

Workshop

Stress- & Self-Management

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PerLe – Projekt erfolgreiches Lehren und Lernen

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Exercise for self-reflection:

Please take a moment to think about your very own stress experience.

Please complete each of the following three sentences to match your stress experience:

- I get stressed when....
- When I am stressed, then...
- I stress myself by...



I. Recognize and understand stress

The “Stress Traffic Light”

Individual Stress Management

II. Self-management – Tackling the stress

Arranging life in line with your own goals

Done is better than perfect

Setting priorities

Act, don't just react



I. Recognize and understand stress

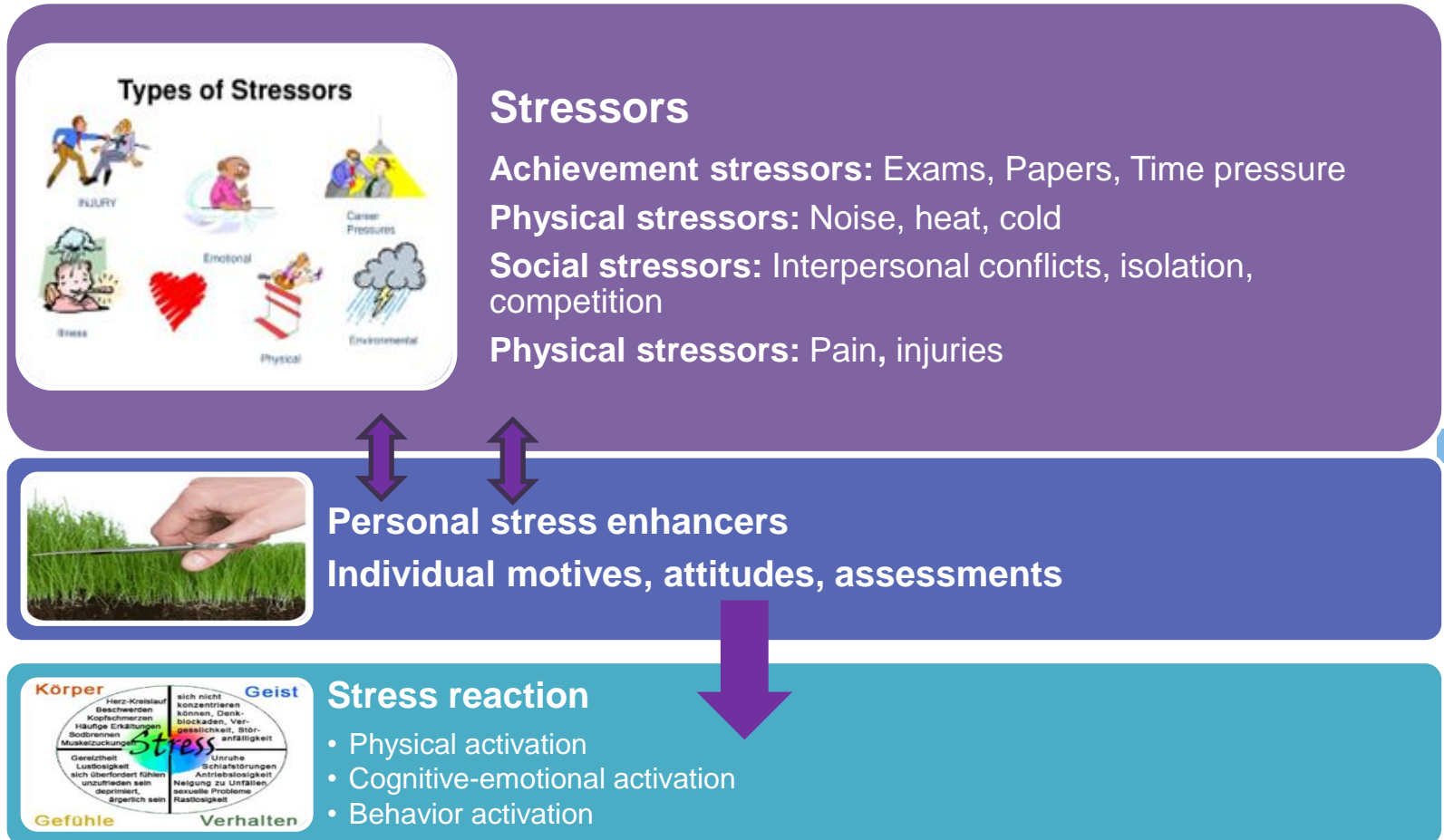


The three layers of stress



Stress Traffic Light

The three layers of stress



Stress Traffic Light – Stressors

C | A | U

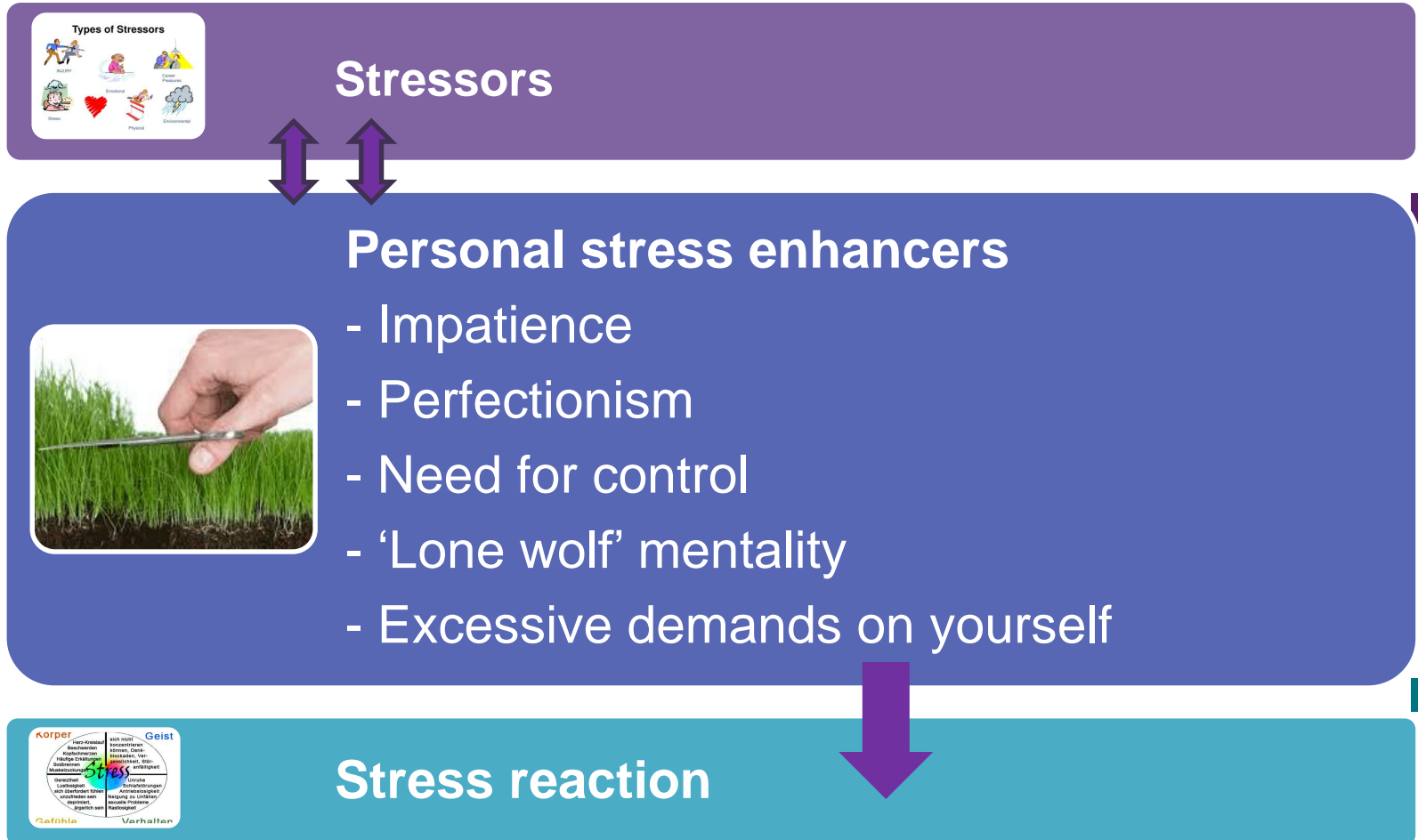
Christian-Albrechts-Universität zu Kiel

Exercise: Stress questionnaire



Stress Traffic Light

The three layers of stress



Stress Traffic Light – Stress enhancers

Exercise: Stress-enhancing thoughts



Stress Traffic Light

The three layers of stress



Stressors



Personal stress enhancers



Stress reaction

Physical activation

Faster heartbeat, increased muscle tension, faster breath
→ Readiness to act

Cognitive-emotional activation

uneasiness, inner unrest, nervousness, fear of failure, guilt, mental blocks, blackouts

Behavioral activation

rushed, impatient, conflict-prone dealings with other people

Individual Stress Management

Three pillars



Instrumental stress competency

- *Starting point: Stressors*

→ Meeting demands actively

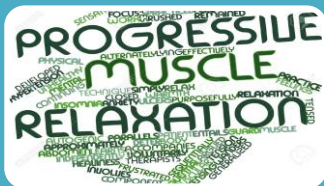
→ Time- and self-management



Mental stress competency

- *Starting point: Personal stress treatment*

→ Developing beneficial attitudes and assessments



Regenerative stress competency

- *Starting point: Stress reaction*

→ Creating a balance to prevent health risks

Instrumental stress competency

- (1) Expertise and knowledge about subject to meet performance demands
- (2) Social competencies to create and maintain a supporting social network
- (3) Self-assertion competency to (reasonably) defend your own interests and set boundaries
- (4) Self-management competency** as the ability to independently steer one's life based on self-defined goals



Instrumental stress competency

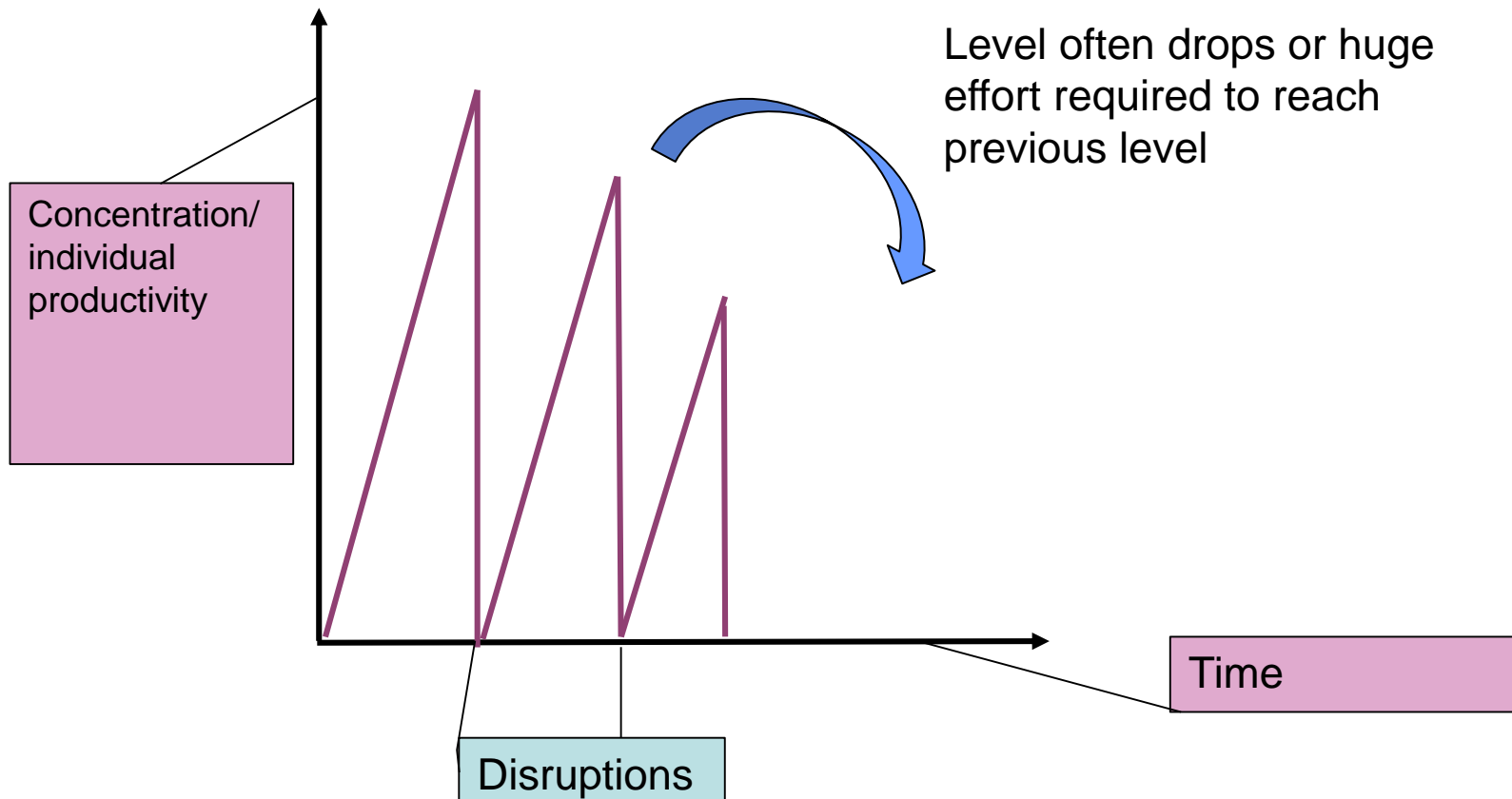
(1) Lifelong learning

Learning is an independent, active, and complex process!



(3) Setting boundaries

The 'saw blade effect'



II. Self-management – Tackling the stress



Most important task:
Defeating inner temptation ('inner pig-dog')



“Basic rules“ of self-management

- Arranging life in line with your own goals
- Done is better than perfect
- Setting priorities
- Act, don't just react



Arranging life in line with your own goals

How do I reach my goals? The SMART method

Defining exact (and positive) goals

- S = Specific
- M = Measurable
- A = Attainable
- R = Relevant/Realistic
- T = Time Bound

Broad Goal: I want to write a business book.

Specific: I will write a book on social media that is a minimum of 150 pages.

Measurable: I will write one chapter per month, or 3-5 pages per week.

Attainable: I will work on the manuscript first, and once that is completed, I will begin to search for a publisher or explore self-publishing.

Relevant: Writing a book on social media will help me establish myself as an expert.

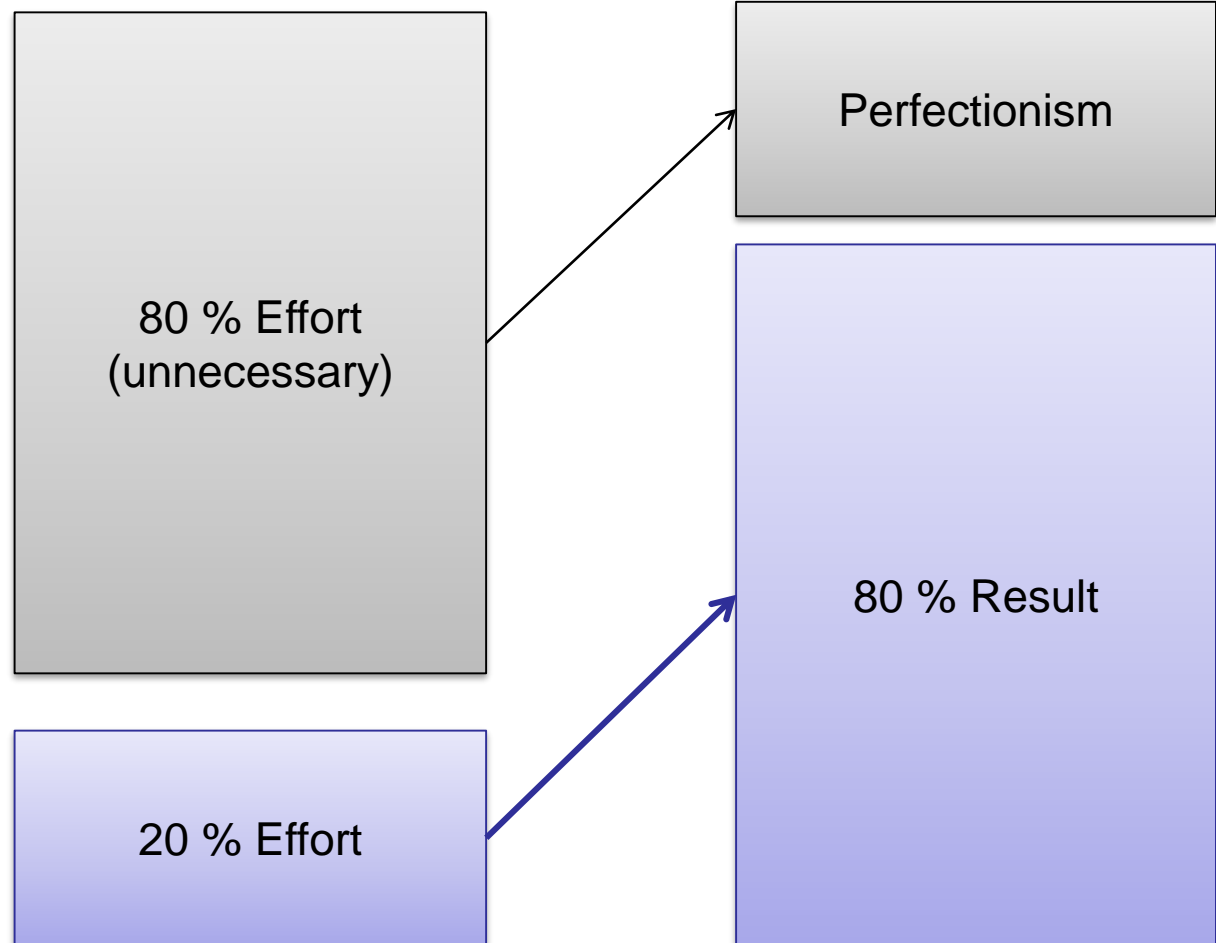
Time Bound: My manuscript will be completed and ready to be published in 10 months.

SMART Goal:

In order to establish myself as an expert, I will write a 150-page book on social media by writing one chapter per month (3-5 pages per week). The book will be completed in 10 months, and then I will search for a publisher or explore self-publishing.

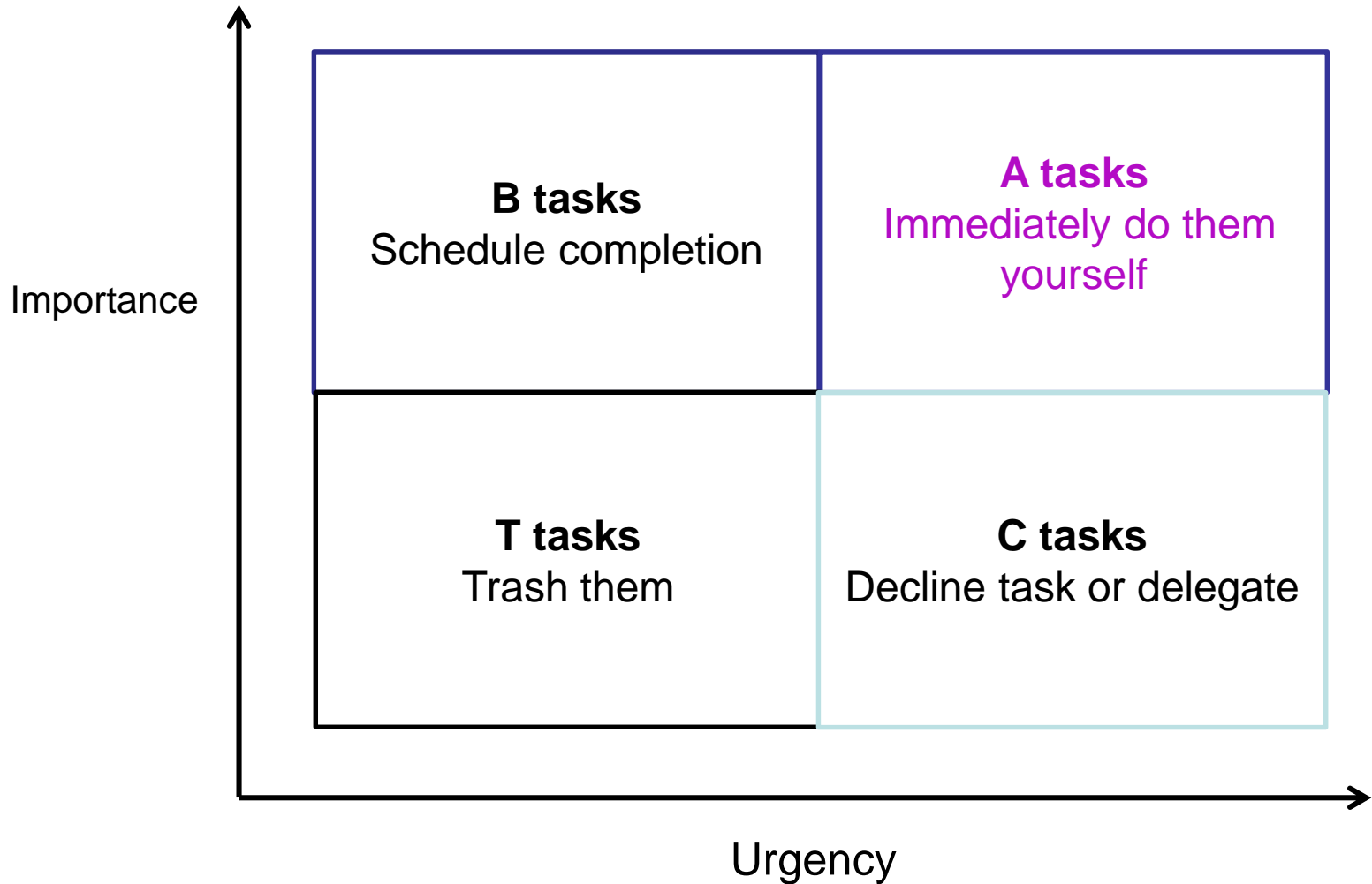
Done is better than perfect

The Pareto principle



Setting priorities

The Eisenhower matrix



Exercise: Time planning

- What's are you occupied with at the moment?
- What tasks do you have to deal with this/next semester?
- What other (non-academic) tasks do you have to cope with regularly?
- What are you currently working on?
- What goals do you want to achieve in your free time (sports, politics, voluntary work....)?
- What are you responsible for?
- What changes are ahead? In your academic life? In your private life?

Now plan your next week based on these factors

Things to remember:

- Personal circadian rhythm (Owl vs. Lark)
- Time stealers
- Ways (to uni, work, partner etc.)
- Chores, Shopping, Cooking
- Hobbies
- Sleep



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Act, don't just react

Plan your days with the ALPEN method

- **A** = Write down assignments, activities and appointments
 - To do list
- **L** = Estimate length and duration of activities
 - Realistic time limit
- **P** = Plan buffer times
 - Only plan for 50-60% of time
- **E** = Make decisions
 - Decide on priorities of tasks and order
- **N** = Control and recheck
 - In the evening, check accomplishments

Exercise:

Plan Monday, March 9th, as detailed as possible



Tips for academic writing

- Before reserach: Own thoughts about topic
- Don't start writing when you've read all literature
- Continously draft outlines of the whole paper
- Quick focus on one perspective
- Research always closer to research question/hypothesis
- Draft an outline but stay flexible
- Only write introduction and conclusion while revising the (first) draft

Progressive muscle relaxation



- Gelassen und sicher im Stress – Das Stresskompetenz-Buch: Stress erkennen, verstehen, bewältigen; Gert Kaluza, 6. überarbeitete Auflage, Springer Verlag, 2015, ISBN: 978-3-662-45807-5 (eBook)
- Stressbewältigung: Trainingsmanual zur psychologischen Gesundheitsförderung; Gert Kaluza, 3., vollständig überarbeitete Auflage, Springer-Verlag, 2015, ISBN 978-3-662-44016-2 (eBook)
- Selbstmanagement und Zeitplanung; Edith Püschel, Verlag Ferdinand Schöningh, 2010, ISBN 978-3-506-76884-1

- Attempt to do everything/too much at once
- No goals, plans, schedules
- Phone calls, messages
- Materials unorganised, desk too full
- Unannounced visitors
- Putting off disagreeable tasks
- Inability to say “no”
- Perfectionism
- Lack of consistency and self-discipline

