

Library Assessment Conference

October 29, 2020

Mindful Self-Compassion at Harvard Library

Kyung-Im (Kim) Noh
Harvard Library

Rachel Lewellen
Harvard Library

Richa Gawande
Cambridge Health Alliance Center
for Mindfulness and Compassion

Today

- About the Course and Mindful Self-Compassion (MSC)
- Inclusion, belonging and work
- Pre and post course survey results
- Course evaluation results
- Next steps

Mindful Self-Compassion (MSC) Program

Mindfulness

paying attention,
on purpose, in the
present moment,
and non-
judgmentally

Jon Kabat-Zinn

Common Humanity

feelings of
inadequacy and
disappointment are
universal

Kristin Neff - <https://self-compassion.org/embracing-our-common-humanity-with-self-compassion/>

Self-Kindness

being warm and
understanding
toward ourselves
when we suffer, fail,
or feel inadequate

Kristin Neff - <https://self-compassion.org/the-three-elements-of-self-compassion-2/>

Course Format and Logistics

- Eight 2.5 hours sessions
- Last 2 classes on Zoom
- Half-day retreat
- 27 library staff participants
- Contracted with the Cambridge Health Alliance Center for Mindfulness and Compassion.
 - Experienced and highly trained teachers - Susan Pollak and Richa Gawande
 - Program evaluation
 - Open introduction to all staff
 - Practice continuation program
- Instruction
- Discussion
- Guided practices/meditations
 - seated and movement practices
- Journaling/reflecting
- Out-of-class practices

Mindful Self-Compassion (MSC)

Inclusion and Belonging

Mindfulness	Common Humanity	Self-Kindness
<p>increases the ability to listen with an open mind,</p> <p>increases awareness of judgment and bias</p>	<p>recognize that when we struggle, others in our situation might be feeling similarly and that struggle is common to being human</p>	<p>treat ourselves with the same kindness we extend to others</p> <p>lessen and befriend the inner critic</p> <p>advocacy skills (fierce compassion)</p>

Why MSC at Work?

- Self-compassion is an **intrinsic skill** that can be strengthened over time and is associated with higher **motivation to learn and grow** [[Neff, 2005](#)]
- less **fear of failure** and a higher likelihood to **try again** after failing [[Breines, 2012](#)]
- reductions in **stress, anxiety, and perfectionism**, and increases in **gratitude, curiosity, and connectedness** with others [[Zessin, 2015](#)]

Program Evaluation

- 125 Pre/post course survey items (quantitative)
- 51 Post course evaluation questions (qualitative and qualitative)
- Student and teacher feedback (qualitative)

Survey Responses

- 27 library staff in course
- 26 completed pre course measures
- 17 complete pre/post pairs
- 21 post course evaluation surveys

Survey Measures – 125 Items

- Acceptance of **Change** (ACS) (20)
- **Emotion Regulation** (DERS-18) (18)
- Fear of **Failure** (FOF) (10)
- Work Group **Inclusion** (WGIS) (10)
- **Internal Body** Awareness (MAIA-2) (10)
- Group Openness to **Diversity** (GOD) (6)
- Perceived **Dissimilarity** (PD) (6)
- **Perspective** Taking (PT) (7)
- **Self-Compassion** (SCS-SF) (12)
- **Self-Criticizing** (FSCRS) (22)
- Workplace **Wellbeing** Work/Life Balance (WWQ) (4)

Analysis: Pre & Post Surveys

- **Paired t-test** to determine significant changes between pre and post survey ($\alpha = 0.05$ level)
- **Pre/post % change** over time
- **Cohen's d** for pre/post comparisons
- **Pearson's correlation** between measures

Results: Pre & Post Surveys

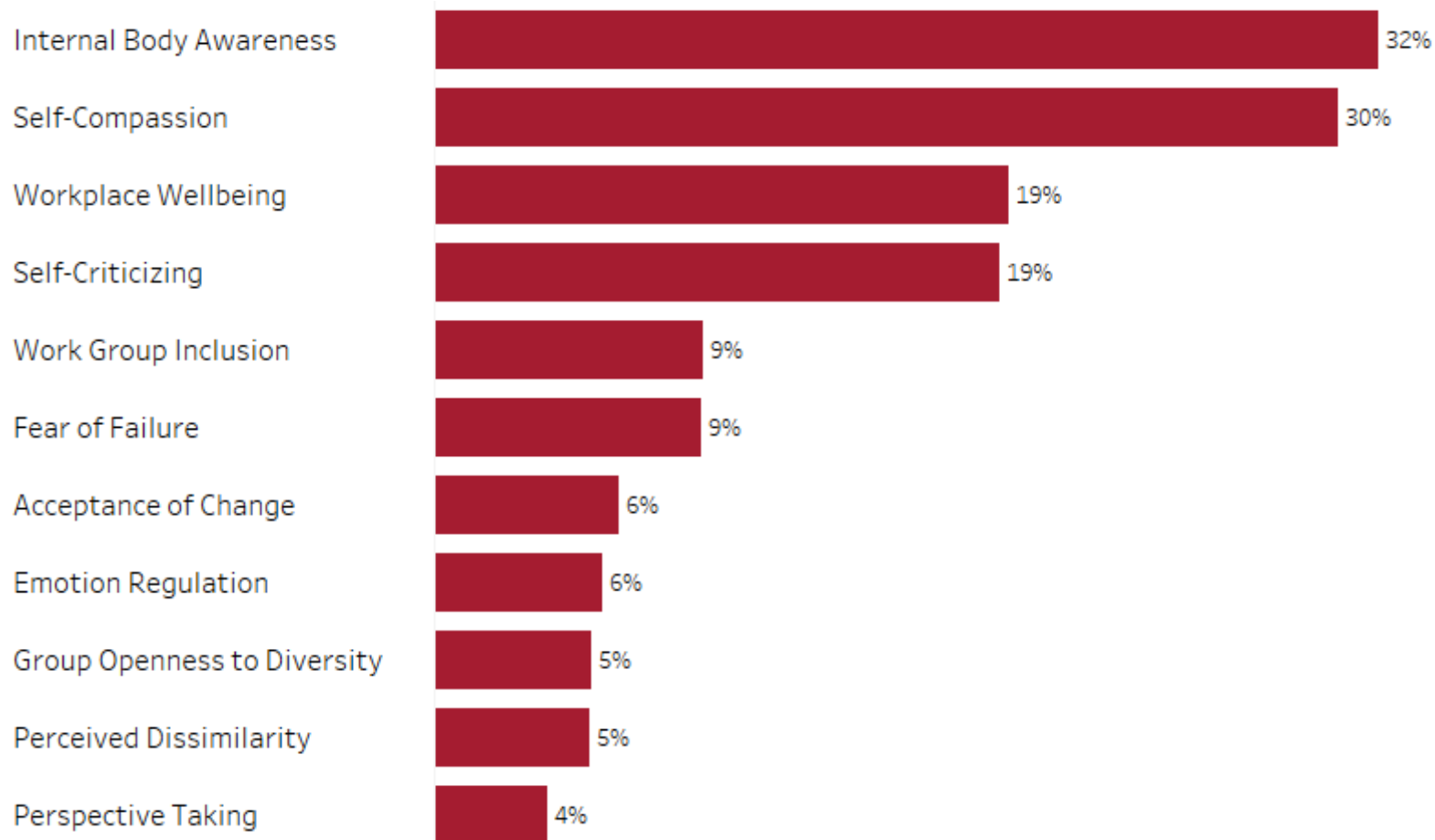
Measure	Pre-test M (SD)	Post-test M (SD)	Pre/Post % Change	Pre/Post t Statistic	Effect Size Cohen's <i>d</i>
ACS	3.10 (1.11)	3.29 (1.14)	6%	3.90***	0.22 (S)
DERS-18	3.86 (1.18)	4.07 (1.03)	6%	4.07****	0.24 (S)
FOF	3.29 (1.26)	3.58 (1.28)	9%	3.62***	0.29 (S)
FSCRS	3.34 (1.22)	3.97 (1.00)	19%	13.64****	0.73 (M)
GOD	4.04 (0.83)	4.26 (0.85)	5%	2.77**	0.29 (S)
MAIA-2	3.31 (1.30)	4.36 (1.14)	32%	12.52****	0.99 (L)
PD	3.93 (1.16)	4.13 (0.97)	5%	1.89	0.21 (S)
PT	3.75 (1.10)	3.89 (1.20)	4%	1.51	0.14 (N)
SCS-SF	2.68 (1.09)	3.49 (1.00)	30%	10.14****	0.71 (M)
WGIS	3.83 (0.99)	4.18 (1.00)	9%	4.63****	0.37 (S)
WWQ	2.94 (1.10)	3.50 (0.87)	19%	4.28****	0.54 (M)

Note. ACS=Acceptance of Change; DERS-18=Emotion Regulation; FOF=Fear of Failure; FSCRS=Self-Criticizing; GOD=Group Openness to Diversity; MAIA-2=Internal Body Awareness (Version 2); PD=Perceived Dissimilarity; PT=Perspective Taking; SCS-SF=Self-Compassion; WGIS=Work Group Inclusion; WWQ=Workplace Wellbeing.

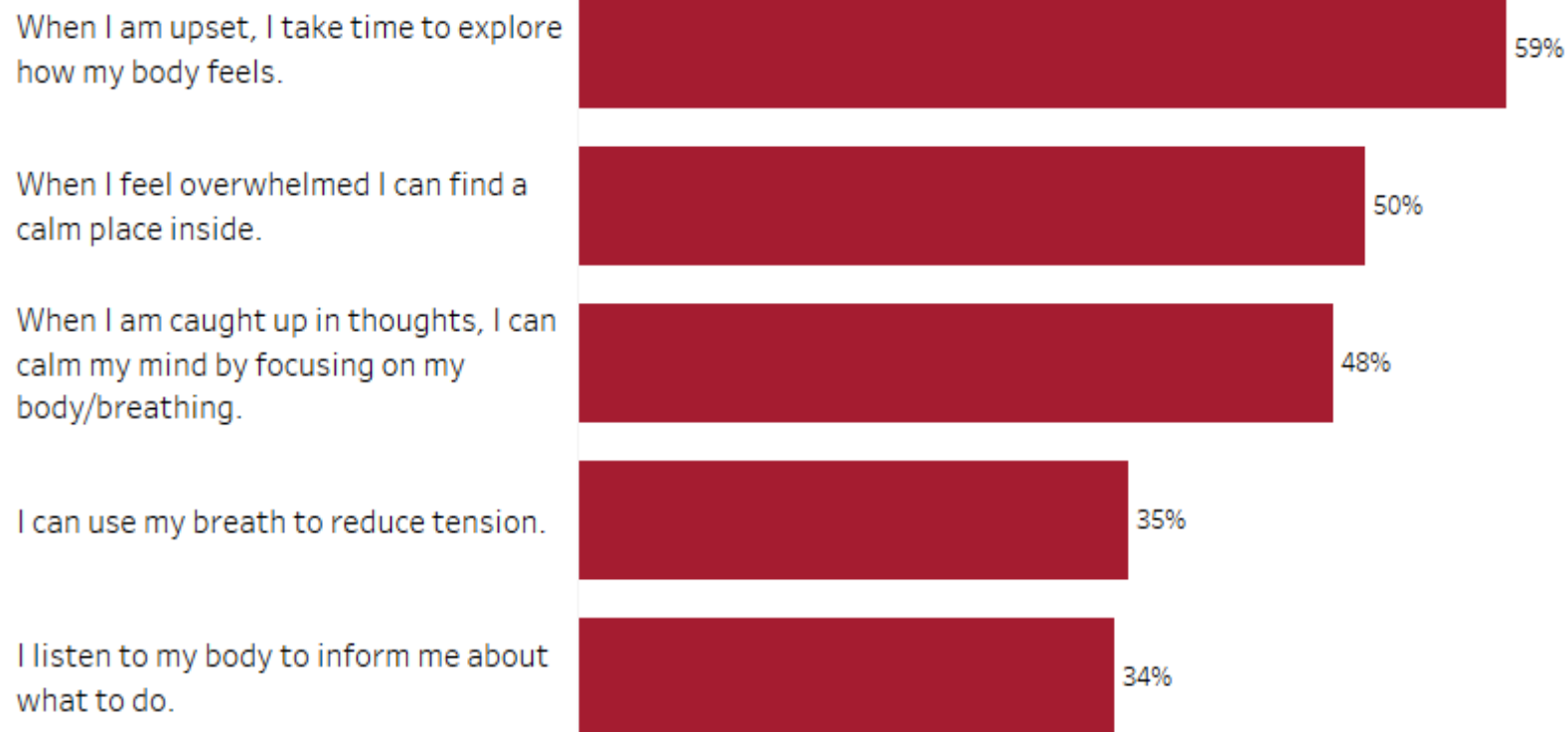
M=mean; SD=standard deviation; (L)=large effect size; (M)=moderate effect size; (S)=small effect size; (N)=negligible effect size.

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$; **** $p < 0.0001$ for paired pre-post *t*-test.

Pre/Post % Change: All Measures



Pre/Post % Change: Internal Body Awareness (top 5 items)



Pre/Post % Change: Self-Compassion (top 5 items)



* Score was computed by reverse coding.

Pre/Post % Change: Workplace Wellbeing



* Score was computed by reverse coding.

Pre/Post % Change: Self-Criticizing (top 5 items)



* Score was computed by reverse coding.

Pre/Post % Change: Work Group Inclusion (top 5 items)

People in my work group listen to me even when my views are dissimilar.



While at work, I am comfortable expressing opinions that diverge from my group.



When my group's perspectives become too narrow, I am able to bring up a new point of view.



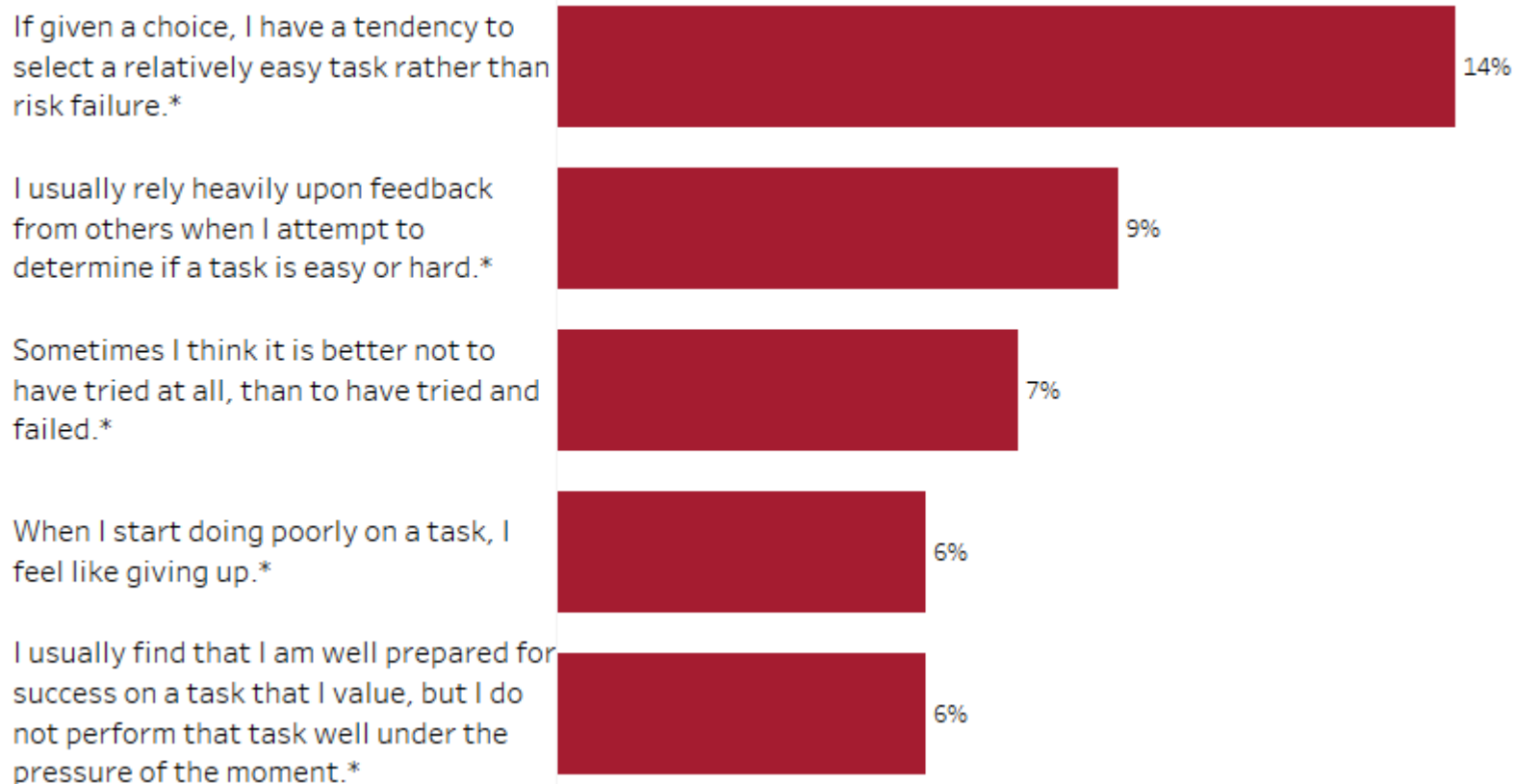
I can bring aspects of myself to this work group that others in the group don't have in common with me.



I belong in my work group.



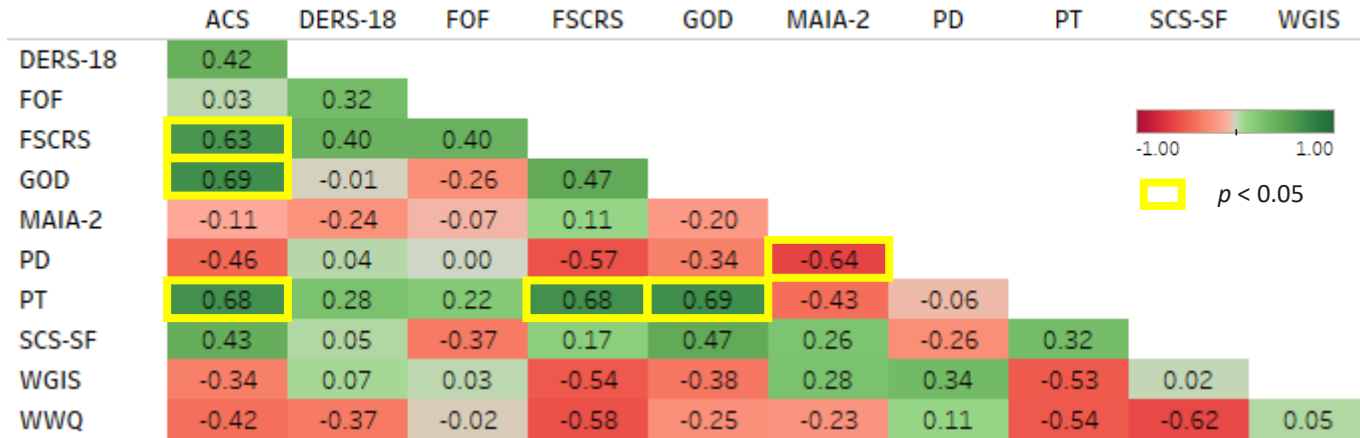
Pre/Post % Change: Fear of Failure (top 5 items)



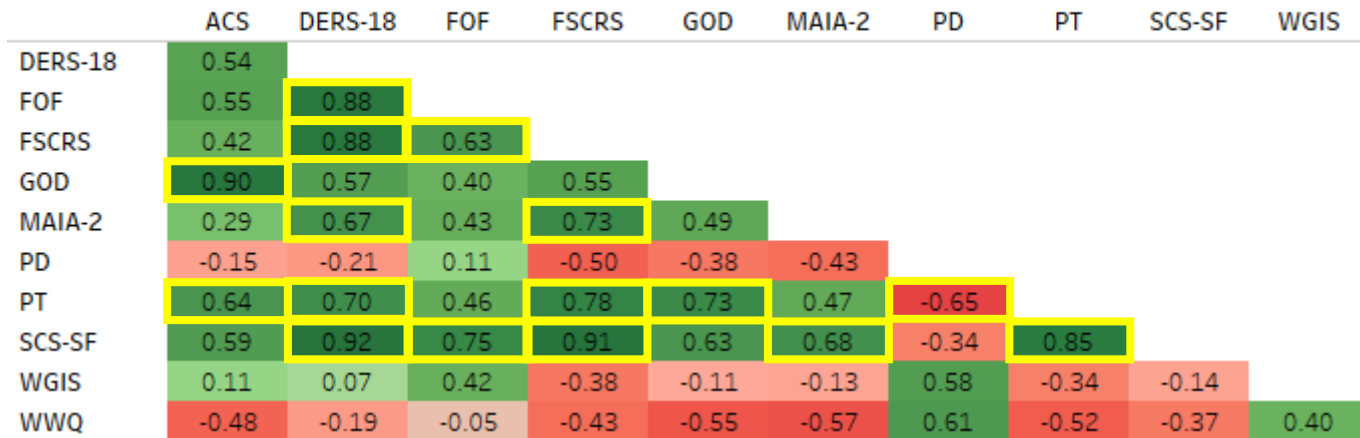
* Score was computed by reverse coding.

Correlation

Pre

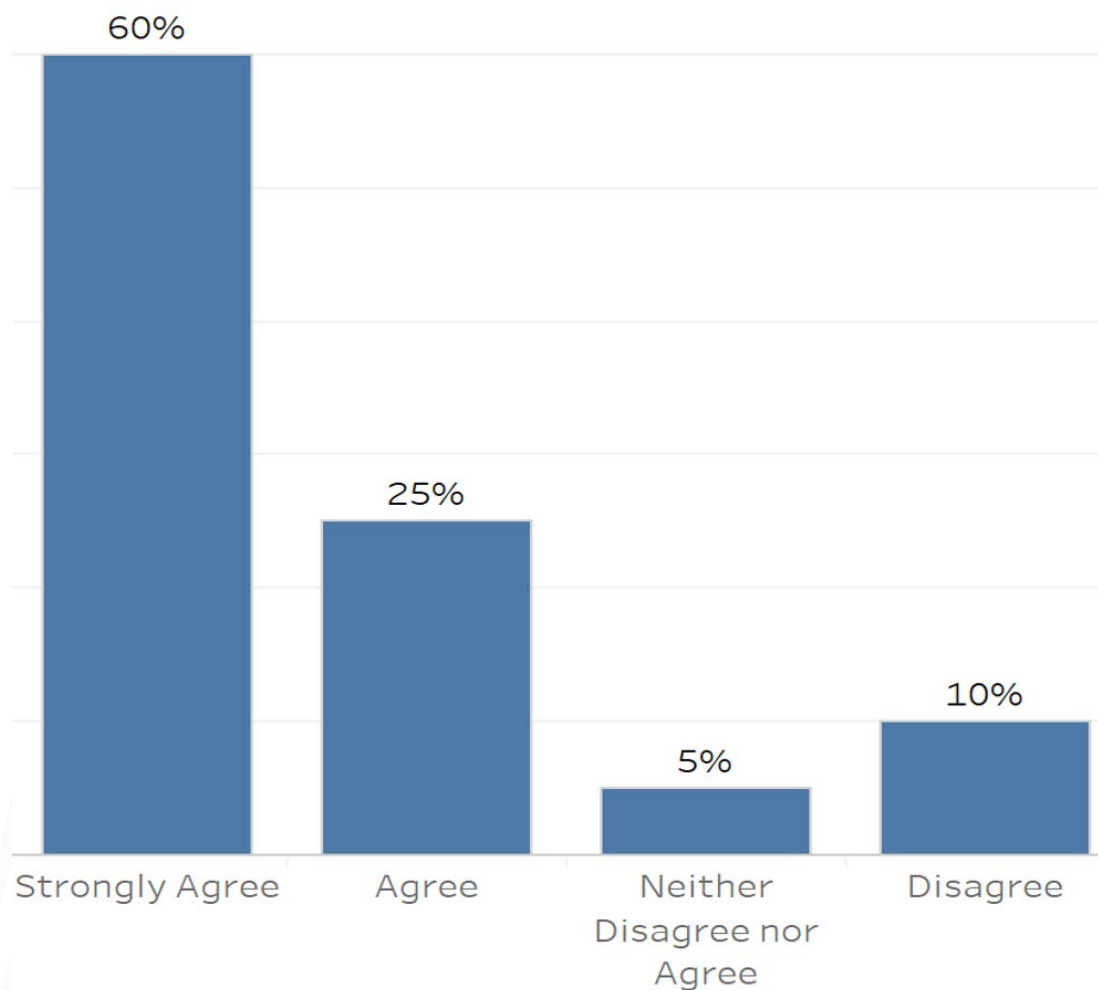


Post



ACS=Acceptance of Change; DERS-18=Emotion Regulation; FOF=Fear of Failure; FSCRS=Self-Criticizing; GOD=Group Openness to Diversity; MAIA-2=Internal Body Awareness (Version 2); PD=Perceived Dissimilarity; PT=Perspective Taking; SCS-SF=Self-Compassion; WGIS=Work Group Inclusion; WWQ=Workplace Wellbeing.

I found that the curriculum was relevant and applied to my work life

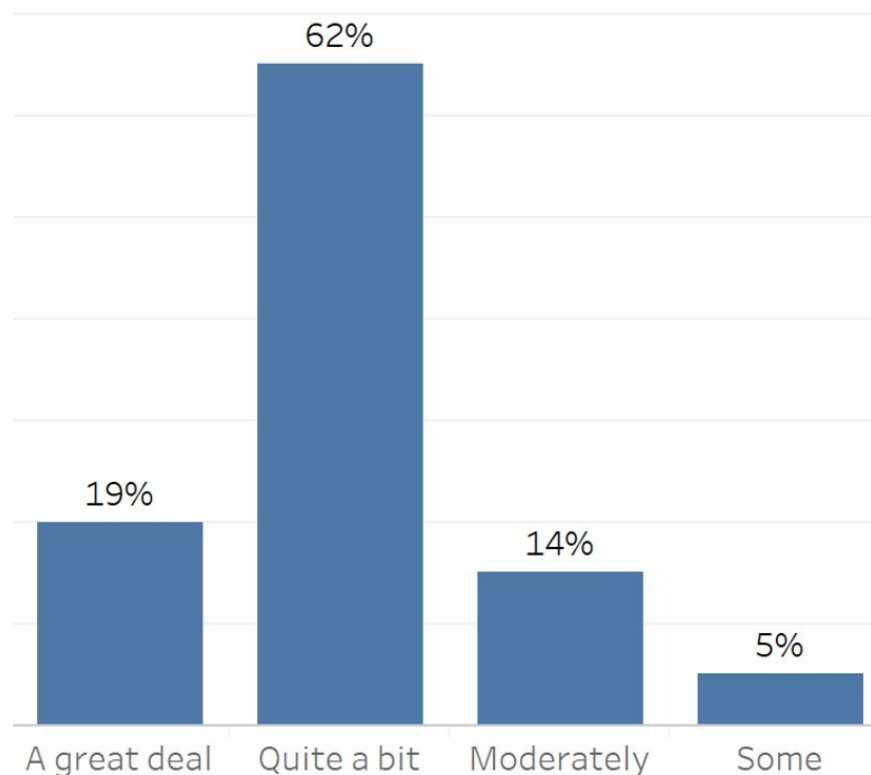


At Work

- Guided meditation **before a meeting** that I knew would be difficult
- Use **self compassion breaks** when feeling stressed at work
- General practice has given me a **better work/life balance** and attitude
- It's now more automatic to **take a pause, a breath, to get up and walk around** before responding. I also have more self-compassion for myself when I feel that I'm falling behind in my goals or not living up to my own expectations. I've also found myself being more compassionate to others when they don't live up to my expectations.
- Improving my ability to **express compassion in my communication.**
- I gave myself a break and asked what I needed when I found myself becoming angry about **computer malfunctions,**
- When I feel hurt by someone's words I just **walk away from the email for a while and take care of myself.**
- I was able to **tame the inner critic** to allow me to work on a project with confidence
- In dealing with a **'difficult' colleague;** in caring for my direct reports; by caring for myself during the workday
- Mindfulness while reading email; **using kind eyes with colleagues**

“In pursuit of excellence there can be a critical inner voice with demanding and unhealthy expectations “to succeed.” Self-compassion, on the other hand, is a key element in sustaining ourselves and our work, and its impact on individual well-being is well established in the scientific literature.”

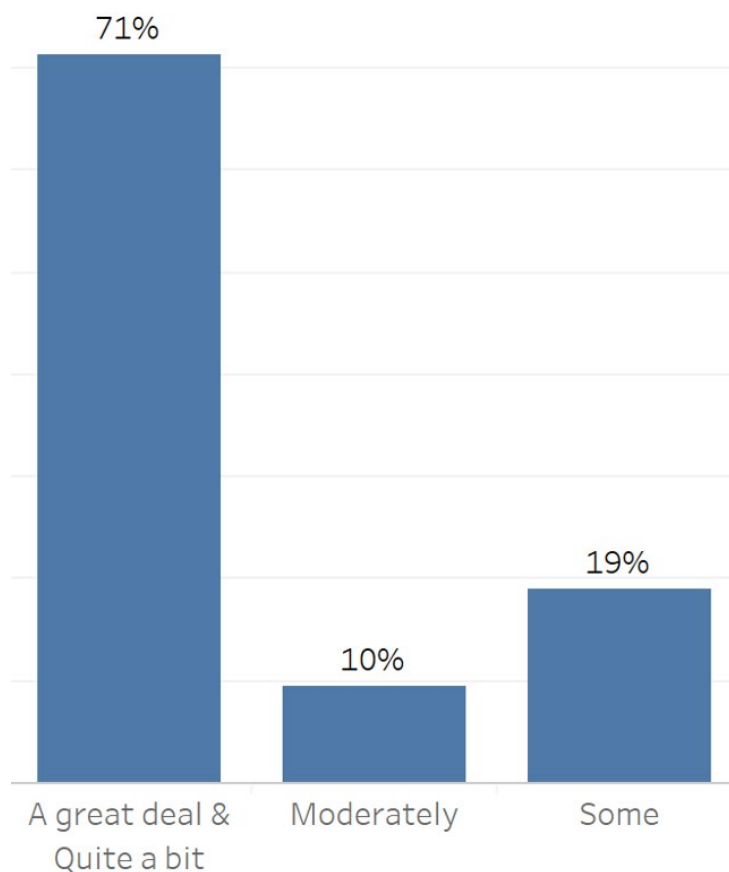
How did the course impact your relationship to your inner critic at work?



“I'm coming to an understanding that people generally aren't as critical of me as I am of myself.”

“I found it was really helpful to learn how common the inner critic is for all of us and how important it is for us to give ourselves positive feedback and encouragement instead.”

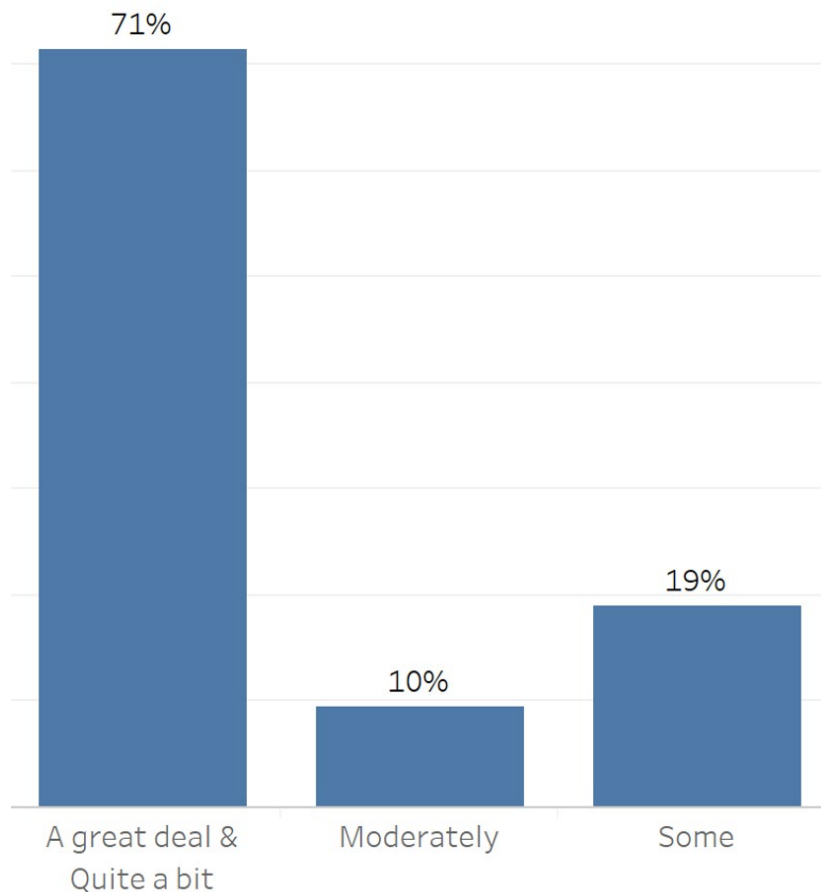
Ability to be aware of others' pain or struggle, especially those who may be different from you?



“I thought that I was doing pretty well at being aware of others' pain or struggle and I learned that I always have room to learn.”

“I learned a good deal about my classmates by listening compassionately.”

Awareness of Common Humanity



“The realization of common humanity helped some with the inner critic, these are more connected than I would have initially said.”

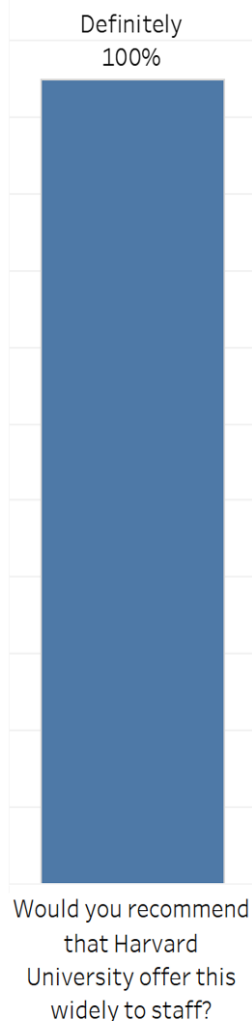
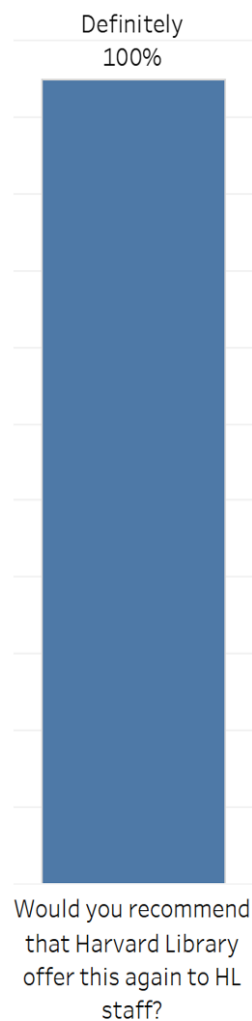
“...It was nice to see the common humanity in all of us, regardless of our rank in the organization.”

Pandemic

“Being at home due to the pandemic is exhausting and stressful--the skills I learned are SO INCREDIBLY HELPFUL in dealing with the current reality that I can't imagine how I could go through this without them.”

MSC Course Participant 2020

Recommend Again!



“This course was amazing, and I would love to see it offered more widely both in the Library and at Harvard in general.”

“Definitely worth my time. I viewed the extended time as crucial for learning which tools would be helpful to me. It was an immersive experience with a repetition/layering of various MSC methods that helped me internalize and deeply learn these changes of habit.”

What Comes Next

- Continuation Program (completed in September)
 - 45 minutes per week for 4 months
 - 45 minutes every other week for 2 months
- Skills for Inner and Outer Belonging: A Mindfulness and Compassion Introduction for Harvard Library Staff (completed in August)
 - 8 weeks, 3 times a week, 15 minutes per session
 - Taught through a lens of Diversity Inclusion and Belonging
 - Zoom and recorded
- Analysis comparing results across class formats
- Sharing results and recommendations with participants, library staff and administration, University, and external partners.

Martha Whitehead

Center for Wellness

Cambridge Health Alliance Center for Mindfulness and Compassion

Office of Work/Life

Susan Pollak and Richa Gawande

Colleagues

Senior Administration

Classmates

Human Resources

Thank you!

Kyung-Im (Kim) Noh
Kim_Noh@harvard.edu

Rachel Lewellen
Rachlel_Lewellen@harvard.edu

Richa Gawande
rgawande@challiance.org