pre-tests and post-tests will be analyzed using statistical software to see if there are any significant differences between the two groups in their awareness of emotional labor, coping strategies, and increase of organizational support. A follow-up survey will identify emotional stress/burnout for both groups and the results will be compared to confirm that the workshop attendees have less stress since employing the coping strategies. The overall summative evaluation results will gauge whether the Self-Caring Workshop meets its instructional goals and objectives.

Future Plans

My future plans are to develop an online delivery format version; a webinar for trainers to review before conducting the workshop for human service workers, supervisors, and executives. The online version will contain all the components of the Self-Caring PowerPoint but the online trainer version will allow more time for the trainers’ questions regarding the theories. The webinar resources will provide participants with a great list of resources regarding emotional labor, burnout, and coping strategies. Another long term goal will be to create a trifold pamphlet that will be incorporated into new-hire orientations. The pamphlet will be a condensed version of the workshop but will deliver all the main points on emotional labor, signs of burnout and coping strategies. The
value of a pamphlet that is accessible to human service workers will be twofold; it will serve to establish emotional labor as a legitimate phenomenon and emphasize the idea that these employees are not alone.
References


# Appendix A

## JIP Evaluation Form

<table>
<thead>
<tr>
<th>1. GENERAL INFORMATION</th>
<th>Developed by: Dr. Carolyn Jeffries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product Name:</strong> Emotional Intelligence in the Workplace</td>
<td></td>
</tr>
<tr>
<td><strong>Type of Product:</strong> Training Manual</td>
<td></td>
</tr>
<tr>
<td><strong>Publisher/Company:</strong> Produced by Susan Dingman University Center for Training and Development</td>
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<tr>
<td><strong>Copyright Date:</strong> Published in March 2010</td>
<td></td>
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<td><strong>Cost:</strong> Unknown</td>
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<tr>
<td><strong>Target Audience:</strong> Those attending the Professional Development Workshops and Seminars at Binghamton University</td>
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<tr>
<td><strong>Brief Product Description:</strong></td>
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<tr>
<td>(general goal, components/sections/topics, sizes/comprehensiveness, type of media, sizes, type of media, etc.)</td>
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</table>

The Emotional Intelligence in the Workplace is a workshop address four areas of self-awareness: emotional self-awareness, accurate self-assessment, and self-confidence. Work.
### 2. PACKAGING AND/OR INFORMATION SHEET

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<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Is the target audience’s age range listed?</td>
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<td>Does the age range seem appropriate?</td>
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<tr>
<td>Are there appropriate product and component warnings/limitations/requirements/constraints?</td>
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<tr>
<td>Is the content accurately represented?</td>
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<td>Are the listed awards/endorsements/accolades independently earned?</td>
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<td>Are the educational goals and objectives listed and accurate?</td>
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<td>Are the components/parts/sections listed and accurate?</td>
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<tr>
<td>Are the packaging and its graphics attractive to the target audience?</td>
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<td>Is the packaging safe/appropriate for the age group?</td>
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<td>Is the art style appropriate and timely for the age range and topic?</td>
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**Total Number of Yes Checks**

**Explanation/Comments:**

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<td>Are topic and audience experts (consultants, editors, authors) cited?</td>
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<tr>
<td>Does it address and list state/national standards or regulations?</td>
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<tr>
<td>Question</td>
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<tr>
<td>Does it use appropriate vocabulary for the topic and audience?</td>
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<td>Does it review background knowledge and skills needed for use?</td>
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<td>Can it be easily integrated into a learning context?</td>
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<tr>
<td>Are the workshops/instructions and activities/content clear, complete, &amp; appropriate?</td>
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<td>Are the instructional goals and objectives clear, appropriate, and realistic?</td>
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<td>Does it present a novel/better way of addressing the topic?</td>
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<td>Does it have individual and multiple user options?</td>
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<td>Are many modalities and senses addressed/elicited?</td>
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<td>Does it address different genders, cultures, and backgrounds?</td>
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<td>Is it developmentally appropriate?</td>
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<td>Are there multiple and increasing layers of complexity?</td>
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<td>Is it parent/neighbor friendly?</td>
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Is it environmentally friendly? (avoids all types of pollution including wasting energy or paper in order to develop or to use it)  

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Explanation/Comments:

6. SECTIONS/COMPONENTS & COST

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<thead>
<tr>
<th>Are the parts durable/washable/reusable?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Are all the parts/links functioning/complete?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is it logically sequenced/organized?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is reference and resource information included?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do the buyers get value for their money/time?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Does the cost seem appropriate in comparison to similar products?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is it more than an exciting package or fun idea?</th>
</tr>
</thead>
</table>

50
Is the cost affordable for the target audience?

<table>
<thead>
<tr>
<th>Total Number of Yes Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Explanation/Comments:

7. FINAL EVALUATION

Fill in the total number of Yes checks from Tables 2 - 6 in the table below. Then add up the values and see where the product falls on the evaluation scale.

<table>
<thead>
<tr>
<th>OVERALL RATING</th>
<th>Total Number of Yes Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACKAGING AND/OR INFO SHEET</td>
<td></td>
</tr>
<tr>
<td>CONTENT &amp; PEDAGOGY</td>
<td></td>
</tr>
<tr>
<td>ARTWORK &amp; GRAPHICS</td>
<td></td>
</tr>
<tr>
<td>USABILITY</td>
<td></td>
</tr>
<tr>
<td>SECTIONS/COMPONENTS &amp; COST</td>
<td></td>
</tr>
<tr>
<td>TOTAL PRODUCT SCORE</td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION SCALE:

49 - 55  EXCELLENT  
35 - 43  NEEDS EMBELLISHMENT  
0 - 29  USER  JIPPED!

44 - 48  VERY GOOD  
30 - 34  NEEDS MUCH WORK
Summary Explanation/Comments (brief list of strengths, weaknesses, problems, issues, etc.):

8. PRODUCT EVALUATION REFLECTION AND IMPLEMENTATION

How does this evaluation influence, inform, or affect your instructional product design plans? Address at least six items/ideas.

1. Introduce a table of contents page to the workshop.
2. Include 3 reflection exercises after known problem areas.
3. Include references to experts in the field of stress, emotional labor, and coping strategies in the workshop.
4. The visual layout that includes art work or graphics is important to the user because it can be used as references workshop. This may also be important for employees who are visual learners.
5. The workshop will be presented in three sections with summaries of the prior section. The first section will address emotional labor, second section signs of burnout and third section coping strategies.
6. The workshop will also be provided electronic means via email or saving it on the main such as the main server of the organization.
Appendix B

SELF-CARING WORKSHOP EVALUATION SURVEY

Please answer the following questions by checking either yes or no. There is space underneath each item for comments or suggestions. Thank you for your participation in evaluating this product. Your feedback will be used to further assess and improve its future use.

Do you think employees will develop more coping strategies?
_____ Yes _____ No

Do you believe the Self-Caring workshop supports social interactions?
_____ Yes _____ No

By participating in the Self-Caring workshop, do you believe employees will achieve a better understanding of what their emotion work role identity and coping strategies are?
_____ Yes _____ No
Is the content in the workshop appropriate for employees?
_____ Yes _____ No

Do you think that employees will find the topics presented in the workshop interesting and relevant?
_____ Yes _____ No

Do you think the self-reflection questions, burnout activity, and role playing that are incorporated in the workshop is appropriate for employees?
_____ Yes _____ No

Is the workshop engaging?
_____ Yes _____ No

Would you recommend this workshop?
_____ Yes _____ No
Appendix C

Excerpts from the Self-Caring Workshop

What is Emotional Labor?
Emotional Labor

Definition

- Dieter Zapf et. al. defined emotional work as the psychological processes necessary to regulate organizationally desired emotions as part of one’s job.

Signs of Burnout
Signs of Burnout

Maslach, C., Schaufeli, W., Leiter, M.
defined job burnout as being characterized by three key dimensions:

1. Overwhelming exhaustion

2. Feelings of cynicism and detachment from the job

3. A sense of ineffectiveness and lack of accomplishment
Coping

Lazarus, R and Folkman, 1984 define:

“coping as constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person (p.141).”

Coping Strategies
This is about nourishing you as an individual

- Religious Coping

- Social aspects of coping dyadic coping which involves empathic coping and compromising (p.122)