

Mental Health in the Workplace

John Littleton
Psych Services Coordinator





Psychological Injuries

 Issues with mental health

 Introduction to CEDA

 **C**onnections making

 **E**ngaging the employee

 **D**ecision making

 **A**ction taking

 Tools for the journey

> How can I manage these issues?

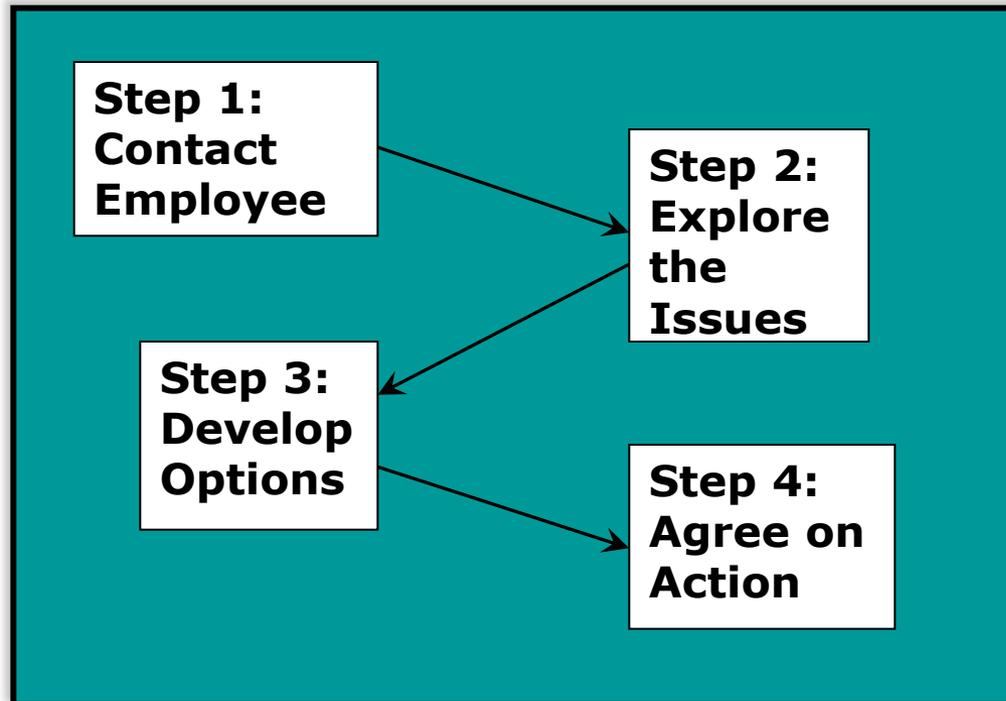
Manager supportive intervention protocol

C

E

D

A



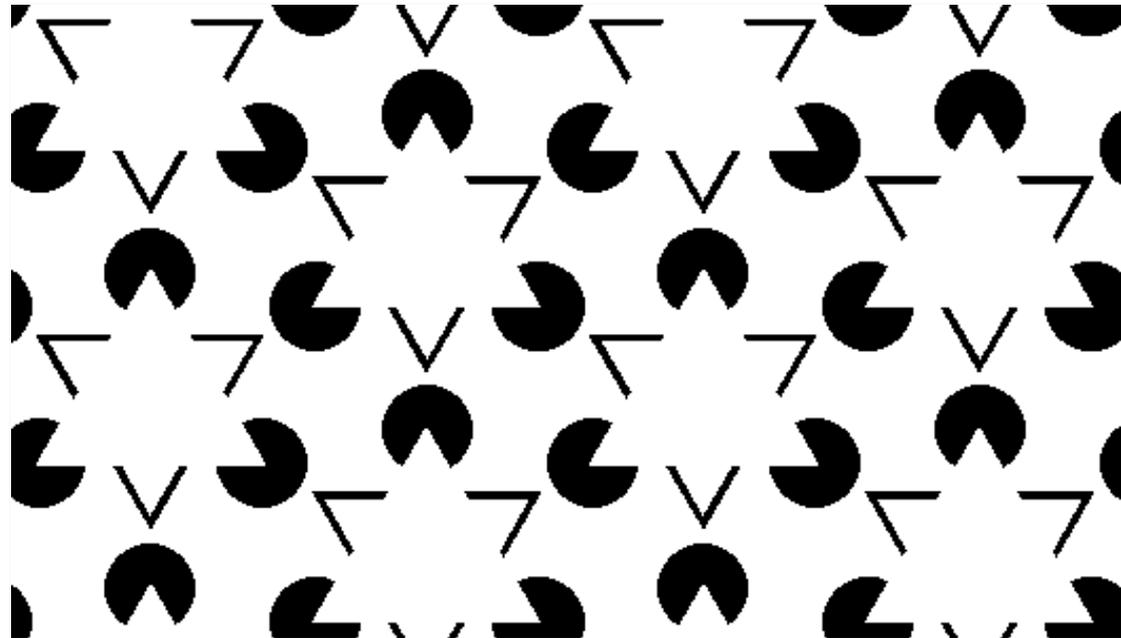
> Step 1: Contact Employee

Initial Contact:

- Watch body language and **location** of contact
- **Avoid emails**, notes or brief phone messages
- be aware of **height** differential
- Some managers forget about **perceived power**

When Engaging Them:

- Be **up front** with the issue but tactful (gestalt exercise)
- Keep the time between the contact and meeting as **short** as possible



> Step 1: Contacting Employee

- Make notes on what issues you want to talk about
- Focus on behavioural observations not hear-say or speculative impression:
 - “I noticed that you have not been interacting much and you look tired”.
 - “ You look depressed”.
- Think about the best time to talk to them (schedule/demands)
- Clear space and time for yourself (don’t cram it)
- Organise a private space in advance
if there is need for privacy



> Step 1: Contacting Employee

- Privacy in where the discussion is held
- Assure them that nothing leaves the room, goes else where without there permission (the aim is to get them to act not you to act on their behalf)
- Duty of Care, the exception is when you believe there is risk of self harm or harm to others.
- If needed make sure there is a viable explanation if someone asks.
- Don't take notes unless you feel (depending on professional relationship) you need to note some important information. (then get permission to record it and confirm that it will be destroyed or stored safely).
- Leave at separate times from the office if they are nervous about the meeting.



- **Engage, introduce specific issues and express concern/support**
 - Use non specific introduction (common interest topic)
- You: “Hi John, Did you see the raiders on the weekend?”
 - **Raise the topic**
- “I could not help but notice that you have been looking very tired the past few weeks and have struggled with (getting some of your work done). Is everything Ok, would look like to have a chat about it?”
 - **Express concern/support**
- “It’s just that your normally such a productive worker and very active in the workplace and I though I might take the opportunity to make sure that everything is ok, and see if you would like some help?”

The key here is to use consequences as your persuasion key

> Step 2: Explore the issues

A person does not feel themselves accepted until the least part of them is accepted

Carl Gustav Jung

- **Communication**
- **Active/Reflective Listening**
- **Exploring the issue/s**
- **Supportive Listening (vs dictating)**
- **Clarifying what both you and they are hearing/ saying**



> Step 2: Explore Issues

The Person is Never the Problem, the Problem is the Problem

- 80/20 rule for listening vs talking (God gave us two ears and one mouth, there is a reason for that)
- Eye contact, (50% of time)
- Tone of voice (gentle, melodic, measured)
- Open ended questions (How, who, what, when but **never why (push back response)**).
- Focus on behaviour, not attitudes or feelings
- Non verbal supports

(prompts to keep talking, nodding head)





Step 2: Explore Issues

- We focus on the triangle from the eyes to below the mouth



Don't Believe me, how much does this disturb you?



There are Six global facial expressions that everybody knows

Communication is based on

Body language	50%
Tone of Voice	33%
What you say	17%



Step 2: Explore Issues

“Before you argue with someone first walk a mile in their shoes, that way if you still want to argue, you’re a mile away and got their shoes!!”

What is it?

- Ability to reflect back to the person what they have just said

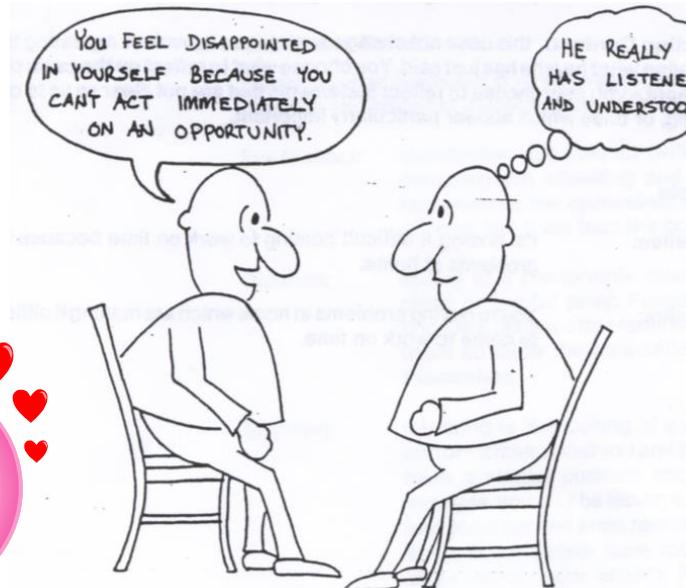
Why would I do that?

- Externalisation (they can start to problem solve objectively)
- Allows for emotional discharge
- You understand what they are experiencing
- Develops trust and rapport (you get me)
- Don’t have to come up answers.
- Don’t have to agree with them (when you believe what they are saying is incorrect)
- Reduces risk of misunderstanding



Step 2: Explore Issues

- *“What I hear you saying is.....”*
- *“So what you are saying is"*
- *“Let me get this clear what you mean is.....”*
- *“Fear of that person, this is what you are feeling?!”*
- *“It sounds like you are"*
- *“I can hear that you"*
- *“so you’re..... is that right”*
- **REFLECT CONTENT AND FEELINGS**

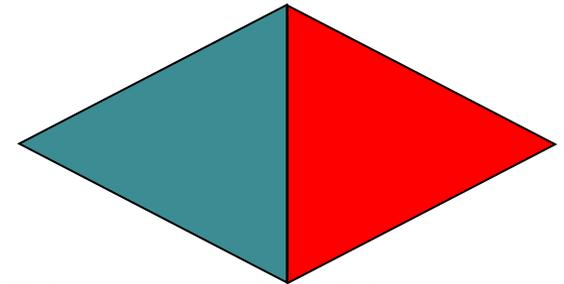


> Step 3: Developing options

- What do you need to consider from the employee's point of view?
 - (*what are the key issues the employee is expressing?*)
- What do you need to consider from the organisation's point of view?
 - (*what are the boundaries set by the organisation?*)
- What would represent constructive options vs unhelpful confrontation?
 - (*How do you express feedback on things that need critical review?*)
- Consider readiness for change
 - (*How motivated are they to engage in change?*)

> Step 3: Developing Options

- Working towards common goals:
- Employee *stay at work*
- Employer *perform at work*



- What are the boundaries? Employer Perspective
 - Brain storming possible options to explore (**Divergent** thinking)
 - The ability to come up with as many options as possible without criticism or restrictions
 - Realistic options governed by boundaries (**convergent** thinking)
 - Reviewing the options incorporating organisational boundaries and practical issues. (breathing metaphor).
- What if there is something wrong with their thinking? Providing critical feedback
 - Don't say **NO** talk from own experience and express 'concern'
 - Talk about consequences (personal & specific) and get them to come up with the answer.
 - Test hypothesis, how do they know that to be true (other possibilities).



Step 4: Action

- Specific** (behavioural/video camera model)
- Measurable** (if you can't assess it, it doesn't exist)
- Attainable** (can't be pie in the sky, wishful thinking; go back to old job, dead man's goals; not be in pain)
- Realistic** (small steps: no activity to gym 7 days a week)
- Timely** (setting time lines makes for commitment)
- Engaging** (the client's values are engaged)
- Rewarding** (their a personalised rewards at the end)

SMARTER goals need to apply to the employee and employer



Tools For The Journey

Pre-contemplative	<input type="checkbox"/>	In this stage is not interested in change their habits or attitudes. The perceived positives of continued use may vastly outweigh the negatives or they don't think they have a problem.
Contemplative	<input type="checkbox"/>	Even though in this stage they may still be getting positive benefits out of their habit/attitude there are a number of negatives and they are beginning to think about whether they want to continue.
Preparation	<input checked="" type="checkbox"/>	In this stage they have made a decision to change and is starting to plan how to put into effect. They are starting to talk about some actions they could take.
Action	<input type="checkbox"/>	In this stage there are observed behavioural changes and they are talking about and putting a lot of energy into finding ways to change behaviour and new interests, there may even be some signs of struggle.
Maintenance	<input type="checkbox"/>	In this stage they have maintained their behaviour for a set period (in months) however there is always the risk of relapse so support from coworkers and management is important to turn discipline to habit.

> Tools For The Journey

Gain & self efficacy goes up:- pain goes down



Albert Bandura

$$\text{Mot } \Delta = \text{Self Efficacy} \times \frac{\text{Gain}}{\text{Pain}}$$

Being present to the moment

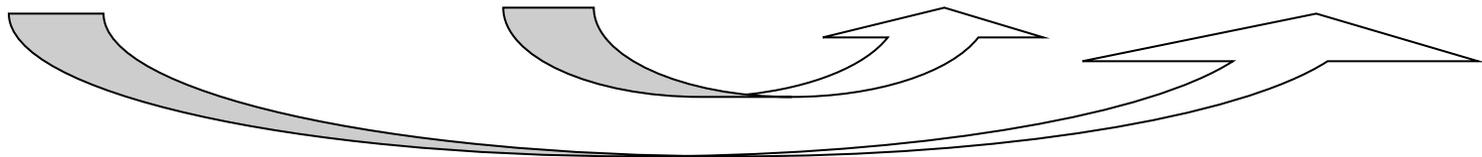
Getting in touch with Valued Goals

Defusing Acceptance
The contextual/observer Self



Tools For The Journey

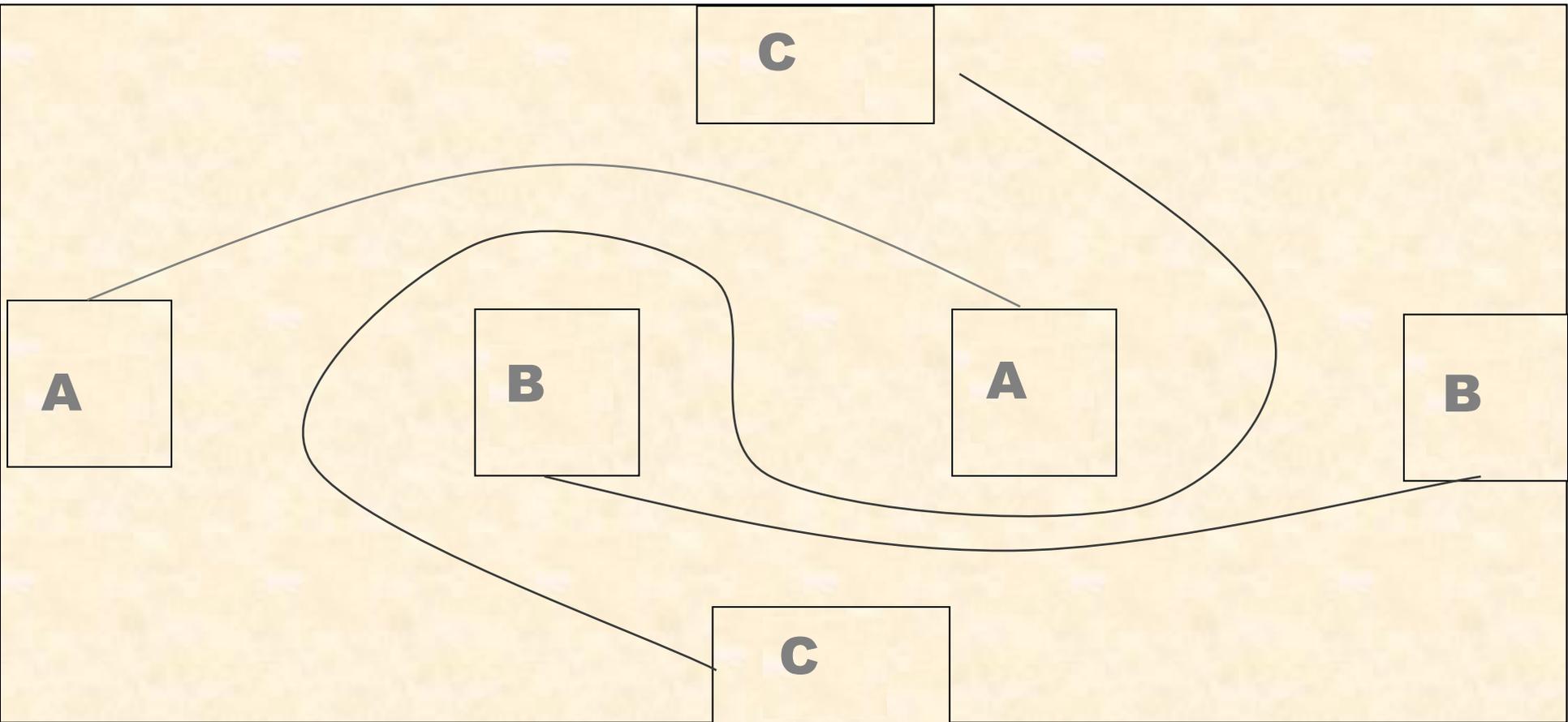
OPTION 'A' Working in Glenroy with an ABI house		OPTION 'B' Staying where I am doing home care	
ADVANTAGES FOR OPTION 'A'	DISADVANTAGES FOR OPTION 'A'	ADVANTAGES FOR OPTION 'B'	DISADVANTAGES FOR OPTION 'B'
<ul style="list-style-type: none"> • It is more challenging (5) • Work will be regular & consistent(7) • Change to learn new skills (8) • Teams be around other carers (9) • Pay increase (8) 	<ul style="list-style-type: none"> • The travel to Glenroy (5) • Less variety (3) • Don't like other carers (4) • Less flexible (5) • New routines & environment (8) 	<ul style="list-style-type: none"> • Familiarity (6) • Work by self no interference(4) • Dependent client (7) • Few risks (4) 	<ul style="list-style-type: none"> • Bored (6) • What if I don't take it (8) • No pay increase (8) • Unstable work (6) • Limited training opportunity (6)
Sub Total = (37)	Sub Total = (25)	Sub Total = (21)	Sub Total = (34)



$$+ \underline{25} = (37+34) - (25+21)$$



Tools For The Journey



> Tools For The Journey

