

YOUR “CURRENT STATE OF MIND” REFLECTION FORM

Rate yourself on the following questions assigning a number on a scale from 1–10

Never 1 2 3 4 5 6 7 8 9 10 Always

Score	Scenario
	I find myself thinking about the negative situations at work.
	I find myself thinking about the negative situations at work.
	I feel that outcomes are out of my control at work.
	I find myself waking up in the middle of the night or unable to sleep.
	I talk behind peoples' backs just to survive the drama.
	I arrive home and drink alcohol or self-medicate in some way.
	I have negative thoughts about coming to work each day.
	I feel misunderstood at work.
	I am unnoticed at work and undervalued.
/90	TOTAL SCORE = _____

Check Your Score

60–90 You are in a place of despair and desperation and you must retreat.

50–59 You have encountered adversarial conditions that are pulling you down. You must implement dunk tank strategies immediately.

40–49 You are somewhat struggling with your work environment and may feel as though you do not have a strong hold over your emotions and work is more work than passion.

0–39 You are comfortable at work and able to manage your environment, emotions and have a positive and productive outlook.

Note: At any of these levels, dunk tank scenarios can enter in to even the best, most fulfilling job. Implementing the tenets of this book will prepare you for what might happen in the future or repair your current reality.

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1. How do you want to be treated by me?
2. How do you want to be treated by each other?
3. How do you think I want to be treated by you?
4. How do you want to be treated when there is conflict?

Read Matthew's story and identify the possible emotional driving forces that could be at play:

I had just started a new job in a new district as a Math Specialist. I was very well respected in the education community and had done this job well in a previous district. Because of my prior experience, I was well-networked and had a very positive reputation of excellence as a person who could make a positive difference.

When I met a new colleague, named Tinley, who would be my partner as the ELA district specialist, the first words out of her mouth were, 'So you are the great Matthew that I keep hearing about. I guess I will be working with greatness.' I downplayed the comment and turned the conversation to getting to know her. At a later time, we talked about our commute and the part of town that we lived in, and I was again taken back by a comment Tinley made inferring that I lived in a prestigious snooty part of town. She said to me, 'Oh of course that's where you live,' stated in a very derogatory tone of voice. Again, I downplayed where I lived. A couple weeks later after we were in a meeting, she pulled me aside and said, 'When we were in the meeting, you kept cutting me off. That's going to have to stop if we are going to work together, I love you and everything, so I'm saying this out of love, but don't do it again.' I was mortified and felt like I just had my hand slapped by my mother. I didn't sleep for days. I knew I needed to reflect first and then address the situation later.

—MATTHEW SOLOMON, MATH SPECIALIST

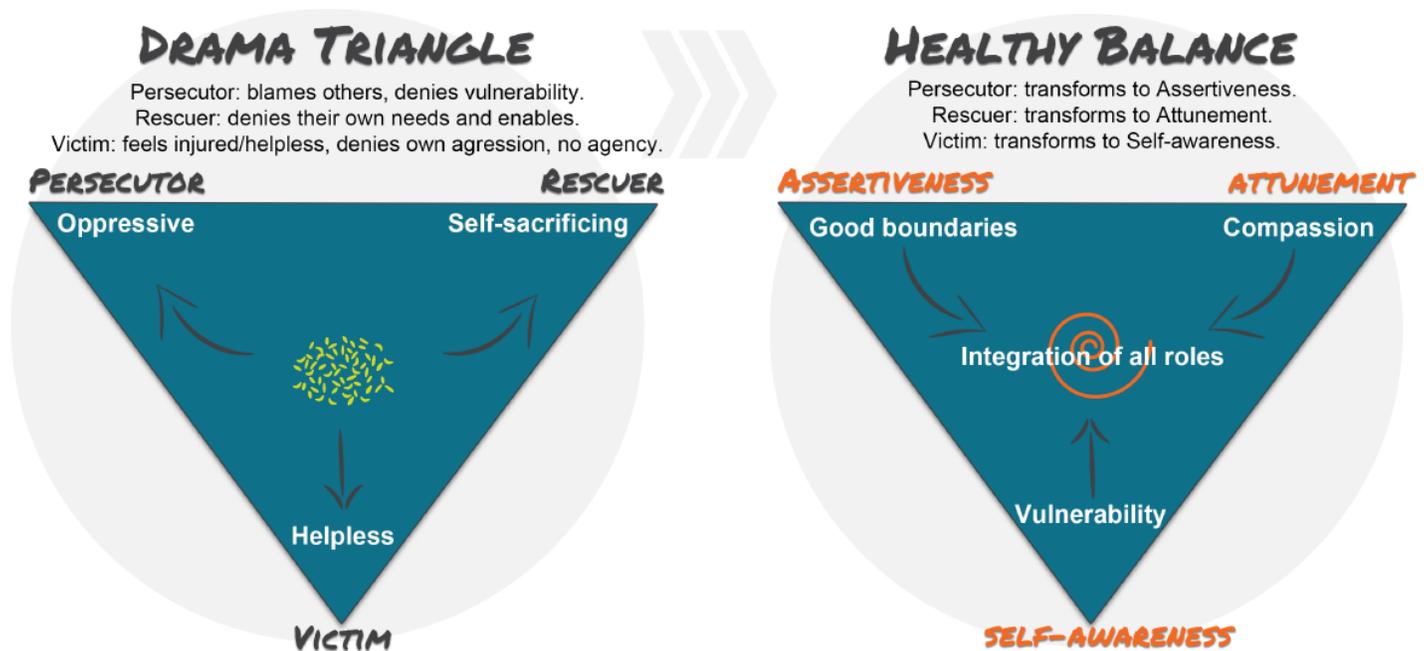
Dunk Tank Reflection Guide p. 6

1. Which emotional driving force(s) is Tinley using against Matthew? What brought you to that conclusion?
2. What prior life experiences, work experiences, or schema could be driving Tinley to act like this toward a newly hired person? Is there anything that could justify her actions?
3. Why do you think Matthew instinctively downplayed his reputation and the fact that he lives in a nice part of town?
4. Think back to your life experience while interacting with people. Without naming names, identify one person who has been adversarial toward you in some way. What emotional driving forces did they use against you? What do you think fueled this emotion?
5. Was your adversary justified in his/her behavior? Did you contribute (purposely or even inadvertently) in any way that might have made you a target for those respective adversarial responses?

KARPMAN'S TRIANGLE EXPLAINED

When we are stuck in self-defeating or self-serving roles, we tend to get polarized and become mired in extremes (see Drama Triangle below). The goal is to move from the corners toward the middle of the triangle - incorporating the aspects of the disowned roles (see Healthy Balance below).

Integration is in the center, combining the health in each role: assertiveness, attunement, and self-awareness.



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Karpman Triangle: Using questions to avoid the triangle

When my son was in second grade, he came home from school and told me he was “bored.” I asked him, “Whose problem is that?” He said, “The teacher’s.” He was presenting himself as a victim and asking me to go to school and “rescue” him. So I asked him, “Is the teacher bored?” He said, “No, I am.” So I said, “Then it isn’t the teacher’s problem. It’s your problem. Since it’s your problem, how can you solve it?”

Had I gone to the school and “bullied” the teacher in order to “rescue” my son who was a “victim,” chances would have been very good that the teacher would have felt like a “victim” and gone to the principal to be “rescued.” The principal likely blaming the teacher for my son’s problems. Then I would have felt like a “victim” and told my husband so that he would “rescue” me and go to school and “bully” the principal. The cycle would continue.

In other words, once a person in the triangle, he/she can be expected to take on all three roles eventually. Most importantly, the problem won’t be solved, and boundaries will disappear. The best way to stay out of the triangle is to ask questions and clarify the issues—so that the problem can be solved.

A Framework for Understanding Poverty: A Cognitive Approach, Ruby Payne

How You Can Use the NVC Process



Clearly expressing
how **I am**
without blaming
or criticizing

Empathically receiving
how **you are**
without hearing
blame or criticism

OBSERVATIONS

1. What I observe (*see, hear, remember, imagine, free from my evaluations*) that does or does not contribute to my well-being:

"When I (see, hear) . . ."

1. What you observe (*see, hear, remember, imagine, free from your evaluations*) that does or does not contribute to your well-being:

"When you see/hear . . ."

(Sometimes unspoken when offering empathy)

FEELINGS

2. How I feel (*emotion or sensation rather than thought*) in relation to what I observe:

"I feel . . ."

2. How you feel (*emotion or sensation rather than thought*) in relation to what you observe:

"You feel . . ."

NEEDS

3. What I need or value (*rather than a preference, or a specific action*) that causes my feelings:

". . . because I need/value . . ."

3. What you need or value (*rather than a preference, or a specific action*) that causes your feelings:

". . . because you need/value . . ."

Clearly requesting that
which would enrich **my**
life without demanding

Empathically receiving that
which would enrich **your** life
without hearing any demand

REQUESTS

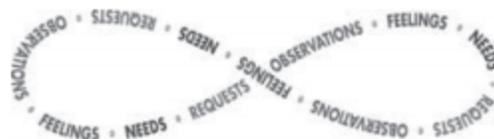
4. The concrete actions I would like taken:

"Would you be willing to . . .?"

4. The concrete actions you would like taken:

"Would you like . . .?"

(Sometimes unspoken when offering empathy)



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