Developing Management Skills 9th edition Whetten Solutions Manual

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CHAPTER 2

MANAGING STRESS AND WELL-BEING

Learning Objectives

1. Eliminate Stressors
2. Develop Resiliency
3. Cope with Stress in the Short Term
4. Enhance Personal Well-Being

Resources for Teaching the Chapter

This chapter builds on the foundation of self-awareness and sets the stage for creative problem solving. We review three main components of a model of stress management: stressors, reactions, and resiliency. To help students understand the relationships among these components, you may want to use "Force Field Analysis" as an analogy. Lewin's force field analysis suggests that behavior is a product of "driving" forces that push behavior toward one level and "restraining" forces that inhibit or block that behavior. Behavior changes with these driving and restraining forces are not imbalance.

Stressors can be seen as driving forces that propel the individual toward physiological and psychological dysfunctions. The restraining forces are one's resiliency and coping mechanisms. Negative reactions to stress can be counterbalanced or prevented if individuals consciously increase their restraining forces. The need to place the highest priority on eliminating the driving forces (stressors), the next priority on increasing restraining forces (resilience), and the lowest priority on reactions (e.g., anxiety) is one of the most important insights for students to gain from this chapter.

In introducing this chapter, you might want to display the summary model from Figure 2.1, which appears in the "Reactions to Stress" section of the chapter, or use the following:

DRIVING FORCES	→	REACTIONS	←	RESTRAINING FORCES
Stressors		Anxiety		Resiliency

The following sections provide resources to help instructors guide their students through the five-step Model for Developing Management Skills (See Table 2 in the Introduction of the textbook).

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SKILL ASSESSMENT

Before reading the chapter, have students complete the Personal Inventory Assessment instruments in MyManagementLab™. Each instrument assesses some critical components of stress management discussed in the chapter. Completing them after reading the text can lead students to bias their scores toward a profile they think might be desirable.

Stress Management Assessment. This instrument assesses the student's skill in eliminating stressors, developing resiliency, and employing short-term coping strategies. Scoring instructions are contained at the end of the chapter. Three subscales assess eliminating stressors (items 1, 5, 8, 9); developing resiliency to stress (items 2, 3, 6, 7); and temporary coping methods (items 4 and 10). Students can compare scores with classmates or in their small group on each subsection.

Questions to Trigger Reflection and Discussion:

- ❒ Do students need different stress management strategies than top executives, homemakers, or professional athletes? Is there a basic level of stress management skill that is applicable to all positions?
- ❒ Describe the most-effective and the least-effective manager you have known. To what extent were they competent stress and time managers? To what extent were they able to control their time? What evidence is there of their stress and time management skill?
- ❒ Can people be skilled managers of their time and stress when they are in a subordinate position? Does one have to be in charge or have a secretary to be a skillful stress and time manager?
- ❒ What are the major stressors you face as a student? How do you currently cope with the stresses you face?

Discussion objective: Use this discussion to guide students to a deeper understanding of their own tendencies toward stress. Help them see that the strategies in this chapter are widely applicable. Allow them to speculate about the application of these strategies in various life roles.

Time Management Assessment. This instrument assesses how effective the student is as a manager of his/her time. Students should complete both parts of the instrument, rating in part two their behavior in an organization to which they belonged. Those with no experience in any applicable setting can complete part one and double their scores to compute a score for the instrument. To determine the effectiveness of time use, simply add scores of all the items (4 = always, 3 = usually, 2 = sometimes, 1 = seldom, and 0 = never). Have students that score 100 or higher discuss their time management strategies. Impress upon students that effective and efficient time management is possible right now, not once they begin their career.

Social Readjustment Rating Scale. This instrument identifies recent life events to determine the extent to which individuals experience stress, and the likelihood that they will encounter future stress-related illness or accidents. Research results overwhelmingly point to an association between high scores on this instrument and future stresses and accidents. A score of 300 or above indicates an 80 percent probability that an individual will encounter a major illness in the next year. Individuals with scores between 150 and 300 have a 50 percent chance of developing a major illness and those with scores below 150 have a 37 percent chance or less.

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Students should complete this instrument before reading the text material and learning of the relationship between their scores and illness. Scoring is done by simply adding the total points associated with the items checked on the instrument.

Have students report their scores in class to get an idea of the usually wide variance that exists in a classroom. Those who score low are often motivated to learn about stress management because of their awareness that some classmates score high. They realize that students are not immune from the detrimental effects of stress. Again, do not let students think they are doomed because of their scores; instead, use the scores to help motivate students to seriously consider this chapter's stress management principles.

Sources of Personal Stress instrument: This instrument is an attempt to personalize the stress a student might be feeling at this moment. It is recommended that students be informed before starting this exercise as to the how the data gathered will be communicated to the class. If the instructor plans to have students discuss their information in a public forum, students should be notified of this intent so that potential embarrassing personal information can be avoided.

Flourishing Scale. This instrument evaluates how students perceive their successes in important life areas such as self-esteem, relationships, purpose, and optimism. It is made up of 8 items developed by Ed Diener and colleagues (see "Further Readings" at the end of this chapter for specific citation), and produces a single psychological well-being score that students can compare with their peers, if they choose.

Following are additional surveys that students can either take online without cost, or in traditional pencil-and-paper format:

Internet Addiction. is a relatively new area of study in psychology. First identified by Kimberly Young in 1995, Internet addiction refers to excessive use of the Internet, in a way that impairs daily life functions. There are many resources on the Internet that describe Internet addiction. You can refer students to the following for an overview:

- Center for On-Line Addiction (**http://www.healthyplace.com/Communities/Addictions/netaddiction/index.html**)

However, it is also important to point out to students that the term "Internet Addiction" is controversial, and not accepted by all psychologists. Whether or not overuse of the internet is "addictive," it can certainly lead to increased stress and loss of balance in one's life. In addition, having students take the different internet addiction tests available online can lead to a very interesting and productive discussion about self-assessment instruments and how to evaluate them (see materials in Section 1, "A Note on Using Skill Assessments".) Sample tests include:

- Kimberly Young's Internet Addiction Test (**http://www.netaddiction.com/resources/internet_addiction_test.htm**)
- Quizland Quiz: Are You an Internet Addict? (**http://www.quizland.com/addict.htm**)
- Several quizzes are available over different types on internet addiction. Tests include cybersexual addiction, obsessive online gaming, online auction addiction, partner's addiction, and parent-child addiction. (**http://www.netaddiction.com/self-tests/**)

Questions to Trigger Reflection and Discussion:

- How did your scores on the various tests compare?

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- ❒ Which score do you think is most accurate, and why?
- ❒ What behavioral steps could you take to limit the negative impact that your online time might have on your stress level?

Discussion objective: Help students explore how internet use is impacting them personally. Encourage them to question whether they need to change their online behavior to help them manage stress.

Procrastination Survey. This instrument (which is reproduced for you to copy on the next page) was developed by Clary Lay ("At last, my research article on procrastination." *Journal of Research in Personality*, 1986, *20*, 474-495.) Use it to begin a discussion on time management with students. Lay has conducted extensive research with the scale, demonstrating its reliability and validity.

Once students have completed the test, ask them to think about something they have been putting off for awhile. Tell them that people often put things off because those things seem overwhelming, often due to distorted thoughts about whatever is being avoided.

Questions to Trigger Reflection and Discussion:

- ❒ Were you surprised by your score on the procrastination test?
- ❒ What are some of the reasons you find yourself procrastinating?
- ❒ How might you change your tendency to procrastinate?

Discussion objective: Help students explore how procrastination impacts them personally. Encourage them to question how they need to change their behavior to avoid problems of procrastination.

Are You A Procrastinator?

For each of the twenty questions, circle either true or false as it applies to your behavior now. If you have trouble choosing either true or false, pick the one that best fits your most recent experience.

T F 1. I often find myself performing tasks that I had intended to do days before.

T F 2. I often miss concerts, sporting events or the like because I don't get around to buying the tickets on time.

T F 3. When planning a party, I make the necessary arrangements well in advance.

T F 4. When it is time to get up in the morning, I most often get right out of bed.

T F 5. A letter may sit for days after I write it before mailing it.

T F 6. I generally return phone calls promptly.

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T F 7. Even with jobs that require little else except sitting down and doing them, I find that they often don't get done for days.

T F 8. I usually make decisions as soon as possible.

T F 9. I generally delay before starting on work I have to do.

T F 10. When traveling, I usually have to rush in preparing to arrive at the airport or station at the appropriate time.

T F 11. When preparing to go out, I am seldom caught having to do something at the last minute.

T F 12. In preparing for some deadline, I often waste time by doing other things.

T F 13. If a bill for a small amount comes, I pay it right away.

T F 14. I usually return an R.S.V.P. request very shortly after receiving the invitation.

T F 15. I often have a task finished sooner than necessary.

T F 16. I always seem to end up shopping for birthday or Christmas gifts at the last minute.

T F 17. I usually buy even an essential item at the last minute.

T F 18. I usually accomplish all the things I plan to do in a day.

T F 19. I am continually saying "I'll do it tomorrow."

T F 20. I usually take care of all the tasks I have to do before I settle down and relax for the evening.

To score the questionnaire, give yourself one point each for questions 1, 2, 5, 7, 9, 10, 12, 16, 17, and 19 that you answered true. Give yourself one point each for questions 3, 4, 6, 8, 11, 13, 14, 15, 18, 20 that you answered false. Total the points for true and false items.

Scoring: **13+ = Extreme procrastinator; 9 -12 = Above average procrastinator; 7 – 8 = Average procrastinator; Below 7 = You aren't a procrastinator**

From Clary Lay (1986), "At Last, My Research Article on Procrastination, Journal of Research in Personality, *20,* 474-495.

SKILL LEARNING

Following is an outline of key concepts developed in the Skill Learning section of Chapter 2:

Managing Stress and Fostering Well-Being

- **Managing stress and time** is one of the most crucial, yet neglected, management skills in a competent manager's repertoire.

Major Elements of Stress

- **Lewin's Force Field Theory** illustrates how resiliency and stress management acts as a restraining force to counteract the driving force of stressors.

Coping with Stress

- Three **strategies for coping with stress** provide a hierarchy of approaches for effectively managing stress.

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1. **Enactive strategies** create or enact a new environment that does not contain the stressors.
2. **Proactive strategies** initiate action that resists the negative effects of stress; this strategy improves personal resiliency.
3. **Reactive strategies** are a short-term technique for coping with stress when an immediate response is required.

Managing Stressors

- **Stressors** can be categorized into four main types.
  1. **Time stressors** result from too much to do in too little time.
  2. **Encounter stressors** are conflicts resulting from interactions with others.
  3. **Situational stressors** arise from the circumstances (or the environment) in which individuals find themselves. The Social Readjustment Rating Scale (SRRS) (in the skill assessment for this chapter) identifies common situational stressors.
  4. **Anticipatory stressors** result from anticipating potentially disagreeable events, causing anxiety or fear. Fear of failure or embarrassment in front of peers are most common.

Eliminating Stressors

- Enactive strategies that **eliminate stressors** are most desirable, although it isn't always possible or desirable to eliminate a stressor.
- **Time Management** allows you to eliminate time stressors
  - Effective time management involves distinguishing between **important and urgent** activities.
  - You must identify your **priorities and core values** in order to identify which activities are truly important.
  - The chapter provides 20 rules for **efficient time management for individuals.**
  - The chapter provides 20 rules for **efficient time management for managers.**
- **Community, Contribution, and Emotional Intelligence** allow you to eliminate encounter stressors.
  - Being part of a close-knit **community** has been shown to reduce the effects of stress.
  - Shifting focus from personal achievement to **contribution to others** reduces the effects of stress.
  - **Social and emotional intelligence** reflects one's ability to recognize and control one's emotions and to effectively manage relationships with others. These factors also reduce encounter stressors.
- **Work Redesign** allows you to eliminate situational stressors.
  - **The job redesign model** includes five factors that increase people's satisfaction and reduce situational stress:
    a. **Skill variety** is the opportunity to use multiple skills in a job.
    b. **Task identity** is the extent to which an individual is able to complete a whole task from beginning to end.
    c. **Task significance** is the extent to which the impact of the work is visible.
    d. **Autonomy** is the opportunity to choose how and when the work will be done.
    e. **Feedback** is receiving information about task accomplishment).
  - Managers can foster these five factors in the following ways:
    a. **Combine tasks**: provide opportunities for the employee to perform a variety of related tasks

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b. **Form identifiable work units**: assign groups to combine and coordinate their tasks and decide internally how to complete the work
c. **Establish customer relationships**: improve the ability of employees to see the consequences of their efforts
d. **Increase decision making authority**: increase the autonomy of individuals
e. **Open feedback channels**: provide opportunity for feedback between employees and their bosses to reduce the unknown and provide information about their work

- **Prioritizing, Goal Setting, and Small Wins** allow you to eliminate anticipatory stressors
  - **Goal setting** helps reduce stress by focusing attention on an immediate action rather than a fearful future
    - **SMART Goals** have five traits:
      - **S** = Specific (not general)
      - **M** = Measurable (not subjective)
      - **A** = Aligned (not deflecting)
      - **R** = Realistic (not fantasy)
      - **T** = Time-bound (not open-ended)
    - The following **Four-step model** assists in the goal setting process
      1. Establish a goal
      2. Specify actions and behavioral requirements
      3. Generate accountability and reporting mechanisms
      4. Identify criteria of success and reward
  - **Small Wins** help you gain confidence by changing something that is easy to change and establishing a feeling of momentum.

Developing Resiliency and Well-Being

- **Resiliency** is the capacity to withstand or manage the negative effects of stress, to bounce back from adversity, and to endure difficult situations.
  - **Life Balance** means actively engaging in each important segment of life, which fosters resiliency.
  - **Psychological Resiliency** refers to the ability of a person to return to the original condition after experiencing trauma, challenge, or threat. It can be fostered in at least two ways:
    - **Meaningfulness in Work** reflects a sense of professional purpose. People generally adopt one of three orientations to their work meaning:
      a. **Job Orientation** means that people do their work primarily for the financial or material rewards it provides.
      b. **Career Orientation** means that people are motivated by career accomplishment or recognition from others.
      c. **Calling Orientation** means that people are driven by the purpose of the work itself, thus finding fulfillment in their work, which contributes to resiliency.
    - Expressing **gratitude** fosters well-being and better health.

Temporary Stress-Reduction Techniques

- **Muscle Relaxation** involves easing the tension of successive muscle groups.
- **Deep Breathing** is done by taking several, successive, slow, deep breaths, holding them for five seconds, and exhaling completely.
- **Imagery and Fantasy** eliminates stress temporarily by changing the focus of your thoughts.
- **Rehearsal** allows people to work through a stressful situation, trying out different

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scenarios and alternative reactions.

SKILL ANALYSIS (CASES)

Following are resources to help instructors teach the three cases that appear in the text:

The Turn of the Tide

This case illustrates a positive way to cope with stress on a temporary basis. The formula followed by Arthur Gordon is not exactly that discussed in the text, but the principles are similar. Besides having the students discuss the questions at the end of the case, you may want to discuss similarities to temporary relaxation techniques and how they can be implemented quickly in any setting. Have students follow the formula prescribed in the case and then record their experiences in their journals, or ask them to share similar experiences of successfully coping with stress by using some unusual principles. Get them to analyze what does and does not work in coping with stress.

In response to the discussion questions, this case clearly illustrates the practical use of several temporary coping mechanisms, such as imagery and fantasy and refraining. An issue worth discussing is whether similar results can be achieved without having to change locations and take the entire day. A major point made in the chapter is that this kind of temporary coping mechanism can offer release, but we can avoid the tension and stress in the first place if we use resiliency and proactive stress management strategies. Ask what students would advise the author on returning to normal life. Without some changes, this cycle will likely be repeated.

The Case of the Missing Time

This case illustrates poor stress management. Chet violates a variety of time- and stress-management principles, although he sincerely tries to improve. It also shows that people often are not good judges of their own competence in stress and time management. Chet would probably rate himself as a relatively skilled person in these areas. However, comparing his activities with the principles in the text suggest that Chet's skill level is not very high. The same may be true of students in the class, so you may want to use this case to suggest that students ask people who know them well to offer feedback regarding their management of stress and time. We usually ask students to identify the main problems in this case and then devise possible solutions for Chet. To use this format, assign students in small groups to devise two lists: *Problems* and *Remedies.* Ask students to apply the principles of time and stress management in the text as they help Chet solve his problems and improve his skill.

Some problems they might identify are the following:

Span of control too wide	No formalized reporting
Little delegation	No supervisors over unit foremen
No planning time	Office manager needs authority
Excessive plant tours	Centralized decision making
Upward delegation	No staff coordinating meetings

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Following is a supplemental case that does not appear in the textbook, but can serve as a resource for instructors to use in class.

Campus Life Problem: Managing Stress is a one-page handout case (reproduced in full on the next page) that provides excellent discussion opportunities related to time management and stress management.

Questions to Trigger Reflection and Discussion:

- ❒ How would you rate Ken's time-management practices?
- ❒ How could he better manage his stress?
- ❒ What do you think about his basic motivation?

Discussion objective: Help students explore how Ken's case applies to their own lives. Allow them to speculate about how the various techniques in the chapter could help Ken.

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Campus Life Problem: Managing Stress

Situation. Meet Ken. He is a senior in Business Administration, and in addition to his full load of classes he is busy interviewing with prestigious accounting firms. Ken has always been a leader so it is not surprising to see he is president of Sigma Alpha Pi fraternity, vice president of Beta Alpha Psi business fraternity, assistant manager at McDonald's, as well as being very involved in his church group. All of these commitments, Ken feels, are very important to being successful in the business world.

Yesterday was a typical day for Ken. He woke up at 5:46 A.M. to open McDonald's. Since it was broken into two months ago Ken carries the only set of keys because he no longer trusts anyone else with the responsibility. Although he had planned to study after opening, Ken ended up mopping for Ralph, a new employee who was not mopping properly.

Ken ran to his class at 8:00 A.M. but his mind was not on his studies. Instead he was thinking of the plumber he had to call for his fraternity house, which caterer to contract for Dad's Day, and how to motivate the pledges that clean the house after a weekend party. After class Ken ran to Kinko's to pick up notices for the Beta Alpha Psi meeting and posted them in the business school. In the process he checked to see if Tiffany, a fellow Beta Alpha Psi member, had reserved a room for a guest speaker.

On his way home he stopped for a Big Mac at McDonald's and ended up rechecking all the files and finishing up next week's schedule for Christy, a new shift supervisor. Ken finally got home, where he called a plumber and met with Mark, who is in charge of the house blood drive. Ken was in charge of the blood drive last year and won several awards. He wants to continue the recognition he established for the house last year.

Ken then hurried to the church where he met with the minister. Reverend White wanted to help pick the songs the group would be singing at the weekend service, but Ken insisted on doing it himself. After a couple of hours of studying, Ken returned home to his answering machine. He reluctantly turned it on:

> "This is Tiffany. The speaker for Thursday night canceled, so we need to schedule a new speaker and change all the fliers."
>
> "This is Mr. Smith. The time cards weren't turned in again this week. Please contact me."
>
> "This is Reverend White. Tom broke his finger and won be able to play guitar for the weekend services. We'll need to make new arrangements."
>
> "Ken, this is Mark. I can't do this blood drive deal all by myself. How about some help?"
>
> "Hello, remember me? I thought I was your girlfriend. Am I ever going to see you again?"

Ken sits on his bed and ponders everything that needs to be done, saying to himself, "I could ask others to help me but if you want something done right you've got to do it yourself. I want to relax and spend time with my girlfriend but I can't give up my involvements, especially if I want a good job when I graduate. There just never seems to be enough hours in a day."

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Following are descriptions of clips from feature films that instructors might use as further in-class skill analysis activities:

Apollo 13

This film documents the voyage of the spacecraft Apollo 13, which was meant to be a routine flight, but nearly became a catastrophe due to an oxygen malfunction. The astronauts, stranded in space, fight desperately to survive while the NASA ground crew struggles to develop a rescue plan.

Clip (0:49:45–0:54:40). While conducting some routine maintenance aboard Apollo 13, astronauts Jim Lovell (Tom Hanks), Fred Haise (Bill Paxton), and Jack Swigert (Kevin Bacon) inadvertently send the space capsule into an uncontrolled tumble. The astronauts fight off panic as they attempt to ascertain what happened. Eventually, Lovell discovers that the capsule is leaking its oxygen supply into space. At mission control, flight director Gene Kranz (Ed Harris) urges his staff to remain calm to find a solution to the problem.

Questions to Trigger Reflection and Discussion:

- ❒ What evidence do you see that the astronauts and mission control staff are experiencing stress? What are the functional and dysfunctional outcomes of their stress?
- ❒ What behaviors and routines help the astronauts maintain their composure in the face of stress? What are possible sources of their resiliency?
- ❒ What role does Gene Kranz play – both interpersonally and symbolically – in appropriately handling the stress of this situation? In what ways can we become the voice of calm in a stressful organization? In our own lives?

  Discussion objective: Help students explore how this film clip depicts the way people experience stress. Allow them to speculate about how the reactions and techniques depicted in this clip might apply to their own lives.

Pushing Tin

Nick Falzone is the best air traffic controller in the New York City facility, until Russell Bell becomes his coworker. Competition between the two affects Nick's marriage and job.

Clips (0:00:00–0:07:35; 0:11:50–0:15:10). At an air traffic control facility outside New York City, Nick Falzone (John Cusack) and his fellow controllers guide stunningly large numbers of planes daily. At the end of their shift, they go to breakfast together. On another day, while elementary school children are touring the facility, a midair collision is narrowly avoided.

Questions to Trigger Reflection and Discussion:

- ❒ What kinds of stressors do the air traffic controllers face each day? Which strategies do they use to deal with their stress? How do they try to develop resiliency?
- ❒ How do the air traffic controllers react when it looks as though a collision will occur? How do they react after the collision has been prevented? What do their reactions indicate about how they try to manage job stress?
- ❒ Some individuals seem to thrive on stress. Do you believe these individuals have highly evolved coping mechanisms that enable them to deal well with stress, or that they are setting themselves up for trouble? Elaborate.

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Discussion objective: Help students explore how this film clip depicts the way people experience stress. Allow them to speculate about how the reactions and techniques depicted in this clip might apply to their own lives.

Multiplicity

A construction manager has himself cloned in hopes of having more time for nonwork pursuits.

Clip (00:02:00–00:17:00). Construction manager Doug Kinney (Michael Keaton) works so much that he has little time to spend with his wife Laura (Andie MacDowell) and children and no time for leisure activities. Due to a mistake by one of his subcontractors, he has to work even longer hours. When his wife tells him she wants to return to selling real estate (her job before having their first child), he snaps at her. At a construction site the following day, he goes berserk when a water pipe breaks. When a geneticist offers to give him more time by cloning him, he accepts.

Questions to Trigger Reflection and Discussion:

- ❒ What types of stressors does Doug have?
- ❒ How do Doug's job demands affect his wife and children? To what extent does Laura Kinney help her husband deal with his stressors? To what extent does she increase his stress level?
- ❒ What strategies does Doug use to cope with stress? How effective are they?
- ❒ Why does Doug believe that cloning will solve his problems? What would you recommend, other than cloning, to Doug to give him more time?
- ❒ To what extent will having more time give Doug a more balanced life? How do people's conscious, deliberate choices affect their stress levels?

Discussion objective: Help students explore how this film clip depicts the way people experience stress and manage their time. Allow them to speculate about how the reactions and techniques depicted in this clip might apply to their own lives.

SKILL PRACTICE (EXERCISES)

Following are resources to help instructors teach the four practice activities that appear in the text:

Small Wins Strategy

Purpose: To help students identify the subcomponents of their major stressors and develop a "small wins" plan to relieve them.

Procedure: Assign students to complete the form in the text. The most important part of the exercise is helping students subdivide the stressful situation into subparts, then to subdivide those subparts again resulting in small, incremental steps, small wins, and positive momentum. The second important part of the exercise is to motivate students to identify small, tangible successes

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from the past or anticipated in the future. In discussing this exercise, you may want to model the small wins strategy by having students share their own small wins with others.

For example, you might ask the following questions:

- ❒ What major kinds of stressors do you face as students? Pick one.
- ❒ What are the subcomponents of that stressor?
- ❒ What small wins have you and others accomplished relative to that stressor?
- ❒ What additional small wins can be implemented?

Have partners share their responses to get feedback and suggestions on additional ways to initiate small wins.

Life Balance Analysis

Purpose: To help students analyze and plan ways to cope with stress.

Procedure: Have the students follow the instructions for this exercise in the textbook. Because most students feel overloaded, they often resist this exercise saying that they have no time to add more activities to their schedules. One way to achieve life balance is to combine current required activities with activities that help achieve life balance (for example, combining physical activities with social activities). Students may need to analyze carefully their priorities and eliminate some activities that create time stress but accomplish very little—that is, implement Pareto's law and identify the 20 percent of their tasks that produce 80 percent of the results. This is a lifelong process, one students can practice in an environment where there is some incentive and where they can receive feedback and advice. Hold students accountable for starting this week to implement some new activity or experience to achieve better life balance.

Because few students have considered the need to develop in a variety of areas, they may need help either defining what an "area" involves or identifying ways to develop in an area. The following table might help them think of their own strategies for improving life balance.

Area	**Activities**
Social	Invite a friend over for dinner, make cookies for someone, volunteer at the hospital.
Physical	Jog, swim, lift weights, or diet.
Spiritual	Attend church, read scriptures, pray, meditate.
Family	Play a family game, hold a family council, tell other family members what you like about them.
Intellectual	Read some classical literature, attend a debate on current issues, study an hour or more each night.
Work	Implement one new project this month, implement time management principles, and do not take work home this month.
Cultural	Attend a concert, visit a museum, or interview a foreign student.

Deep Relaxation

Purpose: To help students explore relaxation techniques as a means for coping with stress reactively.

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Purpose: Have the students follow the instructions for this exercise in the textbook. This exercise combines principles of several well-known deep relaxation techniques, including transcendental meditation, yoga, and self-hypnosis. It should be done outside the classroom with a partner. Continually practicing this exercise will necessitate that the instructions be memorized, that they be tape recorded, or that the exercise be done with a partner. We have found it helpful to have students do the exercise with someone with whom they feel comfortable, not a stranger. Therefore, we usually let students pick their own partner. Again, encourage students to discuss the exercise with their partner when they finish.

Questions to Trigger Reflection and Discussion:

- ❒ What did you have trouble letting go of when you began to relax?
- ❒ What mental image was most helpful to focus on to wipe all other thoughts out of your mind?
- ❒ What observations did you make of your partner that may help him or her better engage in deep relaxation?

Discussion objective: Use this discussion to encourage students to reflect on their personal experience with deep relaxation, and to explore how they might apply it more generally in their lives.

Monitoring and Managing Time

Purpose: To help students examine their time use and strategize about how to use time more effectively.

Procedure: Have the students follow the instructions for this exercise in the textbook. We have found it successful to have students turn in their time logs as an extra incentive to have them accomplish the task. Almost without exception, this exercise surprises people. Students find that they are wasting much more time than they thought and spending more time on nonproductive activity than they would have guessed, and that some things are taking much more time than they imagined. It is impossible to improve time management unless we know how we are spending our time, so this exercise is a prerequisite for time management improvement. A discussion with a partner can help identify some other suggestions for increasing the amount of discretionary time and using time more wisely. Direct the ensuing class discussion by listing three categories on the board: *Time Management Hints, Major Time Wasters, and Things to Eliminate.*

Generalized Reciprocity

Purpose: To help students recognize the potential for positive support networks to help them solve problems and reduce stress.

Procedure: Follow the step-by-step instructions in the textbook to guide students through the activity. This activity generally produces surprising results as students discover that the people around them often have resources, knowledge, or expertise that can benefit them. It is also very instructive to have students reflect on how it feels to offer support or solutions to someone else. Generally, students become more enthusiastic about helping than about receiving help with their particular problem. You can discuss with them how offering service to others provides a sense of purpose that helps people become more resilient.

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Following are supplemental activities that do not appear in the textbook, but serve as a resource that instructors can use in class.

Coping with Stress

Purpose: To help students understand the variety of strategies one may use to cope with stress, and gain insight about which strategy is best suited to different situations.

Procedure. Assign each of five groups one of the following scenarios. After one student reads the scenario, all the group members write down their initial reactions. Then, students take turns presenting their reactions. Assign a recorder to write down these comments. Following these small-group discussions, ask the recorders from each group to present to the entire class their compiled list of reactions. You can conclude the exercise by having some students act out their reactions. Select several that are novel, creative, or typical.

Questions to Trigger Reflection and Discussion:

- ❒ What were the most common reactions by group members?
- ❒ The chapter discusses three ways of dealing with stress: eliminating it, increasing our resilience, using temporary coping strategies. Which of these categories is most/least frequently represented in our lists? (Most students will focus on coping strategies. In fact, if you list all the responses on the board under the three categories, you will generally find that the distribution is the opposite of what is recommended in the text. That is, the least amount of attention is focused on eliminating the source of stress. This observation can lead to an interesting discussion of why we tend to focus on coping with symptoms rather than removing the problems.)
- ❒ Do people use fundamentally different coping mechanisms for different types of stress, or stress under different conditions? (Although these scenarios do not all pertain to work situations, most of us use basically the same strategies in all settings.)

  Discussion objective: Challenge the students to consider how they use (or overuse) these strategies in their own lives. Encourage them to consider multiple strategies for each scenario.

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Scenarios:

Scenario 1. It is Monday morning. You have just arrived in your office one hour late because you had to find a substitute babysitter at the last minute. As you enter your office, you find a note from your secretary saying that she has a funeral today and will not be in until afternoon. A crucial staff meeting begins in 30 minutes to discuss budget cuts for each of your subordinates' units, and you have not yet completed your preparations for the meeting. You know that there will be hostility and confrontation in the meeting, but if you have the data organized and charts prepared, you know you can get through the meeting without a blowup. The trouble is you do not have time to get everything prepared before your staff shows up. The meeting cannot be postponed because your meeting with your peer managers is scheduled right after your staff meeting. The main agenda item for that meeting is your report on the results of your staff meeting.

Scenario 2. You just received a phone call from the hospital emergency room where one of your children has been taken after an auto accident. The nurse on the other end of the line did not give you any information about the condition of your child because the physical examination is in progress. You do not have a car available to get to the hospital, as your only car was being driven by your child. Neither of the two neighbors who live nearby is home. You are just going to have to wait for a cab to come, which will take about a half hour.

Scenario 3. You are preparing for an extremely important presentation to the Executive Committee of your corporation. Not only is this likely to be your only chance to make a presentation to the committee members personally, but your presentation is a request for some extra funds to pursue an idea you think will help the company's future profitability. If you are impressive, your career could be enhanced in the firm; if you are convincing enough to get the allocation, you are sure that this idea could develop into something very important for you personally and for the company. You know that the executive committee is not easily fooled, and they have a reputation for being extremely hard-nosed and tightfisted regarding any extra expenditures. Because times are lean in the firm right now, this could be a difficult presentation. You go into the boardroom in 15 minutes.

Scenario 4. This is the first track meet of the college season. Because of your success in high school, several newspaper articles have been written extolling your accomplishments and creating high expectations for your college career. Competing in high school is one thing, but competing in college is quite another. Although you have been improving regularly, it is still too early to tell whether you can equal your best performance in high school, and whether you can be competitive with these outstanding college athletes. Your parents and friends are watching, and the press row is full. Your event begins in 20 minutes.

Scenario 5. You have a paper due in the office of your instructor by 5:00 P.M. No late papers are accepted. You have been working late for several days, and you are exhausted. You have set aside this afternoon to finish the paper, a difficult one you do not feel quite prepared to write. With about three hours to go, and only about half the paper written, you get a telephone call from your best friend who is having a crisis. He just needs to talk it through for a few minutes. The trouble is, the call takes almost an hour, and now you are not sure you can finish the paper in time, let alone have it typed, spell-checked, and bound properly.

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Building in Life Balance

Purpose: To help students recognize the importance of integrating life balance activities as an effective stress management strategy. Students will learn how and why corporations are emphasizing life balance for managers and employees.

Procedure: Ask students to use library or online resources to research the life-balance strategies of two or three corporations. Have students prepare a short (two-page) report based on their research:

Questions to Trigger Reflection and Discussion:

- ❒ What are the elements of each corporation's life-balance strategy?
- ❒ What stressors are corporate managers addressing, and how do these compare with the work site characteristics shown to cause burnout (see Table 2 of Chapter 2)?
- ❒ How does each corporation explain its integration of life-balance activities?
- ❒ Comparing the companies researched, what are the similarities and differences in the way they are addressing life-balance issues?
- ❒ Given their knowledge of life-balance strategies, which of these employers would students prefer to work for—and why?

  Discussion objective: Encourage the students to consider what is appealing or unappealing about the corporation they examine. Challenge them to think about the type of organization they want to work for, and how they can determine a good life-balance fit beforehand.

Looking Ahead: Potential Stressors

Purpose: To give students practice identifying anticipatory stressors at work, school, and home. Through this exercise, students will gain awareness of their concerns about certain potentially disagreeable situations looming in the future, and of the effect this stress has on their attitude and behavior.

Procedure: Allot 5 minutes for individual work on this exercise, followed by 10 minutes of group work and 10 minutes of classroom discussion. First, ask students to write down one or two answers completing each of the following sentences based on their anticipated stress from potentially unpleasant future events:

Looking ahead at work, I am concerned about . . .

Looking ahead at school, I am concerned about . . .

Looking ahead at home, I am concerned about . . .

Working in teams of four, have students compare answers and identify the most frequently cited stressors at work, school, and home. In addition, ask students to briefly outline what they do when confronted with these common stressors. (For example, do they put off studying in the hope that an event such as the final exam will not actually take place? Do they avoid a particular person associated with some dreaded event?)

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Now ask one student from each team to summarize the team's most common stressors in each of these three areas. What are the most frequently cited stressors overall? How do students tend to deal with these anticipatory stressors? Ask students to apply their knowledge of enactive strategies to brainstorm different ways of eliminating these stressors.

Small Wins Lead the Way Toward Long-Term Goals

Purpose: The purpose of this exercise is to help students learn to reframe the pursuit of a long-term goal into the achievement of a series of smaller short-term wins. By repeatedly applying the chapter's model for short-term planning and goal setting to each step along the journey toward a long-term goal, students can minimize the anticipatory stress that prevents them from pursuing important but challenging goals.

Procedure: To start, ask students to identify one long-term goal they particularly value and would like to pursue. The goal may be personal (such as becoming fluent in another language, overcoming fear of flying, or owning a home) or professional (such as passing a licensing examination, achieving a certain managerial level, or starting a small business).

Next, ask students to list the major steps required to achieve this goal. For example, to buy a home, students would need (1) a mortgage or some way of paying for the purchase; (2) a way of finding just the right home in the right community; (3) a legal way of completing the purchase; and (4) a way of moving into the home. Encourage students to confirm the steps they have identified by exchanging lists with another student. **For discussion or self-reporting:** How do you feel about these relatively few major steps? *Most will probably still feel stress at the anticipation of working toward their long-term goals.*

Now ask students to break each step into its component substeps. For example, to obtain a mortgage, students would need (1) a down payment, (2) a steady source of income, (3) a good credit record, and (4) a suitable mortgage rate and term. Even these substeps can be further subdivided, if students choose. Again, suggest that students exchange lists to confirm the steps they have identified.

For discussion or self-reporting: Do these component substeps seem more achievable than one single long-term goal? How much work and time do you think you would need to achieve each substep? Do you think you can actually handle these substeps? *Some will see the substeps as less intimidating, more short term, and therefore somewhat more realistically attainable. Some may see the growing list of substeps as more daunting. However, once students focus on the shorter-term nature of each substep, they should be able to begin the reframing process.*

For each of the substeps, ask students to create a brief four-part plan with a concrete goal, a few appropriate action items, an accountability mechanism, and success criteria and rewards, following the model in Figure 5 (within the Goal Setting section of Chapter 2).

For discussion or self-reporting: Can you achieve a small win to complete each substep? How does each win move you closer to your overall long-term goal? Does a series of small wins make you feel less stress about approaching your long-term goal? *Encourage students to think about subdividing steps further, if necessary, to create more manageable small wins, and remind them of the importance of rewarding themselves for each win.*

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What's Urgent and What's Important?

Purpose: This exercise will give students practice distinguishing between activities that are merely urgent and those that are important so they can rethink the tendency to constantly react as a way of eliminating stress. By considering the potential outcomes of different approaches to each activity, students can learn to reprioritize so they are not constantly battling crises.

Procedure: Ask students, working individually, to classify the following work activities according to the matrix in Figure 2.3 as: (1) urgent/important, (2) urgent/unimportant, (3) not urgent/important, or (4) not urgent/unimportant.

Activity		Classification
1.	Supplier calls to demand payment of a long-overdue invoice.	
2.	Production supervisor stops by for help with a complicated database problem.	
3.	Vice president sends around notice inviting suggestions for new products.	
4.	Weekly staff meeting is unexpectedly moved up to start within a few minutes.	
5.	Assistant passes along an announcement of an industry conference in Hawaii next month.	
6.	Department head asks for two-year comparison of monthly departmental sales and expenses.	
7.	In-box includes an annual customer-satisfaction survey from a favorite vendor.	
8.	E-mail reminder from human resources about quality management Webcast during lunchtime.	
9.	Inspector from the federal OSHA agency shows up to check for violations.	
10.	Page message arrives from spouse, asking for spare car keys.	

Once students have classified all 10 activities, ask them to pair up and compare their results. When students don't agree on the classification of an activity, each should explain his or her reasoning, including how possible outcomes influenced their classification. This discussion may help students reframe some activities. For example, one student may see reading the Hawaii industry conference announcement as an escape (low urgency, low importance) whereas another sees it as a developmental opportunity to learn more about the business and meet other experts (low urgency, high importance). Similarly, the supplier call about overdue payment may seem like an argument to some (low urgency, low importance) but more of a crisis to others (high urgency, high importance) who see the outcome as maintaining good relations with a needed supplier.

Collect the class's classifications for each activity and list the results on the board or an overhead. This is an opportunity to discuss how differing priorities, viewpoints, and long-term goals affect the way managers choose to spend their time. It is also an opportunity for students to consider how they might better manage such stressors.

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Four types of stressors.

Purpose: To help students understand the four types of stressors, and to examine how they impact their lives.

Procedure: In small groups, ask students to identify the extent to which they face the four types of stressors (summarized in Table 2.1) and the extent to which they have developed the four types of restraining forces. Have them rate on a scale of 1 to 100 how much each stressor or restraining force is present or have them list examples of each category relevant to them personally. This activity could be used in conjunction with **Sources of Personal Stress.** Encourage the students to discuss their ratings and examples in order to explore sources of stress and ways to cope.

SKILL APPLICATION

Suggested Activities

These exercises provide opportunities for students to extend the learning experience outside the classroom. Your selection of assignments should consider your students' ages, access to organizations, employment status, etc., as well as which aspects of the chapter you spent the most time discussing in class. The Skill Application assignment can be used to balance the emphasis placed on various topics.

Assignments 2.9 and 2.12 focus on improving stress management techniques. Assignment 2.10 instructs students to teach the material to another person. Assignment 2.11 involves time management techniques. Assignment 2.13 encourages students to focus on long-term goals. This is consistent with the personal life management philosophy discussed at the beginning of Chapter 1 in the text. Assignments 2.14 and 2.15 may be the most important ones for middle-aged students. Assignments 2.16 and 2.17 are appropriate for all students. Assignment 2.18 is particularly appropriate for full-time employees.

Application Plan and Evaluation

One of the best ways to generate application exercises that help students transfer their skill learning to a real-life setting is to have them create their own assignments. This application exercise is designed to help students identify the specific skills associated with the chapter that they want to improve. We urge students not to shortcut this exercise, but to complete each item on the form. They are thus forced to identify specific behaviors, a specific time frame, and specific reporting mechanisms that can help them actually implement a change in their skill behaviors outside the classroom environment.

Step 2.19 asks students to identify the specific skill(s) that they want to improve. Writing this down helps clarify it in ways that would not occur otherwise. Ask them to write the skill(s) behaviorally, using the behavioral guidelines as a model—as well as a source of ideas.

Step 2.20 asks students to identify the circumstances in which the improvement efforts will occur. This focuses their attention on a particular problem or issue, a particular work situation, or a specific set of individuals. Students should indicate when they will begin this application activity; otherwise it is easy for them to procrastinate.

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Step 2.21 asks the student to identify specific behaviors in which they will engage to improve their skill performance. Completing this step will take some analysis and time; it should not be done hurriedly or perfunctorily. This step essentially operationalizes the improvement activity into observable actions.

Step 2.22 asks the student to identify specific outcomes that will signal success. This is not easy for skills without a quantifiable outcome, but that is why this step is so important. Identifying the ways they know they have improved helps students see more clearly what improvement requires. Appropriate outcomes might include increased satisfaction with a relationship or improved understanding, but do not let students use changes in another person's behavior serve as the criteria for success. Instead, they should focus on outcomes that they can control.

Steps 2.23 through 2.25 ask students to analyze, evaluate, and record their improvement in a journal. These steps not only foster learning and self-understanding, they can also lead to continued improvement as students discover new ways to enhance their performance.

We usually have students hand in at least some of these skill application analyses as part of their grade for the course. By doing so, you reinforce immediate application and also get a chance for giving students written feedback and encouragement.

FOR FURTHER READING

- ❒ DeFrank, Richard S., & Ivancevich, John M. (1998). Stress on the job: An executive update. *Academy of Management Executive, 12*(3), 55–66.

  The authors review sources of workplace stress and underscore the serious problems stress creates for individuals (compromised physical and psychological health and work behavior) and their organizations (including legal liability). They urge managers to cultivate employees' skills for coping with stress and to minimize stressful working conditions.

- ❒ Diener, Ed, D. Wirtz, W. Tov, C. Kim-Prieto, D. Choi, S. Oishi, & R. Biswas-Diener. (2010). New well-being measures: Flourishing and positive and negative feelings. *Social Indicators Research, 39,* 247-266.

  Measures of well-being were created to assess psychological flourishing and feelings—positive feelings, negative feelings, and the difference between the two. The scales were evaluated in a sample of 689 college students from six locations. The Flourishing Scale is a brief 8-item summary measure of the respondent's self-perceived success in important areas such as relationships, self-esteem, purpose, and optimism. The scale provides a single psychological well-being score. The measure has good psychometric properties, and is strongly associated with other psychological well-being scales. The Scale of Positive and Negative Experience produces a score for positive feelings (6 items), a score for negative feelings (6 items), and the two can be combined to create a balance score. This 12-item brief scale has a number of desirable features compared to earlier measures of positive and negative emotions. In particular, the scale assesses with a few items a broad range of negative and positive experiences and feelings, not just those of a certain type, and is based on the amount of time the feelings were experienced during the past 4 weeks. The scale converges well with measures of emotions and affective well-being.

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❒ Friedman, Steward D., Christensen, Perry, & DeGroot, Jessica. (1988, November/December). Work and life: The end of the zero-sum game. *Harvard Business Review, 46*(6), 119–129.

The authors discuss the three tenets of managers who view work and life as complementary rather than competing. These managers: (1) urge each of their subordinates to clarify and reveal to them his or her own priorities, so that together they can establish a means for fulfilling both the company's and the individual's goals; (2) cultivate and demonstrate an interest in their employees' lives outside work, and encourage employees to derive enrichment and meaning from their personal lives; and (3) strive to design novel work arrangements that allow employees to achieve organizational and nonwork goals.

❒ Ramsey, Robert D. (2000, June). 15 time wasters for supervisors. *Supervision, 1*(6), 10–12.

The author explains why managers should avoid the following 15 activities that would otherwise squander their time: (1) working without a plan, (2) working with unclear objectives, (3) having an excess of goals, (4) oversupervising, (5) worrying, (6) socializing excessively, (7) insisting on perfection for even trivial tasks, (8) procrastinating, (9) honey-coating negative feedback so much that it becomes too distorted to be useful, (10) having to correct errors, (11) engaging in unnecessary paperwork, (12) waiting, (13) attending useless meetings, (14) allowing oneself and subordinates to leave work before the end of the workday, and (15) becoming angry.

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